

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**THE STATUS OF EDUCATIONAL RESEARCH
IN OROMIA REGIONAL STATE**

By: KIBRE JIMMERRA KASSA

June, 2009

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**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
RESEARCH AND DEVELOPMENT**

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ACKNOWLEDGEMENTS

I would like to extend my gratitude to my advisor, Dr Wossenu Yimam for his valuable remarks and unreserved support through out the course of this study.

I also thank Dr Dessaeng Chalchisa for his guidance and remarks in checking the reliability technique of the instruments used.

I also forward my thanks to all teachers, school principals and deputy principals for their cooperations and information without which this study hasn't been successful.

I am also thankful for Oromia Education Bureau head Ato Dereje Asfaw, Ato Abebe Jira, Women's Affairs Department head, and others for their cooperation, information and written material supports.

I also would like to forward my gratitude to Ato Aweke Yirgu, West Shoa Zone Education Office representative, Ato Tibebu Taddese North Shoa Zone Education Office deputy Head, Ato Kasaye the then South West Shoa zone Deputy Head for their cooperation and useful information.

Great thanks should be accorded to Hope for the Horn & Officials, H.E Ato Abdulkarim Ahmed Guled and Ato Abdulrashid Ahmed for their moral and financial support.

Finally, to my thanks should go to my wife, W/ro Bizunesh and my children for their moral support and cooperation in computer writing.

ACRONYMS/ ABRIVIATIONS

AAU – Addis Ababa University

BPR – Business Process Re-engineering

E.C. – Ethiopian Calendar

ETP – Education and Training Policy

FAWE – Forum for African Women Educationalists

HRDC- Human Resource Development of Canada

HSRC – Human Science Research Council

ICDR – Institute of Curriculum Development and Research

IER – Institute of Educational Research

MOE – Ministry of Education

NGO – Non- government Organizations

OEB – Oromia Education Bureau

ORS _ Oromia regional state

RPO – Research Publication Office

TGE – Transitional Government of Ethiopia

UNICEF – United Nation International Children Education Fund

UNESCO – United Nation Education, Science and Cultural Organization

WP – Work Process

Abstract: The purpose of this study is to assess the status of educational research and the availability of basic requirements for research in Oromia Regional State. Education contributes a great deal to the production of skilled and capable man power a certain country requires for its economic, social and political development. Likewise, educational research is an important instrument for the development of education and the improvement of quality of education. It seems that it is with this understanding of the value of research that the current Education and Training Policy of Ethiopia declares that focus will be given to the complimentary implementation of educational research and education. However, the focus given to it seems negligible and no satisfactory research is being conducted in the education system especially in secondary and primary schools. Therefore, this study intends to assess the state of educational research in Oromia Regional State and the availability of basic requirements for research involvement. To this end, descriptive survey method was employed and two types of questionnaires were prepared and distributed to 240 teachers and 24 school principals and deputy principals working in twelve secondary schools selected using stratified random sampling and availability sampling techniques respectively. The Oromia education bureau head and delegated personnel, three zonal education office heads or deputy office heads were also interviewed in their respective offices. The data collected were presented using frequency tables and graphs and analyzed using percentages and weighted mean averages. The findings disclosed that the state of educational research undertaking is low and no satisfactory research is being done in the region due to lack of resources, knowledge, experiences, suitable research strategies and lack of institutional set up that can facilitate research and wrong conception and perspectives. Based on the findings, conclusions were reached and possible recommendations were forwarded.

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CHAPTER I: INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Educational research is an important component of the education system at all levels although the degree of its undertaking and level of sophistication differ from primary level to the tertiary level of education, from woreda/district education office level to ministry of education level, from individual novice researcher to senior professional researcher. In any ways and at any level it is one part of the education processes to be undertaken. Therefore, this thesis tries to assess the state of educational research in Oromia Regional State.

Before the introduction of modern education in the country in 1908, traditional education was given in church and mosque yards. The then education was blamed for not preparing the young people for societal problem solving activities although it has its own contributions in preparing individuals who can serve the then system status quo and in the invention of Geez alphabets which made the country unique of having its own script in Sub-Saharan Africa. Although hundred years have been elapsed since the introduction of modern education in Ethiopia. Even after the introduction of modern education, the country's education system inadequacy in aiming at the problem solving role of education remained the same (Teshome, 1979); (Tekeste, 1996), (Seyoum, 1996) and (MOE, 1996).

Regarding this problem, and misconceptions of individuals, (Amare, 1998: 1) remarked, that some academics in AAU and elsewhere had negative attitude towards the role of education, however, the positive role of education in national development has now attained a status of near consensus among Ethiopian educationalists.

The comment indicates individuals' even academicians' had negative attitude towards the role of education in the national development till recent years. Thus, this seems one of the main causes for the country's backwardness and the socio-economic problems up to now.

Scholars are in agreement among themselves that education contributes a great deal to development by producing skilled man power that can solve economic, social and political problems of a country. However, Aggarwal remarks that there seems to be potentially a serious philosophical conflict between the new 'man power' interest in education and the traditional view of education's role in a free society. He continued his remarks that in the context of manpower shortage, the educational system comes to be viewed as a 'brain- power industry' whose social function is to build human beings as instruments for building national, economic and military strength. Under the old view it was taken for granted that education contributed indirectly to the economic and general welfare of the nation but the over-reaching purpose of education in a free society was to enable individuals to realize their full human potentialities for their own sake (Aggarwal, 2004:15). In any ways, the contribution of education to overall development of a nation is not denied whether directly or indirectly it plays its instrumental role.

On the other hand, research in general and educational research in particular is also an important instrument in the development of any sector including education. Research in education, as in other fields, is a search that provides knowledge for the solutions of problems in the field of education.

Amare (1998: 2) is in an opinion that "... tremendous need also exists in educational research which is an integral part of educational process. Through research, education can be vitalized by continuous provision of scientific information for developing and overhauling the system

of education (including the system – parts)”. Amare, (1998: 7) concluded his studies remarking as; “It goes without saying that he who possesses information possesses power. And this power can be achieved through research because it is the only way of getting reliable information”.

Hailu (2000: viii), also commented about the need for educational research, that what he has realized over the years was that things were changing and were always dynamic and therefore requires also dynamic capacities so as to renew or adapt to new conditions and use existing knowledge or create new knowledge and competencies that would be necessary to meet the challenges of the dynamic changes. He added, saying, in this process, innovation and learning involve combining knowledge, new information and organization in terms of business-markets and also technological/technical inputs. Educational research in his view should concern itself with creating new knowledge and information, new organizational forms, and the market for its products such that its products are sold in a way or applied by people who need to use them. He added also that this requires the outputs of research and the practitioners in the field need to act together in a coordinated manner.

Derebssa also remarks that research should keep abreast with teaching and should help to raise the quality of teaching. Thus, research has been recognized as twin broad function of education that is searching for truth, advancement and refinement of knowledge by conducting both basic and applied research and teaching. Strengthening research and analytic capacity in education is an essential requirement for the improvement of development, policies and practices and the decisions taken regarding them, must be informed by the results of systematic, well conceived research (Derebssa, 2004: 83).

In his explanation for the need of educational research, Woody (in Good, 2006:15) vigorously stated the following:

In no field is the need for research more apparent than in teaching, which now done largely by the rule of thumb. The superiority of one teaching method over another has never been definitely determined. No scientifically established curriculum exists, although some promising efforts have been made to affect one. As yet little has been revealed to indicate one classroom organization is superior to another. The best method of marking pupils or evaluating instruction has never been scientifically determined. Little evidence is available on the most satisfactory size of class or length of recitation. Virtually no data have been gathered upon how the child learns, although, within recent years, considerable emphasis has been given to investigate in this field. This list could be extended indefinitely and the enumerated activities analyzed in much greater detail. Further analysis would only present more proof that in the science of teaching there has been but little research.

It is clearly understandable from the above statements that educational research contributes a great deal to: the quality of education, educational policy decision –making, and improvement of educational practices, in curriculum development, in educational planning and administration, in teaching evaluation, in exploring and testing of new ideas, in the improvement of teaching methods, and in production of educational materials, and so on.

Stepping up from the above scholarly recommendations and opinions, one can assume that curriculum specialists are expected to base their activities on educational research before they write up the curriculum so as to be sure of the relevance of the lessons and scientific and technical approaches to the teaching practices.

More, educational reformists are also expected to make necessary assessments about the educational status of a certain country to make the right reformations they are aspiring to bring about.

Furthermore, teachers and other educators are responsible to carry out educational research to improve the teaching-learning processes and provide quality education for their citizens so as

to produce quality manpower the country needs to bring about positive change in the country's development.

Educational research bureaus, educational research institutions, professional societies, research funding agencies and foundations, and so on, should be in place at national, regional and local levels to promote research because development cannot happen by wishful thinking without knowledge based intervention endeavors.

According to Good (2006:11), the purpose and fundamental meaning of educational research is as follows:

The ultimate purpose of all educational research is the discovery of procedures, rules and principles relating to the various aspects of education. Critical reflective thinking is required in which discovered facts and principles may be utilized, as well as original data. Thus the answering of any question about education by means of critical reflective thinking, based upon "best" data obtainable, may properly be called educational research).

It seems that it is with this understanding that the current Education and Training Policy of Ethiopia (ETP.1994) states that 'education is not a separate activity but rather it should be implemented complementarily with research and development to give all rounded development to the society.'(ETP.1994:1).

This document also confirms that 'high focus will be given to educational studies and research, education and research complimentarily implemented in integration with development.' (ETP.1994:5).

To sum up, curriculum development, teaching-learning practices, educational planning and policy decision-making, educational administration, instructional evaluation, child learning processes, and so on, are important components of an education system which require educational research to provide quality education to citizens. The writer likes to substantiate

this summary by Amare's, (1998: 7), remark. "Through research, educators can indigenize knowledge, curriculum and learning- teaching methodologies. Through educational research curriculum designers and implementers could be empowered. The capacity of Federal, Regional and Local system can be enhanced through research".

Finally, educational research has an indispensable value in promoting quality education and quality education in its turn produces competent skilled and capable manpower that can bring about sustainable economic, social and political development.

Therefore, the Ethiopian Government in general and the regional state governments in particular, are responsible to prepare suitable educational research strategies which can help easy implementation of its goals so as to make the complementarities of education, research and development a reality. This may include the establishment of educational research institutions, research units at national, regional, woreda/district, and school levels; the allocation of research grants or facilitation of research funding mechanisms; and make the necessary arrangements for research results disseminations; and so on to get the most out of educational research and bring about the sector's overall development.

1.2. STATEMENT OF THE PROBLEM

In spite of the fact that educational research has indispensable significances in the development of the country, the focus given to the field in general seems negligible.

The Transitional Government of Ethiopia (TGE) – Education and Training Policy document (ETP), (1994), under its specific objectives, list number 2.2.6. states as, "To make education, training and research be appropriately integrated with development, focus will be given to research" and its overall strategy Article 3.6.8. reads as, "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”.

Due credit should be given for the TGE for the value it has placed for educational research and for including it in the ETP document. Both the MOE and all regional education bureaus are responsible to implement the policy at all levels. However, although fourteen years have been elapsed since the launching of the policy, a few research results conducted in Addis Ababa University almost a decade ago reveal that the link between research, education and training and policy is loose and no satisfactory educational research has being done in the system. That is what is written in the policy document and what is practically on the ground seems different (Habtamu, 2000).

According to research findings in general, educational research undertakings in the education system is very low albeit the current Education and Training Policy declares that educational research and education will be implemented complementarily and in integration with development.

The factors that made the complementarities of educational research and education so weak in the system in general and in Oromia in particular are assumed to be that:

- no suitable strategies for educational research undertakings and implementations;
- no institutional set ups that can play a pivotal role in coordinating research efforts are in place at Federal, Regional, Local and school levels;
- no adequate educational research professionals who can carry out quality research in education;
- no research facilities, incentives and research funding;
- no well organized research dissemination mechanisms.

Therefore, based on the above assumptions, this study tries to assess the perceptions and perspectives of persons in the field of education working in Oromia Education Bureau at different levels about the need and state of educational research undertakings, and factors that are still prevalently making the educational research undertakings difficult.

1.3. BASIC RESEACH QUESTIONS

This study tries to answer the following basic questions;

1. How do education professionals perceive the role and significance of educational research?
2. What are the levels of implementation of educational research undertakings in accordance to the intention of the current Education and Training Policy?
3. To what extent are the basic requirements for educational research available to conduct research so as to improve educational practices?
4. What factors are prevalently affecting educational research progress?
5. Are there ways to alleviate the problems of educational research undertakings?

1. 4. OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The general objective of the study is to assess the status of educational research & the problems of research undertakings so that its practices in the education system will be strengthened.

1.4.2. SPECIFIC OBJECTIVES

The study has the following specific objectives:

- a) to explore the perspectives of education heads working at different levels in Oromia about the role of educational research,
- b) to explore the state of educational research in the region,
- c) to identify factors that are hindering educational research undertakings at all levels, &
- d) to find possible solutions to curb educational research undertaking problems.

1.5. SIGNIFICANCE OF THE STUDY

This study is expected to have the following significances.

1. It develops better understanding of policy implementers to improve research undertakings in education.
2. It contributes to identify the basic problems that hinder research activities so that all educators in the system may take measures.
3. It provides possible ways of research participation of educators in the system.
4. It also reminds pioneers in the field to deeply think on how research work could be expanded in the system.
5. The experiences of other countries presented in this research paper may be a good lesson for our country's educational policy implementers.

1.6. DELIMITATIONS OF THE STUDY

Although educational research undertakings are the concern and responsibilities of all career educators including teachers at regional, local and at school/institution levels in Oromia, this study is delimited to collect data from Oromia Education Bureau head or deputy bureau head; East Shoa, North Shoa, South West Shoa and West Shoa Zones education office heads; and

principals and teachers using purposeful sampling and random sampling techniques. The reason why the writer of this thesis confined the scope of the study to the above mentioned locations is to make the study more manageable to be completed within the time frame allocated and with the resources available.

1.7. LIMITATION OF THE STUDY

The study assessed teachers' and school principals' involvement in educational research and major factors negatively affecting educational research activities in Oromia regional state. This study, however, cannot be a typical generalization of the whole country because there may be differences in variables and the degree of influence of the factors from region to region. However, the recommendations and policy implications can be used within the region and other parts of the country having similar context.

1.8. DEFINITION OF TERMS USED

Under this subtopic conceptual words or phrases around which this thesis revolves are defined.

1. **Education:** Education is defined "as the natural, harmonious, and progressive development of man's innate powers." (Pestalozzi, in Aggarwal, 2004: 9). Its dictionary definition reads as "Education is the process of teaching, training and learning especially in school or college to improve knowledge and develop skills" (Wehmeler, Mcintosh and Turbull(2006 : 467).

