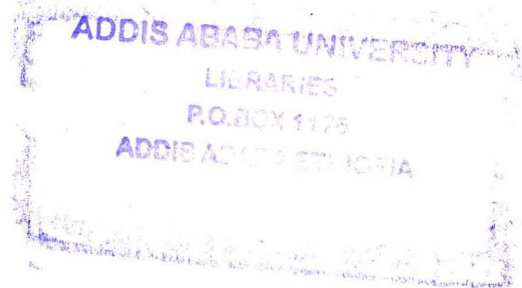


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**DIAGNOSIS OF EDUCATIONAL RESEARCH IN
HARAMAYA UNIVERSITY**

ASRAT BERHANU



JULY 2007

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

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AAU	Addis Ababa University
AED	Academy for Educational Development
BESO	Basic Education Strategic Objectives
ESRC	Economic and Social Research Council
EAJS	East African Journal of Sciences
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
HEI _s	Higher Education Institutions
HU	Haramaya University
HU-SP	Haramaya University Strategic Plan
IER	Institute of Educational Research
IDRC	International Development Research Centre
JEAS	Journal of East African Sciences
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural

ABSTRACT

Teaching and research are the two main missions of Higher Education Institutions. However conducting research often marginalized as university devoted to teaching and administrative tasks. The problem seems to get worse in the current highly expanding Haramaya University, particularly in the newly emerged Education Faculty. The study attempted to understand the extent of instructors' involvement in research activities to identify and evaluate the various factors influencing instructors' involvement, and indicated measure to be taken. The study was a qualitative case study. Sixteen instructors in the faculty participated in the study. They were selected through purposive sampling. Interview and Focus Group Discussion was mainly used as data collection instruments. The study revealed that educational research practice was non-existent. The study also found that financial and time factors from among institutional factors and instructors basic skills from among human factors have a strong role in the educational research practices. To improve educational research practices in the Education Faculty of Haramaya University, allocation of fund, reducing teaching load and arrangement of events like seminars are some of the points mentioned by the participants of the study.

CHAPTER ONE: INTRODUCTION

The study organized in to five chapters namely the introductory chapter; the second chapter contains about the review of related literature, the third chapter contain about methodology of the study, the fourth chapter about data analysis and the last chapter deals about summary, conclusion and recommendations. This chapter contains background of the study, purpose of the study, research quatiions, and significance of the study and limitation of the study.

1.1. Background of the Study

Teaching and conducting research are the primary missions of Higher Education Institutions to promote quality of education. These missions are usually stated in different documents. The World Declaration on Higher Education (UNESCO, 1998) states the advancement of knowledge through research and dissemination of its results are one of the missions of Higher Education Institutions, Recognizing that instructors of HEIs as actors in integrating teaching and research, the promotion and development of research in all disciplines is a necessary feature of all higher education systems.

The other document is the Higher Education Proclamation No 351/2003 (FDRE, 2003). It declared that higher education institutions have duties to undertake research and to disseminate findings. They have also the responsibility to undertake problem-solving research that benefits the society. Thus higher education proclamation indicated that the task of conducting research and teaching in higher education institutions as legitimate task.

The mission statement of Haramaya University Strategic Plan (HU-SP, 2005/06) also stated to produce graduates through teaching, and to generate and disseminate knowledge through conducting research. Thus at different

lack of quality training, lack of reading materials, work over load and shortage of time, lack of incentives and lack of recognition from the stakeholders.

The other research on educational research at secondary level context was made by Seyoum (1998) explored the extent of Addis Ababa school teachers were actively involved in educational research. He found several constraining factors: lack of finance, insufficiency of material resources, lack of incentives, lack of research skill, heavy teaching load, and lack of opportunity to participate in seminars or workshops.

Finally a study, which has a particular relevance to the present study at higher education level, was made by Amera (2004) who explored the problems encountered by Baher Dar Education Faculty teachers in conducting research. These include lack of knowledge in educational research, lack of incentives, inefficient administrative procedure. Problem of time and workload, and problem of library facilities and financial support were not considered as the main impeding factors to BDEF teachers' participation in research activities however in Haramaya University the above problem might be the major constraint. In addition, from the above discussion about research on educational research at different level, the problems identified by primary and secondary level tended to incite lack/absence of inputs whereas problems at tertiary and institution level seems to indicate inadequacy/insufficiency of personnel and institutional inputs but the case for Education Faculty of HU appears different from its counterparts. Therefore it is timely to study its unique nature, to explore the extent of instructors' involvement, to identify the factors that influence them, to explore the extent of publications and disseminations of educational research activities in Education Faculty of Haramaya University

level legal documents confirmed that research and teaching as the primary missions of universities.

However, the mission of conducting research is in most circumstance neglected remaining merely as a statement in the documents, as University became preoccupied with teaching and administrative tasks. The problem seems to get even worse in the current highly expanding Haramaya University and particularly in the newly emerged Education Faculty .Therefore; the magnitude of the problem justifies this study because the marginalization of research can severely affect the quality of education in Haramaya University.

Rersearch in the area indicated that the status of educational research in Ethiopia was marginal for instance Amare (2000) explained that the features and patterns of educational research conducted in the country across time. The results suggest a characteristics of infancy though a direction of improvement in change pattern observed in selection of issues, type of data, in sampling procedures, indigenization of researchers, in conceptualization of research issues and in provision of recommended actions. While others (Derebssa, 2000; Amera, 1999; Seyoum, 1998 & AED/BESO, 2006) were interested in exploring the research climate and assessing the involvement and productivity of institutions of learning's in the country at different levels-primary, secondary and tertiary level.

Derebssa (2000) tried to analyze factors that have influenced the development, survival and utilization of educational research in the institute of educational research (IER). The findings indicated that the major challenges to educational research are insufficient and/or unsustainable funding, inadequate skilled research staff, inadequate facilities, unattractive salary, undeveloped research culture, and weak research demand by policy maker.

At primary level, a study conducted by AED/BESO (2006) also found out factors which impeded the involvement of school teachers in action research:

1.2. Purpose of the Study

The objectives of this study are:

- .to consider the state of educational research in the Education Faculty of Haramaya University,
- . To explore the extent of Education Faculty instructors' involvement in research activities,
- . To explore the various factors influencing educational research,
- . And to suggest measure to improve educational research practices in the Education Faculty of HU.

1.3. Research Questions

The study attempted to answer the following questions:

- What is the extent of instructors' involvement in research activities in Education Faculty of HU from 1996-2006?
- What factors influence educational research undertaking in the Education Faculty of HU?
- What is the extent of publications and dissemination of educational research outcome?
- What measures need to be taken to promote educational research activity in the Education Faculty of HU?

1.4. Significance of the Study

The study attempted to provide valuable information to decision makers including Haramaya University management body and to others concerned about the state of educational research activities; show impediments of educational research activities in Education Faculty of HU and then it helps to suggest the necessary measures required to improve research activities in the

Education Faculty of Haramaya University, and provide additional information regarding educational research environment in Ethiopia.

1.5. Limitations of the Study

- From the total of sixteen participants of the study (9 interviewed and 8 discussants) three individuals, out of intended eight (FGD) participants, refused to participate in the Focus Group Discussion of this study for unknown reason. As a result discussion continued among five participants.
- In Education Faculty from the total of 94 instructors 91 male and 3 female. From three female instructors-two of them are Graduate Assistants with less than two year experience and only one of them is lecturer. The study has not included female instructors as participants of the study because the study has no gender variable.

This chapter has explained about the background of the study, purpose of the study, objectives of the study, significance of study, and limitation of study. the next chapter deals with the review of the related literature.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

In this chapter attempt was made to discuss issues that have relations with the problem under investigation. The issue is related generally with research and particularly with educational research. To manage the related issue, the chapter is divided into sections that include concepts and meaning of research; definitions and classifications of educational research, educational research institute of higher learning and conditions affecting educational research practices and educational research in some African countries.

2.1. The Concept of Research

There are five main ways in which the human race approaches knowledge (Anderson and Arsenault, 1998). The first is the method of tenacity also called blind stubbornness, where people hold to the truth merely because they believe it to be true. One such example is tradition and custom where some of the beliefs are true, and some are erroneous. Another way of knowing is based on authority; that is from someone who had the expertise. The views of those who endorse knowledge have credibility and are believed. However, it does have limitations in that conclusions are often quickly drawn and not exhaustively tested by the third party.

The rationalist approach to knowledge adds thinking and deduction. This, in some instances, can lead to useful generalizations or predictions. This approach is based on the notion of logic and it helps to extend theory. A related method might be termed insightful observation. It is used by intelligent people who are capable of gathering information from their experience then drawing useful generalizations and conclusions from these observation. It incorporates some observational basis, though unsystematic.

Finally, the scientific method (which represents research) incorporates observations and data, which are systematically collected and analyzed in order to obtain understanding of phenomena (Anderson & Arsenault, 1998; Degarge, 1999). Of all forms of knowing which are mentioned in the above, it is only the scientific method that contribute to the most reliable knowledge (Van Dalen, 1979).

Definition of Research

The concept of research does not have the same meaning in all academic disciplines because of the diverse nature of activities, as a result there is no single universally accepted meaning of research. In one instance, research may appear to be a simple activity, while in another, as an extremely complex one. It may take place in the laboratory, library, and classroom or in the community. It may also be local, national or international. Research may be conducted by a single researcher or a group of researchers. What is certain is that there are many different opinions about and approaches to research and consequently the existence of various definitions of research of one kind or another.

