ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF FACTORS AFFECTING TEACHERS TO CARRY OUT ACTION RESEARCH ,WITH SPECIAL REFERENCE OF THE UPPER PRIMARY SCHOOLS OF SIDAMA ZONE

ASTER ALEMU

JUNE 2004

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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 Planning and management

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By

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ABBREVIATIONS AND ACRONYMS

BESO	Basic education strategic objective.
ESDP	Education sector Development program
ETP	Education and Training policy
MOE	Ministry of Education
SNNPR	Southern Nation's Nationalities people Region
TTC	Teacher Training College
TTI	Teacher Training Institute
UNESCO	United Nations Educational, scientific and cultural organizations.

ABSTRACT

Action research has the potential to generate genuine and sustained improvements in schools. It gives educators' new opportunities to reflect on and asses their teaching, to explore and rest new ideas, methods and materials. Perhaps the most important is the fact that it helps educators to be more effective in following up the development of their students.

This study aimed at examining the current status of action research in the upper primary schools of Sidama zone. Besides, factors affecting teachers to carry out action research was systematically investigated.

The research methodology employed was descriptive survey. The study was conducted at thirty upper primary sample schools that are found in Sidama zone. A total number of fifty-eight principals and three hundred teachers were involved to generate the necessary data.

Availability and simple random sampling techniques were used to draw principals and teacher respondents respectively. Moreover, zonal supervision head and wereda educational support and supervision section representatives were also included in the sample.

Questionnaire, unstructured interview and document analysis were used to collect the data. Percentage, means, chi-square, t-test and spearman's' rank order correlation were employed in the analysis of the data.

Overall the survey study revealed that lack of resources, absence of on the job training, shortage of finance and the underdeveloped research culture were the major problems of action research activities in the schools. Besides, lack of moral and material incentives, limited research knowledge and skill of teachers, inadequacy of research courses at TTIs and TTCs have contributed negatively for its low development.

The study revealed that there is very little research outcome in the upper primary schools of Sidama zone. Despite the existence of many inconveniences, respondents still believe that teachers should be engaged in research work using the available resources to improve their teaching methodology.

Recommendations for addressing these issues include, among other things, long and short –term workshops, seminars, and offering intensive research courses in TTIs and TTCs. Moreover allocating budget, assigning responsive and capable individuals, who have potential to facilitate the work at the wereda level, could make significant difference. In addition rewarding teachers who attempt and make effort to conduct action research, creating favorable conditions by providing facilities and encouraging the development of research culture are also recommended based on the research findings.

CHAPTER ONE

THE PROBLEM AND ITS APPROCHES

1.1. Background of the Study

Educational research as one of the fields of social sciences is a key to study the teaching learning process as a whole. These contributions are the means to the progress of human life and the educational system in its wider scope. UNESCO (1993:8) emphasis this idea and states that:

> Educational research is a set of systematic investigative activities designed to survey, observe and portray in clear terms what is happening in education as well as the need and way of working towards continuous improvement of the educational process.

In this regard teachers play a vital role as professional critics. They have the opportunity to examine the problems arising in real situations being part of the process. Imagining solutions, acting and evaluating the outcome of their action are at their disposal; hence, they are at the front line of the teaching learning process.

In general, Students' emotional, spiritual, and intellectual development should not be hampered for things that could be facilitated by the professional teachers. Especially at lower level, students may face so many problems that adversely affect their development if not treated by committed and concerned teachers. This depicts that the early years of schooling have enormous impact on the

growth of physical as well as mental of children. Stenhouse (as quoted by Hopkins 1993:27) states the role of teachers as follows:

> Good teachers are necessarily autonomous in professional Judgment. They do not need to be told what to do. They are not professionally the dependents of researchers or supervisors. This does not mean that they reject ideas, advice, consultancy or support of others. But the ideas are digested to the point where they are subject to the teacher's own judgment.

Ethiopia, similar to other developing countries suffers from high repeaters and dropouts. As the education statistics annual abstract (2001-02: 57) report indicates in 1994 E.C there were 701,595 (8.8percent) repeaters in the primary level only. It is obvious that these repeaters consume scarce resource of the country and they may not be benefited from those days of schooling. On the contrary, a child's learning ability will develop and strengthen at the early stage of schooling, otherwise the interest to learn will collapse and the child could be defective in life easily. The MOE (2003: 23) notes:

> The first encounter with the formal learning environment should be enjoyable and provide inspiration for learning. It is the time when the most important learning occurs. If this opportunity is missed the development of higher order thinking skills is hampered.

All the important traits of characteristics such as hard work, discipline, self-confidence and feeling of good citizenship are developed during this early stage of development. Therefore teachers are as important as site managers in construction process at this stage. When teachers translate the curriculum into scheme of work or lessons they are also expected to think of the child as a whole person getting full development. This means that teachers should know the problem and the strength of the student. Therefore, teachers to be effective,

flexible and confidant they should give more emphasis on research-based teaching. In doing so they will be aware of classroom climates and it could be simple for them to distinguish the “good” and the “difficult” class in terms of both discipline and achievement. In implementing research-based teaching, there is a possibility for teachers to orient themselves with different teaching strategies, assessment, and teaching methodology and have the possibilities of taking into consideration each individual learner rather than the group. As Altricheter (1993:5) clarifies, those teachers are not only people who are limited to their classroom, rather with far and wide tasks. He states further that:

> These teachers have not only carried out development work for their schools but have also broadened their knowledge and their professional competency. They have passed on this knowledge to colleagues, students, parents, and in written form, also to the wider public. They have shown that teachers can make an important contribution to the knowledge base of their profession.

In addition to the curriculum, teachers are also responsible as a means of carriers of culture and " manage" cultural information. They have the power to change the lives of their students to the accepted social norms beginning from the early childhood. All these need the support of the hard working teacher, a person who have a vision to see the progress of his students and who has a positive attitude to make a daily follow up by the help of action research.

Action research not only benefits the students, it could also serve as a bridge to professional development for the teacher. Hence, teachers are encouraged to reach their own solutions and conclusions than trying to practice or implement

the ideas of others. In most cases, the ideas and solutions from people who do not have classroom practice are not attainable because of the different features of the problem aroused. In this regard Mc NIEF (2001: 4) states the following.

> Action research is participatory, in that it involves the teacher in his own enquiry and collaborative, in that it involves other people as part of a shared enquiry. It is research **WITH** rather than research **ON**.

Referring to the Ethiopian education system, the Education and Training Policy gives much emphasis on how to make education and training, research based. The policy magnifies the relation between education, training, research and development as cited below:

> The participation of teachers and researchers in getting the necessary field experience in various development and service institutions and professionals of such institutions in teaching will be facilitated (TGE, 1994:25).

The education sector strategy (1994: 13) has also stressed the need to integrate and coordinate teaching with research and development. It further states that any improvement and change in evaluation techniques, method of teaching and curriculum shall be assisted with research activities. Moreover, the strategy underlines that education can be promoted and be in a better standard when it is supported by a research.

Besides the policy and the education sector strategy, the National Curriculum Guideline for Pre-service teacher education program also requires the application of research to schools (MOE, 2003:24). Furthermore it is emphasized that

teachers should carry out action research to solve the teaching learning problems at upper primary level, too (MOE, 2003: 38).

Despite all the benefits supported by different scholars and the Ministry towards action research, the effort made by schools is not satisfactory. In fact this task will require efficient and effective management, adequate budgeting, good mentality towards the work, and common understanding among the staff. At the same time it is a field that calls for training, workshop, good working environment and motivation.

Thus the assessment of the problem in carrying out action research by the upper primary teachers in Sidama zone has become the main concern of this study.

1.2 Statement of the problem

Action research if carefully and systematically operated, it is believed to have a potential value to enhance professional development of teachers and to improve student learning. So, it is an approach in which teachers systematically reflect on their practice and make change.

The learning materials presented, the school activities going on, the management procedures employed, the teaching methods applied and other issues in learning teaching process could be appropriately investigated and

improved when teachers are involved in carrying out action research. Besides, children's' development, family involvement, learning difficulties could best be treated in using the outcomes of action research. As a result, teachers could be empowered to make professional decision to the extent of changing policies. Patterson and Shannon (1993:8) also supports by stating that while in doing action research teachers try to understand the particular individuals, actions, policies, and events that make up their work environment in order to make professional decisions.

Teachers as well as schools and Wereda educational officials believed on the value of action research since the implementation of the Education and training policy. Nevertheless, it was found out not to be an easy task to exercise action research successfully in many schools because of multifaceted problems in the educational system.

The problems seem to be related to the resource availability, teachers research know-how, schools research culture, principals' attitude towards action research and other related issues.

In fact action research, as a complementary to the teaching learning process needs to be designed systematically prior to implementation. Thus there is a need for the integral cooperation of teachers, Wereda and Zonal educational officials. The idea of action research in promoting changes and innovation could

be hindered unless and other wise prompt action is taken to overcome the problems listed above.

The purpose of this study is to conduct a systematic investigation into the problems of carrying out action research in the upper primary school of Sidama zone. In particulars the study is aimed at seeking answers to the following basic questions.

1. What is the current status of action research in the upper primary schools of Sidama Zone?
2. To what extent teachers are involved in research work to measure the effectiveness of their teaching?
3. How do teachers feel about the importance of action research?
4. What resources are available in the schools to carry out action research?
5. When and how frequently do teachers upgrade their action research knowledge and skill and how adequate it is?
6. To what extent principals are facilitating action research in schools?
7. What are the major problems faced for carrying out action research?
8. How could these problems be resolved?

1.3 Significance of the study

Teachers' participation in doing action research can be taken as an important indicator of effectiveness in the education system. If there were no attempts in

this regard, it would mean that there is something wrong in the management hierarchy, resource availability and other supportive areas.

There are indications of less performance of practicing action research in schools of Sidama zone. Therefore, this study is expected to have significant importance for the following reasons.

1. It is assumed that this study shall enable to identify the basic problems and factors, which affect the implementation of action research. Knowing these problems and suggesting practical solutions may enable one to realize where the problems lie, what the reasons are, and how they should be resolved. As a result it may provide to the authorities in the education sector, especially to policy makers, with some information to harmonize and maximize their effort for successful operation of action research in schools.

2. It is hoped to provide some alternative recommendations that may help to maximize teachers' participation in action research so that they may look for effective delivery of the instructional activities.

3. Moreover there is no in depth research undertaken in the zone as far as action research is concerned. Therefore the finding of this study may serve as a motivator for teachers to start action research activities.

4. It is hoped that other administrative area may get lessons from this study to institute action research.

1.4 Delimitation of the study

The need of action research is paramount and may need wider coverage at the various levels of the education system. However, the scope of this study is delimited to thirty randomly selected upper primary schools of Sidama zone.

One reason for delimiting the study to primary level is because the education and training policy, the strategy, as well as the ESDP gives priority to expand primary education by increasing enrollment and the participation rate. Hence the student researcher believed that the study would contribute to the success of the education system. Another reason that is the researcher has a long work experience in Sidama zone than in any other part of the country. Though she is working with one of the Non Governmental Organizations in the region she had attended so many meetings, workshops and seminars with the educational authorities of the region, which gave her many opportunities to sense the problems of the education sector in the zone. The teaching learning problems, which was raised as points of discussion in the macro and micro groups, made her to be interested to focus on this specific area.

The time factor is also another reason in which studying more than one zone is practically impossible. The urge to bring compatibility with the time available and the other two factors mentioned above limited the scope of the study to upper primary governmental school of Sidama zone, found in the Southern Nations Nationalities and People Regional States only.

1.5 Limitation of the study

Most of the sample schools, which are found in the ten Weredas of Sidama zone, are off the main road and it was not easy to collect the data with in a short period of time due to lack of transportation.

In the mean time the fieldwork of the researcher was clashed with the unanticipated project evaluation of the Wereda education officials and it was difficult to get the respondents in the expected offices. So waiting for them with patience was a challenge with regard to the limited time the researcher has.

Besides, lack of research reports in undergraduate and graduate levels on the issue of action research was a great challenge. As a result basic and supportive information were not available to carry out the study. Therefore the researcher was limited to the data generated during the fieldwork.

1.6 Definition of terms

The following are key terms and phrases, which are used in the context of this research.

Action research: It is a research process that could be carried out by individuals, group of people and organization to improve their own performance or practice. It can be used in education field as a systematic inquiry and investigation made by teachers to know and evaluate their work and the students progress.

Government school: A school fully run by the government as per proclamation No. 260/1984, in this case schools run by Sidama zone.

Non- governmental schools: Schools other than government and public schools, which are owned by private investors, religious organizations, missionaries or philanthropic organizations.

Primary school: A school, which has grade 1-8, divided into two cycles of 1-4 lower primary and 5-8 (upper primary)

School principal: An administrative and supervisory officer responsible for an elementary school: usually limited to a single school and may or may not be occupied in teaching.

Teacher: A person employed in an official capacity for the purpose of guiding and directing the learning experience of students in a public or a private educational institution.

Upper primary: The second cycle of primary education offering general education for grades 5-8.

1.7 Research Methodology and procedure of the study

1.7.1. The Research Design

This study is aimed at assessing the state of action research in Sidama zone. Descriptive survey was employed as the study emphasized at examining and describing the over all status of action research. It is assumed that this approach might best indicate the major barriers hindering the implementation of action research in the zone. To this end, the study employed two approaches.

At the beginning the researcher did find out facts, theories and principles related to the topic. This is expected to develop the literature and could be useful to the analysis part, too. The next step was gathering empirical data to determine the status of action research in the zone. This section of the report has focused mainly on the respondent's perception, on their involvement, and the problems faced.

1.7.2. Data sources and instruments

Relevant data to the study were collected from primary and secondary sources. There were two group of primary source of data.

The first group comprises school principals and teachers, whose response could be regarded as first hand information about what is happening in schools as far as action research is concerned. The sample size was three hundred ninety and the main data-gathering instrument was the questionnaire.

The second group of primary source of data consists of Zonal supervision head and Wereda educational support and supervision heads, a total of thirteen individuals were considered.

The questionnaire involved a total of 62 items, all of which were close-ended except one. Assuming that teachers and principals of the upper primary are graduates of colleges and teacher training institutes it was prepared in the English language.

The questionnaire collected covers a range of variables including the current level of action research, the impediments to carry it out, principals and deputies role in encouraging to do action research and other action research related issues. Most of the items in the questionnaire were designed on a five- point likert scale form.

The instrument used for the second group was unstructured interview. The interview was designed to obtain pertinent information to action research about the resource allocation, the knowledge and skill of teachers to accomplish it and

other factors affecting the implementation. The researcher her self based on the checklist shown in appendix B conducted the interview.

Before dispatching the final questionnaire for respondents of the study, it was pre-tested in Gimbi Genet and Gemeto primary schools. The selection of the schools was random since the objective of pre-testing the questionnaire was to ensure the reliability of the instrument. Based on the result of the pre-tested study, some inaccurate and duplicated items were discarded. The researcher discussed the purpose of the study with the school principals prior to the fieldwork to build confidence and cooperation.

Policy documents such as education and training, strategy, career structure of teachers and a national curriculum guideline for pre-service teacher education programs were checked and analyzed, besides using the questionnaire and interview as instrument.

1.7.3 Sampling

Out of the two hundred eighty eight government upper primary schools in the zone 30 (10.4 percent) were selected randomly as a sample to ensure their representation. Given the homogeneity of the population the sample size is considered to be sufficient.

In the study, information was collected from two groups of staff working in these upper primary schools. The first group consists of 60 school principals. Among them 30 (50.0 percent) are heads while the remaining are deputies.

The second group involved teachers. According to the educational statistics annual abstract of SNNPR (2001/02:87) there were a total of 1927 teachers in the 288 schools of the upper primary. Three hundred thirty (17.1 percent) teachers were considered and the completed and usable questionnaires were 300 (91 .0 percent).

The total numbers of teachers in the thirty schools were 427, which is a large number for this study. As a result a simple random sampling procedure was employed to draw out the representative number of respondents. Nevertheless, all principals and their deputies were included in the study to analyze the problems of each school in doing action research from the administrative point of view. Out of sixty questionnaires distributed to all principals and the deputies 58(96.7 percent) were returned and analyzed in the study.

Moreover from the total ten Weredas six are randomly selected to gather information from supervisors and education support heads. This sample size is justified in view of the fact that principles, guidelines, and evaluation criteria are similar in the entire educational system of the zone as well as the region.

1.7.4 Methods of Data Analysis

The returned questionnaires from principals and teachers were 358 on, which the analysis was based. In all cases, the responses of both respondents were analyzed together. The purpose of this grouping was to make comparisons possible between different groups of respondents concerning action research.

Depending on the nature of the basic questions and the data collected the following statistical tools were employed.

1. Percentage or frequency was computed to analyze the response of each item of frequency.
2. The Chi-square (χ^2) test of independence was employed to determine the significant level of difference in the response of principals and school respondents.
3. A t test was also employed to determine the significant difference in attitude scores between the two groups of response.
4. Weighted mean was computed to find out the average values against each item- score.
5. Spearman's Rank order correlation (Rho) was computed to examine the response of the respondents on "most" and "list" affecting action research work in schools.

In all the above cases, the existing difference were tested for statistical significance at the 0.05 levels in order to relate errors that come due to chance,

this level was conventionally used in social science research (Mc Call, 1975: 194).

