



Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

**Factors that Hinder Teachers to Conduct Action Research in Secondary
Schools: Guto Gida Woreda in East Wollega Zone in Focus**

By: Amanuel Feyera

Advisor: Befekadu Zeleke (PhD and Associate Professor)

**A Thesis Submitted to the Department of Educational Planning and
Management in Partial Fulfillment of the Requirements for Degree of Masters
of Arts in School Leadership**

June 2023

Addis Ababa, Ethiopia

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Declaration

I, the undersigned M.A candidate, declare that this study is my original work and not presented for any degree in any university. All the sources used in this study are properly acknowledged.

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As M.A Thesis supervisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Amanuel Feyera entitled, **Factors that hinder Teachers to conduct Action Research in Secondary Schools: Guto Gida Woreda in East Wollega Zone in Focus.** Therefore, I recommend that it is to be submitted as fulfilling M.A Thesis.

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As members of the Board of Examiners, we, the open defense examiners, certify that we have read and evaluated the thesis prepared by Amanuel Ferera. We recommended that the thesis is accepted as fulfilling M.A requirement for the degree of Masters of Arts in School Leadership

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ACKNOWLEDGEMENTS

Many people supported me morally, materially and financially for the accomplishment of this thesis. For this reason, I would like to thank them sincerely. First, I would like to thank my supervisor, Dr. Befekadu Zeleke, for his constructive comments, advices, guidance and welcoming approaches.

Second, my gratitude also goes to all the sample secondary school teachers, school principals, and supervisors of Bekumsa Biya, Kersa Jobir, Lugo and Ukke Secondary Schools. The participants of the study were very much cooperative and hospitable during the time of data collection.

Third, my staff, colleagues and friends deserve special thanks for providing me constructive comments during different stages of this thesis. My heartfelt thanks also go to my family members for their immense supports during my study. I thank them all.

ABSTRACT

The purpose of this study was to investigate factors that hinder teachers to conduct action research in secondary schools of Guto Gida District, East Wollega Zone, Oromia Regional State, Ethiopia. To attain the objective, descriptive survey design was employed. A total of 96 participants were included in the study through simple random sampling technique. Data was collected from the research participants through questionnaire, interview and document analysis. The data collected through the questionnaire was analyzed via descriptive statistics using SPSS version 20. On the other hand, the data collected through interview was transcribed, coded and categorized based on the similar themes that were repeatedly said during the interview. Accordingly, the result of the study showed that the participants of the study held relatively positive and favorable beliefs about doing action research in schools. They believed that doing action research was part of their teaching and learning practices, and it helps them self-reflect on their teaching practices, gain a better understanding of their teaching practices, develop their profession, increase their students' achievement, and above all it ensures quality of education. However, in spite of their positive beliefs, it was investigated that the teachers did not involve actively in the preparation and execution of action research. The teachers rarely conducted action research to improve their teaching and learning practices. The support given by school principals to teachers was also found to be low. The result of the study also showed that there were various challenges that hindered the effective practice of action research in the secondary schools under the study. These challenges included: absence of financial and material support, being overloaded, lack of motivation of teachers, absence of research culture in the schools, lack of suitable working environment, insufficiency of reference materials, absence of training for teachers, lack of integration among the stakeholders, inadequate evaluation, and above all there was less commitment of school governing bodies regarding the practice of action research in the secondary schools. Therefore, the Ministry of Education should provide schools and teachers with the necessary moral, material and financial supports to do action research in schools.

Key Words: Action Research, Beliefs and Factors

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CHAPTER ONE: INTRODUCTION

The main purpose of this study is to investigate factors that hinder secondary school teachers to conduct action research. Accordingly, this chapter establishes the background of the study in relation to teachers' experiences of conducting action research in school environment. It also addresses statement of the problem by giving emphasis to its extent, and the gap that the study tries to fill. In line with the problem, the basic research questions are framed and the specific objectives are set. Significance of the study, scope of the study, organization of the study and definitions of key terms are also discussed in detail in the chapter.

1.1. Background of the Study

Research plays a key role in the development of a country in general and in the advancement of education sector in particular. Action research, which is part of educational research, plays a major role in the attainment of educational objectives. Action research improves the teaching and learning process thereby contributing to the improvement of quality education (Rust & Clark, 2012). Thus, there is high demand to engage teachers in action research to make teaching and learning activities meaningful, productive, and to empower the teachers in their profession. In the modern world, effective teaching requires teachers to be engaged in action research in order to improve the standard of their teaching and students' learning (Elliot, 2007).

The main purpose of action research is its effect for the improvement of teaching and learning practices and practitioners (Rust & Clark, 2012). It helps teachers identify school-based problems and seek solutions for the problems in a systematic manner. It also links theory to classroom teaching and learning practice, improves educational practice, empowers teachers, and promotes professional growth. It is mainly a means of improving teachers' problem-solving skills and increasing their confidence and professional self-esteem. It gives every teacher the chance to improve his or her teaching practices in classrooms, which ultimately improves the quality of teaching and learning in general and students' achievement in particular (Nugent, Malik & Hollingsworth, 2012).

Reflective teachers do not rely not only on traditional ways or on the advice of others to solve teaching and learning problems, but also conduct their own investigations to identify and solve the problems. Hence, action research can be a very valuable way to guarantee teachers' teaching practices and gain more understanding of themselves as teachers, their classrooms and their

students (Nugent, Malik & Hollingsworth, 2012). Through action research, teachers not only learn about themselves, their students, their curriculum, and their colleagues, but also they learn how to become role models for their students (Elliot, 2007). Thus, action research is one such powerful tool and strategy for teachers' professional development and quality teaching. It allows teachers to bring their own unique expertise, talents and creativity so that they can implement instructional programs to best meet the needs of their students.

Teachers are the best researchers of their own classrooms because they are the ones who really know the history and background of their students and the classroom activities taking place there. Johnson (2011) indicates that action research is an effective tool to solve educational problems. According to Mills (2000) as well, students' misbehavior, curriculum, assessment and school improvement plans are some of the problems that action research can solve. Action research also be used to evaluate program effectiveness to enhance student learning and it is a model that promotes inquiry, reflection of practice, and analysis of information. Thus, teachers are expected to conduct locally contextualized research which can lead them to solve practical problems at its small scale in the classrooms.

Similarly, Ethiopia introduced an Education and Training Policy in 1994 hoping to bring a paradigm shift in teaching and learning. The policy states that the teaching and learning process is to be integrated with action research. As to the policy, teachers at all levels are required to involve in action research activities and school principals are charged with responsibilities to facilitate and create favorable conditions for action research (MoE, 1994 & MoE, 2002). In addition to this, school programs like Teacher Education System Overhaul (TESO), Teacher Development Program (TDP), Higher Diploma Program (HDP), Continuous Professional Development (CPD) and others call for emphasis on action research (Dame, 2011). In these programs, action research is one of the elements expected to improve the teaching and learning process. Moreover, carrying out action research in schools is taken as one of the requirements for teachers' promotion purpose in their career structure (MoE, 1994).

In spite of all the above efforts of the policy, there is still a gap between what is intended and what is achieved with regard to the prevalence of action research in schools. Teachers are not in a position to conduct action research as actively as possible in schools (Amare 2000). Problems related to education are many in numbers and it is very common to hear about the deterioration

of its quality every time. Majority of teachers have inadequate awareness about the theoretical and practical aspects of action research (Asefa, 2014; Befekadu, 2014 & Dame, 2011). The practice of action research is almost non-existent, and the culture of undertaking action research is not well developed in the schools. The teachers' teaching practice is not changed yet. Teachers are still viewed as transmitters of knowledge and resource persons in the classrooms. Similarly, learners expect explicit knowledge transmission from their teachers (Adinew, 2015). Simply put, teachers are rarely reflective practitioners.

The current researcher's teaching experience and informal observations have also showed that secondary school teachers rarely conduct classroom action research in their schools. Teachers rarely identify problems or an area they wish to improve in their day-to-day teaching activities. They rarely conduct continuous action research and document the intervention and its results. With regard to this, Johnson (2011) stated that teachers shy away from seeing themselves as researchers, and they are reluctant to reflect on their teaching practice. Similarly, the research conducted by USAID (2006) stated that teachers in Ethiopia rarely know that one of the aims of action research is to improve the teaching practice and in the long run the whole curriculum.

There is a mismatch between what the literature says or the Ethiopian policy document indicates and the real practice of action research in schools. To consider the extent of the issue, discussions have also been made with colleagues if they have noticed similar scenario in their teaching experiences. They have also observed the issue in their teaching encounters and observations. Some literatures have also been reviewed by the current researcher to identify research gap in the area, and it has been realized that it is one of the recent and attention-seeking areas of research in teaching and learning. Thus, the current researcher is motivated and concerned to investigate factors that hinder secondary school teachers to conduct action research with reference to Guto Gida District, East Wollega Zone, Oromia Regional State, Ethiopia. Therefore, the current researcher believes that the problem needs professional intervention in the form of research.

1.2. Statement of the Problem

Teachers are nation builders. In Educational system as well, they play a great role in improving students' achievement. Their responsibility in schools goes beyond implementing the curriculum. They are expected to know how to recognize and solve problems that may arise within the classroom when they implement the curriculum. One major way of solving the problem is by

doing action research. The main objective of doing action research is to help teachers become reflective practitioners and lifelong learners. It allows teachers to develop their knowledge and skills continuously. It helps to study the real school situation with a view of improving the quality of teaching and students' achievement (Hopkins 2002). It is through action research that teachers examine themselves whether they are going on the right way or not in the teaching and learning process. Generally, action research plays a tremendous role in improving professional efficiency and the quality of classroom teaching and learning.

However, although teachers are key role players in the education system and the ones who would be concerned with the educational problems, they rarely conduct action research to solve the problems. Or else they do action research simply for the sake of fulfilling the requirement rather than solving classroom problems. There is rare empirical evidence to indicate the extent to which secondary school teachers are currently engaged in action research, and use its result to solve real educational problems in their classrooms. The involvement and support of the principals and other educational officers are also low to improve the practice of action research (Asefa, 2014).

In relation to the above problem, some local studies were reviewed to make out research gap and to rationalize the significance of the current study. For example, Biruk (2013) concluded that the practices of teachers in conducting action research were very low. He added that the knowledge and skills of secondary school teachers in the study area (Sululta) were sufficient, but their involvement in undertaking action research was insufficient. The roles of school management in encouraging teachers to conduct action research were also insufficient. Meskerem and Abraham (2014) also found out that most of Bahir Dar town primary school teachers' involvement in action research is below expectation though they have positive attitude towards its importance. Similarly, Dame (2011) concluded that majority of the teacher educators in Oromia had inadequate awareness about the theoretical and practical aspects of action research. The practice of action research is almost low, and the culture of undertaking it is not well developed in the colleges. Befekadu (2014) as well disclosed that the current status of action research conducted in government secondary schools was found to be very low.

Regardless of the impediments that obstruct teachers from conducting action research, it is a must for teachers to participate in educational research to improve quality of teaching and learning in schools. Moreover, teachers are encouraged to conduct action research for their

professional growth. They are expected to conduct locally contextualized research which can lead them to solve practical problems at its small scale. Therefore, teachers' commitment to improve students' learning and love for their profession is the most considerable factors in implementing action research.

Hence, the general objective of this study is to investigate factors that hinder secondary school teachers to conduct action research in their respective schools. Therefore, the present study is different from the previous local studies in three ways. First, no study focused on the teachers' unobservable mental construct (their belief about action research) primarily because their beliefs determine their practical actions. Second, the current study found out the extent to which the teachers conduct action research to solve school problems. Third, this study also investigated the potential challenges that hinder the teachers to conduct action research. In relation to this, the roles that the school principals play to support teachers to conduct action research was examined. Contrary to this, the aforementioned local studies focused on the teachers' practices of action research in different educational levels.

1.3. Basic Research Questions

In order to fill the gap stated before, the following basic research questions need to be answered.

- 1) What beliefs do secondary school teachers hold about doing action research?
- 2) To what extent do the secondary school teachers conduct action research to solve school problems?
- 3) What are the challenges that hinder the secondary school teachers to conduct action research?
- 4) Do the secondary school principals support teachers to conduct action research?

2.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is to investigate factors that hinder teachers to conduct action research with special reference to Guto Gida District, East Wollega Zone, Oromia Regional State, Ethiopia.

1.4.2. Specific Objectives

Based on the above general objective, the following specific objectives are set.

1. To describe beliefs that secondary school teachers hold about doing action research.
2. To examine the extent to which the secondary school teachers conduct action research to solve school problems.
3. To analyze the challenge that hinders the secondary school teachers to conduct action research.
4. To identify whether secondary school principals support teachers to conduct action research or not.

1.5. Significance of the Study

This study generates some information which is pedagogically useful for teachers, students, school principals, teacher educators, syllabus designers, and interested researchers in the area. Teachers are beneficiaries of the results of the present study because it helps them enhance their theoretical and practical aspects about action research. The results of this study initiate the teachers to conduct action research to solve school problems. The results of the study also pave ways for the teachers to become better practitioners in the classrooms by minimizing teaching and learning problems. To realize the above claim, the current researcher has a plan to share the results of this study in the form of training and experience sharing with the teachers in the secondary schools under study.

Students can also be the beneficiaries of the results of the present study. When classroom practice is improved, it improves students' learning in one way or another. The results of this study also orient teacher educators to plan and execute pre-service and in-service trainings in terms of the theory and practice of action research. Curriculum experts and the administrators at various levels can draw lessons from the findings of the present study. This may help them to enhance the professional development of teachers. Finally, this study can possibly be used as a stepping stone for further research in the area. Hence, the results of the study might be published and all the beneficiaries can access online.

1.6. Scope of the Study

The study was confined to Guto Gidda District in East Wollega Zone, Oromia National Regional State, Ethiopia. There were four secondary schools that are included in the study. These are: Bekumsa Biya Secondary School, Kersa Jobir Secondary School, Lugo Secondary School and Ukke Secondary School. Guto Gida district was chosen because the problem under study had

been frequently observed in the area. Sampled secondary school teachers in the district were included in the study. Topically, the study focused on the factors that hinder teachers to conduct action research in the secondary schools. In relation to this, teachers' beliefs of action research, the extent to which the teachers participate in doing action research and the support of school principals to encourage teachers to conduct action research were investigated.