However, authorities in the area commonly use the following phrases to define the concept research (Degarge, 1999) as an inquiry to obtain dependable and useful information; a problem solving activity; a scientific approach to study a problem and arrive at a conclusion; and a systematic and objective search for reliable knowledge. To extend this definition, Verma and Malinki (1999) ,tried to summarize some of its essential characteristics as follows: research is an organized and deliberate, effort to collect new information or to utilize existing knowledge for a new purpose; research seeks to answer worthwhile and fundamental questions, by utilizing valid and reliable techniques; research is logical and objective, using the most appropriate test to justify the methods employed, the data collected, and the conclusion drawn; and the final outcome of research contributes to the gaining of new knowledge and a better appreciation of the issue involved. It is clear from the above brief discussion

that the quest for knowledge is an essential aspect of research and the existence of various definitions and its contextual application, seems legitimate.

Research Paradigms

There are two major distinct research paradigms (Philips, 1987; Reichardt and Cook, 1997; Reichardt and Cook, 1979; Webb, Beals, and White, as cited in Cresswell 1994). They are quantitative and qualitative paradigms. The two paradigms in the:

- way of thinking about the social reality being studied, the way of approaching and conceptualizing it;
- designs and methods used to represent that way of thinking, and to collect data; and
- data itself (numbers for quantitative research, not-numbers mostly words for qualitative research).

Quantitative research is an inquiry into social or human problem; based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true. The intent of the qualitative research is to develop generalization, predict, explain, and understand some phenomena. The following types of research are primarily quantitative in nature: experimental research, evaluative research, and survey research.

Qualitative research on the other hand is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. The intent provides rich “context-bound” information leading to patterns or theories that help explain a phenomenon. Qualitative methods include as case study research, ethnographic research and action research.

Classifying an approach as quantitative or qualitative does not mean that once an approach has been selected, the research may not move from the methods normally associated with that style. There are occasions when qualitative researchers draw on quantitative techniques, and vice versa.

2.2. The Concept of Educational Research

It is extremely difficult to give a definition of the term 'educational research' which would be acceptable to all those concerned with educational decisions and practices. This may be due to the huge range of activities that form the education process. However, definitions are a valuable aid in understanding a concept or an idea.

Education research literature indicates that many writers have conceptualized educational research in a broad sense. For instance, Travers (as cited in Verma and Malliki, 1999) defined it as "an activity directed toward the development of an organized body of scientific knowledge, with the goal to discover laws and generalization" (p.32). Peters and White (1969) also defined educational research broadly as "systematic and sustained enquiry carried out by people well-versed in some form of thinking" (p.33). While others adopted a narrower perspective that educational research was to be understood as embracing empirical and experimental research in education, restricting it to areas which involve quantitative or scientific method of investigation.

The other view of educational research implies that it is basically problem solving activity, through the collection and analysis of primary data for the purpose of description, explanation, generalization and prediction. However, it should be stressed that most people conduct research in areas in which they feel a certain value commitment. They do not have strong vested interest in the outcome (Anderson and Arsenault 1999).

Economic and Social Research Council (ESRC) as cited in Verma and Mallicki, (1999):

“Educational research within the social sciences may include any disciplined enquiry which promotes theoretical understanding of educational processes and settings or which serve educational judgment and decisions about policy and practice. Such research may be conducted in formal education settings, in industrial, commercial and professional situations or in informal context (such as parent child interaction, self-help groups and local communicate). This discipline enquiry necessarily draws on the theoretical and methodological resources of philosophy and of social science disciplines, such as anthropology, sociology and psychology etc. however, it may also involve methods and techniques originating from the distinctive nature of educational knowledge. In addition, the generation of new methods may itself be a focus of educational research” (p.33).

Despite the differing conceptions of the goal of educational research, the common element of most of the ideas is the application of systematic methods to the study of educational problems. Given this dimension to the definition, the search for meaningful and trustworthy knowledge becomes central to the whole process. It should also be remembered that research in education has been greatly influenced by research in other disciplines such as psychology, anthropology and sociology.

In summary, it is apparent that educational research can take many forms and a variety of dimensions. The most important point to be remembered is that the focus of educational research must be education, and that the foremost function is to assist teachers, parents, decision makers and all concerned in the field, with the aim of improving the quality of the educational processes, and thus enhancing the quality of life.

Importance of Educational Research

Research in education has quite a large number of functions. Research in education is essential for providing dependable knowledge through which the process of can be made effective and efficient. Educational research can be done either to improve practice or develop universal principles and theories that can be used to set policies and make decisions.

Degarege (1990) described major purpose of conducting research in education is described as follows: to understand, explain and to a certain degree predict and control the behavior of people. Educational research is the only rational way to make rational choice between alternative practices, to validate educational improvements, to build a stable foundation of effective practices; and to gain familiarity with educational phenomena or to achieve new insights into it. It can also be used to describe the characteristics of a particular educational situation or event and results of educational research; to guide educational decision makers in making decisions and take actions without bias and subjectivity; to introduce changes for the improvement and development of educational services; to understand the teaching learning process; to evaluate new instructional program and draw lessons for further improvements.

Historical Development of Educational Research

Educational research is a fairly recent development. Although interest in solving educational problems through research began to stimulate educators in the late nineteenth century, however, most writers in this field seem to agree that it was at the turn of the century, (when the social sciences established their identify) that the science of education made a positive approach to the solution of educational problems (Verma and Mallicki, 1999). Its beginning was the results of the growth of psychological techniques and methods. Progress since then has developed on the development of precise instruments and upon ability to measure the variables concerned.

Educational research before 1900 was greatly influenced by the experimental method in the field of psychology. It is clear that the immediate origin of modern educational research (and of experimental psychology) is to be found in the natural sciences.

In the early years of the 20th century, there was widespread interest in the exploration and development of measuring instruments needed by the researchers in the field of education and psychology. The significant feature of this era was an emphasis on measurement and testing (Verma and Mallick).

Since 1945, that research methodologies in education have undergone extensive refinement in order to obtain more reliable and valid information (Verma and Mallicki, 1999). New development in research design, which was closely related to developments in statistical procedures such as the analysis of variance and co-variance, made possible in field experiments or trial for which randomization provides controls on extraneous variable and for which more than one variable of interest may be studied at the same time. With the advancement of computer science, more sophisticated statistical techniques have been developed for the analysis of data. This extended the possibility of the study of complex phenomena in the fields of education. In spite of the broadening of methodological issues, educational research is still under developed. In other words the progress of research in education has been slower than in other fields.

Classification of Educational Research

Any attempt to classify educational research into categories poses a difficult problem. Literature indicates that research in education has been classified from many points of view. According to discipline (e.g. psychological, philosophical, sociological, and); according to the methods employed (historical, descriptive and experimental); according to purpose (basic research, applied

on one another in an interactive way. This categorization of educational research might make a significant contribution to our understanding of research methods.

The Subject Matter of Educational Research

In any field of research (including education), theoretical and methodological considerations are heavily influenced by the nature of the subject matter under investigation and by the perspective being brought to bear on it. Education in its various forms and contexts is a very broad field that involves many disciplines and the use of techniques borrowed from a variety of disciplines and approaches. Verma and Malliki (1999), classified educational research in to seven major dimensions, so as to indicate the range of topics or area commonly investigated. These are:

Individual performance- Every body is different and has a set of attributes or qualities that have a bearing on how he or she behaves or performs. Research into individual performance can cover investigation of these attributes or qualities. The purpose of such research might be to determine the potential of a particular individual, to determine how much progress an individual is making in school and to identify areas of particular weakness so as to provide appropriate remedial action.

Group performance group performance has always been a very important aspect of the investigation of educational process group performance might be investigated on the basis of different classes of the same age group in one school or a group of schools. The variable include regional variation (cities or town), social class (well-educated or not), sex (boys or girls), ethnicity (ethnic minority or majority).

School performance- this dimension overlaps the previous one, group performance. Research in to school performance has focused on what is called school effectiveness. To evaluate schools on a series of criteria including pupil performance, in order to determine the extent to which particular school could be considered effective.

School management/ management of school- is the study of the understanding of how schools should be organized and managed work.

Interpersonal relationships- are an area of study which is typically socio-psychological in character. Such studies investigate how people get on with one another. In a school setting there are four main types of interpersonal relationships. These are head teacher-staff, teacher-teacher, teacher-pupil and pupil-pupil. Such relationships can involve one to one situations or group situations and occur both in formal and in informal settings.

Curriculum- the study of curriculum can be approach in many ways. The two most common are curriculum development and curriculum evaluation. Not only the materials and documents developed to be studied by the researcher but also the lessons in which the programme was being taught, the materials used and the way those materials were delivered by the teacher to be observed in order to assess their impact.

Teachers- teaching is central to what goes on in the classroom. The demands place on the teachers is considerable. Quite apart from the need for a high level of knowledge and skills related to the subject(s) that they teach, there is also the need for a good understanding of group dynamics, classroom management, and classroom equipment. Understanding of appropriate curricular objectives and what these mean in terms of pupil performance and how these can be assessed accurately is also needed.

2.3. Research and Teaching in Higher Education Institutions

There is a very widely held view among teachers and researchers that there is a close link between research and teaching in higher education institutions (HEIs). The relationship is two-way and genuinely symbiotic (Garnett and Holmes, 1995). This symbiotic relationship expressed by the contribution of research to teaching on one hand the contribution of teaching help to develop research, on the other hand.

Therefore research and learning has always been the primary roles of the university. These roles of research and teaching at HEIs are supported by legal documents. Internationally, UNESCO (1998) as cited in Desalegn (2006) stated that the advancement of knowledge through research is an essential function of all systems of higher education. Higher institutions should ensure, to all academic members, the provision of appropriate inputs like training, resources and support. If teaching and research are so inseparable in higher education institutions, therefore, instructors should be engaged in conducting research. Conducting research is an obligation to all members of the teaching personnel at higher education institutions.