In cases where the likert scale was applied, mean score for each statement has been computed to two significant figures by converting the categorical replies to a numerical scale, where values 5,4,3,2, and 1 were assigned for 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively.

For statements written in such a way that agreement meant a "favorable" attitude and disagreement meant "unfavorable" attitude.

At the same time there were questions prepared to know the respondents attitude (5 = very high, 4 = high, 3 = medium or average, 2 = low and 1 = very low). Any item score below an average point of 3 was seen as unsatisfactory and any item-score above an average point of 3 was regarded as satisfactory level of understanding and participation.

Moreover, information and opinion gathered from respondents through open-ended questions and unstructured interview were considered in data interpretation.

1.7.5. Organization of the study

This study has four chapters. The first deals with the background of the study and its approaches. The second chapter presents the review of related literature. The third chapter deals with presentation, analysis and interpretation of the data. Summary of the findings, conclusion and recommendations are presented in the fourth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this section attempt was made to the literature review pertaining to this study. It also briefly addressed the concept of educational research and its status in Ethiopia. At the same time the meaning of action research, its advantage and characteristics and factors affecting its implementation are treated accordingly.

2.1 The concept of Educational Research

In studying human life no occasion is to be found that man accepts the problems he encountered as they are. Instead he showed the utmost effort to challenge them and find solution whenever the situation supports him. Realizing the condition and searching for new knowledge by observing the environment is the nature of humans. As a result new concepts, facts, and ideas come with a profound impact upon human beings life. The tool that leads man towards these progresses through systematic way could be said research literally. However different scholars define research at different times and in different ways. Best, (in Sukia, 1983: 3) defines it as follows.

> Research is considered to be the more formal, systematic, intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and results of conclusions.

As already noted, research is a way to reach a conclusion through planned and systematic way of scientific investigation. Hence, this needs a systematic way of collection, analysis and interpretation of data.

By its nature research is one of the methods of solving the existing problems. Its main focus is not dispensing only on inquiring solutions but it is to change tomorrow's world as well. So, a researcher has got a chance to live in the world of change and being a proprietor of different scientific inquiries. As rightly observed by Boyd (in Seyoum, 1998: 5)

> Research is high-hat word that scares a lot of people. It needn't---- It is nothing but a state of mind- friendly, welcoming attitude towards change ---- It is the problem solving mind as contrasted with the let - well - enough - done mind. It is the composer mind instead of the fiddler mind. It is the "tomorrow" mind instead of the "yesterday" mind.

Educational research is also an activity, which attempts to find solutions on educational problems and acquire a new knowledge on the field. Its main objective as UNESCO (1999:9) reported, is to improve the educational practices and the discovery of effective procedures, to improve curriculum quality, school quality, instructional quality and the quality of educational outcomes.

Educational problems like policy, the quality and quantity of teaching materials, physical facilities, the evaluation mechanism and the system as a whole could be addressed in educational research for improvement. On this regard Sukia (1983:3) stated that:

> Educational research is that activity which is directed towards development of a science of behavior in educational situations. The ultimate of such a science is to provide knowledge that will permit the educator to achieve his goal by the most effective methods

Further more, educational research can play a vital role in thorough and careful examination of educational problems in relation to specific conditions. Instead of

reaching rash generalization, understanding the societal needs, the economic condition of the country, the lives of the learners and the level of the teachers are very essential to the education sector. So unless supported by educational research, the possibility of attaining the intended objective will be a rare case.

Educational researches carried out in the past years have contributed to the improvement of the system. However, people who have no direct teaching experience in the classrooms have carried out the studies.

Whenever new textbooks and other teaching materials are designed, new curriculums are set, educational training, workshop, meeting and seminars are conducted; the participation of teachers is usually marginal. As Lesvia olivia Rosas (1997: 219) critically observed, it was not until the beginning of the 1980s that a discourse emerged about the necessity of restoring teachers positions as central subjects in the educational process other than translating the curriculum at their respective schools.

Nevertheless, scholars, government officials and the society at large recognized the role played by teachers. That is why many educators agreed on the task that the type of teachers the country has, affects the growth of a nation. According to M.C Changala (in A.P Sharma, 1984: 204) " no education system can thrive with out the help of competent teachers. A country with competent teachers is a country with bright future." Hence, they are the ones who have the power to

affect the quality of education and students' outcome positively or negatively. Well prepared teaching learning materials and well furnished and equipped schools never substitute a poor quality teacher as many educators agreed upon.

Despite all these, the teacher, who has a central role in the teaching learning process was neglected in the process of conducting educational research. In most cases, teachers are forced to implement educational methods, activities, principles, guidelines, and policies that are the research products of others. In this regard, Obanya (in UNESCO, 1993: 16) also states that --- researchers from the outside will occasionally collect teacher-derived data and articulate them explicitly elsewhere. For the practicing teachers, to influence on the educational policy and practice, efforts will have to be made to build into them the practice of daily activities involving (a) systematic observation of teaching learning situation (b) Systematic record keeping and (c) Short report writing based on (a) and (b)

This leads to raise questions like:

- Why do teachers not intervene in research work?
- Could the educational process be effective without the participation of the proprietor?
- Can "outsiders" understand the classroom situation easily?

All these and related questions will get satisfactory answer if a clear vision about ACTION RESEARCH is provided, which is the next agenda in this review of literature.

2.2. Action Research

2.2.1. Historical background

The idea of action research was coined in nineteen forties by kurt Lewin (Mc Niff, 2001: 19, McLaren, 1995: 71, Bencze Lawrance: http:// www.oise.Utoronto.ca /~ Lbencze/ Action research Help - html). He was born in Poland (former Prussia) from Jewish family in September 9, 1890 (Marrow 1967:7). The family moved to Berlin and he had got a chance to join the universities of Firebug and Munch to study medicine and biology respectively. Since then he had a particular concern to be involved in socialist movement. Especially he was concerned to have been the combating of anti-Semitism, the democratization of German institutions and the need to improve the position of women (Marrow, 1969).

After awarded his PHD in 1916 he joined the psychological Institute of the University of Berlin, where he was to lecture and offer seminars in both philosophy and psychology. Around his time he became one of the founders of the Gestalt School, which was concerned with social problems. He focused on participative group processes for addressing conflict, crises and change, generally with in organizations (O'Brien, http:// www.web.net / ~ robrien / pepers / artinal. html). Besides he had a keen interest to study human relationship scientifically and to encourage people to improve their own enquiries (Mc Niff, 2001: 19).

Kurt Lewin was working in America after he had fled Germany in 1933. According to Burns (1999: 26) the complete change surfaced politically, socially and ideologically at that time made him a good observant on social matters. At the beginning he tried to challenge the study of social science, which depends on theory in most of the cases. Mc Taggart (1991: 6) stated that: Social life in post-war United States, there was abundant practical and theoretical problems for the field of social sciences. The empirical discipline of psychology found a rich vein for the articulation of theory. But for Lewin, it provided an environment for investigating practical and theoretical problems together, indeed in some respect as if they were one.

Lewin first used the term "action research" in this 1946 paper named " Action Research and Minority problems " (O'Brien http:// www.web.net / ~ robrien / pepers / artinal. html). While writing his paper he focused more on the social practice of that time. He was attracted and deeply involved with the discrimination against the minority groups and the production in factories. At this time Lewin did formidable achievements in the way he tried to bring a commitment to democracy and justice. To Lewin (1948:xi) without knowledge of and obedience to, the laws of human nature in-group settings, democracy cannot succeed. And with out freedom for research and theory as provided only in a democratic environment, social science will surely fail. In all works of Lewin he was concerned with the integration of theory and practice (Kolb, 1984:169). This

was symbolized in his best-known quotation "There is noting so practical as good theory"(Lewin, 1951:169).

In the mean time, he wrote on the characteristics of action research and its effects on various forms of social action. He also tried to make the role of the researcher clear while doing action research. According to Lewin, his role was to promote and understand the process of change.

In the late 1940's he suggested an enquiry that consists of action cycles using a process of a spiral of steps. As Mc kernan (1991: 21) pointed out the cycles used by Lewin are planning, analysis, implementation and evaluation mechanisms. At this time he came up with the conclusion that all social problems should be investigated with in their own boundary but not with the environment out side their context to be understood.

Another major contributor to the field from the immediate post-war era was Eric Trist (O'Brien, http:// www.web.net / ~ robrien / pepers / artinal. html). He was a social psychiatrist, engaged him self in doing applied social research. Initially he was employed in an institution, established to study how German prisoners could be sent back to their own country. This helped him to focus more on large-scale, multi-organizational problems.

On applying action research to the field of education the first systematic attempt was made by Stephen Corey (Mc Niff, 2001: 19). Corey wrote and published a book named "Action research to improve school practice" in 1953. He led the action research movement in education in the United States of America during the World War II era. In his book, Corney advocates the importance of action research in improving the condition of teaching and learning. Besides, he also stated that action research is instrumental to curriculum reform as long as teachers have the chance to apply the results of their own inquiry Mc Laren L. and Jeams M.ciarelli(1995: 71).

Although, Corey and his followers made unlimited attempts to spread action research in the field of education action research did suffer a decline because of its association with radical political activism (Stringer, 1999:9). By the late 1950's, action research became the target of serious criticism. The reason why it was criticized according to Burns (1999: 27) is its "inability to test hypothesis or to establish cause and effect relationships, for its resistance to the basic techniques and procedures of research and its lack of generalisability."

Mc Laren L. and Jeams M.ciarelli, (1995: 72) also put the analyst's views for the reason of its decline by the late 1950's:

> The decline was precipitated by the bifurcation of science and practice, which resulted from the growth of the cult of the expert. As policy makers came to rely more and more on expert educational research and development laboratories, the development of curriculum and pedagogical practice was dictated from the top down. Thus, the

production of research was separated from the ambiguous and complex world of the practitioner.

However, after its decline the idea of action research in the field of education was rediscovered in the United Kingdom in the 1960s (Hollings worth, 1997: 16 and Mc Niff, 2001:21).

According to Elliott J. (1997: 17-20) the reason for its discovery is the dissatisfaction of so many peoples attending the secondary modern schools, especially those who were attending the "humanities" classes like religion, history and geography. Besides, there was an initiation from the teacher's side to restructure and re conceptualize these fields of studies to make them more relevant especially to the day-to-day life of the society.

In addition to their usual task, teachers also took additional new tasks like teaching in team, chairing discussions, requesting students to research the wider community and to facilitate the conditions. More over, sharing ideas with peers, students, head teachers, local and national government officials and school inspectors were also used to be the order of the day. After all these trials, they were presenting and disseminating their work to the public through different mass Medias. In the mean time, to make the subjects lively, they used to conduct conferences and workshops. It was from these attempts that they were able to restructure the curriculum in the innovatory secondary schools influencing action research in the United Kingdom to emerge again (Elliott J, 1997:17-21).

As far as action research's rebirth is concerned Lawrence Stenhouse contributed a lot. As a result he has got numerous followers in the United Kingdom and other parts of the world (Mc Niff: 2001:25, Carrw.and Stephen Kemmis, 1991: 166, Burns, 1999: 28).

Stenhous has directed the school council Humanities curriculum project from 1967 to 1972 (Mc Niff, 2001). His devotion to popularize the concept "teacher as researcher" was one step forward to the acceptability of action research and the new approach of curriculum development of his time. He requested teachers to be the best judges of their own practice and to let their students be free and active participants in the teaching learning process. Mc Niff (2001: 25) further elaborated on the work of Stenhouse by saying that:

> The Humanities project directed by Stenhouse, aimed at establishing a liberating atmosphere for pupils in class. It emphasized the need for discussion, for close interpersonal relationships, and for the teacher to act as natural chairman. It aimed at librating teachers from rigid authorities' roles.

Stenhouse believed that the development of any nation's education could thrive better whenever teachers and people at the front line participate to the maximum level. They ranked first in evaluating the shortcoming of the curriculum, the textbooks and other teaching materials on top of experts and researchers, outside the school compound. As Elliott J. (1999: 135) paraphrased it Stenhouse said that:

> All well-founded curriculum research and development whether the work of an individual teacher, of a school, of a group working with in the coordinating framework of a national project is based on the study of class rooms. It thus rests on the work of teachers.

Stenhouse was working with people whose names are now popular in the literature of action research. Even after his death the idea remained prominent not only in United Kingdom but also in other parts of the world.

2.2.2. What is Action Research?

There is no standard description that fits the term action research. Its application could vary according to time, place and the case to be researched. However, different scholars who wrote on action research agreed that it is a research process that could be carried out by individuals, group of people and organization to improve their own performance or practice. Carr W. and Stephen Kemmis (1991:162) elaborating by saying the following:

> Action research is simply a form of self- reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practice, their understanding of these practice, and the situations in which the practices are carried out.

The scopes of action research do not necessarily be a large scale and call the participation of a large group of people; rather it could be conducted in a small-scale with a close examination of its effects in that specific context. However, whenever the necessity arises the process could be extended even to the extent of big industries using a large research team.

The term action research in education is known by other names including " class room research (Hopkins, 1985), self reflective enquiry (Kemmis, 1982) and action research (Huster etal: 1986) but all are variations on the same concept, that deals with empowering of teachers on their own practice.

A systematic inquiry and investigation made by teachers to know and evaluate their work and the students response could be said, action research in the field of education. However, educational action research is not limited to class room situation only. But as stated by Carr W. and Stephen Kemmis (1991:164-5)

> Educational action research is a term used to describe a family of activities in curriculum development, professional development, school improvement programs and systems planning and policy development. These activities have in common the identification of strategies of planned action, which are implemented, and then systematically submitted to observation, reflection and change. Participants in the action being considered are integrally involved in all of these activities.

As far as action research to the classroom practice is concerned, teachers are expected to investigate, evaluate and refine their teaching. However, action research takes this on going self-evaluation to the next level. Identifying an area which creates dissatisfaction, giving proposal and taking action accordingly could be taken as a procedure, which stand at the front line. Then observing the result for further strategy and planning is the usual phenomenon, a cyclical, non-stopping process that is not a one-time story. This will give teachers a wide range of chance to pinpoint the strength and weakness of their students and enable them to take appropriate corrective action. On this point Altrichtr, H. & Kasten and Mills as quoted by Schoen Faith (2003:16-21) have more details.

> Action research is based on a commitment to improve the quality of life of others through critical reflection and inquiry. The process occurs as teachers gather information about their students; reflect on their needs, abilities and learning styles to enhance instructional outcomes. Assessing, exploring, researching, discussing, documenting, evaluating, monitoring, analyzing, referring and revising become cyclical action.

Teachers are advised to take several kinds of action researches individually or in-group to improve the overall teaching learning, since "the social base of action research is involvement, and the educational basis is improvement" as cited by Mc Niff (2001:3).

However, the specific area to be studied should be selected by the teacher researcher himself. Hence, researching a topic that doesn't give interest may not tend to achieve the intended outcome. To start up the research a teacher is expected to be a good observant on the teaching learning problems. Moreover, developing interest to assess or evaluate the condition is the quality of a good teacher to be in a position to get solutions for the problem identified.

Regarding the importance of assessment Taschereau (1998: 3) has noted that assessment is a powerful activity, undertaken to affect policy and institutional development, to shape the design and implementation of future interventions and to improve management of the organization.

Yet, there is no literature or evidence, which suggests that assessment, is undesirable or creates unfavorable conditions. Instead, it increases accountability, provides a source of lessons to guide future action, and creates greater individual integration into the system. In this regard, assessment in the school condition could be a means for improving the teacher, the material, the student; the teaching learning process and it can stretch to the parents' attitude towards learning and teaching.

According to Cangelosis (1991) and Cohn and Manion (1994:188) areas that could be assessed in action research are summarized as follows:

1. Evaluating teaching competence: These are the areas considered to be the most essential for classroom instruction and to shape students' character. So teachers familiarity to the subject matter, their strategy to follow the appropriate principles and techniques, usage of medium of instruction, and teachers' teaching method could be evaluated here.

2. Evaluating the effectiveness of the curriculum: It is obvious that children can learn best when the curriculum is relevant to their developmental needs, realize the country's and the world's condition and when it is meaningful to the real situation. In this area the content clarity and how the objective, the materials and the organization can be raised as issues of interest to the researcher.

3. Evaluating the organization and the resources of the school: The teacher can involve in assessing

- The availability of School facilities like library books, Laboratory equipments,
- Pedagogical centers and teaching aids.
- Teaching materials and management: Due consideration will be given for textbooks, teachers' manuals, guides and syllabi and the situation of the school administration

4. Evaluating students out come: Evaluating students' performance can be addressed as the center of the learning process. Therefore teachers should be

always aware of student's progress and factors affecting the outcome. The following points are worth considering: -

Student's achievement in relation to the general and specific objectives of the content, and the behavioral change attained like for example, student's attitude to work, could be raised as an agenda.

