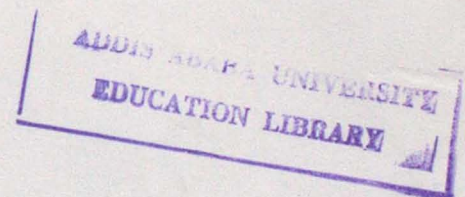




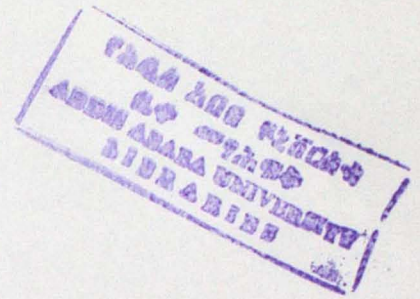
**THE POTENTIALS AND CHALLENGES OF  
GOVERNMENT SECONDARY HIGH SCHOOL TEACHERS  
IN ADDIS ABABA  
TO CONDUCT EDUCATIONAL RESEARCH**

**BY  
TEWABECH TEDLA**



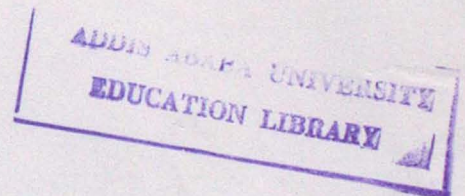
**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF EDUCATIONAL RESEARCH**

**JUNE 2009**



**THE POTENTIALS AND CHALLENGES OF  
GOVERNMENT SECONDARY HIGH SCHOOL TEACHERS  
IN ADDIS ABABA  
TO CONDUCT EDUCATIONAL RESEARCH**

**BY  
TEWABECH TEDLA**



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

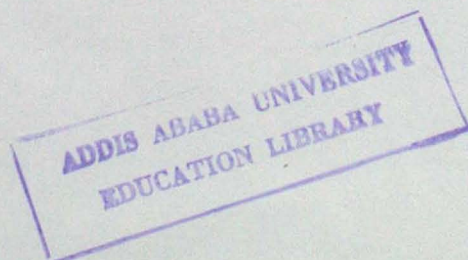
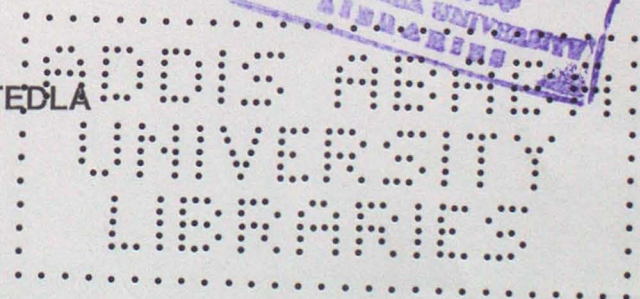
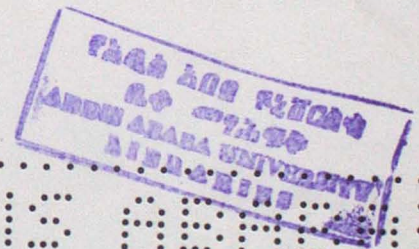
**JUNE 2009**

**THE POTENTIALS AND CHALLENGES OF GOVERNMENT  
SECONDARY HIGHSCHOOL TEACHERS IN ADDIS ABABA  
TO CONDUCT EDUCATIONAL RESEARCH**

**A THESIS SUBMITTED TO THE DEPARTMENT OF THE INSTITUTION OF  
EDUCATIONAL RESEARCH AND DEVELOPMENT IN PARTIAL  
FULLFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS  
OF ARTS**

BY

TEWABECH TEDLA



JUNE 2009

ADDIS ABABA

ADDIS ABABA UNIVERISTY  
INSTITUTE OF EDUCATIONAL RESEARCH

THE POTENTIALS AND CHALLENGES OF GOVERNMENT SECONDARY  
HIGHSCHOOL TEACHERS IN ADDIS ABABA TO CONDUCT  
EDUCATIONAL RESEARCH

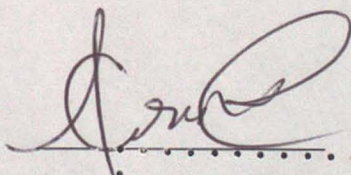
TEWABECH TEDLA



Approved by:

ወጋየሁ ተበጅ (P/C)  
Wegayehu Tebeje (Dr.)

Advisor

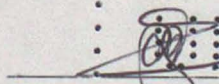
 July 4, 2009

Signature

Date

Firdissa Tebessa

Internal Examiner

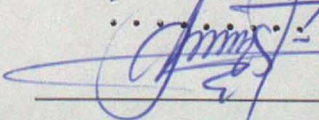
 4-July-09

Signature

Date

Wubishet Shiferaw

External Examiner

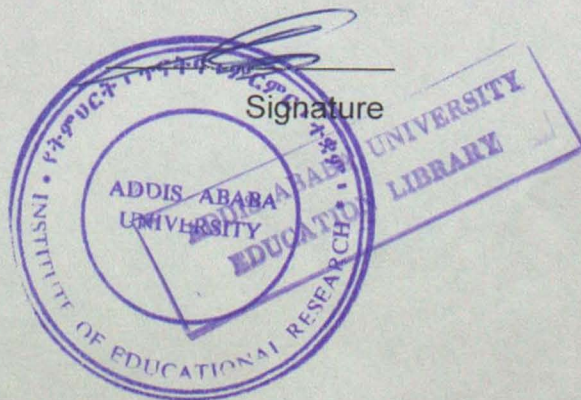
 July 4, 2009

Signature

Date

Crime Lenne

Chairperson, Department  
Graduate Committee



Signature

Date

09/07/08

## ACKNOWLEDGEMENTS

ADDIS ABABA UNIVERSITY  
EDUCATION LIBRARY

I would first of all like to express my heartfelt gratitude to my adviser Wogayehu Tebeje (PHD.), who has devoted his precious time and knowledge in giving me valuable and constructive suggestions, comments and encouragements right since the beginnings of the study till the completion of the thesis work.

I also want to thank all IER instructors and staff members for their encouragement and support during my stay in the department.

My sincere thanks also go to all the Sub-City educational officers and Secondary High Schools principals and staffs in Addis Ababa for their cooperation to fill the questionnaire and to give responses for the interview.

I also wish to express my heartfelt thanks to my colleagues in the IER who supported my efforts and offered me valuable comments and insights. Their due concern and unreserved help encouragement made me work hard.

I am thankful to W/t Mulumebet Wubetu and W/t Saba G/Egizeibeher, for their expertly typing the manuscripts of this paper. Finally, I want to express my great indebtedness to my children Liya Seyoum and Eyob Seyoum for their patience in editing and arranging of this paper.

ADDIS ABABA UNIVERSITY  
EDUCATION LIBRARY

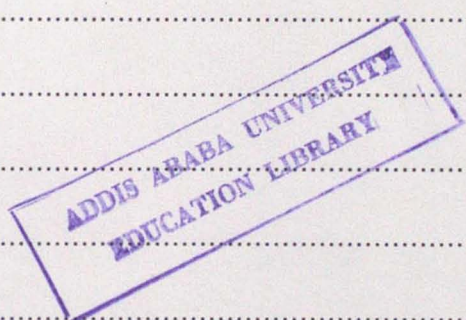
# TABLE OF CONTENTS



	PAGE
Acknowledgement .....	i
Table of contents .....	ii
List of table .....	iv
Acronym .....	v
Abstract .....	vi

## CHAPTER ONE

INTRODUCTION .....	1
1.1. Background of the Study .....	1
1.2 Statement of the Problem .....	5
1.3. Research Questions .....	6
1.4. Research Objectives .....	7
1.5. Significance of the Study .....	7
1.6. Delimitation of the Study .....	8
1.7. Limitation of the Study .....	8
1.8. Operational Definitions .....	8



## CHAPTER TWO

REVIEW OF RELATED LITERATURE .....	10
2.1. Theoretical Framework .....	10
2.2. The Link between Research and Teaching .....	15
2.3. The Potentials of Teachers in Research Activities .....	26
2.4. Factors Affecting Teachers to Conduct Educational Research .....	35

### **CHAPTER THREE**

RESEARCH DESIGN AND METHODOLOGY .....	56
3.1. Research Design .....	56
3.2. Population and Sampling.....	56
3.3. Data Type and Data Source .....	57
3.4. Data Collection Instruments .....	58
3.5. Data Analysis Procedures .....	63

### **CHAPTER FOUR**

PRESENTATION AND INTERPRETATION OF THE DATA .....	66
4.1. Background of the Respondents .....	66
4.2. Teachers Opinion about the Concept of Educational Research.....	68
4.3. The Importance of Educational Research to the Different Fields.....	73
4.4. Ranking the Variables that Encourage the Potentials of Teachers to Practice Research.....	76
4.5. Teachers' Potential to Practice Educational Research.....	77
4.6. Reflections from Participants in the FGD as to whether or not Teachers have the Potential to Conduct Educational Research .....	88
4.7. Factors Affecting the Potentials of Teachers Research Practice.....	89

### **CHAPTER FIVE**

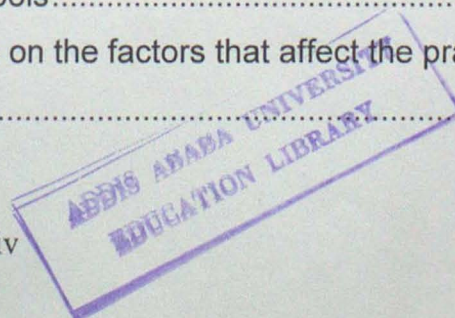
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	105
5.1. Summary .....	105
5.2. Conclusion.....	109
5.3. Recommendations.....	111

### **REFERENCE**

### **APPENDIXES**

## List of Tables

	<i>Page</i>
Table 1: Teachers Background Information.....	66
Table2: Teachers' responses about the link between teaching and research .....	68
Table 3: Teachers responses towards their roles concerning research.....	69
Table 4: Teachers' opinion about individual, Collaborative activities .....	70
Table 5: Teachers opinion towards the practice of Educational research.....	71
Table 6: Teachers response to the importance of educational research .....	73
Table 7: Teachers responses in giving ranking order to variables according to their importance .....	76
Table 8: Teachers responses to the statements relating the teachers' Potentials in doing educational researches.....	78
Table 8.1: Responses of Teachers towards the Attitude Related Statements .....	78
Table 8.2: Responses of Teachers towards Knowledge related statements .....	79
Table 8.3: Responses of Teachers towards Interest, Qualification and Experience Related Statements.....	80
Table 8.4: Responses of Teachers towards Training Related Statements .....	81
Table 9: Comparisons among the Variables that Encourage the Potentials of teachers	84
Table 10: Teachers responses to the ranking administrative that affects the practice of educational research .....	90
Table 11: Teachers' responses as to whether or not administrative factors affect research practices in their respective schools.....	92
Table 12: Teachers responses to ranking institutional factors that affect the practice of educational research .....	95
Table 13: Teachers' responses as to whether or not Institutional factors affect research practices in their respective schools.....	96
Table 14: Teachers' responses in giving ranking order to the Personal factors.....	98
Table 15: Teachers' responses as to whether or not personal factors affect research practices in their respective schools.....	99
Table 16: Over all responses of teachers on the factors that affect the practice of research .....	102