The legal provision, at national level, which support the integration of research and teaching in Ethiopian HEIs, was the Proclamation of Higher Education No 351/2003 (FDRE, 2003). The proclamation conferred mandates to HEIs to encourage research in the priority areas; allocate funds for research and the use of additional resources, and also states that responsibility of academic staff to undertake problem-solving research. Thus the proclamation indicates the role of conducting research and teaching in higher institutions as legitimate task.

At institutional level, in its mission statement Haramaya University Strategic Plan, (2005/06) stated that to produce both competent graduates through

quality teaching and to generate and disseminate knowledge and technologies by conducting research. Within this document Education Faculty has planned seven educational researches. Generally, laws are enacted research and teaching as the main tasks of HEIs.

2.4. Educational Research Experience of Some African Countries

In Africa problems of higher education are well known. Universities have been faced with limited resources and encouraging enrolments, feeble national policies, weak internal university management, limited facilities, low staff salaries, and lack of a research tradition (West and Shackleton as cited in Desalegn, 2006). A study made by Sawyerr, (2004) identified the following impediments to research: poor remuneration, heavy teaching load, inability to mentor young faculty, poor infrastructure, and lack of funding.

Kenya

Kenya gained her political independence from British colonial domination in 1963. After independence the country followed a capitalist model of development (Nkyangi, 1983), and politically at relative peace and stability. The expansion and Africanization of education dominate its system. The growth of educational research is largely a post independence phenomenon (Court, 1983). The attitude of government toward research was positive due to emergence of a number of practical problems; the growing importance of international aid to education, and the expansion of government interest in research for knowledge related to management.

As a result, research institutes have adequate facilities for publication. With regard to funding, most of its cost is met from local sources; despite all Higher Education Institutions receive external assistance. Educational research in Kenya largely dominated by non-Kenyan (American and European) up to 1980

(Court, (1983). Foreigners had greater access to research fund as compared to small number of educated Kenyan.

In Kenya research is utilized in four principal ways: the research work appeared in education courses at university, addressing in public lectures through media, and through professional network (Court, 1983).

The challenges to Kenyan educational research activity is summarized by Court ,(1983)as follows: the research community is small despite the existence of a basic infrastructure of facilities, the shortage of facilities, the difficulty in recruiting the best talent into research and teaching, the shortage of local funds for research, and the deteriorating economic circumstances.

Uganda

Uganda gained her independence in 1962, from Britain. However, after independence the country was not stable politically, particularly from 1972 onwards when a civilian government was overthrown. Since 1972, Uganda characterized by widespread political and physical instability (Nammudu, 1983). This led to exodus of Uganda qualified personnel which affected Ugandans ability to conduct and utilize research.

The Makerere college first established in 1922 then became Makerere University in 1950 (Nammudu, (1983). Since this time educational research becomes one of the activities of Makerere University. Educational research pattern dominate by psychological research (Nammudu, 1983). However, by 1970 the pattern was shifted to problems occasioned by the post independence expansion such as school dropout and mismatch of curricula to national goals and aspirations (Nammudu, 1983).

Educational research, in Uganda, characterized by lack of systematic provision of necessary information on issues such as the sources of fund, criteria of

funding agencies may limit and stifle initiative, lack of practical training also hampering research, and lack of documentation center.

Thus, factors that affected the development of research skills in Uganda are: First as academicians left the institution; the remaining colleagues were deprived of motivation. Second, most of the remaining academicians in Uganda were preoccupied by various administrative jobs stifled their imitative (Nammudu, 1983).

2.5. The State of Educational Research in Ethiopia

Educational research in Ethiopia is at an early stage, despite its existence nearly for half a century. Amare (2000), in his study “the state of educational research in Ethiopia”, observed that there were insignificant number of research output in the country and most of the educational research products are unpublished compared to the amount of work, demonstrating poor dissemination levels, probably resulting in a failure of research out put to reach the beneficiaries. He also found that the existence of poor cooperative efforts among educational researchers and teamwork in educational research has been found to be very poor. The participation of women in educational research as (actors) was found to be very low. Educational research in Ethiopia had more coverage of tertiary and secondary levels than primary and pre-primary schools. More research was also done to address the issues of quality and efficiency of education (related to pedagogy of education) than the issue of equity and access related to politics of education (Amare, 2000). This suggested that educational researchers in Ethiopia were disinterested in the political aspect of education. For example the issues of gender and regional inequalities to bring about justice in education are an area that seemed to have been neglected by educational researchers in Ethiopia (Amare, 2000).

Traditionally, higher education has two broad functions: research and learning (Garnett and Holmes, 1995). To use the language of contemporary educational philosophy, the academy is concerned with the production and reproduction of knowledge, generating and disseminating ideas. In a developed world, universities are the mainsprings of science; they not only produce high level manpower but also constitute the main centers of research. In Ethiopia, though universities are expected to conduct research by the new education policy however, very little research is actually carried out in universities compared to their potentials (Derebssa, 2004). This is partly due to extremely meager resources allocated for research, the pre-occupation of teachers by other task other than research and lack of infrastructure and personnel resources. Consequently these provide poor environment for the production of new knowledge through research activities. In general, higher education in Ethiopia is neither sufficiently equipped nor ready for the development of research.

2.6. Conditions/Inputs for conducting Research

A successful research is attributed not only to individual or team research brilliance, hard work, and team competencies, but also on inputs such as the nature and quality of research environment generally, on the facilities and other means at the disposal of the researchers, and prior work by other researchers in related fields (Sawyeer, 2004). Research inputs comprises two key components, the human (Individual or team) component, and an “environmental” component constituted by broad societal conditions and institutional (namely, organizational, managerial and material) inputs that provide a setting for the research enterprise and condition its success or failure (sawyeer, 2004)

The Human Component

In Higher Education Institutions the capacity of researchers including their skills, competencies, attitudes, and value, is developed primarily through

appropriate training programs and courses, and involvement in research activities (Sawyeer, 2004). Supporting this idea, Schaeffer and Nkinyangi (1983) also stressed the importance of research skills and competencies to an individual to carry out research activity. Therefore, the researcher is expected to possess certain skills about research methodology, educational practice, and social science discipline. In addition to skills gained through training, competence in research is an indispensable inputs gained through experience on the job from peers and experts by assembling of a critical mass of researchers, the cultivation of positive research culture and the presence of incentive system. The other personal input is interest in research activity. Researchers like Jones as cited in Seyoum (1998) emphasized the importance of interest in research activity, considering it as the major driving force behind research.

In summary, all above mentioned suggested notion that having the skills of research which can be acquired through training is an essential pre-requisite in research work. This being the case, lack of training, workshops and seminars on research issues makes the problems of research work more complex and severe.

The Environmental Component

It should be noted that, having interest, the technical skills and competencies by researchers alone does not necessarily supported the individual to effectively engage in research activity, it should be guaranteed with all sorts of favourable conditions like political, social, economic and cultural security (Shaeffer and Nkinyangi, 1983). It requires the essential conditions to be facilitated.

Sawyeer,(2004) wrote that the broad societal conditions is the first set of general inputs that facilitate or hinder research, related to the macro-environment of public policy and resource allocation. Quality education is an

indispensable condition; long-term public financing; an atmosphere of political or cultural tolerance; social recognition of achievement and the ready utilization of good ideas.

Among the institutional inputs, essential to carryout research activity are obviously, the first is financial resources, which refers to the funds allocated to educational research activities: including the amount for each project, the proportion of funds allocated as subsidies, loans and payment of services (Shaffer and Nkinyangi, 1983). This financial resource is in short supply particularly in the African countries (Sawyeer, 2004). Since the availability is beyond the reach of most individual researchers, the existence of research sponsoring institutions became indispensable (Seyoum, 1998).

The second institutional inputs are research facilities and equipment. It refers to all physical means or instruments that facilitate the activities of personnel working on educational research. These include facilities, ranging from ordinary office equipment to sophisticated apparatus and others facilities like library documentation, and computer (Schaefer and Nkinyangi, 1983).

The other necessary condition is time. Research is a time-consuming activity. Consequently, a researcher needs be provided with adequate time in order to be able to engage in research activity. If researchers are highly loaded with teaching and administrative activities, they are less likely to conduct research because research by nature is a time taking activity (Hogman, 1955). The indispensability of time for research activity also expressed by Cannon as cited in Seyoum (1998).

“An investigator may be given a place live in, a perfect laboratory to work in, he may be surrounded by all the conveniences money can provides; but if time is take an from him he will remain sterile. On the other hand, as the history of science abundantly shows, an investigator may be poverty may live in a garret and have only meager appliances for his use; but given time he can be productive”(p.9).

The fourth institutional input is incentive (Seyoum, 1998). Researcher needs to be provided with material and/or psychological incentive in order to effectively engage in research activity. This may include any form of payment and promotion in academic rank. Therefore, the provision of incentive in one form or another should be seriously considered by research sponsoring institutions. The other institutional input is the creation of publishing outlets. One of the major purposes of research is to disseminate what has been found so that it could be utilized. According to Derebssa (2004) the dissemination and utilization of research findings are an important part of and a basic means of expanding the positive impact of research on development practice. The education research results will be means for change when the stakeholders get them. The dissemination activities include verbal communication of the result of educational research at events like seminars, symposia, workshop and short courses. the other category of dissemination is publication of journals and books; bulletins, periodicals, and pamphlets.

The final institutional input is effective research management system. This include good institutional responsiveness, satisfactory record-keeping, effective structure , system of coordination, a clear specific obligation of academic staff and create positive conditions for conducting research.

