

**INVOLVEMENT OF SECONDARY SCHOOL TEACHERS
IN EDUCATIONAL RESEARCH IN AFAR
REGIONAL STATE**

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ACRONYMS

AAU	Addis Ababa University
ANOVA	Analysis of Variance
DF	Degree of Freedom
EMPDA	Educational Material Production and Distribution Agency
ICDR	Institute of Curriculum Development and Research
IER	Institute of Educational Research
MS	Mean Square
OECD	Organization for Economic Co-operation and Development
SD	Standard Deviation
SS	Some of Square
TGE	Transitional Government of Ethiopia

ABSTRACT

The main purpose of this study is to examine the current status of secondary school teachers' involvement in educational research in Afar Regional State and to identify the major impediments that hinder teachers from research undertaking. To achieve this objective, a descriptive survey method was employed. In this study, data were collected from teachers, principals, zonal and regional education officials through questionnaire and interview. Questionnaire consisting of 40 items was distributed to 92 secondary school teachers who are working in the five schools of Afar Region. From the distributed questionnaire 93.5 %(86) of them were filled in and returned. Interviews were conducted with five school principals, two zonal and one regional education officials. The secured data through these instruments were analyzed using narrative description, percentage, mean, chi-square, t-test and one way repeated measure ANOVA.

The findings of the study revealed that almost half of the respondent teachers did not take research methodology course while they were in higher institutions. Even from those teachers who took the course, 35.42% of them assured that the training they took was not adequate to enable them undertake educational research. On top of this, concerned bodies in the region did not provide training in research for these teachers in the form of workshop, seminar or in-service training in order to up-grade their research knowledge. In addition to this, there were no up-to-date reference materials that acquaint teachers with research methodology, there were no Budgets allocated for research; there was no research coordinating body in zonal, woreda or school level and incentives were not provided for teachers who were engaged in research. Although almost all of the teachers in the sample schools have a positive attitude and interest towards conducting educational research, only 5.95% of them were engaged in educational research due to the reasons mentioned above. The major constraints that block teachers from carrying out research activities were therefore, lack of conducive environment for research, lack of support from concerned authorities, lack of experience in how to do educational research and lack of materials for research. Generally, the factors collected enabled to make a conclusion that the research involvement of secondary school teachers of this region was found to be low. Therefore, to popularize and promote research activities of secondary school teachers of this region, it is recommended that Afar Region Education Bureau should up-grade teachers' knowledge and skills by organizing and conducting in-service training, workshop or seminar in sustained fashion. In addition to this, concerned bodies need to create favorable conditions for research by allocating fund for research, by equipping school libraries with recent reference materials and by providing sufficient stationery for teacher researchers.

CHAPTER ONE

1. INTRODUCTION

1.1. Back Ground of the Study

Human beings are inquisitive creatures. As they face some thing new, always they ask the question 'why'. In fact this eagerness helped them to solve their day-to-day problems. Therefore, in one way or another, for giving a solution to their problems and for learning from nature, their critical mind is responsible.

Although the critical mind of human beings is a cause for the over all welfare they have to date, the vital role played by education in sharpening their critical mind should not be denied. It is through education that human beings have transformed from primitive to the modern way of life. Thus education had its own position in the development of human nature and will continue to have in the future too. As Borg and Gall (1983:1) indicated, education is a wealth, power and a base for all rounded individual and social development.

Now a days, there is a global understanding that education should be viewed in line with the improvement of the main elements in its process, namely lives of learners, quality of teachers, contents, methods, and fulfillment of societal needs as well as economic condition of a particular country (Firdisa, 2000: 44).



To realize this endeavor, research has a pivotal role to development and it aims at making the education sector grow its function effectively and improve the educational practices. Presently, research is considered to be a prominent key which is essential to the opening of new doors in education (Courtney, 1965:1). It is clear that teaching learning process becomes effective, up to date and successful, only if it is supported by educational research. If research is undertaken on the context of those who are expected to make use of the findings, the likelihood of its implementation is greater (Nisbet and Nisbet, 1985: 10). In elaborating this idea Hopkins (1993: 7) has also this to say:

The purpose of educational research was to focus on continuous search for enrichment and improvement of education process (policy making, implementation, teaching and learning etc), the overall socio-economic development effort, as well as the improvement of skills, insight, knowledge and value of the individual researcher, teacher and policy maker.

In general, educational research plays a significant role in pointing out the strong and weak points of curricula, educational organizations, administrations and structures, and in evaluating the attainment of educational objectives towards improving the system. Educational research is therefore, an aspect of scientific discipline that is geared towards the solution of educational problems.

However, by its nature educational research is demanding and complex. Commenting on its difficulty, Wiersma (1995) posited that educational research is a difficult task to be carried out by elementary and secondary school teachers. He goes on to say that elementary and high school teachers may find it difficult to identify with research

situations and keys into a process of conducting research (1995:1). According to him the majority of teachers do not do research because of limited financial resources, restricted opportunities, expertise and experience in research. Seyoum (1998:13) found out that lack of incentive, lack of financial resources, teaching load and lack of opportunity to participate in seminar were the major constraints that hinder teachers from research activity in our context.

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 learning process. When teachers become familiar with research, they can daily improve their techniques and methods of instruction and evaluate results in scientific manner. This is to mean that familiarity with the nature and procedure of research enables teachers to be in a position to think scientifically and effectively about their pupils, their subjects and their work (Hussen, 2000: 236).

In the educational sphere, teachers occupy a central place that either facilitates or hinders the quality of student learning which ultimately impinge upon the quality of education of the nation (Yalew, 2000:251). It is an unequivocal fact that the quality of teacher determines the quality of education. This is because, the implementation of the curriculum is executed by teachers. No matter how the curriculum is well organized, takes into account the needs of different parties of the society, and how feasible it may be, teachers' competence in implementing it and the problems they face in the course of

implementation greatly restrains the whole effort made by various institutions and individuals that were put in to it during the planning designing, developing and organizing process (Ibid: 251).

In implementing the curriculum, teachers encounter many problems that could arise from different sources. So instead of waiting for others to come to their classes and conduct research on their own or their students' problems, it looks imperative that teachers themselves do research and seek solutions for difficulties at hand.

In our educational system, problem solving is highly favored as a major method of learning. To actualize this situation and to explore the difficulties students face while they are learning, and to devise better way of instruction, teachers should be able to do research. It is based on this fact that ministry of education clearly spelt out the importance of conducting educational research in classroom level to be the objectives of the new education and training policy (TGE, 1994: 15) According to this policy, the teaching learning process shall emphasize problem solving by making curriculum more relevant and by a adopting appropriate methods. Teaching needs to be as much as possible coordinated with research and development (Ibid).

Research is also considered as one of the criteria used to determine the promotion of teachers from one academic rank to the next. Therefore, teachers should engage themselves in research activities to solve the problems they encounter in the execution of their tasks and to get promoted. Hence, this study is initiated to examine to what

extent teachers are involved in research activities, and to investigate the problems they face to do research in the secondary school of Afar Region.

1.2. Statement of the Problem

Educational research is the process of examining educational problems and proposing scientific solutions. However, human factors such as lack of competence in research, patience, interest and material factors such as research funds, reference materials etc determine its application.

In our country, problems related to education are many in number and it is very common to hear about the deterioration of its quality. In order to alleviate this problem, research based information is currently demanded more than ever before. As Seyoum (1998) stated, research activities in the school enhance and enrich the teaching-learning process thereby contributing to the improvement of the quality of education. However, it may not be true that research activities to-date in our high schools are commonly undertaken by teachers in tackling the problems that obscure and jeopardize the quality of education, although they as professionals and key role players of the system are the one who would be concerned with the problem. As a result, the degree and scope of educational problems are swelling from time to time and the quality of education is deteriorating.

In the current Ethiopian education and training policy, the importance of educational research is given emphasis. According to the policy, teachers at high school level are

required to conduct educational research. But a promising step is not observed in facilitating conditions to conduct educational research at this level. Rather our educators are observed trying to solve every problem by trial and error and personal experience. Obviously, commonsense and trial and error alone cannot provide reliable information for action. Evidences supported by research findings are highly needed, and are becoming timely questions in our country as elsewhere in the world

The main purpose of this study is, therefore, to examine to what extent secondary school teachers of Afar Region are involved in educational research and to identify the major problems that hindered them from this activity.

Objective of the Study

This study aims at particular objectives:

- Assessing the current status of secondary school teachers' involvement in conducting educational research in Afar Regional State.
- Identifying the major factors that hinder secondary school teachers from research undertaking in Afar Regional State.
- Identifying the level of competence of secondary school teachers to conduct educational research in the region.
- Assessing the attitude of teachers toward conducting educational research.

With these objectives, the study tries to come up with possible answers for the following basic questions.

1. What is the current status of secondary school teachers' involvement in conducting educational research in Afar Region?
2. What is the attitude of secondary school teachers towards conducting educational research?
3. What are the major factors that hinder secondary school teachers from undertaking educational research in the region?
4. How is the competence of secondary school teachers for conducting educational research (Are they equipped with the necessary research skills?)
5. What concrete steps can be initiated in the immediate future to popularize and promote research in secondary schools of Afar Region?

1.3. Significance of the Study

Research is not conducted for its own sake. For research to be undertaken there must be a problem, since it is a problems solving activity. Educational research for instance is supposed to solve instructional problems. Failure to conduct research on the part of teachers will have a negative impact on education. That is, not using scientific methods in acquiring knowledge and in solving problems may lead teachers not to be effective in their function.

Even though for the past many years the problem of education had received little attention, recently the question of education has become an agenda of educators and politicians. But still, problems relating to curriculum, methods of teaching, educational facilities, educational measurement and educational administration etc are not solved, since teachers who play a key role in the education system are not involved in educational research to alleviate these problems. It is at this point in time that this study plans to investigate to what extent secondary school teachers of Afar Regional State are involved in educational research and to identify problems that hinder secondary school teachers from research activities. Having undertaken this investigation, the researcher hopes the findings to serve as a means:

- 1 to create awareness among teachers that doing research is not some thing restricted for high level researcher rather it is part and parcel of each and every teacher's activity in addition to teaching;
- 2 to show the importance of educational research for the growth of teachers and the development of schools;
- 3 to provide information about the state of teachers research work and pave the way for the necessary measures required to improve the conditions;
- 4 it also hopes that the findings will serve to provide current data and additional information concerning educational research environment in our country.

1.4. Delimitation of the Study

The study was delimited on the investigation of the status of secondary school teachers' involvement in educational research and on the assessment of effects of various factors on teachers' involvement in conducting educational research. In addition to this, since it is very difficult, if not impossible, for the researcher to conduct research having a wider scope, the researcher is obliged to be delimited in Afar Region to make the study manageable. This region is deliberately chosen for the study because of the fact that, the researcher was working in the region and this stay has helped him to see the seriousness of the problem. High schools are selected for the study since all high school teachers according to the current education and training policy are expected to conduct educational research to boost the quality of education.

1.5. Limitation of the Study

Since this study was not conducted on national scale, the findings, which would have been the basis for generalization are not supposed to be free from some shortcomings. In fact, the basis taken into consideration for not undertaking a nation-wide research was due to time factor and unmanageability of the number of secondary schools and financial constraints. In addition, absence of documented information at school level about the educational researches conducted by teachers was also one limitation in counter checking how many of the teachers have been really involved in research activities.

1.6. Definition of Terms

- **Research:** is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data (Cohen and Manion 1994).

- **Educational Research:** is a scientific or systematic and objective activity aimed at solving an educational problem and improvement of educational processes (Abogi, 1995).

- **Action Research** - is a reflection and enquiry conducted by teachers to improve the practice of teaching and learning in systematic way (Zubber-Skirret, 1993).

- **Secondary School-** following the new education and training policy of Ethiopia it is an educational level that provides education in four years duration for students of grade (9-12) in two cycles.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition and Concept of Research

The term research was derived from the French word "recherché", meaning to "travel through" or "survey". It gives the equivalent English meaning as "careful, systematic, patient study and investigation in some fields of knowledge, conducted to find facts or principles" (Charles, 1988:2). However, many authors have defined research in different ways.

For example, Gal et.al, (1996:432) defined it as "the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data and it is a process of identifying something unknown and then collecting data to make it known".

Best and Kahn (1993:20) also defined research as "systematic and objective analysis and recording of controlled observation that may lead to development of ^{Generalization,} ~~organization,~~ principles, or theories resulting prediction and ultimate control of events".

To Verma and Beard (1981:18), It is "an organized effort to gather new information or utilize existing information for a specific and new purpose and it is directed towards seeking answers to worthwhile, fairly important and basic questions through the application of sound and justifiable methods."

The various definitions of research, however, have common features. All emphasize that research has to be systematic gathering and analysis of data to make the right judgment and decisions about the course of action to follow.

2.2. Characteristics of Research

Best and Kahn (1993:20) summarized the characteristics of research as follow:

1. Research is directed toward the solution of a problem.
2. Research emphasizes the development of generalizations, principles, or theories that will be helpful in predicting future occurrences. Research usually goes beyond the specific objects, groups, or situations, investigated and infers characteristics of a target population from the sample observed.
3. Research is based upon observable experience or empirical evidence. It rejects revelation and dogma as methods of establishing knowledge and accepts only what can be verified by observation.
4. Research demands accurate observation and description.
5. Research requires expertise.
6. Research strives to be objective and logical, applying every possible test to validate the procedures employed, the data collected, and the conclusions reached.

7. Research involves the quest for answers to unsolved problems. Pushing back the frontiers of ignorance is its goal, and originality is frequently the quality of a good research project.
8. Research is characterized by patient and unhurried activity.

Generally, research is a scientific method that human creature devised to systematically examine and understand its universe. It is a weapon with which man is fighting subtle phenomena and challenging problems. This indicates that research has a profound impact on our life.

Regarding this, Wiersma (1995:1) says "research has become such a prevailing phenomenon in our civilization that all of us are impacted by it... advances in any field of research, and for much of this research activity, there is an inherent assumption that research fosters development. It is true that research paves a way for development and better situation of living".

Research has proven to be an essential and powerful tool in leading man towards progress. The secret of our cultural development has been research, pushing back the area of ignorance by discovering new truths, which in turn leads to better way of doing things and better products (Sukia, 1974:1).

All significant research leads to progress in some fields of life or the other. Each year new products, new facts, new concepts and new ways of doing things come in to our

lives due to ever increasing significant research in the physical, biological, as well as the social and psychological fields (Ibid).

From the points discussed so far, it is possible to understand that the goal of all research is progress and good life. In so far as good education is recognized as the basis for individual and social development, need for research in education in order to improve educational practice and policies becomes increasingly worthwhile.