2. **Educational Research:** Good defines educational research as "the answering of any question about education by means of critical reflective thinking, based upon the best data obtainable" (Good, 2006 :11).

3. Action research:—"Action research is a kind of applied research, but with the stipulation of that the researcher is the same person as the practitioner who will make and live with the decision." Lehman and Mehrens (in Koul, 1997: 21).

4. Policy;—"Policy is an explicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions" (Haddad, 1995:18).

CHAPTER II: REVIEW OF RELATED LITERATURE

Under this chapter basic issues of the study and literature pertinent to the basic questions of the study are reviewed and presented to establish conceptual frame work and show the status of research in general.

2.1. WHAT IS EDUCATION

Detailed definitions and functions of education are given by J.C Aggarwal in his book 'Teacher and Education in a Developing Society'. According to him, philosophers and thinkers from Yajnavalkya (about 600 BC) to Gandi (1868-1948) in the east and Socrates (469-399 BC) to Dewey (1859-1952 AD) in the west have defined education in accordance with their philosophy of life. The concept of education is like a diamond which appears to be of different color (nature) when seen from different angles. He also listed 48 definitions of different thinkers and classified them into the definitions which lay stress on inner potentialities and definitions which lay stress on adoption to the environment (Aggarwal, 2004:3-8).

Aggarwal also argues that Gandi's definition of education is the best definition because of its scientific attitude of mind. Aggarwal (2004: 10) notes Gandi's definition as under:

By education I mean an all- round drawing out of the best in the child and a man- body, mind and spirit. Literacy is not the end in education and nor even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education.

This definition of Gandi was taken to be the best because the aim of education should be to develop the full potentialities of every child.

According to Aggarwal the functional and operational definition of education is a process which draws out the best in the child with the aim of producing well balanced personalities

culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self sufficient and internationally liberal (Aggarwal , 2004: 11).

John Dewey's definition of education is often quoted when the western education development is raised. Dewey defines education as:” Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities” Dewey (in Aggarwal, 2004: 9).

Thinkers like Aurobindo, Gandhi, Sankaracharya, Tagore, Vivekanand, Dewey, Redden, Thomson, define education slightly differently. However all agree that education plays an important role in molding the character and personality of an individual.

2.2. THE MEANING OF RESEARCH

Different scholars define research differently. For example, as to Charles (1988), the term research was derived from the French word “recherché” meaning to travel through or survey.

Similarly, Graham and Hughes (1995:5), note “ Research refers to systematic inquiry that is characterized by sets of principles, guidelines for procedures and which is subject to evaluation in terms of criteria such as validity, reliability, and representative ness”

Furthermore, Koul (2006:10), defines research as; “The application of the scientific method in the study of problems. At times, the term research and scientific method are used interchangeably. Research is a systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedures”. The above scholarly definitions of research imply that research is a systematic investigation to find facts or principles and guidelines for procedures which is subject to evaluation.

2.3. THE ORIGIN AND DEVELOPMENT OF RESEARCH

The origin of research takes us back to the ancient Greece in which the first base was made for people to think logically especially after the invention of deductive reasoning by the Greek philosopher, Aristotle who lived between 384- 322 BC.

The deductive method, beginning from general assumptions and moving to specific applications, made an important contribution to the development of modern problem solving technique. But this problem solving technique was not fruitful in arriving at new truths. Centuries later, Francis Bacon advocated direct observation of phenomena, and the possibility of arriving at conclusions or generalizations through the evidence of many individual observations. This inductive reasoning process released logical thinking from some difficulties and limitations of deductive reasoning.

However inductive reasoning methods alone did not provide a complete satisfactory system for solving problems. But later on, the deductive reasoning of Aristotle and the inductive reasoning of Bacon were fully integrated in the work of Charles Darwin in the nineteenth century (Best and Kahn, 2003: 4-5).

Sarantakos (1998:1-2), on his part indicates that research has been used extensively for more than 2000 years. He writes the following to substantiate his argument as:

Signs of empirical science were shown even before Socrates. Thales (640-550 BC) is an example of a researcher who employed an empirical – rational framework to understand the world of his time: instead of using the traditional explanation based on religious principles, beliefs and superstitions, he applied observation of natural events and offered what could be termed an 'empirical- scientific' approach to the world.

From the above historical perspectives, one can understand that the modern research had its roots in the far past times.

In 1928, Curtis writes under his article “Education – A Pseudo-Science”, in Journal of Educational Research, (in Good 2006:261), reads as under.

It is about fifty years since man established the first laboratories for the scientific study of human nature, about forty years since the beginning of intelligence testing, about twenty years since the mental –age concept was clearly formulated and about fifteen years since the publication of the first standardized measure of educational products.

The above quotation clearly indicates about the beginning of modern research activities and that it is now about 130 years since man established the first laboratories for the scientific study of human nature, about 120 years since the beginning of intelligent testing, about 100 years since the mental –age concept was clearly formulated and 95 years since the publication of the first standardized measure of educational products.

In the Ethiopian context, the introduction of the higher education in the early 1950s has also inspired the need for conducting educational research for academic requirements. Ethiopian scholars who attended their higher education abroad in the early 1960s and 1970s have made pioneering contributions to the study of educational problems. In the Ministry of Education such as – the Planning and Research Unit during the military regime (although closed for unknown reasons), and the Institute of Curriculum Development and Research were conducting educational research (Degarge, 2000:22).

However, with the establishment of Educational Research Centre in Addis Ababa University in 1968 (now Institute of Educational Research- IER), institutionalized studies of educational problems (Seyoum, 1996:3).

Degarge also commented that today, the general consensus is to show that educational research has been one of the domains of higher learning institutions and as Amare put it, it is the monopoly of academicians(IER,2000) of course indicating that no satisfactory research is being done in the education system.

2.4. RESEARCH IN EDUCATION

Research in education as in the other fields is essential for providing useful and dependable knowledge through which the process of education can be made more effective. It refers to a systematic attempt to gain a better understanding of the process of education, generally with a view to improving its efficiency. Travers (in Koul, 1997: 12) states:

Educational research ---- represents an activity directed towards the development of an organized body of scientific knowledge about the events with which educators are concerned. Of central importance are the behavior patterns of pupils, and particularly of those to be learned through the educational process. A scientific body of knowledge about education should enable educators to determine just what teaching and learning conditions to provide in order to produce desired aspects of learned behavior among young people who attend school.

Surely, in short, educational research develops organized body of knowledge, indicates the behavior pattern of pupils and determines the teaching learning conditions.

However, observations indicate that no few educational policy implementers consider educational research as trivial activity and as a result neglect scientific approaches in the process of educational activities especially in developing countries because of lack of imagination or other reasons. But there are good reasons why educators need to conduct research in the field of education. Here it would be worthy enough and good to raise comments from Koul (2006:25), as to why educators should conduct research in education.

Education as a process takes into account both the science of education and the art of education. The science of education comprises the corpus of knowledge which is largely responsible for making the art of education more effective. The art of education has relevance to class-room practices and for effective dialogue between the teacher and the pupils. Since knowledge is expanding rapidly in all the disciplines including education, there is a need to extend the frontier of knowledge in areas which constitute the science of education.

Many scholars like Diane Ravich and Joseph P. Viteritti are in the opinion of school reforms suggesting different variety of approaches to urban school reforms like 'Charter Schools',

'Contracting Arrangements', 'Choice', and so on, aimed at improving educational opportunities for all children. Written documents explore the lessons to be learned from 'Catholic Schools', 'Site Managements' and 'Private Entrepreneurs', as well as Developments in New York, Chicago and Milwaukee (Ravitch, et al 2001:226-250).

Our schools also need such reformations which would be the result of research in order to improve the quality of our education. Others write the need for educational research for solving problems being observed in schools .Finn (in Ravitch, et al. 2001: 228), writes under a sub topic "Antique Practices and Contemporary Fads" as to why research in education is required:

Thus we find most of our schools – private as well as public adhering to a nineteenth-century design a calendar shaped for the agrarian age, when air conditionings hadn't been invented and children were needed in summer to help on the farm; a school day structured for an era when Mom was waiting at home at 3 p.m. with milk, cookies, and a ride to Cub Scout; an organizational plan poised somewhere between the early industrial age and the " scientific management " scheme of the 1920s; a regulatory regimen resembling a bad dream of Max Weber's; labor management relations redolent of Detroit in the 1950s; and teaching methods little affected by sound research into effective instruction techniques

Courtney (in Abraham 2004:33), explains the purpose of action research as under: All the issues mentioned in the above quotation comparing the agrarian age and old industrial age with the present school status aiming at the need for present school systems change and improve through educational research.

According to (Crow and Crow 2008:510), it is probably generally agreed upon that teaching is an art. If the art of teaching and related educational activities are to meet their full objectives in achievement of educational outcomes, the application of scientific methods of approach to educational problems and the development of a scientific attitude toward educational values are important.

2.5. ACTION RESEARCH IN EDUCATION

According to the originator of the term, Corey (in Koul, 1997), action research is the research undertaken by practitioners so that they may improve their practices. It is a type of applied research in which the researcher and the practitioner is the same person. In the teaching – learning process teachers can do research in their areas of specializations to improve their activities so as to achieve better educational outcomes.

The increasing complex needs of people for more knowledge, understanding and skills in a rapidly changing and highly interdependent society make wise decisions about the school program more important than ever. Educators and other citizens recognize that they must have greater understanding of the educative processes and greater knowledge of what the schools can do what they should do, and how they should do it.

Thus action research is a kind of applied research in which teachers and other educators participate to improve their activities in education processes.

2.7. WHY TEACHERS AND OTHER EDUCATORS MUST CONDUCT RESEARCH IN THEIR FIELDS OF STUDY

Researchers in education often recommend that educators including teachers should conduct research in their fields of specializations with the aim of improving the practices of teaching-learning and management in a systematic way to suggest and make changes to the environment, context or conditions in which that practice takes place, and which impede desirable improvements and effective future development.

It seems that teachers' responsibility in relation to educational research in teaching- learning process is not clear even for teachers themselves. But there are reasons and several evidences which affirm that teaching and educational research are inseparable.

Most teachers, if not all, especially those who teach in elementary and secondary schools think that educational research is conducted only by adept professional researchers and in well-

equipped laboratories if at all they have the idea of educational research. Of course, nobody denies that research is done by professionals in the field and in laboratories but this is not the only case. Research is conducted in a host of situations by variety of individuals, scholars and practitioners of various levels of sophistication in the academic disciplines (Wiersman 1986). As professional researchers may conduct research in laboratories and even in classrooms, teachers also carry out research on teaching-learning processes in their respective classrooms and on their subject areas.

Further, no few teachers overview the complexity of educational research and as a result they try to avoid the painful thinking of research work. Again it is true that research work could be so complex depending upon the type and the purpose of the research undertaken and the expertise and experience level of the researcher. But research can be simply an empirical one or interpretive or observational in the sense that research is answering questions in a systematical way(s). Wiersman (1986:1) warns educators and the teaching profession as follows: "A professional educator may not be called upon to produce an original piece of research, but to ignore research entirely is an injustice both to the profession and to the educators".

Many scholars including teachers and even laymen question the quality of our education since few years. Of course, they should as long as it is questionable. But to cite where the problem lies requires research in itself. However, Chauhan remarks the quality of education is largely dependent on the quality of instruction we provide in classrooms. He further suggests that attention should be paid to change the strategy of instruction and efforts should be made to introduce new methods and evolve new techniques of instruction which suit the national needs

(Chauhan 1983). However, this could be practical only when teachers are able to participate in educational research.

Some authorities also blame teachers for their change resisting character in their teaching. One of such persons who are critic of teachers' activities is Adiseshiah (in Coombs 1968:114) who remarked that "the current teaching method and learning technique ... are rusty, cranky and antiquated". Therefore, the gate way to get out of such blames is also educational research.

Furthermore, Yousuf (in Seyoum & Aylew, 1982 E.C.) once wrote explaining the significance of educational research for teaching-learning processes and emphasizing that teachers should study educational problems while teaching and also teach while studying as it was remarked by the then Ethiopian government.

In general, most professionals in the field of education suggest that teachers' participation in educational research is so essential to maintain educational quality and to enhance development in education.

2.8. EDUCATORS' PROBLEM IN FINDING RESEARCH PROBLEMS IN EDUCATION

Novice researchers usually find it difficult to select and define research problems although they are surrounded by considerable problems. This is apparently true in the case of teachers and other educators too. However, unquestionably in many fields of the subdivisions of the field of education, studies in education are not exhausted. As time passes new problems are discovered, previous tentative solutions must be verified, and partial solutions must be completed (Good, 2006). To alleviate such problems, Mc Call (in Good, 2006: 96) mentions five ways in which Experimental problems may be discovered by:

1. becoming a scholar in one or more specialties as early as possible;
2. reading, listening, and working critically and reflectively;
3. considering every obstacle an opportunity for the exercise of ingenuity instead of an insurable barrier;
4. starting a research problem and watching problems bud out of it; and
5. not losing those problems already found, that is, by keeping a systematic records of original ideas and problems.

Furthermore, novice researchers face a problem in selecting a particular problem even after they have located the problem area they wish to attack. Reeder (in Good 2006: 97) suggests the following seven criteria to be used when selecting a problem:

1. the novelty of the problem;
2. the researcher's interest in the problem;
3. the practical value of the research problem to the researcher and others;
4. the researchers special qualifications to attack the problem;
5. the availability of data on the problem;
6. the cost of investigating the problem, and
7. the time probably required for the investigation of the problem.

Schluter (in Good, 2006:97) on his part lists six criteria with slightly different options which he considers important in choosing a problem in social sciences:

1. Does the field appeal to my interest?
 - a. Is the interest purely intellectual?
 - b. Is the interest present because of reward- pecuniary returns, possibility of advancement in position, increased authority, and so forth?

2. Are the results that may be obtained of practical or utilitarian significance?
 - a. May they be of use in business?
 - b. May they be of use to society, to government, or to others?
3. Does the field present gaps in verified knowledge which need to be filled?
4. Does the field require reworking?
5. Does the field permit extension of inquiry beyond the present limits of verified knowledge?
6. Is the field pivotal or strategic from the standpoint of the immediate purposes which the possible results of investigations are to serve?

The writer of this thesis strongly believes that the above criteria suggested by scholars are essential inputs for educators to consider when aspiring to conduct educational research.