Although distinction drawn between human and environmental component, they interact continuously. The human component contributes critically to the creation of negation of the requisite environmental conditions, while the environmental conditions enhance or inhibit the development of individual capacity.

This chapter has explained about review of related literature. the third chapter deals about the methodology of the study.

CHAPTER THREE: METHOD OF THE STUDY

This chapter explains the methods used in carrying out the study. It explains the design of the study, the general perspective, the research context and participants, instruments used in data collection, procedures used and data analysis.

3.1. Research Design

The study used a qualitative design. This approach justified by Marshall (1994) argumentation; “qualitative studies are valuable for the type of research that, seeks to explore where and why policy and local practice are at odds, delves in depth into complexities and processes, and that can not be done experimentally for practical reason”. According to Bronfenbrenner as cited in Maykut and Morehouse (1994), qualitative research methodology is important in coming to an understanding of human experience.

In this study a qualitative case study was used to study issues related to educational research with specific reference to Education Faculty of Haramaya University. This is because it allows the researcher to concentrate on a specific instance and to identify the various interactive processes at work. In education and other behavioral sciences, case study can be used with individual children, with all types of groups from a small group within a class to a school itself.

3.2. Selection of Research Settings

The justification for selecting Education Faculty of Haramaya University for this study was due to the following reasons: teaching and conducting research is supposed to be its primary missions of Higher Education Institutions. However, the mission of research often marginalized as Haramaya University preoccupied by teaching and other administrative task. The situation seems worse in the currently expanding Haramaya University. Therefore, marginalization of

led the researcher to study the setting and its mission. Second, though education faculty started since 1996, educational research one of its missions was not yet studied in HU, and besides the above reasons, the investigator has better exposure, better access and better knowledge than any other university. Thus due to the above reasons, HU is selected as a research setting.

3.3. Selection of Participants/sampling

Sampling in this study was purposeful and was a process of actively seeking informed person that has long experience in the Faculty of Education and those that might provide alternative perspectives. This method informed by Patton “sampling strategy began as a search for information rich-cases to study individuals who manifested the phenomenon intensely” (Patton as cited in Marshall, 1999). The following criteria were used to select the research participants: years of experience in the faculty those who possess services as long as the Education Faculty included because the researcher believe that they have more experience in the setting. Willingness to participate in the research also taken in to consideration that means those who refused to participate were not included. Presence in the field of study and those who produced research out come also included.

Taking the above factors into account, a total of 16 participants were selected both from the officials and instructors (nine for interview and five for focus group discussion and two for preliminary interview for this study because it is difficult to make interview more than 16 person due to time and recourse constraints

3.4. Data Collection Instruments

The study secured qualitative data from different sources by interview and focus group discussion (both tape-recorded), field notes, and documents. Each instrument attempts to capture people's words and actions, the data of qualitative research. As Punch (2000) stated qualitative data are most likely to be words which we get by asking (interviewing), watching (observation) or reading (documents), or some combination of these three activities.

Interview Schedule: In qualitative case studies, interview is the major sources of qualitative data needed for understanding the phenomenon under study (Merriam, 1988). Both formal and informal interviews were carried out with nine academic staff members of Haramaya University within the period of three months and a single Focus Group Discussion also conducted on 17/5/07 among five participants. Informal data collection process was took place when the investigator had provoked discussion with many instructors during informal meetings in staff lounge, tearoom as well as in other encounters.

All interview were conducted in Amharic, the language of federal administration which is used by the federal higher education institutions, Haramaya University is one of them. All interviews and discussion were tape-recorded and transcribed words for words in exactly the same way. The Amharic transcripts translated in to English.

Conducting the interviews the investigator was responsible for interviewing all informants. These interviews were conducted in the form of person to person encounters, using structured open-ended questions. Interview schedule were prepared to guide the discussion and to conduct the interview. Questions in the interview schedule were about the role of instructors' skills and competencies, perception, interest and commitment, and level of qualifications and field of specializations in their research activity. This helped to understand research

related variables which associated with the human factors /inputs/. Questions related to the role of institutional inputs: funding, facilities, incentives, workloads and shortage of time, publication and dissemination in research activity. These helped to draw information about the contribution of Haramaya University.

The investigator used field notes to record key points raised by informants. The interview date, setting and context were noted using field notes just before interview undertaking. During the interview time, major issues were identified.

Focus Group Discussion Guide: Focus Group Discussion helps to understand issues with consensus and variation among the member of the discussion are available as means for validating statements and views (Punch, 2000). In this study the group discussion was made with five instructors, (three of them refused to participate), who are assumed to have different opinions and adequate information about educational research activity of Haramaya University. The same questions with the interview were utilized as a guide to Focus Group Discussion.

Review of documents: most educational projects require the analysis of documentary evidences. Documentary evidences were used to supplement information obtained by other methods and to check the reliability of information gathered by interview. Investigator has collected evidence about instructors' workload both teaching and non-teaching, about educational research outcome by reading list of articles appeared in Journal of East African Science (JEAS) and proceedings; and also consulted the strategic plan of HU as well as yearly abstract. Johnson as cited in Bell (1999) underlined the importance of documentary evidences as "valuable alternative sources of data mainly in case of lack of access to research participants (p.106).

3.5. Procedures

An early part of this study was literature search. At this phase researcher identified and formulated the research problem and accomplished the preparation of thesis proposal. Then investigator went to Haramaya University with the letter of cooperation from IER-AAU. In the second phase of the study, permission from the dean office secured letter of cooperation circulated to all departments in the faculty. At this stage preliminary interviews were conducted, consequently relevant sections and informed persons were identified. Insights gained from preliminary interview led the investigator to reconsider the planned interview with senior natural science academic staff; who had been instructors of Faculty of Agriculture their field of specialization including biochemistry, inorganic chemistry, organic chemistry and microbiology which has little relevance to the present study, and above all they contributed more to college of agriculture than education as a result were not interviewed. In the third phase, data collection was undertaken. At this point interviews were conducted with nine informants for a period of three months (March-May). Focus Group Discussion was also conducted on (17/5/07, 12 AM-2 PM) at lunch time, this is the only favorable time to get most of the selected instructors gathered together in one area, with five instructors after many unsuccessful attempts three of the instructors refused to participate. In the final stage analysis was completed and the report of the study has been written up.

3.6. Data Analysis

The researcher analyzed the data, which were gathered from the research participants entirely qualitatively. For this study, in analyzing and reporting the data the researcher used Merriam thematic analysis technique (Merriem, 1988). First the researcher selected fourteen different themes using the main research questions and the related literature developed earlier to provide guidelines for

data analysis (then the researcher tried to organize the stories in to five main topics and wrote the report.

Validity

The influence of the researcher on the setting or individuals studied /reactivity/ is a problem that is often raised about quality studies. However, eliminating the actual influence of the researcher is impossible (Hammersley and Atkinson as cited in Maxwell, 2005). Because the researcher is part of the social world he/she studies. The use of different sources of data, as interview, Focus Group Discussion and at times documents helped the researcher in assessing convergence of information and in verification throughout data collection, analysis and report writing. Discussions which took place informally with instructors any time in tea room, in office, and staff lounge assisted the researcher to refine his conceptions and evidence in this study.

To sum up, though methods and procedures do not guarantee validity, however, they are essential to the process of ruling out validity threats and increasing the creditability of the conclusions. Thus the procedure that was followed for maintaining credibility in this study were triangulation and respondent validation /member checks/.

Ethics

The researcher made every effort to protect the security of the participants of the study in the following way: before commencement of field work; the researcher described the purpose of the study and requested Faculty officials for a formal permission to get access to the study site, consent was secured from participants. During the research process, the researcher tried to be sensitive to the participants' views and perspectives. Their identities were kept anonymous. The researcher also made effort to protect the security and integrity of information collected from the participants by handling and protecting from any kind of intruder. Thus concerning the participants, the

taken to protect the participants and to maintain the security of their views.

To summarize, this chapter has explained the methods used in this qualitative study of diagnosis of educational research in the Education Faculty of Harmaya University. The next chapter presents the results obtained with those

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

Table 1: Themes and sub-Themes

Themes	Sub-Themes
1. Instructors involvement	<ul style="list-style-type: none">• In the past• At present• Purpose
2. The human factors	<ul style="list-style-type: none">• Skills• Perception• Interest• Level of qualification
3. Institutional factors	<ul style="list-style-type: none">• Finance• Facilities• Incentives• Nature of the staff• Over load work
4. Dissemination	<ul style="list-style-type: none">• Publications• Arrangement of events
5. Measure to be taken	<ul style="list-style-type: none">• Financial nature• Time• Skills• Arrangement of events

** The analysis in chapter four is based the above themes and sub-themes.*

Adapted from Adrian Holiday (2002:100).

4.1. Background of the Research Setting and the Informants

The Research Setting

Haramaya University is located about 510 kms from Addis Ababa in the East Hararge Zone of Oromiya Regional State at a distance of about 20 and 40kms from the two nearby cities: Harar and DireDawa respectively. The University campus is found near the then Lake Haramaya from which it derives its renowned name. The 2000meter above sea level altitude of the campus ensures that it enjoys relatively moderate and pleasant climate throughout the year (HU-Facts and Figures, 2003).

It was established on May 16, 1952 when agreement was made between the then imperial government of Ethiopia and USA. Oklahoma State University embarked establishing physical plants and bringing staff from abroad to run academic, research and extension programs in the then known as Imperial Ethiopia College of Agriculture and Mechanical Arts. The campus was opened for students in 1953 and the first batch graduate with B.Sc. in agriculture on January 16, 1958. The college was also a national coordinator of agricultural research and extension. Since 1963 the college staffs were indigenized including the college dean (HU-SP, 2004).