1.7. Limitation of the Study

The study was limited to the data obtained from the four secondary schools stated before in Guto Gida District in East Wollega Zone. Thus, care must be taken in generalizing the findings of this study to the other areas in different contexts of Ethiopia. Apart from this, the researcher faced one basic problem during the study. It was that few participants of the study were reluctant to fill in the questionnaire and to be interviewed because they considered the researcher as their faultfinder than real researcher. Even few participants resisted to give their responses. To overcome the problem, the researcher tried to persuade the participants by telling them the significance of the study and by assuring them the issue of confidentiality in the study. Despite the limitation, the study had achieved its purpose since the researcher is flexible and a man of purpose in convincing the research participants.

1.8. Organization of the Study

This study consists of five chapters. The first chapter deals with introduction that contains: background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study, organization of the study and definitions of key terms. Chapter two reviews literature that are related to the issue under the study. It reviews the previous works that are meant to provide background information in relation to factors that hinder teachers to conduct action research. Chapter three is all about the design and methodology of the study. It addresses the research design, sources of data, sites of the study, participants of the study, sampling techniques, instruments of data collection, techniques of data analysis, and considerations of ethical issues in the study. The fourth chapter covers presentation, analysis and interpretation of the data. The last chapter summarizes, concludes and recommends the study based on the key procedures and the findings.

1.9. Definitions of Key Terms

Action research: is a kind of educational research that deals with identifying school-based problems and seeks practical solutions for the problems. It is one of the strategies of teacher professional development (McNiff & Whitehead, 2010)

Belief: is a form of personal assumptions or it is what is taken as true by someone. A belief is the best indicator of the decisions teachers make in their profession as well as the strongest factor through which they can predict their teaching practice (Pajares, 1992).

Factors: are challenges that hinder secondary school teachers to conduct action research (Harnett, 2007)

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

The chapter reviews the previous works that are meant to provide background information about teachers' experiences of action research. It discusses, quotes, analyzes and evaluates some books, researches, articles, scholarly summaries and reports that are written in relation to the topic under study. Reviewing related literature is very essential to differentiate what has been studied from what needs to be studied, and to identify gaps that exist in the literature. Besides, review of related literature helps the researcher to locate his argument in the world of other scholars' views so as to rationalize the significance of the study. Reviewing literature is also very important to design relevant research instruments.

2.2. The Concept of Action Research

Different scholars define action research in their contents. However, the definition of classroom action research is more or less related. Waters-Adams (2006) defines classroom action research as a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. It is used to deepen your understanding about teaching and learning and develop your teaching skills and knowledge. Perrett (2003) also defines classroom action research as a method of finding out what works best in the classroom so that teachers can improve students' learning. There are many ways to improve knowledge about teaching. The goal of classroom action research is to improve teachers' own teaching in their own classrooms, departments, or schools.

Mills (2000) defines action research as a systematic inquiring conducted by teacher researcher, principals, school counselors and others stake holders in the teaching and learning environment to gather information about the ways that their particular schools operate; how they teach and how well their students learn. It allows school administrators to study their own schools or districts such as student behavior, specific curriculum, school improvement plans, assessments and many other educational issues. According to McNiff and Whitehead (2010), action research can be described as a process of finding different methods and approaches to enhance a practice; thus, action research is about creating awareness and understanding, in order to improve a certain practice, and often exhibits an educational objective.

According to Johnson (2012), action research is a form of self-reflective practice, and a model for teacher professional development. Action research is an applied research to answer a specific practical problem that results in action. It is a form of reflective process that enables practitioners or teachers to investigate learning problems and evaluate their work. Holter and Frabutt (2011) also state that the aim of action research is to help teachers become adaptive experts or reflective practitioners who are prepared for effective lifelong learning that allows them to develop their knowledge and skills continuously. Action research helps to study the real school situation with a view of improving the quality of teaching and students learning achievement. Hopkins (2002) adds that action research aims to improve one's own professional judgment and to give insight about how to achieve desirable educational goals.

Generally, classroom action research is research conducted in the classroom using an action to improve the quality of the teaching and learning process in order to obtain better results than before. Teachers are expected to conduct action research in their school in order to solve the day-to-day problems of education. Teachers are expected to follow and implement educational research findings in order to increase the quality of their teaching, and to solve problems that come up in their schools. This is a professional requirement for all teachers at all levels.

2.3. Types of Action Research

There are different kinds of action research. The following are some of the common ones.

2.3.1. Individual Teacher Action Research

Individual teacher research usually focuses on changes in a single classroom. A teacher defines an area or problem of interest in classroom management, instructional strategies or materials, or students' cognitive or social behavior. The teacher then seeks solutions to the problem. Students may or may not be directly involved in helping to generate alternatives and determining effects. If parents are involved, they are usually consulted as sources of information (Hathorn & Dillon, 2018). Individual teacher research is frequently inspired by university courses, a descriptive article about action research, or an encouraging supervisor, principal, staff development, or professor. Because support by administrators varies by site and by their personal interest in the area being explored, external agencies often provide teachers with the needed support. Sometimes the external agent acts as a mentor to the teacher.

Some individual teacher researchers use quantitative data, developing measures and forming and testing hypotheses. They experiment with different actions fashioned to address the problem, study and record the effects of those actions, and keep, modify, or discard ways of acting based on their findings. Some teachers use qualitative data in similar processes. A few teachers, operating more like phenomenologists, prefer to let the hypotheses emerge from the process (Holter & Frabutt, 2011). The primary audience for the results of individual teacher research is the teacher conducting the research. If students have participated directly in the investigation, then they, too, form part of the primary audience. Whether the results are shared with secondary audiences through staff development presentations, professional conferences, school district newsletters, or articles in professional journals is at the discretion of the individual teacher.

2.3.2. Collaborative Action Research

Collaborative research involves a group of people researching a specified topic. Depending on the numbers of teachers involved, collaborative action research can focus on problems and changes in a single classroom or on a problem occurring in several classrooms. A research team might even take on a district wide problem, but focus its inquiry on classrooms. The research team may include as few as two persons, or it may include several teachers and administrators working with staff from a university or other external agency. The team follows the same investigative and reflective cycle as the individual teacher-researcher (Hodgson, Benson & Brack, 2013). Teachers engaged in collaborative action research generally volunteer to participate or seek out affiliation with local university personnel who have expertise in particular curriculum areas. Professors, district office personnel, or principals may recruit teachers to explore an area in need of improvement.

While the work between school or district practitioners and university personnel is collaborative and mutually beneficial, a major benefit to practitioners is the almost tutorial role university personnel play in helping them develop the tools of social science inquiry. Some groups stay together for several years, conducting several studies in areas of common interest, while their technical skills and expertise in inquiry continue to grow. Such collaboration also generally improves collegiality (Hodgson, Benson & Brack, 2013).

2.3.3. School-wide Action Research

Action research programs are generally created from a problem found within an entire school. When a program is researched for an entire school, it is called school-wide action research. For this type of action research, a school may have concerns about a school-wide problem. This can be lack of parental involvement or research to increase students' performance in a certain subject. The entire staff works together through this research to study the problem, implement changes, and correct the problem or increase performance (Hodgson, Benson & Brack, 2013). In school-wide action research, a school faculty selects an area or problem of collective interest, then collects, organizes, and interprets on-site data. Data from other schools, districts, or the professional literature are funneled into the collective decision-making process of the faculty, who then determines the actions to be taken. The process is cyclic and can serve as a formative evaluation of the effects of the actions taken.

School-wide action research focuses on school improvement in three areas. First, it seeks to improve the organization as a problem-solving entity. With repeated cycles, it is hoped that faculty members will become better able to work together to identify and solve problems. Second, school-wide research tries to improve equity for students. For example, if the faculty studies the writing process in order to offer better instructional opportunities for students, the intent is that all students benefit. Third, school-wide action research tries to increase the breadth and content of the inquiry itself. Every classroom and teacher is involved in collective study and assessment. In addition, faculty members may involve students, parents, and even the general community in data collection and interpretation and in the selection of options for action (Hodgson, Benson & Brack, 2013).

2.4. Purposes of Conducting Action Research

In Education, the main goal of action research is to determine ways to improve the lives of students (Mills, 2011). At the same time, action research can enhance the lives of those professionals who work within educational systems. Action research helps teachers to develop new knowledge directly related to their classrooms, promotes reflective teaching and thinking, expands teachers' pedagogical repertoire, puts teachers in charge of their craft, reinforces the link between practice and student achievement, and improve the quality of teaching and learning in the classroom.

The purpose of action research in education is also to improve teaching and learning by taking a collaborative, reflective, problem-solving approach to investigating classroom practice. McNiff and Whitehead (2010) add that action research is not only about professional practice, but its' main purpose is to improve a certain existing practice while creating new knowledge. It is often carried out through collaborative work and contains questioning, examination and reconstruction of existing knowledge. Therefore, providing teachers with the necessary skills, knowledge, and focus to engage in meaningful inquiry about their professional practice can enhance this practice, and effect positive changes concerning the educative goals of the learning community.

One of the most important principles that make action research beneficial to communities and favorable to researchers is its attentiveness to human condition and its attention to solving community-based problems. Stringer (2007) stated that the goal of action research is to help solve complexities that people in different groups or communities face, thus helping them solve their problem and understand their situation better. Consequently, of all the research methods, action research is the most attentive to community and social issues. Stringer (2007) believes that action research is a constructive method of research since it is democratic and allows people to participate in the research process and promotes equality among individuals. Furthermore, action research is liberating since it offers humans, independence and autonomy from harsh situations and empowers them by allowing them to express their voice. Therefore, this practice creates teachers who are active knowers and are responsible for enhancing their professional skills, as well as making them critical agents who are able to use acquired understanding to change their practices.

Johnson (2011) asserts that action research bridges the gap between research and practice. For instance, the theoretical components underpinning action research practice are used to help practitioners understand and observe what is happening in a classroom setting. In a similar vein to the enhancement of the professional disposition of teachers, action research encourages teachers to become continuous learners within their classrooms and schools (Mills, 2011). Because of the professional, reflective stance required by practitioners engaged in the action research sequence, teachers are further encouraged to examine the dynamics of their classrooms, ponder the actions and interactions of students, validate and challenge existing practices, and take risks in the process.

2.5. Steps to Conduct Action Research

Action research in education is a cycle of reflection and action inquiry, which follows the following steps (Holter & Frabutt, 2011; Khasinah, 2013 & Zeichner, 2003). The first step is identifying the problem. It is the first stage of action research that starts when teachers identify a problem or question that they want to address. To make an action research approach successful, the teacher needs to ensure that the questions are the ones they wish to solve.

The second step is reviewing literature. Reviewing literature related to one's topic of research is an important part of conducting all forms of research. In order to understand, locate, plan and evaluate a study more effectively, the action researcher needs to review literature in the field of his or her study. Review of related literature helps the researcher in understanding the issues related to the topic of research. It can also help in developing and refining the research topic or question selected for conducting action research. Moreover, it can help in identifying what has already been done in the field and what needs to be done. It also helps to be informed about the research methods used by other researcher in the field and also to evaluate their findings (Ado, 2013 & Cain & Harris, 2013).

Third, after identifying the problem and reviewing the relevant literature, the next step would be action planning which means to develop a plan of action. An action plan has the details of how to implement each idea. The research plan in action research guides the researcher towards the goal of arriving at an answer to the question that the study attempts to answer. The research plan specifies what needs to be done and how and when each step should be taken (Holter & Frabutt, 2011). Fourth, after formulating the action plan, the next important task for the researcher is to collect relevant data. At this point the researcher has to decide the methods for collecting and organizing data needed for the study. Data collection is a crucial step in action research because it helps you determine your actions. The idea behind this step is to correctly understand what is going on in the classroom by using multiple data sources.

Fifth, Analysis of data is a crucial stage of any research activity. This is the stage of making final analysis and representing data before drawing conclusions and taking proper action. At the beginning of the data analysis, the action researcher has to revisit the aims and expectations of the project (Hodgson, Benson & Brack, 2013). Sixth, the next step is developing and implementing an action plan. This step involves developing an immediate action plan for the

implementation of the findings of the ongoing study. After developing and detailing the action plan, the next important thing is to implement the plan to see if the potential solution arrived at through the process of research could really solve the problem under study. In this step the potential solution to the problem is applied and the results are observed. Finally, carefully evaluate and examine the effects to see if any progress has been made.

2.6. The Difference between Action Research and other Researches

Classroom action research differs from other formal researches in some ways. First, to do action research, it does not need advanced skills and extensive trainings like for example quantitative researches. Most education practitioners can conduct action research on their own, or together with colleagues. Regarding this, MacNiff and whitehead (2006) explain anyone and everyone can do action research. One does not need any specialized equipment or knowledge. All you need is curiosity, creativity, and a willingness to engage. Second, action research is aimed at obtaining knowledge that can be applied directly to the local situation. It has the goal of contributing knowledge to the given teaching and learning context. On the other hand, the goals of other researches are to produce knowledge that is generalized to a broad population of interest to develop and test theories. Third, in formal research, problems for investigation are usually identified through a review of previous research. In contrast, the teachers investigate problems that they perceive during the time of teaching and learning (Brown & Sharp, 2003).

Fourth, in formal research, an extensive literature review, focusing on the primary source materials, is necessary. The review is needed to give the research detailed understanding of the current state of knowledge about the problems being investigated. On the other hand, researchers of action research only need to gain a general understanding of the area being studied. Hence, a more brief literature review, focusing on secondary sources, is usually adequate (Mcniff & Whitehead, 2010). Fifth, action researchers use students, teachers or school principals as subjects of the study while other researchers use other populations of society. Sixth, action researchers plan their procedure more loosely, and make change freely during the action phase of the study if they want to improve the study. However, formal researchers emphasize detailed planning to control for extraneous variables that can confuse the interpretation of the results (Mills, 2011).

Seventh, most action researches involve simpler analysis techniques and procedures, with a focus on practical significance rather than statistical significance. However, formal research often

involves complex analysis of data and usage of advanced statistics. Generally, action research is essentially the scientific method of teaching. Classroom action research is a method of finding out what works best in one's own classroom so that teachers can improve student learning (Mcniff & Whitehead, 2010).

2.7. Action Research as a Strategy for Teacher Professional Development

Teachers are considered as an important factor in promoting student knowledge, skills and values. Teachers, like other professionals are required to continue learning to update their knowledge and skills along with the continuous changes in their societies. Teacher professional development has received a growing interest due to its importance in improving teachers' knowledge, skills and values. Action research allows teachers to engage in professional development activity that hopefully will allow them to think, reflect, work with others and find systematic answers for the problems and questions they face in their everyday educational practices. Many researchers around the world use action research as a beneficial approach to teacher professional development. For instance, Mertler and Hartly (2017) indicate that since the 1980s, action research has been considered as a good alternative to typical in-service teacher training because of its various potential benefits and applications.