2.9. MAJOR REQUIREMENTS FOR EDUCATIONAL RESEARCH ACTIVITIES

One can list many factors that would be basic requirements for educational research undertakings and enhance its development. As long as these requirements availability enhance its progress their absence entangles or retards its progress. A few of these affecting factors are lack of expertise on the part educators; lack of adequate training in research methodologies; lack of institutional set ups that may assume research coordinating responsibilities; inadequate availabilities of materials, facilities and research fund due to scarcity of resources and /or other reasons; lack of suitable research strategies for the implementation of research policy and research result dissemination.

2.9.1. RESEARCH EXPERTISE

Research is not a lay man's business. It requires well- informed, trained skillful persons, well armed with research methodologies. This entails educational research expertise is one of the

important basic criteria for research work. Concerning training of researchers, although research method courses have been given at different departments of higher learning institutes especially in Addis Ababa University, rigorous courses provisions at the graduate levels has been started in the IER –AAU since 2004 to solve the manpower deficiency in the field. This is also an important measure taken by the university to promote the field of educational research in addition to establishing the institute. Apparently lack of research skills and expertise on the part of educators seems one of the major problems for research undertaking.

2.9.2. RESEARCH COORDINATING UNIT

In most cases especially in developing countries research is done only in higher learning institutions for academic fulfillment purposes. However countries experiences reveal that (for example; China, Germany, and so on) research is carried out in well established institutions with facilities so as to coordinate research activities, facilitate research funding and to disseminate research results at national, provincial, local and school levels. But till now, Ethiopia has no such units except the Educational Research Institute in the country that is IER- in AAU.

2.9.3. RESEARCH MATERIALS AND FACILITIES AND RESEARCH FUNDS

Research is a resource demanding activity that requires materials, other facilities and funding for different research processes. The need for finance is one of the factors that affect research undertakings at all levels. Regarding this issue Amare (2000: iv), remarked “public financing for research, in general, educational research, in particular, is haphazard”. Therefore, research facilities and finance are major impeding factors for research undertakings in the education system.

2.9.4. SUITABLE STRATEGIES FOR RESEARCH WORK

It was indicated in the Education and Training policy that focus will be given for educational research . However research results reveal that no satisfactory research is being done in the system. The problem seems that suitable strategy for research is not in place. However it is a major activity in the education systems in developed countries, that is, the availability of research coordinating unit at all levels, production of research professionals, providing ample time for researchers and research work, availing research facilities and allocating adequate budget and creating research disseminating mechanisms and establishing research strategies.

2.9.5. AMPLE TIME FOR RESEARCH WORK

Research is a time taking activity. It takes from few weeks to years depending on the type and level of sophistication and rigorousness of the research being undertaken. Therefore, ample research time is crucial for research work. Cannon (in Seyoum 1998:9) remarks that:

An investigator may be given a palace to live in, a perfect laboratory to work in, he may be surrounded by the conveniences money can provide; but if his time is taken from him, he will be sterile. On the other hand, as history of science abundantly shows, an investigator may be poverty stricken, he may be ill cloth, he may live in a garret and have only meager appliances for his use; but given time he can be productive.

2.9.6. RESEARCH DESSIMINATION MECHANISM

Another factor necessary for research work which usually considered as part of a research process is research dissemination. Research dissemination is an important part of research activities because the aim of research is not only to produce research materials but also to provide information to the needy stakeholders for use. With regard to this issue Degarge's observation evidenced such gaps in our education system and he strongly remarked with strong words as under:

Many of the studies of educational issues in higher learning institutions remained shelved in archives, libraries, and documentation centers. Because of lack of coordination of partners of educational research through institutionalized arrangements, attempts to interface research work with policy making remained weak and unsatisfactory. The commitment to disseminate, compile and develop directories of research work has been one of the neglected areas of the education sector (Degarge, 2000; 22)

Beker and Bryman (in Roberts, 2007: 104), explain research dissemination as important part of research process as “ Commonly, dissemination is seen as a particular stage in the research process after a cognitive phase and the doing of research phase, all of which need to be managed effectively if the research is to be considered ‘ rigorous’ and the findings trustworthy”.

With regard to this, Roberts’ (2007: 136), strong critics to universities with an aim of the need for their communication and open deliberations with the outside world under a sub topic “University as a Rat Race”, reads as:

Universities are seen as arena of calm ‘ivory towers’ of contemplating and study- with common portraits of idiosyncratic scholarly pursuing their esoteric interests in dusty libraries, as other- worldly scientists working on unfathomable pursuit of knowledge, often for its own sake. However, universities are far from (and have never been) immune from the values and practices of the outside world, nor should one expect them to be as ‘collegiate’ as often assumed or without the baser teachers of envy, the put – down, back –room desks and discriminatory practice. Cynicism and disappointment, competitiveness and power-play can easily be found.

Truly, universities cannot be detached islands from their surrounding world and they can never be even if they want to be as indicated above. So, their communication and interaction with the outside world is mandatory in any case so that their efforts be seen yield and benefit the society.

To sum up, Degarge categorizes these major requirements for educational research undertakings as institutional, professional, financial, attitudinal, and personal factors

(Degarge, 2000: 24). Thus, all the above quotations and opinions emphatically recommend the need for research undertaking requirements as much as possible.

2.10. OTHER COUNTRIES EXPERIENCES IN EDUCATIONAL RESEARCH

It is very important to see a few developed and developing countries experiences in educational research to draw lessons that our country policy implementers see into it and do the same so that our educational system is improved through research. The countries were selected from six continents to show how importantly the issue is handled all over the world.

2.10.1. CHINEESE EXPERIENCE

Accordingly to UNESCO (2006) document, China has an established key educational research institute across the country; in its provinces, autonomous regions, and municipalities under the direct leadership of the central government. The thirty provinces, autonomous regions, and municipalities as well as six other cities listed separately in state plans, have educational research institutes and over 700 higher education institutions have established institutes of research or research units. A few ministries and agencies of the government also have set up specialized educational research organizations. Non- governmental research activities have also been developing rapidly. Four national non- governmental societies were founded one after another. They are: The Chinese Education Society; the Chinese Society of Higher Education; The Chinese Adult Education Society; and the Chinese Society of Vocational and Technical Education. Almost all government departments and all industries have established educational research societies.

Very important points need noting here from China's experience are:

- China has established educational institutions at all levels namely provinces, autonomous regions, municipalities, selected cities and schools so that research undertakings are coordinated, encouraged and all efforts be known and used at all levels.
- The educational research institutions are managed under the direct leadership of the central government which shows that the government is aware of the indispensability of educational research and its enthusiastic commitment to educational research work.
- A lot of educational research professional researchers were produced by the country's educational system which is one of the major requirements in promoting research work.
- The educational research undertakings in the country is including all aspects of education so as to establish three level of research networking (provincial, municipal, and schools at grass-roots levels).
- Young and middle-aged persons were given special training with favorable research policies.
- The research subjects include all aspects of the education to maintain balanced development of the sector.
- Educational research work is in the government's national plan in every plan term.
- Adequate research grant is allocated by the central government and so on.

From these Chinese experiences one may conclude that that country's overall rapid development is attributed to its rigorous educational research pursuits.

2.10.2. GERMAN EXPERIENCE

Educational research in Germany is mainly conducted in university and

non- university research establishments. Non – university establishments include institutes of the Land that have been established by and are subordinate to individual Land Governments (region in our case), as well as research institutes that are maintained by the Federal Government and the Lander, including for example, the Max- Planck-Institute for Human Development in Berlin; the German Institute for International Educational Research in Frankfurt (DIPE); the Leibniz Institute for Science Education in Kiel (IPN); the German Institute for Adult Education in Bonn (DIE).

According to the UNESCO (2006) report, in Germany, the projects of national importance may also be counted among educational research, for example the promotion of the pilot experiments within the scope of activities of the commission of the Federal and the Lander for Educational Planning and Research Promotion. The Federal Government primarily strengthening empirical educational research by means of three lines of action as part of developmental research and the promotion of research: thematic foci as part of developmental research that are in line with educational reform; improvement in the statistical basic conditions; measures for quality development and assurance, as well as for the promotion of the next generation of academics. The Institute for Educational Progress (IQB) that was set up at the Lander at the Humboldt University – Berlin and the Scientific Advisory Committee for the support of the Federal and Lander in Educational Reporting are examples of collaboration between the sectors and educational research. The Federal Government and the Governments of the Landers cooperate in the Bund-Land Commission for Educational Planning and Research Promotion (BLK), to support institutions engaged in and projects concerning scientific research of supra- regional significance.

2.10.3. CANADIAN EXPERIENCE

According to UNESCO (2006) report, a 1995 survey identified 213 units researching education in Canada. These units are of several types: universities, community colleges, federal government departments, provincial/ territorial ministries, provincial/ territorial organizations and others. Field of research related to education for these units vary widely, but generally focuses on curriculum, finance, policy, administration, women's studies, language, psychology, history, sociology, and philosophy. For example, the University of British Columbia has seven educational research units listed in the above mentioned survey, involving a total of 250 faculties, 1300 graduate students and many staff members.

Education research is also undertaken by the federal government at Health Canada, the Department of Justice, Heritage Canada, HRDC, and Statistics Canada. A number of Canada's largest schools spend significant time and efforts regarding education and/or conducting pilot studies. Many national organizations also have education research as part of their mandate. Provincial/ territorial organizations such as superintendents' associations, teachers' federations, and associations and trustee or school board associations also undertake education research.

2.10.4. BRAZILIAN EXPERIENCE

Taking the Brazilian case, the production and scientific knowledge in the field of education (graduate level programmers in universities and research institutions) is coordinated and monitored by the Ministry of Education and Sports. The national Institute for Educational Information, functions, as a centre for reference and dissemination of information on Brazilian education. Its activities include the ongoing research for quality in the technical/scientific production and the wide dissemination of information. As an agent for promoting change and

innovation the institutes has become a place of permanent interaction and communication between those who produce information and those who are responsible for policy communication and the administration of education (UNESCO.2006).

2.10.5. SOUTH AFRICAN EXPERIENCE

In South African, the mission of the Human Sciences Research Council (HSRC) is to facilitate problem solving and enhance decision making through research excellence in the Human Sciences. The HSRC pursues its mission by conducting research in the following main areas; economic and social analysis education and training, and democracy and governance. The program 'Education and Training Information Systems supports and enhances decision making, planning, research, monitoring, and policy development in education and training by maintaining and analyzing education and training database. Its main beneficiaries are education planners, decision makers, managers, service producers, and physical planners.

It is a good evidence that the above experiences of countries show that the secret behind their development seems that it is the result of their strong educational research undertakings.

2.10.6. EDUCATIONAL RESEARCH IN ETHIOPIA

By way of comparison, if we look at the Ethiopian educational research status and experience as to Teshome (1979) in traditional Ethiopia, education was given in religious institutions before and even after the establishment of modern education institution by Minilik II in 1908 local calendar .The main objective of church education was to prepare the clergy who unquestionably serve the churches and prepare the people at large for the 'eternal world' (life after death). The education of the time was nothing to do with solving societal problems. It gave no concern for the development of the nation economically, socially and politically.

Yousuf (1972) on his part explains the history of educational research in the country and the establishment of the Institute of Educational Research in Addis Ababa University. He remarked that even after the introduction of modern education in Ethiopia, the role and significance of educational research were not recognized. The reasons being research is not totally known in the country and additionally educational research methods were not given for the would be teachers in teacher training institutes; educational roles and significances were not encouraged by the country's curriculum; even in Addis Ababa University rigorous courses in research methods were not given; graduates from higher education institutes are not doing research in their fields of study after their graduations; and etc. Because of these and many other problems, the endeavors made in educational research were almost negligible until the Institute of Educational Research in Addis Ababa University has been established in 1968 under the Faculty of Education of the university. *Yousuf (1972)* further noted that the Institute is the research arm of the faculty and it was established to foster and coordinate research activities in the faculty. "It is the only unit of its kind at the higher level of the educational system in Ethiopia" as a bulletin of the institute in (1972: 3) indicated.

According to Amare's (2000: 19-21) notes, the history of educational research in Ethiopia as it is at its early stage although more than 40 years have been elapsed since the process has started. He further noted that the Research and Publication Office of the Addis Ababa University (RPO,1993) has registered 53 educational research results conducted by three institutes – Institute of Educational Research; in the Faculty of Education; and Bahir Dar Teachers College in a four years period (1986- 1989) and it was reported in the year 2000 that the Institute of Educational Research conducted a study aimed at registering all educational research documents in Ethiopia conducted over 25 years (1974-1998) and managed to register

1,249 (IER- Data Base, 2000) which Amare classified as 40 PhD Dissertations, 262 MA/MSC Theses, 365 research monographs, 106 Journal articles, 132 conference papers, 10 symposium papers, 91 workshop papers, 19 books, 165 policy related /official documents, 35 seminar papers /reports, 15 manuals / teaching materials, and 19 school statistical abstracts.

Seyoum (1998:3) notes the history of the Institute of Educational Research as it was established in 1968 under the Faculty of Education in the Addis Ababa University known by a name the Education Research Center. Since then, it has been engaged in conducting studies of Ethiopian Education and since June 1969, it has been publishing the Ethiopian Journal of Education, the only scholarly and reputable journal of its kind in the country at that time.

At the beginning of its establishment IER was established to serve as a documentation and publication center of the Faculty of Education and became an autonomous Institute in 1983(IER, 2000: 1). Now, the Institute's major publications are "The Ethiopian Journal of Education (EJE), IER Flambeau, Workshop proceedings, manuals, technical reports and leaflets on pedagogical/ educational issues" (IER,2000).

The writer of this study believes that this presentation would not be full without showing the status of educational research in Oromia Regional State because this region is the main focus area of this study.

2. 10.7. THE STATUS OF EDUCATIONAL RESEARCH IN OROMIA

In the current Education and Training Policy it was stated that focus will be given for educational research both at federal and regional educational systems that is at Ministry of Education, regional education bureaus, higher learning institutions and schools as well. Herein above, a cursory stock of various educational research reports of the past two or more decades

has been shown. Now it is imperative to make a brief look at the status of educational research in Oromia both at bureau and college levels.

A study conducted by Firdisa (2000) indicated a few list of research titles conducted under Oromia Education Bureau by the bureau experts and outsiders mostly funded by NGOs and the UNICEF which are shown in the following table.