The college restructured opening graduate study programs during the 1979/80 academic year. The college was upgraded to a full-fledged University of on May 27, 1985 following the addition of the Faculty of Forestry. It was then named Alamaya University of Agriculture. The university opened two faculties, namely the Education Faculty and the Faculty of Health in 1995/96. This paved the way for transforming itself from a purely agricultural university to multi-disciplinary university as a result named as Alemaya University. In September 2003 two more faculties, namely Law, and Business and Economics were added. One year later, in 2004, the Faculty of Veterinary Medicine was opened.

By the year 2006, Alamaya University changed its name to Haramaya University.

The main focus of the present study was the Education Faculty of Haramaya University, a part from undergraduate programs in nine fields of study: Biology, Chemistry, Physics, Mathematics, Geography, History, Health and Physical Education, English, and Afaan Oromo, it also launched Masters of Education programs in Biology and Chemistry.

The Participants -

In the faculty there are a total of 96 instructors' and three female instructors of which only one female is a lecture. In the study 16 male instructors involved (9 interviewees, 5 discussants and two preliminary interviews). Backgrounds of the participants were secured both from themselves and Faculty document. Instructors profile is summarized in the following Table.

Table 2: Participants in the Study

Participants	Field of Specialization	Academic Rank	Experience in HU	publications	Ongoing Research
P ₁	Chemistry	Ass. Prof	22	3	1
P ₂	Literature	Lecturer	7	-	-
I ₁	Education	Lecturer	7	-	1
I ₂	TEFL	Lecturer	9	5	1
I ₃	Curriculum. Instruction	Lecturer	9	-	-
I ₄	Geography.	Lecturer	9	-	1
I ₅	History	Lecturer	9	-	1
I ₆	Environmental Science	Lecturer	8	-	-
I ₇	TEFL	Ass. Prof	8	7	1
I ₈	Special needs	Lecturer	6	-	-
I ₉	Mathematics	Lecturer	9	-	1
F ₁	TEFL	Lecturer	5	-	-
F ₂	EDPM	Lecturer	5	-	-
F ₃	Chemistry	Lecturer	7	-	-
F ₄	Mathematics	Lecturer	9	-	-
F ₅	English	Graduate Assistant	4	-	-

As it is observed from the above Table, the research participants involved in this study has served from four to twenty two years in the Haramaya University

alone. However, many of the informants had been serving in high schools and participants also ranked from graduate assistant to assistant professor. In selecting the research participants, the investigator made some effort, to include from different fields of specializations. The investigator also paid particular attention to include officials and coordinators of various section in the education faculty of HU. The study includes four participants who had published their research outcome and seven participants who have currently engaged in undertaking educational research in Education Faculty of Haramaya University.

The participants also held different posts in the Education Faculty. Such as, Faculty deans, heads of various departments, coordinators of different programmes.

4.2. The Extent of Instructors' Involvement in Educational Research (1996/97---2006/07)

The current investigation tried to explore the extent of instructors' involvement in educational research activities. In connection with this (UNESCO as cited in Desalegn, 2006) stated that teaching and research are inseparable in higher education institutions. Therefore, conducting research should be an obligation to all members of the teaching personnel at higher education institutions. This section presents the involvement of Education Faculty instructors in educational research activities.

Involvement in the Past (1996/97---2005/06)

Almost all of the informants who participated in the present study expressed the non-existence of educational research activity by the Faculty members at an institutional level except a very few dedicated individuals who able to produce research at individual and isolated level.

For instance, one senior staff (I₂, 20/03/07), who claimed experience as old as the birth of Education Faculty, expressed the non-existence of educational research activity in Haramaya University. He continued to explain the situation as follows:

As far as I know in those past years in our Faculty, there were no center for the coordination of educational research; no budget allocated for research project; no seminar, conference or workshop arranged, for educational research promotion, no team research activity, no call for paper and no publication outlet for educational research outcomes. So in the absence of these how can I dare to say research activities existed in the Faculty?

Another informant (I₇) mentioned the participation of few individuals in conducting educational research, like this:

Only in one department (English) out of the total of eleven departments in the Faculty that instructors tried to organize themselves informally and get involved in educational research practices (9/4/07).

On the other hand, two informants claimed the existence of educational research activities. I₄, said:

There are instructors mainly in English department who get involved in educational research activity, manage to publish their research output in reputable journal outside the country, consequently they received academic promotion, and there are teacher development activities including training about action research mainly Higher Diploma Program (HDP).

In the Focus Group Discussion, about the state of instructors' involvement in educational research, most of the participants except (F₅) reached consensus about the non-existence of educational research involvement in Education Faculty of Haramaya University. Their argument is based on the absence of institutional support, even for a single research project. However (F₅) contradict the majority by mentioning the name of three instructors who published articles.

As to the reason why the few instructors in the English department engaged in educational research one instructor who engaged in research (I₇, 9/4/07) explained the reasons for his involvement as follows:

Actually, I get involved in educational research for two reasons. The first is to get academic promotion and status, the other, for the sake of professional development. As a result of the involvement, I was exposed to contemporary research and literature and was able to practice research.

Participation in research activity for both reasons was the idea accepted by many informants. Contrary to the above idea, (I₆) said “any one who engaged in research activity in this University is doing educational research for the sake of his/her own benefit that is to get prestige among the academic staffs and to become assistant professor.

From this discussion it seems instructors are motivated both by internal which is not imposed from outside satisfaction and accomplishment, and by external forces such as praise and money.

Involvement at Present (2006/07)

Discussion about the current instructors' involvement presented as follows. All the participants/informants/ agreed on the beginning of institutionally backed educational research activity. I₂, (20/3/07) said:

There are seven educational research projects are under taking under financial assistance of Haramaya University and others about four research project proposals are waiting for research grant. For this year Haramaya University has allocated educational research budget amounted to 100,000 birr for the Faculty and 20,000 birr per project.

Furthermore the researcher confirmed the above explanation from the research coordinator office and from individuals who receive the grant that the amount mentioned. The amount 20,000 birr per project is considered as faire by some

participants for undertaking a small individualistic project. However, it is difficult to judge the amount simply as sufficient or not.

In the Focus Group Discussion, all participants appreciate the current beginning of educational research activity in the Faculty. Fore instance F₃ (17/5/07) expressed his idea in the following way:

The academic year 2006/07 (the current year) is the turning point in the educational research history of HU for various reasons. This is because for the first time educational research project received funding, above all recognized at events like (conference, seminar, and workshop) and there are seven graduate students doing educational research thesis in this year. Therefore I can say it is the birth of educational research in the Education Faculty of Haramaya University.

From the discussions and informal interviews at different time the researcher understood and interpreted it in the following way: indeed the year 2006/07 seems a turning point in the inception of educational research in the Education Faculty of Haramaya University in many ways: in terms of legitimacy educational research project shifted from the time of rejection to the time of recognition at events like conference; in terms of institutionalization it turned from individually isolated initiative to assigning of coordinator; in terms of diversification of participants it comprised five departments namely Chemistry, Pedagogy, Health and Physical Education, and English. In terms of funding it received assistance for the first time.

In summary, educational research involvement was almost non-existent in Haramaya University in those past years, except a few dedicated individuals writing paper in international journals. It seems that instructors in the faculty of education kept themselves busy in teaching and in administrative task and pushing research in to periphery. Therefore, it seems that the intgration between research and teaching in Education Faculty of Haramaya University was not strong.

4.3. The Human Inputs /Factors/ and Educational Research

The problem under investigation revealed that there are two broad classifications of inputs that have either effect in the Education Faculty instructors' involvement in educational research. These categories are the human and environmental components (inputs). This section presents the human component of the problems that hinder or facilitate instructors involvement (instructors 'skills and competencies perception, interest and commitment, qualification and specialization).

Instructors Skills and Competencies

Generally to engage in any activities, including educational research, the acquisition of basic skills and knowledge about that activity seems very important. This skills and competencies acquired through formal training of different skills and on-the-job training or in the course of conducting research that competencies can be developed. According to Shaeffer and Nkiyangi (1983), there are basic conceptual and analytical skills required for any research activity, and there is some basic skill level required for every participant in the research process.

In line with this issue the study presented the following discussion. As to the importance of acquiring some basic skills in research method and educational practice, is a pre-requisite for doing educational research, all the informants without exceptions agreed up on the crucially important of basic skills.

In evaluating Education Faculty instructors' skills contribution to their involvement in educational research activity, variation among the participants appeared. Many of them expressed lack of training in educational practice and research method as their problem of involvement. For example instructor (I₆) said:

As a student of natural science, I was not trained to be a teacher consequently lacked the necessary basic skills in research method and in other education practice. I was not get involved in doing purely educational thesis, therefore, was not involved in any kind of educational research activities even now I have no knowledge of doing it (2/4/07).

In fact this idea was shared by another informants with similar background (I₉, 5/5/07). Others however, contradicted the above expression. I₃ (20/3/07) said

We have taken different course about research method, statistics, and foundation of education, psychology both at graduate and undergraduate level which is enough as preliminary training. What impede us from doing educational research is related to finance, time, extra duty or responsibility, and other personal problems..

Discussion in the FGD about evaluating the role of their skills in conducting research revealed that almost all participant came in to terms about the inadequacy of prior skills or/and lack of basic skills in educational research that hindered their participation. In the discussion (F₄) described the situation in the following way:

If we see instructors profile, most of the senior academic staff members in the education faculty are those in natural science departments who had been transferred from college of agriculture. These senior staff tend to do scientific experimental research mainly in collaboration with agriculture faculty, this is mainly due to lack of skills about educational research as a result they failed to conduct educational research (17/5/07).