## ACRONYMS

<b>ERGESE</b>	Evaluative Research of General Education System in Ethiopia
<b>ER</b>	Educational Research
<b>ESDP</b>	Education Sector Development Program
<b>ESR</b>	Education Sector Review
<b>ETP</b>	Education and Training Policy
<b>FGD</b>	Focus Group Discussion
<b>GEQIP</b>	General Education Quality Improvement Program
<b>MOE</b>	Ministry of Education
<b>SIP</b>	School Improvement Program
<b>TDP</b>	Teachers Development program

## ABSTRACT

*The main objective of the study was to assess and identify the potentials of government secondary high school teachers and to determine whether there were challenges (factors) that affected them to practice educational research. The target populations for the study were teachers' in government secondary high schools in all sub-cities in Addis Ababa. Due to the large population size, a representative sample was drawn from each sub-city using stratified sampling technique. The type of study used included both qualitative and quantitative methods. In order to collect data, Questionnaire, Interview, Focused Group Discussion and Document Analysis were employed as instruments. Data was collected both from Primary and Secondary sources. The Primary data was obtained directly from the sample teachers using questionnaires and from school principals and Sub-city officers using semi-structured interview. Data were also collected from FGD and documents for triangulating. The findings of the study showed that most teachers in government secondary high schools in Addis Ababa have potentials to practice educational research, however, there were administrative factors, institutional factors and personal factors that challenged them to involve in research practice. To alleviate these problems the study concluded by recommending the Sub-city administrations and the institutions need to minimize the factors that challenged teachers to practice educational research in order to use the maximum potentials of teachers.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Education is a means for all round development of human personality to serve the spiritual, moral, social, cultural development of the individual and an essential progress of the community as well as to inculcate deep respect to human rights and fundamental freedoms (Hopkins,1980). An educational system is said to be efficient if the quality of and/or quantity of education are at a maximum from the use of a given volume resource inputs, MOE (2005). Hopkins (1980), Simons, (1980) and Lewin, (2008) note that the complex nature of education in one way or the other results educational wastage which is caused by dropouts, push outs and repetitions. This further affects the quality of education of the system.

Research in the field of education at any educational level in general, is becoming an important activity. It is indispensable for progress in education as it is for progress in other fields. Moreover, educational research in the field of education plays a determinant factor in identifying problems and leading towards the direction of solutions. It also plays an important role in developing the teachers' profession, in improving schools and the quality of education. Sukhia (1983) addresses that; educational research contributes to find the solution of educational problems using methods of critical thinking. Besides, the complex nature of education forces different educators to link education and research and to emphasize on the practice of research. Concerning the relation between research and education, Desalegn (2006) and Derbessa (2000) remark that teaching and

research are integral parts to promote quality of education for practitioners and to conduct research in their work and to benefit from it. Seyoum (1998) has also added that teaching and research in education are compulsory.

Educational research has vital roles in education. Richards (1993) describes the role of educational research not only in improving classroom performance but, more important still, teachers, awareness of their professional roles. According to Neary (2002) as cited by Bekalu (2005), research is the cause for the change of curriculum development, evaluation teaching methods, learning process, strategies for assessment and the like. Bekalu reiterating Hitchcock's (1995) view noted that research is a central ingredient for teachers' status, for their personal and professional development too. However, Sukhia (1983) states that the field of educational research is relatively new branch of knowledge which is lately introduced especially in developing countries like Ethiopia. Sukhia, further notes that, lack of a research culture in many developing countries prevent the education given from achieving the optimal application of theory into practice. To this end, the government of Ethiopia has designed strategies to minimize educational wastages. In this regard, particular emphasis has placed on the explanation and provision of quality education by formulating a framework known as the Education and Training Policy (ETP) which was introduced in 1994. A policy known as the Education Sector Development Program (ESDP) which is part of a twenty year education sector indicative plan is now in practice especially, in public and private primary and secondary high schools, although more focus is given to public schools. The main thrust of ESDP as stated by the MOE is to minimize unnecessary educational wastages and improve educational quality, to relate relevance, to improve efficiency, to provide equity and to

expand access to education. Special emphasis is put on primary education in rural and underserved areas so as to avail education for girls as a first step and to achieve universal primary education by 2015. Due to these national issues the documents of MOE give emphasis to adapt research cultures at all education levels as a means to cope up with educational problems since research works are the means for bringing changes and improvements to education and an overall development of the economy of the country. The involvement of teachers in research activities may also help them to have a general knowledge about where the educational problems lie and to improve their professional development particularly. Feseha (nd) cited Helmstandter (1970) notes that research is the activity of solving problems which leads to new knowledge using methods of inquiry which are currently accepted as adequate by scholars in the field. Hopkins (1980), states as since the field of education is broadly based on many contributing disciplines, educational research contributes generalizable knowledge to clearly related areas. The educational practitioner can also be expected to use knowledge from those same areas to make practical applications of theory to school situations. Winter (1989), further considers research as the basic unit of theoretical and practical knowledge. The idea of educational research is to solve educational problems and to increase new knowledge through practice.

In general, all the above mentioned scholars point out that the idea of practicing educational research at school levels should be in action mainly for the purposes of improving the teaching-learning process for improving the teachers profession and improving the practice setting (the school).

The study was conducted in non-private Secondary High Schools in Addis Ababa. According to the information given by Addis Ababa Administrative Education Bureau Planning and Project Section, there were about 31 non-private Secondary High Schools and 3005 teachers in the year 2007. Currently, almost all the teachers in schools were qualified with a minimum of BA degree. In some rare cases very few teachers were found with Diploma qualification, but they are proceeding in night and continuous summer in-service programs for further improvements. In this regard, it was considered that secondary school teachers could practice educational research for purposes of solving actual school problems or for their professional development. However, it was believed that the expectation demands the interest and commitment of the practitioners to bring the expected outcomes as in the words of (Lowins, 1991 in Lowins and Suart).

I started working on guiding and helping teachers as a supervisor in one of the sub-cities in Addis Ababa. As a supervisor, I was involved in observing especially clinical teaching activities and professional development activities (like; Language Improvement Programs, Teaching Methodologies, Developing the Research Activities, and School Improvement Programs). I also had the opportunity to observe the whole teaching learning process and most of the problems teachers faced at schools. The issue which aroused my interest to undertake this study was, having observed teachers activities at secondary high schools in the sub-city I served, I realized that addressing the issues, problems, and concerns in the form of research were ignored by most teachers. Even though very few teachers have done educational research it had not been utilized and coordinated. In a system, any contribution made or any challenge which affects one sector, in one way or the other may be a contribution or a challenge to the whole

education system. Thus, to get other sub-cities school's experience the researcher had made an initial survey in about sixteen high schools in Addis Ababa, and it was found nothing different.

## **1.2. Statement of the Problems**

Looking from different angles, research is found very crucial. From the researches' point of view, educational research may solve educational problems and brings development to the whole system. In the policy document (MOE, 1994), it is noted that educational research minimizes educational wastage and maximizes the quality of education which further helps for the growth of the economy. It is also stated that educational research helps teachers to improve their career, to get promotion from one educational level to the next in the system and to develop their knowledge, skills, attitudes, and understandings, etc.

As a supervisor, having observed the whole teaching learning process at schools, there were numerous internal and external educational issues that could be researched. For instance; issues concerning dropouts, push outs and repetitions were a year after year problems. Learners' discipline cases, late comings, poor academic achievements between males and females in different subjects, evaluating revised text books, fallacies of teachers from their job which resulted shortage of qualified manpower were other sensitive issues. False statistics or data collections, the information gap between the top-down or the bottom-up were also external problems which can affect the system. To all these problems, the practice of research was found very important in answering the issues mentioned above and to bring change to the whole system. However, from

the researcher's observation and previous studies made by researchers; for instance; Seyoum, (1998); Derbessa, (2000); Desalegn(2000), Asrat, (2007) and others secondary high school teachers did not contribute much research works as expected. Moreover, as it was observed in the preliminary study only 35 research papers were contributed by teachers in sixteen schools. The figure was not as satisfactory as stated by the above researchers. Even in some schools there was no movement at all. Surprisingly, Some schools which have research centers though, teachers' research participation was minimal. The less participation of teachers in research activities in one way or the other can affect the teaching profession and the education system in general unless it is solved in time. Moreover, literature's indicate that educational research is problem solving if it is well practiced by the practitioners, otherwise it will be a problem by itself (Lowin, 2008).

### 1.3. Research Questions

- 1) To what extent high school teachers were potentially capable and involved in practicing research?
- 2) What were the opportunities and challenges that affected teachers to practice research at high schools?
- 3) What measures or actions were taken to encourage and support teachers to practice research in their schools?
- 4) Are teachers aware about research of its use?

#### **1.4. Research Objectives**

- 1) To identify the potentials of Secondary High School teachers to practice educational research
- 2) To assess what had been done in regard to educational research in the secondary high schools.
- 3) To determine whether there were factors that hinder teachers from practicing research in secondary high schools.
- 4) To recommend and suggest the Administrations and the Institutions to create conditions to teachers to practice research at secondary high schools.

#### **1.5. Significance of the Study**

The out put of the study may provide relevant information to the Sub-Cities Education Departments and the Education Bureau about the practice of teachers in research activities.

The findings of this study might create awareness for the education department leaders about the teachers' problems during their practice in research and guide them how to manage the problems accordingly and to provide schools with the necessary supports and feedbacks.

It is assumed that this study may help for other researchers as a reference. It may also create a link among the upper and lower classes of educational administrative to work hand-in- hand on school based research activities.

## **1.6. Delimitation of the Study**

This study was confined to assess the potentials and challenges of government secondary schools teachers in Addis Ababa to conduct educational researches. The teachers' population in all government secondary high schools in Addis Ababa has large class size. Thus, in order to have manageable size and deep study, the researcher delimited the study to 10 sample secondary high schools selected from all the 10 sub-cities in Addis Ababa.

## **1.7. Limitation of the Study**

During the initial survey, it was planned to assess all the government high schools in Addis Ababa. However, due to some inconveniency it was unable to cover the intended number of schools. Therefore, the researcher forced to limit the survey on sixteen schools only. The main study was limited to 100 teachers from ten schools 10 principals and 10 sub-cities officers.