Table 1: Educational research undertakings in Oromia 1994- 1998

No	Title	Funded by	Conducted by
1	Survey of primary school enrolment in Oromia	OEB	OEB experts
2	Assessment of factors affecting girls education	UNICEF	OEB experts
3	Assessment of adult needs for basic education	OEB	OEB experts
4	Evaluation of the new school program	MOE	OEB exp.& external
5	Primary school Participation	UNICEF	OEB exp. External
6	Nomadic education in Borena	UNIGEF	OEB experts & extern.
7	Borena zone education baseline survey	UNICEF	OEB experts
8	Self contained class room	UNICEF	OEB experts
9	Evaluation of curriculum materials	UNICEF& SIDA	OEB experts
10	Research on technical school program	MOE	IER
11	Oromia comprehensive education study	OEB	KUAB consultant
12	Reasons for low enrolment in primary school students	OEB	OEB Experts
13	An assessment of girls education in Yayo Secondary school	FAWE	OEB experts& external
14	A case study on female participation in four schools in Bure Woreda of Ilubabor zone	GTZ_ PEAP	Dr. Hailegabriel

Source: IER (2000: 60)

According to this study, very little conscious effort seem to have been made for planning and implementation of research work as part and parcel of the education processes, particularly in Oromia region. Firdisa (2000: 64) remarked that the situation obviously constitutes a set of impediments that block reciprocal influence between research and practice in education.

Almost a decade has been elapsed since Firdisa has studied the status of educational research in Oromia. Therefore, the writer of this thesis has tried to find research documents conducted by the education bureau to help him understand the present progress and visited the following sections of the bureau under new structural set up (arrangement).

1. Budget and Planning Management work process
2. Public relations, examinations and training work process(WP)
3. Planning and Project WP
4. Curriculum Development WP
5. Teacher Development WP
6. Legal WP
7. Women's Affairs WP

However, the writer hardly found any piece of research document except from the Women's Affairs department from which he was provided with a few lists of research titles and documents conducted by OEB experts and consultants exclusively funded by UNICEF. Regarding research the Women's department is doing a remarkable work compared to other departments. The lists of the studies conducted under the department are presented in the following table.

Table 2: List of educational research topics conducted by OEB Women’s Affairs**Department**

No.	Title	Funded by	Conducted by
1	A study on factors that affect female participation in primary schools of Oromia	UNICEF	WEAD=OEB
2	Qajeelfamootaa ficheeliistiiwwan korniyaa idileessuu (Guide lines and check lists for gender mainstreaming)	UNICEF	MOE translated by OWAD- OEB experts
3	Gender Analysis of primary school text books in Oromia	UNICEF	OREB-WAD
4	Maanuwaalii karoora jandarii irratti xiyyeeffatte (Gender focused planning manual)	UNICEF	OEB- OCB
5	Factors affecting women’s leadership in education in Oromia	UNICEF	Colorado consultants
6	Mala qo’nnoo barnootaa (Study methods)	UNICEF	OEB experts
7	Gender sensitivity planning	UNICEF	OEB experts
8	Grades 5 and 7 text books gender sensitivity	UNICEF	OEB experts

Source: Oromia education Bureau Women’s Affairs Department

Added to these the only publication the researcher found was the regional annual educational statistical abstract which are published every year by the budget and planning management department of the bureau and zonal school age population analysis conducted by BESO.

Just to look at the status of educational research of the region at college level the researcher consulted a study carried out by Gammachu (2006) conducted on “Assessment of Factors Affecting Teachers’ Engagement in Conducting Educational Research in Colleges of Teacher Education in Oromia Regional State.” According to the findings of the study, the educational research conducted in Colleges of Teacher education of Oromia Region could be considered unsatisfactory even though most teachers were trained in research methodology. According to the same study the status of educational research activities found to be low which indicates poor educational research culture. The above cursory observations and study results evidence that the status of educational research at the bureau level and at college level are very low. The researcher has observed that under the work process (Business Process Re-engineering — BPR), the previous Curriculum Development and Research Department is changed to Curriculum Development only removing or ignoring research. Obviously this leads to a conclusion that it is a one step forward and two steps back endeavor regarding educational research.

CHAPTER III: RESEARCH METHODOLOGY AND DESIGN

3.1. THE RESEARCH METHOD

This study aims at assessing the status of educational research in the education system in Oromia Regional State and identifying major factors that are negatively affecting research undertakings and explore the problems beyond the assumed affecting factors. To this end, descriptive survey method was employed. This method was chosen because:

1. it is found to be appropriate to collect both quantitative and qualitative data from individual respondents,
2. it is also appropriate to assess the current status of the issue at hand and identify major factors impeding research activities and problems beyond the impeding factors.

3. 2. SOURCES OF DATA

In this study information were collected from Oromia Education Bureau head and delegated personnel, North S hoa, South W est S hoa and W est S hoa Z ones E ducation O ffice heads or deputy heads. Besides, primary data were collected from twelve senior secondary or preparatory schools namely Bishoftu, Oda- Name (Dukem) , Abba Gada (Chancho), Muka Turri, Fiche, Sebbeta, Hiwot Fire (Bacho), Dajzmach Garasu Duki (Weliso), Holeta, Ejere (Addis Alem), Ginchi, and Ambo secondary and preparatory schools principals and teachers. Moreover, relevant documents were consulted as secondary data sources.

3.3. SAMPLE SIZE AND SAMPLING TECHNIQUE

Regarding the size of the sample, first of all, the bureau head or deputy bureau head and the four zones offices heads or deputy heads were selected using purposeful sampling technique, the purpose being the position they hold and their responsibility for policy implementation. Then, out of the previous fourteen administrative zones of Oromia region, four administrative

zones and eleven districts from the four zones and twelve secondary schools almost one fourth (25%) secondary schools were selected using purposeful sampling technique because the secondary schools in these districts are relatively better off in their organizations and teacher assignments than most of the schools in the region.

With regard to sample teachers, from each school, first, all teachers who have a second degree and above were selected using stratified sampling technique because of their assumed capacity to carryout better research.

Second, from each secondary school, teachers who have first degree were selected using stratified random sampling technique. The number of teachers who were selected having both second and first degree from each school was twenty and the sampling technique used was quota sampling technique. Out of 680 junior secondary or preparatory school teachers in the four study zones, the total number of teachers selected using the above sampling technique were 264 teachers including 24 school principals and their deputies who were selected from 128 principals and deputy principals in the four zones using availability sampling technique.

The total number of respondents were 269 that is, 1 bureau head and 1 bureau head delegate, 3 education offices heads or deputy heads and 240 (35.29%) teachers and 24(18.75%) school principals in 12 secondary schools.

3.4. DATA GATHERING INSTRUMENTS

The data collecting instruments used in this study were document review, interviews and questionnaires. First, a semi-structured interview questions were prepared and presented to office heads in order to understand their perceptions and perspectives about educational research. Secondly, two types of questionnaires were prepared and distributed to respondents, one to teachers and the other to school principals and deputy principals. The questionnaires

were prepared in English language because all respondents were considered to have the language skills and able to convey their ideas without any problem. The content of the questionnaires covers issues about the role and significance of educational research in the education system; the progress underway in educational research since the launching of the current Education and Training Policy, research expertise, the availability of funds and other requirements for research work, and research disseminating mechanisms.

2.5. PROCEDURES OF DATA COLLECTION

First of all, the writer of this thesis collected 'Request for Cooperation' letters from IER-AAU to be submitted to the education bureau head's, zonal education office heads and schools' principals to get their permissions and appointments for interviews and other data collection processes. After conducting the interview with the education bureau head and with the delegated personnel, the writer of this thesis went to zones for the same purpose and managed to conduct interviews with office heads or deputy office heads in their respective offices one after the other.

In the meantime, the writer of this thesis distributed questionnaires among school principals and selected teachers. The data collected using the questionnaires were tallied and presented in frequency distribution tables and graphs. The data collected through interviews were thematically categorized and used as supplementary information and used during the analyses.

3.6. PILOT TEST OF THE INSTRUMENTS

In order to obtain adequate data from the respondents on the status of educational research in Oromia and factors required for research activities, two types of questionnaires and an interview were used.

Before collecting the necessary data for the actual investigation, making a pre- test and face to face contact with one of the secondary schools in the region was found to be necessary. Accordingly, this writer got contact with Holeta Preparatory Secondary School deputy principal for the sake of introducing the purpose of the study and facilitating the data collection.

After making all the necessary arrangements with the deputy principal, the deputy principal and nine teachers were selected randomly. Following this, the purpose of the data collection was thoroughly explained by the writer of this thesis. Finally, the questionnaires were distributed to the respondents and data were collected at one spot in the deputy principal's office.

The data collected using the above mentioned techniques were tallied and computed in order to insure the reliability of the instruments. Based on the result of the pre- test and comments from colleagues, and my advisor inaccurate items were corrected and repeated items were discarded.

The internal consistency of the instruments was tested by applying Product moment correlation formula. Then, Spearman Brown's double length formula was used. The reliability coefficient for full length test is 0.99 which implies that the items were positively correlated and reliable.

The reliability formula was applied after the correlation of coefficient was calculated using split- half method. First of all, the variables were classified into two categories considering genuine dichotomy. Then, variables which have the desired characteristics are categorized as Group I (positive responses) and inversely the variables which do not have the desired characteristics as Group II (negative responses) taking 29 questionnaire items responses into

consideration. The responses were yes or no; adequate or inadequate; high or low; and agree or disagree. Following this, the product moment correlation was calculated and then Spearman Brown reliability formula was used to calculate the full length coefficient correlation. One of senior staffs was also consulted for the accuracy of the techniques used.

3.8. METHOD OF DATA ANALYSIS

The data gathered using the above mentioned tools were tallied, presented in frequency distribution tables and graphs, analyzed and interpreted. Depending on the nature of the basic questions and the data collected, the following data analysis techniques were employed.

1. Percentage or frequency count was computed for those items with nominal measurement scale to analyze the responses for each item.
2. Weighted mean was computed for those items with ordinal measurement scale to find out the average value against each item score.

In case where the Likert- scale was applied, weighted mean score for each statement was calculated by covering the categorical replies and five numerical scales were used for “ very much agree”, “agree”, “undecided”, “disagree”, and “very much disagree” to know the level of the responses , whereby values 5, 4, 3, 2,and 1 were assigned to the scales respectively. Here agreement shows positive response and disagreement shows negative attitude.

Furthermore, there were questions prepared to know teachers’ perceptions and perspectives about educational research role and significance using rank orders where scales very high, high, undecided, low and very low were provided. Weighting values were given as 5, 4, 3, 2, and 1 for the scales respectively whereby average points above 2.5 shows satisfactory and the average points below 2.5 show unsatisfactory. Moreover, information gathered from the respondents through open- ended questions was considered in the analysi

CHAPTER IV: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter comprises two major parts. Part one presents the characteristics of respondents and part two deals with the analysis and discussion of the data collected from respondents to seek answers for the basic questions of the study.

In order to obtain related data to the basic questions, two types of questionnaire were prepared and distributed to 264 respondents (240 teachers and 24 school principals and deputy principals working in twelve schools) in four zones of Oromia Regional State. Out of those questionnaires distributed, 195(81.25%) questionnaires from teachers and 14(58.33%) questionnaires from school principals totally 209(79.16%) were filled and returned. Information obtained through interviews from Oromia bureau head and zonal office heads was also used as complementary data for the analysis.

4. 1. CHARACTERISTICS OF RESPONDENTS

The profile of respondents were examined in terms of sex, age, service years, total teaching loads per week and educational qualification to see their effect on educational research involvement as shown in the following two consecutive tables.

4.1.1. Respondents' Sex and Age in Relation to Research Undertaking

Under this subtopic respondents sex and age are considered to see whether they have any impact on research undertakings.

Table 3: Teachers’& scool principals’ sex & age in relation to their involvement in educational research

no.	Respondent profile	Responses		Respondents’ involvement in research	
		Number	%	Number	%
1	Sex				
	a)Male	193	92.35	62	92.53
	b)female	15	7.17	5	7.47
	c)no answer	1	0.48	0	0
	Total	209	100	67	100
2	Age in years				
	a)20_29	109	52.15	24	35.82
	b)30_39	40	19.14	14	20.89
	c)40-50	38	18.18	20	29.85
	d)Above 50	13	6.22	9	13.43
	e) no answer	9	4.31	0	0
	Total	209	100	67	100

As shown in Table 3, out of all respondents, 193(92.35 %) were males and the rest 15(7.17%) were females which indicates that the female teacher’ participation rate in secondary education system is very low which in turn indicates that female teachers’ participation in educational research is also very low.

Furthermore, only those respondents (62 males and 5 females) who have conducted educational research were considered in order to examine whether their personal profiles have a determining factor on their involvement in educational research.

Although the number of female respondents are few (15 out of 209), as shown in Table 3, the number of female respondents who have been involved in educational research are only

5(7.47%) which makes it proportional to their numbers. This implies that sex is not a determining factor for research work.

Furthermore, out of the 209 respondents 109(52.15%) were in the age range of between 20 and 29; 40(19.14%) were between 30 and 39 years of age; 38(18.18%) were between 40-49 years of age, 13 (6.22%) above 50 years whereas 9(4.31%) were did not answer which means that more than 52 percent of high school teachers are relatively young mostly having 20 to 29 years of age and most of them not only fresh to the profession but also to undertake research work on the teaching – learning problems.

Regarding age and research involvement, out of 67 respondents who have been involved in educational research 24(35.82%) of them are in the age group of 20- 29 years, 14(20.89%) are in the age group of 30- 39, whereas 20(29.85%) are in 40- 49 years and 9(13.43%) are in the age group of above 50 years. According to the data, the involvement of respondents with the age range of 20-29 years is 24 (more than the other age ranges). However, the number of each age group's involvement in educational research is determined by the number of respondents in that age group in each school. That is why we find more teachers in the age group of 21 to 29 more involved in educational research. Therefore, the age of teachers does not seem determining their involvement in research.

4.1.2. Respondents Service Years, Teaching Load Per Week and Educational

Qualification

Under this subtopic also respondents profile were considered to see these variables impact on research.

Table 4: Teachers & school principals' work experience, teaching load & qualification in relation to research

No	Respondents Profile	Responses		Respondents involvement in research	
		N	%	N	%
1	Total service years in teaching a) 1 – 5	93	44.49	16	23.88
	b) 6 _ 10	29	13.87	10	14.92
	c) 11_ 15	21	10.04	4	5,97
	d) 16_ 20	17	8.13	17	25.37
	e) 21 _ 30	48	22.96	20	29.37
	f) no answer	1	1.49	0	0
	Total	209	100	67	100
2	Number of teaching load per week				
	a) less than 10	27	12.91	60	89.55
	b) 11_ 15	87	41.62	2	2.98
	c) 16 _ 20	80	38.27	5	7.46
	d) above 21	15	7.11	0	0
Total	209	100	67	100	
3	Educational qualification a) 1 st degree	183	87.55	62	92
	b) 2 nd degree	5	2.39	5	7.47
	c) other	21	10.04	0	0
	Total	209	100	67	100

As also indicated in the table 4, out of 209 respondents, the work experience of 93 (44.49%) teachers is between 1 and 5 years; 29(13.87%) teachers' experience is between 6 and 10; 21 (10.04%) teachers' experience is between 11 and 15; 17(8.13%) teachers experience is

between 16 and 20 and 48(22.96%) teachers' experience is above 21 years. Here it is assumed that the more the teachers' experience the more their involvement on educational research. However, the data shows that teachers with less experience have more involvement in educational research. But the number of teachers in the age group of 20-29 is 109 (more than other age groups); proportionally the number of teachers who have been involved in educational research is 93 (greater than the other age group). Therefore, it would be wrong to conclude that the age group with less teaching experience has better involvement in research.