From the discussion, the present study has understood that acquisition of basic skills in educational research is very important. According to most informants of inadequacy of prior skills is one of the problems which impede instructors' involvement in educational research.

Instructors' Perceptions towards Educational Research.

Perception refers to the way any event in the world and the world itself look, feels, tests or smells to him/her (Morgan, et al, 1986). Therefore, the way

instructor look/ feels and tests educational research plays a determining role in their involvement in educational research activity either positively or negatively. The instructors' good perception towards educational research and their ultimate involvement in educational research may result from the acquisition of knowledge and skills in educational research methods, educational practices and the subsequent appreciation of its attributes. This sub section presents Education Faculty instructors' perception towards educational research and its role on their involvement in research activity.

Most of the participants' perceived research as important task to the improvement of education. Some of the informants who participated in the interview did not see the practice of educational research as part of their regular duties. I₉, (5/5/07) fore instance explained the way he looks research:

Research is not the main and compulsory task to us rather teaching. If it is our main task just like teaching, there would have been some sort of penalty in case of failure to do research.

Furthermore, there are participants, including one officials, who believe that they were hired by University mainly for the teaching purpose, considering research as if not their obligation (I₄, 28/3/07),

However, many informants perceived the practice of educational research as part and parcel of their regular duties. I₁₃/3/07 described this:

In our context (Ethiopia) universities and colleges means the main area where people who gained the most opportunity in education are concentrated, therefore, the government, the society expect university to do research.

There are also participants who doubt (felt difficult) knowledge gained through educational research method is in equal status, compared to knowledge gained through science experiment arguing the frequent change of human idea, perception, opinion, and suggestion to consider as reliable data and consequently the findings from this data (I₉, 5/5/07).

Here it should be noted that there are research activities which require little resources. The case in point is, doing action research which is done at classroom level. As such research can not be done without big fund seems misconception.

In the FGD almost all of the participants agreed that the overwhelming instructors in the faculty do not see the practice of educational research as their part of regular duty. It seems possible, therefore, to conclude from FGD that instructor's perception of not considering as their duty is the main problem of the faculty members to involve in educational research. In other words it appears that instructors' misconception contributed to their low involvement in research activity.

Instructors' Interest in Educational Research

Interest is a motivation towards any activity because interest in any activity is not something that can be imposed from outside (Jones as cited in Seyoum, 1998). Therefore, it is clear that instructors' interest or disinterest in educational practice and particularly in educational research affect their level of involvement in research activities.

Commitment is a persistent engagement in certain activities and it can be promoted through individual interest towards that activity (Mayer and Sutton (1996). Instructors' interest and commitment in research activities presented as follows:

Most of the informants agreed that the majority of Faculty members are less interested in doing research in education. I₂, described in the following way:

If they had real interest in doing educational research, they would have been participated in a kind of research that demand little resource-time, money and effort.

There were, however, a few participants who claim the existence of interest in doing research in education among many of the staff members. I₈ described the presence of interest among Faculty members as follows.

No doubt we have interest to do educational research for many reasons. This is because doing research for academic staff members means achieving promotion in academic rank, status and developing our knowledge and competencies but we were not engaged in it due to financial and time constraints (I₈,13/4/07).

Similarly, most FGD participants have expressed the existence of interest in educational research among Faculty members, it was the university environment which contained us, and their argumentation is based on the current number of educational research project submitted to Education Faculty after the University noticed the presence of educational research fund for young Faculties.

However, (F₅) contradicted the above expression by drawing evidence from the faculty. He said:

As far as I know it is only two or three persons who have real interest and commitment in educational research and able to produce research outcome and manage to publish their research result on reputable journals outside the country. Nothing could prevent them (28/3/07)

To conclude, from the discussion of detailed interview and FGD it seems that most instructors in the Education Faculty lacked real interest in educational research as a result they are not engaged in it.

In addition, from the appearance of many research projects as a result of financial and other support from Hararamaya University, it can also possible to conclude that instructors in the Faculty are externally motivated in doing educational research. Therefore, we can say that lack of real interest in part a problem of educational research in Education Faculty of Haramaya University.

Instructors' Level of Qualification and Specialization

In Educational Research

Instructors' specializations their knowledge, attitude and skill in the training have something to do in determining their teaching and research activities. Teachers' activities have been influenced by their training when they specialize in certain level of qualification. Though, workshop, seminars and conference have some contribution to influence their activity (Arrends as cited in Amera, 2004).

The present study tried to explore the role of Education Faculty of Haramaya University instructors' field of specialization on their engagement in educational research. In this regard information obtained through interview and Focus Group Discussion is presented as follows:

Almost all informants who participated in the study agreed up on the existence of difference in educational research involvement between English department and other departments in the Educational Faculty.

I₉, for example, explained that the presence of difference between language and science departments, in this way:

I have never seen any one from all of science departments in the Education Faculty who produced educational research outcome. This may be due to lack of training in educational practice and educational research method in our specialization area.

I₂, however, faced difficulty to determine whether or not specialization was the source of difference between those with pedagogy science background and language background though actually they differ in their involvement, they have a similar trend of training in the graduate program mainly in research method.

In determining the role of qualification towards instructor involvement in research activity in the Faculty, all the informants who participated in the

interview agreed upon the absence of relationship between the level of qualification and the level of involvement in research activity in HU in the time under discussion. (I₅), explained as follows:

In our Faculty, all the senior academic staff, including those who possess doctorate degree, came from the agriculture faculty with science background did not involve in educational research at all. They are interested in doing research in agriculture related area than in education. This may be related more to specialization than level of qualification (28/3/07).

In the FGD, all participants agreed up on the reason why few master instructors showed interest in conducting educational research than those who possess first degree and terminal degree. According to the discussion their motivation may be to get promotion and prestige, may be they possessed relevant training and skills compare to the above two.

4.4. Institutional Components (inputs) and Educational Research

In this section various institutional inputs that have certain roles with instructors' involvement in educational research activities will be discussed. The institutional inputs attributed to the research target university, Education Faculty of HU. This section has tried to treat the following sub-topics: Financial inputs; material/facilities; motivation and incentives; environmental inputs.

It is important to note that conducting research is a task that demands a lot of things to be facilitated. No matter, how an individual is competent and skilled, how an individual has interest and positive attitude in research activities, he/she can do nothing unless the essential conditions are facilitated (Lehtinen as cited in Daniel and Tassew, 1993). Therefore, a research needs money, time, incentives and other supplies as well as cooperation of all the stakeholders. According to Shaeffer and Nkinyangi, (1983) researcher, should be guaranteed with all sorts of favorable conditions like political, social, economic and cultural security.

It refers to the funds available for research activities, including the amount, the conditions under which funds are provided and the source of fund. Seyoum (2008) disclosed that the existence of research sponsoring institution became indispensable since financial resource is beyond the reach of individual researcher. In this sub-section the study presents the extent of financial resource for educational research in Education Faculty of Haramaya University for a decade.

Almost all informants except (I₁ and I₄) mentioned the absence of any financial assistance for educational research activities since the establishment of Education Faculty in Haramaya University. One participant contrasted the current with the past ten years in terms of funding, he said:

In those past years Education Faculty did not fund even a single educational research project. Currently, however, there are seven research projects under the financial assistance of Education Faculty. The reason why University did not provide fund in the past years and start to fund in the present year is not clear (I₈, 9/4/07).

Another participant observed the rejection of educational research proposal for the reason not yet clearly stated. He said.

I remember one day in a conference arranged for college of agriculture. One of our fellow psychology instructors tried to present educational research project. While he was introducing the title "the impact of chat habituation up on students' performance..." suddenly the whole congregation full of senior academic staff from science laughs at him. What can I say? It has humiliating, demoralizing effect up on us. One instructor from Faculty of Agriculture said it is amazing how you relate chat with education? How are you going to collect data? Finally it results rejection of the project. Another time the same person tried to present but ended in failure (I₄, 28/3/07).

On the other hand, there were two participants who denied the presence of rejection of project for fund. For instance one official (I₄ 28/3/07) explained the

presence of good will and cooperation from top management officials in the University to assist the conduct of educational research in our Faculty, but our staff were not able to convince them by preparing a sound proposal. It is obvious as a young Faculty we lacked senior academic staff members, as compared to College of Agriculture. He also point out the presence of invitation made by the university to all Faculty members to present their paper in an event arranged to promote agricultural research for Faculty of Agriculture in January every year.

In evaluating whether the amount and time of delivery of fund affect the research activity most of the participants, including discussants of FGD, tended not to comment on these issue. Letting those who had currently secured fund to comment on it, one participant (I7, 9/4/07) who had secured this fund, said:

It is too early to give suggestion about the time of delivery. Although it is difficult to judge weather it is adequate or not, the amount of fund allocated fund per project (20,000 birr) is fair amount for a small individual project. However, the amount (100,000 birr) allocated for the Faculty was not totally sufficient as compared to the number of instructors.

To sum, from the discussion in the FGD and the interview, educational research funding was absent in past years and for most participants' lack of funding was the problem of research activity in the Faculty. Therefore, lack of funding affected instructors' involvement in research negatively in the past year in Education Faculty of Hararamaya University. It was a paradox to observe the provision of agricultural fund regularly on one hand and the deprivation educational research fund on the other in a single institute. Although the situation is changed today the investigator doubted the sustainability of educational research fund in the Faculty because the allocation of 100,000 birr was granted as encouragement for the young Faculties but not as regular budget. Besides, the amount is not adequate, there is no indication of its sustainability.