5.Evaluating teachers' performance: Factors enhancing teaching and learning could be treated here. These include:

- The kind of teaching strategies
- The lesson conducted with the availability of materials and resources
- Teachers' efficiency and effectiveness in relation to the learners' standard

might be areas of interest for the teacher researcher

In each case there might be several additional points to be considered and teachers can do a lot to achieve the desired results in students learning. Since teaching and learning are so complex and enormous there are many factors affecting the process that should be considered in the research work to achieve the desired objective in students learning. Working with such broad areas mentioned, demands considerable discussions with peers like brainstorming, reading literatures, realizing finding, discussions with students' parents, school and other officials. Moreover, this suggests again for good planning and involves going back to evaluate and analyses the condition and the outcomes. At this time the analysis may tell that the conditions are unsatisfactory. This calls for the researcher to revise the result and look for conditions to improve the out comes.

For instance, a teacher may find out that students seem to lack skills to articulate sounds in foreign language. He may have to try to develop activities to specifically develop these skills, or if the content is beyond the class he may have to give proposals or suggestions to the school authorities and even can criticize when workshops, seminars and meeting are conducted.

2.2.3. Advantages of action research

As far as the advantage of action research is concerned, different scholars, advocate its benefits in different ways. According to Cohn and Manion (1994:189), Atweh Bill etal (1998: 242), Burns (1999: 7), Carr Wilfred etal (1991: 215), Nunan Devid http:// www, Wcer, Wise, Edu/ ccwi/ 22-pubs / news letters/ winter 1997-weavingautenticassement / class room-eesr-V_2 Nol. Html, the benefit are summarized as:

2.2.3.1. Enhancing teacher's motivation.

Students, parents, higher officials, etc can bring many problems in to the classrooms. There is also financial problem in the field of education in most of the cases. Besides, there are occasions where teachers are requested to do more with unbalanced and in most cases unreliable and insufficient finance resources. All these are de-motivating and make the work of teaching difficult. On top of this, the society's attitude towards teachers in most places is unsatisfactory. Despite all these drawbacks many dedicated educators stay on the job, due to favorable results achieved in their course of duty. Action research

could be a means to make the difference on the field, enabling teachers to weigh their work regularly, evaluate their progress based on their present performance and plan for the future achievable goal.

2.2.3.2. It is a means of improving student learning

While carrying out action research, there is a chance of being aware of students' feelings that can help teachers to try incorporate students' ideas and capacities in to their teaching practice.

It is obvious that classrooms are filled with students of heterogeneous groups. The chance to be students from different language speaking groups, diverse political and socio economic backgrounds, different behavior, skills and abilities in the same class are widely manifested these days.

Though the challenges are varied conditions do not permit teachers to sit and accept the problems, as they are. The need to inquire on the problems, to reason out the situations, to make analysis and to act accordingly is expected from them. For instance, a student who has discipline problem lacks motivation and the problems expected to have their own origins. They may arise from home or as Henry Miriam and etal (1984: 25-6) observed such motivational problems might have their genesis in students' total boredom and alienation from a school system. Whatever the reason is, the teacher should be attracted in both cases. That is to say whenever he senses the problem he should take the initiation to

take corrective action. This will be more fruitful when his effort is based on systematic and scientific research inquiry.

2.2.3.4. It is a means of professional development.

Action research has the advantage of encouraging teachers to come together, to establish communities of educators and to build strong collegial relationship. It also creates a favorable condition to share ideas on the problems they encountered, dispatching their duty and breaking down some of the hierarchical barriers that hinder such moves. These opportunities will raise teachers' morale and encourage them to make positive impact on the education system. Other wise, their failure to make change on their working place and the system, with their heavy work load and deteriorating working conditions will end up in affecting their personal life and the system as a whole. If the opportunity is given through action research they can critically analyze their work place and give justifiable attention to the existing problems. Further more, the discussion positive critics and other professional dialogues make teachers visionary and critical thinkers, contributing sound and rational professional opinions to the improvement of the system, which enables them to make independent judgment. The aggregate activities will enhance the individual's, and all involved professional knowledge and development.

2.2.3.5. It is like an in service training

Teachers will be equipped with new knowledge, method and know how of classroom management whenever they are involved in action research. Since

teachers and the profession go through dynamic change all the time teachers should be encouraged to be equipped with up-to-date materials and information. Such working atmospheres make them to be strong enough to examine the habits they developed once. As a result, things will be simple and easy to promote their strength and correct the weakness observed during their self-evaluation. Then through time, they could be major contributors empowered with high level of acceptance on curriculum and the systems' improvement and development.

2.2.3.6. Used as a means of achieving success in a standard-Based system.

Be it in a uniform curriculum or in a decentralized one the need to perform the standard is high everywhere. Teachers and schools will suffer if they are not capable of meeting at least the minimum standard and fail to meet the community's expectations. In achieving this goal schools are expected to encourage inquiry, experimentation and carry out research that is school and classroom based.

2.2.3.7. Professionalising teaching

To Grace and Connell, as quoted in Miriam Henry (1984:254) professionalism in education is an element of purposive and collective action to react on certain aspects of the administrative body or some arrangements of education. They further stated on professionalism, that professionals are not “technicians" who tend to accept the existing conditions as they are, but recognize the existing

situation appropriately. If one looks at the technicians in the teaching learning condition, they may be hard working with beautiful lesson plans and teaching style. However, this by itself may not be good enough to meet the objective if understanding of the underlying realities of classroom behavior is not included. If teaching is to be a profession then it is suggested to let teachers carry out research, which could be a ground to establish a sound rational for what they are doing. Hence, profession employs methods and procedures based on theoretical knowledge and research.

2.2.3.8. It could be a means to improve the traditional research methodology which derivate theory first and goes to practice

Unlike the traditional way of researching, action research starts to understand the immediate problem and goes to formulate the theory that fits after analyzing the situation.

2.2.2.3.9.Raise direct practical questions

It is obvious that many students come to school with stressful conditions. Health problem, discipline problem, level of knowledge, family condition and age difference could be mentioned as factors affecting students' learning. However thoughtful teachers and principals can review the condition by raising more practical questions;such as

- As a teacher, how can I identify student's problem?
- As a principal, how can I involve the teaching staff in self-

evaluation as far as teaching is concerned?

- What kind of classroom management can I implement?
- How can I, as a principal, establish a school-wide discipline policy that involves staff, parents and students?
- How can I motivate students to learn especially those who lack the interest?
- How can I help students in becoming independent learner?

The questions raised are related to the actual students' situation, subject matter taught and school management. All are useful to teachers and school principals for being accountable to their work and get the desired outcome.

2.2.3.10. Shows commitment and create positive relation with parents, students and the society as a whole.

Altrichter, H. etal (1993: 176) advocate about a lot of other action research advantages. Especially when the research study reaches at its final stage and where the research result is made known to the public, the following advantages could be observed.

2.2.3.11.It prevents teachers from being forgotten

By communicating to the public, deep knowledge and experience can be achieved and it is advantageous to the improvement of the practice. While reporting participants have the opportunity to discuss, raise questions, getting feedback and criticism and forwarding supplementary ideas could also be realized. It is helpful to improve the knowledge and practice of the reporter

teacher and at the same time is useful to other teachers and professional communities to gain knowledge from the findings. These activities will enhance the interaction between teachers and the community at large and at the same time highlights the importance and contribution of teachers.

2.2.3.12.It is a means to influence educational policies

If the report has rational arguments and is convincing, then it has a power to improve the policy when disseminated to a large group of people, hence the possibility of reaching the appropriate and decision-making people is high.

2.2.3.13.Teachers can develop confidence

After so many years of service, most of the teaching populations assume that their work is routine and they make themselves isolated due to dissatisfaction. However, reporting on research result tackle and alleviate such type of problem because each activity on professional development is recorded to make it visible to the public.

2.2.4.Characteristics of action research

As stated by Burns (1999: 31), Atweh Bill, etal (1998: 243), Altrichter, H. (1993: 6), Cohn and Marion (1994: 192), Cohn, etal (1994) and Bencze Lawrance http:// www.oise.Utoronto.ca /~ Lbencze/ Action research Help - html) unique features

of setting action research apart from other researches are summarized as follows.

2.2.4.1.It is collaborative in most of the cases

There is no objection and even some times is relevant to individual teachers to investigate in isolation the teaching and learning process of their own. However, when referring back to the origin of action research, it is aimed to bring about the social situation in a collaborative way, which is true to educational action research as well. Action research can be carried out with peer groups or different teachers with in the same school and even with teachers from other schools, students, external consultants, and parents. In all combinations, be it with professionals or with others, there are wide chances to teachers to see things more substantially and critically. However when the teacher/ researcher does the research work with outsiders, especially with consultants and other researchers the role played by outsiders should not exceed more than providing help. Collaboration helps to have insight through discussion and comparison. At the same time teachers contextualize their own discoveries and also may help them discover new ways of teaching in response to those discoveries.

2.2.4.2.Action research gives emphasis on the actual and particular

It doesn't attempts on complex and unforeseen problems and educational questions. Rather, it is a way of searching solutions for concrete problems raised

on the spot. As far as its' procedure is concerned there is no formula or a rule where it begins and ends but action research has its own nature.

Through questionnaires, interviews, diaries, case studies, conversations and other variety of mechanisms researchers could get feed back easily, and then findings take place immediately. In fact these findings could be spontaneous and unique. Because whenever the research is on the process, changes are being implemented and new unforeseen perspectives emerge. This can lead to change in action, which in turn lead to new findings.

2.2.4.3 **Action research interprets the scientific methods in more relaxed way compared to other researches**.

Other researches need to be more serious in following the scientific methods since they insist to study a large number of cases at a time and have a concern to make control on many variables. Conversely, action research takes a much more relaxed view of the scientific method due to its limited interest on specific problems and in specific settings. Therefore its objective is situational and precise, at the same time, the findings are not generalizable but restricted to the environment in which the research is carried out.

2.2.4.4. **It is evaluative and reflective as it aims to bring about change and improvement in practice.**

Action research is simply a form of self-reflective enquiry under taken by participants to make change on a specific situation. The researchers involve in

continuing effort to develop their knowledge and make change. Therefore it involves a systematic learning process in which people act deliberately to improve their situation.

2.2.4.5.It is flexible and adaptable

The characteristic of action research makes it more suitable and applicable to educational institutions. Hence the researcher is free to change his methods, approaches and strategies on the course of innovation and implementation.

2.2.4.6 Action research depends mostly on observation and behavioral data

Observing events, discussion and interviewing people are the main source of information to the action researcher. At the same time it can be aided with tape records and videotapes for future reference. Likewise, observations of regular classes or events, making notes on objects and events of interest during fieldwork or as the programs proceed are important.

2.2.5. Steps in action research

One of the characteristics of action research, which is interpreting the scientific method in more relaxed way compared to other research, makes also the steps more flexible. As supported by Cf. Mc Niff (1988:27) the action research process should be seen as flexible so that different combinations of researchers in different situations will need to make their own interpretations of what are

appropriate processes for that particular circumstance of the research. Though the flexibility of the process looks reasonable, different scholars give different stages of action research as a working guideline.

To kemmis and Mc Taggart (1990), kurt Lewin and Stephen kemmis (in Mc Niff 2001: 22, 26) stephen kemmis and Mervyn Wilkinson (1998: 21) steps that action research consists are of four phases that take place in spiral form. These phases are planning, acting, observing and reflecting.

During planning all members of the research team becomes conscious to the realities of their particular practices and begins to search how much they are in a position to get rid off the problem. At the stage of acting, the researchers implement the plan they have already developed. All the problems raised are not necessarily treated here. Depending on the time, human and material resource and other factors all or a particular set of problems can be addressed. In the meantime, observing and data collecting procedures can take place. The final stage is reflecting. This is the time when the researcher reflects upon what is happening with research study. Depending on the outcome of the process of planning, acting and observing the researcher will be ready to draft a revised action plan for continuing the process.

Another group of scholars, whitehead and Takkals formulated the action research cycle into five patterns of statements (Bencze Lawrance http://

www.oise.Utoronto.ca /~ Lbencze/ Action research help-htm. and Borgia.T, Schuler.Dhttp://ericeece. rg/pubs/digests/1996/borgia 96.html). These statements according to their sequential order are

1. Identifying educational problems
2. Pinpointing the possible solutions
3. Implementing the suggested possible solutions
4. Evaluating the result
5. Modifying the solution in the light of evaluation

They have claimed that these statements could act as a general formula for tackling educational problems, so that teachers could sense them easily in the day-to-day educational practices.

In each stage individuals and groups forward their ideas and also make dialogues. Then educators will begin with a focus on a question, which is frequently modified. In the meantime data are gathered and the processes continue and a plan of action will be realized. Still, here, the process is non-stopping. The teacher will implement the plan and observing and keeping what he has seen for the next step is the usual work expected from him as an action researcher.

Further more Altrichter, H. etal (1993:7) classified the action process in to four stages with different activities incorporated with.

The first stage is finding a starting point. The initial step should be to formulate a feasible and a clear starting point as a base. Concerning the topic, it is suggested that any professional situation, which teachers or others want to gain a deeper understanding could be a potential starting point. Like for example, parent's attitude towards the teaching learning process, school timetable and the level of students' participation in one of the language skills could be some of the issues to start up the work. However, to be more practical, three approaches are recommended.

1. Formulate more than one possible starting point
2. Consider all the potential starting point in relation to everyday practice, over a period of time
3. Invest sufficient time to make the exploration of possible starting points wide-ranging as possible.

In addition the capabilities, resource, and the chance to research the same issue at some other place should be given due consideration from the researcher's side.

The second stage is clarifying the situation. Different mechanisms could be used to make the condition clear. Whenever the topics require interviewing students, peer groups, school and other officials, parents and the community it can be used as one approach. Observing the situation, making conversation also could be other mechanism to gather information from different sources. Then through the information gained, the situation will be clarified.

The third stage is developing action strategies and putting them into practice. After selecting a topic that could enable to gain a deeper knowledge on some problems, the next measure is collecting evidence to make the situation clear as already noted before. At the third stage, the teacher researcher is with a clear and a defined problem at hand. So, the next step to be accomplished is to put what he already planned into practice to improve the situation. This action can be called action strategy. Action strategies are tightly linked to theories developed from practice as a result of action research in to the situation.

While planning action strategy, the researcher is advised to know that:

- A single action does not have a power to change complex social situation.
- Change is a long process that requires time and expecting immediate solution may not be appropriate.
- Action usually has side effects that could be seen or unforeseen, and the unexpected results should be evaluated in terms of the educational objectives setting.

While doing action research it is advisable to have a variety of strategies for the problems recognized. The advantages of having diversity of strategies are that it enables the teacher /researcher to tackle the problem in different ways instead of being restricted in to a single option. So, to search out different strategies, it is suggested to have a range of sources. The main four are:

- The knowledge gained by analyzing the situation

-The data collected

-The teachers' own aims, values and objectives or his expectations from his students and himself

-External sources like books, articles, making conversation with people, who had the same experience

The fourth and the last stage in action research according to Altrichter, H. etal views is making teachers' knowledge public. At this stage the research findings are made known to public. The method of reporting teachers' research work could be in various ways. The possible reporting ways suggested are:

1.Involving people in the research: Inviting people who have experience in doing research work, involving close friends and collaborative research is recommended as a main research reporting method. In all cases, people can be involved and contribute in a discussion and clarifying ideas and making critics on the work done.

2.Sharing ideas and research experiences with visitors: According to Glaser etal as quoted by altrichter, H. etal (1993:27) this method of research reporting is assumed to be the most effective one. It gives teachers the opportunity of visiting others who are involved in the same task. As a result teachers gain a lot while discussing and sharing ideas on the same issue and focus.

3.Graphic, audiovisuals, exhibitions, and computer network could be another means to disseminate the work done by teachers. Here diagrams, tables, slides, video films, clips, and electronic mail, can be used as methods of reporting for parents, students, educational officials, colleagues and friends. As a result the

teacher/ researcher can find numerous and useful information, queries and comments to improve the work done. However selecting the appropriate methods and material depending on the audiences' capacity is essential to get the desired goals.

4.Another method of research reporting is written reports: These are the most common and the most visible way of disseminating results of research. However, they may not be the most useful since discussion, asking question and answering with eye-to-eye contact are not possible.

Action research process has seven steps according to Richard Sagor (http: /www a scd.org/publications/books/100047/ chapter 1 html). These are selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results and taking informed action.

1. Selecting a focus: The teacher researcher will begin searching for a research topic.
2. Clarifying theories: Different beliefs, values and theories that are supportive to the focus will be identified.
3. Identifying research questions: Generating a set of personally meaningful research questions is expected from the researcher.
4. Collection data: Collecting data from different sources is mandatory to ensure validity and reliability of findings.
5. Analyzing data: Using complex statistical methods is not always necessary in the case of action research. Rather, methodically "sorting",

"sifting", "ranking", and examining the data with the help of two important questions listed below is mandatory.

- What is the story told by these data?
- Why did the story play in such a way?

This will help to come up with a better understanding of the condition and enable the researcher to formulate constructive ideas and propose solutions.

6. Reporting results and taking informed action.
7. The final stage of action research is when reports are to be disseminated during seminars, teacher conference, meetings, and publications to share the results with others. Such exercises have further contribution to the teachers for building confidence which leads to minimizing mistakes, made during preparation of lesson plans and other teaching practices.