## **1.8. Operational Definitions**

**Educational Research-** Any kind of research or study which follows the technique of research procedures that are contributed or practiced by practitioners in order to solve educational problems, to prevent wastage and to develop quality education at school levels and to the system as a whole.

**Educational wastage-** Scares of financial and human resources due to pupils' repeating grades, dropping out schools, or pushing out students by the administration law. Pupils involved and observed a large share of the limited resources available for education.

**Dropout-** The term dropout is difficult to define. A student from the institution on or after his/her first day class or he/she is considered to have dropped out on the last recorded date of class attendance by the student as documented by the institution. For purposes of this study, "dropout" (attrition) is the rate of children leaving school or unable to complete schooling due to personal reasons or external factors.

**Push out-** the rate of children leaving schools by state or government laws or school regulations due to discipline cases or any related factors.

**Repetitions-**the rate of students unable to promoting from one grade level to the next at the end of schooling.

**Potential-** refers to the qualification of teachers, the trainings, workshops and other in-services trainings given to adapt new programs or to create awareness.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1. Theoretical Framework

#### 2.1.1. The Concept of Research

Research reveals out what was not known. Khan (1990) considered research as the application of scientific methods in solving the problems. Crawford in Khan (1990) has also defined research as; a systematic and refined technique of thinking, employing specialized tools, instruments and procedures in order to obtain a more adequate solution of a problem that would be possible under ordinary means. It starts with a problem, collects data or facts, analyses there critically and searches decisions based on the actual evidence. Research is a way for innovation and is responsible for the broadening and developing of knowledge. Bekalu (2005) citing different educators such as (Neary, 2000; Hitcok and Hghes, 1995 and Pine, 1981) has said; in the area of education, research is the cause for the change of curriculum development, evaluation teaching methods, learning process, strategies for assessment and the like. Testing the existing policy, theory, pedagogical practice and exploring difficulties and problematic areas, all these are possible through research. Bekalu further stated that, apart from the link between research and teaching, research could give the opportunity for continuous personal and professional identities. Furthermore, research enables teachers to be open to new ideas and become more flexible in their thinking.

Lyon (2000) has attempted to address issues of research as trustworthiness, empowering teacher for preparation, and research translation. He further noted that research syntheses serve a much needed and critical role in assessing the validity of various philosophical and theoretical assumptions that have traditionally guided educational practice before they have been formally evaluated. If trustworthy research findings are going to be effectively used to inform instructional practices in classroom settings, it is possible to acknowledge that teachers are needed to have the necessary basic knowledge to translate research into effective classroom practice.

### **2.1.2. The Concept of Educational Research**

The concept and definition of educational research is much wider which can not be limited to specific areas because the field of education by its nature is based on many contributing disciplines. For this reason (Charles and Hopkins; 1980, and Sukhia; 1983) have noted that there is no one best and agreed definition given for educational research. One defines research from the mere understanding of his/her own experience. However, they are revolving around one common concept in that educational research is "problem solving". In this regard, Sukhia (1983) has put the definition of educational research as; an activity which is directed towards development of a science of behavior in educational situations. According to Hopkins (1980), educational research is a scientific inquiry about an educational question that provides an answer which contribute toward increasing the body of generalizable knowledge about educational concerns, which is a similar idea suggested by (Travers in Khan, 1990).

Cohon and Manion (1984, consider educational research as a scientific and scholarly application of principle of science of behavior to the problems of teaching and learning. Cohon and Manion further state educational research is making a commitment to teacher research as professional development represents a long term investment in building teachers' capacity to exercise their judgment and leadership abilities and to improve learning for themselves and their students. When teacher research is organized and supported it can become an experience of great importance to teachers and have a clear impact on teaching and learning.

Elliot (1991) defines educational research as a study for pedagogical situation with a view to improving the quality of teaching and learning as well as the conditions under which teachers and students work in schools. According to Altrichter, Posch and Someckh (1993) educational research is research conducted by teachers in order to develop their own practices.

The concept of educational research is relatively new branch which is lately introduced, especially in developing countries, as indicated by Sukian (1974) . In Ethiopia it is now timely particularly, the emphasis given to orient education towards problem solving as indicated in the Education and Training Policy (ETP, 2004). The Ministry of Education (MOE, 2005) requiring teachers to stay all day in schools to enable them to take the initiative to engage in research activities. The assumption of teachers' engagement in research activities brings professional development, school improvement and quality improvement.

Although, many studies have not been yet contributed in the area of research practice at high schools in Addis Ababa and elsewhere, there were some indicators that show the absence of teachers' involvement in research activities. For instance, Ashenafi (2007, Befekadu (200), Asrat (2000), Yibeltal (2006) and Aster (2004) assure in their study that there is little rather to teacher involvement in research practice at high schools at regional levels. Similarly, Seyoum (1998) has asserted that research activities in the Addis Ababa high schools may not be common and popular. Moreover, from the researcher's observation of view, resent documents of different high schools in Addis Ababa show that the involvement of teachers in research activities is not as much as expected.

### **2.1.3. The Purpose of Educational Research**

According to Burke Johnson and Larry Christensen (2004), one important thing why educational research is being studied is to develop one's critical thinking skills, "facts" or understandable "truths" based on evidence. They noted critical thinking skills will be helpful in one's studies and professional work as long as one live. They continue saying that one can better understand discussions of research that hear and seen in medias and in professional meetings. On the other hand, Johanson and Christensen, further noted that studying research techniques might even help one's in his/her caerer as a student and as a professional teacher, councilor, or coach. Perhaps, one day, one will be asked to write a proposal to obtain a grant or conduct a research study on him or her. In this regard, the idea of the educators might simply relate to one's professional development. But, a more and major purpose of studying research is to provide an

overview of currently used dropout and repetition rates and to review how the rates are used by various entities, at schools, including regional and nation wise.

Lyon (2000) cited Helen Bernstein as; once she said that "if you always do what you have always done, you will always get what you have always gotten." Saying this she continued to stress that, "Educational research can and should play a major role in improving student achievement, but it won't unless significant, dedication, intellectual capital, collaborative problem-identification and problem-solving, and a commitment to a systematic and sustained effort are brought to bear on the issues surrounding the translation to practice".

According to Adane (2000), educational research involves a careful and thorough examination of educational problems that consist of observable facts or events leading to verifiable facts, principals and relationships which are fundamentals to the systematic explanation of empirical approach to understanding and explaining educational problems from the observed data and experience. The purpose of educational research is thus, to test hypothesis, or to solving problems in education (Seyoum, 1998 in Adane).

Advocates research in education claim that research helps teachers become more flexible and open to new ideas, narrows the gap between teachers' aspirations and realizations, and heightens the quality of student learning. At any circumstances, the purpose and importance of educational research is solving educational problems and bringing change to a better system. The engagement of teachers in research practices helps them to be relevant in their work better understanding, or bringing change to their classroom practice. Thus, having looked the concepts of the above statements, I think,

doing educational research in particular and any types of research in general, is not a simple task. It needs high dedication and commitments of the teachers' effort, intellectuality, collaborative work, and a lot of ups and downs to in reach the best outcome and success as a result.

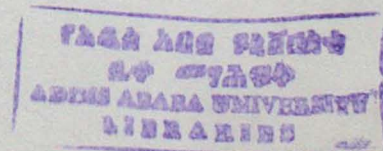
## **2.2. The Link between Research and Teaching**

**Javed (2008)** notes that the relationship between research and teaching is often ignored. He added that there is a perception that researchers are distant and when they come to schools, they seem to be riding an intellectual high-horse, retreating to universities after conducting the research and not sharing the findings with schools. To him, however, research does influence teaching (and vice versa), but the gap between the two can at times seem large. Javed further suggests that a very important bridge is needed to be built between Universities and schools and between researchers and users (schools) in order to narrow the gap. Berhanu (2006) citing different educators for example (Pery; 1987, Ball; 1988; Mose, 1984) states that there is a close relationship between teaching and research in higher education. Seyoum; 1998, Derbessa; 2000, and Desaleegn; 2006 also have assured from their experience that teaching and research are integral parts which do not be seen separately, because one can not give meaning without the other. From the ideas of these researchers, it seems that teaching and research can be taken as two faces of the same coin. Furthermore, Desalegn cites Hombolt in Hatti and Marsh (1996) indicates that staff development activities that meet local needs and develop a collaborative and collegial relationship among teachers and students at school level lead to a sustainable development in teaching practice. This

shows that there is a unity of teaching and research. However, the link between research and teaching is still in its infancy as indicated by the educators. For instance, Amare, (2000) introduced educational research is yet at its infant stage in Ethiopia although more than forty years have elapsed since the process has started. Berhanu on the other hand, notes that there are some researchers like Loder (1990) who strongly agree that the relationship between teaching and research varies from one discipline to another at different stages in the process of teaching. The idea of Loder may be to indicate the link between teaching and research is not limited to the higher educations only, but also to other stages of teaching. For that matter, the primary and secondary educations cannot be developed and qualified unless the teaching process is linked with research. Because both the levels are basic that can prepare the future productive young to the higher institutions.

### **2.2.1. The Contribution of Educational Research to Quality Education**

Many scholars conduct research works in their fields for different purposes. The findings of the researchers have their own contribution for the quality of education. For example; Murphy and Gipps (1996) in Wajamo (1998) were much concerned in gender sensitive educational research. They have drawn attention to the gender quality of educational process and materials, and the fact girls and boys experience education differently. Since gender issue is one factor for quality education, the research findings of the above educators may lay down certain positive impact to the improvement of quality education. Similarly, Miske and Bell Prouty (1997) in Wanjama (1998), focused on equity and school improvement. The aim of both the researchers was to improve the quality of education.



The issue of quality education is a current agenda almost to all developing countries including Ethiopia. In most developing countries, especially in Africa, educational wastages which are caused by drop outs, push outs, and repeaters are ultimately affected the quality of education. For this reason, governments paid greater attention to shallow quantitative progress at the expense of quality and more sustainable improvements in their education using research as a tool. Thus, MOE (2002) has set research as one of the criteria for teacher's career to be evaluated for the purpose of quality education. In regard to this, it is stated that research as a valid tool for the improvement of the educational process, has often given way to uniformed political decisions. This implies that research is a way which shows direction to political decisions concerning education.

Research is the key for innovation and progress. However, it is not widely regarded as a normal activity, (Seyoum, 1998; Zulfa, 2000; Tadesse, 2000 in Bekalu; 2005). As Seyoum points, understanding the role of research to quality education, the government responded by launching nation-wide research studies. The Education sector Review (ESR, 1972), the Evaluative Research of General Education System (EGESE, 1983) and the Education and Training Policy (ETP, 1994) were the major studies carried out for purposes of quality education. Although, these were creditable works that have been tried to be done concerning quality education, there is still need to work more in order to bring sustainable change to the system. Education like other disciplines makes use of research to a great extent to improve the quality of teaching and learning. The less involvement of teachers in the research activities at any level of education may affect the expectation for the improvement of quality education as suggested by the above

educators. As they recommended, to maximize the involvement of teachers in the research activities the factors affecting the practice of teachers' research have to be minimized.