2.3. What is Educational Research?

To the question "what is educational research?" there may not be one agreed upon answer nor a single universally accepted definition.

According to Charles (1988:30) educational research is a "systematic investigation into matters related to education in order to find reliable answers to questions, to discover the best way of doing things, and to establish principles that can be followed with confidence." To Travers (1958:5), "educational research is that activity which is directed towards development of science of behavior in educational situations. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his/her goals by the most effective methods."

To (Mutebi, 1993:8) it is "a set of systematic investigative activities designed to survey, observe and portray in clear terms what is happening in education as well as the need and ways and means of working towards continuous improvement of educational process".

Definitions and interpretation of educational research, however, variously worded like the above, do all agree in their implication that educational research involves an application of the main principles of scientific research to the improvement of educational process and to the solution of educational problems.

In general, educational research describes, explains, analyzes and interprets educational phenomena, such as the objective of education, the curricula, the teaching learning processes, the students, the teachers, examinations, policies, administrations, instructional facilities and materials. It tries to predict and suggest ways of controlling human behavior. It contributes towards the cognitive, social and emotional development of individual (Habtamu, 2000:2).

2.4. Historical Development of Educational Research

Educational research as a discipline has passed through several stages before it could take the shape of modern movement for the objective study of educational problems. Regarding this, (Sukhia et.al, 1974) stated that the earliest efforts aimed at improvement in the field of education may be labeled as the personal experience method, where by changes of some kind were introduced in educational practices as a result of the experience of certain experienced educators. This was generally followed by what may be called the deliberative approach consisting in a discussion of problems leading towards committee action which the system continues even during the present time. The era of objective measurement and systematic research in education, destined

to revolutionize appraisal and research techniques the world over, is the latest stage. Generally, research in education has passed through the following four stages (a) trial and error (b) authority and tradition (c) speculation and argumentation (d) hypothesis and experimentation (p. 17).

Educational research, as it is known today, is a relatively new branch of knowledge. In the world of education, it is only the last fifty or so years that educational researches are characterized by increasing readiness to apply methods of research to the solution of educational problems. The rise of democracy and a continuous expansion of education in various countries have been invariably accompanied by more and more research in education (Sukhia, et.al, 1974:16).

Koul (1988:14) identified four phases of growth of educational research. These are:

1. Educational research before 1900
2. Educational research from 1900 - 1920
3. Educational research from 1920 - 1945
4. Educational research after 1945

The fundamental for scientific study of education were laid before 1900, different researchers developed a number of researches in the field of education. For example, Pestalozzi proposed the scientific study of pedagogy in 1809; Hall printed the first series of questionnaires to be used in securing information about children; Ebbinghaus

conducted his experiments on memory and demonstrated that memory could be measured by some techniques accurately (Koul, 1988:14).

Educational research from 1900 to 1920 has grown with widespread interest in the exploration and development of measuring instrument needed by the researchers in the field of education and psychology. In addition to the emphasis upon the measuring tools, the activities like school survey were also taken place to promote scientific study of education during 1900-1920. In this period, many books, monographs and journals dealing with the subjects of psychology and educational measurements, and the journal of educational research were also published.

The period from 1920 to 1945 is considered a period of self-criticism and improvement in educational research techniques and designs. Harris (1960:1164) in Koul (1988:15) points out four kinds of criticism that greatly influenced educational research methods during this period as:

- a. research workers gave too little attention to the less tangible aspect of education;
- b. research workers provided inadequate theoretical orientation for their efforts;
- c. single variable laboratory research was inadequate for the complex field conditions actually met in education; and
- d. educational research gave too little attention to the individual.

During this period, much attention was given to the measurement of attitudes, thinking process, and personal adjustment with the help of tests and scales. And a great emphasis was also laid on the concept of validity and reliability of measuring tools.

Since 1945, research methods and procedures have been improved with the aim of attaining more objectives and reliable information. Many new methods of data collection and analysis were devised. New developments in research design, which were closely related to developments in statistical procedures such as the analysis of variance and of co-variance, made possible field experiments or trial for which randomization provides control on extraneous variables and for which more than one variable of interest may be studied at the same time. These designs clearly extend the possibilities for the study of complex phenomena in field of education (Harris, 1960:1165 cited in Koul, 1988:16).

During this period, the scope and fields of educational research have greatly expanded. And a number of researches are being conducted all over the world for determining the effectiveness of different aspects of the curriculum, teaching methods, evaluation, guidance, administrative practice and planning (Ibid).

In 1950's school based research was observed. The so-called 'interpretive' research method encouraged teachers to involve in research at the school level. The reason behind is to develop teachers professionally in their career. Moreover, teachers are the closest for the problems arise in the school and the one to recommend a solution. In addition to this, instead of undertaking complex experiments with a huge resource, it is

easy to conduct research in small scale with a few resources in the school by teachers (Shipman, 1985:2).

When we come to the Ethiopian context, prior to the introduction of modern education, it was the Ethiopian Orthodox Church and the Mosque that have been solely sponsoring educational activities. Despite all the contribution made by these two institutions in producing skilled manpower for both the traditional and modern sector, they have always been criticized for not encouraging critical thinking and scientific inquiry in the teaching and learning process (Seyoum, 1996:2-3) in Degarge (2000:20). Hence, the genesis of educational research cannot be in isolation from the history of modern education.

Even after the establishment of modern education in Ethiopia, the role and significance of educational research was not recognized. This is because, in traditional education system critical thinking and problem solving approaches were not encouraged in the teaching learning process (i.e. an un-inquisitiveness of tradition) influenced the modern education system. In addition to this, educational research methods were not taught in the teacher training institutes satisfactorily; the role and significance of educational research was not encouraged by the country's curriculum. Thus graduates from higher education institutions are not doing research in their field of study after their graduation (Yesouf, 1986). Because of these and many other problems, the endeavors made in the field of educational research were almost negligible until the institute of educational research in Addis Ababa University has been established.

It was with the establishment of educational research center in 1968 (now Institute of Educational Research), institutionalized studies of educational problems started (Seyoum, 1996:3 in Degarege, 2000:22). The IER has been working as a meeting point for researcher, center of addressing educational problems through scientific inquiry, and an agent for collection and dissemination of research outputs, for four decades.

Educational research is at its early state in Ethiopia although more than forty years have elapsed since the process has started. That is, educational research is not given due consideration and it has not been well established in the country. Specially educational research carried out at the school level is very low even though the amount and nature of educational research in Ethiopia since its beginning is not studied.

In explaining the status of research in pre-revolutionary period (before 1974) Yusuf (1986) has to say the following:

The number of qualified competent teachers was insignificant; there was a serious deficiency in the training of researchers (no more than one elementary course on research methodology was offered by few departments in Addis Ababa University. The Topics for research were arbitrarily chosen and were divorced for resolving problems in our objective reality. The very nature of research was unknown among the masses. Research activities were limited to the few institutions of higher education and to the few intellectuals who were able to do the job. There were no coordination among the various research activities and no clear national policy guideline ever existed. Appropriate research infrastructures were non-existent in terms of providing adequate research budget and the necessary manpower required for research activities (PP. 2-3).

However, it does not necessarily mean that there were no attempts to carry out educational research. The introduction of higher education in the early 1950s has inspired the need for conducting educational research for academic requirements. Ethiopian scholars that attended their higher education abroad in the early 60s and 70s have made pioneer efforts to study various aspects of educational problems in the country (Degarege, 2000:21).

Whenever the education system was faced with major crisis, the government also responded by launching sporadic nation-wide research studies. One of the most widely known studies is the 1972 education sector review. It attempted to make an in-depth study of the education sector but it was discontinued by the 1974 revolution. Similarly, a countrywide study known as Evaluative Research of the General Education System of Ethiopia (ERGESE) whose main focus was the improvement of quality of education in the country was carried out in 1983. However, it is not materialized. Recently too, a study was conducted that gave rise to the new education and training policy of 1994. It should also be noted that sporadic and fragmented research studies were made on various aspect of educational issues by the different departments of the ministry of education such as the former planning and research unit, and more recently, the institute of curriculum development and research (ICDR) (Seyoum, 1998:3).

2.5. Needs for Research in Education

The principal aims of educational research are the improvement of educational practices and discovery of effective procedures to improve curriculum quality, school quality, instructional quality and the quality of educational out comes (Gichuru, 1993:9). That is, research will powerfully and rapidly develop the technique of teaching; vitalize and dignify the work of individual teacher; develop professional expertness, open-eyed, open-minded scientific spirit of inquiry, and; create new interest and new confidence in his own abilities (Bakingham, 1970 in Sukia et al, 1974:11-12). In addition to this, decisions made based on systematic research in education would surely save time, money, energy and a lot of failure and frustration, and show as the path of progress. Research activity is thus the major way for keeping educational process dynamic and up-to-date and it helps to develop new knowledge about teaching, learning and educational administration. This new knowledge is of value because it will lead eventually to the improvement of educational practice (Gal et.al, 1996:4).

Serving as source of theoretical and practical knowledge, research also helps for eliminating traditional practices and the implementation of new education plans, policies and develop new structure that support the implementation of new policies. Hence, education as an essential process, need to undergo continuous progress. Otherwise, it will be hardly possible for education to keep up pace with the ever changing world. If teaching is not informed by research, it ultimately tend to be more routine than involving creativity and reflection of the teacher or may possibly limit its

scope to merely presenting theoretical ideas developed abroad which, perhaps are not relevant to local situations and needs.

The effectiveness of teaching in schools would be substantially improved if it were a research based profession. For this fact, educationalists are constantly searching for more effective method of instruction, more satisfactory techniques of evaluation, rich learning materials, more comfortable physical facilities, more efficient system of administrative organization and so on.

This search is assuming greater urgency because of the very rapid expansion and democratization of education throughout the world during the last few decades. Since the right of every individual to full development through education has been recognized everywhere, every country is aiming at providing universal education to its people in the shortest possible time. As a result, a few educational problems, never imagined hitherto, have arisen, and many old problems in various educational fields have become more complicated and acute (Sukia et.al, 1974:2).

Especially, many developing countries including Ethiopia are marching to the new millennium loading full of chronic problems inherited from the ending century or beyond. Among the pressing problems of these countries is unsuitable curriculum, antiquated teaching methodologies, low enrollment rate, gender disparity etc. Causes of these problems are yet not well researched. Because, educational research bases of these countries is evidently weak (Bell et.al, 1984).

For a successful solution of the multitude of old and new problems, and for the full realization of educational aims set up during the present times, it is realized that research work, adequate both in quality and quantity, should be carried out by properly trained research workers and teachers. This is because, no amount of learning by trial and error, no amount of experience gathered through actual practices and no amount of wisdom collected in the form of casual observation, traditions or recommendation of group of individual can ever promise such rapid progress and improvement in education as is required all over the world to day (Derebssa, 2000:18). In other words, solutions for educational problems by trial and error or by experience from traditions and authority often yielded erroneous results. Moreover, growth by experience is very slow and accidental. Therefore, not to leave the coming generation to the mercy of errors, out right sins of tradition, ignorance and prejudice, we need solutions for these problems by undertaking research.

2.6. The Need for Teachers to be a Researcher

It seems that teachers' responsibility in relation to educational research in teaching learning process is not clear even for teachers themselves. That is, teachers have different views and perceptions regarding the practice of educational research at school level. Most teachers think that research is carried out only by professional researchers in higher educational institutions, still some others view as something of an elitist activity carried out only in research institutes. Specially most teachers, if not all, who teach in elementary and secondary schools think that educational research is carried out

only by professional researchers and in a well equipped laboratories if at all they have the idea of educational research (Wiersma, 1986:1). In many people's eyes research is an ivory tower activity carried out by academics that are far removed from the daily practicalities of the classroom (Griffin, 2002).

Such notions, thus, made teachers to ignore doing research and hence teachers and research remained exclusively apart. Until fairly recently most researches in schools have been carried out by outsider professional researcher (Hitchcock and Hughes, 1989:196). Taylor in Burgess (1985:1) also reported that:

Educational research was confined to professional researcher located in higher education who might conducted their research from a sociological, philosophical perspective; or to professional researchers engaged by central or local government departments who were interested in collecting statistical data for future work in policy and planning.

However, Hitchcock and Hughes (1989:227) and other scholars strongly objected the views which attempt to exclude teachers from doing research. For them, Teachers' school-based research is an important aspect in developing the teaching leaning activities.

Since the quality of education is largely dependent on the quality of instruction we provide in the classroom, attention should be paid to change the strategy of instruction and efforts should be made to introduce new methods and evolve new techniques of instruction which suit the national need. This could be practical only when teachers are able to participate in educational research (Chauhan, 1983).

A very significant trend in educational research in recent years has been the involvement of practitioners of education in research work. As it is mentioned above, educational research has been traditionally considered as the province of the well-trained research expert. It has been believed that those who are expected to practice or apply the research findings cannot be expected to be sufficiently objective. But now the approach to action research emphasizes in encouraging the practitioners... school teachers, administrators and others to do research in order to improve themselves and their classroom practices (Sukhia et al, 1974:5). Research in their own and colleagues' classrooms is one way in which teachers can take increased responsibility for their actions and create a more energetic and dynamic environment in which teaching and learning can occur.

The reasons for the need of teacher-based research are: first, since educational information with regard to local problems and local conditions are very seriously deficient such data are necessary as basis of educational planning. Second, once a teacher becomes engaged in research activities in which his/her colleagues are involved, he/she becomes a participant in the process of planning and improving an education system rather than a mere part of a machine. Besides, if teachers engage themselves in research activity, they will have a multiplier effect on their students. Consequently, it will help in the development of research culture in schools (Adane, 2000:145)

(Hussen, 2000:234) further argued that as teachers become familiar with research, they can daily improve their techniques and methods of instruction and evaluate results in a scientific manner. This is to mean that familiarity with the nature and procedure of research enables teachers to be in a position to think scientifically and fruitfully about their pupils, their subject and their work. When teachers are engaged in research, it is more likely that they will be concerned very much about the school in which they are working. In effect the school as an organization will have the advantage of getting its problems examined and analyzed (Kastner, 1962).

Lawrence Stenhouse cited in Johnson (1993) said "It is teachers who, in the end, will change the world of the school by understanding it." As teachers engage in educational research they are increasing their understanding of the school process. What they have learned will have greater impact on what happens in classroom, schools and districts in the future. The future direction of staff development programme, teacher preparation, curricula, as well as school improvement initiative, will be impacted by the things teachers learn through the critical inquiry and rigorous examination of their own practice and their school programmes (Ibid).