Cohn and Manion (1994: 198) also offer several ways for considering action research in schools. The first stage involves the identification, evaluation and formulation of the teaching-learning problem, which appears in the day-to-day working situation. Discussion and dialogue can take place among teachers, students, parents, external researchers, advisors and the like as the second stage. After that the researcher should look for the related literature, which supports his idea. Then modification of the starting point or the initial statement of the problem is possible if things come to the surface, which requires redefinition. As the fifth stage they will put forward the selection of research procedure like

sampling procedure, administration of data, selection of materials and methods. The sixth stage is how to evaluate the research process. How to implement the project and interpretation of the data comes at the seventh and eight stages respectively.

Another scholar, Burns (1999:35) does not believe on the rigidity of action research's process. For the sake of convenience however, he puts eleven phases named exploring, identifying, planning, collecting data, analyzing/reflecting, hypothesizing /speculating, intervening, observing, reporting, writing, and presenting.

According to his clarification, many of these phases may overlap or occur at the same time. He also states that some of the phases can come in different sequential order. There is also a chance of occurring once, twice or repeatedly. However instead of representing action research as a fixed model, the process should be designed and adapted to fit the needs of the researcher and the circumstance of the participants. That is to say the process could vary from one teacher to another, one student to another and one classroom condition to another.

Burns elaborates each phase in the following way:

Exploring:- This is a phase where teachers observe the situations to establish framework for research questions and try to identify and agree on general ideas.

At the same time, at this stage the problem observed will be clarified appropriately. This may also involve reading recent articles or books to get ideas for the research.

Identifying: - This is where the researchers refine their ideas and determine the general focal area to be able to prepare for further systematic investigation. A short period of time is taken to record and document observations related to the research area in its broad way, which helps to clarify the situation for further action.

Planning: - At this stage, there is a possibility to develop a liable plan of action for data collection. Besides, considering and selecting research method could be realized. The aim is to choose a particular course of action and gather data on the result of the action.

Collecting data: - This is the period where the procedures selected for collecting data are developed, acted upon and the process of going deep into the issue begins.

Analysis /reflecting: - In kemmis and Mc Taggart's model, analyzing is not treated as a separate component of action research. However experience showed that close analysis of data is often the stimulus for reflection so that these two elements became combined. The data are analyzed using systematic process of analysis and interpretation according to agreed criteria at this stage.

Hypothesis /speculating: - Based on the data teachers may be in a position to draw out hypothesis, which may lead to further action.

Intervening: - This stage involves initiating changes in classroom approaches or practice in response to hypothesis made. This includes further deliberate experiment with different teaching methods or testing out by more formal means to compare the results.

Observing: - This phase involves watching carefully the result of activities so far exercised. This calls to consider a new set of teaching strategies and activities including going back to further data collection.

Reporting: - This is the stage where articulating of activities, data collection and results of the research process with in the group is made. In the mean time, verbalizing the activities through discussion, revising on what is observed with other members of the research group is possible in the phase of reporting.

Writing: - This is the final stage where all activities so far accomplished are written in a report or article. It is a very important phase since it aims to disseminate the findings so that the result of the research will be accessible to others.

Presenting: - The research will be disseminated to a large audience at this stage. It may take place at a large group in a professional meeting, seminars, and workshops.

2.3. The status of educational research in Ethiopia

The history of education is not a new phenomenon to Ethiopia. As stated in Ayalew (2000: 6) it has a long history, as old as the introduction of Christianity in the country. Besides the long history of the introduction of education the country

has also its own script, used for centuries. However the progress showed in the field of educational research is not that much satisfactory.

For its low performance, both the Ethiopian Orthodox Church and the Mosque, the educational institutions of that time are criticized widely (Seyoum 1998: 2). Scientific inquiry and investigation was forbidden in both cases. Accepting things as they are and submissiveness were highly encouraged. The curriculum was preferred to accept things as they are instead of questioning and inquiring. Ayalew when further elaborates about the Ethiopian church Education (2000: 6) stated that its curriculum was not only religious but also highly conservative, discouraging inventiveness, curiosity and critical mindedness.

Being adamant to scientific inquiry and investigation was not only the characteristics of the traditional schools of Ethiopia, but also true for the modern education system. As rightly observed by Seyoum (1998: 6) even after the introduction of modern education the teaching learning system does not encourage the stakeholders to think critically and to involve students in problem solving activities.

Though it is a recent phenomena compared to the birth of education, few research works were conducted by individuals and the government in the country. Problems related to training, educational quality, access, objective, curricula and other issues were studied and recommendations were made (IER,

2000: 1). As noted by Seyoum (1998: 3) major educational crisis were also studied by launching nation wide research study force.

However the research studies and the results achieved are very few compared to the education sectors' problems at different times. As reported by Amare (2000:20-1) only 1,249 educational researches, published and unpublished, were conducted in the country over the last twenty-five years (1974-1998). More over research monographs and masters thesis are the biggest in number. Apart from that two Dissertations, journal articles, books, policy related documents, teaching materials, statistical abstracts and reports on conferences, workshops and symposiums are included in the total figure. Other than these written materials research papers from the teacher's side was minimal.

It is obvious that research gives more meaning to the teachers work; hence the teacher could be critical thinker instead of being submissive. He also most likely may conclude that his present knowledge is the best and the final one. It is to discourage such thought that teachers are expected to do a research work at class and school level since the inception of the education and training policy, even though the implementation was delayed for many years. In this regard, Seyoum (1998: 1-2) supports by stating that though it is assumed that research activities in school enhance and enrich the teaching and learning process, research activities in Ethiopian high schools may not be common and popular. Let alone at primary and secondary levels the culture of research is not developed even in the higher institutions. Unlike other places it has been

considered as one of the key tasks, not as a matter of formality but for teaching and research, have been traditionally recognized as twin broad functions of higher education as Garnett and Holmes (in IER, 2000: 141) indicated.

In fact in one way or another, teachers, the creators of places of inquiries have their own root causes for not being engaged in carrying out educational research. That is why; the need for the involvement of teacher in educational research work needs urgent consideration in Ethiopia, like any other developing countries where education has increasingly been considered as a tool for development. By the same token knowing the impediments for research work is being one step ahead to get the appropriate solutions

2.4. Factors affecting carrying educational research in general and action research in particular

The hindrances of educational research are varied. However the most affecting are listed as:

2.4.1. Limited research capacities

Research, in the fields of social science, deals with so many complexes. This includes education, which is one of the fields of social studies. It is a long way to understand, verify and come to conclusion in studying individuals and their interaction with their groups at the same time. For instance, the individual uniqueness in his emotional and mental development and his character, beliefs,

and needs may differ while interacting with the wider society. Besides, the knowledge and skill acquired could differ from one individual to the other as far as action research is concerned. This shows the necessity of higher expertise and appropriate experience in doing educational research, since it deals with a number of variables. Weirsman (in Seyoum, 1998: 8) elaborates on the need of research skills, by saying that:

> Although is intrigued educational research is demanding task, it is not an impossible one. With organized and concentrated study the aspiring educational research should be able to master necessary research methods. Basically, the only way to acquire competence in research is by doing it, but before research can be put in to practice some skills must be acquired.

Lack of workshop, meeting and seminar with regard to research make the problem severe. The limitation in learning research skills in depth at the time of formal education makes teachers handicapped to undertake research activity unless on the job trainings are frequently arranged. While in conducting such programs practical problems could be raised, varied information from different participants will be entertained and research skills could be exercised. In general, training updates individuals' understanding and makes one familiar with the new technology and the new world as a whole when designed accordingly. Besides, it is an educational process, which is beyond information telling, and transmitting knowledge and skill, but as supported by Wentling (1993: 1) it requires the trainers to have a thorough understanding of the training process, the role and value of proper and systematic planning in it.

2.4.2. Shortage of research facilities

According to Shaeffer and Nkinyangi (1983: 12) whenever the economic conditions and other factors like social, political and cultural conditions around the research program are not supportive, the educational research facilities will be inadequately furnished. As a result, facilities like libraries, documentation centers and the like will inadequate. The limitation of access to the new technology such as e-mail and Internet, and lack of modern equipment like computer, and copier machine, strain research endeavors. While roads, telephone and electricity are supportive to exchange information using research journals, papers and research findings among different parties, on the contrary, their absence will seriously hinder its progress.

2.4.3. Interest and determination

Research activities need personal interest and determination. Any process of inquiry should not be imposed from the external body, but as supported by Jones (in Seyoum, 1998: 7) success will be achieved when the initiation comes from the individual researcher himself. He himself must suggest doing it depending on the area of interest, to explore intrinsically with some passion. It is only at this time that people will have more concern for their society and attempt to pursue significant goals rather than being selfish. Other wise, it ends up with out clear objective and as Gichuru (in UNESCO, 1993: 34) reported the research done is not because of its value, but because it provides opportunity for "eating".

More over as elaborated by Good (in Seyoum, 1998: 7)

> Having an inquisitive mind could be quite an asset in research. It is often said that research favors the one who is curious about problems as opposed to the one who takes every thing for granted or one who is blind to problems.

In general to carry out research other than interest, it also needs people who are visionary, have the potential to analyze things in different perspectives and ready to respond and challenge with out any hesitation. Other wise, hurdles, like over stretched social commitment could be manifested in the absence of interest and determination.

2.4.4. Financial problems

Doing research is an expensive endeavor. Frequent travel expenses, cost of consumable materials, expense for the researcher and his assistance with additional unforeseen costs calls for high amount of money depending on the research depth. To cover all these huge amount of money by individuals is so difficult especially to those from poor countries.

Despite the fact that it is very essential to these countries making them selves up-to-date by inquiring the reason of malnutrition, shortage of health and educational services due to lack of adequate financial resources, they are forced to carry out research that are either donor driven, or wait for what is coming tomorrow in most of the cases.

As elaborated by Cf, Namuddu (1983: 215-7) the law standard of living of the African continent and other developing countries, the global economy, the

frequent political upheavals----- ends up to the current poor research facilities in these countries. Research outcomes seen that are donor fatigue, which does not support and give priority to the local people's need and problems.

Furthermore, due to its slow return compared to business and other industries, educational research does not attract most of the investors to be engaged on the field. Therefore the quality of educational research is carried out by far less, compared to other production fields even in the developed nations.

As rightly recognized by Borg (1983: 16) a comparative study in the United States of America in the year 1968 shows that less than two thousand people, who most of them were, Part timers were participating in educational research. While on the contrary there were 60,000 full time health and 15,000 agricultural researchers.

2.4.5. Cultural Practices

Some societies especially who have less exposure to the outside world depend mainly on their traditional way of living and prefer to avoid research work and researchers as well. Since research is a systematic way of inquiry, it can be a fearful episode to the people who have a culture of secrecy and fear of the unknown world. In most of the cases, this is true for the African people and other societies, who have less exposure to other part of the world and the present technology. Here keeping the tribes secrete and tell invalid information is practiced in most of the cases. It is obvious that this leads to unfavorable and

unhealthy research situations. As stated by Gichuru (in UNESCO, 1993:183) today in Africa due to cultural inhibitions, the people are not generally open to researchers and may, therefore, end up giving false data. Such information is not useful, and may even prove to be dangerous when it comes to implementing the results. Further more, it misleads planners, policy makers, and implementers, thus, construction of roads, schools, health centers and infrastructures will be victimized by the wrong information collected from the society.

2.4.6. The relation between research and policy

Many scholars have doubt on the application of research finding and information by policy makers. This drawback is not only the problem of developing countries whose research culture is less developed and suffers from wide resource problems, but also as to Mbae (in UNESCO, 1993: 117) observation the same problem is evident to countries like Sweden, where research is heavily dependent upon as a basis for policy making. Premfors, a writer of a book by the name research and policy in Swedish higher education (UNESCO, 1993: 117) also adds more by saying "I have observed no major instance of policy change where research made the difference or instance where similar, if not identical, policy measures could not or would not have been taken in the absence of research."

Implementing key decisions with out the benefits of research or some times implementing what contradicts the actual research finding is usually the major weakness of the third world. There are so many reasons for this happening. The

main can be cited as the government's commitment, lack of adequate human, material and financial resource. As to the World Bank report (1980: 54)

> Most of the research in the developing countries is restricted in scope and unrelated to policy largely because the institutional capacity is still inadequate in many countries. Research is hampered by the lack of qualified personnel and the failure to accept it as an integral part of the policy making process. Further more research activities are inadequately financed because they are considered expensive.

2.4.7. Shortage of time

The work of research is a long way process. While doing an Educational research, the researcher has so many issues to be raised and dealt with. For instance, policy issues, the teaching learning materials, the teaching methods, students' teachers' relation, and examinations could be cited. All these issues can't be attained on overnight but needs careful investigation.

Therefore, to attain the anticipated objectives the researcher should be provided with adequate time. Otherwise the quality of the research will be questionable. Cannon (in Seyoum, 1998: 9) has to say more as far as the importance of time is concerned.

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

Considering specifically to teacher's researchers' part, time will be more precious than ever before, since they are expected to do teaching and researching at the same time. The nature of the work of teaching by itself requires time for

preparation, conducting the lesson, and assessment of students' performance. In addition to that conducting a research on some problems is another duty, which needs time. However, it is the only choice they have in order to examine their own practice and to support and test their teaching, training, curriculum and methodology (Rossister, 1993).

2.4.8. Motivational factors

To be engaged in a research work, people should be encouraged at least for two reasons. Getting psychological achievements like recognition, recommendation, public support, satisfaction due to the result achieved could be one factor. Especially being satisfied due to good result leads teachers to do more and to say "If I introduce this change in my teaching my problem will be solved or the difficulties at least will be reduced."

Another reason for engagement in research is the need for material incentives. It is obvious people have motives of financial success other than psychological achievements. However in the absence of material and psychological benefits the opportunity of doing research is a rare case as supported by (IER, 2000: 207, and Seyoum, 1998: 8).

2.4.9. Inadequate research dissemination

The educational research results can be powerful and be a means for change when it reaches to the users. To this end the dissemination and utilization of research findings are seen as an important part of the educational research and as a basic means of expanding the positive impact of research on educational practice (IER, 2000: 183).

There are various mechanisms to disseminate research findings such as journals, magazines, newsletters, and proceedings on international and national workshops. Whenever these opportunities are available constant flow of information between researchers and policy makers, researchers and other governmental and concerned bodies will be inevitable and the possibility of users will be widened.

2.4.10. Other factors

In addition to the above impediments initial publication rejection, lack of collaboration by peer groups and administrators, additional work like engagement in different school activities, academic freedom can be also suggested as additional factors affecting research works.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This chapter comprises two major parts. The first part of the chapter discuses about the characteristics of respondents, and part two deals with the analysis of the findings of the study.

3.1 Characteristics of the population in the study.

The questionnaire was distributed to 60 school principals (principals and deputies) and 330 teachers. Out of these questionnaires, 58 (96.7 percent) were dully filled and returned by the principals and 300 (90.9 percent) by teachers.

All these 358 questionnaires, responded by both groups are incorporated in the final computation of the data. Thus, the characteristics of the two groups of respondents were examined in terms of age, present post, number of years of service and academic qualification as indicated on Tables 1and2.

Table 1
Respondents by age and sex

No	Item	Frequency of response from			
		Principals (N =58)		Teachers (N = 300)	
A	Age	No	%	No	%
	a) 25 years and below	3	5.2	46	15.3
	b) 26-35 years	31	53.5	109	36.3
	c) 36-45 years	17	29.3	119	39.7
	d) 45 years and above	7	12.1	26	8.7
	Total	58	100	300	100
B	Sex				
	a) Male	56	96.6	219	73.0
	b) Female	2	3.5	81	27.0
	Total	58	100	300	100

As shown on Table 1, 53.5 percent of the principals and 39.7percent of teachers' respondents are at the range of years 26-35 and 36-45 respectively. At the same time, 82.8 percent of principals and 76.0 percent of teacher respondents fall between the ages of 26-45. This shows that the majority of both groups are at the active age, where critical thinking and systematical analyzing of a situation is possible. Thus, age might not be a barrier to these groups for the implementation of action research.

Regarding sex it can be seen that 3.5 percent of principals and 27.0 percent of teachers are females. So, the participation of females especially in the managerial level is negligible. Their number is limited not only at managerial level but even in the teaching profession, the profession most of the time known as female's profession, especially at lower grades. The insignificant female involvement in managerial area seems common to all developing countries including Ethiopia. The main reasons can be the limited number of educated females in the whole system, which is obviously few due to cultural, economical, and other problems they are facings for centuries. This makes the proportion of their representation to be low in this study also, which is assumed to be prevalent nation wide.

Concerning respondents' working experience and academic qualification information is given on Table 2.

Table 2

Respondents by year of service in Teaching and their academic qualification

No	Items	Respondents			
		Principals (N = 58)		Teachers (N = 300)	
		No	%	No	%
A	Years of service in teaching				
	a) 5 years and below	6	10.3	45	15.0
	b) 6-10 years	9	15.5	33	11.0
	c) 11-15 years	12	20.7	65	21.7
	d) 16-20 years	17	29.3	49	16.3
	e) 21 years and above	14	24.1	102	34.0
	f) No response	-	-	6	2.0
	Total	58	100	300	100
B	Academic qualification				
	a) TTC graduates	46	79.3	146	48.6
	b) TTI graduates	7	12.1	154	51.3
	c) Others	5	8.6	-	-
	Total	58	100	300	100

Table 2, Item A indicated that 29.3 percent of the school principal respondents have served as teachers for 16-20 years. Moreover, 24.1 percent of them have more than 20 years of service in teaching. The rest, 10.3 percent, 15.5 percent and 20.7 percent had a service of 5-0, 6-10 and 11-15 years respectively.