Action research can help teachers to investigate their own practices in systematic ways, help them to reflect on their work, and find out more about their weaknesses and strengths. It also adds to their professional growth as it allows them to focus on specific aspects of their teaching practices and decide on ways for further improvement. In addition, action research promotes capitalizing on teachers' existing knowledge and encourages them to develop a sense of ownership of the meaningful knowledge they can create. Cunningham (2011) suggest that action research can foster and support professional learning communities and can contribute to leadership capacity as it guides teachers to work for deep understanding, commit to reflective practice, and build a culture of collaborative work.

Many educational systems around the world is shifting from traditional types of professional development such as, workshops and lectures to a more active, collaborative, job-embedded, reflective and sustainable types of teacher professional development. In the action research approach of professional development, teachers work together in teams to tackle an issue related to their common interest and related to their classroom contexts. The team then defines the issue,

investigate and research it. They also plan possible actions to solve this issue, take actions, observe, document the results, reflect on the outcomes and create an action plan to address this issue further (Hathorn & Dillon, 2018). This approach of professional development has numerous strengths, such as, it can help teachers become more thoughtful practitioners, empowers teachers to take actions, search for answers for their own distinctive problems and help teachers collect empirical data rather than anecdotal views, and use them to take informed decisions in their classroom (Shanks, 2016).

2.8. Action Research and School Effectiveness

There are many studies that support the potential benefits of using action research on school effectiveness. For example, Cox, Cox and Vann (2012) examined graduate science teachers' perceptions of action research projects and how their engagement in these projects positively affected their middle school students' learning. The findings of the study indicated that the students benefited in different ways such as spending more time working together, feeling excited about designing their own methods, creating their own problem solving techniques, and having a voice in their learning activities. All these aspects reflected positively on their academic achievement.

Another study was conducted by Bersh, Benton and Lewis (2012) and it consisted of three action research projects conducted by teachers who used different ways to improve at-risk students' literacy skills by engaging them in multicultural responsive learning as they were immersed in a literacy-rich curriculum with their students in the classrooms. These activities included supporting literacy development for culturally diverse students through increasing interpersonal relationships and motivation, integrating technology, or using creative poetry. The research findings showed that using action research helped the students to develop their literacy skills like increase in reading comprehension, vocabulary, and grammar application. The students also showed strong sense of self-efficacy and more independence in their learning of English as a second language. Young (2012) presented an action research conducted by a second grade teacher who aimed to increase his students' reading comprehension. The teacher designed 15 comprehension activities and evaluated their effect on his students' reading comprehension test. The results of the study indicated that the students achieved more than expected one-year growth in their reading comprehension.

2.9. Teachers' beliefs about Action Research

Belief, as a term, has been defined in a variety of ways in the literature and used interchangeably with a variety of other terms including attitudes, values, judgments, opinions, ideology, perceptions, conceptions, conceptual systems, dispositions, implicit theories, explicit theories, internal mental processes, action strategies, rules of practice, and perspectives (Pajares, 1992 & Bryan, 2012). Nevertheless, it is defined as a personal construct providing an understanding of a teacher's practice, guide instructional decisions, influence classroom management, and provide a lens through which to understand classroom events (Bryan, 2012). A belief is any simple proposition, conscious or unconscious, inferred from what a person says or does. Behavior is better predicted from an individual's beliefs and that beliefs are seen as the best indicators of the decisions individuals make throughout their lives. Beliefs, therefore, serve as powerful filters that shape how an individual sees the world, sees other people, and sees oneself (Nelson & Guerra, 2014).

Teachers' beliefs about action research are surprisingly scarce in the field of teaching. For example, Doqaruni, Ghonsooly and Pishghadam (2017) revealed that most of the teachers equated action research with observation, had the ability to distinguish between action research and standard research, preferred collaborative action research, and in contrast to the mainstream research, and did not believe action research to be a way to professional development. The results also showed that while action research is not unknown among these teachers, its use is not widespread, which highlights the need for organizational, practical and intellectual support from responsible agencies.

Meskerem and Abraham (2014) disclosed that most of Bahir Dar town primary school teachers' involvement in action research is below expectation though they have positive attitude towards its benefit considering conducting action research as their responsibility. Lack of financial support, lack of encouragement & morale, lack of practical training, lack of motivation, lack of theoretical knowledge & lack of confidence have been identified as major hindrances. Lack of continuous, updated & adequate training, absence of follow up & deficiency of stationary materials were also found as additional problems.

Gebeyehu (2017) found out that understanding of preparatory secondary school teachers' about action research was at the lower level. School principals who are expected to provide

professional support for teachers had no detail awareness and skill about action research. Engagement of teachers in action research activities had been hindered by lack of training and experience on how to conduct action research, lack of support and monitoring, work over load and shortage of time, lack of incentives, lack of research facilities and less attention given for action research. Biruk (2013) also investigated that the knowledge and skills of teachers in the study area were sufficient but their involvement in undertaking action research were insufficient.

2.10. Challenges to Conduct and Implement Action Research

Research showed that there is a possibility of conflict of interest between the roles of teaching and conducting action research. A teacher's first priorities should be the welfare of his or her students. First and foremost, you want students to learn, to be motivated, to feel accepted by their peers, and the like. A researcher's first priorities, however, are to the field or topic being studied (Harnett, 2007). Situations can also occur in which action research and teaching are less compatible, and can create ethical dilemmas. Action research is not practical because it may take teachers' time and effort which they could sometimes use in other ways. Limited knowledge and skills in action research, teachers' attitudes, lack of institutional support and resources can be mentioned as examples of these hindering factors. Lack of adequate resources and organizational features can be the major constraints to doing action (Harnett, 2007).

Teachers shy away from seeing themselves as researchers and they are reluctant to write about their teaching practice, and promising step is not observed in facilitating conditions to conduct educational research at this level (Johnson, 2011). Meskerem and Abraham (2014) disclosed that most of Bahir Dar town primary school teachers' involvement in action research is below expectation though they have positive attitude towards its benefit considering conducting action research as their responsibility. Lack of financial support, lack of encouragement and morale, lack of practical training, lack of motivation, lack of theoretical knowledge & lack of confidence have been identified as major hindrances. Lack of continuous, updated & adequate training, absence of follow up & deficiency of stationary materials were also found as additional problems.

Engagement of teachers in action research activities had been hindered by lack of training and experience on how to conduct action research, lack of support and monitoring, work over load, and shortage of time, lack of incentives, lack of research facilities and less attention given for

action research (Gebeyehu, 2017). The major hindering factors for carrying out action research in City Government of Addis Ababa Primary Schools were: overload in teaching and other committee activities, lack of incentives, lack of research facilities, lack of financial support, and lack of required knowledge and skill of action research (Asefa, 2014).

Regardless of those impediments that obstruct them from conducting educational research, teachers by virtue of their important position in the educational system are required to participate in educational research to improve quality and quantity of the teaching and learning process. Moreover, as part of educational research, action research cannot be limited due to the presence of the above factors because it can be at ease for teachers who are willing and have intention to conduct it being at their work place. In addition, teachers are obliged to conduct action research for their professional growth. Thus, teachers are expected to conduct locally contextualized research which can lead them to solve practical problems at its small scale. Therefore, teachers' commitment to improve students' learning and love for their profession is the most considerable factors in implementing action research. Thus, it is critically important to organize short term training and experience sharing; establishing well equipped libraries; enhancing the support and follow-up system; establish rewarding mechanism as possible solutions to be taken into account for improving the participation of teachers in action research.

2.11. The Role of School Leadership in the Implementation of Action Research

School leader means a principal, assistant principal, unit leader, education bureau experts, educational agency or other individual who is an employee or officer of a school or other entity operating in the school who is responsible for the school's daily activities. The very best leaders are visionaries. They have a goal that they can unite a team around and a plan to help them get there. Not just that, but they are able to clearly articulate their school vision and goals (Cunningham, 2011). Effective leadership is vital to the success of student outcomes. The principal, as a leader, can improve student achievements through influencing the motivation and capacity of teachers. The principal, in essence, can affect the quality of individual teacher instruction and enhance students' achievement by improving teacher quality.

Principal leadership focused directly on learning. School principals can execute this by focusing on learning, encouraging collaboration, using data to improve learning, providing support, and aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide

a compelling framework for accomplishing sustained school wide success for all children (Cunningham, 2011). The school principal is the chief executive and has the vital role in managing the school. They are responsible for planning, organizing, coordinating, operating, monitoring the staff and students, and managing school building and facilities. On top of that they are responsible for improving the quality of teachers by developing continuous professional development program. They should mobilize people to adapt their practices and beliefs so that every child's learning and growth is optimized. They should be committed to developing their schools as a professional community. Principals are the key persons in determining the success of a school.

If schools are to benefit from teacher professional development, it is essential that school principals must understand its benefits and provide all necessary supports that inspire teachers to actively participate in Continuous Professional Development activities. Principals must know that teacher professional development is one of their main roles. They must ensure that teacher professional development is relevant to their school context (Harnett, 2007). They must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

School principals can also play a vital role in delivering improved learning outcomes and building a culture of continuous improvement. They have a major influence on the capacity of teachers and the quality of the teaching-learning relationship. They play a critical role in ensuring that teachers are prepared through appropriate professional. The role of the principal in supporting professional development activities of teachers appears to be crucial to the success of the professional growth of teachers (Harnett, 2007). They can play a crucial role in energizing and motivating the staff, in affirming and encouraging their efforts, in fostering a lively process of communication, and in establishing a continuing process of consultation. The role of leaders to motivate teachers conducting action research to solve problems in order to improve; school problems, student performances and teaching profession in secondary schools.

2.12. Reflecting on Action Research

In recent years many teachers and administrators have engaged in productive curricular and instructional improvement through each type of action research. Part of the promise inherent in the action research format is support of the current movement toward site-based decision

making. In many cases, collaborative relationships have increased between school personnel and members of central district offices, intermediate agencies, and university personnel (Johnson, 2012). Using school-wide action research has increased the problem-solving capabilities of schools, and even districts. As knowledge about the process accumulates and we explore action research, we will be better able to guide our school improvement efforts. Assuming that the trend toward action research continues and more and better studies about its effects are produced, we will be able to make more informed assessments of its influence on student opportunities to learn. These results should be positive, for action research has the potential to generate the energy and knowledge needed to support healthy learning communities. Our challenge as educators is to make this potential a reality.

2.13. Conceptual Framework of the Study

Effective teaching involves far more than presenting content and methods used to convey the contents. Rather it should involve conducting classroom action research to solve teaching and learning activities. Literature shows that teachers’ action research practices are affected by some major factors. These include: lack of teachers' in-service training about action research, lack of knowledge and skills of action research, lack of attitude and interest of teachers towards doing action research, shortage of resources, teachers’ high work load and lack of incentives can play a great role in affecting teachers’ practices of action research (Harnett, 2007). The following is the pictorial representation of the conceptual framework.

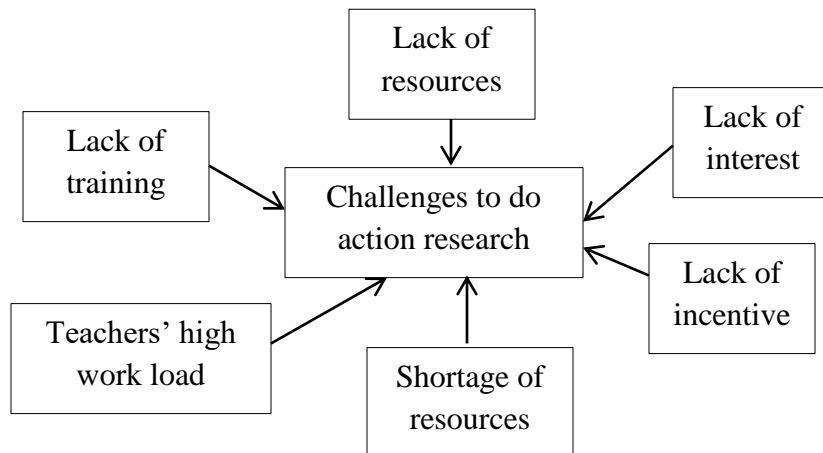


Fig. 1: Adapted from Harnett (2007)

2.14. Summary of the Chapter

To improve one's teaching practices and quality of teaching and learning outcomes for learners is through doing action research. Action research is a tool that is used to help teachers and educators discover strategies to improve teaching practice. It allows teachers to become the practitioners and provides opportunities for them to be learners by improving instructional practices (Steele, 2007). Action research is any systematic inquiry conducted by teacher researchers, administrators and other stakeholders to gather information about the ways that their particular school operates how they teach and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes. This implies that action research is conducted by teachers and for teachers.

There are a number of educational arguments to justify why teachers do action research. The arguments provide a very strong rationale for teacher research with the central theme of the key role that teachers can play in the promotion of teaching as a profession. According to Daniel and Firdissa (2009), action research is conducted for the following reasons. These are: to help them notice what they and their students really do, rather than what they think they do; to get feedback as to the success or failure of what they are doing; to help them tailor teaching and learning to their learners and their settings; to enable them justify the teaching and learning choices they make; to increase their knowledge of learning and teaching and become authorities on teaching; to become less dependent on decisions made by people who are far away from their learning and teaching sites, people like textbook writers and school administrators; and to ensure that they don't become bored with teaching.

Even though action research plays a great role in improving teachers practice in research activities, provide solutions their face in teaching learning process and use students learning, teachers are not participated in conducting action research because of above mentioned problems. For instance, from the constraints that affect those teachers in conducting action research, problem related with lack of in-service training, lack of knowledge and skills, lack of attitude and interest, shortage of materials or resources and financial problems plays a great role in affecting teacher practitioners in schools. Teachers do not understand the ways of conducting action research and the interest to practice in the process.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents design and methodology of the study. It discusses design of the study, sites of the study, population of the study, sample size and sampling techniques of the study, data sources of the study, instruments of data collection, procedures of data collection, techniques of data analysis and ethical issues taken into consideration in the study.

3.2. The Research Design

Once the specific research objectives are set, and the research variables are operationalized, the next stage is to plan a suitable research design. The research design is chosen based on the nature of the research problem and the objective that is set to address the problem. Thus, this study employed descriptive survey research design for five major reasons. First, survey research design is mostly ideal for mixed research approaches like that of the current research (Creswell, 2012 & Johnson & Christensen, 2012). Second, survey research design is used to describe teachers' trends like that of experiences of conducting action research in schools. It can answer what, where, when and how questions regarding the research problem.