According to the National Institute for Early Education (2008) of the State University in New Jersey, research plays a catalytic role in education, both in political and socio-culture. And in systems of schooling it is mandated to define clearly what is implied by 'quality' or 'good' education. The following are indicative lists of some areas suggested which research plays.

***Studying institutional reform and change:*** Schools occupy key positions in determining the process of education at the level of classroom and schools, their functioning must be understood in detail. In particular, research should shed light on the process by which their institutions undergo reform and are able to work more effectively. Such research would explore how the personnel working in these institutions receive their role, how their capacities are linked to their effectiveness, and what strategies prove useful in moving their effectiveness. In addition, the process of policy formulation, and its execution and modification at the level of particular institutions would also be studied, again providing direction on the avenues for change and reform.

***Evaluation and Assessment:*** At both national and international level, evaluation/assessment has become an increasingly important tool for developing and monitoring education. Accordingly, evaluation of the quality of education and theoretical and empirical analysis of the factors determining quality are becoming the core of evaluation research. In this regard, one important contribution of research to education

is to promoting quality. It plays a role in establishing the nature of useful assessment, in many education systems of the world. Unfortunately, an undue focus on the measurability of what students have learnt rather than its substance often creates an unfavorable mix-up of means and ends of this learning, and the curriculum that shapes it.

***Studying Classroom Practice:*** Another important theme of research, is studying issues based in classroom processes, such as how teachers conceive of their role(s), testing and learning across different kinds of classrooms, children's contexts and their influence on the classroom, (The National Institute for early Education Research (2008) of the State University in New Jersey).

## **2.2.2. The Contribution of Educational Research to Teachers Professional Development**

Stenhouse (1975) in (Edge and Richards, 1993) states that teachers are one of the most critical of all schooling imputes. They are constantly searching by themselves questions like; what am I doing? Am I doing it right? Are my students really learning anything? Are they learning what I want them to learn? But, they need to improve or develop a capacity what Stenhouse (1975) called 'autonomous professional self-development'. To encourage improvement in teaching, teachers need to be accepted as professionals and given the social prestige which is normally not awarded.

Elliot (1991) also stated educational research is intended to support teachers in coping with challenges and problems of practice and carrying through innovations in a reflective way. Educational Research has also broadened the knowledge and professional competency. According to Elliot, teachers are reflective. They reflect the knowledge they

gain from their research works to colleagues, students, parents and the community. By doing this, they show their contribution to their profession and to the school improvement. Profession is a big deal. The work of individuals alone may not bring satisfactory result for the development of a profession. To this reason, for many educators, research is found to make a significant contribution to improving professional practice to the area of sustainable development. Its emphasis to critical inquiry and continues evaluation makes it a useful tool for professional development. Therefore, encouraging teachers' to practice educational researches is most recommendable for the teachers' professional development, to benefit the school and to improve the quality of education as a whole.

According to Elliot (1991); An increase in professional development opportunities for secondary school teachers, increased collaboration between secondary and post secondary educators to improve school inflexibility. Thus, doing educational research collaboratively among peers or groups of teachers at schools can make a significant contribution to improving professional practices in the area of sustainable development. Its emphasis on critical inquiry and continuous evaluation makes it a useful tool for professional development.

Goodland (1987) in Fischer (2001) also has said the following;

*School will improve slowly, if at all, if reforms are thrust upon them. Rather the approach having most promise, in my judgment, is one that seeks to cultivate the capacity of schools to deal with their own problems to become largely self-renewing. Our promise is that to create better schools. Teachers must be viewed in dramatically new ways: as leaders, researchers, and authors of their professional development.*

According to Fischer (2001), it is the vision for better schools form teachers' and decisions shape the kinds of inquiry interests they explore during their professional life. Therefore, to bring change and improve schools, the first thing is to cultivate the capacity of the human resources (the teachers) who are the causes of the school improvement.

One of the fundamentals of the Education and Training Policy (ETP) is aspiring teachers their profession and develop the basic knowledge, skills and attitudes needed in classrooms. Schools strive constantly to improve the quality of education they provide and the performance of students through seeking to chance the competence of teachers. The way to improve performance is through continues professional development. It is also stated that, in the past, one's teachers were assigned to their posts, there was no system in place that monitor their professional effectiveness or ethical conduct. There was a great problem of professional inadequacy at all levels of the educational system. Helping weak teachers, increase their effectiveness, rewarding and encouraging the capable ones to even greater effectiveness was not a culture. Thus, practicing research as a means to improve teacher's career is considered as one fundamental of teachers research (ETP, 2002). In the statements above, it is clearly stated that practicing educational research has wider and fundamental benefits particularly for the teachers professional development ( such as; developing skills, knowledge, attitudes, providing new information, etc., in improving career development and promoting the teacher from one stage to the next). Its benefits to the overall education system enhance the community of that particular setting as well as the global world. Therefore, giving special emphasis to the practicality of educational research as

school levels may help to develop the teacher's personality and to create better schools which lead to better education systems.

### **2.2.3. The Contribution of Educational Research to School Improvement**

Schools are places where research agents are provided the context for professional growth and school change. They help teachers build a framework "having career" and for discovering meanings through reflection and inquiry on one's teaching" (Barth, 1990:63 in Fisher, 2001:225). According to Barh, school is a better place where teachers and principals talk one another about practice, observe one another engaged in their work, and share their craft knowledge with each other. In a collegial school, adults and students are constantly learning because everyone is a staff developer for everyone else.

One of the ideas of conducting educational research is mainly for purposes of improving the practice setting (the school). It is because schools are places where the whole teaching learning process of the system and professional development is evaluated. Yee and McLaughlim in Liberman and Miller; 1991, described schools as places to have a career, other modes of professional or staff development continue to perpetuate "the working on" framework. Tafel and Bertain (1992) argued for an attentive view of "working with" teachers as key to meaningful professional development agents.

One important factor which has influenced the improvement of schools is equity among boys and girls. Research findings indicate that socio-cultural and health factors, parental preferences for boys, overburdening household-chores, poor health and early marriage are among the factors that hinder girls schooling. This exposes girls for higher rates of

dropouts and repetitions which cause for educational wastage. Educational wastage is one limitation for the quality of education and the school improvement. Among the other ways, research findings can provide a frame to develop programs to minimize the problems and to design appropriate conditions for improving quality of the school.

To this regard, practicing educational research at school levels minimizes the problems that affect schooling and maximizes the teaching-learning process to bring quality education. On the other hand, research attains equity among boys and girls to benefit from the system and breaks obstacles that expose girls for drop out and repetitions which further causes for educational wastage. The sum total effort on the practice of research may bring high quality education at school levels as pointed in the above statements.

#### **2.2.4. The Contribution of Educational Research for Sustainable Educational Development**

According to UNESCO (1997), education in its contemporary development should be aimed at a certain way satisfy needs of the future generations of people. That means, education should be anticipatory to social, economic and cultural life to form desirable sustainable future. But such ideas could not be realized in old organizational institutions mobile, synergetic, creative, future-oriented who could provide the implementations of new objectives and new historical functions of education. There is nothing static in nature. Since there are actions, it is true that there are always equal and opposite reactions which leads to a new change of result. One of the fundamental roles of educational research is to contribute to the education system in solving problems and

finding solutions which promotes to a better system. Therefore, practicing educational research at school settings is the base to bring sustainable development to the education system particularly and to the socio- cultural and economic of the country as a whole as viewed by UNESCO (1997). Many educators indicate that research has contributed much to the development of education. Elliot (1991) has suggested the following;

- To the professional development of individual teachers who improve their practical theories and competence in action through reflective and action.
- To curriculum development and improvements in the practical situation under research by developing the quality of teaching and learning through new and successful action strategies.
- To the collective development of the profession by means of opening up individual practice to scrutiny and discussion and thus broadening the knowledge base of the profession.
- To the advancement of education.

Therefore, from the above points viewed, the assumption is that any educational research practiced by teachers is to improve the quality of action (the action is the teaching learning process) as well as the conditions under which teachers and students work in schools. Educational research is intended to support teachers, and group of teachers, in coping with the challenges and problems of practice and carrying through innovation in a reflective way. In general, if educational research helps for teachers' professional development, curriculum improvement, and to the advancement of

education, then it will help for the development of the whole education system in the long run.

As described by Elliot (1991), among the many professionals who are involved in bringing sustainable education development, are teachers. They are the active agents to develop awareness about the sustainable development among the members of the community. Elliot further notes, the vital roles to be played by teachers in bringing about sustainable education development and stimulatingly the contribution of educational research approach in realizing the objectives of sustainable development, it is high time to equip teachers with the knowledge and skills of research. However, in many of the written documents in the higher Ethiopian Institutions comment that there is no sufficient work done in the area of educational research. Instructors of different Colleges and Universities have contributed valuable works in different areas, but not in the area of education. Although, there are much problems related to education are found in the primary and secondary education levels, it is observed that there is much less research work contributed by teachers. However, Seyoum (1998) noted, even though much work have not been seen from concerned individuals and groups around the field, country-wide studies launched by the government should not be ignored. The Education Sector Review of the 1972 and The Evaluative Research of the General Education System are some of the examples described. According to Seyoum, the aim of these nation-wide studies focuses on the improvement of quality education. On the other hand, Seyoum points as it was a matter of publication and popularization that geared behind from being outshined. As a matter of fact, currently, the Institution of Educational Research (IER) contributes much and plays an important role in the field of education.

### **2.3. The Potentials of Teachers in Research Activities**

Looking more closely at how the potential of individual teachers can relate to educational research may be difficult to determine. But, (Harries and Drake; 1997 in Burnford, Fisher and Hobson; 2001) note that there are some possible model characteristics which provide insight that accomplish the connection. In the approach of educational research, teachers are initiated to work in; Initiation, Implementation, and Institutionalization (Harris and Drake, 1997). They further note that the potential of teachers in a pre- service or graduate university program building deliberately on the experience would benefit school-based initiatives.