Out of the 300-schoolteacher respondents, 50.3 percent had a total service of 16 years and above, while those who account for 11.0 percent served from 6-10 years. At the same time 15.0 percent of them worked as teachers for 5 years and below, whereas 2.0 percent did not respond.

From these data it is possible to assume that both groups of principals and teachers have relatively equivalent teaching experience and they are in a

position to talk the same language about the various issues including the implementation of action research.

With regard to Academic qualification of school principal respondents, 79.3 percent of them are graduates of TTCs, 12.1 percent are TTI graduates and the rest 8.6 percent are neither TTCs nor TTIs graduates. On the other hand 51.3 percent of teacher respondents are graduates of TTIs and 48.6 percent are diploma holders from TTCs.

As compared to teachers, school principals are in a better condition as far as qualification is concerned. Since the majority of principals education level is better than the teachers one can assume that they are potentially capable to run the schools efficiently and effectively. As per the policy of ministry of the education teachers for the upper primary schools are expected to be graduates of teachers college as much as the conditions permit. However, still the majority (51.3 percent) are TTI graduates in the sample schools. This indicates the prevalence of a wide gap between the existing condition and the desired objective.

3.2 Analysis of the findings of the study

In the study, the sample populations include teachers and principals. The interview made with officials in the Zone and Weredas is also analyzed accordingly.

3.2.1. The existence of research work at schools

In accordance with the new Education policy, the strategy and the career structure, emphasis has been given that teaching activity should be based on research work at all levels. In this regard, both school principals and teacher respondents were asked whether or not schools made effort to make their work research based by responding either" yes" or "No". The responses for each issue received from the two groups are shown on Table 3.

Table 3
Previous research conducted by teachers

No	Item	Respondents				
		Principals (N = 58)		Respondents (N = 300)		χ2
		No	%	No	%	
I	Do you carry out action research in your school?					
	a) Yes	5	8.6	22	7.3	
	b) No	53	91.4	278	92.7	
	Total	58	100	300	100	0.12
Ii	If "yes" how many of them during a year?					
	a) One	3	5.2	17	5.7	
	b) Two	2	3.5	4	1.3	
	c) Three	-	-	-	-	
	d) Four	-	-	-	-	
	e) More than four	-	-	-	-	
	Total	5		21		0.99

The majority of the school principals and teacher respondents indicated that schools are not involved in research work as Table item i depicts. Only 5 (8.6 percent) school principal respondents and 22 (7.3 percent) schoolteacher respondents reported that they are in a position to exercise action research.

Nevertheless, respondents who gave positive response for item number i were requested to notify the number of action research carried out at their schools. As shown on Table 3, item ii, 3(5.2 percent) school principals and 17 (5.7 percent), schoolteacher respondents clamed that they have only one. Respondents who reported "two" are quite a few in number and it is accounted only to 2 (3.5 percent) and 4 (1.3 percent) principals and teachers respondents respectively.

A Chi- square test of significant was calculated in order to test the relationship between the two groups in perceiving the research work conducted by teachers. The test revealed that for 4 degree of freedom at the .05 level of significance the critical value of $\chi 2 = 5.99$ and the calculated value of $\chi 2 = 0.12$ for previous research work and 0.99 for the number of research work conducted previously. Since both the computed values of x^2 are less than the critical value it would then be concluded that there is no statistically significant difference between the two groups in their responses regarding the level of research work conducted by teachers. Concerning this issue, an interview was carried out with six Weredas education office supervision and educational support heads and a Zonal education office supervision head. Their response was a complement for the response made by school respondents on Table 3.

After citing only "two" research works carried out all respondents agreed that a minimum effort has been made to promote action research at the Zonal primary schools. Although certain traces of beginnings have been observed, they are not in a position to continue and to develop the habit steadily. Rather, they are on

and off. Even these beginnings are attempted, usually, when the schedule for teachers' evaluation is approaching and the school standards are upgraded. However, since the evaluation mechanism is not well planned the activity so far remained unsatisfactory.

3.2.2. The current status of action research in school

In this part of the questionnaire, respondents were requested to express their feelings about the status of action research and the level of participation of teachers in their respective schools by making a choice from very high to very low. The frequencies of response for each issue received from both groups are shown on Table 4.

Table 4
The current status and the level of teachers' participation in action research

No	Frequency of responses from				
		Principals (N = 58)		Teachers (N = 300)	
	Item	No	%	No	%
I	Current status of action research in your school				
	a) Very high	0	0.0	4	1.3
	b) High	9	15.5	13	4.3
	c) Medium	8	13.8	54	18.0
	d) Low	20	34.5	105	35.0
	e) Very low	21	36.2	124	41.3
	Total	58	100	300	100
II	The level of teachers participation in action research				
	a) Very high	0	0.0	3	0.0
	b) High	4	6.9	35	11.7
	c) Medium	17	29.3	72	24.0
	d) Low	15	25.9	125	41.7
	e) Very low	22	37.9	65	21.7
	Total	58	100	300	100

The majority of respondents, 41 (70.7 percent) principals and 229 (76.3 percent) teacher respondents agreed that the status of action research is to be low. While, 8 (13.8 percent) and 54 (18.0 percent) principals and teachers respectively stand at the middle. However, few respondents, 9 (15.5 percent) and 17 (5.7 percent) principals and teachers respectively claimed that the current research work in schools is found to be high.

Regarding, the level of teachers' participation in carrying out action research, Table 4 item ii gives a clear vision. Accordingly, 37 (63.8 percent) school principals and 190 (63.3 percent) schoolteachers believed that teachers' engagement in action research is below the expected standard. However, a significant number of respondents, which is accounted to 29.3 percent and 24.0 percent of principals and teachers respectively, are at the middle. The rest 4 (6.9 percent) principals and 38 (12.6 percent) teachers reported that teachers' participation in research work is at the maximum level.

3.2.3. Teacher's existing competence and Interest for doing action research.

The level of teachers' interest to do action research was investigated by forwarding questions, related to the issues. At the same time their research skill and knowledge to perform the activity was examined by forwarding relevant questions to respondents as Table 5 reveled.

Table 5

Teachers existing competence and Interest for doing action research

No	Item	Respondents				X^2
		Principals (N = 58)		Teachers (N = 300)		
		No	%	No	%	
I	Teachers know-how to do action research					
	a) Very high	0	0.0	11	3.7	
	b) High	12	20.7	53	17.7	
	c) Medium	22	37.9	103	34.4	
	d) Low	18	31.0	91	30.3	
	e) Very low	6	10.3	42	14.0	
	Total	58	100	300	100	3.04
ii	Level of skills teachers to do action research					
	a) Very high	3	5.2	9	3.0	
	b) High	13	22.4	57	19.0	
	c) Medium	19	32.8	.92	30.7	
	d) Low	15	25.9	103	34.3	
	e) Very low	8	13.8	39	13.0	
	Total	58	100	300	100	2.12
iii	Interest of teachers to do action research					
	a) Very high	5	8.6	33	11.0	
	b) High	19	32.8	123	41.0	
	c) Medium	20	34.5	89	29.7	
	d) Low	14	24.1	38	12.7	
	e) Very low	0	0.0	17	5.7	
	Total	58		300	100	9.15

Teachers know-how to do action research as "low" is supported by 24 (41.4 percent) of principals and 133 (44.3 percent) schoolteachers' respondents. However 12 (20.7 percent) principals and 53 (17.7 percent) teacher respondents believed that teachers research knowledge is to be high. The rest 22 (37.9 percent) school principals and 103 (34. 4 percent) teachers reported as average.

As far as the level of research skill of teachers is concerned still, it is low according to 23 (39.7 percent) school principals and 142 (47.3 percent) teacher respondents' observation. However, according to the minority, which is accounted to 16 (27.6 percent) school principals and 66 (22.0 percent) teacher respondents report teachers have sufficient skills to do action research. Whereas

the remaining 19 (32.8 percent) principals and 92 (30.7 percent) teachers indicated that their skill is about average.

Respondents were requested to indicate the interest of teachers to do action research in their schools. Accordingly, Table 5 item iii shows that 24 (41.4 percent) school principals and 156 (52.0 percent) teacher respondents reported that teachers have positive attitude towards action research. While, the minority, 14 (24.1 percent) principals and 55 (18.3 percent) teacher respondents indicated that their interest is found to be low. The rest, 20 (34.5 percent) and 89 (29.7 percent) school principals and teachers respondents respectively agreed that teachers' interest towards action research is neither negative nor positive.

A Chi- square test was calculated for each item on Table 5. The result of the test showed that for 4 degree of freedom at the .05 level of significance, the critical value of $x^2 = 5.991$, and the calculated value of $x^2 = 3.04$ for item no (1), $x^2 = 2.12$ for item no (2) and $x^2 = 9.15$ for item no (3). Thus, statistically there is no difference in perception for item no i and ii. However there is a reliable evidence showing the existence of statistically significant difference in perception between the two groups as far as the interest of teachers to do action research is concerned.

3.2.4. Availability of resources

As far as recourses are concerned Table 6 has details.

Table 6

Resource availability to carry out action research

No	Item	Frequency of responses from			
		Principals (N = 58)		Teachers (N = 300)	
		No	%	No	%
i	Availability of time for teachers to do action research				
	a) Very high	11	19.0	32	10.7
	b) High	14	24.1	65	21.7
	c) Medium	17	29.3	84	28.0
	d) Low	2	3.5	50	16.7
	e) Very low	14	24.1	69	23.0
	Total	58	100	300	100
ii	Availability of books in the libraries				
	a) Very high	0	0.0	3	1.0
	b) High	2	3.5	3	1.0
	c) Medium	12	20.7	32	10.7
	d) Low	24	41.4	97	32.3
	e) Very low	20	34.5	165	55.0
	Total	58	100	300	100
iii	Availability of news papers, journal articles and other important unpublished materials for teachers to carry out action research				
	a) Very high	0	0.0	4	1.3
	b) High	0	0.0	10	3.3
	c) Medium	3	5.2	24	8.0
	d) Low	21	36.2	89	29.7
	e) Very low	34	58.6	173	57.7
	Total	58	100	300	100
iV	The extent of Availability of financial assistance for teachers				
	a) Very high	0	0.0	2	0.7
	b) High	0	0.0	16	5.3
	c) Medium	5	8.6	32	10.7
	d) Low	21	36.2	93	31.0
	e) Very low	32	55.2	157	52.3
	Total	58	100	300	100
V	Level of availability of stationary and other research materials				
	a) Very high	0	0.0	4	1.3
	b) High	0	0.0	12	4.0
	c) Medium	12	20.7	39	13.0
	d) Low	16	27.6	99	33.0
	e) Very low	30	51.7	146	48.7
	Total	58	100	300	100
Vi	Availability of research place or room for teachers				
	a) Very high	1	1.7	12	4.0
	b) High	4	6.9	34	11.3
	c) Medium	5	8.6	48	16.0
	d) Low	18	31.0	81	27.0
	e) Very low	30	51.7	125	41.7
	Total	58	100	300	100

Questions were posed to principals and teacher respondents whether or not resources are available to carry out the action research activity smoothly in the sample schools. As it could be seen from Table 6, shortages of books is observed, there are no news papers and journal articles in the schools, financial assistance is minimal, shortage of stationery and other research material and room to carry out action research is very high. These are the views of the majority of respondents and it ranges 75.9%, 94.8%, 93.4%, 79.3% and 82. 8% respectively.

Though the percentages differ from item to item teachers' respondents also share the idea with school principals. To the majority of teachers' respondents shortages of resources are highly emphasized. According to their response, availability of books, newspapers and journals, finance, stationery and room are below average as stated by 87.3%, 87.3%, 83.3%, 81.7%, and 68.7% percent respectively.

Those who have claimed the availability of resources as moderate for books are 29.3 and 28.0, news paper and journal articles are 5.2 and 8.0, for finance are 8.6 and 10.7, for stationary and other research materials are 20.7 and 13.0 and for room are 8.6 and 16.0 percent to principals and teachers respondents respectively.

Conversely, a negligible percent of both groups of respondents reported that shortage is not observed as far as resources are concerned. To this end, 12 (3.5 percent) school principals and 3 (1.0 percent) teacher respondents reported that the availability of books is above average. Nevertheless, no one from school principals' side supports the existence of journals and newspapers; financial assistance, stationary and other research materials as abundant. on the other hand resources are to be highly available for few teacher respondents and this is accounted to 2.0, 4.7, 6.0 and 5.3 percent.

Respondents were also asked whether or not they have sufficient time to do action research. According to their response on Table 6 item i, nearly 43.1 percent of school principals feel that there is enough time for teachers to be engaged in research work, and it was also supported by 97 (32.3 percent) teachers' respondents.

On the other hand 16 (27.6 percent) school principals and the majority (39.7 percent) of teachers reported that teachers have time constraints. They have claimed that over commitment in teaching and other personal and social works make teachers busy and it is a hard task to be involved in a research work. However, a sizable number of respondents from both groups believed that teachers have moderate time for any additional activity other than teaching. This is accounted for 29.3 and 28.0 percent of principals and teachers respondents respectively.

From Table 6, one can conclude that schools are suffering from shortage of resources. The great majority of both groups of respondents reported that severe to moderate hindrance occurs due to the listed materials from item ii to vi. These are shortage of books, newspapers, and journal articles and other important unpublished materials and room.

It is imperative that teachers need to be oriented or trained on how to conduct action research according to the new education and training policy. From the stated general objectives of teacher education program preparing teachers who have a basic knowledge of the application of action research is one of the criteria. That is why training institutes and colleges of teacher education orient trainees with research skills. In this connection, questions were posed to respondents to know the adequacy of the training on Table 7.

Table 7

Adequacy of research courses at TTC's and TTI's

		Frequency of responses from			
		Principals (N = 58)		Teachers, (N = 300)	
No	Level of adequacy	No	%	No	%
	a) Very high	-	0.0	5	1.7
	b) High	-	0.0	30	10.0
	c) Medium	16	27.6	98	32.7
	d) Low	25	43.1	129	43.0
	e) Very low	17	29.3	38	12.7
	Total	58	100	300	100
	Mean	1.98		2.45	

Accordingly, the majority of respondents (72.4 and 55.7 percent) of principals and teachers respectively reported that the courses are not that much powerful to lay base in research skills. On the other hand 27.6 and 32.7 percent of school principals and teachers respectively reported that the courses are medium in their adequacy. However few teachers (11.7 percent) claimed that it is to be high.

The weighted mean scores that fall below the minimum satisfactory level (1.98 and 2.45 for principals and teachers respectively) shows that both group of respondents are not satisfied with the adequacy of the research courses offered in the TTIs and TTCs.

As a whole, it may be concluded that research courses given during training time are not that much strong. The reason to teachers' low participation in research activity may be due to poor research background from their training institutes and teacher education colleges. As few respondents emphasized on the open-ended questions, the training was more of theory and they have graduated with out being acquainted with its practical aspects. As a result, they couldn't be courageous to begin a research work when coming to the world of work.

3.2.6 Impediments of action research

This part of the analysis is based on part two of the questionnaire, which covers the large part of the study. In this section respondents were asked to express their level of agreement on factors affecting carrying out action research.

Accordingly, they put a check mark in the space provided to show their choice correlated to one of the five-point rating scale, very low = 1, low = 2, medium = 3, high = 4, and very high = 5. Table 8 refers to the weighted mean scores of the responses computed against each item.

The interaction and cooperation of parents, peer groups and school authorities on the area of action research encourages and makes easier the work of teachers and the teaching learning process as a whole. Other wise the gap could be widened and the expected out come become deteriorating from time to time.

In this regard, respondents were requested to show the level of support they were given from the concerned bodies from item number i to v on Table 8.