Third, survey research is often used to assess teachers' thoughts, opinions and feelings. Thus, teachers' opinions in relation to their experiences of action research were surveyed. Fourth, survey research design is important to generalize the result of the study. It has high external validity, which means the researcher can confidently generalize his findings to other populations or settings by selecting research participants randomly (Creswell, 2012). Random sampling fits survey research design because it is unbiased and it reduces sampling errors (Ary et al., 2010 & Creswell, 2012). The present study also sampled secondary school teachers randomly from the given population so that the result to be obtained using the sample was generalized back to the population. Fifth, this design is considered to be acceptable and ethical when the information that the research participants provide is to be reported anonymously.

3.3. Selection of the Research Sites

Guto Gida District, East Wollega Zone, Oromia National Regional State, Ethiopia, was the site of the study. The district was selected as a study site for one main reason. The reason is that feedback that had been collected from the secondary school teachers during formal or informal

school visits indicated that there was a problem with regard to the practices and challenges of action research. Therefore, the current researcher decided to conduct research in the area, and wants to organize trainings based on the result of the study at the study area. Thus, four secondary schools in the district namely: Bekumsa Biya Secondary School, Kersa Jobir Secondary School, Lugo Secondary School and Ukke Secondary School were selected as sites for the study.

3.4. Data Sources

In order to enhance the validity and reliability of the study, primary data was collected from sample teachers of the secondary schools under the study. This is because the primary data were collected directly from the research participants. Data was collected through questionnaire, interview and document analysis from the teachers. Besides, works of other scholars like researches, articles, reports, scholarly summaries, abstracts, proceedings and other literature were reviewed not to use as primary data sources, but to compare and contrast with the results of the present study so as to locate the arguments in the world of other scholars' views, and to rationalize the significance of the study.

3.5. Participants of the Study

The population of the study was secondary school teachers and school principals in Guto Gida District of East Wollega Zone. According to the district education office (September, 2022), there were 192 teachers in the four secondary schools. A total of 96 teachers (89 males and 7 females) were selected through simple random sampling technique from the four secondary schools mentioned before for the distribution of questionnaire. Besides, two teachers from each secondary school (total of 8 male teachers) were also selected for interview. All of them were males because of the result of the randomization technique. Principals of each school were also included in the study for interview. Generally, 50% of the total population was taken as participants of the study.

3.6. Sampling Techniques

In case a researcher cannot study the entire population because of practicality, accessibility, expense, time and other factors, he/she can select a representative sample from the population of interest for his/her study so that the inferences derived from the sample can be generalized back to the population (Ary et al., 2010; Cohen et al., 2007 & Kothari, 2004). Accordingly, some

sampling techniques were employed to select participants for this study. Guto Gida district was selected purposefully because the extent and magnitude of the problem under the study had been observed by the current researcher. Representative teachers from the four secondary schools were selected through simple random sampling technique.

There were 192 teachers in the four secondary schools. Out of these teachers, two teachers from each department in the four secondary schools were selected randomly for questionnaire. This means, a total of 96 teachers were selected randomly from the four secondary schools for questionnaire. Besides, two teachers from each secondary school (total of 8 teachers) were also selected randomly for interview. Principals of each school were also selected through total sampling technique for interview. Fifty percent (50%) of the total population was taken because Kothari (2004) recommends a sample size of more than 30% can increase the generalizability of a research.

3.7. Instruments of Data Collection

The way a researcher asks the basic research questions often determines the type of data collection instruments to be used (Creswell & Poth, 2017). Accordingly, the current researcher employed questionnaire, interview and document analysis as instruments of data collection. Questionnaire was the major tool of data collection. Each of the instruments is discussed below in detail.

3.7.1. Questionnaire

Questionnaire is one of the most important instruments of data collection in educational research. It is relatively easy to construct, adapt and be capable of gathering data from large respondents as quickly as possible (Dörnyei, 2003 & Saris, 2007). Besides, a questionnaire is mainly used to measure teachers' behaviors like beliefs, classroom practice and implementation. It is among the most comprehensive and efficient means of data collection tools in relation to language teaching and learning in particular (Denscombe, 2007).

For the above reasons, a five point Likert Scale items were constructed to address all the research questions of the study. The items were adapted from various questionnaires that are developed by renowned scholars and other related literature. Open-ended items were also added to get

additional data than the researcher might not consider in close-ended ones. It was intended to allow the teachers to express their ideas about action research as freely as possible.

The adapted items of the questionnaire were given to the research advisor and colleagues to be read and commented critically. After that, the questionnaire was developed to full-fledged instrument and was distributed to the participants of the study to be filled. Then, the responses were fed to Statistical Package for Social Science (SPSS) Version-20 for analysis. To enhance validity, the items were linked to the objectives of the study. They were also good to the eyes of the respondents, have good layout, standard font size and margin. This could make the questionnaire more appealing to the respondents and could enhance the response rate. To check the reliability of the items, internal consistency was checked by using Cronbach Alpha, and the alpha value of the inter consistency of the items was 0.83.

3.7.2. Interview

Interview is one of the effective instruments of data collection when the objective of the research is to examine teacher-related behaviors (Denscombe, 2007; Gray, 2004 & Hinkel, 2011). It is used to verify the data obtained through questionnaire. Therefore, interview was used with sample teachers to get data regarding the basic research questions. The content of the questions was related to the specific objectives to ensure the issue of credibility and validity in the study. Before the interview began, the current researcher explained the purpose of the interview.

Semi-structured interview was conducted to gather data from teachers and school principals. It was semi-structured interview because it allowed the researcher to probe for more detail responses and clarify ambiguities. To support this idea, Denscombe (2007) confirms that semi-structured interview promotes flexibility of the choice of words and the order of questions. As to the scholar, extra questions can also be asked based on the context of the interview to get detail information on the topic under study. One-to-one interview was conducted to get data about the teachers' experiences of conducting action research. To support this, Miller and Brewer (2003) emphasize that one-to-one interview is relatively good to elicit individual thought, easier to arrange, manage and transcribe. The interview was held in school compound by arranging convenient time with each teacher. It was audio-recorded and transcribed.

3.7.3. Document Analysis

The purpose of the document analysis was to check whether teachers have conducted and documented action research in their profiles or not. The researcher also analyzed teachers' portfolios, teachers' professional development documents and other relevant documents to get data.

3.8. Data Collection Procedures

It was difficult to collect data through the tools mentioned before at the same time. Thus, the data was collected one after the other. First, quantitative data was collected through questionnaire from teachers. The rationale for collecting quantitative data first was to survey issues in relation to teachers' experiences of action research as comprehensively as possible to get the general picture of the research finding that might need further depth, validation and verification through qualitative data collection. Second, qualitative data was collected through document analysis. Third, the data was collected from the teachers through semi-structured interview. The time period for the collection of the quantitative and qualitative data was not too far away from each other.

3.9. Data Analysis Techniques

The nature of data to be collected implies the way it is to be analyzed and interpreted (Dawson, 2007 & Walliman, 2011). Accordingly, the data collected through questionnaire was analyzed through descriptive statistics (mean and standard deviation). On the other hand, the data collected through document analysis and teachers' and school principals' interview were transcribed, coded, and categorized based on the patterns or thematic areas. Thus, it was analyzed and interpreted thematically. The printed and published works of others was also analyzed through meta-analysis, which means the results of the previous studies was compared and contrasted with the results of the current study to identify to what extent the results were similar or different. In order to draw reliable and valid conclusions, the data collected through the aforementioned instruments were compared, contrasted and triangulated. Finally, conclusions and likely recommendations were made based on the findings obtained through the analysis.

3.10. Ethical Considerations in the Study

Researches that involve human participants usually need ethical considerations (Ary et al., 2010). For this reason, ethical issues with regard to the present study were considered. At the start, the sample secondary schools were contacted by obtaining official letter from the district education office. The school principals and the teachers were informed about the objectives and significances of the study. Besides, information about the current researcher, his address and the sponsoring institution (Addis Ababa University) were clarified. Before any data collection process started, the consents of the teachers were asked. The data the teachers provided were kept confidential with honesty and respect and was reported anonymously. The original data was not be changed or misinterpreted to satisfy certain predictions of the present researcher. Finally, to maintain academic honesty and integrity, all the sources used in the study were acknowledged.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter deals with the presentation, analysis, interpretation and discussion of the data obtained through questionnaire, interview and document analysis. The data collected through the administration of the questionnaire was changed to descriptive statistics using SPSS version-20 and analyzed quantitatively. Whereas, the data collected through interview and document analysis were categorized according to their thematic relationships and interpreted qualitatively. The analysis was made based on the order of the basic research questions, but they were triangulated with each other in the result and discussion section.

4.2. The Beliefs of Secondary School Teachers on Conducting Action Research

4.2.1 Analysis of the Data Obtained through Questionnaire

The first basic research question of the study is, “What beliefs do secondary school teachers hold about action research?” To answer this research question, questionnaire was used as one of the instruments of data collection. The items of the questionnaire were designed in the way they measured the beliefs that the participants’ of the study held about action research. A total of 96 copies of the questionnaires were distributed to 96 participants and all the distributed questionnaires were returned. The questionnaire consisted of two parts. The first part was close-ended items while the second part was open-ended ones. The close-ended items were analyzed through mean scores and standard deviations whereas the close-ended items were analyzed by forming themes based on the repeatedly written responses.

Table 1: Beliefs that the secondary school teachers hold about action research

N_o	Items	N_o	Min.	Max.	Mean	SD
1	I believe that doing classroom action research is part of teaching	96	2	5	4.11	0.663
2	I think classroom action research improves teaching and learning activities	96	2	5	4.08	0.619
3	Action research helps me gain a better understanding of my teaching practice	96	2	5	3.96	0.505
4	I think action research increases my students' achievement in my classroom	96	1	5	3.22	0.443
5	Action research helps me self-reflect on my teaching practices	96	1	5	2.98	0.071
6	I believe that action research facilitates my professional development as a teacher	96	2	5	3.54	0.654
7	Action research helps me gain a better understanding of my teaching practice	96	1	5	4.02	0.631
8	Action research encourages positive change and enables me to become agent of change	96	1	5	3.66	0.876
9	I have no enough time to do action research because I am overloaded	96	2	5	4.42	1.222
10	Action research has to be left to those who have specific training in educational research	96	1	5	3.01	0.481
11	I prefer to conduct action research to solve my day to day teaching and learning problems	96	1	4	2.66	0.281
12	Doing action is one of the criteria of promotion for me	96	1	5	2.97	0.373
13	I am not capable of doing action research because I have not taken any training	96	1	5	2.33	0.719

As shown in Table 1, Item 1 above, the research participants were asked whether they believe that doing classroom action research is part of teaching or not. Accordingly, the participants with mean score of 4.11 reported that they believe that doing classroom action research is part of teaching. This response was comparable with the scale of 'agree'. Thus, the participants of the study believed that doing classroom action research was part of their teaching and learning activities. Similarly, Item 2 in the same Table asked the participants whether they thought classroom action research improved their teaching and learning activities or not. Then, the mean score of the items was computed to be 4.08, which fall on the scale of 'agree'. This data indicates that the secondary school teachers believed that doing classroom action research improved their teaching and learning activities. The purpose of action research is to improve teaching and learning by taking a collaborative, reflective and problem solving approaches. Therefore,

providing the teachers with the necessary knowledge and skills to engage them in meaningful teaching and learning is very important.

As it can be noticed from Table 1, Item 3, the participants were asked whether they believed that action research helps them gain a better understanding of their teaching practice or not. As a result, the grand mean score of 3.96 was reported that they believed that action research helps them gain a better understanding of their teaching practice. From this data, one can conclude that action research helps secondary school teachers gain a better understanding of their teaching practice. Similarly, in the same Table (Item 4), the participants of the study were asked whether they think that action research increase their students' achievement in their classrooms or not. Accordingly, the mean score of the responses was 3.22, which means near to the midpoint (3). This shows that action research increases their students' achievement in their classrooms. When teachers are developed, it is clear that students are also developed. A quality teacher produces quality students.

Regarding Item 5 of the same Table, the participants were asked whether action research helps them self-reflect on their teaching practices or not. Thus, the mean score of the response was 2.98, which mean almost the midpoint. This data shows that action research helps them self-reflect on their teaching practices. By the same token, the research participants were also asked whether they believed that action research facilitated their professional development as a teacher or not (Table 1, Item 6). Thus, the average mean score of the response was 3.54, which is above the midpoint, and near to agree. From this data, one can conclude that action research facilitate secondary school teachers' professional development.

Table 1, Item 7 asks the participants whether action research helps them gain a better understanding of their teaching practice or not. As a result, the mean score of the responses were 4.02, which is similar to the scale of 'agree' level. This shows that action research helps the secondary school teachers to gain a better understanding of their teaching practice. By the same token, Table 1, Item 8 asks the participants whether action research encourages positive change and enables the secondary school teachers to become agent of change or not. Accordingly, the mean score is 3.66, which is near to agree. This shows that action research encourages positive change and enables the secondary school teachers to become agent of change. It was investigated

that action research facilitates secondary school teachers' professional development which in turn improves learners achievements and performances.

Table 1, Item 9 asks the participants whether they believe that they have no enough time to do action research because they are overloaded or not. Accordingly, the mean score of the responses was 4.42, which mean near to 'strongly agree' level. Therefore, the secondary school teachers believed that they had no enough time to do action research because they were overloaded. The teachers stated that they were overloaded. In addition to this, the participants were asked whether action research has to be left to those who have specific training in educational research or not. As a result, the mean score of the participants' responses was 3.01, which mean somewhat similar to the midpoint. From the data, one can conclude that action research has not to be left to those who have specific training in educational research. It is one of the duties of teachers in the classroom.

Table 1, Item 11 asks the participants whether they prefer to conduct action research to solve their day to day teaching and learning problems or not. As a result, the mean score of the responses was 2.66, which mean below the midpoint. Therefore, the secondary school teachers believed that they did not prefer to conduct action research to solve their day to day teaching and learning problems. In response to the above idea, the teachers were also asked whether doing action research is one of the criteria of promotion for them or not. Thus, the mean score of the responses was 2.97, which mean near to the midpoint. This shows that doing action research is not one of the basic criteria of promotion for secondary school teachers at the study area. Table 1, Item 13 asks the participants whether they are not capable of doing action research because they have not taken any training or not. As a result, the mean score of the responses was 2.33, which mean below the midpoint. Therefore, the secondary school teachers had not taken trainings in relation to action researchers.