The central idea of teachers' research is that practitioners should be given access to and reflects upon their own corporate professional insights allowed for a useful and extensive exploration of the difficulties apparently experienced by pupils. Since the teacher is the only educated participant with continuous and intimate experience both of the delivery of the curriculum and of response of learners to that curriculum and at

the same time, that teachers, more than any one else, create the conditions within which learning does or does not occur, any neglect of their professional understandings seem unwise on all counts (Weedon, 1993).

As Corey (1953:5) stated, keeping educational research within the domain of professional researcher is to take too limited a view of the educator's role. Teachers can make better decisions and can become more effective practitioners if they conduct educational research in their classroom. That is, research in education can neither be efficient nor effective in its objective without the full cooperation of teachers. If educational research is to have any real impact on schools, then, it is imperative that teachers be involved in research process and that the existing barriers between the so called 'doers' and 'thinkers' be thus broken down. Tyler (1978) cited in Verma and Beard (1981:161).

Regarding the importance of teachers as researchers, Hopkins (1993:XII) stressed that "if we are serious about enhancing the quality of education in our schools, teachers need to be more, not less, involved in curriculum development and evaluation." This is mainly done through research. He further stated that the outstanding characteristic of the professional teacher is a capacity for autonomous professional self development through systematic self study, through the study of the work of other teachers and through the testing of ideas by classroom research procedure"(P. vii).

When teachers become agents of inquiry, the locus of knowledge about teaching shifts from source external to the classroom (e.g. researchers, textbooks publisher,

administrators) to sources of practical classroom experience (i.e. teachers). By doing classroom research teachers can liberate themselves from the influence of heads, advisors, researchers, curriculum developers, and department heads for education. The increasing desire of teachers to be treated as professionals rather than as state functionaries has encouraged a tendency to look for ways in which teachers could solve their own professional problems at local level rather than react to more remote initiatives (Lowton, 1989:89) cited in Hopkins (2002:35). This means that conducting educational research in the classroom helps teachers to engage not only in the meaningful professional development activity, but also in a process of refining and becoming more autonomous in professional judgment. Regarding this Stenhouse (1984:69) in Hopkins (1993:34) stated:

Good teachers are necessarily autonomous in professional judgment. They do not need to be told what to do. They are not professionally the dependents of researchers or superintendents, of innovators or supervisors. This does not mean that they do not welcome access to ideas created by other people at other place or in other time.

However, the role of teachers in educational research has been essentially passive: They are involved simply because they represent the interface between the providers and the recipients of formal education. The role has been to cooperate with theoreticians, administrators or policy makers, in such activities as observing, noting, testing and implementing externally derived initiatives. Often, too, the teacher is an object of research, rather than a researcher.

As Corey (1953:6) stated, research has tend to be far removed from the daily activities of the classroom teacher, the supervisor and the school principal. The view has been gaining acceptance that this condition is unsound one. While certain kinds of problems can be solved only by highly trained research specialists, other problems with equal importance can be solved only as teachers, supervisors and principals become researchers.

When teachers do not do educational research on their classroom, they can only implement what syllabus designers and material writers think students should learn in the classroom. It is evident, however, that the syllabus designers and materials writers are usually dissociated with actual classroom practices. Most of them are members of the academic community with little or no working experience at the primary and secondary level. Teachers, on the other hand, are the ones who confront the day-to-day problems in the classroom. And consequently they are in a better position to understand classroom realities and the need of students (Hailom, 1995:135).

Recently, it has become commonplace to advocate teachers' involvement in research within the ecology of their own classrooms. The reason for this includes the closeness of teachers to events being researched, the need for continual professional renewal through reflection on and evaluation of practices, and the importance of linking theory with practice by testing ideas in their classrooms (Burton and Mickan, 1992).

However, the majority of teachers in Ethiopian secondary schools do not undertake research in their classroom because of the restricted opportunities, low expertise and

lack of experience in research. In addition to this, a research activity in Ethiopia that endeavors to improve the modern educational practice and involves secondary schools teachers is a relatively new phenomenon.

2.7. Action Research (Teachers Research)

Several terms for teacher research is encountered in educational literature, including: action research, practitioners' research, practical enquiry, interactive research, classroom inquiry, and practical centered inquiry (Williamson, 1992) in Abdal-Haqq (1995). Although these terms may not be completely interchangeable, a common thread running through various conceptions of teacher research is that the teacher is an active constructor of the knowledge rather than a passive consumer of it (ibid). In recent literature, action research appears to be the most common designation of this kind of research, perhaps, because it suggests most vividly both the inherent empowering quality of the process and the immediacy and concreteness of its outcome (McKay, 1992).

2.7.1. What is Action Research

Many scholars with different focuses have defined action research differently at different times. For example, Corey (1953:6) defined action research as "the process by which practitioners attempt to study their own problems scientifically in order to guide, correct and evaluate their decisions".

Cited in Scott and Usher (1996:114) Ebbutt (1985) defined it as "the systematic study of attempts to improve educational practice by groups of participants by means of their own practical action and by means of their own reflection upon the effects of those actions."

Mc Taggart (1986: 5-6) in Webb (1996:67) put the definition of action research as follows:

Action research is a form of collaborative self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices and the situation in which these practices are carried out.

All the definitions cited above, seem to share more commonalities than differences, which would possibly characterize action research. These common features are:

- a. Action research is carried out by people directly concerned with the social situation that is being researched. In the case of social situation of a class room, this means in the first place teachers who take responsibility for what goes on there.
- b. The aim of action research seems to focus on investigating specific classroom problems to seek immediate and practical solutions. Action research starts from practical questions arising from everyday educational work.
- c. It takes place through the collaboration and participation of practitioners in classroom context.
- d. The improvement of practice seems to be the major objective of action research.
- e. Action research appears to be of help to classroom teachers to build their classroom practices on justifiable grounds.

Generally, action research is a reflection and enquiry conducted by educators who want to improve what they do and how they do it, and aims to make research methods useful on a daily basis in classroom and the school. It is an effective way for teachers to learn because teachers explore topics related to their work and in which they already have interest. It also supports teachers and groups of teachers, in coping with the challenges and problems of practice and carrying through innovations in a reflective way.

In action research, teachers are encouraged to treat their own educational ideas and theories, their own work practices and their own work settings, as objects for analysis and critique. On the bases of careful reflection, it is argued that teachers may uncover theoretical ideas or assumptions that turnout to be unjustified and liable to lead them astray in their teaching. Similarly, concerning their practices, teachers may find ways in which practices shaped by habit or traditional have become irrelevant or useless (Kemmis, 1994:43).

2.7.2. Purposes of Action Research

The increasingly complex needs of people for more knowledge, understanding, and skills in a rapidly changing and highly interdependent society make wise decisions about the school program more important than ever. Educators and other citizens recognize that they must have greater understanding of the educative process and greater knowledge of what the schools can do, what they should do, and how they should do it (Courtney, 1965:149).

If teachers are to be effective they must acquire accurate and adequate information, recognize its significances, adapt it to their particular needs and make it a part of their working equipment. These can be possible if they conduct classroom action research. Corey (1953) argues that teachers can become better decision makers and effective practitioners if they can conduct action research. It is suggested that this type of research can guide correct and evaluate decisions and actions, and can provide solutions to immediate problems in the school.

The aims of action research are to improve the practice of learning, teaching and management in a systematic way and, if warranted, to suggest and make changes to the environment, context or conditions in which that practice takes place, and which impede desirable improvement and effective future development (Zuber-Skerritt, 1993:64). As teachers engage in action research, they are increasing their understanding of the schooling process. What they have learning will have great impact on what happens in the classroom, schools and districts in the future (Johnson, 1993).

Through systematic controlled action research, teachers can become professionals, more interested in pedagogical aspect and more motivated to integrate their research and teaching interest in a holistic way. This, in turn, can lead to greater job satisfaction, better academic programmes, improvement of students learning and practitioners' insights and contributions to the advancement of knowledge (Riding, Fowell and Levy, 1995).

Action research also provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change. Teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process (Johnson,1993). Furthermore, by implementing action research, teachers develop the confidence and expertise necessary to question and challenge their teaching practice. Teachers define the problem that will be investigated and seek answers. This process can help develop the "can do" attitude among teachers (Hernandez-Tutop, 2001).

By undertaking action research in their own classrooms teachers can make important contributions to the knowledge base of their professions. And they have demonstrated that they can engage successfully with professional problems with out recourse to external directions. If teachers conduct action research, they would not be prepared to accept blindly the problems they face from day to day practices, instead they reflect upon them and search for solution and improvement. They are committed to building on their strength and to overcoming their weakness. They wish to experiment with new ideas and strategies, rather than letting their practice petrify (Altricher, Posch and Somekh, 1993:5).

As Stuart (1991:150) states, action research is a process which is not very far removed from normal practice, it tries to keep problem solving in close touch with reality at every stage. It is concerned with the immediate problem here and now in the local

setting. Rather than being seen as an alien process imposed from outside, action research is best represented as a systematic deepening and extending of professional 'reflection-in-action'. The way to improvement is not through trying to cope up with what other people do, but by the critical understanding of one's own practice.

Since action research is a grass root, development-oriented approach, dialogic rather than didactic, which might encourage the growth of indigenous model rather than uncritical acceptance of imported one; cheap, flexible and practicable it is potentially very appropriate for the third world country like Ethiopia. So, secondary school teachers in our country should conduct this type of research in their own school (classroom).

2.8. Factors that Affect Teachers to Carryout Educational Research

For any activity to be done effectively, there are certain things to be fulfilled. In the same token, to conduct effective educational research a researcher need to attain the following conditions: skill in research methodology, attitude and interest to do research, research fund, enough time and motivation. This means that if all the above conditions are not available, teachers couldn't undertake educational research. Actually, there are a number of impediments teachers may encounter in carrying out educational research. Amongst these factors, lack of expertise in research methods, lack of financial and material support for research, lack of attitude and interest to do research works, lack of support from educational officials and lack of coordinating body are a few but worth mentioning.

2.8.1. Lack of Expertise in Research Methods

Research work has its own technical approach to solve problems. These technical approaches make research methods very essential and prerequisite for researchers work. As Koul (1988:65) states, research requires expertise. Since researchers in the field of education deal with the complex nature of human subject, they are not concerned with a limited number of variables, as is the case in other fields of study. To understand the complex nature of human subjects they have to deal with a number of variables, acting independently and in interaction. Each individual is unique in the way he/she grows, in his/her mental, social and emotional behavior, and in the total personality. So, those who are entitled to carryout educational research need to possess high quality of expertise and experience (Derebssa, 2000:191). This indicates that proper skills in doing research are basic condition for teacher researchers. This is because skills in research methodology play a tremendous influence for good or ill development of teachers' confidence in undertaking research activities at schools.

It would be virtually impossible to think of carrying out research activity without the individual being equipped with basic research skill. Therefore, the need for competency in research methods becomes indispensable to the individual (Seyoum, 1998:8). Considering this Weirisma (1986:1-2) also rightly put it:

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

Since research by its very nature is a systematic undertaking; from identification of researchable problem to final steps of suggesting workable recommendation, the process needs systematic and scientific analysis. It is this skill most of our elementary and secondary school teachers seem to lack. As a result, they become frustrated to be engaged in educational research undertakings and they only implement unquestionably what syllabus designers and material writers provide them (Hailom, 1995:135).

Teachers are the ones who confront the day-to-day problems in the classroom and consequently, they are in a better position to understand classroom realities and the needs of students. Nevertheless, they can correctly assess the classroom situation and the needs of their students only if they are trained to take data from what happens in the class, what students think about the classroom activities, the teaching materials used, the subject learned etc; and if they are able to interpret them in the light of principles of teaching and learning. Skills in classroom research help teachers to understand their practices better. They can, as a result, embark on the process of professional development.

Research skill is necessary not only to do research but also to read research reports and understand their practice better (Gal et.al, 1996).

However, it is contended that among African educators, well-trained personnel in various educational science including educational research has so far not been enough. The training in research methodology even for full time researchers has been deficient (Gichuru, 1993:2). Seyoum (1998:15) also share the same view as his study shows, about

27.2% of Addis Ababa's high school teachers of the concerned study were not research skilled. This reveals the absence of adequate methodological training in educational institutions.

To alleviate this crisis every teacher has to be exposed to the research methodology since it is a key instrument to introduce him/her with new techniques of researching different issues of schooling. The benefits associated with basic training of methodology of research are that, researchers and policy makers have more accurate data on which to base educational plans and decisions.

Therefore, training of educational researchers is an important condition for improving the quality of educational research. As Mwaria and Wamahiu (1995:41) put it, training of beginning educational researchers in research methodology, especially focusing on new development in the area, is key element of the improvement process.

Even for those researchers who took research methodology courses, in-service training seminars, workshop and short-term trainings on research methodology should be provided to strengthen their research skills. Unless polished and sharpened by practice, by short term training programmes, and by personal readings this skill what has been learnt can vanish in time.

In today's complex world simply knowing how to use tools and knowledge in a single domain is not enough to remain competitive. People must also learn when to use tools and knowledge in new domain and different situations. This requires the ability to

apply experience and knowledge to address novel problems, consequently, learning to think critically to analyze and synthesize information to solve social, economic and political problems, and to work productively in groups (Janassen, 1966:665).

Since we are living in the dynamic world, our knowledge should go with realities of the day. Otherwise, we will be lagging behind the time. For this, collaborating past experience with present knowledge is helpful to deal with the existing problems. So, arming our teachers in up-to-date research methods is unquestionable activity if at all we are devoting all our efforts to educational development and through it an overall societal and national development.

2.8.2. Lack of Sufficient Time

Among so many important inputs to conduct educational research, time is the basic one. That is, if teacher researchers are highly loaded with teaching and non-teaching activities, they are less likely to employ research because research by nature is a time taking activity (Hagman, 1955:238). That is why Sinclair and Lille (1984:136) say, "research and development work is facilitated when time pressure is not too severe".

The effectiveness of educational research can be highly influenced by the amount of time spent on research. A researcher who spends his full time on research is assumed to come up with effective study than the one who spends part of his time.

If teachers are expected to study their activities and experiment with promising innovations, current ideas of what they should do during the school day need careful

re-examination. When courses of study are prescribed, and teachers are expected to follow directions and teach from textbooks or laboratory manuals or workbooks, they can meet one class after another, day after day, with few interruptions other than those needed to recover energy and relax. The situation is quite difficult when teachers are expected to study their teaching. They will then need time during the regular school day to think, to plan, to gather the new resources needed for experimentation, and to do many other things that are involved in research approach to the improvement of teaching (Courtney, 1965:258).