According to Elliot (1991), teachers are able to do research successfully and can achieve remarkable results when given opportunities and supports. He emphasizes that encouraging teachers, investigating their relationships with students, colleagues, parents, external groups and managers is very important. Elliot further notes that encouraging teachers to share their experiences, giving a degree of publicity to the professional thinking can contribute to raising the self-confidence of teachers as professional group. It is thus, through sharing experiences and discussions with peers and groups, teachers can develop their potentials more. Therefore, although teachers are able to do research, they need to get support/help from others in order to maximize their potentials. This sum up improves both performance and professional satisfaction. On the other hand, Derbessa (2000) seems to argue in that educational researchers in Ethiopia are often hired to do research in education without appropriate credentials. For him, the reason is initially they were not trained to become educational researchers. Rather, they are professionals in other fields of study having a wide range of skills and

competencies. He further explains their interest in educational research is limited to its instrumentally in promotion of their work in their profession. To this end, Derbessa comments researchers in the higher institutions have less capacity to conduct educational research. In line with this, he blamed the supply of qualified researchers, inadequate training and the professional background as the serious impediments to develop the research potential (capacity) of the researchers. This indicates that, unless teachers have the background of educational research and well trained in the field, it may be difficult to contribute new knowledge to educational research.

In the current situation, most teachers at high schools are passed through Colleges and universities for their first and second degrees. It is assumed that at least many of them have taken research methodology courses. But from the above discussion, having a degree at any field may not be sufficient to contribute educational research. Teachers need to get additional in-service trainings on the research methodologies and supports from others to have a confidence in the practice of educational research.

In justifying the need for a teacher to be a researcher, (Hawes; 1976 in Seyoum; 1998) observes as follows;

*The classroom teacher as a potential researcher-worker starts his work with very great advantages. He knows his own local conditions better than anyone else is likely to do; he has the support and confidence of those with whom he works; the children, the parents, the community members.*

From the practical observation in different high schools in Addis Ababa, teachers are much aware of the practice of pair works and group works. They adapt the culture of

working collaborate among colleagues for different school based on activities, like co-curricular activities, clubs, professional meetings and the like. Although, teachers may have their own reasons which challenges their potentials in practicing educational research at schools, different educators from their studies background suggest the following as the core points (variables) to measure the potentials in practicing educational research activities.

### **2.3.1. Teacher's Attitude towards Research**

A teacher is an important figure /element of the school he/she assigned. Any problem that occurs in a teaching-learning process directly or indirectly affects him or her. Since research is considered as a problem solving mechanism, there is no one better than the teacher to find solution and to bring change and improvement to that setting. But, according to Peter (1985) most teachers embrace, however, the idea that research is an activity carried out by well trained professional researchers. Seyoum (1998) also shares Peter's idea that there seems to have a certain misconception that exists about research activity that is exclusive that teachers become familiar with the nature of the research process before they conduct a piece of research.

Seyoum (1998) recognized Boyd (1957:216) to strengthen his idea as;

*Research is a high-hat word that scares a lot of people. It need not....It is nothing but a state of mind friendly, welcoming attitude towards change....It is the problem solving mind as contrasted with the let well enough-alone mind. It is the composer mind instead of the fiddlers mind. It is the "tomorrow" mind instead of the "yesterday" mind.*

By implication, it seems that Seyoum does not support the idea that the practice of research has actively to be dominated by University Professors only. According to Seyoum, teachers at secondary high schools have the potential to practice research. What matters may be the attitudes of teachers towards research. If teachers have well-coming mind to accept research, there is no way to be impossible for its practicality. Therefore, the practice of research culture should be decentralized to the responsible teachers of their concerned schools. But, it should be recognized that the social and economic status of teachers and the level of appreciation of their roles should be taken as important factors for the quantitative and qualitative development of education as indicated by (UNESCO, 1987).

Today, it is observed that there are a number of internal and external issues to be seen at school levels. Many of these issues need serious studies to find solutions that lead to the way for achieving quality education. Issues like; dropouts, repetitions, enrollments, latecomers, gender issues, student's disciplines. etc. The teacher, who passes almost half of a day of every working day at schools with children, is familiar for the issues and expected to become more responsible to find solutions for such issues at school levels. Therefore, the need for a teacher to be a researcher may not be for the sake of saying but for successful results. As it is stated above, if teachers make their mind welcoming to research activities and adapting peer work, group work and collaborate among colleagues, they may develop their knowledge, understanding and skill of the field. As a result, they can maximize their potential to practice educational research and achieve successful professional and educational improvements.

### **2.3.2. Mentoring/Help Gained from Others**

The fact that teachers are more responsible and highly respected for educational research is not a hidden secret to any educator. However, the support of other stakeholders should not be forgotten for successful result as different researchers' suggest. They have to be motivated for what they work and contribute to research. Many teachers may not engage in or sustain research without initial and continued support from a mentor. The research mentor can function in many different ways, depending on the needs of the researcher such as; (1) Assessing in setting up a general framework for the conduct of the research,(2) Helping teachers to find a focus, and importantly, (3) Commenting on teachers' initial attempts to collect and analyze data. Mentors can also function as an audience who responds to teachers' efforts to communicate their work by, for example, commenting on drafts of reports they write.

If we acknowledge that most teachers have not had a sound research education, the role of the mentor becomes crucial. Teacher research, at least initially, will often need to be supported by a more experienced and skilled individual. This person need not be an academic; where communities of teachers exist, the mentoring role can be assumed by a local colleague. The availability of a mentor who teachers know will value and support their attempts to be teacher researchers can encourage more teachers to assume their role. This is perhaps even more important where teacher researchers feel isolated and where a research culture does not exist. Even teachers need helpers while they are engaging in the research practice.

Hawe's (1976) justification may help one to understand the idea clearly;

*The classroom teacher as a potential research-worker starts his task with very greater advantages. He knows his own local conditions better than any one else is likely to do; he has the support and confidence of those with whom he works: the children, the parents, and the community members.*

According to Hawes, once a teacher engaged in research activities, the involvement of colleagues, principals or other school stakeholders is important in the process of planning and improving an education system rather than a mere part of a machine (Hawes, 1976). It seems to say that, one part of a machine how important it is, from the many can not move the whole body unless, co-ordinate with the others. Likewise, the teacher, although he/she is very important element of the school system, he/she can not succeed in research activities unless he/she is supported by others.

Hawes continues to say, ultimately, leaders should help teachers to build their own conceptual framework for what they understand to be "the inquiry or research process," and relate this to traditional and contemporary models of "the scientific method." This may be to say that teachers may ask different questions to be fulfilled or facilitated in order to practice research. Therefore, they need to have responses from the leaders for successful work.

### **2.3.3. Qualification**

From experience in Ethiopia, early career teachers do seem able to distinguish continuing Licensure. By the early part of their third year in teaching a sizable portion of these teachers feel fairly confident in their capabilities on most of the proficiencies for

continuing Licensure. Several of the Advanced Proficiencies are dependent upon opportunities not yet experienced by these early career teachers, for example, working with colleagues to improve instructional programs. This lack of opportunity is not due to lack of effort, but rather school policy and practice, and in some cases simply environment (as in the case of a first year teacher in the school). Nations of what constitutes "evidence" pertaining to their practice need to be instilled in early career teachers. Early career teachers need more frequent feedback from others on their development as teachers. Providing pre-service teachers with regular and frequent feedback on their development seems to enhance their indicator for continues professional development. Therefore, apart from the careers in the pre-services, teachers have to get continuous in-service trainings to improve their career and become competent in their profession.

#### **2.3.4. The Teacher's Research Knowledge and Skills**

Teachers as researcher should improve their understandings of the education process by reflecting and searching into their own classroom practices. The emphasis on the importance of teachers developing the knowledge and skills would enable them to carry out their own research and manage their own emotion. Educational researchers stress the importance of becoming familiar with skills, stages and tasks involved in the conduct of scientific inquiry to teacher researchers (Hussen, 2000).

Hussen further states that teachers must reflect on their practice and make that a habit. Teacher research is important if they are to really understand the situations they are in. Also, they need to understand school reform strategies-what has been tried, what is

worked, what has not, and what could work in the future. By doing so, they will begin to understand why they are making progress on a problem-or not. And, of course, teachers have to become effective pedagogues with a whole repertoire of skills. The expectations given to teachers by the school environment particularly and the community at large are higher than the students and their organization. Therefore, they need to have developed their knowledge and skills better than the students they teach, and the organization they serve.

Concerning the teachers' knowledge and skills, Nkinyangi; (1983) in Seyoum; (1998) stresses that it would be impossible to think of carrying out research activity without the individual being equipped with basic research skill. Skilbeck; 1983 in Shipman; 1985 says; it is the teacher purposive and free informed by knowledge and understanding, with clearly articulated values and a repertoire of practical skills, that one can see the central agent in the educational enterprise and the ultimate focus of the teachers view in research. To Skilbeck; teachers involved in research are not only developing their skills as professionals, but they are making explicit the problematic nature of the knowledge and process they are responsible for organizing in their classrooms.

The ideas of the above scholars seem each teacher has to involve at least in a unique piece of research or study. This helps to improve both the individual knowledge and skill and the education profession as a whole. The idea might also emphasize to say, unless, otherwise, teachers have the necessary research skills, it is impossible to practice research. Therefore, individuals must develop their research skills and knowledge in order to carry out research for their daily activities, otherwise.

With regard to basic skills in research and their importance in the research activities of undergraduate students, Seyoum (1988:53) in Abdelnasir (2000) has described, "If our undergraduate students are to be expected to present meaningful term papers, and senior essays then it becomes imperative that they should learn the basic tools of research." In addition to research tools, Seyoum also gives much emphasis that research work requires, among other things, inquisitive and analytical mind, and interest in doing research work as well as discipline. Therefore, from the above ideas it is possible to understand that the term papers and senior essays that are practiced in the higher institutions have paramount importance for the practice of any research activities. The practices are very crucial to know the basic tools of research. It could be the best opportunity and the place where students as learners can develop and improve their research skills and generate meaningful research knowledge. If students are able to do term papers and senior essays properly, it will not be much difficult to adapt the basic tools of research and practice in their working areas as teachers'.

### **2.3.5. Teaching Experiences and Opportunity**

Teaching experience and opportunity are fundamental ingredients for research activities. In connection to this Naumuddu (1998) asserted that experience seems to suggest that formal training is unlikely to equip adequately researchers with all the research skills needed rather , the majority of useful and particular skills that one needed top become an excellent researcher have to be improved as one strives to do more and better research.

The status given to experienced teachers is assumed an essential component of research work. Hancock (2001), notes that teaching profession is a history of struggle for status. To a large extent, classroom teachers' skills and knowledge are underestimated and disregarded by the general public.

#### **2.4. Factors Affecting Teachers to Conduct Educational Research**

Society today is rapidly changing, and in some aspects that change is accelerating, As many educators suggest, one of the fundamental skills taking advantage in the society in general and in schools in particular is the practice of research. Today, in Ethiopia, besides the higher institutions, it is tried to adapt research trends at the secondary and primary levels of education, although the contribution is not much satisfactory in the development of the education system. Studies suggest that this experience is also the problem of other Western Countries. Schank and Cleary (1995) in Dougiamas (1998) have argued strongly that up to now the educational systems of many Western Countries have not been developing the essential skills of research. Research skills have been left mostly to post –secondary schooling and “learning on jobs”. Dougiamas (1998) in his MS paper suggests that variables like, lack of professional development, establishing school attitudes, and limited funding holding back the development of research in schools.