Apart from the close-ended items, the participants of the study were also given chances to give their responses as freely as possible. Therefore, the result of the study showed that the participants showed relatively positive and favorable belief about action research. They believed that classroom action research was theoretically part of their teaching and learning activities. Action research helped the secondary school teachers gain a better understanding of their teaching practice. It also increased their students' achievement in their classrooms. Action

research also helped the teachers to self-reflect on their teaching practices. However, in spite of their positive beliefs, it was found out that the participants of the study did not involve actively in doing action research. The participation of the participants in conducting action research was not encouraging. The teachers lacked commitment to identify areas that need improvement in the classroom.

4.2.2. Analysis of the Data Obtained through Interview

Interview was also used to examine the beliefs that secondary school teachers hold about action research under this subsection. Thus, twelve research participants (eight teachers and four school principals) were interviewed and asked to elicit what they know, think and believe about action research, its goal and why it is so important to do classroom action research in the schools. The data was transcribed in a verbatim and analyzed thematically. That means the researcher transcribed the interview, coded it, categorized it into themes, reviewed the themes and interpreted it accordingly. The following is the analysis of the interview in detail.

The first basic research question of the study asks the participants on the beliefs secondary school teachers hold about action research within their respective secondary schools. Thus, the first interview question asked the participants in relation to what they knew, believed and thought about action research. Therefore, most of the interviewees stated that action research is a research that is done by teachers to bring quality education in general and to improve teaching and learning activities in particular. It is done for making schools better places for teaching and learning. They added that action research is very important for teaching and learning, conducive learning environment, school leadership and community participation. The following is among one of the extracts taken from the interview:

Action research is doing for its immediate solution of the problem in the classroom to solve the teaching and learning process. Research is to do to get knowledge and skill about teaching and learning in the classroom. By doing action research teachers create their own knowledge through action research. Teachers also solve problems in the classroom. (Interviewee 4)

From the above extract one can understand that the participants of the study view action research as something that is intended to ensure quality education in general and to improve teaching and learning practices in particular. It is basic to improve the overall functioning of the school in

areas of teaching and learning activities, making school a better learning environment, guiding and making good management and in involving the large community in the school. Besides, doing action research improves the knowledge and skills of teachers, and to reflect on their teaching and learning practices. Action research helps the teachers to develop additional knowledge and skill about teaching and learning activities, and conducting academic research.

The other interviewee also argued that:

Action research is the process by which teachers better serve their students in the classroom and in the school. Action research is done it is reflect upon the teaching practice and when they specifically consider ways to address challenges that exist in their practice. Action research is solving classroom or school problems. (Interviewee 7)

The above interviewee also confirmed that action research makes teachers reflective on their teaching practices, and very important to improve the quality of education and the teaching and learning activities, and the students' achievements as well. As to the interviewee, action research is used to improve the teaching and learning process. It is important to increase efficiency and effectiveness of the school and to achieve school objectives and goals. It is meant to improve the whole process of the school. It also improves students' results and strengthens the ability of the school to be a better place to learn. It is about concentrating on the teaching and learning process.

The participants of the study were also asked questions regarding the importance of doing action research. Then, majority of the interviewees responded that action research is used to improve the quality of education, the quality of the school and its performance, the quality of teaching and learning in the classroom, and to solve immediate problems in the school and in the classrooms. Action research has the potential to bring positive changes and impacts in the teaching and learning classroom. As the interviewees, action research is meant to increase the students' achievement and the ability to bring about desired learning outcomes. In support of this idea, one interviewee stated as follows:

Action research has the potential to result positive changes in the teaching and learning classroom. Action research is a strategy to improve students' achievement. Action research is increasing student achievement and ability to bring about desired learning outcomes. To bring about positive changes in student learning. (Interviewee 4)

From the above extract, one can deduce that action research has the ability to bring positive results on students' achievements, and the teaching and learning classrooms. It is one of the strategies that improve students' achievement. When the students' achievements are increased, the teaching and learning objectives are achieved. This means, action research is used to solve problems related to teachers, students, students' behavior, students' achievements and the teaching and learning activities, and other school improvement programs. Action research can be an effective tool to solve educational problems, and it enhances students' learning and teacher professional development.

In Education, action research is to improve the teaching and learning practices, and to improve students' performances. Action research helps teachers to develop new knowledge directly related to their classrooms, promotes reflective teaching and thinking, expands their pedagogical skills, and links between theory and practice. The purpose of action research in education is also to improve teaching and learning by taking a collaborative, reflective, problem-solving approach to investigating classroom practice. Action research is not only about professional practice, but its' main purpose is to improve a certain existing practice while creating new knowledge. It is often carried out to develop existing knowledge. Therefore, providing teachers with the necessary skills and knowledge of action research is very important. The other interviewee also added that:

Action research helps teachers and students to develop new knowledge and skill about teaching and learning activities directly related to their classrooms. Action research also helps teacher development. Teachers are developed when they do action researches in the classroom (Interviewee 2)

From the above quotation, it is possible to deduce that action research makes teachers active knowers of teaching and learning processes. Action research enhances teachers' professional skills, as well as making them critical agents who are able to use acquired understanding to change their practices. Action research bridges the gap between research and practice. It helps practitioners understand and observe what is happening in a classroom setting. Action research encourages teachers to become continuous learners within their classrooms and schools. Because of the professional and reflective stance required by practitioners engaged in the action research sequence, teachers are further encouraged to examine the dynamics of their classrooms, consider

the actions and interactions of students validate and challenge existing practices, and take risks in the process.

Majority of the respondents stated that action research is used to support the professional development of teachers by helping them become more skilled and capable in understanding and utilizing research findings and carrying out research themselves when appropriate. Action research allows teachers to learn through their actions with the purpose of developing personally or professionally. Due to its participatory nature, the process of action research is also distinct in educational research. Action research enables teachers to reflect on what they would like to change, explore what others are doing in that field and experiment with practice in a controlled fashion. It improves teaching and learning through classroom-based research. The other interviewee had also substantiated this idea by saying:

Action research is used to upgrade the teachers' skill and knowledge on how to conduct action research and how to solve problems in their real context. Action research is also contributing to the improvement of the quality of education. (Interviewee 6)

Action research fosters development of skills pertaining to critical thinking, problem solving, collaboration, and ethical decision making. Teachers are required to adopt teaching practices that are beneficial to their students. Action research is focused on solving a problem or informing individual and community-based knowledge in a way that impacts teaching, learning, and other related processes. As to the above expert as well, action research is important for making schools better places for teaching and learning activities. It improves the process of teaching and learning and quality education in the schools. Action research adds to the quality of teaching and learning and for the quality of education as well. This in turn also improves the performances and achievements of the students. The other interviewee also substantiated this idea by saying:

Action research is used to solve problems related to teachers, students, students' behavior, teaching and learning textbooks, and other school improvement programs. Action research can be an effective tool to solve educational problems. Action research is to enhance student learning and teacher professional development. (Interviewee 7)

It is inferred from the above quotation that the secondary school teachers believed that action research is used to solve problems related to teachers, students, students' behaviors, students'

performances and the teaching and learning processes, and other school improvement programs. Action research improves the quality of school and its performance in the classroom. It is done to make schools better places to learn. Action research is also used to support the professional development of teachers by helping them become more skilled and capable in understanding and utilizing research findings and carrying out research themselves when appropriate.

Generally, the participants' beliefs towards action research were positive. They view it as something that ensures the quality of education, and improves the teaching and learning activities. This in turn also improves students' performances and achievements. It identifies the areas that need improvement and solve it. The participants of the study believed that doing classroom action research was part of their teaching and learning activities. Action research helped the teachers gain a better understanding of their teaching practice. It increased their students' achievements in their classrooms. It helped them self-reflect on their teaching practices. It facilitates teachers' professional development.

4.3. The extent to which the teachers conduct action research

4.3.1 Analysis of the Data Obtained through Questionnaire

The second basic research question of this study is, "To what extent do the teachers conduct action research to solve school problems?" This research question is primarily intended to examine the extent to which secondary school teachers conduct action research to solve school problems in general and classroom problems in particular. The following table summarizes the research participants' self-reported responses.

Table 2: Participants' responses towards the extent to which they conduct action research

No	Items	No	Min.	Max.	Mean	SD
1	I am actively involved in doing classroom action researches	96	1	4	2.47	0.415
2	My school conducts regular monitoring and evaluating about doing action research	96	1	4	2.52	0.439
3	My school allocates the necessary resource for the implementation of action research	96	1	4	2.26	0.303
4	My school evaluates the ongoing action research activities of teachers	96	1	4	2.41	0.226
5	I usually solve practical teaching and learning problems by doing action research	96	1	5	2.69	0.271
6	I conduct action research to know the strength and weakness of my teaching practice	96	1	5	2.89	0.751

As shown in Table 2, Item 1 above, the participants were asked whether they actively involved in doing classroom action researches or not. Accordingly, the participants' responses were computed and the mean score was 2.47. This average was below the midpoint (3). By the same token, the participants were asked whether their schools conduct regular monitoring and evaluating about doing action research or not. Consequently, the participants' responses were computed and the mean score was 2.52. This tells one that the secondary school teachers rarely conducted classroom action researches to improve the teaching and learning activities and the students' achievements. The practice of action research in the study area was low. Very rare secondary school teachers had conducted action research at their schools. The majority of the teachers had not involved in action research. The support of the principals and other educational officers were also low to improve the practice of action research. The daily activity of teachers is to write notes than doing action research.

Similarly, Item 3 of the same Table asked the participants whether their school allocates the necessary resource for the implementation of action research or not. Thus, the mean score of the participants' responses was 2.26. This score was below the midpoint (3). This data indicates that secondary schools in the study area did not allocate the necessary resources for the execution and implementation of action research in the classrooms. The respective school principals also lacked commitment to support of the secondary school teachers to identify teaching and learning areas that need improvement in the form of doing action research. As to the data, teachers and the school principals were not actively involved in doing of classroom action research.

As it can be noticed from Table 2, Item 4, the participants were asked whether their school evaluates the ongoing action research activities of teachers or not. Accordingly, the mean score of the responses was 2.41, which means less than the midpoint. This shows that schools did not evaluate the ongoing action research activities of teachers. As it was found out before, the beliefs of secondary school teachers in the study area were positive, but their involvements in doing and undertaking action research were insufficient. The roles of school management in encouraging teachers to conduct action research were also insufficient.

By the same token, the research participants were also asked whether they usually solve practical teaching and learning problems by doing action research or not (Table 2, Item 5). Thus, the average mean score of the response was 2.69, which was still below the midpoint. From this

data, one can infer that the secondary school teachers in the study area rarely solved practical teaching and learning problems by doing action research. Meanwhile, the participants were also asked whether they conducted action research to know the strength and weakness of their teaching practice or not. Thus, the mean score of the response was 2.89, which is still less than the midpoint. This data also shows that the teachers rarely conducted action research to know the strength and weakness of their teaching practice. Of course, there was some effort, but the effort was not enough. Generally, the study showed that the current status of action research conducted in secondary schools under the study was found to be very low. The open-ended items also found out that the culture of undertaking action research was not well established and developed in the study area.

4.3.2 Analysis of the Data Obtained through Interview

Interview was also used with the participants of the study to check the extent to which they conducted action research to solve the teaching and learning processes. It was investigated earlier that the secondary school teachers and the school principals had a positive and favorable beliefs about conducting action research and related issues, but they lacked practical commitment to carry out and implement it properly in the school and classroom. The attention provided by the school governing bodies and school principals to support the action plan was not satisfactory. There was lack of effective commitment and cooperation among the school leadership and the teachers in doing action research and solving classroom teaching and learning problems at Guto Gida District in East Wollega Zone, Oromia National Regional State, Ethiopia.

Under this subheading, the secondary school teachers were asked whether they had conducted action research at their schools or not. Almost all of the teachers argued that they did not conduct action research because of various hindering factors. The teachers claimed that they did not conduct action research because they lacked time. Besides, they did not have enough materials that helped them do action research like papers, computer, reference materials and other necessary materials to conduct action research. The teachers also pointed out that they lacked knowledge and skills to conduct action research. They had not received any training in relation to action research, how to conduct it and how to implement it to solve the problem. Regarding this idea, one interviewee argued as:

No, because there is no paper and computer in the school. There is no necessary material in the school. However, I know that teachers are expected to conduct locally contextualized action research which can lead them to solve practical problems in their respective schools and at its small scale. (Interviewee 1)

The above quotation is an evident for the ineffective implementation of action research at Guto Gida District. The teachers stated that they knew that action research is very important in identifying school-based problems and giving immediate solutions for the problems. However, the teachers did not change the issue they stated in to practice because they did not get enough materials that were used to carry out action research like papers, computers, reference materials and other equipment that was necessary to carry out action research at the schools. The teachers also stated that education office experts and school principals did not closely work together to create awareness for the implementation of the action research. The concerned bodies did not strengthen the power of the teachers in order to do action research.

Some teachers also stated that they did not consider themselves as researchers but as teachers because their duty was to teach not to carry out research. They argued that their main duty was facilitating teaching and learning but not doing research. However, doing classroom action research is part and parcel of teaching and learning activities. Through doing action research, teachers identify areas that need improvement. They can reflect on their teaching and learning practices by doing action research. Above all, action research is very important in ensuring quality of education and students' achievement. The secondary school teachers and the school principals also commented on the status of action research in their schools. In support of this idea, one interviewee stated that:

The status of action research in my school is very low. However, according to the ministry of education, teachers at all levels are required to involve in action research activities. Ministry of education also designed and tried to implement teachers' continuous professional development program at schools. In this program action research is one of the elements expected to improve the teaching learning process. (Interviewee 1)

Although the document of the ministry of education is designed in the way it encourages the teachers to carry out continuous action research at schools, the involvement of the teachers in conducting action research and solving the problems was not satisfactory. The teachers suffered

from lack of awareness with regard to the implementation of action research. They were not involved in the action research performances because of not having training. There was less participation of teachers, poor concern and insufficient budget allocation for the action research. This data indicates that the participation of the teachers was not to the level it was intended by the ministry of education.

The teachers stated that they did not involve in doing action research because of limitation of support from educational authorities and shortage of materials and financial resources. The teachers also stated that there was lack of awareness creation about the importance of action research. The teachers did not know even the presence of the action research on the manual of the ministry of education. This means, the concern of action research was not well informed and communicated to the teachers. The teachers argued that the agenda of action research was raised only during the preparation and writing of the annual report. Regarding this issue, one interviewee has the following to say:

There is no involvement of teachers for sure. The teachers have no adequate awareness on the purposes, objectives, and the implementation process of the action research. There is poor participation of the teachers on action research. There is lack of communication about action research by the schools. (Interviewee 8)

The above quotation is evident that the involvement of teachers and school principals in conducting action research and solving an immediate problem in the schools was almost none. There was no culture of doing action research in their schools. The extent to which the teachers were carrying out action research to solve real educational problems was very low. It was argued that the teachers had no adequate awareness on the purposes, objectives, and the implementation process of the action research. There was poor participation of the teachers on action research. There was lack of communication about action research by the schools. There was lack of awareness creation about the action research. The teachers did not know even the presence of the action research in their schools plan. Generally, there was no involvement of teachers of doing action research because of limitation of support from educational authorities, and shortage of materials and financial resources.