Before rushing to undertake educational research, according to Best and Kahn (1994:38) a researcher should ask the following questions concerning time: "will I have enough time to complete the project? Will there be time to devise the procedures, select the data gathering devise, gather and analyze the data and complete the research report?"

As cited in Seyoum (1998:9), Cannon (1945:87) also expressed the indispensability of time for research activity as follows:

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

Over burdened teachers will not have enough time to afford to research work. Research is not cursory work, rather, it is a careful and patient inquiry done according to certain

rules (Barbara and Robert, 1977:1). Hence, the slow patient characteristics of the research do not suit to time constraint.

Obviously research work need time to read materials, to collect data, and to write research report. So, busier teacher will not have such time to conduct research. Teachers can be busy for various reasons. Involvement in various committee working in schools or out of school, excessive teaching load and pre occupation and personal affairs can make teachers busy. Economic insecurity also makes teachers busy because they tend to chase after activities that generate them supportive income.

When teachers are highly immersed in different activities other than teaching and learning, they are less likely to undertake studies and when they are in such situations they will not give research a priority.

When we see our cases, secondary school teachers do not have enough time to carry out educational research because of instructional and non-instructional loads. Concerning this Seyoum (1998:13) in his study about the status of research in Addis Ababa secondary school says:

... the teachers concur that heavy teaching-load is another handicap that hampers research activities in schools. In respect to this, it is reported in the study that about 27% and 40% of the teachers carry a weekly teaching load of 21-25 and 16-20 periods respectively. In fact, about 8% reported that they carry over 25 periods weekly. In addition, the teachers also claim that besides teaching they spend weekly, on the average, two to four hours on lesson plan preparation and other school activities.

Thus in such a condition it is very difficult to expect teachers to carry out educational research no matter how much they are knowledgeable in their research skill and no matter how enthusiastic they may be. If teachers are required to do educational research, therefore, instructional and non-instructional loads should be reduced.

2.8.3. Lack of Research Funds and Materials Resources

Behind any undertakings to an organization there should be fund. To accomplish its goals institutions need money. With out money, looking for achievement of objectives to which organizations aim at is difficult. Educational institutions as organizations need finance to accomplish their objectives. Thus, to deal with their problems schools need money.

Insufficient financial resource has prevented even the simplest investigation activities from being carried out. So, lack of finance is one of the greatest problems of many teachers to undertake educational research. Unlike teaching, research sounds to be costly activity. It inevitably calls for recurrent expenditure; frequent travel expenses, transport cost, assistant fees, supplies and charges of secretarial services. The individual researcher cannot properly cover these huge costs (Tsegaye, 2000:208). Therefore, of all other things, funding constraints and supplies continue to test even the very duty of initiated and enthusiastic teacher researcher. Specially, during this time when the cost of every thing reached the ceiling, conducting educational research would be more difficult to any one than before.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The principal aim of this study was to investigate the current status of secondary school teachers' involvement in educational research in Afar Regional State. It was also the purpose of this study to survey some of the factors that hinder teachers' involvement in educational research. To realize this, a descriptive survey method was used. This method was selected for the very reason that it helps the researcher to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered (Koul, 1984:402).

On the basis of this general approach, the following procedures were employed in the collection and analysis of the necessary data.

3.1. Subject of the Study

Since teachers are expected to engage in research activity, it is assumed that it would be quite appropriate to get relevant data directly from the sources. Due to this fact, the subjects of this study were secondary school teachers of Afar Regional State.

Currently, there are seven secondary schools in the region. Among these, two schools (Abala Secondary School which is far away from other schools and inaccessible to the researcher and Dupiti Secondary School which was used in the pilot study were not included in the main study). Thus, the study was conducted in the remaining five

(Nemilefen, Sedihafigi, Melkaworer, Gewane and Mohammed Hamfre Secondary Schools)

The number of teachers in these schools was small in number (i.e. 92) and manageable to conduct survey study. Hence, the researcher took all the teachers as subject of a study. In addition to this, five school principals from each school, two zonal and one regional education officials were also included in the study in order to get additional information about the status of teachers' involvement in educational research and problems that hampered them from conducting research.

3.2. Data Gathering Instrument

In order to obtain adequate information for the study two types of data gathering tools were used. These were questionnaire and interview.

3.2.1. Questionnaire

In order to secure pertinent information for this study, structured questionnaire was developed as the main instrument for collecting the needed data. Questionnaire was preferred because it is the most appropriate means to involve large size sample population to gather the necessary information within a given time frame. The questionnaire was both close-ended and open-ended. Close-ended item was used for the very reason that it provides a greater uniformity of responses, and it is easier to be

processed. In addition to this, when questions are close-ended, respondents will be able to select from a list of answers provided to them (Babbie, 1983:1939).

On the other hand, the major purpose of the open-ended item was to give opportunity to teachers to express their feelings, perceptions, problems and intentions related to educational research without restriction. This enabled the researcher to get detail information about the activities, problems, and future plans of teachers to involve themselves in educational research.

The questionnaire consisted of items regarding teachers general background information, their attitude towards educational research, their training in educational research, about the availability of budget for research, time adequacy to undertake research, material and moral support provided for teacher researchers.

First, the researcher developed this questionnaire in English based on the review of related literature and then translated it into Amharic to avoid any problem that may encroach upon the response of teachers because of language difficulties.

In order to have the data which have clearly interpretable meanings in some sort of quantitative sense, the researcher constructed the close-ended questionnaire item in the form of yes-no (multiple choice item), and in the form likert-scale with the level of agreement on five point rating scales ranging from "strongly agree" to "strongly disagree" with the assigned value which run through five to one respectively.

Pilot Study

Piloting the instrument has paramount importance for sifting out the difficult, vague and ambiguous items and concepts and it is one of the best ways of improving the instrument for data collection and procedures. Bearing this in mind, the researcher validated the instrument that was developed for data collection as follows: before the actual data collection started, the instrument developed was submitted for evaluation primarily to the advisor. Then the draft instrument was tried out in small-scale study that was undertaken at Dupiti secondary school.

The total number of participants in the try out study was 25 teachers. After administering the instrument, some participants were asked for feedback. Hence, refinement was made on four items of the instrument according to constructive suggestion and hints that were obtained from both the evaluators and the field testing.

The reliability of the instrument was computed by cronbach alpha method and the computed reliability of the instrument was 0.82. Thus, the instrument was found valuable to collect the data for the main study and hence, it was administered as scheduled.

Data Collection Procedure

Contacts have been made with the school principal to establish a smooth relationship to achieve the purpose of the study. After the number of teachers from each school was identified, the questionnaire consisting of 40 items (both open-ended and close-ended)

was distributed to the 92 secondary school teachers of the five schools. However, only 86 teachers were filled in and returned the questionnaire. Thus the return rate was (93.5%).

Table 1- List of Schools and Distribution of Respondents who filled in the Questionnaire

N ^o	Name of Schools Included in the Study	Total teachers in each school	Teachers who filled in and returned the questionnaire
1	Nemilefen Secondary School	25	23
2	Sedihafagi Secondary School	12	11
3	Melka Werer Secondary School	14	14
4	Gewane Secondary School	11	10
5	Mohammed Hamfre Secondary School	30	28
Total		92	86

This questionnaire was distributed by the researcher himself to provide the necessary clarification for questions raised on some of the items from individual respondents.

3.2.2. Interview

This study also employed an interview as a method of data collection in order to get additional information from school principals and regional and zonal education officials. The interview items that were prepared by the researcher based on the review of related literature were an unstructured type. The instrument mainly consisted of questions about teachers' research status, the kind of support provided for teachers, and the budget allocated for research.

The interview was administered personally. All interviews were undertaken on one-to-one basis with the researcher asking questions and filling in the response on the questionnaire.

3.3. Method of Data Analysis

The procedure that was followed for analyzing the data was different depending on the instrument that was employed. Hence, the questionnaire was first collected, tallied and tabulated. There after, the interpretation was made with the help of percentage, mean score chi-square, t-test, one way repeated measure ANOVA and using narrative description.

Because of the descriptive nature of the study, percentage and mean score value were used to analyze the scores obtained through close ended questionnaire. The responses for open-ended questions and interviews were summarized and analyzed descriptively.

Chi-square and t-test was used to measure whether there were a significant difference between the groups. Moreover, one way repeated measures ANOVA was used to know whether the difference among the variable scores (variables that hinder teachers from research undertaking) were significant or not.

The level of significance in each cases was tested at $\alpha=0.05$

CHAPTER FOUR

4. PRESENTATIONS AND INTERPRETATION OF DATA ANALYSIS

This part of the research tries to analyze and discuss the data collected from teachers to seek appropriate answers for the basic questions raised in the statement of the problem. To this effect, 92 copies of questionnaire were distributed to teachers in five secondary schools of Afar Region. Out of these questionnaires 86 were returned. But only 84 were analyzed. The remaining two copies were found to be incomplete to give the required information. The information obtained through interview was also used as a complementary data for analysis.

This chapter comprises two parts. The first part presents the characteristics of the sample population involved in the study. Thus, the profile of the study group was discussed in terms of sex, age, qualification, years of services (experience) and the number of periods they teach per week. Part two of this chapter deals with the analysis and interpretation of the findings of the study.

4.1. Characteristics of the Respondents

Before we proceed to discuss the data related to the major questions, characteristics of subjects is presented with the help of the table below.

Table 2 - Bio Data of the Teachers Involved in the Study

N ^o	Items	Responses	
		N ^o	%
1	Sex		
	a. Male	81	96.43
	b. Female	3	3.57
	Total	84	100
2	Age		
	a. 18 - 25 years	28	33.33
	b. 26 - 30 years	29	34.52
	c. 31 - 36 years	13	15.48
	d. ≥ 36 years	14	16.67
Total	84	100	
3	Qualification		
	a. Diploma	48	57.14
	b. BA/B.Sc	36	42.86
Total	84	100	
4	Experience		
	a. 1 - 5 years	24	28.57
	b. 6 - 15 years	52	61.91
	c. > 15 years	8	9.52
Total	84	100	
5	Teaching load in a week		
	a. 6 - 10 periods	13	15.5
	b. 11 - 15 periods	20	23.8
	c. 16 - 20 periods	30	35.7
	d. 21 periods and above	21	25
Total	84	100	

The background information of the teachers indicated that about 96.43% (81) of the respondents were males while 3.57% (3) were females. That is, male constitutes the overwhelming majority of the teachers and females constitute a small proportion. This might not be a surprising finding considering the prevalent imbalance in schooling of Ethiopia between males and females. Besides, females are given a special consideration during placement in that they are granted with a chance of being placed in urban or nearer to urban areas. Hence, Afar Region as a remote area and harsh in climatic conditions, it could not have a chance to hire female teachers in secondary schools. Age wise, about 83.3 % (70) of respondents lie in the age range of 18-36 years. The rest of respondents 16.7 % (14) are at the age of 36 and above. This indicates that the majority of secondary school teachers in Afar Region constitute young staff members.

With respect to academic qualification, about 57.14 % (48) of the teachers are diploma holders and the rest 42.85%(36) of teachers have their first degree. In the current education and training policy of this country, it is stated that degree holders should teach high school grades. However, in reality what is going on in Afar Region is against the requirement of the stated policy. Thus, this has its own negative impact on the quality of education.

Concerning years of service, as indicated in the table, 28.57%(24) of respondents have served for 1-5 years. 61.91%(52) of respondents lie in the range of 6-15 years of service. Only 9.52%(8) of the teachers have a service years of 16 and above. According

to the data, among four ranges of services years, the great majority of the respondents were in the range of 6-15 years.

If we consider years of service ranging 1-5 as less experienced, sizable percent of respondents are less experienced. If we consider years 15 and above as high experienced, the number of respondents in this range is insignificant.

With respect to teaching load, 15.5%(13) of teachers responded that they were teaching for 1-10 periods per week, 23.81%(20) of the teachers replied that they were teaching for 11-15 periods per week. 35.71%(30) of the teachers worked for 16-20 periods per week. The remaining 25%(21) teachers were subsumed in the range of 21 and above per week.

From the above data, one can conclude that most teachers in Afar Region are neither over loaded nor under loaded rather they are in a moderate position. From this, it is not difficult to infer that teachers in this region have time to conduct educational research.

4.2. Factors Affecting Teachers' Involvement in Educational Research

Table 3- Teachers Knowledge and Skill About Educational Research

N ^o	Items	Responses		Chi -square
		Frequency	Percent	
1	Have you ever taken research methodology course?			$\chi^2 = 1.71$ P > 0.05
	a. Yes	48	57.14	
	b. No	36	42.86	
	Total	84	100	
2	If you have taken, is the training you have taken adequate to conduct research in your professional career?			$\chi^2 = 4.08$ P < 0.05
	a. Yes	31	64.58	
	b. No	17	35.42	
	Total	48	100	
3	If your response to question number one is "No" how do you manage to conduct educational research in your school?			$\chi^2 = 6.7$ P < 0.05
	a) By asking colleagues who have research experience	20	55.56	
	b) By trial and error.	-	-	
	c) By reading research books.	16	44.44	
	Total	36	100	
4	Have you ever participated in any seminar, workshop or formal training to update your research skills?			$\chi^2 = 48.76$ P < 0.05
	a. Yes	10	11.90	
	b. No	74	88.10	
	Total	84	100	
5	Do you feel confident about your research skill in educational research?			$\chi^2 = 13.76$ P < 0.05
	a. Yes	25	29.76	
	b. No	59	70.24	
	Total	84	100	
6	If you are not confident in your research skill what do you think of the possible reason?			$\chi^2 = 36.33$ P < 0.05
	a) Lack of enough research course offered	41	69.49	
	b) Absences of seminar, workshop or conference on research issues.	13	22.03	
	c) Lack of expertise	5	8.47	
	Total	59	100	
7	Do you regularly read books, journals and articles on educational research			$\chi^2 = 15.43$ P < 0.05
	a. Yes	24	28.57	
	b. No	60	71.43	
	Total	84	100	

The importance of research knowledge and skill to enable teachers undertake educational research is unquestionable. Accordingly, respondents were asked whether they have taken research methodology course or not. In responding to this question, 57.14%(48) of teachers assured that they have taken the course and the remaining 42.86%(36) of the teachers admitted that they have not taken such a course.

The chi-square test for significance indicated that the number of teachers with no research course training is not less than those teachers who have taken (i.e. the calculated χ^2 value 1.71 is less than the critical value 3.841 and the proportional difference between the two groups was found to be not significant at the 0.05 alpha level).

As it is well known, any one before deciding to perform any activity, he/she has to make sure whether he/she is armed with the necessary skill or not. As revealed on the table above, almost half of the teachers in the secondary school of Afar region do not have the knowledge and skill as to how educational research is conducted.