In resolving towards visions of schools is to bring change and development. However, (Schefer; 1967 in Fisher; 2001) lamented that “teachers have had to bear a heavy burden of guilt for being unable to resolve difficulties”. Shaefer, further says that to this day in most schools true collegueship among teaching peers, reduction of bureaucratic

control of the teaching profession, and a culture of collaboration have remained unimplemented. As research is more successful when it is practiced in groups or peers, when shared experiences among colleague, the absence of these collaborative experience make teachers being unable to resolve difficulties. Thus, conducting a research is a challenging and expensive undertaking.

Lyon (2000) in his part has put the following about the challenges that affect the practice of teachers' research. The terms "research-based" practices and "translational research" are heard frequently today. However, there continues to be a scarcity of knowledge about how best to implement even the best research information into the daily lives of school administrators, teachers, and students. It is without understanding the systematic requirements that are necessary for research to inform its practice in a genuine fashion. It is not yet understood how teachers can best be taught to do this. It is not yet understood the amount of time, effort, and resources that are required to address teacher learning, adaptability and change. It is certainly does not yet understood how such things as school district policies and demands, and high stakes assessment influence the research process. Most critically, it has not yet developed the fundamental research methods and approaches that can give one a clear view of how different trainings experiences provided to teachers actually translate into genuine improvements in student achievement. There are long roads to be traveled for both teachers and students. Disentangling and clarifying the multiple influences that can cause positive change in both teachers and their students will require the thoughtful and sustained integration of rigorous quantitative and qualitative research methods (Lyon, 2000).

As suggested by different scholars, there are many challenges that affect teachers from practicing research and those may vary from place to place. In general Seyoum (1998), Yalew, (2000) and MOE (2006) have identified the factors under the following broad categories as; Internal (Personal) and External (Institutional) and Administrative.

#### **2.4.1. Administrative Factors**

##### **Condition 1: Lack of Training /Workshop**

According to UNESCO (1997), teachers need to be supported with 'hands-on' training workshops where they can engage with the practicalities of research and explore how to adapt materials to suit their own individual needs. The training program will soon be facilitated for interested teachers. It is noted in UNESCO (1997) that; a comprehensive policy is needed to ensure that teacher education should be recognized as continues co-ordinate process which begins with pre-service preparation and continuous throughout the teacher's professional career. In such a system, pre-service and in-service education training should be integrated, fostering the concept of life-long learning and the need for recurrent education. As to Rinvolucris (1981), good in-servicing is likely to be about more than simply teaching. It helps to do things better. This means that, teachers who have taken in-service trainings been doing things better than those who are doing without additional in-service trainings. On the other hand, unless teachers' get in-service trainings, they can not do things better than their previous one. Therefore, in order teachers to develop their skills and do better than they did previously, they have to get in-service trainings during their teaching time.

Rinvoluceri (1981) further notes that technical mastery of a new teaching skill is likely to bring any permanent gain unless attitudes favorable to its use are developed simultaneously. As such, good in-service training attempts to not only influence what teachers' do, but also what they think through various awareness raising activities. According to ETP (1994), teachers' will be required to have the necessary qualification and competency through pre-service and in-service trainings. As further stated, the criteria for the professional development of teachers will be continuous education, training professional ethics, and teaching performance. For reasons of this, much in-service training in- summer and distance programs were provided for teachers at different levels. Thus, I think it might also help to improve the level of competence in the field of research practice.

In ETP (2002) it is stated that the primary reason for the poor quality education in the past was the training as well as the overall attitudes towards teachers. Practically anyone could have been employed as a teacher both at the lower and higher grades. However, there were no checking mechanisms to evaluate the applicants' capacity and readiness.

### **Condition 2: Lack of Incentives/Lack of Motivation**

The issue of incentive is one factor which affects teachers to conduct educational research. "Failure to provide incentives is keeping promising researchers aloof (distant) from practicing in research" ETP (2002). Many teachers have been made aware through the potential benefits of teacher research, yet they do not engage in it. Awareness alone, then, is not a sufficient condition for teacher research to occur. Teachers must

have a reason for wanting to engage in teacher research. They need to get the necessary incentives for their professional development. A second condition is motivation, which can be viewed as the belief, as opposed to the awareness, that the process will be beneficial to their work, or it may be more instrumental. There are different kinds of motivations for teacher research. Obtaining chance for improving qualification for example, motivates many teachers to engage in research. Where motivation exist, though, teacher research is more likely to occur.

### **Condition 3: Lack of Publication (Dissemination Potential)**

In teaching profession, there is not a strong tradition of making teachers' professional knowledge public. This tradition insights the professional practice, the professional status of teachers, and to the quality of educational practice. Because teachers' lose their confidence on their profession as they are not respected by other professional bodies. According to Altrichter, Posch and Smoekh (1993), publication in knowledge based experience like research activities has many advantages. Public reporting prevents teachers' knowledge from being forgotten. It increases the quality of reflection on practice. By publication, teachers can classify their own position and meet the requirements of professional accountability. They further note that by reporting teacher's research knowledge, they can play a more active role in teacher professional development. They also say, teachers reinforce their professional self confidence and improve reputation of the profession. The absence of publication thus means, losing all these opportunities and affect the teachers research practice. Teachers in their profession can be involved in many activities. However, giving values or credits to their work by themselves or other professionals have not been taken as a culture for many

years especially in developing countries, like Ethiopia. Teachers' work, but others use or benefit instead. Whatever teachers contribute any activity, no value had been given, no publication and no feedback which help them for their professional development. This poor tradition, directly or indirectly affected the teachers professional development in general. I think this might be one of the reasons why especially in developing countries; the education system had been collapsed for many years. The reason for this may be since educational research is lately introduced as indicated by Sukian (1983) to developing countries, there might have been lack of awareness about the concept of teachers' research publication.

Once, Hobson (2001) noted back the words of (Regers, 1961:30) in his article and say the following;

*Researchers have been accustomed to distancing themselves from their work as if such separation would somehow render the work more plausible, credible, and perhaps even more 'scientific'. We teachers often possess narrow notions about doing research from our University experiences where use of the word "I" was forbidden and we were thought that such experiences as researcher noted...and "the investigator found..." were more appropriate. Happily, time has changed, and today the idea of "teacher researcher" has gained greater value.*

As indicated above, teachers' expectations by others and giving value for their work themselves were uncultured for many years. This affected the teacher's individual profession as well as the development of education in general. This time, it seems the teacher's research become more popular and it may open the way to practice more and bring change and development to the teachers' profession as well as the education system as a whole.

According to Hobson, if teachers are to commit themselves to practice research, they need to know there is the possibility that their inquiries will be made public so that others can benefit from their findings. Moreover, as most academic researchers acknowledge, the prospect of publication is a major incentive for conducting a study. Thus, a final condition for teacher research is that mechanisms be in place to disseminate the results of the research. At a local level, opportunities for teachers to share their work can be created through newsletters, websites, and professional development events. Presentations at regional or national conferences and written reports submitted to the journals of professional associations are further steps. Dissemination on an international scale, orally or in writing is also an option which teacher researchers may want to build up by first sharing and receiving responses to their work at more local levels. Advice from experienced teachers or mentors about appropriate outlets to target can facilitate teacher researchers' efforts to disseminate.

#### **Condition 4: Lack of Recognition**

The classroom often is not recognized as a site for generating knowledge. Rather, it is viewed by employers and parents, but also often by teachers themselves a place where knowledge is transmitted or implemented. This belief hinders the conduct of teacher research. During my observation to schools, I have heard several teachers saying that there is nothing in their work worth researching or which other teachers would find interesting. Unless teachers see the classroom as a site for generating knowledge, they will not be aware of the potential of teacher research. However, if the knowledge that stems from teacher research is recognized as having value by teachers themselves as

well as by heard teachers, local education authorities, and others then teacher research is more likely to occur.

#### **Condition 5: Lack of Expectations**

Teacher research is more likely to occur when teachers feel it is an activity they are expected to engage in. In many teaching contexts, this is simply not the case. Research is often seen by employers, parents, learners, and even by teachers as an activity that lies outside the scope of the teacher's work. Studies of student learning suggest that one factor that promotes achievement is high expectations on the part of the teacher. A parallel argument holds true for the conduct of teacher research. If, in the field generally and in teachers' own working contexts specifically, there is an expectation that bring a professional teacher involves researching one's own practices, then such inquiry is more likely may to occur. The power of expectation is perhaps nowhere more strongly demonstrated than in the commitment many teachers around schools show to the often laborites task of correcting piles of student exercise books each evening. A primary motivation for this practice is the teachers' knowledge that it is expected of them by head teachers, colleagues, parents, and students.

#### **Condition 6: Lack of Promotion**

Salary: Teachers' salary may relate to the quality of the teaching force. As the practice of research is for quality education, the relative level of teacher's salaries and the availability of salary increase during the course of teachers' careers can affect the decisions by qualification individuals to inter or to remain in the teaching profession.

Recent documents from different high schools in Addis Ababa indicate that from the many school problems face in the learning-teaching process; young teachers after improving their education are quieting their job. The assumption given by most stakeholders is that teachers try to get better salary by running here and there. According to UNESCO (1997), salaries should be increased by the maximum bonuses that teachers may receive, in order to assess their maximum potential income and to allow comparisons between countries of teachers' ability to purchase a common set of goods and services. This helps as value attached to teaching experience and the incentives for experienced teachers to remain in their profession. Although the ultimate goal of most salary differentials is to provide students with effective teachers in all disciplines, I feel, giving value and rewarding by increasing salary to teachers experience in research practice money be one incentive particularly.

Currently, MOE has set some statements in its policy as practicing research is one criteria or incentive for teachers' career promotion. Thus, schools are trying to implement in different ways. Organizing clubs, research centers, departments are some of the examples the researcher found during data collection. However, the participation of teachers' is still below the expectation as told by the sub-city officers and school principals. One major reason for this is the amount of money they provided as a salary is not much sufficient to practice such activities.

## **2.4.2. Institutional Factors**

### **Condition 1: Awareness**

Many teachers associate research with academic and scientists, experiments and statistics. In a study made by Schostak (2002), for example, teachers' notions of research included "professors undertaking tests and surveys and making reports". Schostak found that teachers' definitions of research commonly focused on quantitative tools, objectivity, hypothesis, representative ness, and generalizability. While these are central concepts in educational research, they do not on their own provide a suitable basis for understanding the particular assumptions about research, its purposes and its methods that underpin teacher research. In teacher research, the goal often understands rather than proof; the researchers are the teachers themselves; and the self is accepted as a legitimate focus of inquiry. Teachers whose conceptions of their own role and of research do not extend beyond traditional notions are unlikely to be able to engage in teacher research and its assumption is thus an important condition for it to occur.