As shown in table 4, out of the respondents 16(23.88%) respondents have 1-5 service years, 10(14.92%) have 6-10 years service, 4(5.97%) have 11-15 years service, 17(25.37%) have 16-20 years whereas 20(29.37%) respondents have more than 21 years of service in educational career. This is also similar with the age group case because their involvement in research is determined by the number of each group in each school. So, it is difficult to conclude that more or less service years determine research activities in this particular case.

As can be seen in table 4, out of the 209 respondents the teaching load of 27 (12.91%) teachers' is less than 10 periods per week; 87(41.62%) teachers' teaching load is between 11 and 15; 80(38.27%) respondents teaching load is between 16 and 20 periods per week. From the above computed figures one can see that more than 40 percent teachers' teaching load is between 11 and 15 periods per week which may leave them ample time to conduct research. About 38 percent teachers' teaching load is between 16 and 20 periods per week whereas only about 7 percent teachers' teaching load is above 21 periods per week. Therefore, from this data, lack of time may not be impeding factor to conduct research if they commit themselves to do it although data show in this study 45 percent respondents think that one of the reasons impeding them from doing research is the work load they perform every week.

Still furthermore, as shown in table 4, out of the 209 respondents, most teachers 183 (87.55%) have a first degree and 5(9.39%) have a second degree and the rest 21(10.04%) have diploma or above educational qualifications which implies that they may have the know how to conduct educational research on educational problems other things being considered normal.

Furthermore, here too, only those respondents (62 males and 5 females) who have conducted educational research were considered in order to examine whether their personal profiles have a determining factor on their involvement in educational research.

Another issue is whether qualification has a determining factor on teachers' involvement in research. As shown in the table, out of the 67 respondents involved in research work, 62 (92.53%) respondents have a 1st degree and 5 (7.47%) have a 2nd degree and the rest 2(2.29%) have diploma and /or plus. Here too, the data show that teachers with the first degree qualification are more involved in research. However, respondents with first degree qualification are greater in number than the other qualification groups and that is why we find more teacher with the first degree more involved in research. Similarly, in this case qualification does not seem a determining factor for their involvement in research because each group respondent having different qualifications have conducted research although their number differs depending on the number of each group with different qualifications in the schools.

4.2. PRESENTATION AND ANALYSIS OF DATA RELATED TO BASIC QUESTIONS

4. 2.1. Respondents' Knowledge and Mental Readiness for Research work

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An attempt has been made to assess the state of teachers' engagement in educational research in twelve secondary schools in four zones of Oromia region. The teachers' ability to conduct research was assumed to be determined by the research methodology course they have taken.

A scale which shows the level of adequacy or inadequacy was also used to identify their level of expertise to conduct educational research. Moreover, teachers were asked whether they have read any research material and / or whether or not they have conducted educational research after their graduations to know the state of their involvement on research activities.

Table 5: Teachers' & principals' basic research knowledge & responsibility

	Item	Respondents			
		Teachers		Principals	
1	Have you ever taken research methodology course?				
	a)yes	167	85.64	14	100
	b)no	25	12.80	0	0
	c)no answer	5	2.56	0	0
	Total	195	100	14	100
2	Is the level of the research methodology course you have taken adequate?				
	a)very much adequate	35	20.95	2	14.28
	b) adequate	108	64.67	8	57.14
	c)undecided	10	5.98	2	14.28
	d)inadequate	11	6.58	0	0
	e)very much inadequate	0	0.00	2	14.28
	f) no answer	3	1.79	0	0
	total	167	100	14	100
3	Have you read any educational research material after your graduation?				
	a)yes	124	63.58	9	64.28
	b)no	60	30.76	5	35.72
	c)no answer	11	5.64	0	0
	Total	195	100	14	100
4	Do you think educational research is the responsibility of teachers and principals?				
	a)yes	176	69	13	93.85
	b)no	10	22	1	7.14
	c)no answer	9	4.61	0	0
	Total	195	100	14	100

As shown in Table 5, out of the total respondents (both teachers and principals), 167(86%) teachers and all (100%) school principals and deputy principals have taken research methodology courses and 25(12%) teachers did not take any research course and 5(2.64%) did not answer.

As also indicated in the table, out of the total respondents 35(20.95%) teachers and 2 (14.28%) school principals replied that the research methodology courses they have taken were very much adequate and 108(64.67%) teachers and 8(54.14%) principals and their deputies answered that the courses they have taken were adequate, 10(5.98%) teachers and

2(15.28%) school principals did not decide and 11(6.58%) teachers replied the courses taken were inadequate.

In addition to the research methodology courses they have taken 124(63.58%) teachers and 9(64.28%) school principal have also read research- materials after their graduations. This means that most teachers and school principals have the knowledge to conduct educational research.

As shown in Table 5, out of 195 teachers 176 (67%) teachers and 13 (93.85%) school principals believe that educational research is their responsibility in addition to teaching and non teaching activities and 10 (22%) teachers and 1(7.14%) school principal do not believe that it is not their responsibility whereas 9 (4.61%) teachers fail to respond. Therefore, the majority of teachers and school principals believe that research work is part of their responsibility to undertake.

4.2.2. Respondents Involvement in Educational Research and Their Future Intentions

Under this subtopic respondents' involvement in research and their future intentions as well as principals' opinion about teachers' involvement in research were asked to know the status of research in the region. The state of teachers' involvement in educational research was also considered on the basis of their responses which enabled the researcher to identify and make comparisons between those teachers who have conducted educational research versus with those who have not conducted.

Table 6: Teachers' & school principals' involvement in educational research & future intentions

No	Item	Respondents			
		Teachers		Principals	
		N	%	N	%
1	Have you conducted research after your graduation?				
	a) yes	63	37.72	4	28.57
	b)no	97	58.08	8	57.15
	c)no answer	7	3.59	2	14.28
	Total	167	100	14	100
2	Do teachers conduct educational research educational problems?				
	a)yes			10	71.43
	b) no			4	28.57
	c) no answer			0	0
	Total			14	100
3	Do you have future plan to conduct educational research?				
	a)yes	161	82.56	10	71.43
	b)no	36	18.46	4	28.57
	c) no answer	8	4.10	0	0
	Total	195	100	14	100

As shown in the table 6, out of the 167 teachers and 14 school principals who have taken research methodology courses, only 63(37. 72%) teachers and 4(28.57%) school principals and deputy principals conducted research and 97(58.08%) teachers and 8 (57.15%) school principal did not conduct research whereas 7(3.59%) teachers and 2(14.28%) school principals did not answer. This implies that although teachers and principals have the knowledge to conduct educational research, their involvement in research is low. Therefore, their failure to conduct educational research may not be due to lack of expertise to conduct research.

Further, out of the total respondents, 161(82.56%) teacher respondents and 10 (71.42%) school principals have future intentions to conduct research whereas 36(18.46%) teachers and 4(28.57%) school principals do not have future plan to conduct research. Here the writer of

this thesis is a bit skeptical with the responses given because of the majority respondents' experience on research.

As indicated in table 6, school principals were asked whether or not teachers conducted research on educational problems. Then, out of 14 school principals 10 (71.43%) replied yes and 4 (28.57%) answered no. From this we can conclude that school principals witnessed teachers' involvement in research. However, 58.08 percent teachers and 57.15 percent school principals did not conduct research (see table 3 item number 1). Therefore school principals' responses seem unacceptable.

The Oromia Education Bureau (OEB) and three zone education office authorities were interviewed in their respective offices to explain the state of educational research in the region and in their respective zones respectively. All have similar responses that the state of educational research at all levels is very low due to several factors among which lack of fund for research, lack of incentive for researchers, lack of materials and adequate time to conduct research are a few to mention. They were further asked, although resources are limited why teachers and school principals are unable to carry out action research on the teaching- learning problems they encounter despite the fact that the New Education and Training Policy(1994) declares that focus will be given to it. Their answer was simple and direct; that is, generally focus was not given to educational research. The OEB respondent explained the problem further recalling the history of the organizational set up of research in education saying that during the Derg (military regime) educational research unit was organized under Educational Planning and Research Department in the Ministry of Education (MOE) and in the new system it was exclusively done in the Institute of Curriculum Development and Research (ICDR) for some time and nowadays in the curriculum department in the Ministry and in

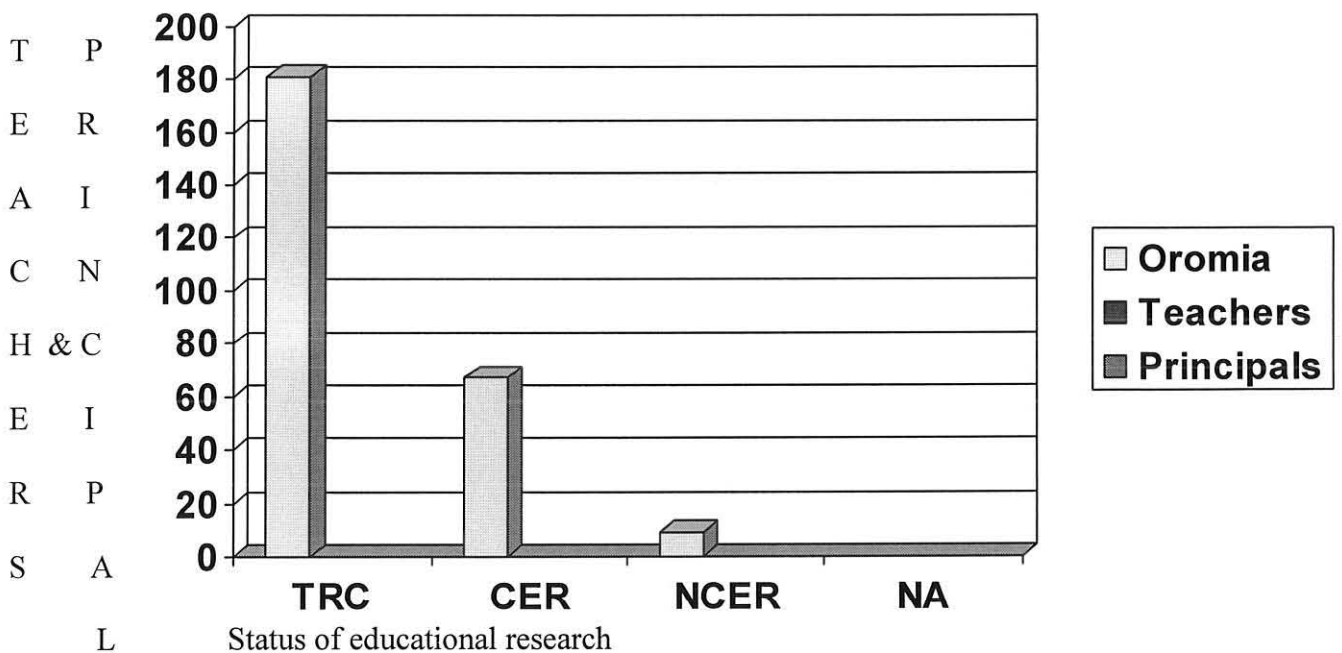
Curriculum Development Department at regional level. However, in the new work process reformation that is business process re-engineering (BPR) educational research is totally disregarded. According to West Shoa Zone Education Office respondent educational research was one of the criteria for teachers' career structure promotion. However, it was found out that teachers specially those who are teaching in primary schools lack the know how to conduct research and even secondary school teachers were found copying a piece of work done in a particular school and presenting it for evaluation. For these reasons research undertaking by teachers was removed from the criteria although not officially but the OEB respondent claims that the evaluation criterion is still working at school levels.

4.2.2. THE STATE OF EDUCATIONAL RESEARCH IN OROMIA

The Oromia Education Bureau and the three education office heads were asked to explain the status of educational research in the region and / or in the zones. According to the bureau respondent, although the bureau strongly believes educational research plays a significant role in educational development and in the improvement of quality of education, it is not satisfactorily undertaken either at bureau level or at zonal education offices and/or at school levels due to several factors mainly lack of resources except in higher learning institutions where a little attempts are under way.

According to Gammachu(2006) the above remarks given by the authorities were correct regarding the state of research at college levels in Oromia. Graphically the status of educational research in Oromia is shown clearly in the following figures.

Figure 1: Teachers and principals who have taken research courses and conducted research



TRC: Taken research course
 CER= Conducted educational research
 NCER= Not conducted educational research
 NA= No answer

As shown in figures one, in the twelve schools under study, out of 181 respondents (teachers & principals) who have taken research courses, 133 (73.48%) of them did not conduct research on educational problems whereas only 67(37.01 %) of them claimed they have conducted. During informal discussions with few teachers and school principals, some teachers and school principals claim they have done educational research recalling the attempts they have undertaken at the beginning of career structure for teachers. Otherwise, nowadays School Improvement Program (SIP) and other educational quality assurance

Packages are some how gaining momentum than educational research although the former cannot be the substitute of the later. This shows that the nexus of educational research with education in the region is very weak and no satisfactory educational research is being undertaken in schools in the region.