The research participants were also asked whether their schools encouraged them to do action research or not. The data showed that action research was not monitored and evaluated regularly

by the concerned bodies. It was investigated that the implementation of action research in the study area was not to the level it was intended by the ministry of education. The issue of action research was there at the level of policy not at the level of real practice. Regarding this idea, one interviewee stated his opinion as:

Action research is used simply when writing report to the concerned bodies, but it is not in real action. Action research was not given emphasis. Even, action research is given even in university as a distance course and was insufficient to allow us to be engaged in action research. (Interviewee 3)

The above quotation shows that the participation of teachers in conducting action research in sample secondary schools was very low. The role played by school principals to help teachers participate in doing research was found to be inadequate. The status of action research execution and application was not to the expected level. The achievements made so far were not encouraging and there were no significant efforts made to strengthen the implementation of action research. Of course, few of the teachers claimed that action research was carried out in their schools in small amount.

The school principals in particular were asked whether they encouraged their teachers to do action research or not. As a result, most of the school principals stated that they motivated their school teachers to do action research to solve the teaching and learning process in the classroom. They added that doing research was part of teachers' evaluation and efficiency. However, the teachers did not like to do action research because they asked money for payment. On the other hand, the teachers claimed that the school principals did not involve the teachers in action research. As a result, the teachers were not in a position to participate actively and apply action research in the classrooms and schools.

It was investigated that action research was not properly conducted in the secondary schools under the study. The teachers pointed their fingers to the school principals for the failure of conducting action research. In reverse, the school principals brought the fault to the teachers. What so ever it is, doing action research is very important to bring quality of education, improve students' performances and improve teaching and learning processes. This is why the ministry of education guideline says the teachers should do action research to solve problems in teaching and

learning activities. Action research is done for free to solve teaching and learning problems in the classrooms.

Generally, secondary school teachers' involvement in conducting action research is not up to the expectation. Therefore, to promote the participation of teachers in doing action research, it is better to improve the perception and to change the attitude towards action research, creating awareness, constructing comfortable classroom and comfortable schedule, creating integration among the teachers and school principals was important. Therefore, all concerned bodies such as education bureau, education expertise, cluster supervisors the school principals and teachers had to cooperate and play their own role to upgrade secondary school teachers' status of action research.

4.4. The Challenges that hinder the Teachers to conduct Action Research

4.4.1 Analysis of the Data Obtained through Questionnaire

Table 3: The challenges that hinder the teachers to conduct action research

No	Items	No	Min.	Max.	Mean	SD
1	There is lack of financial and material support in my school to conduct action research	96	2	5	4.27	1.042
2	There is lack of suitable working environment that encourages me to undertake action research in my school	96	2	5	3.74	0.533
3	There is lack of incentives for my engagement in action research	96	2	5	4.44	0.852
4	I am less motivated to do action research in my school	96	1	4	2.97	0.246
5	The large teaching load I have affects me to do action research in the school	96	2	5	3.99	0.782
6	There is lack of clear role of teachers in the school to do action research	96	1	4	2.86	0.273
7	There is absence of research culture in my school	96	2	5	3.95	0.413
8	There is resistance from teachers to conduct action researches in my school	96	2	5	3.21	0.012
9	There is limited support from my school to do action research	96	2	5	3.97	1.001
10	There are insufficient reference materials like journals, research books, research reports and others in the library	96	2	5	3.78	0.634

As shown in Table 3, Item 1 above, the participants were asked whether there is lack of financial and material support in their school to conduct action research or not. Accordingly, the participants mean score was 4.27, which falls between 'agree' and 'strongly agree' scales. This shows that

there was absence of financial and material support in their school to conduct action research. Similarly, Item 2 of Table 3 asked the participants whether there is there is lack of suitable working environment that encourages the teachers to undertake action research in their schools or not. Accordingly, the average mean score was 3.74, which is near to the 'agree' Likert Scale. Therefore, it was found out that there was lack of suitable working environment that encourages the teachers to undertake action research in their schools.

As it can be noticed from Table 3, Item 3, the participants were asked whether there is lack of incentives for the engagement of secondary school teachers in doing action research or not. As a result, the average mean score of the response was 4.44, which falls between the scales of agree and disagree. This shows that there was lack of incentives for the engagement of secondary school teachers in doing action research in the study area. Similarly, the participants were asked whether they are less motivated to do action research in their schools or not. Accordingly, the mean score of the responses were 2.97, which was below the midpoint. This shows that the teachers were less motivated to do action research in their schools.

Similarly, in the same Table (Item 5), the participants of the study were asked whether the large teaching load that the secondary school teachers have affects them to do action research in the school or not. As such, the average mean score of the participants' responses was 3.99, which was nearly similar to the scale of 'agree'. This shows that the large teaching load the teachers had affected them to do action research in their schools. Therefore, conducive environment should be created for the successful and effective undertaking of action research in the study area. Regarding Item 6 of the same Table (Table 3), the participants were asked whether there is lack of clear role of teachers in the school to do action research or not. Therefore, the average mean score of the participants' responses was 2.86, which was less than the midpoint. From this data, one can conclude that there was not lack of clear role of teachers in the school to do action research.

Table 3, Item 7 asks the participants whether there is absence of research culture in their school or not. Therefore, the average mean score of the participants' responses was 3.95, which was near to the scale of 'agree'. This shows that there was absence of research culture in their schools. Likewise, the participants were asked whether there is resistance from teachers to conduct action researches in their schools or not. The result of the self-reported questionnaire

showed the mean score of 3.21, which was near to the midpoint. Therefore, from the data, it is possible to conclude that there was resistance from the parts of the teachers to conduct action researches in their respective schools.

Another item in the table (Item 9 of Table 3) asked the research participants whether there is limited support from their schools to do action research or not. The average mean score of the response was 3.97, which was almost near to the scale of agree. This shows that there was a limited support from the schools to do action research. Similarly, Item 10 of the same table asks the participants whether there are insufficient reference materials like journals, research books, research reports and others in the library or not. As a result, the average mean score of the response was 3.78, which was near to the scale of 'agree'. This shows that there were insufficient reference materials like journals, research books, research reports and others in the library of the secondary schools under the study.

Generally, it was investigated that various factors hindered the effective undertaking and putting into practice of action research. The factors were related to absence of financial and material support from the school governing bodies, lack of suitable working environment, lack of incentives, less motivation from the parts of teachers, absence of training for teachers, absence of research culture in the schools, insufficient reference materials like journals, research books, research reports and others in the library of the secondary schools under the study, and above all there was poor political commitment of leaders.

4.4.2. Analysis of the Data Obtained through Interview

Interview was also used to get data with regard to the challenges that affected the execution and implementation of action research in the study area. It was also investigated through interview that action research was not properly conducted in the secondary schools under the study because of some challenges. The participants of the study argued that there was inadequate budget allocation for the action research to be conducted and implemented. Moreover, most of the secondary school teachers stated that doing action research is additional workload for the teachers. In support of this idea, one interviewee had the following to say:

The major issue or challenge in the conduct of action research is that I don't have time or I lack time. I do not have available time to conduct action research in my classroom. If there is time, I am really ok to do action research. I love to do research, but there is not

enough time. I am teaching the whole day. Doing research is when you have to sit and do research. (Interviewee 3)

The above extract shows that the secondary school teachers under the study argued that they knew about the benefits of conducting action research, but they did not have enough time to do the research because they were overloaded. They stated that they were forced to teach more than 30 periods per week; and as a result, they did not have time to do research. They told the researcher that they had many things to do at school instead of doing action research. For example, they did lesson plan, they taught tutorial classes, and they taught female students. Besides, they stated that they prepared themselves for the next class to teach their students than doing action research.

As to the result of the interview, there were also other factors that hindered the effective execution and implementation of action research. The factors were related to lack of budget, and weak support from the school principals and school administrative bodies. There was even lack of motivation among stakeholders because of lack of incentives when engaged in the facilitation of the action research, there was lack of monitoring and evaluation, lack of supervision problem, lack of awareness of teachers about action research, and lack of coordination, absence of training for teachers, and lack of appropriate integration of teachers and school principals.

The interviewees also added that there were lacks of motivation and willingness of the teachers to participate in the action research. There was no incentive to help the teachers to carry out the research effectively. The interviewees also claimed that there was even inadequacy of salary and other payments for doing research. Therefore, due attention should be given to the action research and the necessary resources should be allocated for the effective implementation of the research.

Therefore, to promote the effective implementation and participation of the secondary school teachers, it is better to improve the beliefs of the teachers and to change the attitude towards the action research by creating awareness, constructing comfortable and better teaching and learning environment, creating integration among the teachers and the school principals and others were very much needed. National and local commitment and support for action research is very much vital.

4.5. Whether School Principals support teachers to do Action Research or not

4.5.1. Analysis of the Data obtained through Questionnaire

Table 4: Whether school principals support teachers to do action research or not

No	Items	No	Min.	Max.	Mean	SD
1	My school principal encourages me to do action research by arranging research training in my school	96	1	4	2.41	0.064
2	My school principal encourages me by allocating budget to conduct action research	96	1	4	2.33	0.517
3	My school principal encourages me to undertake action research cooperatively	96	1	3	2.67	0.591
4	My principal supports me through establishing action research club in the school	96	1	4	2.61	0.446
5	My principal encourages me by providing me recognition to conduct action research activities	96	1	5	2.38	0.663
6	My principal supports me by providing reference materials for research activities	96	1	4	2.62	0.522
7	There is lack of moral support from principals	96	1	5	2.69	0.632
8	My school principal effectively communicates with teachers to do action research	96	1	4	2.48	0.073
9	The school leadership provides the necessary materials and resources to do action research	96	1	5	2.59	1.501
10	The school principal provides technical support to the implementation of action research	96	1	5	2.61	0.710
11	There is fear of rejection of one's action research work because of its low quality	96	2	5	2.70	0.492

As shown in Table 4, Item 1 above, the participants were asked whether their school principals encouraged them to do action research by arranging research training in their schools or not. Accordingly, the participants mean score was 2.41, which falls below the midpoint scale. This shows that the school principals did not encourage the teachers to do action research by arranging research training in their schools. Similarly, Item 2 of Table 4 asked the participants whether their school principal encourages them by allocating budget to conduct action research or not. Accordingly, the average mean score was 2.33, which was below the midpoint. Therefore, school principals did not encourage their teachers by allocating the necessary budget to conduct action research.

As it can be noticed from Table 3, Item 3, the participants were asked whether their schools' principals encourage them to undertake action research cooperatively or not. As a result, the

average mean score of the response was 2.67, which was below the midpoint. This shows that principals did not encourage teachers to undertake action research cooperatively. Similarly, the participants were asked whether their principals support them through establishing action research club in the schools or not. Accordingly, the mean score of the responses were 2.61, which was below the midpoint. This shows that principals did not support secondary school teachers through establishing action research club in the schools.

Similarly, in the same Table (Item 5), the participants of the study were asked whether their principals encouraged them by providing them recognition to conduct action research activities or not. As such, the average mean score of the participants' responses was 2.38, which was below the midpoint. This shows that the principals did not encourage the secondary school teachers by providing them recognition to conduct action research activities. Regarding Item 6 of the same Table (Table 4), the participants were asked whether their principals supported them by providing reference materials for research activities or not. Therefore, the average mean score of the participants' responses was 2.62, which was less than the midpoint. From this data, one can conclude that school principals did not support their teachers by providing them with reference materials for research activities.

Table 4, Item 7 asks the participants whether there is lack of moral support from principals or not. Therefore, the average mean score of the participants' responses was 2.69, which was below the midpoint. This shows that there was lack of moral support from principals. Likewise, the participants were asked whether their school principals effectively communicate with teachers to do action research or not. The result of the self-reported questionnaire showed the mean score of 2.48, which was below the midpoint. Therefore, from the data, it is possible to conclude that school principals did not effectively communicate with teachers to do action research.

Another item in the table (Item 9 of Table 4) asked the research participants whether the school leadership provides the necessary materials and resources to do action research or not. The average mean score of the response was 2.59, which was the midpoint scale. This shows that school leadership did not provide the necessary materials and resources to do action research. Similarly, Item 10 of the same table asks the participants whether the school principal provides technical support to the implementation of action research or not. As a result, the average mean score of the response was 2.61, which was also below the midpoint. This shows that the school

principals did not provide technical support to the implementation of action research. Finally, the teachers were asked whether there is fear of rejection of one's action research work because of its low quality or not. Accordingly, the average mean score 2.70, which was still below the midpoint. Therefore, there was not fear of rejection of one's action research work because of its low quality.

4.5.2. Analysis of the Data obtained through Interview

The participants were also asked to tell how the challenges were minimized to run the action research as effectively as possible. The teachers believed that action research could enhance both teachers' practices and students' learning. Teachers also need to develop themselves through self-improvement and also continuous professional development. They knew that they develop themselves by doing action research. Therefore, the participants of the study revealed that school governing bodies and administrators must encourage and support the teachers in doing action research by allocating the necessary budget and incentives. The government must give enough incentives for teachers to do action research. There is also motivation and other supports to teachers on time.

It was suggested by the interviewees that strong monitoring and evaluation system should be designed and implemented. The ministry of education has to restructure and reform the fragmented system of the action research that could minimize the gap between the policy implementers and the end users. The ministry of education and its regional, zonal and district offices should follow up and ensure the utilization of the school budget for action research. It should continue playing a facilitative role to encourage non-governmental organizations to participate in the support of action research.

4.6. Analysis of the Data obtained through Document Analysis

To strengthen the information obtained through questionnaire and interview, the current researcher had used related document such as teachers' action research papers, teachers' annual and weekly plans, teachers' portfolios, minutes, students' rosters, and other related documents at the schools. Unfortunately, the current researcher did not find the relevant documents in relation to the activities of action research. There was the framework of doing action research guideline at district education office on the shelf. It was put on the shelf without any purpose. The guideline was not found in the secondary schools. Only annual plans of teachers and weekly

lesson plans were found in the schools. The plans did not talk about doing action research. There was no necessary document or record that showed continuous monitoring and evaluation of action research experience in the schools. The schools had no documents that showed follow up of the reliability of the evaluation. In fact, some policy-based documents like Education Sector Development Plans I-V were found at the schools on the shelf.