Elliot (1991) and Shaeffer and Nkinyangi (1983:15) noted that it would be virtually impossible to think of carrying out research without individual being equipped with basic research skills. That is, for a researcher to conduct a study should at least have the ABC of research methodology. Without being armed with a proper weapon and with out a proper knowledge to determine which problems to tackle, it is hardly possible for one to undertake research on its kind. The result of this study therefore indicated that significant number of secondary school teachers in Afar Region is not in

a position to conduct studies in order to alleviate the problem they face in the teaching learning process.

The respondents (teachers) were further asked if the training they have taken was adequate to conduct research in their professional career. 35.42%(17) of the teachers who have taken training responded that it was not adequate to enable them undertake research in their classroom or school. 64.58%(31) of the teachers reported that it was adequate to carryout research.

Initial training is undoubtedly essential in equipping teachers with the necessary skills in research. However, as indicated above, a sizable percentage of teachers in secondary schools of Afar Region have not taken research methodology course. Even from those teachers who took the training, sizable number of teachers was not equipped with adequate research skill and knowledge.

Similar finding was obtained by Yalew (2000:256) in his study conducted on primary and secondary school teachers of Bahir Dar town in our context. As his study revealed the majority of the teachers in the concerned study reported that the training they took in higher institute was not adequate enough to enable them undertake research independently.

Diambomba (1985) in Gichuru (1993:2) further noted that among African educators, well trained in various educational science including educational research has so far

not been enough. The training in research methodology even for full time researchers has been deficient.

The reasons mentioned by teachers who said that the training was not adequate were the following:

- The research course offered at colleges or universities are highly theory-ridden and do not provide them with sufficient experiences of conducting educational research (they said that the theoretical knowledge they received was not supported by practical work).
- They also said that the course they have taken in higher institutions was a three credit hour course which was not sufficient to equip them with the necessary knowledge and skill. In this course, they were made to pass the exam by rote memorizing theories, concepts and principles rather than practicing them.

Teachers who haven't taken research methodology course were also asked how they could manage to conduct educational research in their school. From 36 respondents who replied that they have not ever taken training in research techniques, 55.56%(20) and 44.44%(16) of the total respondent confirmed that they could manage to conduct research in education by asking friends (colleagues) and by reading research books respectively.

When asked whether they regularly read different books, journals and articles on educational research, 71.43%(60) of the teachers responded that they did not read any material concerning research method. It was only 28.57%(24) of the teachers

responded yes. This shows that the majority of the teachers in this study did not read research journals, guidelines and research books privately to acquaint themselves with the necessary research knowledge.

The subjects of this study were also asked whether they have participated in seminar, workshop or in-service training. It was found out that only 11.90(10) of the respondent teachers had the chance to participate in workshop or seminar. The majority of the teachers 88.10%(74) were not participated in a workshop or a seminar.

As it is revealed on table 2, teachers who did not participate in seminar or workshop were greater in number than those who had got the chance to participate. This is tested by chi-square and found significant since the computed value $\chi^2 = 48.76$ at alpha level 0.05 is greater than the critical value 3.841.

To counter check this, the researcher interviewed zonal and regional education officials whether they had organized and conducted seminars, workshops or in-service trainings to up-grade teachers in a research work or not. Accordingly, the two zonal education officials responded that seminars, workshops or in-service trainings focusing on the issue of educational research were not organized and conducted in their respective zones. Whereas, one of the interviewee from the regional education bureau responded that they had organized and conducted seminars in Asayta once and after that, none was done. Even in this seminar, according to the response of this official, only few teachers were participated.

Mwaria and Wamahiu (1995:41) noted that training for beginning educational researcher in research methodology and in-service training for more established researcher through workshop and short term training courses are the key elements to improve teachers' research skill. Unless their skill is polished and sharpened by short term training programmes, practices and by personally reading materials that help them to retain their research skill, what has been learnt can vanish in time.

The interview responses obtained from zonal and regional education officials and responses of teachers, however, revealed that almost all of the teachers in secondary schools of this region had not participated in workshop or seminar and concerned bodies had not organized seminar or workshop satisfactorily in order to promote research skills of teachers.

Furthermore, teachers were asked whether they feel confident about their skill in educational research or not. From the total subject, only 29.76%(25) teachers replied that they were confident about the knowledge and skill they have in educational research. Whereas the majority of respondents 70.24%(59) replied that they were not confident.

Here the result of chi-square test for significance of proportional differences between the two groups (teachers who are confident and not confident in their research skills) was found to be significant at 0.05 alpha level of significant. In other words, the calculated chi-square value ($\chi^2 = 13.16$) is greater than the critical value ($\chi^2 = 3.841$).

This is an indicative of the fact that most of the teachers were not confident in the knowledge and skills they have in research.

Teachers who are not confident in their knowledge and skills in research were further asked to point out the possible reasons for their lack of confidence. Accordingly, 69.49%(41), 22.01%(13) and 8.47%(5) of the respondent replied that inadequacy of the course offered at higher institutions, absence of seminars and workshops on research issues and lack of expertise were the possible reasons for their lack of confidence respectively.

With this point, OECD (1974:356) in Anteneh (1998:22) reported that many teachers felt incapable of doing educational research in that the quality of training given to teachers was not adequate. This means, lack of research skills can frustrate teachers from engaging themselves in research work. As the result of this study revealed most of the secondary school teachers in this Region were not equipped with adequate research knowledge and skills. Hence, they were not confident in their skills and knowledge to conduct research.

Teachers Attitude Toward Educational Research

Teachers' attitude towards research activities is important as human behavior and action is influenced by attitude. It is essential for teacher researchers to become familiar with and develop an appreciation of the nature of research process itself; and ultimately change their attitude and behavior before conducting any piece of research. To know the attitude of teachers towards educational research, respondents were asked

to show their reactions to statements by choosing one among the alternatives in five-point scale ranging from "strongly agree" to "strongly disagree"

Table 4 - The Attitude of Teachers towards Educational Research

N ^o	Item	Responses									
		5		4		3		2		1	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1	Educational research contributes little in solving practical educational problems.	6	7.14	8	9.52	2	2.4	44	52.38	24	28.57
2	The expense of educational research out weight its contribution to educational improvement	2	2.4	2	2.4	5	5.95	25	29.76	50	59.52
3	Teachers should study educational problems and seek solutions.	55	65.48	19	22.61	6	7.14	2	2.4	2	2.4
4	Teachers' involvement in educational research is a good activity.	63	75	15	17.85	2	2.4	2	2.4	2	2.4
5	Teachers' research involvement should be one criterion of promotion.	22	26.19	24	28.57	11	13.09	8	9.52	19	22.61
6	Research is solely the task of a trained professional researcher and thus does not concern teachers.	3	3.57	2	2.4	3	3.57	16	19.04	60	71.42
7	Research should be given attention as academic subjects.	52	61.9	22	26.19	6	7.14	2	2.4	2	2.4
8	Research is a time wasting activity	3	3.57	2	2.4	3	3.57	17	20.23	59	70.23
9	In order to improve their proficiency in teaching or to develop their knowledge teachers should conduct educational research.	43	51.19	29	34.52	6	7.14	3	3.57	3	3.57
10	Besides the limited resource and skill teachers may possess, they can conduct research in their own level.	19	22.62	41	48.80	6	7.14	13	15.48	5	5.95
11	Since teaching is a problematic activity, it needs classroom-oriented investigation	25	29.76	44	52.38	5	5.95	8	9.52	2	2.4
12	Research should be conducted only in higher educational institutions.	2	2.4	5	5.95	2	2.4	31	36.90	44	52.38
13	Educational research can improve the quality of education	55	65.48	22	26.19	0	0	5	5.95	2	2.4

Table 4 shows that 80.95% and 89.28% of the respondents strongly oppose the idea that educational research contributes little to the solution of educational problems as well as to educational improvement respectively. Similarly 90.46% of the respondents oppose the view that research is a time wasting activity.

The majority of respondents (92.85%) are in favour of the idea that teachers' involvement in educational research is a good activity. Similarly 88.09% of the teachers are in favour of the idea that teachers should study educational problems to seek solution for it.

As the table above indicated the overwhelming majority of the respondents (90.46%) opposed the idea that educational research is solely the task of trained professional researchers and thus does not concern teachers. In relation to this, majority of the respondent teachers (89.28%) also opposed the view that research should be conducted only in higher institution. However, sizable percent (32.13%) of the teachers opposed the idea that teachers' involvement should be one criterion for their promotion.

With regard to the effect of educational research on quality of education, 91.67% of the teachers were in favour of the idea that research has a positive effect. Similarly, the majority of the respondents (85.71%) believed that conducting educational research improves teachers' knowledge and their proficiency in teaching. Furthermore, 61.9% of respondents strongly agreed and 26.19% agreed with the idea that research should be given attention as academic subjects and 71.42% of the respondent teachers

believed that teachers can conduct educational research in their own level besides limitation in research skill and resources.

Overall Respondents' Attitude towards Educational Research

In order to see the distribution of respondents in favourable and unfavourable attitudinal directions, teachers were dichotomized. The dichotomy was based on the mean attitude score of the respondents as determined from their response to the items of general attitude in the questionnaire. The distribution has been presented in table five.

Table 5- Distribution of Respondents into Favorable and Unfavorable Attitudes towards Educational Research

Teachers Attitude Towards Research	N ^o	%	Chi-square = χ^2
Favorable	81	96.43	72.42, P<0.05
Unfavorable	3	3.57	
Total	84	100	

As the distribution reveals, among the total respondents, 96.43% have shown a favorable reaction, while the remaining 3.57% had unfavorable opinion in educational research. The above findings revealed that the attitude of teachers was a promising state for involvement in conducting educational research. That is, almost all of the teachers tended to evaluate the overall aspects of educational research positively. The chi-square test for significance of proportional difference between the two groups was found to be significant at 0.05 alpha level since the calculated chi-square value ($\chi^2 =$

72.42) is greater than the critical value (3.841). This is an indication that the respondents were predominantly favoring educational research.

Table 6- Relation between Research Course Taking and Attitude towards Educational Research

	N ^o	Attitude Mean	Sd	t	P
Teachers who have taken research course	48	4.11	.36	0.44	0.67
Teachers who have not taken the course	36	4.05	.53		

As indicated in the table above, both groups (those teachers who have taken the research course and who have not taken) have a positive attitude towards conducting educational research. But, though teachers who have taken research methodology course have a slightly higher positive attitude than teachers who have not taken the course, the difference between the two groups is not statistically significant. This shows that, course taking is not significantly related to attitudinal change. This might be due to the fact that attitude could be influenced outside classrooms (course taking), in workshops and working environments.

Table 7- Availability of Budget, Time, Incentive, Reference Materials and Research Coordinating Body.

N ^o	Items	Responses		Chi -square
		Observed	Expected	
1	Is there budget allocated to research in your school? a. Yes b. No	0(0%) 84 (100%)	42 42	
2	Is there some form of incentives for researching in your school? a. Yes b. No	0 (0%) 84(100%)	42 42	
3	Do you have enough time at your disposal for research work? a. Yes b. No	51 (60.71%) 33(39.29%)	42 42	3.857, P <0.05
4	Does the school principal lighten the workload for those teachers who conduct educational research? a. Yes b. No	57(67.86%) 27(32.42%)	42 42	10.71, P<0 .05
5	In your school, are there adequate reference materials and documents that help you to conduct educational research? a. Yes b. No	0 (0%) 84(100%)	42 42	
6	Is there any research coordinating body and net work in your school a. Yes b. No	0 (0%) 84(100%)	42 42	

The most apparent fact about research is the need for financial resources. Research grant remains a useful and indispensable input to conduct research work. In this regard-respondents were asked to report whether there is a budget allocated in their school or not. All of the respondents in this study replied that no budget was allocated in their school for the purpose of educational research undertaking. All the interviewee (zonal and regional education officials and school principals) also agreed that budget for teachers' research was not allocated. Most of the principals said "let alone budget for research, schools even didn't get adequate amount of budget for stationery." Paradoxically enough, Befekadu (2000) in his study stated that Afar Region has used the highest budget compared to other regions in order to conduct educational research. If there is as such large amount of money for research, the possible reasons for not allocating this money could be misunderstanding of educational officials about the benefit that the research can bring about change in schools or it could be improper financial management.

Lucio and McNeil (1979) noted that school research cannot be mounted without money. Hence, unless budget is allocated, it is difficult for the teachers to undertake research at their schools and without budget allocation it is also difficult to expect research output from teachers.

In order to effectively engage in research activity, a researcher also needs to be provided with material and/or psychological incentives. Considering this teachers were asked if there was some form of incentives for researching in their schools. All of the

respondents responded that incentives were not given for those teachers who were engaged in educational research though they were few in number. This shows that Afar Education Bureau and schools have failed to provide incentives for teachers engaged in educational research.

According to Taye (1993) absence of incentives is a problem well recognized by most researchers but still receiving only a heap of sympathy. Every body at least in principle accepts that research is a worth encouraging activity. But, there is no incentive that researchers get in return. Failure to provide incentives may keep teacher researchers aloof from participating in research. If this situation is allowed to continue indefinitely, no doubt, research in this region will be stopped at all.

Regarding availability of time for research, 60.71%(51) of the teachers responded that they have enough time to be engaged in research work. The rest 39.62%(33) of the teachers, however, responded that they have no enough time to be engaged in research work. As shown in the above table, the number of teachers who said " I have enough time to be engaged in research" is greater in number than teachers who said "I don't have". Chi-square test was computed to determine whether the difference is substantial or not. The calculated chi-square value ($\chi^2 = 3.857$) is greater than the critical value ($\chi^2 = 3.841$, $P < 0.05$). Therefore, the difference examined is significant, i.e. teachers having time for research were greater in number than teachers who didn't have.

Besides, teachers were also asked whether school principals lighten workload for teachers who undertake research or not. As shown in table 7 above, 67.86%(57) of the teachers replied that school principals would not lighten workload for teachers who are engaged in research. The rest 32.42%(27) of the teachers, however, said that school principals lighten workload for over-burdened teachers who undertake research. To countercheck this, interviewee principals were asked whether they lighten the workload for overburdened teachers who undertake research or not. They responded that most of the teachers in this region were not overburdened with schoolwork. So, lack of time could not hinder teachers from undertaking research. If they have an interest, expertise and money, they have plenty of time that can be invested in research work.

It was stated that, if teachers are highly loaded with teaching and non-teaching activities they are less likely to employ research since research by nature is a time taking activity (Hagman, 1955:238). From the findings of this study, it seemed that majority of the respondents have enough time to be engaged in research. In addition to this, as we have seen in the background information, the majority of teachers 75%(63) cover less than twenty periods in a week. Therefore, workload was not a hindering factor for low level of secondary school teachers' involvement in educational research in Afar Regional State.