Figure 2: School principals who have taken educational research courses and conducted research in Oromia

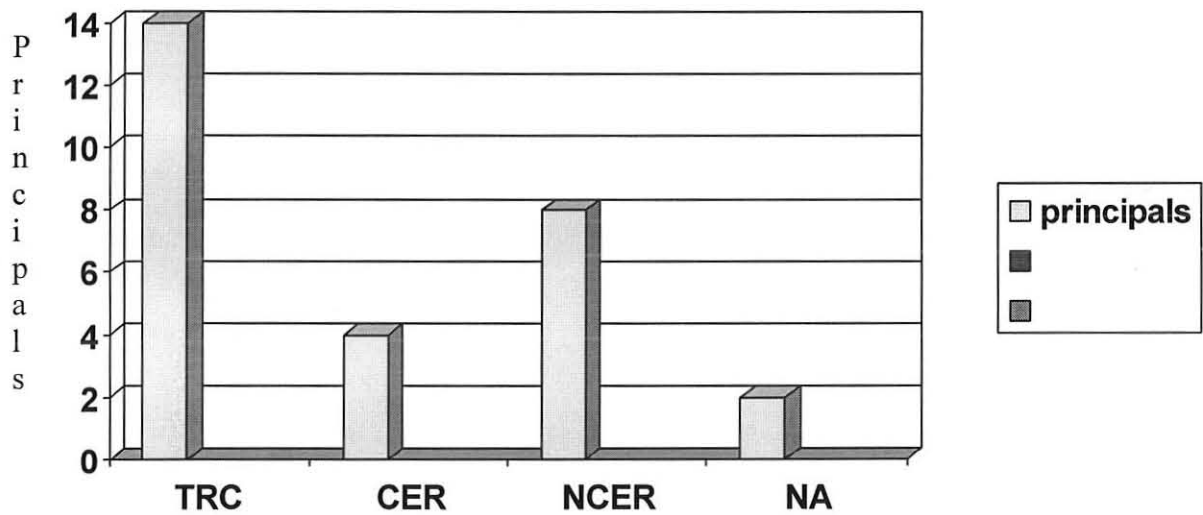
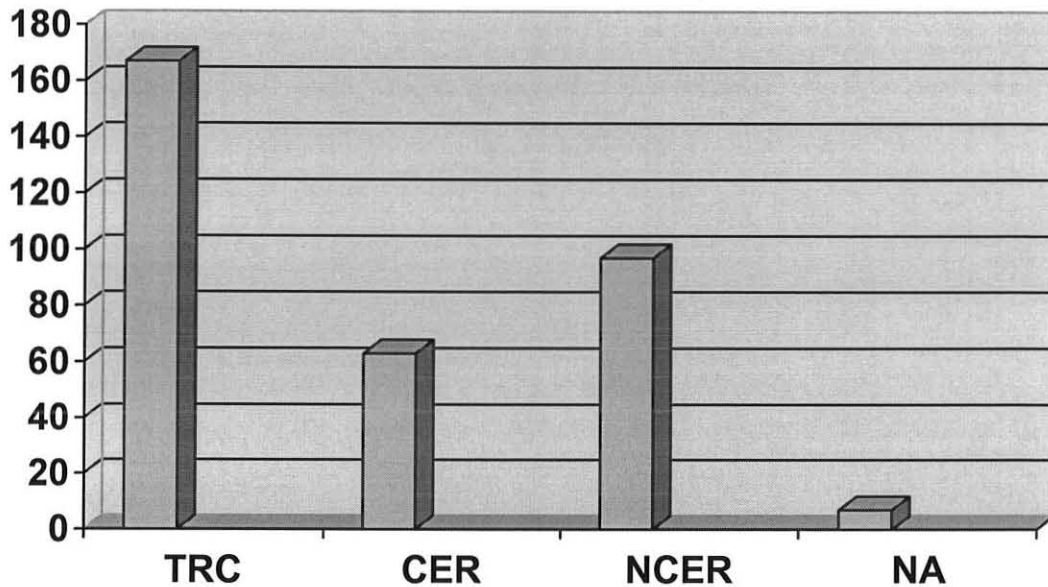


Figure two shows that out of all respondents who have taken research methodology courses only 4(28. 57%) have conducted research. This indicates that most principals are not conducting research to find solutions for educational problem they may encounter

Figure 3: Teachers who have taken research methodology courses and conducted research



Likewise figure three shows that out of 167 teachers who have taken research courses, only 63 (37.72%) have conducted research whereas 97(58.08%) did not. This also indicates that no focus has been given for research to solve the multitude problems of our education system in general.

To sum up, different research results conducted by Firdisa (2000), Gammachu (2006) and Temechegn (1998) show that no satisfactory research is being done in the region. The information obtained from the zonal education offices also confirms that no satisfactory educational research activities are under way. Generally, this study re-affirms that no improvement is seen if not even less in the field of research since the research conducted by

the above mentioned different scholars. Thus, this proves that the nexus of educational research with education is so weak and no satisfactory research is being done in the region. In any ways, making educational decisions and carrying out educational processes without educational research is like shooting in the dark to hit a target, ending with wastage of meager resources.

4.2.3. FACTORS AFFECTING TEACHERS TO CONDUCT RESEARCH

As indicated in Table 4 above, teachers and school principals were asked whether or not they have conducted educational research after their graduation and some problems were posed for those who did not do research to know the level of each problem's impact on them and to understand the reasons beyond their failure to conduct research. Weighting scales were given for each statement and the weightings were 5 points for very high, 4 points for high, 3 points for undecided, 2 points for low and 1 point for very low and the responses given by the respondents are presented as follows.

Table 7 : Some factors impeding teachers' and principals' involvement in educational research

No	Item	Responses					Weighted mean	
			5	4	3	2		1
1	Lack of expertise in educational research	N	35	31	25	32	16	3.27
		%	25.18	22.30	17.99	23.02	11.31	
2	Lack of experience in educational research work	N	24	37	17	41	16	3.08
		%	17.77	27.41	12.59	30.37	11.33	
3	Lack of materials and other facilities for Research work	N	70	41	15	12	11	3.98
		%	46.97	27.52	10.07	8.05	7.38	
5	Lack of incentive or fund for research	N	60	38	12	10	19	3.79
		%	43.16	27.34	8.63	7.19	13.67	
6	The teaching and non- teaching work load Which leaves little or no time for research	N	50	58	13	18	5	3.9
		%	34.72	40.27	9.03	12.5	3.47	
7	Lack of confidence because research work is so complex	N	15	24	23	45	44	2.47
		%	9.93	15.89	15.23	29.80	29.14	
8	I think research work is a trivial activity to be undertaken in the education process	N	37	28	31	18	23	3.44
		%	27	20.44	22.62	13.14	16.78	
9	Conducting educational research is not the responsibility of teachers	N	17	5	13	25	75	1.92
		%	12.59	3.7	9.62	18.52	55.55	

As the data in Table 7 show, out of the respondents who have given direct responses for the statement about the impact of lack of expertise on respondents research involvement, 35(25.18%) of the respondents rated the impact as very high; 31 (22.30%) high; 25 (17.99%) hesitated to decide and 32(23.02%) low whereas 16 (11.15%) very low respectively. Weighted mean is also considered because more than 2.5 weighted mean results indicate the positive impact of the issues on respondents, inversely, less than 2.5 results indicate the impact negatively. Therefore the computed weighted mean result is also 3.27 which evidences that the

majority of the respondents who fail to conduct research lack the expertise to conduct research. According to the data in table 5, 47% respondents have a problem of expertise to conduct research in their fields of specializations even though they claimed they have taken research methodology courses during their higher learning programs. This in turn implies that either the courses they have taken did not adequately prepare them to conduct research or they have forgotten the know-how of research activities. Therefore, this will lead to suggest that teachers and school principals should be given short term on job training if we wish them do educational research and find solutions for educational problems. Added to this, higher learning institutions that are producing teachers should provide adequate research methodology courses before they graduate them and leave them for the world of work.

Further, respondents were asked to indicate the impact of lack of experience on their research involvement. Out of the respondents who fail to conduct research 24(17.27%) respondents' rating very high, 37(27.41%) high, 17(12.59%) undecided, 41(30.37%) low and 16(11.35%) very low respectively. The weighted mean result is 3.08. Therefore, for the majority of respondents lack of experience impacted on them to do research because they have little experience to conduct educational research.

Furthermore, respondents are also asked to rate the impact of lack of materials and other research facilities. Out of the respondents 70(46.92%) responded very high, 41(27.52%) high, 15(10.07%) undecided, 12(8.05%) low and 11(7.38%) very low respectively whereby the result of the computed weighted mean is 3.79 showing that lack of materials and other research materials impact is chronic and do impact on them very much to do research.

Another issue raised to respondents was the impact of lack of incentive and fund for research work. Thus, out of the respondents 60(43.16%) respondents response was very high, that of

38(27.34%) high, 12(8.63%) undecided, 10(7.19%) responded low and 19(13.67%) very low respectively. The computed mean result was also 3.79 which evidenced that the impact of lack of incentive for researchers and lack of fund for research work is very high. Obviously this may be caused by meager resources for several competing activities and/or lack of commitment on the part of higher official to allocate fund for research.

Yet another issue raised was the teaching and non_ teaching work load which may leave little or no time for research work. Accordingly, the impact of the issue on the subjects was very high for 50(34.72%), high for 58(40.27%), undecided for 13(9.03%), low for 18(12.50%) and very low for 5(3.47%) respectively. The result of the computed weighted mean is also 3.9 which evidences that lack of ample time for research is one of the main problems to conduct research. However as indicated in the table above, the majority respondents' teaching load was less than twenty periods per week so this doesn't seem the major problem for teachers' involvement on research work other things being normal.

Additionally, lack of support from concerned authorities was also raised whether it has an impact for teachers' involvement on research. Accordingly, its impact was very high for 60(41.09%), high for 49(33.56%), undecided for 11(7.53%), whereas low for 9(6.16%) and very low for 17(11.64%) respondents respectively. Here the result of the weighted mean is 3.98 which implies that lack of support from concerned authorities is also a major problem.

As in table 7: respondents were also asked that whether lack of confidence has impact on them to conduct research. Out of the total respondents 15(9.93 %) responded Very high, 24(15.89) high, 23(15.23%) undecided whereas 45(29.80%) low and 44(29.14%) very low respectively

and the weighted mean is 2.47 showing that the majority of respondents have confidence to do research.

Sometimes peoples' perspective and perceptions determine their commitment. Based on this assumption an issue was raised to check whether or not respondents' wrong perspective and perspectives have an impact on their research involvement. Thus, 37(27.00%) respondents very highly believe that research work is a trivial activity, that of 28 (20.44 %) is high, 31(22.62%) is undecided, whereas that of 18 (13.14%) low and 23 (16.78%) is very low respectively. As shown in the table the weight mean result is 3.44. Therefore as far as the majority respondents believe that research work is a trivial activity to be undertaken, teachers' perspective is one of the problems not to conduct research. Such problems may emanate from lack of culture for research.

Finally, failure to know ones own responsibilities clearly determines his/ her activities and based on this assumption an issue was raised as "research is not the responsibility of teachers to be conducted on the teaching learning processes. For this, out of the respondents 17(12.59%) responded very high, 5 (3.70 %) high, 13(9.62% undecided, 25(18.52%) is low and 75(55.55%) is very low respectively. The weighted mean is also 1.92 showing that research on education is also the responsibility of teachers although there are a good number of respondents who believe that research work is not the responsibility of teachers. Therefore, this indicates the need for awareness creation trainings to positively change the attitude of teachers towards research.

4.2.4. EXISTENCE OF RESEARCH COORDINATING UNIT AND RESEARCH DISSEMINATION MECHANISMS

Research work is a resource demanding activity; therefore it requires a body for resource mobilization and coordination of efforts of different individuals from the inception of research ideas to the final results and so on. Therefore, it is indispensable to have in place research coordinating unit at all levels. It is to know the availability of such establishments at bureau, zone and school level that the researcher posed a question to be answered by respondents. The responses are presented as follows.

Table 8 : Research coordinating unit and dissemination mechanisms

No.	Item	Teacher response		School principal response	
		No.	%	No.	%
1	Is there research coordinating unit in your school?				
	a) yes	47	24.10	0	0
	b) no	147	75.38	11	78.57
	c) no answer	1	0.52	3	21.42
	Total	195	100	14	100
2	Is there research disseminating mechanism in your school?				
	a. yes	18	9.24	0	0
	b. no	160	82.05	8	78.58
	c. no answer	17	8.71	3	21.42
	Total	195	100	14	100

As shown in table 8, respondents were asked whether there is research coordinating unit in their respective schools. Then, out of the total respondents 47 (24.10%) teachers and none of school principals answered there is a research coordinating unit in their respective schools whereas 147 (75. 38%) and 11(78.57%) answered there is no any research coordinating unit in their schools. The respondents who claim they have research coordinating unit in their schools

were further asked to list the duties and responsibilities of their unit. However, no one was able to give the list asked.

Likewise, respondents were asked whether there is research disseminating mechanisms in their respective schools and then 18(9.24%) and none of school principals answered there is whereas 160(82.05%) teachers and 8(78.58%) answered there is no. This evidences that there is no research disseminating mechanism in schools. Those who answered there is research dissemination mechanism, were requested to list the ways of dissemination. However no respondent was able to list one.

4.2.5. TEACHERS' CONCEPTS AND PERSPECTIVES AND THEIR IMPACTS

Concepts and perspectives of individuals determine the success of certain activities either positively or negatively. Based on this idea, the researcher posed several issues related to educational research which helped him to identify respondents' concepts and perspectives towards educational research undertakings. For each issue raised weighting scales were given and the scales were 5 points for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree.

4.2.5.1. Respondents' Negative attitudes and their impacts on Educational Research

Under this subtopic some negative issues were posed to respondents which helped the researcher to identify the role these negative aspects play against research undertakings.

Table 9: Teachers' & school principals' negative attitude and impacts on research

No	Issues		Respondents					W. mean
			5	4	3	2	1	
1	Educational research contributes a little in solving educational problems	N	34	19	5	38	101	2.2
		%	17.26	9.64	2.63	19.29	51.26	
2	The expenses of educational research outweigh its contributions	N	52	60	25	23	35	3.36
		%	26.66	30.77	12.82	11.79	17.94	
3	Educational research is solely the task of professional researchers so does not concern teachers	N	12	13	7	75	26	2.25
		%	40.09	32.67	17.32	3.46	4.29	
4	Research work is a time wasting activity	N	10	18	13	36	120	1.79
		%	5.07	9.13	6.59	18.27	60.93	
5	Research should be done in higher learning institutions only and not in schools	N	17	11	7	55	115	1.82
		%	8.29	5.38	3.34	26.82	56.09	

A statement which reads as 'educational research contributes a little in solving educational problem' was posed to respondents and their level of agreement or disagreement was inquired to understand their perspectives with assumption that ones own perspectives determines his/her activities. So, as the data in Table 9 indicate, out of the total respondents 34(17.26%) strongly agree that educational research contributes a little in solving educational problems whereas 19(9.64%) agree, 5(2.53%) fail to decide, 38(19.29%) disagree and 101(51.26%) strongly disagree with the idea. Here too, responses were considered in terms of weighted mean because more than 2.5 weighted mean result indicate positive impact on respondents and less than 2.5 points indicate negative impact. Therefore, the computed result of the above data analyzed is also 2.2. This shows that most teachers rightly believe that educational research contributes for solving educational problems which implies that this idea is not an impeding factor for their failure to conduct research on educational problems. However a good number of respondents are enslaved by this wrong idea which should be corrected through trainings.

Another statement, 'the expenses for educational research outweigh its contribution' was posed to the respondents for the same purpose. Their responses are 52 (6.66%) strongly agree, 60 (30.77%) agree, 25 (12.82%) undecided, whereas 23 (11.79%) disagree and 35 (17.94%) strongly disagree. The weighted mean computed result shows 3.36. From this one can see that the majority of the respondents strongly agree or agree with the idea posed to them. Therefore, such teachers' outlook is also a problem for teachers to conduct research. So, something should be done to change such wrong outlook because knowledge gained from research cannot be measured or compared with money.