4.7. Discussions of the Results

The main purpose of this study was to investigate factors that hinder teachers to conduct action research with special reference to Guto Gida District, East Wollega Zone, Oromia Regional State, Ethiopia. To attain the purpose, four basic research questions were framed and answered through questionnaire, interview and document analysis. The discussion of the results was made based on the sequence of the research questions as follows.

The first research question of the study asks, “What beliefs do secondary school teachers hold about action research?” Questionnaire and interview were used to answer this research question. The questionnaire items were constructed to measure the participants’ beliefs about action research. According to the results obtained through the questionnaire and interview, the participants showed relatively positive and favorable belief about action research.

The participants of the study believed that doing classroom action research is part of their teaching and learning activities. Action research helps them gain a better understanding of their teaching practices. It helps them self-reflect on their teaching and learning practices. They also believed that action research facilitates their professional development, and increases their students’ achievement in their classrooms. It can identify the strength and weakness of a school, and prioritize actions to be taken. Generally, they viewed that action research can ensure quality education and improve the teaching and learning activities as a whole. This means action research is vital to the school’s overall performance.

The above finding was relatively in agreement with the findings obtained by Meskerem and Abraham (2014). They found out that most of the Bahir Dar town primary school teachers had positive attitude towards the importance of action research. However, their involvement in action research was below the expectation. On the other hand, the study conducted by Gebeyehu (2017) contradicted with the result of the current study. Gebeyehu (2017) revealed that secondary school teachers’ understanding of action research was at the lower level in West Gojjam Zone of

Amhara Regional State. School principals who were expected to provide professional support for teachers had no detail awareness and skill about action research.

The second basic research question asks “To what extent do the teachers conduct action research to solve school problems?” Thus, it was found out that the teachers did not actively involved in the preparation and implementation of action research. Both the questionnaire and the interview results showed that the participation of teachers in doing and executing the action research was not encouraging. The teachers were not actively engaged in carrying out school-based action researches and solving teaching and learning problems. The school principals also lacked commitment to address issues related to action research. The teachers and the school principals were not working cooperatively to solve issues related to teaching and learning activities in the form of action research.

The above finding was also in agreement with the findings reached by Dame (2011). He showed that the notion of reflective practice is almost non-existent among the selected teachers’ training colleges in Oromia. He also found out that the culture of undertaking action research was not well established and developed in the colleges. Befekadu (2014) also investigated that the status of action research conducted in government secondary schools was found to be very low which means 0.26 per teacher. Asefa (2014) also revealed that the practice of action research in City Government of Addis Ababa Primary Schools is low. Only 18.4% had conducted action research at their schools. Still, the study conducted by Biruk (2013) showed that the knowledge and skills of teachers in the Sululta Secondary Schools were sufficient, but their involvement in doing and undertaking action research was insufficient.

Therefore, the status of action research implementations was not to the expected level. The achievements made so far have not been encouraging and no significant efforts have been made to strengthen the implementation of school-based action research. Action research was not well-managed in terms of planning, participation of teachers, implementation and evaluation. Inadequate coordination of action research by the school principals and poor participation from the teachers was the main finding.

The result of the study also showed that there were various challenges that hindered the effective implementation of action research at the secondary schools under the study. These challenges include: absence of financial and material support in the schools to conduct action research, lack

of suitable working environment that encourages the teachers to undertake action research in their schools, and lack of incentives for the engagement of secondary school teachers in doing action research. The teachers were less motivated to do action research in their schools. The large teaching load the teachers had affected them to do action research in their schools. There was no clear role of teachers in the school to do action research. There was absence of research culture in their schools. There was resistance from the parts of teachers to conduct action researches in their schools. There were insufficient reference materials like journals, research books, research reports and others in the library of the secondary schools under the study.

The above findings were related to some other findings. For example, Biruk (2013) concluded that shortages of training, seminars and workshops regarding research activities, insufficient budget, insufficient school facilities, inadequate planning, insufficient reference materials and library services were the major challenges that hindered the effective execution of action research were the major factors that negatively affected the implementation of action research. Asefa (2014) also identified that the major hindering factors for carrying out action research in City Government of Addis Ababa Primary Schools were: overload in teaching and other committee activities, lack of incentives, lack of research facilities, lack of financial support, lack of required knowledge and skill of action research.

Similarly, Meskerem and Abraham (2014) investigated that factors like lack of financial support, lack of encouragement and morale, lack of practical training, lack of motivation, lack of theoretical knowledge and lack of confidence have been identified as major hindrances. Lack of continuous, updated and adequate training, absence of follow up and deficiency of stationary materials were also found as additional problems. Gebeyehu (2017) also showed that engagement of teachers in action research activities had been hindered by lack of training and experience on how to conduct action research, lack of support and monitoring, work overload and shortage of time, lack of incentives, lack of research facilities and less attention given for action research. Therefore, in one way or another, the above factors were also the challenges that affected the implementation of action research in Guto Gida District of East Wollega Zone.

The result of the study also showed that the school principals did not encourage the teachers to conduct action research in their schools to ensure quality education in general and to solve teaching and learning problems in particular. The teachers argued that the school principals did

not encourage them by creating conducive environments to do action research. There was lack of moral, material and financial support from school principals. Even the school principals did not effectively communicate with teachers to do action research. They did not provide the necessary materials, resources, and other technical support to do action research.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary, conclusions and recommendations of the study. The summary section recaps the procedures used and the major findings of the study. The conclusion section presents the inferences drawn from the study. Finally, recommendations were suggested based on the findings and conclusions of the study.

5.2. Summary

The general objective of this study was to investigate factors that hinder teachers to conduct action research with special reference to Guto Gida District, East Wollega Zone, Oromia Regional State, Ethiopia. To attain the purpose, four basic research questions were framed, and descriptive survey design with mixed approach was employed. A total of 96 participants (89 males and 7 females) were selected randomly from the four secondary schools mentioned before for the distribution of the questionnaire. Besides, two teachers from each secondary school (total of 8 male teachers) were selected for interview. Principals of each school were also included in the study for interview. Generally, 50% of the total population was taken as participants of the study.

Data was collected from the research participants through questionnaire, interview and document analysis. Convergent mixed-method was used to collect data from the participants at parallel times. The data collected through the questionnaire was analyzed through descriptive statistics using SPSS version 20. On the other hand, the data collected through interview was transcribed, coded and categorized based on the similar themes that were repeatedly said during the interview. Similarly, the documents were analyzed thematically. The analysis of the data was made based on the order of the research questions so as to provide a triangulated answer for each research question.

Accordingly, the result of the study showed that the participants held relatively positive and favorable belief about doing action research in secondary schools. They believed that doing classroom action research was part of their teaching and learning activities. It helps them self-reflect on their teaching practices, gain a better understanding of their teaching practices, develop their profession, increased their students' achievement, and above all it ensures quality of education. However, in spite of their positive beliefs, it was found out that the teachers and the

school principals did not involve actively in the preparation and execution of the action research. The secondary school teachers rarely conducted classroom action researches to improve the teaching and learning activities and the students' achievements. The support of the principals and other educational officers were also low to improve the practice of action research.

The result of the study also showed that there were various challenges that hindered the effective practice and implementation of action research in the secondary schools under the study. These challenges included: absence of financial and material support, lack of incentives, being overloaded, lack of motivation of teachers, absence of research culture in the schools, lack of suitable working environment, insufficiency of reference materials, absence of training for teachers, lack of integration among the teachers and the school principals, inadequate monitoring and evaluation, and above all there was poor political commitment of school governing bodies regarding the practice of action research in secondary schools.

5.3. Conclusions

The main objective of doing school-based action research is to ensure quality education in general and to improve teaching and learning practices in particular. It is the way of solving school-based problems practically and improving teaching and learning processes. It is also a tool that helps teachers to self-reflect on their teaching practices, gain a better understanding of their teaching practices, develop their profession, and increased their students' performances and achievements. This is why the secondary school teachers under the study held relatively positive and favorable beliefs about doing action research in secondary schools.

However, in spite of their positive beliefs, it was investigated that the teachers did not involve actively in the preparation and execution of action research. The secondary school teachers rarely conducted classroom action researches to improve the teaching and learning activities and the students' achievements. The support of the principals and other educational officers were also low to improve the practice of action research. There is a mismatch between what the policy document indicates and the real practice of action research in schools. The gap existed because the challenges that hindered the effective practice and implementation of action research in the secondary schools under the study.

These challenges included: absence of financial and material support, lack of incentives, being overloaded, lack of motivation of teachers, absence of research culture in the schools, lack of

suitable working environment, insufficiency of reference materials, absence of training for teachers, lack of integration among the teachers and the school principals, inadequate monitoring and evaluation, and above all there was poor political commitment of school governing bodies regarding the practice of action research in secondary schools. The school principals neither provide the necessary materials and resources for teachers to do action research nor do they provide technical support for teachers to do action research.

5.4. Recommendations

The following recommendations are suggested based on the findings of the study.

- 1) In order to improve teachers' involvement in conducting action research, the teachers, the school principals, and other stakeholders of education should develop the tradition of working together to improve the teaching and learning activities, and to improve students' performances or achievements.
- 2) Oromia Education Bureau in general and schools in particular should create adequate awareness raising issues to ensure practical involvement of teachers in conducting action research in secondary schools.
- 3) The secondary school teachers indicated that they needed incentives to conduct action research. Therefore, Oromia Education Bureau ought to provide schools and teachers with the necessary moral, material and financial supports.
- 4) Concerning the knowledge and skill gap observed on teachers' action research practices, short and refresher trainings and experience sharing should be designed and given to teachers and school principals to orient the teachers about the importance of conducting action research.
- 5) It was also investigated that the teachers did not involve in action research because they were overloaded with teaching loads. To minimize this problem, the schools ought to hire teachers to normalize the teaching loads of teachers, and involve the teachers in action research activities.
- 6) Since the participants of this study were from one district administration, the findings might not be generalized to other areas and regions in the country. Therefore, further researches are recommended to make the study more comprehensive.

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Appendix A: Teachers' Questionnaire

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for Research Purpose

Dear Sir,

The general objective of this questionnaire is to investigate factors that hinder teachers to conduct action research with special reference to Guto Gida District. Thus, the validity of the research depends on your genuine and honest response to every item that is provided for you. The information you give is used only for research purpose, and it will be kept confidential. The information is analyzed and reported anonymously. Please read each item carefully and give your response accordingly. The researcher appreciates your cooperation in advance.

I) Your background information:

Please put tick mark (✓) in the appropriate boxes given below for the items that are given in categories, but write your answer for the items that are given in blank spaces.

- a) Name of your school _____
- b) Your sex: Male Female
- c) Your field of study: Major _____ Minor _____
- d) Your educational qualification: Diploma Degree Masters PhD
Other (please specify) _____
- e) Your total teaching experience in years: 1-10 11-20 21-30 31-40
More than 40 years other (please specify) _____
- f) Your total teaching load per week: 1-10 11-20 21-30 31-40
More than 40
- g) Average number of students you teach in one class: 1-30 31-60 61-90
more than 90

II) Read each of the statement given in the table and indicate your level of agreement. Use the following ranking key:

- For *Strongly Disagree (SD)*, put tick mark (✓) under the column of number 1
- For *Disagree (D)*, put tick mark (✓) under the column of number 2
- For *Neutral (N)*, put tick mark (✓) under the column of number 3

- For *Agree (A)*, put tick mark (✓) under the column of number 4
- For *Strongly Agree (SA)*, put tick mark (✓) under the column of number 5

		SD	D	N	A	SA
No	Statements (Items)	1	2	3	4	5
	Beliefs that secondary school teachers hold about action research					
1	I believe that doing classroom action research is part of teaching					
2	I think classroom action research improves teaching and learning activities					
3	Action research helps me gain a better understanding of my teaching practice					
4	I think action research increases my students' achievement in my classroom					
5	Action research helps me self-reflect on my teaching practices					
6	I believe that action research facilitates my professional development as a teacher					
7	Action research helps me gain a better understanding of my teaching practice					
8	Action research encourages positive change and enables me to become agent of change					
9	I have no enough time to do action research because I am overloaded					
10	Action research has to be left to those who have specific training in educational research					
11	I prefer to conduct action research to solve my day to day teaching/learning problems					
12	Doing action is one of the criteria of promotion for me					
13	I am not capable of doing action research because I have not taken any training					
	The extent to which teachers conduct action research to solve school problems					
14	I am actively involved in doing classroom action researches					
15	My school conducts regular monitoring and evaluating about doing action research					
16	My school allocates the necessary resource for the implementation of action research					
17	My school evaluates the ongoing action research activities of teachers					
18	I usually solve practical teaching and learning problems by doing action research					
19	I conduct action research to know the strength and weakness of my teaching practice					
	Challenges that hinder teachers to conduct action research					
20	There is lack of financial and material support in my school to conduct action research					
21	There is lack of suitable working environment that encourages me to undertake action research in my school					
22	There is lack of incentives for my engagement in action research					
23	I am less motivated to do action research in my school					
24	The large teaching load I have affects me to do action research in the school					
25	There is lack of clear role of teachers in the school to do action research					
26	There is absence of research culture in my school					
27	There is resistance from teachers to conduct action researches in my school					
28	There is limited support from my school to do action research					
29	There are insufficient reference materials like journals, research books, research reports and others in the library					
	Supports that school principals give to teachers to conduct action research					
30	My school principal encourages me to do action research by arranging research training in my school					
31	My school principal encourages me by allocating budget to conduct action research					
32	My school principal encourages me to undertake action research cooperatively					

33	My principal supports me through establishing action research club in the school					
34	My principal encourages me by providing me recognition to conduct action research activities					
35	My principal supports me by providing reference materials for research activities					
36	There is lack of moral support from principals					
37	My school principal effectively communicates with teachers to do action research					
38	The school leadership provides the necessary materials and resources to do action research					
39	The school principal provides technical support to the implementation of action research					
40	There is fear of rejection of one's action research work because of its low quality					

III) Answer the following questions frankly

1) What is action research for you? Why it is important to do action research in the classrooms?

2) To what extent you do action researches at school or in the classrooms? (**Hint:** not at all, rarely, to some extent, often, always) why?

3) Does your school principal encourage you to conduct action research at your school? Why?

4) What are the challenges you face to conduct action research in your school?

Appendix B: Teachers' Interview Guide

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Interview Guide Questions

- 1) What is action research for you?
- 2) What is the importance of doing action research for you?
- 3) Have you ever conducted action research at your school? Why?
- 4) How do you see the status of action research at your school?
- 5) Does your school encourage all the teachers to do action research? How?
- 6) Does your school principal encourage you to conduct action research at your school?
- 7) What are the challenges that hinder you to conduct action research at your school?
- 8) What do you think should be done to improve the current status of action research at your school?