In most cases of developing countries including Ethiopia, especially, a speedy policy implementation is expected without giving sufficient awareness and training to the issues raised. From the researchers' observation through experience, teachers at the primary or secondary levels, although they may able to make educational researches at their respective schools, they couldn't. It is because of the lack of awareness. They consider as if research means something which is impossible and difficult at their level. On the other hand, they assume that doing research is the only responsibility of Higher Institutions (the Universities and Colleges).

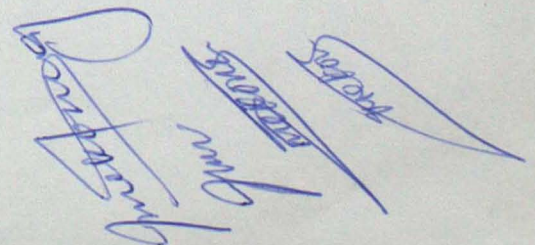
## Condition 2: Teaching Load or Time

The practice of educational research can be affected by situational constraints as work overload, innovation, phases of development, etc. As stated by Scheicher, Bruneforth, Siniscalco, and Tembly (2001); Looking at hours of teaching and class size together provides a better picture of teachers' work loads and reveals possible trade-Off. The burden of large number of teaching hours may be made heavier by large classes. For a more comprehensive picture of teachers, working load, teaching hours and class size therefore, need to be considered jointly. On the other hand, having the heaviest teaching loads and large class may influence the teachers' research practice. Good teacher research can be conducted at minimal expense and with limited technology.

According to the above educators,

*Financial and physical resources, while certainly facilitative, may not necessary conditions for teacher research to take place. Time, however is. No matter how well research is integrated into the teaching process, planning, conducting, and sharing teacher research requires additional time and effort from teachers.*

In many contexts where the conditions specified so far exist, teachers may still not feel they are able to engage in research because they do not have enough time. Regarding time constraints, Burns (1999) expresses that time is a major factor in doing research. Wallace (1998) also states constraints such as; time, resource, and research skills affect the practice of research. Seyoum (1998) also reminds that research is a time-consuming activity, and consequently, teachers need to be provide with adequate time in order to be able engaged in research activities. This implies that if a teacher's time is taken from him/her he or she will remain sterile.

Handwritten signatures in blue ink, including the name 'Sudhakar' and other illegible names.

Cannon (1945:87) in Seyoum (1998) has also stated the following;

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

In exploring why teachers did not engage in research, Crookes and Arakaki (1999) found that some teacher work too much working hour, 50 and above a week. ( In our case may be a maximum of 30-35 per week) to make ends meet. For example, a teacher from North America sent a personal letter to his friend the following;

I have found it extremely difficult to carry out research projects and publish. I just do not have the time. I teach 32.5 hours a week and need to prepare for those classes in addition to work with the teachers' union and our technology committee. It is a shame. Until policy changes to permit teachers to do research in their classrooms and publish results, there will not be much connection between research and practice except within the individual classroom. In my own context almost nobody reads TESOL publications- they do not have time.

How matter the purpose and benefit may differ, the problem of time is also the same in developing countries. Admittedly, pleading (demanding) a lack of time is often a convenient excuse for not engaging in professional activities, but many teachers around the world work under conditions that provide little if any space for professional development activities, such as teacher research. Combined with the absence of many

of the other conditions conducive to teacher research outlined here, a lack of time can act as a powerful hindrance to the promotion of teacher research (Hancock, 2001; Barker, 2005).

### **Condition3: Facilities/Sufficient reference materials**

As Ashenafi (2007) states (facilities ranges from office space to sophisticated pieces of research materials), the provision of materials and psychological incentives, the creation of publisher outlets such as; Journals, magazine, news letters etc. The lack of these facilities can be regarded as impeding factors to initiate educational research exercise effectively.

### **Condition 4: Lack of collaboration Work among colleagues and the Community**

In research activities, positive collaboration among colleagues and different institutions having the same goals is for improvement and development. Collaboration may maximize the potential (skills/Knowledge) of the researcher. One may get experience, ideas or information from others whom he/she has not himself or herself. On the other hand, looking collaboration negatively may bring an effect on the development of the achievement of the research goal.

Conducting teacher research in collaborative with others is likely to be more productive than working in isolation as suggested by educators. Thus, forms of teacher research such as action research are often conceived of as collaborative, rather than individual activities (Burns 1999). Highly motivated teacher researchers may attain their goals even when they are the only individuals in their schools who engage in such activity.

However, the majority of teachers are likely to consider the lack of institutional and collegial support for their research to be a barrier to such activity. In this regard, MOE (2004) states that groups of teachers working together in schools on daily bases have the opportunity to share their professional experiences to identify needs and seek solutions to problems. As indicated in the MOE document, educational research projects can be taken to explore particular issues within a school. Supporting this idea, Feseha (no date) also noted that a group of teachers working cooperatively within one school or classroom can undertake action research to begin educational improvement.

At the institutional level, if management sends positive messages about teacher research and values and acknowledges such as part of the institutional culture, teachers are more likely to engage in research. On the other hand, if management does not value attempts by teachers to research their own practices, or actually obstructs their research (research is sometimes seen as an activity that will highlight deficiencies in the school system), then research by teachers is less likely to occur. Community can most obviously be created in the teachers' own working context. However, creating opportunities to promoting and supporting teacher for collaboration with other teacher researching and adoption this culture may enhance collaborative research work among different teachers.

Castle (1997) cited (Lasley, Matczynski, and Williams, 1992; Patterson and Stansell, 1987; Sirotnik and Goodland, 1988) stated that earlier research and development models which viewed Universities as Knowledge producers and schools as simply sites for research; has gone. He further noted, the newer model sees school-University cooperation as a jointly owned venture aimed at achieving beneficial change.

According to Valli (1994, in Christansen et al 1997), in the partnerships wish to collaborate in any meaningful way, they must get beyond hollow statements about school improvement, achievement gains, and collaborative relations and reexamine the fundamental beliefs about educational change. However, to achieve mutually beneficial change, then, school-university collaborators would need to be constantly reexamining and articulating their own and each other's notions about change as a process and product. Hobsen (2001) in his way adds that establishing teacher research groups enables teachers to celebrate their success with each other to create and recreate ways of helping groups of children more effectively, and strengthen the connection teachers have with each other.

#### **Condition 5: Teachers working condition**

Teacher's favorable working condition like; political, social, economic and cultural security would allow them to take part in conducting research. However, the nature of teaching working condition is excluding of all other activities particularly an activity as demanding as research (Hitchcock and Hughes, 1995).

#### **Condition 6: Fund**

Fund for Teachers enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students and on their school communities. Teaching is a complex, evolving profession. Academic achievement is individualize, teacher-driven process. Fund for teachers salutes those who find valuable ways of transforming their classrooms and communities.

Fund for Teachers provides grants directly to teachers, supporting their professional learning. Their experiences come in many forms, and share the purpose of enhanced teaching inspire student. Fund for teachers is dedicated to fostering opportunities that bring fresh perspective, expertise and broad world Knowledge into classrooms.  
<http://www.fundforteachers.org/about.html>

### **2.4.3. Personal Factors**

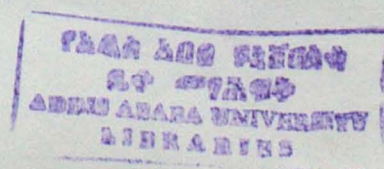
#### **Condition 1: Lack of Research Knowledge and Skills**

Motivation will only take teachers so far in their attempts to engage in teacher research need to possess relevant research-related Knowledge and skills. They need to be aware of the different methodological options available and to make informed choices from amongst them. If teachers want to collect data through questionnaires, well-established guidelines for their design and administration exist. Likewise, conducting and analyzing qualitative interviews is a challenging activity, technically and conceptually. Although thoughtful teachers may possess certain skills they can exploit during research, such as observation skills, many have not received the "research education" (Borg 2003) that equips them to effectively conceptualize and implement a piece of research.

Frequently the inquiry is conducted without sufficient understanding of how to establish cause-effect relationships, thus significantly limiting the value of the findings. I believe it is important not only to promote teacher research but to promote good quality teacher research. This cannot occur unless teachers have the prerequisite knowledge and skills. The lack of knowledge and skill is found as a major problem for practicing research. Scheicher, Bruneforth, Siniscalco, and Temblay (2001) state that; knowledge and skills

are significant factors in making educational research. (Wondwosen, 1996; as cited by Gebeyaw (2007) showed that the lack of research competence (skill) was the potential reason limiting research activities of teachers in Colleges. Elliott (1991) has emphasized that it would be virtually impossible to think of carrying out research activity without the individual being equipped with basic research skill. Basically, the only way to acquire competence in research is by doing it, but before research can be put into practice some skills must be acquired. There are evidences that education and training play a crucial role in fostering the development of the human capital needed by the economy, and in helping individuals and social to adapt to profound social, economic and cultural change. The ability of education and training systems to fulfill this role depends on whether educational institution themselves respond to change, and on whether teachers develop and deliver educational content in ways that meet the needs of today's and tomorrow's citizens. They continue to say that policy maker need to insure that the investment made in teachers is sufficient and proportionate to demands placed upon them. This means both that the qualification of the teaching force must be adequate and that the salaries and working conditions of teachers must be sufficiently complete to attract people with the desired qualification into the teaching profession. I think it is only this time teachers can take full responsibilities and committed to dig out and identify the problems of education and find the solutions which lead to growth and development.

For many years, teachers in the Ethiopian education system had practiced the traditional lecture approach of teaching. The teachers' technical skills, knowledge and their competence to either research or to other educational activities was tied and limited. There was no chance to develop their skills to increases their potential in educational



activities. As a matter of fact, over recent years, secondary high school teachers were limited to ranging a minimum of certificate to a maximum of some BA degrees. This affected many of the teachers from being participated in research activities. If at all there were few, they couldn't stay in their profession. They quiet for a better paid job. This culture was trained even in the higher institutions as (Taye, 1993 in Derbessa 2000) noted. He reminded that, over recent years many of the more trained, proficient and senior researchers were deserting the University and the country at larger as "brain drain". This implies that, if teachers have not research skills/Knowledge; it will be difficult for them to practice research activity. On the other hand, even if there are skilled or Knowledgeable teachers, if there is no conducive environment ( such as; incentives for their work, motivation, and the like;) to practice the research, there will be gap in both sides for the research practice to be effective.