A statement which reads as 'educational research contributes a little in solving educational problems' was posed to respondents and their level of agreement or disagreement was inquired to understand their perspectives with the assumption that one's own perspectives determine his/her activities. So, as the data in Table 9 indicate, out of the total respondents 34 (17.26%) strongly agree that educational research contributes a little in solving educational problems whereas 19 (9.64%) agree, 5 (2.53%) fail to decide, 38 (19.29%) disagree and 101 (51.26%) strongly disagree with the idea. Here too, responses were considered in terms of weighted mean because more than 2.5 weighted mean result indicates positive impact on respondents and less than 2.5 points indicate negative impact. Therefore, the computed result of the above data analyzed is also 2.2. This shows that most teachers rightly believe that educational research contributes to solving educational problems which implies that this idea is not an impeding factor for their failure to conduct research on educational problems. However, a good number of respondents are enslaved by this wrong idea which should be corrected through trainings.

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In order to know respondents' perspectives a statement was presented that 'educational research is solely the duty of professional researchers and it does not concern teachers'. For this statement 12(9.02%) teachers answered that they strongly agree and 13(9.77%) of them agree, whereas 7(5.26 %) undecided, 75 (56.39%) disagree and 26(19.54%) respondents strongly disagree with the idea. The weighted mean is 2.25. This also indicates that teachers think that although educational research is solely the duty of professional researchers, teachers also should do research specially action research at their levels.

As indicated in table 9, 10(5.09%) teachers strongly believe that research work is a time wasting activity, 8(9.13%) agree it is and 13(6.52%) undecided, 36(18.27%) of disagree, whereas 120 (60.93%) strongly disagree. The weight mean is 1.79. This indicates that teachers perceive that educational research is not a valueless time wasting activity.

Another idea forwarded to teachers was that 'educational research should be done in higher learning institutes and not in schools'. This idea was posed to them to understand their perspectives about educational research undertaking. For this idea, 17(8.29%) teachers strongly agree and 11(5.36%) agree whereas 7(3.34%) undecided, 55 (26. 82%) disagree and 115(56.09%) strongly disagree. The mean as less as 1.82. These indicate that teachers believe that research is also done in schools

4.2.5.2. Positive Attitudes of Respondents and their Impacts on research undertakings

Under this subtopic some positive issues were raised to respondents which helped the researcher to identify their impacts on the respondents.

Table 10: Teachers' & school principals' positive attitude and impacts on research

No.	Issues	Respondents					W. mean	
			5	4	3	2		1
1	Teachers should study educational problems and seek possible solutions	N	137	46	8	5	1	4.59
		%	69.54	23.35	4.06	2.53	0.5	
2	Teachers involvement in educational research should be one of the criteria for teachers' promotion	N	81	66	35	7	13	4.29
		%	9.02	9.77	5.26	56.39	19.54	
3	Educational research should be given equal attention the same as academic subjects	N	67	74	30	13	8	3.93
		%	34.89	38.54	15.62	6.77	4.16	
4	In order to improve their proficiency, teachers should conduct educational research and in the mean time solve educational problems	N	59	101	29	9	6	3.97
		%	28.92	49.50	14.21	4.41	2.94	
5	Although resources and expertise are limited teachers should do research at their levels	N	54	91	22	13	10	3.33
		%	28.42	47.89	11.57	6.84	5.27	
6	Since teaching is dealing with human behavior, it requires different approaches to make the practices more attractive and in the meantime solve educational problems	N	89	79	10	12	7	4.16
		%	47.57	38.35	4.85	5.82	3.39	
7	Educational research contributes a great deal to improve quality of education	N	150	41	5	4	4	4.61
		%	73.52	20.09	2.45	1.96	1.96	

As shown in Table 10, another statement mentioned was 'teachers should study educational problems and seek for their solutions'. Therefore, 137(69.54%) respondents strongly agree

and 46(23.35%) agree. The rest 8 and 5 undecided and disagree respectively. Here the mean is also 4.5 indicating that almost all respondents believe that teachers should do research to solve educational problems in addition to their teaching activities.

It was suggested that 'educational research should be one of the criteria for teachers' promotion as it was used to be. Then out of the respondents 81(40.09%) strongly agree and 66(32.67%) agree, 35(17.32%) undecided, whereas 7 (3.46%) disagree and 13 (6.43%) strongly disagree having a computed mean of 4.29. Therefore this implies that most teachers strongly believe that educational research should continue to be a criterion for teachers' promotion.

The researcher strongly believes that due attention is not given for educational research by policy implementers. So, he suggested that 'educational research should be given equal attention the same as academic subjects'. Then, 67(34.89%) respondents strongly agree and 74(38.54%) agree, whereas 30(15.62%) undecided, 13 (6.77%) disagree and 8(4.16%) strongly disagree. The weighted mean is 3.93 which shows that educational research should be given equal attention as other subjects if the country ought to benefit from it in the educational development and educational quality improvement.

Another very important point raised was that 'in order to improve their proficiency teachers should do educational research and at the same time solve educational problem. For this suggestion, 59(28.92%) teachers strongly agree and 101(49.50%) of them agree, whereas 29(14.21%) undecided, 9(4.41%) respondents disagree and 6(2.94%) of them strongly disagree and the mean is 3.97. Therefore most teachers rightly believe that research helps in improving ones own knowledge in addition to its contribution for the improvement of educational quality.

So also as shown in table 10, 'although resources and teachers' expertise are limited teachers should conduct research at their levels' was suggested. For this, 54 (28.42%) teachers strongly agree that they shouldn't give up doing research at their own levels, whereas 91(47.89%) also agree with the idea. However, 22(11.57%) fail to decide, 13 (6.84%) of them disagree and 10(5.27%) strongly disagree. The weighted mean is also 3.33 showing that the majority of respondents rightly believe that they should do research at minimum possible cost and limited knowledge. However still few respondents whether knowingly or unknowingly believe research is not their responsibility.

The researcher also posed an idea that 'since teaching is dealing with human behavior teachers should do research to make the teaching-learning practices more attractive and at the same time solve educational problems'. For this, out of the total respondents 89(47.57%) teachers strongly agree and 79(38.35%) agree, whereas 10(4.85%) fail to decide, 12(5.82%) of them disagree and 7(3.39%) of them strongly disagree. The mean result is 4.16. This implies that most teachers believe that doing educational research makes the teaching practices attractive and also helps in solving educational problems although they are not doing it as much as required may be due other hampering factors.

Finally, as shown in the table, 150 (73.52%) strongly believe that educational research contributes a great deal in the improvement of quality of education and 41(20.09%) agree, whereas 5(2.45%) undecided, 4(1.9%) disagree and 4 (1.96%) strongly disagree. The mean result is 4.61. Therefore, we can conclude that respondents strongly believe in the idea.

As one can see in the above analyses the majority of respondents believe that:

- educational research contributes a great deal in solving educational problems,
- teachers should study educational problems and seek their solutions,

- educational research should remain a criterion for teachers' career promotion,
- educational research is also the responsibility of teachers in addition to teaching,
- educational research helps in improving teachers' proficiency,
- educational research can be done in higher learning institutes as well as in schools,&
- educational research helps in making the teaching learning process more attractive.

So what is the problem that teachers and school principals do not conduct educational research and what is to be done to involve them in this important part of educational process?

The problems that impede teachers and school principals to do research are some how explained above and a few of them are:

- Lack of expertise in research work,
- Lack of experience,
- Lack of materials and other facilities for research,
- Lack of confidence,
- Lack of incentives and fund,
- Lack of ample time for research work,
- Lack of research coordinating unit in schools,
- Lack of support from concerned authorities, and
- Teachers' wrong perceptions and perspectives.

The researcher believes that the solutions are obvious that is doing away with the problems and positively change the perceptions and perspectives of teachers and school principals.

4.2.6. SCHOOL PRINCIPALS' OPINION ABOUT TEACHERS

INVOLVEMENT IN EDUCATIONAL RESEARCH

Different questions were presented particularly for school principals about teachers' involvement in educational research and about school principal's role in supporting teachers for research work. Their responses are presented in the following table.

Table 11: School principals' opinion about teachers' involvement in research, the support they provide to teachers

No.	Item	Principals' Responses	
		No.	%
1	Do teachers' conduct research on educational problems they encounter?		
	a) yes they do	5	35.71
	b) no they don't	9	64.28
	Total	14	100
2	What is your role in facilitating and coordinating teachers' efforts?		
	a. providing moral support	5	35.71
	b. providing material support	5	35.71
	c. allocating research budget	0	0
	d. providing additional point for their promotion	0	0
	e. facilitating research incentive	0	0
	f. other	0	0
	g. no answer	4	28.57
	Total	14	100

As shown in Table 11, out of all the school principals 5(35.71%) responded yes, teachers conduct research on educational problems whereas 9(64.28%) responded no they don't. Therefore this is additional evidence that teachers do not do research on education.

School principals were asked why teachers fail to conduct research. Some of the relevant answers are listed below.

- Lack of research materials, by 6(42.85%) respondents
- Work burden on teachers or scarcity of time, by 8(57.14%) respondents

- Lack of budget or financial problems, by 10(71.42%) respondents
- Fear of teachers that research work is complex, by 2(14.28%) respondents
- Lack of interest, by 5(35.71%) respondents
- Some teachers hate their profession, 2(14.28%)

School principals were also asked to indicate the supports given to teachers who are attempting to do research. So, 5(35.71%) responded that they provide them moral support, the same 5 respondents answered they provide them material support whereas 4(28.57%) did not answer at all. This also indicates that school principals' role in facilitating and coordinating educational research is very much limited.

School principals were also asked whether or not they have encountered problems during coordinating research work. For this question 8 (57.14%) responded yes whereas 3(21.42%) answered no and 3(21.42%) did not answer. Therefore, most principals who are trying to coordinate research work face problems. They were further asked to list the problem they encounter and a few school principals managed to list some relevant problem. They are:

- Teachers' have no interest to do research,
- Teachers have no capacity to conduct research,
- Teachers consider research is time wasting activity,
- Teachers have no moral to conduct research,
- Teachers are not willing to do research.

These responses also indicate that teachers have negative attitude towards research so something should be done to positively change teachers' attitude and develop their capacity for doing research.

For an open ended question, both teachers and school principals were asked to list the most frequently revealing problem they come across on the teaching – learning process. Some of the points they have raised are categorized under the following sub topics:

I. Poor school environment

- Large class size,
- Teachers work load,
- Uncomfortable school environment,
- Teaching two shifts,
- School management problems or poor school management,
- Shortage of subject teachers,
- Poor school standard,

II. Student related problems

- Students' discipline problems, they look down upon teachers, copy examinations from each other,
- Low level of both students' interest,
- Students' poor academic performance, poor English language skills, low level educational back ground,
- Student absenteeism and drop out problems

III. Teacher related problems

- Low level of both teachers' interest,
- Low level knowledge of teachers,
- Poor quality of teachers' performance,
- Teachers' poor awareness about the significance of research

III. Lack of materials and resources

- Lack of plasma television lesson guides books,
- Lack of incentive for teachers,
- Scarcity of teaching materials,
- Lack of reference books,
- Laboratory materials problem,

IV. Social problem

- Societal out look for teachers or teachers' social status
- Poor school – community relationship,

V. Policy related issues

- Government's complex or inappropriate educational policy, are some of relevant problems mentioned.

Here, one can imagine how much our education system is immersed in problems and yet no satisfactory research is being done to gradually solve these long listed problems.

Respondents were further asked to explain the solutions to overcome the problems however almost all externalized the solutions that all concerned bodies should seek for the solutions.

However, there are some problems which can be alleviated by teachers and school principals themselves such as:

- Poor awareness about research,
- School community relationship,
- Poor quality of teachers,
- Creating appropriate student evaluation,
- Creating capable school management,

- Improving their own performances,
- Improving their own and students' language skills, and so on through in house training and working together and in groups for better results.

Finally, an open ended question was presented to respondents to explain the possible techniques they would suggest to involve more teachers on educational research and some of their responses are:

- Awareness creation on research work,
- Trainings, seminars, and workshops to develop teachers' research skills,
- Provide incentives,
- Allocate budget for research,
- Reduce the teaching and non-teaching loads so that they will have ample time for research,
- Fulfill facilities and required materials for research were some of them. The researcher thinks that these are very useful suggestions for future teachers' involvement in research.

CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The overall purpose of the study was to look into the state of educational research at bureau, zonal and mainly at secondary school levels of Oromia region. The study was carried out in four Oromia zones and twelve secondary schools, three education offices and the Oromia education bureau using two types of questionnaires and interviews. The data were collected from 214 respondents (195 teachers, 14 principals, 3 education office deputy heads and from 1 bureau head and 1 delegate). The data obtained were presented, analyzed, and interpreted using percentages and weighted mean. Hence, the study came up with the following major findings.

I. Educators perceptions and perspectives

The study showed that majority of teachers and school principals believe that research work is a trivial activity to be undertaken by them and the expenses of educational research outweigh its contribution. Therefore, such wrong perceptions and incorrect perspectives lead teachers and school principals to be reluctant to conduct research on educational problems.

II. The Levels of Implementation of Educational Research in Accordance with the Policy

The level of implementation of educational research as stipulated by the current Education Training Policy is found to be very low at all levels of the education system in the region and no satisfactory research is being done.

III. Availability of Basic Requirements for Research Work

Regarding the availability of basic requirements for educational research work, the study revealed that there is severe scarcity of the following.

- Lack of budget to fulfill necessary research supplies and provide teachers with incentives to undertake educational research. It was observed that low financial and material support and lack of incentives affected teachers and school principals research activities.
- It was also observed that teaching and non-teaching routine activities left teachers and school principals with little time to conduct educational research on educational problems they encounter.
- Lack of support from concerned authorities also has been observed for teachers' negligence to undertake research activities.
- It has been investigated that lack of suitable strategies, shortage of resources and lack of due attention from concerned authorities almost blocked up the smooth functioning of research activities in education.

IV. Other Factors Affecting educators' Involvement on Educational Research

Almost all respondents have taken research methodology courses which indicate that they have the know how to conduct research. However, the study showed that they still lack the knowledge to carry out educational research in their field of specialization and lack of experience in research also found to be another affecting factors for teachers' and school principals' research undertaking. Absence of research coordinating unit and research disseminating mechanisms were yet the other affecting problems to conduct research on education at all education levels.

V. Possible Ways to Alleviate Educational Research Undertaking Problems

On the one hand, it was observed that there are several problems in the teaching – learning process which this researcher categorized as student related, teacher related, school management related and societal related problems which necessitate the need for educational research to find solutions for such problems.