Table 8
Attitudes of respondents towards the impediments of action research
Response in percent (Group 1: School principal respondents, N = 58
Group 2: Teacher respondents, N = 300)

Item	Statement	Gr	HA	A	UD	D	HD	Mean	T.Value
I	Working place (school atmosphere) for teachers to do action research is inviting	1	3.5	31.0	13.8	36.2	36.2	3.14	7.61
		2	13.0	36.0	16.7	21.3	13.0	2.71	
Ii	The enthusiasm and support of parents for schooling and teachers work is very low	1	6.9	39.7	12.1	34.5	6.9	2.71	-7.76
		2	9.6	38.3	20.7	18.3	13.0	3.15	
Iii	The unsupportive nature of teachers towards each other affects the school research work	1	0.0	51.7	15.5	27.6	5.2	3.05	-1.47
		2	7.3	26.3	16.3	30.3	19.7	3.13	
IV	The school authorities Attitude is not encouraging to do additional work other than instructional activities	1	0.0	8.6	8.6	31.0	51.7	1.74	-17.29
		2	12.3	32.0	14.0	28.3	13.3	3.02	
V	Lack of moral and material incentive From higher officials is a drawback to do action research in this school	1	32.8	44.8	10.3	8.6	3.5	3.95	3.37
		2	26.7	43.7	10.7	13.3	5.7	3.72	
Vi	Over loading (to many lesson periods of school teachers make teachers busy and less attentive for research work	1	5.2	36.2	8.6	39.7	10.3	2.86	-10.04
		2	22.0	35.0	15.0	19.3	8.7	3.42	

Vii	The demand for teachers from different clubs and school activities make teachers busy and less attentive for action research	1	8.6	36.2	17.2	32.8	5.2	3.10	6.88
		2	8.7	22.0	17.0	37.3	15.0	2.72	
Viii	The overstretched social committeemen of teachers force them to give less attention to research work	1	17.2	19.0	15.5	43.1	5.2	3.00	2.22
		2	8.7	29.7	18.0	28.0	15.7	2.88	
iX	Lack of reference material in the school makes things impossible for teachers to be engaged in action research.	1	3.5	27.6	19.0	36.2	13.8	2.71	-18.03
		2	28.7	39.7	14.0	11.7	6.0	3.73	
X	Inadequate research dissemination affects the activities of research	1	13.8	51.7	29.3	5.2	0.0	3.74	0.82
		2	19.0	49.3	16.0	13.0	2.7	3.69	
Xi	Lake of money to facilitate the research work is a hindrance to do action research	1	37.9	55.2	3.5	3.5	0.0	4.28	5.14
		2	29.7	46.0	11.0	10.0	2.7	3.89	
Xii	Limited skill and uniqueness of research language tends to loose teachers, confidence to do action research	1	29.3	50.0	10.4	10.4	0.0	3.98	6.03
		2	20.7	40.3	21.7	10.7	6.7	3.58	
Xiii	Lack of adequate research knowledge hindered teachers to undertake action research	1	27.6	37.9	13.8	15.5	5.2	3.67	-0.45
		2	22.3	46.7	14.3	12.0	4.7	3.70	
XiV	Lake of adequate training in research methods hindered Teachers to undertake action research	1	25.9	58.6	8.6	6.9	0.0	4.03	4.44
		2	24.0	46.7	11.7	13.7	4.0	3.73	
XV	Lack of work shop on the field of research hinders teachers to do action research	1	22.4	63.8	3.5	10.3	0.0	3.98	0.44
		2	33.3	42.7	12.7	8.7	2.7	3.95	
XVii	The culture of research work is not developed in this school	1	22.4	51.7	19.0	3.5	3.5	3.86	0.13
		2	32.0	42.3	10.3	9.7	5.7	3.58	
XViii	The enthusiasm of school teachers to do the best for their work and pupil is very low	1	0.0	55.2	13.8	25.9	5.2	3.19	9.45
		2	4.0	7.3	21.0	26.0	21.7	2.66	
XiX	The interest of teachers is more to fulfill their personal motives rather than the profession requires	1	34.5	34.5	17.2	12.1	1.7	3.88	13.11
		2	13.7	29.3	20.7	18.7	17.7	3.03	
XX	Studying educational problems should be considered as the day- to -day work of teachers	1	51.7	27.6	13.8	6.9	0.0	4.24	3.14
		2	35.0	46.3	8.0	6.0	4.7	4.01	
XXi	Other than the day to day lesson-periods teachers should be evaluated by their research work	1	31.0	41.4	15.5	12.1	0.0	3.91	11.71
		2	17.3	30.0	17.7	19.7	15.3	3.14	
XXii	Teachers could improve their teaching methods, if they get involved in action research	1	51.7	41.4	6.9	0.0	0.0	4.45	5.16
		2	33.3	49.0	8.7	6.3	2.7	4.04	
XXiii	Teachers could be more creative and improve their classroom management.	1	62.1	32.8	5.2	0.0	0.0	4.57	4.87
		2	37.7	48.7	8.3	3.3	2.0	4.17	
XXiV	Though there are limitations in materials, time and other facilitates teachers should do their best to improve their teaching by doing action research.	1	39.7	60.3	0.0	0.0	0.0	4.40	7.22
		2	31.0	41.3	13.3	9.0	5.3	3.84	
XXV	Research is the work of trained professional but not teacher	1	0.0	5.2	0.0	31.0	63.8	1.47	-4.22
		2	2.0	5.7	11.3	33.3	47.7	1.81	

As it could be seen from Table 8 item i, 51.7 percent of principals and 33.7 percent of teacher respondents indicated their level of agreement to the statement, which says

"working place for teachers to do action research is inviting." However, 32.8 percent of the principals and 50.0 percent of teachers respondents showed their disagreement. At the same time 15.5 percent and 16.3 percent of principals and teachers respectively were undecided.

The statement " the enthusiasm and support of parents for schooling and teachers work is very low" was accepted by about 34.5 percent of school principals and 49.0 percent of teacher respondents as indicated on Table 8 item no ii.

It is obvious that there is a day-to-day contact between principals and parents for various issues. To this end, school principal respondents sense satisfactory parental support. Hence, the majority (51.7 percent) of principals and 34.3 percent of teachers' respondents disagreed to the statement "which says the support from parents' side is low." In the mean time less than twenty percent (13.8 principals and 16.7 teachers) from both sides were undecided.

One of the factors, which promote the work of action research positively, is the support made by peer groups. A chance of getting numerous solutions for various educational setbacks could be realized while discussing the matter with staff members. Since the recommended solutions will be based on the actual environment of the working area the out come achieved could be more suitable and even preferable compared to the recommendations made by the most

known experts in the field. Conversely, lack of cooperation of partners hinders the work of action research. On this point, a sizable number (46.6 percent) of school principals and 48.0 percent of teacher respondents reported that teachers are not cooperative with each other to be involved in a research work at schools. On the contrary, about 41.4 and 31.3 percent of school principal and teachers respondents respectively showed their disagreement to the statement " the unsupportive nature of teachers towards each other affects the school research work." Whereas, 12.1 and 20.7 percent of principals and teachers respectively were undecided as Table 8 item number ii, revealed.

Furthermore question was posed whether or not school authorities' attitude is encouraging to do additional work other than the normal classes. Accordingly, the great majority (82.8 percent) of school principals and 41.7 percent of schoolteacher respondents reported that they are considerate and cooperative for any educational activity conducted in schools. However 8.6 percent of school principals and 44.3 percent of teachers' respondents rejected it.

The majority of both groups of respondents regard availability of moral and material incentives from higher officials as a serious problem.

An interview was made with Zonal and Werdas educational officials whether or not any encouragement is provided to the few attempts of research work made in primary schools of Sidama zone. They replied that it is almost none. One of the

respondents cited that an English teacher and who was applying for fund to cover his research expense at one time was readily rejected.

According to the discussion made the maximum moral contribution they were offered was only a letter of recognition for their participation. Among the participants was a female teacher who may be rewarded for her contribution in addition to letter of recognition. It is his opinion that it is done mainly to motivate women and it has rather a gender issue basis than educational goal.

One of the most apparent facts about research is the need for availability of resources. Too little time available for teachers due to heavy teaching loads and other personal and social commitment is a hindrance to make research activities on the field. Moreover, absence of library and up-to-date reference and reading materials are found to be highly persistent problems that hinder research efforts in the school. Obviously, finance is the basic essential resource to conduct research work and it is scarce in most of the cases. Research dissemination has also a paramount importance hence it is a mechanism for utilizing what have been investigated by the teacher researcher. All these need resource like stationery, publishing outlets and money for transportation and other huge and unforeseen expenses.

Based on the above facts, respondents were requested to answer questions on the availability of different resources from item number vi to xi on Table 8.

About 41.4 percent of principals and 57.0 percent of teacher respondents suggested that too many lessons periods jeopardize teachers' action research activities. As a result, there is less time for direct research in the field. However 50.0 percent of principals and 28.0 percent of teacher respondents showed their disagreement.

Respondents were asked to what extent they have participated in clubs and other school activities in addition to the regular teaching time. Accordingly, 44.8 percent of principals and 30.0 percent of teachers claimed that it is found to be frequent. Whereas 37.9 and 52.5 percent of principals and teacher respondents respectively stood different as Table 8 item number vii revealed.

The level of teachers' involvement in different social activity and how much it affects their action research works was asked to both groups of respondents. In this regard, 36.2 percent of principals and 38.3 teacher respondents assumed it as the main factor, which diverts their attention to the activities out side the school campus. Those who disagreed on this view were 48.3 and 43.7 percent of principals and teachers respondents respectively.

Table 8-item ix gives an idea on how much lack of reference materials affect teachers' research activity. To this end, about 31.0 principals and the majority (68.3 percent) of teachers reported it as a serious case. As many respondents

response on the open ended question not only up to date journal and other relevant research materials even textbooks are scarce in some of the sample schools. They further stated that there were limited numbers of books which are donated from some Non governmental organizations. Though these books have their limitation in contributing for the development of teachers' research skill a good number of them have disappeared due to lack of proper librarian in the schools. To sum up, according to the suggestion given from teachers it is hard to think about research with "empty hand." However 50.0 percent of school principals and 17.7percent of teacher respondents did not consider the idea.

As Table 8-item number x revealed, the majority of respondents (65.5 and 68.3 percent of principals and teachers respectively) showed their agreement to the general statement "Inadequate research dissemination affects the activity of research." At the same time for the great majority (93.1 percent) of school principals and for the majority (75.7 percent) of teacher respondents, shortage of fund is a hurdle, standing in the way of action researches' progress.

Educational officials, who were interviewed, also sensed the problem of shortage of money. They reported that schools have severe financial problems. Due to this, teachers are limited to do only activities pertaining to class works. They do not try to carry on additional activities that incur expenses out of budget. Necessary materials like stationery, working place that is conducive, duplicating machines, and books related to research work and reference materials are not

available. Besides, the schools are reluctant to request to be supported financially by the Wereda and Zonal education offices. If they showed a commitment to be involved in a research work, there is a lump sum amount of money to be given to schools for such purpose at Weredas educational offices. This" block grant" can be used at least to carry on the most basic projects.

To be involved in any research activity, having the basic research skill and knowledge is mandatory. Unless and otherwise teachers are equipped with both, they lose the confidence and competence on the field. To alleviate such problems on the job training, seminars, professional meetings and workshops could be used as refreshers and strengthen the inadequate skill. These can even serve as make ups for the deficiencies of their previous courses and help to develop the research culture.

Accordingly respondents were requested their level of agreement on statements referring to their research background from Table 8-item xii to xvii.

As it could be seen from Table 8 item xii- a large proportion (79.3 percent) of school principals and 61.0 percent of teacher respondents indicated their agreement to the statement "limited skill and uniqueness of research language tends to loose teachers confidence to do action research." About 27.7 percent of both groups of respondents appeared to have a negative attitude.

Table 8, item xiv, showed the agreement of the great majority (84.5 percent) of principals and the majority (70.7 percent) of teachers to the statement, which says "lack of adequate training in research methods hindered teachers to undertake action research". In the meantime, the statement "lack of workshop on the field of research" hinders teachers to do action research" is supported by 86.2 percent of school principals and 76.0 percent of teachers' respondents as shown on Table 8 item xv.

In an interview made with Wereda and Zone education officers a question was raised to know the measures taken regarding training and workshops for the concerned people in the area. According to their response little training has been offered at different times, which were not particularly designed to encourage and facilitate action research. Thus, few teachers were selected as a pilot project to conduct research from different Weredas of the Zone to find out the positive effects of action research on the teaching- learning process by educational bureau. This plan included also the preparation of manuals for teachers; however it was not made practical due to unidentified reasons. In fact, training on action research has been provided to very limited teachers at different intervals by BESO and other NGOs. However, due to lack of proper follow up and integrated effort made by the concerned bodies, the implementation of action research ended up with no significant impact on the problems.

Respondents were asked to indicate on whether or not the culture of research work is developed in their schools. As Table 8 item number xvii revealed the majority of both groups (74.1 and 74.3 percent of principals and teachers respectively) agreed that it is not yet developed.

It is apparent for teachers to develop appreciation for research and should change their attitude before conducting a single research work. Making an attempt of research activity, which does not recognize the interest and belief of the researcher, may have irrelevant findings and superficial conclusions. The opportunity to end up with harmful results could also be wide.

In order to assess their attitude towards action research and their commitment to the profession as a whole respondent were provided with a list of statements indicated on Table 8 from item xviii to xxv. Accordingly, the majority of school principals (55.2 percent) and a sizable number (31.3 percent) of schoolteacher respondents agreed to the statement "The enthusiasm of school teachers to do the best for their work and pupil is very low." On the other hand, 31.0 and 47.7 percent of principals and teacher respondents respectively refuted the idea. The rest 13.8 percent of principal and 21.0 percent of teacher respondents were uncertain.

Refering to teachers' commitment to their profession, question was raised to both groups of respondents. The majority of principals (69.0 percent) and a large size

(43.0 percent) of teacher respondents agreed that teacher's inclination to fulfill their personal motives and interest is to be high rather than the profession requires. Apart mentioned before 13.8 percent of principals and 36.3 of teachers were indifferent, and the rest were uncertain.

As shown on Table 8- item number xx the majority of both group of respondents (79.3 and 81.3 percent) of principals and teachers respectively have positive attitude towards the statement "studying educational problems should be considered as the day to day work of teachers."

In the meantime, a large number of principals and teachers respondents (72.4 and 47.3 percent respectively) agreed that teachers should be evaluated by their research out come with the normal class and activities incorporated with it. Obviously this principle is supported also by the education and training policy, the education strategy as well as the carrier structure. However 12.1 percent of principals and 35.0 percent of teacher's respondents showed their disagreement to the idea, while, 15.5 and 17.7 percent of principals and teachers respectively were undecided.

An interview was conducted with educational officials in different Weredas and Zone concerning teachers' evaluation in relation to their contribution to research work. According to their response, it is clear and every body knows in the hierarchy that, the education and training policy require teachers' research

activity and the carrier structure also puts it as a criterion to promote teachers from one grade to another. Nonetheless, it is not fully implemented so far for various reasons mainly because, as most of the respondents agreed, that the evaluators themselves are not well equipped with the necessary capability to put the idea in to practice.

They further stated that, in the zone education office there is only one diploma holder who was assigned to carry the responsibility of following up educational research activity. This person does not have both the capability and the courage to evaluate and guide teachers. It is observed that both trained and interested individual professionals are scarce. As a result, let alone effective research work even the routine statistical activities are not done properly in schools. Besides, the people in the supervisory level of the office also lack confidence in teachers' research knowledge. The research methodology they have taken in the colleges and in the teachers' training institute have no depth to practice the skill effectively in their situational job performance. As a result, the graduates are not courageous to go into research activity deeply. Besides, they prefer to exaggerate the difficult nature of research work and minimize their effort. Usually they think that research work is tedious and complicated. Had the people who took the responsibility at the supervisory level were with the expected knowledge things could have been manageable even many years back. The creation of different mechanisms like, preparing panel discussion, workshop, seminar and training would have changed the wrong assumption towards research. Rather

teachers would have been encouraged to start to conduct simple but important and relevant researches. To conclude, lack of experience and knowledge from both the evaluators' and teachers' side makes things impossible to go ahead on research work promotion in schools, and teacher's evaluation couldn't make its base on teachers' research outcomes.

Moreover, the management circle authority also contributes to low research out puts. They are often observed being occupied with lots of other issues and meetings that consume much of their time. This and other reasons limit their time to help and guide educational activities including action research. Leave alone the research work, which needs support and follow up in different angles, school principals lack time to watch the daily routine work some times. Experience showed that many school principals are absorbed in other social activities to the extent of being elected as chairperson of farmers and delegated in kebele associations. By nature man needs follow up and control to do his job effectively, and teachers cannot carry out their work effectively with out school principals.

To the statement "Teachers could improve their teaching methods, if they get involved in action research," the great majority (93.1 and 82.3 percent) of both groups of principals and teacher respondents respectively showed their agreement as Table 8 item (xxii) revealed. Still, the great majority (94.8 and 86.0 percent) of respondents of principals and teachers respectively believed that teachers could manage their classroom activity more effectively if they

incorporate their teaching with research. Surprisingly, 100 percent of principals and the majority (72.3 percent) of teacher respondents believed that teachers should be involved in doing action research even with scarce resources available in the schools.

In response to the statement "Research is the work of trained professionals but not teachers" the great majority of respondents showed their disagreement and this is accounted for 94.8 and 81.0 percent of principals and teachers respectively. It was under 15.0 percent of respondents from both groups who have claimed research should be only for the researchers. The rest 11.3 percent of teacher's respondents were uncertain as could be observed from Table 8 item number xxv.

Table 8 also depicts the result of the t- test on the opinion of the two groups concerning each item. The result showed that for 356 degree of freedom at the .05 level of significance the critical value of t = 1.960, and the calculated value of t are -1.45, 0.82,-0.45,0.44and 0.13 for items (iii), (x), (xiii), (xv), and (xvii) respectively. Since the computed value is less than the critical value in absolute term it could be concluded that there is not statistically significant difference between the attitudes of the two groups towards the six statements mentioned above. Conversely, difference in perception showed among the rest other than the six already mentioned.

On the other hand, there is a statistically significant difference between the mean scores of the two groups at alpha level ($p<.05$) regarding statements (iv), (vi), (ix), (xix) and (xxi). In the former three cases teachers seem to agree more strongly than the principals. Whereas, in the case of the later two principals seems to be more influenced.