Material/Facilities

It refers to all physical means or instruments that facilitate the activities of instructors working research in education. To establish whether the status of facilities of Education Faculty affects their involvement in educational research or not, Most of the informants expressed the status of such facilities as library facilities, office equipments and other services are in poor conditions in those past years.(I₂) ,for example ,said:

“Before the current year internet service was not provided, the library lacked relevant journal both local and abroad but, the condition of office and office furniture was not sufficient in our faculty. Therefore it was not convenient for instructors to do research in education.

On the other hand one officer mentioned the relatively adequate status of library facilities for example the campus has three libraries with adequate books and internet services in it. In relation to office facilities, Education Faculty provided one office with two computers and other furniture for two or three instructors “which is enough for doing their duty. The investigator observation confirmed the claim made by the official yet some lack internet network.

In the FGD the entire participants agreed on lack of, relevant literatures in education sector and sufficient computer and office facilities and also agreed on situation of the past ten years.

From the above discussion the status of educational research facilities in Education Faculty characterized by problems of relevant literature and educational documents, and office facilities in the past ten years. Therefore, lack of sufficient material inputs was in part a problem which hinders instructors' involvement in educational research activities.

Incentives

Incentives are any form of advantage which is well recognized by most researcher and university authorities as encouraging factor. It include a range of approaches: the availability of more funds, academic promotion, reducing teaching load, inducement for the writing of articles, relaxing the rigid regulations for spending research grants, long-term subsidies to journal, and payment for adviser ship and to quality thesis.

In relation to incentives almost all the informants including the participants of FGD, except two of them, mentioned the weak institutional response to encourage educational research activities. I₅, for instance, said that *as far as I know there was no incentive of any kind that educational instructors get in return for their research activities except academic promotion which is the only incentive provided to all academic staff members.*

On the other hand officer I₄ said that *we require instructors, among other task, to publish research articles in reputable journals as criteria for academic promotion and we also allocated 1000 birr for the preparation of a sound educational research project proposal in connection with Higher Diploma Program training. Such kind of payment in cash for the production of research proposal is an encouraging one yet it lacked diversification of incentives.*

From the above discussion, it seems that incentives for researchers are very low in Faculty of Education. Therefore, the very poor incentives provided by Education Faculty have a negative impact in the involvement of instructors in educational research.

The Nature of the Staff and Educational Research

In the time under discussion the nature of the staff refers to the researchers' knowledge, attitudes, and skills they possessed and their interaction. It

includes instructors' academic background, experience in research, motivation and its impact on the practice of research.

In line with this, most of the informants expressed the predominance of junior academic staff and the absence of a senior academic staff in the Education Faculty. (I7) explained the nature of the Education Faculty staff in the following manner:

Nearly all the senior academic staff members in the Faculty, were those who transferred from college of agriculture, belong to natural science. They specialize in micro-biology, organic and in organic chemistry, and bio-chemistry. Most of them lacked the necessary skill in educational research and enthusiasm. As a result they were not involved in research and not advising our young Faculty. He added that it was this group who tended to ignore the arrangement for educational research seminar, the production of publications in the Faculty. As such they contribute little or nothing to educational research promotion rather than teaching.

Similarly, other informants explained the nature of the overwhelming majority staffs in the Faculty, as they lacked experience and the courage to learn independently about research and were preoccupied by part time teaching as a result they tend to ignore aspects of their duties.

Contrary to the above tendency, there are some individuals in English department who tried to consolidate themselves informally, helping each other in different ways: in proof reading, sharing idea, and in identifying potential publication outlet abroad. He remarked it is this informal group who raised their voice for the creation of coordinating unit and for the arrangement of research seminar which usually ended up in failure (I2).

Generally, in evaluating the nature of academic staff in Education Faculty, there were no interactions among the majority of the staff member to promote research. However, we should not forget the existence of minor group which

tried to serve as a point of inspiration for educational research practice in the Education Faculty of Haramaya University.

Overload Work or Shortage of Time and Educational Research

Needless to mention that research activity requires time. The indispensability of time for research activity described by Cannon as cited in Seyoum (1998); since research is a time consuming task, instructors should be provided with adequate time to be able to engage in research activity. In connection with this, university documents suggested that academic staff should spend 25 percent of their working time on research activity. In this study, information obtained about how much HU instructors' workload/time constraints, affected their engagement in educational research activity, presented as follows:

All of the informants who participated in this study expressed that having heavy load or shortage of time is an obstruction to instructors' involvement in research activities. I₂, tried to explain the sources of this time constraint as follows:

Due to the current expansion of Haramaya University, the growth in student enrolment is at unprecedented rate, forcing instructors to be over burdened. In those past years, you will not find any instructor having less than eighteen credit hours per week at regular programe, excluding extension and additional responsibility assigned by University administration. Overload teaching at regular time was/is compulsory in Haramaya University however; instructors were paid for it (I₂, 20/3/07).

Similarly, (I₅) who is an officer affirmed the severity of the problem-saying unbearable at times. He added that the problem was even worth for some department that instructors were forced to give more than three courses in a single semester.

Also in the FGD, all the discussants agreed that shortage of time as a persistent problem which impedes them from engagement in educational research. They

also agreed up on the sources of this problem stating that the growth in number of student's per class also numerous (up to seventy five students) that instructors are preoccupied by correcting their assignments, exams and grading. Further more, instructors are assigned to work at different responsibility other than teaching. The highest being held by pedagogy five out eleven staff member, followed by English four out of twenty four, members engaged in extra responsibility.

Other informants (I₈) who support the above difficult conditions expressed his view:

Nowadays we are not able to distinguish between summer vacation and winter; between first and second semesters i.e. we have no break in between semesters because of consecutive entry of student we have register them five times a year-two for first, the same number for second semester plus summer. Therefore we have no time even to think about research.

In summary, from the discussion, due to expansion of HU, instructors were found to be busy by overload work as a result; they lacked time for research activities. Therefore a time constraint was a prominent factor restricting instructors' from doing research in Education Faculty.

4.5. Publication and Dissemination Educational Research

Dissemination of research results is very important if the results of educational research are to be put to actual use (Harnandez et al, 1983). A vital component of a supportive research climate is the existence of channels for disseminating research findings (Abu Zeineh and Jaradat, 1983). These dissemination channels include verbal communication of result at events like (seminars, symposia, and conference), publications in journals, books and bulletins. And exchange of documents including conference documents and progress report.

The present study evaluates the extent and impact of dissemination of educational research result upon Education Faculty instructions involvement in research activity. Almost all informants expressed the absence of any means of publication and dissemination for educational research result in HU and also recognized in part the problem of dissemination as hindrance to educational research activity. One of the informants (I₂) explained the situation as follows:

Here in Haramaya University we have no any kind of publication, including journal and bulletin; no arrangements of conference and symposia for education research as a result, the very few individuals the education faculty who could able to produce research report, forced to publish research result in Journals of foreign countries. Consequently few instructors' enthusiasm to conduct educational research is diminished.

In Haramaya University there are various means of disseminating research result exclusively for agricultural research. These include:

- East African Journal Sciences (EAJS)
- Proceeding of Annual Research and Extension Review Meeting.
- Progress reports.
- HU News Letters
- Experimental station bulletin.

The present investigator tried to observe the list of these articles, randomly, and found that educational research articles were absent in all the above means of dissemination.

Another informant (I₅) also explained the situation by demonstrating the recently established journal (EAJS). He said:

Although this journal (EAJS) claimed being a multi-disciplinary journal there is no a single article appeared from educational research. This may be most of the editorial committee, including the representative of education sector are from natural science that came from college of agriculture.

On the other hand one official (I₄) denied the problem of dissemination as constraint to educational research activity he explained:

When college of agriculture arranged conference, they invite our faculty members to present paper, again we have opportunity to publish article both on nationals and on external journals there fore dissemination could not be a problem of educational research.

In the FGD, a different idea appeared, the existence of opportunity of publishing article in journal of other country is seen as problematic in a sense that the article will not reach appropriate stakeholder consequently do not contribute to the improve mat of natural education system. Most of the participant considered that lack of publication outlet as an obstruction for educational research.

To conclude it looks that lack of proper publication outlet and lack of arrangement of events for the promotion of research were considered as problems of instructors' involvement in educational research in HU.

4.6. Measures to be taken to Promote Research

In exploring, the extent of involvement and problems besetting educational research in Haramaya University, one is perhaps overwhelmed by the immensity of the task that lays a head. However, efforts have to be made to improve the situation and integrate research and teaching in HU. In this regard most of the participants believed that if some measures were to be taken to alleviate some of the constraints to research, then there was hope for educational research activities to flourish in HU. Based on the interview and discussion with instructors and officials in the Faculty, the study presented the suggested diverse view as follows.

Some of the informants stressed their suggestion on training. They demand for what they called appropriate training. One participant who was from science sector expressed the suggested idea. He said:

We need appropriate training in research methods. On-the-job training programme is important for us but the method of training should be participatory research and learning-by-doing techniques seems more appropriate for us so that we can learn different skills from the beginning -choosing the title- to the end of the process - disseminating the result (I_{6,2}/04/07).

The other suggestion came from many of the informants including most discussants gave emphases on time and money as the most important inputs to be provided by the faculty. The cordiality of these inputs explained by (F₁) in the following way:

It is obvious that research, whatever type, requires time and money, As a result of unprecedented growth of student enrolment here in Haramaya University. we instructors are so over burdened in teaching activity that we have no time to think about research let alone conducting it. Therefore reducing teaching load to the proper hour or at least for those who are taking parting research, the other measure should be funding of research and research activates. The current fund should continue and should distribute to each educational research programme as planned on competitive basis.