The availability and accessibility of up-to-date research literature such as books, professional journals, research reviews, research reports etc are indispensable for any research activity. These reference materials acquaint the teacher researchers with the

state of the art of the problems he/she is investigating. These materials enlighten teacher researchers with the current findings and theories that relate to his/her research work and guide them to the area that are not explored yet. In this connection, teachers were asked whether adequate reference materials and documents are available in their schools. Accordingly, all of the respondent teachers reported that reference materials and documents that help to undertake research were not available at their schools. The interview responses of principals also show similar results. (They confirmed that adequate reference materials and research journals are not available at their school libraries and the libraries are not well organized).

Since reading materials written by professionals will direct the researcher to problems that deserve study and will also recommend methods to conduct research, absence of these materials in the field of interest hinders educational activities of the teachers (Mwaria and Wamahiu, 1995:36). The result of this study indicated that reference materials were not available in secondary schools of Afar Region. Hence, this may contributed a lot for the low level of teachers' involvement in educational research.

To maximize teachers' involvement and to create a research climate at school level, the presence of research coordinating body is absolutely essential. As OECD (1974:194) in Anteneh (1998) pointed out that the difficulties for success of school innovation partly lay in the absence of research centers.

Considering this, teachers were asked whether there is a research coordinating body at their schools or not. Accordingly, all of the respondent teachers replied that no research

coordinating body is organized at their schools. To secure more information on the presence of research coordinating body, regional and zonal education officials were interviewed. These officials reported that research coordinating body was not organized at schools or zonal level. They further reported that though there is one department in the region it doesn't have well trained personnel that can coordinate teachers' research. This indicates that educational research is not given due attention in the region.

Table 8- Teachers Interest to Conduct Educational Research

	Response Observed	Response Expected	X ² Value
Teachers who are interested	78(92.86%)	42	61.71, P<0.05
Teachers who are not interested	6(7.14%)	42	
Total	84(100%)		

Whether or not individuals have interest in research is quite a crucial matter in order to engage in research activities. Accordingly, respondent teachers in this study were asked to indicate their interest towards conducting educational research. Surprisingly, the finding indicates that 92.86%(78) of the teachers have interest to conduct educational research. Only 7.14%(6) of the teachers were not interested to conduct educational research.

The chi-square test was also computed to determine whether the difference is substantial or not. The result shows that the difference examined was significant (the computed chi-square $\chi^2 = 61.71$ at 0.05 alpha level is greater than the critical value $\chi^2 =$

3.841). The possible explanation for this result seems to be that many teachers have interest towards conducting educational research.

This finding seem to be consistent with Seyoum's (1998:11) study in that, majority of the teachers in his study were interested to conduct educational research. Since an effective research would grow out of the expressed interest and needs of the person who involved in it, this finding is indeed an encouraging one.

Furthermore, teachers were asked whether they accept the new education and training policy, which demands research work for their promotion or not. Most of the teachers 64.29%(54) agreed with the idea that teachers' research involvement should be one criterion of their promotion. Conversely 35.71(30) of the teacher responded that teachers' research work should not be one criterion for their promotion.

Teachers who did not accept this idea were further asked for their reasons of not accepting this point. Almost all of the respondent for this open-ended question responded that since the general school condition is not conducive to conduct research (i.e. under the condition which research budget was not allocated, reference materials and up-to-date research journals were not available, taking research undertaking as one criterion for promotion is unfair.)

4.3. Teachers' Involvement in Educational Research

Table 9-Teachers' Involvement in Educational Research

	Response Observed	Response Expected	X ² Value
Teachers involved in educational research	5 (5.95%)	42	65.19 P<0.05
Teachers not involved in educational research	79(94.05%)	42	
Total	84(100)		

If we are serious about enhancing the quality of education at our schools, teachers need to be more, not less involved in educational research. Regarding this, teachers were asked if they have ever conducted a research in their career. Accordingly, from the total of 84 teachers included in this study, almost all of them 94.05% (79) have reported that they have never been involved in educational research. Only 5.95% of the teachers were involved in educational research. The chi-square test for significance of proportional difference between the two groups was found to be significant at the 0.05 alpha level since the calculated chi-square value ($\chi^2 = 65.19$) is greater than the critical value ($\chi^2 = 3.841$). Actually, this could be a surprising result when compared to teachers' interest in doing research where the result showed the presence of high research interest among the teachers in this study.

The interview made with school principals, zonal and regional educational authorities as to the involvement of teachers in educational research indicated that secondary

school teachers in this region couldn't conduct educational research. All of the interviewee said that it is difficult to say there is a research work at secondary schools of this region.

As the review of the different research studies indicated, teachers' involvement in educational research activities can be influenced by different constraints. To evaluate the degree of hindrance by different factors and to assess their impacts on research involvement of teachers, the response of teachers was elicited. Table 10 shows the result.

Table 10 -The Major Factors that Hindered Teachers from Doing Research and their Degree of Influence

N ^o	Items	Teachers Response	
		Mean = \bar{X}	Remark
1	Lack of knowledge about research	2.96	5
2	Lack of experience in how to do educational research	4.38	3
3	Lack of material for research	3.25	4
4	Lack of confidence	1.60	8
5	Lack of motivation and interests	2.21	7
6	Work over-load which leaves little time or no time for conducting research	2.42	6
7	Lack of support from concerned authorities in terms of finance and moral	4.47	2
8	Lack of conducive environment that encourages teachers to undertake educational research	4.6	1

In an attempt to investigate the factors that inhibit teachers from undertaking educational research, respondents were asked to rate the degree of seriousness of the factors in a five point likert-scale. Based on the responses obtained the weighted mean of each item is calculated and ranked, to make the data meaningful. Accordingly, lack of conducive environment that encourage teachers to undertake educational research ranked first, lack of support from concerned authorities in terms of finance and moral second, lack of experience in how to do educational research third, lack of material for research fourth, lack of knowledge about research fifth, work overload sixth, lack of motivation and interest seventh and lack of confidence last.

From the data above, one can conclude that the most serious impediments to conduct educational research in Afar Region were lack of conducive environment for research, lack of support from concerned authorities in terms of finance and moral and lack experience in how to do educational research.

It is interesting to note that a close examination of responses of the teachers to lack of confident, lack of motivation and interest, heavy teaching load and lack of knowledge about research reveals that these are the least influencing factors which make teachers not to conduct educational research at their schools. At the same time it is to be recalled that a good percentage of the teachers were reported to have admitted that they neither have the research competence nor the experience. Therefore, it appears that the teachers found it hard to accept that the current absence of research activities at schools is due to their lack of confidence, lack of motivation and interest, work over-load and

lack of knowledge and skills in research. This, however, does not mean that these factors have no influence at all. As can be observed from the table, though it is relatively lower, all of these factors also have some degree of influence. What this table clearly depicts is that, those factors rated high are serious impediments, which need immediate attention if an attempt is to be made to promote educational research in secondary schools.

The existing body of literature and research findings in the field indicated that lack of training and experience in doing educational research has been one of the key problems that hinder research undertakings (Hummadi, 1989) in (Adane 2000:149). In this study, however, lack of training is not accepted as serious causes for the majorities' failure to conduct educational research. This seems consistent with Seyoum's (1998:14) finding in which he reported that the current absence of research activities at schools, according to his respondents, is not due to lack of interest and lack of knowledge or competence.

Table 11- One Way Repeated Measure ANOVA on Factors that Hinder Teachers from Research Undertaking

Source of Variance	SS	df	Ms	F	P
Between people	113.82	83	1.367		P < 0.05
Within people	1512.13	588	2.57		
Between measures	488.83	7	69.83	60.05	
Residual	1023.30	581	1.76		
Total	1625.95	671	2.42		

As indicated on table 11, based on the mean scores of teachers' response on the factors that hinders them from research undertaking, it is tried to rank these factors according to their degree of impact on blocking teachers from research activities. To know whether the differences among the variable scores were significant or not, one way repeated measure ANOVA was calculated. Accordingly, there is a significant difference between measures of these hindering factors (i.e. since the obtained value $F = 60.05$ is greater than the F-critical at 0.05 alpha level, there is a significant difference between the variable scores).

Respondents were also asked to give their suggestions about what they think is worthwhile to solve the above problems and to popularize educational research among teachers. In this regard their response is summarized as follows:

- Although teachers have positive attitude, interest and competence in research, without money it is difficult for them to undertake research. So, concerned bodies should allocate budget for research.

- Concerned educational officials should support those teachers who try to conduct educational research. Incentives should be provided for these teachers to arouse their interest and to encourage them for better work. If incentives are provided, it will initiate other teachers who did not conduct research to follow their footsteps.
- Seminars, workshop and in-service trainings should be prepared in order to upgrade teachers' research knowledge and skill and to increase the research competence of teachers. Specially, for those teachers who have not taken research course at higher institution, in-services trainings should be provided to acquaint them with the necessary research knowledge and to let them have the know how in undertaking educational research.
- There should be research coordinating body that can support teachers when they undertake research and that coordinate teachers' research work.
- School libraries should be well organized and equipped with adequate, necessary and recent reference materials and up-to-date research journals.
- Teachers should be enthusiastic and have an interest to undertake research in their own classrooms, they should critically examine problems they face in the teaching learning activity and should find solution by scientifically studying it (i.e. research should be the day to day activities of teachers).
- Instead of expecting formal training, teachers who are not acquainted with research methodology should upgrade their knowledge by reading different research books and research journals.

Table12- Differences between Teachers who have Taken and those who have not Taken Research Training in their Involvement in Educational Research

Teachers who	Teachers who have		Total
	Taken training	Not taken training	
Did research	4	1	5
Did not do Research	44	35	79
Total	48	36	84

As it is indicated early in table 9, among the total teachers included in the study only 5.95%(5) of the teachers were participated in research. When we see the relation between research course taking and research experience, among the five teachers who conduct research, four of them were teachers who have taken research methodology course. It was only one teacher who has not taken research methodology course but have a research experience. This shows that teachers who have taken research methodology course have better research experience than those who have not. The implication is that training seems to have provided teachers some opportunities to carryout research. This finding was confirmed by Yalew (2000:160) that teachers who have taken research training did more research than those teachers who haven't taken. It is true that any one who have got some knowledge about research is in a better position than his/her counterpart who have not received any orientation.

4.4. Teachers' Future Plan to Conduct Research

Table 13- Teachers' Plan to Conduct Educational Research

	Observed	Expected
Teachers who have a plan	78(92.86%)	42
Teachers who have not a plan	6(7.14%)	42
χ^2	61.71, P< 0.05	

Teachers were also asked if they have plans or intentions to conduct research in the future. The responses seem to be promising if taken for granted as they appear. It was found out from their responses that 92.86% (78) of the teachers planned or intended to undertake research. It was only 4.14%(6) of the teachers that have no plans to undertake research. This big gap between the two groups makes safe to generalize (as $\chi^2 = 61.14$, P<0.05) that many teachers plan to conduct research.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary and conclusion of the study. It also comprises the recommendation forwarded by the researcher, which are hoped to redress the problems revealed in the study.

5.1. Summary

5.1.1. Objective and Methodology

The fundamental purpose of this study was to investigate to what extent teachers in secondary schools of Afar Region were involved in educational research. It was also directed to look into the major problems that hinder teachers from research undertaking with an intention of forwarding possible solutions which would help to alleviate problems. To this effect, the study was made to focus on answering the following basic questions:

1. What is the current status of secondary school teachers' involvement in conducting educational research in Afar Region?
2. What is the attitude of secondary school teachers towards conducting educational research?
3. What are the major factors that hinder secondary school teachers from undertaking educational research in Afar Region?

4. How is the competence of secondary school teachers for conducting educational research (Are they equipped with the necessary research skills?)
5. What concrete steps can be taken in the immediate future to popularize and promote research in secondary schools of Afar Region?

To find out answers for these basic questions, questionnaire was employed as the main instrument of data collection. Before the actual data collection started, the questionnaire was evaluated and tried out in small-scale study conducted on 25 teachers selected from one secondary school of the region. The reliability of this questionnaire was found to be 0.82 at Cronbach alpha level. Since the questionnaire was found valuable to collect data for the main study, it was administered in 5 secondary schools of Afar Regional State that were included in the study (though there were 7 secondary schools in the region, two were not included in the study since one of the school was far and inaccessible to the researcher and the other was used in the pilot testing).

The total numbers of teacher in these 5 secondary schools were 92. As these teachers were small in number and manageable to conduct survey study, the researcher selected all of them as a subject of the study and administered the questionnaire. Of which 86 teacher subjects (93.5%) have filled in and returned the questionnaire.

In addition to this, interview schedules were conducted with 5 school principals selected from 5 schools, two zonal and one regional education officials in order to get

additional information.

Finally, the data obtained were analyzed using various statistical tools such as frequency count, percentage, chi-square, t-test and one way repeated measure ANOVA. According to the results of the data analysis, the major findings of the study were the following:

5.1.2. Major Findings

1. It is found out that almost half of the respondent teachers 42.86%(36) have not taken research methodology course at higher institution.
2. From teachers who had taken research methodology course 35.42% of them assured that the training they have taken was not adequate enough to enable them undertake educational research. The reason they mentioned for this was that the research course offered in higher institution was highly theory ridden and did not provide them with sufficient experience.
3. Although there are significant proportion of teacher who had not taken research methodology course, concerned bodies in the region did not provide training in research for these teachers in the form of short-term training, workshop or seminar. That is, most of the teacher (88.10%) in secondary schools of Afar Region did not get the chance to participate in workshop, seminar or in-service training to up-grade their research knowledge. Moreover 71.43% of the teacher didn't read research books, research journals and articles privately to acquaint themselves with the necessary research knowledge. Due to these and other

factors, majority of respondents 70.24%(59) replied that they are not confident in their knowledge and skill in research.

4. 96.43% of secondary school teachers under this study had a positive attitude towards conducting educational research.
5. The study revealed that almost all of the respondent teachers 92.86%(78) have interest towards conducting educational research. In addition, 60.71% of secondary school teachers under the study have enough time to be engaged in research work. However, all of the teacher respondents (100%) pointed out that no budget was allocated for teachers' research in their school.
6. All of the teachers participated in this study have also stated that in secondary schools of Afar Region, there is no reference materials (up-to-date research books, research journals that acquaint teachers with the know-how of research undertaking. Moreover, there is no an organized body that coordinates teachers research in secondary schools of this region.
7. All of the respondents claimed that no incentives or encouragement was given for teachers who were engaged in research activity.
8. The results of this study demonstrated that teachers' involvement in research activities was so limited. Only a few teachers 5.95%(5) have been engaged in research. 94.05% of the teachers in this region have not been involved in educational research. The study also reveals that there is a degree of agreement among teachers that lack of conducive working environment that encourage

teachers to undertake educational research, lack of support from concerned authorities, lack of experience in how to do educational research and lack of material for research were the major constraints to carry out research activities in secondary schools of Afar Region.