On the other hand, the good opportunities which the study has come up with are that teachers and school principals believe that educational research is their responsibility in addition to teaching and they also have future intentions to conduct research on educational problems provided that other basic requirements are fulfilled.

5.2. CONCLUSIONS

From the viewpoint of the findings obtained, the following conclusions seem worthy enough to reach.

It is found out that the nexus of educational research with education is very weak and no satisfactory research is being done in the region even though the current Education and Training Policy declares that focus will be given to it. The status of educational research activities is found to be low which indicates poor educational research culture and as a result of which poor educational quality is obviously prevalent. Therefore a lot has to be done in realizing the Education and Training Policy statement and to meet the research objectives of the Ministry of Education.

Although teachers and school principals have taken research courses which may help them conduct research, it seems that teachers' knowledge about research is so limited because the impact of lack of research expertise was very high for 25.18% respondents and high

for 22.30 of them (table 5). Therefore, lack of short term practical training, workshops and open discussions on research made the situation more difficult.

The absence of research coordinating institutional set ups and research disseminating mechanisms at all levels were also another serious problem to conduct research.

Solomon (2008:14) remarks the source of the problem as “Due to complex nature of curriculum development, numerous factors inhibit or facilitate its implementation. The source of most of the problems or factors affecting implementation is usually the lack of emphasis given to implementation by policy makers”. Generally, there are no suitable strategies in the education system that can facilitate and ease research work in education especially at school levels.

5.3. RECOMMENDATIONS

The above listed problems should be recognized and alleviated step by step in order to achieve success in research progress and to get the most out of research because research is a gate way to find solutions for problems with little wastage of resources. Therefore, in order to facilitate educators’ involvement in conducting educational research, the following recommendations are forwarded.

1. Lack of financial and material resources has greatly affected educational research work in the region. Therefore,:
 - The Oromia education bureau should see to it and allocate adequate budget for research during the annual planning and budget preparation considering the role research can play in solving educational problems and in the improvement of quality of education.

- The Oromia education bureau also should not only depend on government budget alone but try to mobilize resources for research by creating good relations with funding agencies fairly distribute to secondary schools to support teachers' efforts in research.
2. One of the reasons why teachers do not conduct research is lack of expertise and experience in research work. Hence, the Oromia Education Bureau should create situations in which teachers get practical training, through workshops and short term orientations and conduct sustainable open discussions on research at school levels.
 3. Recognition, rewards and promotions and other forms of incentives can play a pivotal role in increasing interest in teachers for research work. Thus, the bureau, zonal and woreda education offices and school principals ought to find ways at their levels to fulfill these requirements by allocating budget during annual budget preparation to increase teachers' participation in research work.
 4. Yet another reason why teachers do not conduct research is shortage of time due to teaching and non- teaching activities which leaves them little or no time for research. Assigning more teachers in each school may help to alleviate the problem. Thus, in the short term schools should at least reduce teachers' non – teaching activities so that teachers may get some time for research work and in the long term the Oromia Education Bureau should train more teachers so that more teachers are in place in each school and teachers' time constraints be solved in secondary schools.
 5. Ones own perspectives and perception may determine the success or failure of him or her. It was also observed that such problems seem one of the factors for teachers' reluctance to conducting research in education. Therefore the Oromia Education

Bureau, zonal and woreda education offices and secondary schools should prepare short term on job trainings, workshops and seminars to change wrong perspectives and perceptions regarding research and develop positive attitude towards it so that teachers' involvement in research be improved.

6. Even though a good number of teachers and school principals have taken research methodology courses which may enable them to conduct research and they also strongly believe that educational research is their responsibility in addition to teaching, their involvement in research is very low. The reasons being the absence of basic requirements for research and lack of suitable strategies for educational research work. Therefore, the Ministry of Education and the Region Education Bureau should fulfill the requirements and prepare strategies that can influence the smooth running of research in education so that the country could gain the most out of it.

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APPENDIXES

APPENDIX _i

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES INSTITUTE OF EDUCATIONAL RESEARCH

A QUESTIONNAIRE TO BE FILLED BY SECONDARY SCHOOL TEACHERS

Purpose of the Questionnaire

The purpose of this questionnaire is to collect data from secondary school teachers who are teaching in four zones of Oromia Regional State so as to investigate the state of educational research involvement in the respective schools under study. To this end, your cooperation in filling and returning this questionnaire has paramount importance for the success of the study. The information collected using this questionnaire will be kept confidential and only used for the fulfillment of academic purposes. Therefore, please answer all the questions correctly and frankly as much as possible. Thank you in advance.

Directions

- a. You need not write your name on the questionnaire,
- b. Please try to answer every question according to the instruction given only,
- c. For multiple questions, please answer them by putting 'x' letter (x) in the parenthesis corresponding to each question.
- d. For the questions that require your opinion please give precise and your honest answer by writing on the space provided next to each question.

Part I: General Information

1. Name of your school: _____
2. The school address; _____
3. Sex : A. male (), B. female ().
4. Your age in years: _____
5. Your service years:
A. 1-5 (), B. 6- 10 (), C. 11- 15 (),
D. 16 -20 (), E. 21 and above ().
6. The total number of periods you are teaching per week _____
7. Your educational qualification:
A. First degree- (),
B. Second degree- (),
C. other (specify) _____

Part II: Specific Information

1. Have you ever taken any research methodology course(s)?
A. yes (), B. no ().
2. If your answer is 'yes' for question number one above, to what extent the training is adequate to carryout research in your professional career?
A. Very much adequate (), B. Adequate ().
C. Undecided (), D. Inadequate (), E. Very much inadequate ()
3. Do you think educational research is also the responsibility of all educators including teachers in addition to teaching?
A. yes (), B. no ().
4. If your answer is 'yes' for question number three above, have you ever conducted any research in education after your graduation?
A. yes (), B. no ().
5. If your answer is 'no' for question number four above, the possible factors that impeded your undertaking are listed below. Please show by rating the level of its impact to conduct research corresponding to each statement.

No.	Statement	Very high	high	Un-decided	Low	Very low
1	Lack of expertise in research work					
2	Lack of experience in research work					
3	Lack of materials and other facilities for research work					
4	Lack of confidence because research work is very complex					
5	Lack of incentive or fund for research					
6	The teaching and non- teaching work load which leaves little or no time for research work					
7	Lack of support from concerned authorities in terms of finance and moral to conduct research					
8	I think research work is a trivial activity to be undertaken in the teaching- learning process					
9	Conducting educational research is not the responsibility of teachers					

6. Have you ever read any research material after your graduation?
A. yes (), B. no ()
7. Do you have any future plan to conduct research on educational problems you may encounter in the teaching- learning activities?
A. yes (), B. no ().
8. Is there research coordinating system (unit) in your school?
A. yes (), B. no ().
9. If your answer is 'yes' for question number eight above, what is its main responsibility?

10. Is there any research dissemination mechanism in your school?
A. yes (), B. no ().
11. If your answer is 'yes' for question number ten above, please indicate the way(s).

12. In the following table, statements that are related to educational research are listed and the degrees of agreement or disagreement for each statement. Please write the letter 'x' under the number you have chosen to indicate your agreement or disagreement corresponding to each statement. The key for the scoring are:

- 5= strongly agree;
- 4 = agree;
- 3= undecided;
- 2= disagree; and
- 1= strongly disagree.

No	Statement	Degree of Agreement or disagreement				
		5	4	3	2	1
1	Educational research contributes little in solving educational problems.					
2	The expenses for educational research outweigh its contribution to educational development.					
3	Teachers should study educational problem and seek possible solution.					
4	Teacher involvement in educational research should be one of the criteria for teachers' promotion.					
5	Educational research is solely the task of trained professional researchers, so does not concern teachers.					
6	Educational research should be given equal attention the same as to academic subjects.					
7	Research work is a time wasting activity.					
8	In order to improve their proficiency, teachers should conduct educational research.					
9	Although resources and research expertise are limited, teacher should conduct research at their levels.					
10	Since teaching is dealing with human behavior it requires different approaches to make the practices more attractive and in the meantime solve educational problems.					
11	Research should be conducted in higher learning institutions only and not in schools.					
12	Educational research can contribute a great deal to the improvement of quality of education.					

13. What are the most frequently revealing educational problems you have come across in the teaching – learning processes?

1. _____
2. _____
3. _____

14. What do you think should be done to overcome such problems you have listed under question number thirteen?

15. What techniques do you suggest to get involved more teachers in educational research?

Appendix _ii

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

**A QUESTIONNAIRE TO BE FILLED BY SECONDARY SCHOOL PRINCIPALS
AND DEPUTY PRINCIPALS**

Purpose of the Questionnaire

The purpose of this questionnaire is to collect data from secondary school principals who are working in four zones of Oromia Regional State so as to examine the state of educational research involvement in the respective schools under study. To this end, your cooperation in filling and returning this questionnaire has paramount importance for the success of the study. The information collected using this questionnaire will be kept confidential and only used for the fulfillment of academic purposes. Therefore, please answer all the questions correctly and frankly as much as possible. Thank you in advance.

Directions

- e. You need not write your name on the questionnaire,
- f. Please try to answer every question according to the instruction given only,
- g. For multiple questions, please answer them by putting 'x' letter (x) in the parenthesis corresponding to each question.
- h. For the questions that require your opinion please give precise and your honest answer by writing on the space provided next to each question.

Part I: **General Information**

1. Name of your school _____
2. The school address _____
3. Sex:- A. male (), B. female ().
4. Your age in years, _____
5. Your service years:-
A. 1-5 (), B. 6- 10 (),
C. 11- 15 (), D. 16 -20 (), E. 21 and above ().
6. The total number of periods you are teaching per week (if any) in addition to the school management _____
7. Your educational qualification:-
A. BA/BSC (),
B. MA/MSC (),
C. other (specify) _____

Part II: **Specific Information**

1. Have you ever taken any research methodology course(s)?
A. yes (), B. no ().
2. If your answer is 'yes' for question number one above, to what extent the training is adequate to carryout research in your professional career?
A. Very much adequate (), B. Adequate (),
C. Un-decided, D. Inadequate, E. Very much inadequate.
3. Do you think educational research is also the responsibility of all educators including school principals in addition to the school management?
A. yes (), B. no ().
4. If your answer is 'yes' for question number three above, have you ever conducted any scientific research in education after your graduation?
A. yes (), B. no ().
5. If your answer is 'no' for question number four above, the possible factors that impeded your undertakings are listed below. Please show by rating the degree of its impact to conduct research just corresponding to each statement.

No.	Statement	Very high	High	Un-decided	Low	Very low
1	Lack of expertise in research work					
2	Lack of experience in research work					
3	Lack of materials and other facilities for research work					
4	Lack of confidence because research work is very complex					
5	Lack of incentive or fund for research					
6	The day to day routine work load which leaves little or no time for research work					
7	Research work is a trivial activity to be undertaken in the education process by principals					
8	Conducting educational research is not the responsibility of school principals					

6. Have you ever read any research material after your graduation?
A. yes (), B. no ().
7. Do you have any future plan to conduct research on educational problems you may encounter in the school administration and /or teaching- learning activities?
A. yes (), B. no ().
8. Do teachers conduct research on educational problems they encounter?
A. yes they do, (), B. no they don't ().
9. If your answer is 'yes' for question number eight above, what is your role in facilitating and coordinating their efforts?
A. Providing moral support (), B. Providing material support (),
C. Allocating research budget (), D. Providing additional point for their promotion (), E. Facilitating research incentive (),F. Other (specify)
10. If your answer is 'no' for question number eight above, please list the problems that are impeding them to conduct research.
 1. _____
 2. _____

3. _____
11. Is there any problem you have come across in coordinating teachers for research?
A. yes (), B. no ().
12. If your answer is 'yes' for question number eleven above, please list them below.
1. _____
2. _____
3. _____
13. Is there research coordinating system (unit) in your school?
A. yes (), B. no ().
14. If your answer is 'yes' for question number thirteen above, what is its main responsibility?

15. Is there any research dissemination mechanism in your school?
A. yes (), B. no ().
16. If your answer is 'yes' for question number fifteen above, please indicate the way(s).

17. In the following table, statements related to educational research are listed and the degrees of agreement or disagreement for each statement. Please write the letter 'x' under the number you have chosen to indicate your agreement or disagreement corresponding to each statement. The key for the scoring are:

- 5= strongly agree;
4 = agree;
3= undecided;
2= disagree;
and 1= strongly disagree.

No	Statement	Degree of Agreement or disagreement				
		5	4	3	2	1
1	Educational research contributes little in solving educational problems.					
2	The expenses for educational research outweigh its contribution to educational development.					
3	Principals should study educational problem and seek possible solution.					
4	Principals involvement in educational research should be one of the criteria for their promotion.					
5	Educational research is solely the task of trained professional researchers, so does not concern principals.					
6	Educational research should be given equal attention the same as to academic subjects.					
7	Research work is a time wasting activity.					
8	In order to improve their proficiency, principals should conduct educational research.					
9	Although resources and research expertise are limited, principals should conduct research at their levels.					
10	Since teaching is dealing with human behavior it requires					

	different approaches in order to make the practices more attractive and in the meantime solve educational problems.					
11	Research should be conducted in higher learning institutions or research institutions only and not in schools.					
12	Educational research can contribute a great deal to the improvement of quality of education.					

18. What are the most frequently revealing educational problems you have come across in the teaching – learning processes?

1. _____
2. _____

19. What do you think should be done to overcome such problems you have listed under question number eighteen?

20. What techniques do you suggest to get involved more teachers in educational research undertakings?

Appendix_ iii


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

Interview Questions Presented to Education Bureau Head and Zone Office Heads

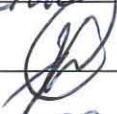
1. What are the problems of education in Oromia/ in your zone?
2. What measures were undertaken to alleviate the problems (if any) ?
3. What do you think are the roles and significances of educational research in the development of education?
4. Do you think your bureau / office has adequately implemented educational research as stipulated in the policy?
5. Do you have suitable strategies to make the policy be implemented in the regional/ education sector?
6. Would you please tell me the state of ER in Oromia / in your zone?
7. What are the basic requirements for ER undertakings?
8. To what extent are these requirements available to do the work?
9. What are the impeding factors to undertake ER in the region/ zone?
10. What are the mechanisms to curb the problems and make the situation better?

Declaration

I here by declare that this thesis is my original work, and has not been presented for any degree to any university and that all relevant sources used are duly acknowledged.

Name Kubre Jimmerma
signature 
Date of signature July 3, 2009

This thesis has been submitted for examination with my approval as a university advisor.

Name Wassenu Yimam
Signature 
Date of signature 03/07/09