A few informants, known for their engagements in research in HU have forwarded some what different but interesting suggestions which center on research culture. For example, (I₂ and I₇) recommended the following “they call for arrangements of research seminars at departmental and faculty level; they also call for production of research based publications or at least securing a regular share, for educational research articles, in Journal of East African Sciences (JEAS) a multi-disciplinary journal published in HU, and the establishment of actual educational research coordinating unit in the faculty” are the means to promote research.

Lastly there is an individual instructor who calls for a strong management/leadership/ in the faculty who appreciate social science and educational research and challenge the tradition in HU and bring about inspiration of educational research.

To sum up, variation appeared in prioritization of strategies among Education Faculty instructors, of Haramaya University, this was probably due to the complex nature of the problems which hamper the inception of educational research. Therefore, it is important to diversify strategies which will help to approach the problem from different angles. This chapter has explained the data analysis section. The next chapter deals with summary, conclusion and recommendation.

CHAPTER FIVE: CONCLUSION

The final chapter of the thesis restates the research problem and reviews the major methods used in the study. The major sections of this chapter summarize the results and discuss their implications.

Teaching and conducting research are the primary missions of Higher Education Institutions to promote quality of education. These missions are stated in policies and legislation (UNESCO, 1998; TGE, 1994; and No 351/2003 (FDRE, 2003). Policies and legislation also indicated that higher education instructors' involvement in research is important in their professional development. However, the mission of conducting research too often neglected, remaining merely as a statement in the documents, as University become preoccupied with teaching and administrative tasks. The problem seems to get even worse in the currently expanding Harmaya University and particularly in the newly emerged Education Faculty. Thus, the magnitude of the problem justified the study because the marginalization of research can severely affect the quality of education.

In this study, attempt has been made to explore, the extent of instructors' involvement, the factors influencing educational research activities; and the extent of dissemination of research outcome. The study was a case study. As a case study this research primarily used a qualitative perspective, attempting to discern the meaning of events to the participants. The study relied chiefly on interview and FGD as instruments of data collection. The researcher interviewed sixteen participants with in a period of three months.

To ensure quality of education in higher education institutions, instructors' have to be involved in research activities. Regardless of this fact, almost all instructors in the Educational Facility of HU are not engaged in research. The

As it has been discussed in this chapter, instructors' involvement in educational research is influenced by various factors. Of the various human factors lack of basic skills in educational research method seemed the leading problem of educational research activity in Education Faculty of HU. As a result almost all natural science instructors who lacked the basic skills have never involved in conducting research.

The other human factor is the level of qualifications which seemed to play neither positive nor negative role in the instructors' engagement in educational research in the Faculty.

Institutional factors' are the second group of factors that have either role with instructors' involvement in educational research. The institutional factors may be attributed to the research target University, Haramaya University. According to Fekadu, (2000) instructors' involvement in educational research is obstructed by the following institutional problems: workload, budget, incentives, libraries and administrative procedures.

As it has been discussed in chapter four, various institutional factors have their own contribution (positive or negative) to instructors' participation in educational research. Of all institutional inputs financial factors, has a major role to manipulate other institutional factors such as facilities, incentives and dissemination in educational research. Accordingly absence of funding seemed to be the major constraint to instructors' involvement in research activity in Educational Faculty of Haramaya University. Although, 100,000 birr allocated for educational research project at present by HU, the amount covers only five research projects for more than ninety instructors. The total amount seems insufficient to conduct research in the faculty level by all instructors and the other big question is whether this fund is sustainable or not.

From the discussion, the study understood that the status of educational research facilities in the Education Faculty characterized by the problem of, relevant literature, educational documents, in the past ten years. Therefore, lack of sufficient facilities also seemed in part a problem of educational research activity. The very low incentive provided seemed to have a negative impact in the involvement of instructors in educational research activity.

As it has been discussed in the previous chapter, instructors in the Education Faculty suffer from shortage of time, as a result of the growth in enrolment, overload teaching and participation in administrative affairs, which seemed the second prominent institutional factor restricting instructors' from doing research.

The other major institutional factor, which constrained instructors' involvement in educational research, was lack of arrangement of events (such as seminars, workshop and team research) and lack of proper publication outlet for the promotion of research activities. Thus lack of publication outlet and lack of arrangement of events seemed to be one of the main institutional problems of instructors' involvement in research activity in Education Faculty of HU.

From the various institutional factors which have the role of facilitating or impeding instructors' involvement in research activities, funding and time seemed to have great role in the instructors' involvement either positively or negatively in educational research activity. Moreover, lack of publication outlet and lack of arrangement of events (like seminar, workshop, and team research) was also a prominent problem of educational research activity in Education Faculty of Haramaya University.

In general, the findings revealed that institutional factors have more power in influencing (negative or positive) the involvement of instructors' in educational research activity than the human factors do. Moreover, the human factors have

played a secondary role in influencing (facilitate/impede) the participation of instructors' in research activity. This may be due to the fact that Education Faculty seemed to give less priority for educational research practices.

To conclude, institutional funding, time and research culture (from among institutional factors) and instructors' basic skills, from among human factors, are the most influential determinant of instructors' participation in producing research in the Education Faculty of Haramaya University.

The major impediments to instructors' participation in educational research were lack of funding, shortage of time, lack of basic skills, and lack of publication outlet and dissemination, considered as the main impediments in Education Faculty of Haramaya University.

In short, the status of educational research in Education Faculty was extremely marginal and Education Faculty of Haramaya University failed to meet one of its crucial element-conducting researches. Instructors' engagement was very low or absent.

Tentative Suggestions to Promote Edu. Res. Activity

Thus efforts have to be made to promote research in the Faculty. The following are some of its suggestions:

- Education Faculty should plan to allocate educational research budget.
- Education Faculty should reduce instructors' teaching Load by hiring additional staffs.
- Education Faculty should institute actual educational research and Should arrange events like seminar, work shop and team research.
- Should arrange appropriate teacher development program such as on -the-job training and Learning - by- doing approach.
- Instructors should be aware about the nature of action research so as to make clear the misconceptions.

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An Interview Schedule to Get Information from Instructors and Faculty Officers in Haramaya University (HU)

Below are questions for the informants who participated in the detail interview as well as in the FGD.

1. Background information about the informant
 - What is your qualification?
 - What is your academic rank?
 - How many years is your service in teaching?
 - Is there any other responsibility you held in HU?
2. How do you evaluate the extent of your involvement in educational research in the last ten years?
 - What do you think your main reason for involvement? or for not involving in it?
 - Are there any other reasons for your involvement? or hindered your involvement?
3. What factors (inputs) you think facilitated or hindered your participation in educational research?

3.1. Personal inputs

How do you evaluate the role of the following personal inputs towards the involvement of instructors in educational research?

- What do you think the role of your skills and competence in involving in educational research?
- Do you think the role of your experience affected your involvement in research activities? Why?
- Lack of individual interest and commitment viewed by some people as the most important hindering factor. Do you agree? Why?
- What do you think the level of your qualification in your involvement in educational research?

- Do you think your field of specialization affects your participation in research activity? Why?

3.2. Financial inputs

How do you evaluate the role financial supports for instructors involvement in educational research?

- Do you think the amount of fund allocated affected your involvement in research? Why?
- Do you think the origin/the institutions/ that provide funds affect educational research activities? Why?
- Do you think the type of fund provided (like subsidies, payments, budgetary allocation) affected educational research activities in H.U? Why?
- Do you think the time of the delivery of fund affect your research activity? How?
- How about the nature financial accounting system?

3.3. Material/facilities

How do you see the role of available facilities for the instructors' involvement in educational research?

- What do you think the contribution of library facilities (including adequacy, relevance and level of organization) towards your involvement? Why?
- Is there any access to other library which facilitates educational research activities?
- Do you think office facilities (computer, furniture, internet access) are conducive in the past ten years? Why?
- Do you think the number of documents in social science and education is sufficient? Why?
- What do say about the availability of car and other services for research purpose?

3.4. Motivational/incentive

How do you evaluate the role of incentives for the promotion of educational research?

- Do you think the kind of incentive provided in the past ten years affected the promotion of educational research? Why?
- What other kinds of incentives are necessary for the promotion of educational research? (Like payment to researchers and advisers, academic titular change, etc).

3.5. Environmental inputs

How do you evaluate the presence or absence of conducive environment for the involvement of instructors in educational research?

- Do you think the presence/absence of educational research plan, policy or guideline in HU affected your reengagement in research activity? Why?
 - Do you think the absence/presence of educational research unit/ section or structure in H.U. affects your participation in research? How?
 - Do you think the university's priority task affect your engagement in educational research? How?
 - Do you think the amount of workload affect your research activities? How?
 - How do you evaluate the role of the existing teacher development program (like HDP) towards the promotion of educational research? Why?
 - Do you think the workload you have affected your engagement in research? How?
 - Do you think the university's historical development contribute to the current state of educational research? Why?
4. How do you evaluate the nature and type of information dissemination access?
- Is there any verbal communication of results at events like seminar, symposia and workshop, etc.

faculty?

- What other forms of dissemination are used to disseminate the results?

5. What do you suggest to improve instructors involvement in educational research? Why

- In terms of skills development.
- In terms of finance.
- In terms of facilities.
- In terms of creating conducive environment.
- In terms of publication out let.
- Any other suggestion.

DECLARATION

I hereby declare that this thesis is my original work and that all sources of information used for the thesis have all sources of information used for the thesis have been fully acknowledged.

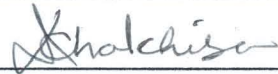
Name: Asrat Berhanu

Signature: 

Date: 14/08/07

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

Name: Desalegn Chalchisa (Ph.D)

Signature: 

Date: 14/08/07

Addis Ababa University