9. 92.86% of respondent teachers reported that they have plan or intention to conduct educational research in the future.

5.2. Conclusions

1. Significant proportion of teachers in this region does not have the basic knowledge and skills to be engaged in research activities. This is because almost half of the teachers under this study have not taken research methodology course at higher institutes.
2. Majority of the teachers in this study were not confident in their knowledge and skill in research.
3. Almost all of the secondary school teachers under this study had a positive attitude towards conducting educational research.
4. The future plan and interest of teachers to undertake research looks promising i.e. almost all respondent teachers in this study have an interest and future plan to conduct educational research in their school.
5. There was no money and other supportive materials allocated to carrying out educational research (i.e. no budget was allocated for teachers' research). On top of this, teachers were not encouraged morally and financially to be involved in

research activities; reference materials were not available in school libraries; and there was no an organized body that coordinates teachers research work in the region. From this one can conclude that the research work in secondary schools of Afar Region was not given due attention by concerned authorities in regional education bureau.

6. The majority of the teachers in secondary schools of Afar Region had enough time to be engaged in research work. However, the research involvement of teachers in this region was found to be low. Hence, teachers in these schools may not be in a situation to improve their understanding of the education process by reflecting and researching their own work.
7. The findings of this study have indicated that there are number of constraints that hinder secondary school teachers of this region from conducting educational research. Of the listed problems impending research, lack of conducive environment that encourage teachers to undertake educational research, lack of support from concerned authorities in terms of finance and moral, lack of experience in how to do educational research and lack of material for research were considered very serious by the respondent teachers.

5.3. Recommendations

In light of the major findings and conclusions of the study, it seems reasonable to suggest the recommendations to improve teachers' involvement in educational research in Afar Region in particular and any other region in general.

1. Almost half of the teachers in this region are not armed with necessary research knowledge and skill. Since it would be unrealistic to expect teachers without research skill to engage in research activity, Afar Regional Education Bureau ought to organize in-service training, workshops, or seminars in a sustained fashion in order to provide training and to up-grade teachers' research skills and make them familiar with educational research.
2. Universities and colleges should revise their research curricula in such a way that they encourage students' participation rather than making them passive listeners during classes and facilitate rote memorization which has less effect on learners in carrying out research activities. Instead of focusing on theories and principles of research which have little importance to do research, it is better to emphasize on the more practical aspects of research such as developing and validating data collection instruments, selecting samples and data analysis techniques and interpretation.
3. Teachers who are not acquainted with research methodology should up-grade their knowledge by reading different research books and research journals, instead of expecting formal training.

4. Lack of conducive research climate has substantially affected educational research work in the region. Therefore, it is important that top management and decision makers at Afar Regional Education Bureau should create favorable conditions for research by allocating fund for teachers' research, by organizing and equipping school libraries with adequate recent reference books and research journals, and by providing sufficient stationary for teacher researchers.
5. Research endeavors by teachers should be encouraged. Top management at regional education bureau need to understand the functions and outcomes of educational research in building a body of knowledge that informs the practice of education. And therefore, they should arrange financial, material and moral incentives for teacher for their effective efforts to do research work.
6. Undertaking educational research requires sufficient finance not only to cover the cost but also to create incentives to motivate researchers. Hence, the schools should not depend entirely upon the regional government to get all funds and necessary materials. They should try to generate their own funds from other sources for educational research. The school can also use some amount from its internal income to research activities.
7. In order to popularize and promote research activity in school, it is advisable to organize educational research coordinating body at Regional, Zonal, Wereda as well as at school level and get professional support and direction from these bodies. (i.e. research section at all level need to be established and filled with appropriate man power).

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APPENDIX - A

Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of Curriculum and Instruction
Addis Ababa

Questionnaire

Questionnaire to be filled by secondary school teachers

The purpose of this questionnaire is to collect information from Afar region's secondary school teachers about their involvement in educational research. To this end, your cooperation in completing this questionnaire is of paramount importance. Since your responses will be kept confidential, please feel free to answer all questions frankly as much as possible.

It is not necessary to write your name on the questionnaire

Thank you in advance

Instruction

- a. Please try to answer every question in accordance to the instruction provided.*
- b. For multiple choice questions, please answer by putting " ✓ " sign in the box provided.*
- c. For questions that require your opinion please give precise and honest answers by writing on the space provided.*

Part I - General Information

1. Name of the school _____
2. School address
 - a. Zone _____
 - b. Woreda _____
3. Sex _____
4. Age _____
5. Your service years in teaching _____
6. The number of periods you are teaching per week _____
7. Your qualification _____

Part II -

1. Have you ever taken any research methodology courses?
 a. Yes [] b. No []
2. If your answer for question number 1 is "Yes", is the training you have taken adequate to conduct research in your professional career? a. Yes [] b. No. []
3. If your answer for question No. 1 is 'No' what is the reason? _____

4. If you haven't taken the course how can you manage to conduct educational research in your school?
 a) By asking colleagues who have research experience []
 b) By trial and error []
 c) By reading research books []
5. Have you ever participated in any seminar, workshop or in-service training to update your research skill?
 a. Yes [] b. No []
6. Have you ever conducted research in your career?
 a. Yes [] b. No. []
7. If your response to question No. 6 is 'No' what blocks you from undertaking educational research? Please, rate the degree of its impact.

* You can tick (✓) more than one.

		Very greatly	Greatly	Undecided	Low	Very Low
a	Lack of knowledge about research					
b	Lack of experience in how to do educational research					
c	Lack of material					
d	Lack of confidence					
e	Lack of motivation and interest					
f	Work over-loaded which leaves little time or no time for conducting research					
g	Lack of support from concerned authorities in terms financial and moral					
h	Lack of conducive environment that encourages teachers to undertake educational research					

8. Do you have plans or intentions to conduct educational research in the future?
a. Yes [] b. No. []
9. Do you feel confident about your research skill in educational research?
a. Yes [] b. No. []
10. If your response to No. 9 is 'No', what do you think of the possible reason(s)?
* You can tick (✓) more than one.
- a. Lack of enough research courses offered []
b. Absence of seminars, workshop and conference on research issues []
c. Lack of expertise []
d. If any other(s) please specify _____

11. Do you regularly read different books, Journals and articles on educational research?
a. Yes [] b. No. []
12. Is there budget allocated for research in your school?
a. Yes [] b. No. []
13. Is there some form of incentive for researching in your school?
a. Yes [] b. No. []
14. Do you have enough time at your disposal for research work?
a. Yes [] b. No. []
15. Are there adequate reference materials and documents that helps you to conduct educational research in your school?
a. Yes [] b. No. []
16. Is there any research coordinating unit and network in your school?
a. Yes [] b. No. []
17. Do you accept the new education and training policy which demands research work for teachers' promotion?
a. Yes [] b. No. []
18. If your response to question No. 17 is 'No' what would be the possible reason?

19. Does the school principal lighten the work-load for those teachers who conduct educational research?

a. Yes [] b. No. []

20. Are you interested to undertake educational research in your school?

a. Yes [] b. No. []

21. If your response to question No. 20 is 'No' what is the reason? _____

Direction:- Below are items (statements) which have been designed to assess your opinion (feeling) about educational research. Read each statement carefully and show your choice that best represents your attitude by putting a tick (✓) mark in one of the five alternatives.

Use the following scoring key

5 = Strongly Agree

3 = Undecided

2 = Disagree

4 = Agree

1 = Strongly Disagree

No	Item of the questionnaire	Degree of agreement and/or disagreement				
		5	4	3	2	1
1	Educational research contributes little in solving practical educational problems					
2	The expense of educational research outweigh its contribution to educational improvement					
3	Teachers should study educational problems and seek solutions					
4	Teachers involvement in educational research is a good activity					
5	Teachers' research involvement should be one criterion of promotion					
6	Research is solely the task of trained professional researcher and thus does not concern teachers					
7	Research should be given attention as academic subjects					
8	Research is a time wasting activity					
9	In order to improve their proficiency in teaching or to develop their knowledge teachers should conduct educational research					
10	Besides the limited resource and skill teachers may possess, they can conduct research in their own level					
11	Since teaching is a problematic activity it needs classroom-oriented investigation					
12	Research is conducted only in higher educational institutions					
13	Educational research can improve the quality of education					

Instruction: Please show your attitudes, feelings, opinions, beliefs and comments by writing on the space provided for the following questions:

1. What are the most revealing problems you have possibly come across in doing classroom research? _____

2. What should be done to overcome these constraints?

3. What techniques do you suggest to get involved more teachers in undertaking educational research? _____

4. To strengthen classroom research what is expected from teachers? What is your view? _____

5. What do you suggest be done to strength teachers competence in conducting educational research? _____

6. To what extent are the research conditions conducive for teachers to undertake educational research? _____

APPENDIX - B

በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ት/ቤት በትምህርት ኮሌጅ የካሪኩለምና ኢንስትራክሽን ትምህርት ክፍል አዲስ አበባ

መጠይቅ

በከፍተኛ ሁለተኛ ደረጃ ት/ቤት መምህራን የሚሞላ መጠይቅ

የጥናቱ ዓላማ በአፋር ክልል ውስጥ በሚገኙ ከፍተኛ ሁለተኛ ደረጃ ት/ቤቶች የመምህራን የጥናትና ምርምር ተሳትፎ ያለበትን ሁኔታ መመርመርና በጥናትና ምርምር ሥራ ላይ ያጋጠሟቸውን ችግሮች ለይቶ ለማወቅ በጥናት የተደገፉ የመፍትሄ ሀሳቦችን መጠቀም ነው። ይህን ዓላማ ከግብ ለማድረስ እርስዎ መጠይቁን ተገቢ ትኩረት ሰጥተው በመሙላት የሚያደረጉት ቀና ትብብር ወሳኝ ነው። ስለዚህ ለሚከተሉት ጥያቄዎች/ነጥቦች በሀቅ ላይ የተመሠረቱና ትክክለኛ የሆኑ ምላሾችን እንዲሰጡ በትህትና እጠይቃለሁ።

ስለቀና ትብብርዎ በቅድሚያ አመሰግናለሁ።

የአሞላል መመሪያ

- በመጠይቁ ላይ ሥምን መጻፍ አያስፈልግም።
- ሁሉንም ጥያቄዎች በተሰጠው ትዕዛዝ መሠረት ይምልሱ።
- በምርጫ መልክ ለቀረቡ ጥያቄዎች/ነጥቦች ምላሽዎን በተሰጠው ክፍት ቦታ ላይ “✓” ምልክት በማድረግ ይመልሱ። አስፈላጊ ሲሆን ከአንድ በላይ መልስ መስጠት ይችላሉ።
- አስተያየትዎን ለሚጠይቁ ጥያቄዎች ዳግም በተሰጠው ባዶ ቦታ ላይ ሀሳብዎን ያስፍሩ።

ክፍል ፩ ጠቅላላ መረጃ

1. የሚሠሩበት ት/ቤት ሥም _____
2. የት/ቤቱ አድራሻ _____
2.1. ዞን _____
2.2. ወረዳ _____
3. የታ _____
4. ዕድሜ _____
5. በማስተማር ሙያ ለምን ያህል ጊዜ አገለገሉ? _____
6. በሳምንት ምን ያህል ክፍለ ጊዜ ያስተምራሉ? _____
7. የትምህርት ደረጃ _____

ክፍል ፪ ጥናትና ምርምርን የተመለከተ

1. የጥናትና ምርምር ዘዴ ትምህርት (Research Methodology Course) ወስደዋል?
 - ሀ. አዎ ወስጃለሁ [] ለ. አልወሰድኩም []
2. ለጥያቄ ቁጥር አንድ መልስዎ “አዎ ወስጃለሁ” ከሆነ የወሰዱት ስልጠና በሥራዎ ውስጥ ጥናትና ምርምር ለማካሄድ በበቂ ሁኔታ ያስችለኛል ብለው ያምናሉ?
 - ሀ. አዎ ያስችለኛል [] ለ. አያስችለኝም []
3. የወሰዱት ስልጠና በሥራዎ ውስጥ ጥናትና ምርምር ለማካሄድ የማያስችልዎ ከሆነ ምክንያቱም ምንድን ነው? _____

4. ለጥያቄ ቁጥር አንድ መልስዎ “አልወሰድኩም” የሚል ከሆነ በት/ቤትዎ ውስጥ ትምህርታዊ ጥናትና ምርምርን በምን መልኩ ሊያካሂዱ ይችላሉ?
 - ሀ. የጥናትና ምርምር ልምድ ካላቸው ጓደኞቼ በመጠየቅ []
 - ለ. በግምት (Trial and Error) []
 - ሐ. የምርምር መፅሃፎችን በማንበብ []
5. የጥናትና ምርምር ችሎታና እውቀትን ለማዳበር በሚረዱ ሴሚናር፣ ወርክሾፕ ወይም የስራ ላይ ስልጠና (in-service training) ላይ ተካፍለዋል?
 - ሀ. አዎ ተካፍያለሁ [] ለ. አልተካፈልኩ []
6. በማስተማር ሙያ ላይ ከተሰማሩ ጀምረው ጥናትና ምርምር አካሂደው ያውቃሉ?
 - ሀ. አዎ አካሂጃለሁ [] ለ. አላካሄድኩም []
7. ለጥያቄ ሰባት መልስዎ “አላካሄድኩም” ከሆነ ጥናትና ምርምር እንዳያካሂዱ ያደረግዎት ምክንያት ምንድን ነው? የተፅዕኖ መጠኑንም ይግለፁ::

		በጣም ከፍተኛ	በከፍተኛ	አልወሰንኩም	ዝቅተኛ	በጣም ዝቅተኛ
ሀ	ስለጥናትና ምርምር በቂ ዕውቀት አለመኖር					
ለ	ጥናትና ምርምርን የመስራት ልምድ ስላንሰኝ					
ሐ	ለጥናትና ምርምር የሚረዱ ቁሳቁሶች አለመሟላት					
መ	በራስ መተማመን ስለሌለኝ					
ሠ	ጥናትና ምርምር ለማካሄድ ተነሳሽነቴና ፍላጎቴ ስላንሰኝ					
ረ	በሥራ ጫና ምክንያት ለጥናትና ምርምር ጊዜ ስለሌለኝ					
ሰ	ከተለያዩ ክፍሎች የሞራልና የገንዘብ ድጋፍ ስለማይደረግልኝ					
ሸ	ጥናትና ምርምር ለማካሄድ የሚያስችል የተመቻቸ ሁኔታ በት/ቤቴ አለመኖር					

8. ለወደፊቱ ጥናትና ምርምር ለማካሄድ እቅድ አለዎት?