The attempt made by school principals on peoples understanding of their jobs, responsibilities and accountability have impact on creating a conducive atmosphere in schools. Their skill of delegation, the way they are communicating with subordinates, the decision making they carry out is influential on the over all teaching learning process and the activity of action research as well. Accordingly questions in the form of statements were forwarded for respondents to show their level of understanding of their school principals in their managerial skills and the role played by them in encouraging action research. While in filling the questionnaire they put a check mark in the column about the statements using the five point scales, 1 = very low, 2 = low, 3 = average, 4 = high and 5 = very high. The results are summarized on Table 9.

Table 9

Principal's role in encouraging action research

(Group 1 School principal respondents N = 58 and Group 2 Teachers respondent N = 300)

Item	Statements (IN my school, the principal...)	GR	VH	H	AU	L	VL	Mean	W.Mean
I	Shares ideas with teachers in how to improve the school activities	1	29.3	48.3	12.1	10.3	0.0	3.97	3.61
		2	14.3	32.7	25.7	17.7	9.7	3.24	
ii	Provides clear sense of direction for teachers to conduct a ction research in groups or on individual basis	1	27.6	19.0	22.4	31.0	0.0	3.43	2.97
		2	5.7	15.0	22.0	39.7	17.7	2.51	
iii	Recognize the importance of action research	1	10.4	31.1	29.3	29.3	0.0	3.22	3.01
		2	6.3	22.0	34.3	22.7	14.7	2.83	
iv	Provides material support for teachers to undertake action research	1	0.0	0.0	41.4	39.7	19.0	2.22	2.24
		2	4.7	13.7	18.0	30.0	33.7	2.26	
v	Plans to encourage teachers to undertake action research	1	0.0	27.6	32.8	27.6	12.1	2.76	2.51
		2	3.7	15.7	17.7	29.3	33.7	2.26	
vi	Organizes a committee and sets clear criteria to undertake action research	1	12.1	15.5	20.7	17.2	43.5	2.53	2.40
		2	3.7	18.0	13.7	30.0	34.7	2.26	
vii	Allocates budget to enable teacher to conduct action research	1	5.2	6.9	13.8	36.2	37.9	2.05	2.00
		2	2.7	10.3	12.0	28.3	46.7	1.94	
viii	Tries to carry out action research	1	13.8	12.1	19.0	39.7	15.5	2.69	2.46
		2	2.7	10.7	24.0	31.3	31.3	2.22	
ix	Facilitates action research activities	1	12.1	6.9	15.5	43.5	31.0	2.35	2.24
		2	3.3	8.7	21.3	31.0	35.7	2.13	
X	Involves wereda educational experts and officers to discuss on activities of action research	1	0.0	8.6	5.2	41.4	44.8	1.78	1.85
		2	3.0	7.0	15.0	28.3	46.7	1.91	
xi	Provides financial incentives to those who have made efforts to carry out action research	1	0.0	0.0	5.2	43.1	51.7	1.53	1.64
		2	0.7	6.7	11.7	28.0	53.0	1.74	
xii	Make efforts to disseminate research results to other schools, wereda education office and the region to boost teachers' morale	1	0.0	0.0	24.1	32.8	43.1	1.81	1.88
		2	2.3	8.0	16.3	29.3	44.0	1.95	
	Grand mean								2.40

As shown on Table 9 different management functions, which should be exercised by school principals, are listed from item number i to xii. However, among all, respondents were satisfied only by two managerial skills of principals. These are, “shares ideas with teachers on how to improve the school activities" and "recognize the importance of action research". Both are above the minimum satisfactory point (3.6 and 3.0 respectively) of the rating scale. In this regard, it may be possible to conclude that there is a two-way of communication between school principals and teachers. So useful information could be gathered easily, establishing good contact for further advancement of the school is possible and there is an opportunity to have useful dialogue and people fell at ease at their work place. Especially principals are in a position to recognizing the relevance of action research and there are no worries to mobilize teachers and to start up the work at this moment.

Next to the two mentioned earlier, respondents reported that they were reasonably satisfied with statement stated as "provides clear sense of direction for teachers to conduct action research in groups or on individual basis." The weighted mean value of this item was 2.97 as item ii revealed.

Moreover, giving material support, planning, organizing a committee, allocating budget, being model and facilitating the work of action research are not duties which were ignored by school principals as the respondents reported from item iv to ix. Rather, they showed supportive climate but not reached at least the

average rating scales, hence, the weighted mean values of these items ranges from 2.00 to 2.51.

Yet, respondents were relatively dissatisfied with the involvement made by Wereda and other educational experts, the financial incentives provided by the schools and the effort made to disseminate the research result to others. The weighted mean value of these factors ranges from 1.64 to 1.88 as shown on item x, xi and xii respectively.

The final analysis in the overall school leadership practice especially the work of action research is decided by the combined mean rate of the items. Since the grand mean is equals to 2.4, it may reveal unsatisfactory leadership practice of action research in the sample schools.

Respondents were asked to put factors affecting the activities of action research in rank order on Table 10. Accordingly, they put factor affecting more starting from first rank to ten numerically.

Table 10

Rank order for the hindrance of doing action research.

Item	Factors	Respondents			
		Principals(N=58)		Teachers(N=300)	
		Mean	Rank	Mean	Rank
1	Lack of interest from teachers	5.38	6	6.19	8
2	Shortage of material support for teachers	4.55	4	5.07	4
3	Shortage of time for teachers	7.58	9	6.61	9
4	Lack of finance	4.62	5	5.34	7
5	Absence of moral incentives for teachers	6.34	8	5.24	5
6	The undeveloped research culture	3.59	1	4.59	3
7	Lack of the necessary knowledge	3.76	2	4.49	2
8	Lack of training in basic research skills	4.21	3	4.27	1
9	Negative attitudes of school authorities	9.28	10	7.9	10
10	Lack of the necessary reference and other related reading materials	5.59	7	5.31	6
Rho = 0.84					

According to the response of both groups, lack of the necessary knowledge, shortage of material support, shortage of time for teachers and negative attitude of school authorities were ranked second, fourth, ninth and tenth respectively. The difference in perception lies on ranking items other than mentioned above. Factors like lack of interest from teachers, lack of finance and the undeveloped research culture are hindrance, which have more weight to principals than teachers. As shown on item i, iv and vi principals ranked them sixth, fifth, and first respectively. However, those items were ranked eighth seventh and third by teacher respondents.

Factors like absence of moral incentives, lack of training and lack of reference materials are impediments, which affect the school's research work more according to teachers' observation. These factors were ranked fifth, first and sixth by teachers and eighth, third and seventh by school principals respectively.

The test of spearman's rank-order correlation coefficient P (rho) was applied to see the relationship between principals and teachers respondents in perceiving the hindrance of action research activities. Since rho =0.84, p<. 05, it is justified that there is a strong relation ship between them. As a result it may be conclude that both groups share the same ideas on the determinants of action research.

Further more, respondents were requested to forward hindrances of action research other than mentioned in the questionnaire. However, most of them raised the same issue listed by the researcher already, though requested not to repeat them again. Nevertheless, three different points raised are listed below.

1. Un fair political influence: Due to their political affiliation to the ruling party an appointment of untrained Principals are exhibited. An assessment, which is not based on performance and personal merit but political loyalty, ends up with undesired condition on the administrative activities.

Experience showed that these people forget what the school requires from them and prefer to play the games which most fit to the politics. As a result, action

research and other activities, which the profession requires, become secondary if not forgotten.

2. Lack of fair teacher appraisal system in schools: Friendship and other personal relations seem to be the simplest ladder for promotion, instead of effort and hard work. As a result, teachers prefer to be negligent instead of being participant in different school activities. The chance of "action research" has to be observed from this perspective.

3. Lack of clear information to teachers and principals that action research is considered as part of their work. This is simply because the job description does not state clearly about teachers' research work.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

This final chapter of the thesis presents the summary of the major findings of the study, the conclusions drawn and recommendation given.

4.1.Summary

4.1.1. The objectives and methodology of the study.

The overall purpose of the study was to investigate and assess factors affecting teachers of the upper primary schools of Sidama zone to carry out action research. In order to achieve the objective the following eight basic questions were raised.

1. What is the current status of action research in the upper primary schools of Sidama zone?
2. To what extent teachers are involved in research work to measure the effectiveness of their teaching?
3. How do teachers feel about the importance of action research?
4. What resources are available in the schools to carry out action research?
5. When and how frequent teachers upgrade their action research knowledge and skill? And how adequate it is?
6. To what extent principals are facilitating action research in schools?
7. What are the major problems in carrying out action research in schools?

8. How could these problems be resolved?

The methodology employed was descriptive survey. A total of 371 respondents participated in the study. There were three hundred teachers, fifty-eight schools principals, and thirteen educational officials. The data was collected using questionnaires, interview and inspection of documents. Results obtained were analyzed with statistical tools, i.e. percentage, means, chi-square test, t- test and spearman's Rank order correlation (Rho).

4.1.2. Findings

The following are summary of the findings.

It can be generalized from the result of the analysis that there is very little conscious effort exerted to carry our action research. Therefore, the research so far conducted in the upper primary schools of Sidama zone could be considered marginal.

The investigation further revealed that the level of teachers' competence in the skill and knowledge to do action is found to be unsatisfactory.

Regarding the availability of essential resources for the research work, the study showed that there is a scarcity of books, newspapers, journal articles and other written materials. Furthermore, the budget allocated to purchase the nessary supplies to carry out action research is not encouraging.

Variation in response was observed among respondents on the availability of time. A sizeable proportion (43.1 percent) of the school principals agreed that teachers have ample time to research work in addition to their regular and other school duties. However, considerable number (39.7 percent) of teacher respondents said that it is difficult for them to be engaged in research work due to heavy teaching load and other co-curricular activities.

The relevance of action research courses given in TTIs and TTCs was assessed. It was found that the courses were satisfactory. The theoretical nature of the courses was the main deficiency as a result of which they are not applicable and supportive in the real world situation.

According to the study, weak relationship among teachers is observed in facilitating the work of action research. Most of the time teachers are not cooperative to support partners to the additional work assigned by school authorities during their spare time.

However, the principals observed the enthusiasm and support of parents positively.

The study revealed that the very low level of moral support and material incentives provided by higher officials to do action research demotivated those who do want to carry out research.

Moreover, respondents were dissatisfied on the overall support made by Wereda and other experts. The study further revealed that even the support given from school authorities in facilitating action research is very low.

In the study, about ten possible impediments to do action research were identified; out of them, the following five were the major ones. They ranked in the following order.

1st -The underdeveloped research culture

2nd -Lack of the necessary knowledge

3rd - Lack of training in basic research skill

4th - Shortage of material support for teachers

5th - Lack of finance

Furthermore, hindrances like

1. Principals' active engagement in party politics rather than the school work
2. Lack of fair teachers' appraisal system in schools
3. Lack of clear indication to teachers that action research is part of their duty, were suggested by respondents as additional problems to carry out action research in schools.

However, surprisingly 100 percent of the principals and 72.3 percent of the teachers affirmed that teachers' should be engaged in action research even when resources are scarce.

Besides, one can also observe from the study that the great majority (94.8 and 81.0 percent) of principals and teachers respectively agreed that practicing research should not be left only to researchers but can also undertaken by teachers.

4.2 Conclusion

Educational policies as well as the teaching learning process should always be based on well-conceived research results. That is why the education and training policy, the strategy and the career structure of MOE gave priority to educational researches and call for teachers to be researchers as well.

In this regard, it may be concluded that the policy is far from being realized in Sidama zone, because the study revealed that the majority of the schools do not have a single research result. Moreover the existing level of participation of teachers to carryout action research is marginal.

The hindrances are many and various that made action research activity difficult. For schools to function effectively, they need adequate resources. Teachers and other education administrative officials will need access to the necessary

equipment, finance and support service to do the job. One of the factors, which reduce group moral and effectiveness, is deprivation of resources, which are required for the smooth function of activities. In this regard, however, the finding of the study showed that resource availability in schools is a straightforward picture of shortage. Besides, lack of research skill and the opportunity to participate in training and workshop make the problem severe. In the meantime considering research as a tough subject by teachers, the undeveloped research culture in the schools, unsatisfactory leadership and shortage of time to teachers are found to be hurdles standing in the way of action researcher's progress.

Though there are many observed obstacles the finding revealed that teachers have shown interest in action research. And they appraised positively the impact of research-based teaching and its contribution to the enhancement of quality education. As a result, they have agreed that studying educational problems should be their obligation and they are ready to be engaged in research work even under such difficulties mentioned.

In conclusion, it could be said that there is high enthusiasms from the teachers' side to be involved in action research provided that the obstacles so far mentioned are recognized and removed. Thus in orders to facilitate teachers' participation in action research, the following recommendation put forwarded.

4.3 Recommendations

On the basis of the findings obtained and the conclusions reached, the following suggestions are forwarded.

1. Unlimited effort must be exerted to develop research culture in schools. To this end schools, Weredas, and zonal educational offices should make all the necessary prerequisites beginning from formulating a clear research policy guideline to intensely follow up teacher's engagement in research work
2. Long and short-term training, Seminars, workshops open discussions forums, and the like could create a dynamic atmosphere for research activities. While conducting such program
    a) Avoid very formal and theoretical trainings that are nearly limited to telling what the essence and the characters of research are. Rather, more of practical activities, which provide the essential skills, which were not covered during their formal training in the TTIs and TTCs, should be considered.
    b) If one or two teachers who are relatively better oriented with research are selected from each school and given short intensive training, it will be possible to use them as facilitators of the research work in their respective schools, with minimum cost and time.
3. Critical consideration of essential needs of schools during the annual planning and budget preparation is paramount importance to provide materials required to implement activities such as action research. The

cooperation of non-governmental organizations within the zone, can be considered as good means of sources to cover budget deficit so that hindrance due to lack of resources can be minimized.

4. Organizing groups in the form of clubs could facilitate the action research more. The club divided into small groups can undertake activities such as materials (publishing, books) collection for reference, communication, Liaison with similar groups and disseminating results. These can develop the spirit of teamwork and highly encourage the development of research culture and growth of the profession at large.
5. A desk which follows and coordinates research work in schools need to be established and people should be assigned in Weredas and zone educational office for facilitation. Those people should have a clear vision to action research and be competent enough to coordinate the work.
6. The main objective of research activity in schools is to bring desirable changes in the teaching-learning situation. So any research finding should not remain in that particular school only. Rather.
    a) Building a sort of research team who has the potential to prepare workshops, seminars, and discussion forums to disseminate or report the research findings to other teachers is very important.
    b) Establishing outlets using relatively simple and less expensive materials that can help to disseminate the findings. Such outlets could be magazines, dailies, journals, and newsletters.

Moreover the findings should be presented in simple and non-technical language, to be understood by any person who is not acquainted with research jargons.

7. Lack of resources substantially affected the work of action research in schools. Thus people in the hierarchy should provide facilities like stationary, books, reading materials if possible different machines, which could make the work easy.
8. Teacher education is the vehicle for preparing those who wish to practice in the teaching profession. In this regard the courses should provide opportunities for the trainees to develop research skill. It is impossible to expect teachers to be engaged in research activities if they received so little training time. So TTIs and TTCs in the region should revise their curriculum and:
   a) Allocate enough time for action research in each course.
   b) Give more emphasis for applied research courses rather than the theoretical part. Such measures can encourage students' participation more rather than rote memorization of theories.
9. Universities and colleges can help teachers to become more professional and strengthen their research work. In this regard, conducting in-service sessions for group of teachers could be possible. In the meantime providing courses, which make school authorities and some of the teachers action research facilitators could also be realized.

While in facilitating the group will be acquainted with preparing projects conveying meetings providing assistances with all the necessary technique, design the ways how to follow up the implementation of the projects, help with reporting and publicize up projects.

10. One of the constraints to carry out action research is shortage of time for teachers. In most cases teachers lack time and they may resist considering running action research, which is a time consuming endeavor. In this case some of the following mechanisms could help as solutions.

    a) Since teachers teach half a day, convincing them to use their remaining time to the research work may have fruitful end. Here the concerned school officials should do every thing possible, like giving incentives, acknowledging the research work, giving academic credit for their effort could be motivators to spend their " free" time for researching the problems observed In their school compound.

    b) Establishing realistic schedule to collect data and report the finding is also another idea to be proposed. At the same time releasing teachers for a short period of time from face to face teaching could also be used as an alternative.

11. Teachers may think and consider that action research is a complicated activity, which needs sophisticated and exhaustive methodology. It doesn't mean to be an onerous process, which affect the daily work of the over stretched teacher. It could be as simple as spending few minutes at the end of the period if not possible at the end of each school day. The teacher records his observation about the day. He will do repeatedly for some times. Then things could be simple to identify his class problems and to suggest solutions accordingly. Finally the findings lead him to write and develop new methods and strategies. The daily findings and solutions exercised, definitely will contribute a lot towards the improvement of the teaching and learning process and to lead the desired result.
12. The importance of "Action research" and the possibility of arriving at the solutions have to be recognized by the authorities. They, themselves have to be persuaded that they should acquire the knowledge of action research and guide their subordinates to carry on the project effectively.
13. Government should not be limited to setting policy. It should strictly follow its implementation and as the same time involve by inviting teachers and other co-workers in the area through discussion. Discussion helps to make teacher aware of the policies and strategies that are issued but may not have reached the schools. As a result understanding the importance of research and taking coordinated action to alleviate problems hindering action research could be a simple task.

This in turn will pave the way to the effective implementation with increased effort.