Appendix C: Interview Guide for School Principals

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guide Questions

- 1) What is action research for you?
- 2) What is the importance of doing action research for you?
- 3) Do your school teachers conduct action research to solve school related problems?
- 4) How do you see the status of action research at your school?
- 5) Does your school encourage all the teachers to do action research? How?
- 6) Is there any support given for teachers by education offices to conduct action research?
- 7) Does the school/education office facilitates research based training or workshops that help teachers to carry out action research? If not, Why?
- 8) What are the challenges that hinder to conduct action research at your school?
- 9) What do you think should be done to improve the current status of action research at your school?

Appendix D: Transcription of the Interview

Researcher: Thank you for giving me your time for the interview. The purpose of this interview is to investigate factors that hinder teachers to conduct action research with special reference to Guto Gida District. Therefore, I want you to tell me your genuine opinion with regard to the questions that I am going to ask you. Your opinion is used only for research purpose. Every discussion we make will be kept confidential, and you are expected to be open enough to express your feelings in relation to the questions. To begin with, what is action research for you?

Interviewee 1: The action research is the practice of doing and the practice done by teachers in their own classrooms or outside the classroom in the school on how teachers and learners teach and learn, on errors that students make, how communication occurs in classrooms, the feeling of teachers and learners during or after the lessons, and so on.

Interviewee 2: Action research is the research that is done by teachers in the classroom. It is done to improve educational practices or to solve the problems in the school.

Interviewee 3: Action research is a reflective teacher. Action research is the reflexive process. Action research is done to bring about changes in the school and better improvement in teaching practice.

Interviewee 4: Action research is doing for its immediate solution of the problem in the classroom to solve the teaching and learning process. Research is to do to get knowledge and skill about teaching and learning in the classroom. By doing action research teachers create their own knowledge through action research. Teachers also solve problems in the classroom.

Interviewee 5: Action research can be done and used to fill the gap between the theory and the practice of teaching and learning process. Action research practitioners are investigating a question. Action research is done to solve the challenges within the classrooms and schools.

Interviewee 6: Action research is a process of giving solution that enables teachers and students to find effective solutions to teaching and learning process. It is the process of making teaching and learning effective for the teacher and the students.

Interviewee 7: Action research is the process by which teachers better serve their students in the classroom and in the school. Action research is done it is reflect upon the teaching practice and when they specifically consider ways to address challenges that exist in their practice. Action research is solving classroom or school problems

Interviewee 8: Action research is a reflective process in which teachers gather data to improve their teaching and learning practices.

Interviewee 9: Action research is an effort aimed at change in teaching and learning conditions and accomplishing educational goals more effectively.

Interviewee 10: Action research is improving the teaching and learning process. Teachers do to solve teaching and learning problems.

Interviewee 11: Action research is to solve the works of whole school in order to ensure that learner receives quality education.

Interviewee 12: Action research is a collaborative process that is to do to solve school related problems.

Researcher: What is the importance of doing action research for you?

Interviewee 1: Action research improves the teaching and learning process. Action research conducting is conducting action research may provide beneficial. Action research is enabling and used for experiences for teachers to transform and create positive classroom environments.

Interviewee 2: Action research helps teachers and students to develop new knowledge and skill about teaching and learning activities directly related to their classrooms. Action research also helps teacher development. Teachers are developed when they do action researches in the classroom.

Interviewee 3: Action research improves the quality of school and its performance in the classroom. Action research is doing to make they can make better decisions and engage in better actions in the classroom.

Interviewee 4: Action research has the potential to result positive changes in the teaching and learning classroom. Action research is a strategy to improve students' achievement. Action research is increasing student achievement and ability to bring about desired learning outcomes. To bring about positive changes in student learning.

Interviewee 5: Action research plays a significant role in pointing out the strong and weak sides of the teaching and learning classrooms, and other instructional process. It is in evaluating the attainment of educational objectives towards improving the system.

Interviewee 6: Action research is used to upgrade the teachers' skill and knowledge on how to conduct action research and how to solve problems in their real context. Action research is also contributing to the improvement of the quality of education.

Interviewee 7: Action research is used to solve problems related to teachers, students, students' behavior, teaching and learning textbooks, and other school improvement programs. Action research can be an effective tool to solve educational problems. Action research is to enhance student learning and teacher professional development.

Interviewee 8: Action research is done to training the teacher with new skills, knowledge and teaching methods. Action research is the means of adding research and investigation approaches to teaching and learning and change.

Interviewee 9: Action research is used to support the professional development of teachers by helping them become more skilled and capable in understanding and utilizing research findings and carrying out research themselves when appropriate.

Interviewee 10: Action research helps teachers to identify problems and seek solutions in a systematic manner. Action research is used to identify a classroom related question that teachers would like to solve in the classroom.

Interviewee 11: Action research is done to improve students' learning and to increase love for our teaching profession to develop.

Interviewee 12: Action research is done by identifying students as well as school problems through action research. Action research is also important to check teachers whether they are going on the right truck or not.

Researcher: Have you ever conducted action research at your school? Why?

Interviewee 1: No, because there is no paper and computer in the school. There is no necessary material in the school. However, I know that teachers are expected to conduct locally contextualized action research which can lead them to solve practical problems in their respective schools and at its small scale.

Interviewee 2: Not this much, because there is no necessary material and budget to do action research.

Interviewee 3: It is not common. I don't have time to conduct research because I don't have enough time.

Interviewee 4: Action research is very important to improve the teaching and learning of education, but there is no enough money to do research.

Interviewee 5: Action research is planned to improve the quality of education in the schools; which also improves the teaching and learning process in the school. However, I do not conduct formal action research.

Interviewee 6: No, because I see myself and other teachers as afraid of doing research because we don't have enough knowledge and skill of doing research. We don't see ourselves as researchers, but as teachers. We are reluctant to write about our teaching practice and facilitating conditions to do action research.

Interviewee 7: Yes, but I do action research mainly for the sake of fulfilling the requirement rather than solving classroom problems. It is not to investigate the problems the teachers face to do research in their context.

Interviewee 8: Sometimes I do action research, but I do action research for formality.

Interviewee 9: To be true, I don't conduct action research in the school because there are problems of money, reference materials and knowledge.

Interviewee 10: Even though action research significant advantages in terms of improving the learning and teaching process, I don't do it because of lack of time.

Interviewee 11: Action research is very important in teaching and learning, but I don't do it because of lack of time and budget.

Interviewee 12: There is no habit of doing research in my school.

Researcher: How do you see the status of action research at your school?

Interviewee 1: The status of action research in my school is very low. However, according to the ministry of education, teachers at all levels are required to involve in action research activities. Ministry of education also designed and tried to implement teachers' continuous professional development program at schools. In this program action research is one of the elements expected to improve the teaching learning process.

Interviewee 2: Doing action research is additional workload for me. It is a burden for teachers. There is lack of enough time. I don't have time to do action research. I have no time to finish the course on time.

Interviewee 3: Action research issue is not well-prepared in involving all the teachers and all the school community.

Interviewee 4: No participation in action in my school! You know this more than me. Why you ask me?

Interviewee 5: There is no involvement of teachers to action research because of limitation of support from educational authorities, and shortage of materials and financial resources were the major factors that disadvantaged the implementation of the plan.

Interviewee 6: The involvement of teachers, students, school principals and others in planning for action research and implementation of the research is low. There is lack of awareness creation about the action research. Teachers do not know even the presence of the action research or not. The action research is not well communicated to the teachers. the agenda of action research is raised only during the annual report.

Interviewee 7: Never participated. That is real. No participation.

Interviewee 8: There is no involvement of teachers for sure. The teachers have no adequate awareness on the purposes, objectives, and the implementation process of the action research. There is poor participation of the teachers on action research. There is lack of communication about action research by the schools.

Interviewee 9: As far as my knowledge is concerned, there is no action research doing in my school. The extent to which teachers are carrying out action research to solve real educational problems is very low and small in my school and in my area schools.

Interviewee 10: The involvement of the teachers in action research improvement is not satisfactory. The teachers suffered from lack of awareness on the school improvement plan. Teachers are not involved in the action research implementation without having training.

Interviewee 11: I do not participate. I haven't seen any involvement. It is only theory.

Interviewee 12: The doing of action research is not good. No doing

Researcher: Does your school principal and school encourage you to conduct action research at your school?

Interviewee 1: No, we are passive teachers in secondary schools. Teachers in the secondary schools are passive participants in conducting action research.

Interviewee 2: Yes, our school obliges teachers to conduct action research for their professional growth, and also the promotion to the next professional career is based on teaching and action research doing.

Interviewee 3: Action research is used simply when writing report to the concerned bodies, but it is not in real action. Action research was not given emphasis. Even, action research is given even

in university as a distance course and was insufficient to allow us to be engaged in action research.

Interviewee 4: Most of teachers, including me, had taken educational research at university was not satisfactory and could not enable us to do research confidently.

Interviewee 5: No, but teachers must work for the implementation of the action research.

Interviewee 6: Action research is not encouraged by the school to be done. The solution is to work together in all stakeholders to improve quality education through doing action research.

Interviewee 7: Schools or school principals rarely encourage teachers to do action research. However, teachers are expected to do action research, and the school principals are given with responsibilities to facilitate and create favorable conditions for action research to be done by teachers.

Interviewee 8: School principals do not involve in action research. As a result teachers are not in a position to participate actively and apply action research in the classroom and schools.

Interviewee 9: School principals or schools do not force us to conduct action research. Working together solves many problems. Therefore, we come and work together to solve problems about action research.

Interviewee 10: The ministry of education guideline says the teachers should do action research to solve problems in teaching and learning activities. We also encourage teachers to do action research and include in their profile. But teachers do not like to do action research because they say they lack time to do the research.

Interviewee 11: I motivate my school teachers to do action research to solve the teaching and learning process in the classroom. Doing research is part of teachers' evaluation, part of teachers' efficiency, and it is in the teachers' portfolio. But teachers don't like to do action research because they ask money for payment. But action research is free to solve teaching and learning problems in the classrooms.

Interviewee 12: It is very difficult to achieve the objective of doing action research. Only very few teachers participate in solving the problem. Only one or two teachers do each year. The other teachers are not participating. They do not participate of solving problems or doing action research without proper allocation of the budget. But there is no budget for action research. It is done for one teacher development and growth.

Researcher: What are the challenges that hinder you to conduct action research at your school?

Interviewee 1: Doing action research is additional workload for me. It is a burden for teachers. There is lack of enough time. I don't have time to do action research. I have no time to finish the course on time.

Interviewee 2: I don't have good knowledge and good procedure about action research. There is inadequate knowledge about action research or in the conduct of action research

Interviewee 3: The major issue or challenge in the conduct of action research is that I don't have time or I lack time. I do not have available time to conduct action research in my classroom. If there is time, I am really ok to do action research. I love to do research, but there is not enough time. I am teaching the whole day. Doing research is when you have to sit and do research.

Interviewee 4: The major limitations that impede teachers from action research activity in Ethiopian context is lack of incentive, lack of finance, teaching load and lack of opportunity to participate in seminar.

Interviewee 5: There are so many challenges. For example, lack to motivation of stakeholders to involve in the action research doing. There is shortage of logistic and finance for monitoring and evaluating the action research.

Interviewee 6: There is lack of allocated budget to do action research. There is weak support from the school principals and school administrative bodies to involve in action research.

Interviewee 7: There is shortage of budget or finance for doing action research. There is weak collaboration among school community.

Interviewee 8: I have many things to do at school. For example, I do lesson plan, I teach tutorial classes, I teach female students. I prepare myself for the next class to teach my students, I am also a unit leader. I have no time to conduct action research. I am a lot of things to do.

Interviewee 9: There is lack of motivation of all teachers because of lack of incentives, there is shortage of budget.

Interviewee 10: There is lack of strong support from school governing bodies. There is inadequate budget allocation to the action research.

Interviewee 11: There is lack of motivation and willingness of teachers to participate in the action research.

Interviewee 12: There is inadequate budget allocation to the school. There is absence of adequate teaching and learning materials such as reference books.

Researcher: What do you think should be done to improve the current status of action research at your school?

Interviewee 1: The solution is to teach the teachers to do action research continuously about the advantages of doing action research.

Interviewee 2: The solution is also to explain in detail possible benefits that the teachers get by doing action research because it improves their profession.

Interviewee 3: School governing bodies and administrators must encourage and support the teachers in doing action research by giving the necessary budget allocation and incentives. The government must give enough incentives for teachers to do action research. There is also motivation and other supports to teachers on time.

Interviewee 4: Action research can enhance both teachers' practice and students' learning. Teachers also need to develop themselves through self-improvement and also continuous professional development. Teachers develop themselves by doing action research.

Interviewee 5: To avoid the problem the government should allocate enough amount of money and budget to accomplish effectively the action research prepared each year.

Interviewee 6: The government should give adequate budget, and should be allocated for the implementation of the action research.

Interviewee 7: The solution is to train the teachers with skills of doing action research.

Interviewee 8: The solution is giving training for teachers, giving training for the school principals and supervisors in order to improving quality of education.

Interviewee 9: It is very difficult to achieve the objective of doing action research without proper use of allocated budget. Implementation of action research will remain problematic.

Interviewee 10: The solution is to work together to improve action research and all the bodies give serious attention for the program

Interviewee 11: The solution is that the government is to give training for teachers regarding the value of action research.

Interviewee 12: Awareness raising issues should be created for teachers and the school community all in all.

Researcher: Thank you very much for giving me your time. God bless you.

Interviewee 1: No problem

Interviewee 2: It is ok.

Interviewee 3: No problem research is a team work.

Interviewee 4: Thank you too.

Interviewee 5: It is good. Bye.

Interviewee 6: You are welcome. Have a good time of doing research.

Interviewee 7: Thank you.

Interviewee 8: Don't mention it. It is good.

Interviewee 9: Thank you very much. It is alright.

Interviewee 10: Thank you.

Interviewee 11: You are welcome.

Interviewee 12: It is alright

Appendix E: Checklist for Document Analysis

The following are checklist used to assess the document on action research

1	Are there any action research documents in the school that are done by teachers?
2	Do the schools have guidelines for doing action research?
3	Does a teacher profession development evaluation criterion include action research work?
4	Does teacher's career structure evaluation criterion include action research?
5	Is conducting action research in the annual plan of the teachers work?
6	Is there any seminar or training given at your school regarding action research?