ሀ. አዎ አለኝ [] ለ. የለኝም []

9. ባለዎት የጥናትና ምርምር እውቀት ክህሎት ይተማመናሉ?

ሀ. አዎ እተማመናለሁ [] ለ. አልተማመንም []

10. ለጥያቄ አስር መልስዎ “አልተማመንም” ከሆነ ምክንያቱ ምንድን ነው?

• ከአንድ በላይ መምረጥ ይችላሉ።

ሀ. በቂ የሆኑ የጥናትና ምርምር ኮርሶችን በከፍተኛ ትምህርት ተቋማት ባለማግኘቴ።

ለ. በጥናትና ምርምር ዙሪያ የሚዘጋጁ ወርክሾፕና ሴሚናሮች አለመኖር።

ሐ. የእውቀት ማነስ

መ. የተለየ መልስ ካለዎት እባክዎ ይግለጹ _____

11. በጥናትና ምርምር ላይ ያተኮሩ መፅሔቶችን (Journal) መፅሃፎችንና መጣጥፎችን (Article) አዘውትረው ያነባሉ?

ሀ. አዎ አነባለሁ [] ለ. አላነብም []

12. በት/ቤትዎ ውስጥ ለጥናትና ምርምር ተብሎ የሚመደብ በጀት አለ?

ሀ. አለ [] ለ. የለም []

13. በት/ቤትዎ ውስጥ ጥናትና ምርምር ለሚያካሂዱ መምህራን የሚሰጥ ማበረታቻ አለ?

ሀ. አዎ አለ [] ለ. የለም []

14. ጥናትና ምርምር ለማካሄድ በቂ የሆነ ጊዜ አለዎት?

ሀ. አዎ አለኝ [] ለ. የለኝም []

15. በት/ቤትዎ ውስጥ ጥናትና ምርምርን ለማካሄድ የሚረዱ በቂ የሆኑ የማጣቀሻ መፅሃፍትና ዶክመንቶች ይገኛሉ?

ሀ. አዎ ይገኛሉ [] ለ. አይገኙም []

16. ጥናትና ምርምርን የሚያደራጅ (Research coordinating unit) በት/ቤቱ ውስጥ አለ?

ሀ. አለ [] ለ. የለም []

17. በአዲሱ የትምህርትና ስልጠና ፖሊሲ ላይ ለመምህራን የደረጃ እድገት ጥናትና ምርምር ስራን እንደ አንድ መስፈርት ማድረጉን ትቀበለዋለሁ?

ሀ. አዎ እቀበለዋለሁ [] ለ. አልቀበለውም []

18. ለጥያቄ አስራ ሰባት መልስዎ “አልቀበለውም” የሚል ከሆነ ያልተቀበሉበት ምክንያት ምንድን ነው? _____

ክፍል አራት ፬

ትዕዛዝ ለሚከተለት ጥያቄዎች ያለዎትን ሀብት፣ ስሜት፣ አመለካከት እና አስተያየት በተሰጠው ክፍት ቦታ ላይ በመጻፍ ይመልሱ።

1. ጥናትና ምርምር ሲያካሂዱ ያጋጠሙዎት ችግሮች ምን ምን ናቸው?

2. ችግሮች ካሉ እነዚህን ችግሮች ለመፍታት ምን እርምጃ መወሰድ አለበት ይላሉ?

3. ብዙ መምህራንን በጥናትና ምርምር ለመሳተፍ ያስችላል የሚሉት መላ ካለዎት ቢገልፁ?

4. የክፍል ውስጥ ጥናትና ምርምር ለማጠናከር ከመምህራን ምን ይጠበቃል?

5. የመምህራንን ትምህርታዊ ጥናትና ምርምር ብቃትና ችሎታ ለማጠናከር ምን መደረግ አለበት ይላሉ?

6. የትምህርት ቤቱ ሁኔታ (School Condition) ጥናትና ምርምርን ለማካሄድ ምቹነቱ እስከምን ድረስ ነው? -----

APPENDIX -C

Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of Curriculum and Instruction
Addis Ababa

Interview

Interview schedule to gather information from education officials in the Afar region zonal and regional bureau

The main purpose of this interview is to get valid information about the opinion of education officials on secondary school teachers involvement in educational research in the Afar region. My objective is to come up with possible recommendation that would contribute to the effort being done to day to enhance teachers' involvement in educational research. In this regard, you will play an important role. That is why I wanted to ask you some questions. Please answer the questions that I am going to ask you by sharing your experience and opinion. The data will be used only for research purpose. The information we get from you will be confidential and will not affect any body in any way.

Thank you for your kind cooperation

1. How is the research status of teachers in this region? (Do secondary school teachers of this region conduct educational research in schools?)
2. Have you initiated and encouraged teachers to conduct research in their school?
3. Does the education bureau allocate adequate budget for research work that could be undertaken in schools by teachers?

4. Do you think secondary school teachers have adequate research skills to conduct educational research?
5. Have you organized and conduct an in-service training, workshop or seminar to upgrade teachers' skill and to empower those teachers who have not adequate research skill?
6. To what extent are the research conditions conducive for teachers to undertake educational research? (Do you supply important and recent reference materials, research journals, and manuals that help teachers to conduct educational research?)
7. Is there a research coordinating unit in the region? If there is, what kind of role does it play?
8. What techniques do you suggest to get involved more teachers in undertaking educational research?

APPENDIX - D

በአዲስ አበባ ዩንቨርሲቲ

ድህረ ምረቃ ት/ቤት

በትምህርት ኮሌጅ

የካሪኩለምና ኢንስትራክሻን ክፍል ትምህርት

አዲስ አበባ

ቃለ መጠይቅ

ከዘንና ክልል ትምህርት ባለሙያዎች ጠቃሚ መረጃን ለመሰብሰብ የሚደረግ ቃለ መጠይቅ

የዚህ ቃለ መጠይቅ ዋና ዓላማ በአፋር ክልል በሚገኙ ከፍተኛ ሁለተኛ ደረጃ ት/ቤቶች የመምህራን ጥናትና ምርምር ተሳትፎ ያለበትን ሁኔታ ለማወቅ ከዘንና ክልል ትምህርት ባለሙያዎች ጠቃሚ መረጃን በመሰብሰብ በአሁኑ ሰዓት ለሚደረገው የመምህራን ጥናትና ምርምር ተሳትፎ የማሳደግ ርብርብ አጋዥ የሚሆኑ የመፍትሄ ሀሳቦችን መጠቀም ነው። ይህንን ዓላማ ከግብ ለማድረስ እርስዎ መረጃን በመስጠት የሚያደርጉት ትብብር ከፍተኛ ሚናን ይጫወታል። ስለዚህ ለምጣይቅዎት ጥያቄ ቀጥተኛና ትክክለኛ መልስን በመስጠት ለጥናቱ መሳካት የበኩልዎን አስተዋፅኦ እንዲያበረክቱ በትህትና እጠይቃለሁ። የሚሰጡት መረጃ ለጥናትና ምርምር ብቻ የሚውል በመሆኑ ሚስጢርነቱ የተጠበቀና በማንም ሰው ላይ ተፅዕኖ ስለማያመጣ ነፃ ሁነው ይመልሱ ዘንድ እጠይቃለሁ።

ስለቀና ትብብርዎ በጣም አመሰግናለሁ።

1. በክልሉ ያሉ የከፍተኛ ሁለተኛ ደረጃ መምህራን ትምህርታዊ ጥናትና ምርምር ያካሂዳሉ? የጥናትና ምርምር ደረጃቸውስ ምን ይመስላል?
2. መምህራንን በትምህርታዊ ጥናትና ምርምር እንዲሳተፉ ታነሳሳላችሁን?
3. በመምህራን አማካኝነት ለሚካሄዱ ጥናትና ምርምሮች ማስኬጃ የሚሆን በቂ በጀት ት/ቤሮው ይመድባል?
4. የሁለተኛ ደረጃ መምህራን ትምህርታዊ ጥናትና ምርምርን ለማካሄድ የሚያስችል በቂ እውቀት አላቸው ብለው ያምናሉ?
5. የመምህራንን የጥናትና ምርምር ዕውቀት የሚያዳብርና ዕውቀቱ ለሌላቸው ዕውቀት ሊያስጨብጥ የሚችል የሥራ ላይ ስልጠና፣ ወርክሾፕ፣ ሴሚናር አዘጋጅታችሁ ታውቃላችሁ?
6. የት/ቤቱ ሁኔታ (School condition) ጥናትና ምርምር ለማካሄድ አመቺ ነው ይላሉ? አመቺነቱስ እስከምን ድረስ ነው? (መምህራን ጥናትና ምርምር የሚረዱ ወቅታዊ የሆኑ የማጣቀሻ መፅሃፍት፣ የጥናትና ምርምር መፅሔቶች የጥናትና ምርምር ማንዋሎች በበቂ ሁኔታ ይቀርብላቸዋል?)
7. ጥናትና ምርምርን የሚያቀናጅ ክፍል በክልሉ አለ? ካለ ሚናው ምንድን ነው?
8. ብዙ መምህራን በጥናትና ምርምር ሥራ ላይ እንዲሳተፉ ለማድረግ ያስችላል የሚሉት ዘዴ(መላ) ካለዎት ቢገልፁልን?

APPENDIX -E

**Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of Curriculum and Instruction
Addis Ababa**

Interview

Interview Schedule to Gather Information from School Principals in Secondary Schools of Afar Regional State

The main purpose of this interview is to get valid information about the opinion of school principal on secondary school teachers' involvement in educational research in the Afar region. My objective is to come up with possible recommendation that would contribute to the effort being done to day to enhance teachers' involvement in educational research. In this regard, you will play an important role. That is why I wanted to ask you some questions. Please answer the questions that I am going to ask you by sharing your experience and opinion. The data will be used only for research purpose. The information we get from you will be confidential and will not affect any body in any way.

Thank you for your kind cooperation

1. How is the research status of teachers in your school? (Do teachers in this school conduct educational research?)
2. Have you initiated and encouraged teachers to conduct research in their school?
3. Does the education bureau allocate adequate budget for research work that could be undertaken in school by teachers?
4. Do you think secondary school teachers have adequate research skills to conduct educational research?

5. To what extent is the research condition conducive for teachers to undertake educational research? (Is there important and recent reference materials, research journals, and manuals that help teachers to conduct educational research?)
6. Is there a research coordinating body at the school, woreda, or zone level?
7. What techniques do you suggest to get involved more teachers in undertaking educational research?
8. Do you lighten the work load for those teachers who conduct educational research?

APPENDIX -F

በአዲስ አበባ ዩንቨርሲቲ

ድህረ ምረቃ ት/ቤት

በትምህርት ኮሌጅ

የካሪኩለምና ኢንስትራክሻን ክፍል ትምህርት

አዲስ አበባ

ቃለ መጠይቅ

ከርዕስ መምህራን ጠቃሚ መረጃን ለመሰብሰብ የሚደረግ ቃለ መጠይቅ

የዚህ ቃለ መጠይቅ ዋና ዓላማ በአፋር ክልል በሚገኙ ከፍተኛ ሁለተኛ ደረጃ ት/ቤቶች የመምህራን ጥናትና ምርምር ተሳትፎ ያለበትን ሁኔታ ለማወቅ ከሁለተኛ ደረጃ ትምህርት ቤት ርዕሰ መምህራን ጠቃሚ መረጃን በመሰብሰብ በአሁኑ ሰዓት ለሚደረገው የመምህራን ጥናትና ምርምር ተሳትፎ የማሳደግ ርብርብ አጋዥ የሚሆኑ የመፍትሄ ሀሳቦችን መጠቀም ነው። ይህንን ዓላማ ከግብ ለማድረስ እርስዎ መረጃን በመስጠት የሚያደርጉት ትብብር ከፍተኛ ሚናን ይጫወታል። ስለዚህ ለምጣይቅዎት ጥያቄ ቀጥተኛና ትክክለኛ መልስን በመስጠት ለጥናቱ መሳካት የበኩልዎን አስተዋፅኦ እንዲያበረክቱ በትህትና እጠይቃለሁ። የሚሰጡት መረጃ ለጥናትና ምርምር ብቻ የሚውል በመሆኑ ሚስጢርነቱ የተጠበቀና በማንም ሰው ላይ ተፅዕኖ ስለማያመጣ ነፃ ሁነው ይመልሱ ዘንድ እጠይቃለሁ።

ስለቀና ትብብርዎ በጣም አመሰግናለሁ።

1. በትምህርት ቤትዎ ውስጥ የሉ መምህራን ትምህርታዊ ጥናትና ምርምር ያካሂዳሉ? የጥናትና ምርምር ደረጃቸውስ ምን ይመስላል?
2. መምህራንን በትምህርታዊ ጥናትና ምርምር እንዲሳተፉ ታነሳሳላችሁን?
3. በመምህራን አማካኝነት ለሚካሄዱ ጥናትና ምርምሮች ማስኬጃ የሚሆን በቂ በጀት ት/ቢሮው ይመድባል?
4. የሁለተኛ ደረጃ መምህራን ትምህርታዊ ጥናትና ምርምርን ለማካሄድ የሚያስችል በቂ እውቀት አላቸው ብለው ያምናሉ?
5. የት/ቤቱ ሁኔታ (School condition) ጥናትና ምርምር ለማካሄድ አመቺ ነው ይላሉ? አመቺነቱስ እስከምን ድረስ ነው? (መምህራን ጥናትና ምርምር የሚረዱ ወቅታዊ የሆኑ የማጣቀሻ መፅሐፍት፣ የጥናትና ምርምር መፅሔቶች የጥናትና ምርምር ማንዋሎች በበቂ ሁኔታ ይቀርብላቸዋል?)
6. ጥናትና ምርምርን የሚያቀናጅ ክፍል በክልሉ አለ? ካለ ሚናው ምንድን ነው?
7. ብዙ መምህራን በጥናትና ምርምር ሥራ ላይ እንዲሳተፉ ለማድረግ ያስችላል የሚሉት ዘዴ(መላ) ካለዎት ቢገልፁ?
8. ጥናትና ምርምር ለሚያከሃዱ መምህራን የሥራ ጫናን ትቀንሱላችሁ?

Declaration

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

Name: Abrham Zelalem

Signature: _____

Date: June, 2004