14. Putting the career structure into practice fairly has also significant contribution for effective action. The evaluation criteria should strictly adhere to teachers' performance pertinent to the school activities. In this regard schools should avoided partiality and bias and expected to promote teachers based on their merits if this is observed properly it will have positive impact on the engagement of teachers in action research.

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Appendix -A

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management.

A questionnaire to be completed by upper primary school principals, deputy Principals and Teachers.

Dear respondents,

It is obvious that action research makes teachers more effective on their teaching and enables them to observe the development of their students. In this regard there is nothing that makes them happy more than seeing their students better life and development.

The main purpose of this study is to collect data on the problems of carrying out action research by upper primary school teachers of Sidama zone. It is assumed that the finding of the research and its recommendations will serve as an input to solve the day-to-day instructional problems of teachers in particular and the quality of education in general.

Therefore I would like to request you to fill in this questioner objectively and with complete answer. Since the success of the study will depend on your response, I would like to request you again to be genuine and honest while filling the questionnaire.

Please be informed that there is no need to write your name in any of the questionnaire and the information you give will be kept confidential.

Thank you once more

Part One: Personal Data/profile

Instruction: Please complete this part of the questionnaire by putting a check mark(x) against your response or give answer whenever necessary.

1. Age: a) 25 years and below
   b) 26-35 years ☐
   c) 36-45 years ☐
   d) 45 years and above ☐
2. Sex: a) Male ☐
   b) Female ☐
3. Present Post: a) Principal ☐
   b) Assistant principal ☐
   c) Teacher ☐
4. Total years of service in Teaching: ☐
   a. 5 years and below ☐
   b. 6-10 years ☐
   c. 11-15 years ☐
   d. 16-20 years ☐
   e. 21 years and above ☐
7. Academic qualification:
   a. TTC ☐
   b. TTI graduate + TTC ☐
   c. Other, please specify _____

Part Two

Section - one Instruction. The following items are designed to identify the current level of action research in the upper primary schools.

1. Do you carry out action research in your school?
   a) yes b) no
2. If your answer for number 1 is yes how many research works do you have?
   a) one b) two c) three d) four e) more than four

If your answer for number 1 is 'no' please answer each item by putting a check mark (X) in the box below the choices, which most closely represent your opinion about the statements using the following rating scale, i.e.

1. to "very low",
2. to "low",
3. to "Medium (average)",
4. to "High",
5. to "Very high",

(NOTE; you are kindly requested to give answers for the questions below, even your answer for number 1 is 'yes' and unsatisfactory activity is observed).

No	Items	1	2	3	4	5
3	The current status of action research in your school is					
4	The level of interest of teachers to carryout action research					
5	Existing level of knowledge of teachers to do action research					
6	Existing level of skills of teachers to do action research					
8	Availability of time for teachers to do action research					
9	Availability of books (reference materials) in the library for teachers to undertake action research					
10	Availability of news papers, Journals articles and other important unpublished materials for teaches to carry out action research					
11	The extent of availability of financial assistance for					
12	The level of availability of stationary and other research materials for teachers to carry out action research					
13	The degree of appreciation of the value of action research by teachers					
14	Availability of research place (room) for teachers to undertake action research					
15	The existing level of teachers participation in action research					
16	The level of adequacy of research course at T.T.C's and T.T.I's to carry out action research					

Part Two

Section - Two. Impediments of action research

Instruction 2. The following items are expected to be hindrances to do action research at school level. You are kindly requested to indicate your level of agreement or disagreement by writing the following numbers. i.e.

1 to Highly disagree" , 2 to "Disagree", 3 to "Undecided",4 to "agree", 5 to "Highly agree".

No	Items	1	2	3	4	5
1	The enthusiasm of school teachers to do the best for their work and pupils is very low					
2	The enthusiasm and support of parents for schooling and teachers work is very low					
3	The unsupportive nature of teachers towards each other effects the school research work					
4	Over loading (too many lesson periods) of school teachers make teachers busy and less attentive for research work					
5	The demand for teachers from different clubs and school activities make teaches busy and less attentive for action research					
6	The over stretched social commitment of teachers force them to give less attention to research work					
7	The interest of teachers' is more to fulfill their personal motives rather than the profession requires					
8	Working place (school atmosphere) for teachers to do action research is inviting.					
9	Research is the work of trained professionals but not teachers					
10	Studying educational problems should be considered as the day-to-day work of teachers					
11	Other than the day to day lesson-periods teachers should be evaluated by their research work					
12	Teachers could improve their teaching methods, if they get involved in action research					
13	Teacher could be more creative and improve their classroom management, if they get involved in action research					
14	Though there are limitations in materials, time and other facilities teachers should do their best to improve their teaching by doing action research					
15	Lack of reference material in the school make things impossible for teachers to be engaged in action research					
16	Limited skill and uniqueness of research language tends to loose teacher; confidence to do action research					
17	The school authorities attitude is not encouraging to do additional work other than instructional activities					
18	Lack of adequate research knowledge hindered teachers to undertake action research					
19	Lack of adequate training in research methods hindered teachers to undertake action research					
20	Lack of work shop on the field of research hinders teachers to do action research					
21	The culture of research work is not developed in this school					
22	Inadequate research dissemination affects the activities of research					
23	Lack of moral and material incentives from higher officials is a drawback to do action research in this school					
24	Lack of money to facilitate the research work is a hindrance to do action research					

Part Two

Section- Three. Principals' and deputies' role in encouraging action research in schools.

Instruction: the following questions refer to how the school principals encourage teachers to conduct action research. Please, place a check mark (X) in the column, which most nearly reflect the role of the principal about the statement using the following five point rating scale.

1 to "Very low"

2 to "Low"

3 to "Average"

4 to "High"

5 to "Very high"

No	**In my school, the principal...**	Frequency Low to High				
1	Shares ideas with teaches on how to improve the school activities	1	2	3	4	5
2	Provides clear sense of direction for teachers to conduct action research in groups/on individual basis					
3	Recognizes the importance of action research					
4	Provides material support for teacher to undertake action research					
5	Plans to encourage teachers to under take action research					
6	Organizes a committee and sets clear criteria to under take action research					
7	Allocates budget to enable teachers to conduct action research					
8	Tries to carryout action research					
9	Facilitates action research activities					
10	Involves Wereda education experts and offices to discuss on the activities of action research					
11	Provides financial incentives to those who made efforts to carryout action research (if there is any)					
12	Make effort to disseminate research results to other schools, Wereda educational office and the region to boost teachers' morale					

Part Two

Section Four. The rank order of factors that inhibit teachers' research undertakings

Instruction. Which of the following factors do you think will inhibit action research in your school? Please, put them numerically in rank-order (1,2,3, . . .10) in the space provided.

_____1. Lack of interest for teachers.

_____2. Shortage of material support for teachers.

_____3. Shortage of time for teachers.

_____4. Lack of finance

_____5. Absence of moral incentives for teachers.

_____6. Lack of awareness about its value. (the undeveloped research culture)

_____7. Lack of the necessary research knowledge and skills.

_____8. Lack of training in basis research skills.

_____9. Negative attitude of school authorities towards action research

_____10. Lack of the necessary reference and other related reading materials in the school.

Others, if any (please specify) _____

_____

_____

Part Two

Section - Five: Suggestions to promote action research

Instruction: Please list down any further suggestion, which you think, would help to promote action research in schools.

a) _____

b) _____

c) _____

d) _____

Thank you once again!!

Appendix -B

Unstructured interview to be responded by Zonal and Wereda educational officials.

1. Do teachers of the upper primary schools of Sidama zone carry out action research?
2. In accordance with the new education policy, the strategy and the currier structure, emphasis has been given to make teaching research based. However there is no any significant attempt of practical experience. What do you think are the major obstacles?
3. Although the educational research activity practiced by teachers in the zone is insignificant, is there any encouragement provided to the few attempts made?
4. What measures have been taken to train and give workshops for the concerned people in the area?
5. What do you recommend to overcome the problem observed?

ቀን: 5/6/96

ለሚመለከተው ሁሉ:-

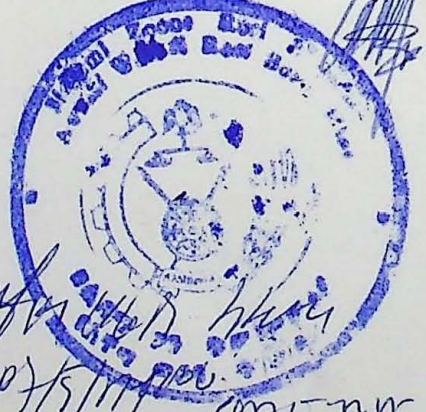
በድህረ ምረቃ ፕሮግራም ትምህርታቸውን የሚከታተሉት ወ/ሮ አስቴር ዓለሙ በአንደኛ ደረጃ ት/ቤት በተለይም በሁለተኛው ሳይክል ላይ መምህራንን አክሽን ሪሰርች (Action research) እንዳይሰሩ የሚያግዷቸውን አበይት ምክንያቶችን በተመለከተ ከወረዳው ት/ቤቶች ፅ/ቤት መረጃ ማሰባሰባቸውን በአክብሮት እንገልፃለን::













ቀን: 5/6/96

ለሚመለከተው ሁሉ:-

በድህረ ምረቃ ፕሮግራም ትምህርታቸውን የሚከታተሉት ወ/ሮ አስቴር ዓለሙ በአንደኛ ደረጃ ት/ቤት በተለይም በሁለተኛው ሳይክል ላይ መምህራንን አክሽን ሪሰርች (Action research) እንዳይሰሩ የሚያግዷቸውን አበይት ምክንያቶችን በተመለከተ ከዞን ትምህርት መምሪያ መረጃ ማሰባሰባቸውን በአክብሮት እንገልፃለን::



Chi-Square Test for Previous Research Conducted by Teachers

Response	Observed frequency of Prnicipals	Observed frequency of Teachers	Observed frequency Sum	Expected frequency of Prnicipals	Expected frequency of Teachers	Exp-Obs.for Principals	Exp-Obs.for Teachers
yes	5	22	27	4.37430168	22.6257	-0.625698	0.625698
no	53	278	331	53.6256983	277.3743	0.625698	-0.625698
Sum	58	300	358	58	300		

X^2= 0.0895+0.0073+0.0173+0.0014

X^2= 0.12

$$X^2 = \sum_{i=1}^{4} \frac{(ei - oi)^2}{ei}$$

where oi=Observed frequency,
ei=Expected frequency

Response	Observed frequency of Prnicipals	Observed frequency of Teachers	Observed frequency Sum	Expected frequency of Prnicipals	Expected frequency of Teachers	Exp-Obs.for Principals	Exp-Obs.for Teachers
a- One	3	17	20	3.84615385	16.15385	0.846154	-0.846154
b- Two	2	4	6	1.15384615	4.846154	-0.846154	0.846154
c- Three	0	0	0	0	0	0	0
d- Four	0	0	0	0	0	0	0
e- >4	0	0	0	0	0	0	0
Sum	5	21	26	5	21		

X^2= .186+0.621+0.044+0.148

X^2= 0.99

$$X^2 = \sum_{i=1}^{4} \frac{(ei - oi)^2}{ei}$$

where oi=Observed frequency,
ei=Expected frequency

Chi-Square Test for Teachers Existing Competience and Interest for Doing Action Research

1. Chi-square test for level of knowledge of teachers to do Action research								
Response	Observed frequency of Prnicipals	Observed frequency of Teachers	Observed frequency Sum	Expected frequency of Prnicipals	Expected frequency of Teachers	Exp-Obs.for Principals	Exp-Obs.for Teachers	
a- Very high	0	11	11	1.782122905	9.21787709	1.78212291	-1.78212291	
b- high	12	53	65	10.53072626	54.4692737	-1.46927374	1.46927374	
c- Medium	22	103	125	20.25139665	104.748603	-1.74860335	1.74860335	
d- Low	18	91	109	17.65921788	91.3407821	-0.34078212	0.34078212	
e- Very low	6	42	48	7.776536313	40.2234637	1.77653631	-1.77653631	
Sum	58	300	358	58	300	0	0	

$$X^2 = \sum_{i=1}^{4} \frac{(ei - oi)^2}{ei}$$

X^2= 3.04

$(ei-oi)^2/ei$		X^2
1.78212291	0.34454376	
0.20499681	0.03963272	
0.15098285	0.02919002	
0.00657631	0.00127142	
0.40584666	0.07846369	
2.55052554	0.4931016	3.04

where oi=Observed frequency of i thclass,
ei=Expected frequencyof i thclass

2. Chi-square test for level of skill of teachers to do Action research

Response	Observed frequency of Prnicipals	Observed frequency of Teachers	Observed frequency Sum	Expected frequency of Prnicipals	Expected frequency of Teachers	Exp-Obs.for Principals	Exp-Obs.for Teachers
a- Very high	3	9	12	1.944134078	10.0558659	-1.05586592	1.05586592
b- high	13	57	70	11.34078212	58.6592179	-1.65921788	1.65921788
c- Medium	19	92	111	17.98324022	93.0167598	-1.01675978	1.01675978
d- Low	15	103	118	19.11731844	98.8826816	4.11731844	-4.11731844
e- Very low	8	39	47	7.61452514	39.3854749	-0.38547486	0.38547486
Sum	58	300	358	58	300	0	0

$$X^2 = \sum_{i=1}^{4} \frac{(ei - oi)^2}{ei}$$

X^2= 2.12

$(ei-oi)^2/ei$		X^2
0.57344442	0.11086592	
0.24275257	0.04693216	
0.05748688	0.01111413	
0.88675152	0.17143863	
0.01951413	0.00377273	
1.77994952	0.34412357	2.12

where oi=Observed frequency of i thclass,
ei=Expected frequencyof i thclass

Teachers existing competience and interest for doing action research (Cont.)

3. Chi-square test for interest of teachers to do action research

Response	Observed frequency of Prnicipals	Observed frequency of Teachers	Observed frequency Sum	Expected frequency of Prnicipals	Expected frequency of Teachers	Exp-Obs.for Principals	Exp-Obs.for Teachers
a- Very high	5	33	38	6.156424581	31.8435754	1.15642458	-1.15642458
b- high	19	123	142	23.00558659	118.994413	4.00558659	-4.00558659
c- Medium	20	89	109	17.65921788	91.3407821	-2.34078212	2.34078212
d- Low	14	38	52	8.424581006	43.575419	-5.57541899	5.57541899
e- Very low	0	17	17	2.754189944	14.2458101	2.75418994	-2.75418994
Sum	58	300	358	58	300	0	0

$$X^2 = \sum_{i=1}^{4} \frac{(ei - oi)^2}{ei}$$

$X^2 = 9.15$

where oi=Observed frequency of i thclass,
ei=Expected frequencyof i thclass

$(ei-oi)^2/ei$		X^2
0.21722313	0.04199647	
0.69742729	0.13483594	
0.31027767	0.05998702	
3.68983299	0.71336771	
2.75418994	0.53247672	
7.66895103	1.48266387	9.15

Sample example for calculating T-value of statement 1 in Table 8

Attitude of respondents towards the impediments of action research response in percent
(Group 1 : School principal respondents, N = 58
Group 2 : Teacher respondents, N = 300)

Percent/Principal/	0.00	51.72	15.52	27.59	5.17	100.00
Actual value	0	30	9	16	3	58
Percent/Teacher/	7.33	26.33	16.33	30.33	19.67	100.00
Actual value	22	79	49	91	59	300

Rating(Ri)	Frequency(fi)	Rifi	(Ri-mean)^2
5	0	0	3.4673008
4	30	120	0.7431629
3	9	27	0.019025
2	16	32	1.294887
1	3	3	4.5707491
sum	58	182	10.095125

mean=Sum/N= 3.137931034 var= 0.174054

Ri	fi	Rifi	(Ri-mean)^2
5	22	110	5.2288444
4	79	316	1.6555111
3	49	147	0.0821778
2	91	182	0.5088444
1	59	59	2.9355111
sum	300	814.00	10.410889

mean=Sum/N= 2.71 var= 0.034703

Sd diif= 0.055826566
t-value=(mean1-mean2)/sd dif = 7.605657

Where Var= Variance or variability in each group= $\sum_{i=1}^{i=5} \frac{fi * (Ri - Mean)^2}{N}$

Sd diff = Squ-root(Var1/N1 +Var2/N2)

Rho Result for Hindrances in Doing Action Research (Table 10)

	Respondents						
	Principals		RHO-measure				
	(N = 58)		Prin.	Teach.		D= Rank differ.	D^2
No	Mean	Rank	Rank	Rank			
1	5.38	6	6	8		-2	4
2	4.55	4	4	4		0	0
3	7.58	9	9	9		0	0
4	4.62	5	5	7		-2	4
5	6.34	8	8	5		3	9
6	3.59	1	1	3		-2	4
7	3.76	2	2	2		0	0
8	4.21	3	3	1		2	4
9	9.28	10	10	10		0	0
10	5.59	7	7	6		1	1
	Rho =		Sum				26
		Rho= 1-(6*Sum(D^2)/n(n^2-2))					0.84

Where D= Rank difference b/n Principals & teachers

Declaration

I, the undersigned declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name _____

Signature _____

Date of Submission _____

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

Name: Ayaharu Shibeshi

Signature:

Date: 31-05-2004