#### **Condition 2: Lack of Interest**

An examination of research literature reveals, the importance of personal interest in research activities is highly emphasized. For instance, Johnes (1957) in Seyoum (1998) regard interest as a major driving force behind research. This is indeed true, because interest in research activity is something that comes from within the individual. Similarly, Good (1963) in Seyoum (1998) argued that having an inquisitive mind could be quite an asset in research. It is often said that research factors the one who is curios about problems as opposed to the one who takes every thing for greater or one who is blind to problems.

Choice: A further condition that facilitates teacher research be an activity that teachers opt to engage in, but teachers should also be involved in shaping the nature of the inquiry they conduct. The extent of such involvement will vary, depending upon the skills and experience of the teachers. In some situations will vary, depending upon the skills and experience of the teachers. In some situations teachers preferred to be assigned research topics rather than to be given the freedom to plan their projects. I think this may influence teachers from practicing the activity. (Of course; it may be particularly true in some situational studies where there is no alternative other than the teachers' research is to pass a course). However, teacher research is more likely to be productive when the support teachers receive enables them to exercise choices about what to study and who to do so. Sustained teacher research is an element in self-directed professional development, and this implies that it must be driven by the teachers themselves.

### **Condition 3: Lack of the adaptation of peer Work/group work**

According to Fischer (2001) teacher's research is guided by personal values and believes and is in reached and illuminated through dialogues with colleagues and student. Thus the idea teacher's professional development comes from the dialogs and feed backs teachers provided from the different groups.

Working with peers or groups helps to share ideas, experiences, and to get more information from others. Getting help from others and working collaborate, develops ones research skill or Knowledge to contribute a better work. There is no one who knows everything. Therefore, adopting the culture of taking and giving educational

research activities and others has to be a better choice for a better result. Van Maanen (1990) described the structure of a collaborative conversation as resembling what scrates called the situation of "talking together like friends" as follows;

Friends do not try to make the other weak; in contrast, friends aim to bring out strength ... they do this by trying to formulate the underlying themes or meaning that inhere in the text or that skill, inhere in the phenomenon, thus allowing the author to see the limits of his or her present vision and to transcend those limits. Van Maanen (1990).

#### **Condition 4: Lack of involvement in research activities**

According to Kirk(2002), teaching is a professional activity that implies a commitment to enhanced performance and entails a continuing search for more sensitive and intelligent ways of enriching pupils educational experience. Stenhouse (2002) elaborates the characteristics of professionalism in his word as;

- the commitment to systematic questioning of one's own teaching as the bases for development,
- the commitment and skills to study ones own teaching,
- the concern to question and to test theory in practice,

This implies that teachers as professionals have to be committed themselves to involve in research activities.

Like other secondary high Schools, the Addis Ababa High School teachers are expected to conduct research. As high school teachers, the degree of involvement of teachers doesn't seem satisfactory. Amare (2000), Desalegn (2006), Seyoum (1998), state in their article that there were no much work done in the areas of education. According to

the above educators, the qualitative and the quantitative output of educational research couldn't reach the interest of the beneficiaries. Amare, strongly argue that although educational research activities were tried to some extents they were not much concerning and evaluating educational out put.

To sum up, the close link between teaching and research is called upon to make institution the right seating. However, in most circumstance research is seen as peripheral aspects of teaching. For instance, the status of research activities in Addis Ababa high Schools was marginal (Seyoum, 1998; Zulfa, 2000; Taresse, 2000) in Gebeyaw. It could be confidence any time they want. Rather they remain passive.

From the educators (Seyoum, 1985; Amare, 2000; Desalegn, 2006; Derbessa) point of view and from the researcher's practical observation, it seems recognition of the problem concerning research lacks attention. I think it needs many calls from the community, parents and students for the practicality of educational research and for the problems that affect teachers from being practicing research. There is strong evidence given by different educators that the situation will improve as these calls are slowly being acted upon, and that the lag in recent decades of educational systems behind other areas of society will be reduced

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Research Design

The main objective of the study was to identify the secondary high schools teachers' potential, to assess what has been done in regards to educational research in the secondary high schools, to determine whether there are factors which influence teachers from practicing research and to recommend suitable conditions, to encourage and support teachers to practice research at secondary high schools. In order to realize the success of the study, the researcher utilized both the qualitative and quantitative approaches, especially descriptive survey was employed.

Descriptive survey was related to this study since there is availability of rich literatures concerning the issue ( the concept of educational research, its purpose, the factors that challenges the research practice, etc.) the method provided the researcher to describe the issue briefly both in qualitative and quantitative ways. Moreover, since there are individual differences among participants responses in potentials, attitudes, understanding, knowledge, etc. descriptive survey provided the researcher numerical descriptions about a sample results and arrive to generalize a population.

#### 3.2. Population and Sampling

##### 3.2.1. Population

The study is delimited to government secondary high schools in Addis Ababa. This is because, Addis Ababa has large coverage teachers' population and the participation

rate was assumed high which can represent other regional states. At present, there are 10 sub-cities and about 31 government secondary high schools in Addis Ababa. Although, there is no equal proportion, each sub-city has at least one or more high schools.

There were about 3005 teachers found in the high schools in Addis Ababa. Among these, about 549 were females and 2456 were males. The main study focused on 110 sample teachers who could represent 860 teachers about 735 of them were male and 125 were female.

### **3.2.2. Sampling**

The whole population of the sample schools was found 860, of which 735 were males and 125 were females. A sample of 110 teachers were selected considering gender, qualification and experience in stratified technique from their respective schools as the main respondents of the study and to respond the questionnaire. There were also 10 school principals and 10 sub-city education department officers chosen for interview. However, the schools within their sub-cities were selected using simple random techniques.

### **3.3. Data Type and Data Source**

For the success and effectiveness of the study, both qualitative and quantitative types of data were applied. The intended information for the study was obtained both from primary sources (teachers, principals, unit leaders, department heads, education department heads and supervisors) and secondary sources (like; documents and

worked research papers). The sources for documents were the annual abstract of MOE and schools.

The main data collecting instruments used for this study were; questionnaire semi-structured interview, focus group discussion and document analysis.

### **3.4. Data Collection Instruments**

#### **3.4.1. Questionnaire**

In the questionnaires, both close ended statements and open ended statements, were developed using Likert Scale and found easier for the respondents to save their time and select from a list of answers. According to Anderson (1999), Likert Scales provided an excellent means of gathering opinions and attitudes and also provided a great deal of information in a short period of time to simple and effective analysis.

Therefore, for the clarity of interpretation for the quantitative data, and to give chance to the respondents to choose their possible reasons, statements having four points Likert scales were used. The scales rated ranging from 'strongly agree' to 'strongly disagree' with the assigned value which went through four to one consecutively.

The open ended questionnaires were employed in order to strengthen the closed ended questionnaires. They were immediately steamed from the closed ended questionnaires and its main purpose is to give chance or opportunity to the respondents to express their opinion, feeling or intention or if they have nay additional things to say about. On the other hand, the researcher could get additional information. For each section of the questionnaires, general directions and sub- instructions were put across each section.

#### **3.4.1.1. Pilot Study**

Before the main questionnaire was in use, piloting was made. Two senior secondary high schools (preparatory schools) namely, Dejazmach Wondirad and Abiyot Kirs were chosen randomly to test the instrument in small scale to measure the reliability of the questionnaire. About 40 teachers were selected randomly and the instrument was distributed. The researcher found valuable feedbacks which commented and suggested the weakness and strength of the instrument. With the help of the feedbacks given, the necessary improvements and comments had been made and the instrument recognized, shaped and prepared for the main study. Using cronbach alpha method and SPSS in a computer, the reliability of the measuring scale of the instrument was found 0.75. Thus, the result was found reliable to continue to the next step and was administered as scheduled.

#### **3.4.1.2. Data Collection Procedure of Questionnaires**

Before I started distributing the instruments face to face contact was made all over the selected schools' principals for a week. They knew that a survey study had been made before for the same purpose. Introducing the purpose of the study and facilitating the data collection activities, the researcher with the help of the principals arranged time and place to come back for the activities. Until then, instruments were well developed, checked and arranged. After a week, on the promising day, the questionnaires which consisted of 7 pages were distributed to 100 teachers at 10 high schools. (\*additional questionnaires 1-5 were also reserved for each school).

All the questionnaires distributed (100 percent) by the researcher were filled and returned. On the other hand, from those principals who took the responsibilities, a total of 5 papers were not returned and 5 copies were incomplete and rejected. Since, additional (extra) questionnaires were also distributed; the remaining unreturned papers did not affect the sample. The researcher lucky found completely filled sample representative questionnaires from each school (100 percent of the samples).

### **3.4.2. Interview**

The interview questions were developed in Amharic for the sake of clarity. Since, Amharic is a national language, it could be used to all participants commonly to complement and triangulate the information collected from teachers through questionnaire.

#### **3.4.2.1. Data Collection Process of Interview**

The interview was held according to the convenience of the interviewees at their working places. As it is stated above, semi-structured interview was conducted to obtain information about teachers in the study. Most of the interviews were taped with the approval of the interviewees. In some rare cases where the interviewees were not volunteer to be recorded, their feedbacks were taken in written form.

The data gathered from the interview was analyzed soon after the researcher returned back. The data obtained was transcribed from the cassettes to note book accordingly, and organized and prepared for the main analysis of the study.

### Principals and sub-city officers participated in the interview

No	Sub-cities	Participants		Schools cited	Participants				
		Group leaders	Supervisors		P	UL	D	Rc	T
1	Bole	-	1	Dr.Haddis Alemayehu	1				1
2	Cherkos	-	1	Misrak Ber		1			1
3	Kolfe	-	1	Aier Tena			1		1
4	Akaki	-	1	Derartu Tulu	1				1
5	N-Silk	-	1	Ginbot 20		1			1
6	Lidata	-	1	Africa Hibret	1				1
7	Arada	-	1	Minilik II	1				1
8	Addis Ketema	1	-	Addis Ketema	1				1
9	Yeka	1	-	Kokebe Tsibah	1				1
10	Gulele	1	-	Medhanialem				1	1
	<b>Total</b>	<b>3</b>	<b>7</b>		<b>6</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>10</b>

\*p=principal, UL=unit leader, D=department, Rc=research center

### 3.4.3. Focus Group Discussion (FGD)

Focus groups discussion (FGD), was held among two groups having a range of 6-13 members from two schools namely MiniLik Preparatory and Misrak Ber secondary, high school were selected to have adequate information concerning educational research activities in the schools.

#### 3.4.3.1. Data Collection Procedures of FGD

Before administrating the instrument, the main points for the discussion were seen by the researcher's advisor and has got the necessary feedbacks. Then, two groups from two different schools namely; Misrak Bere Secondary high school and Menelik II preparatory school were organized. The first group from Misrk Ber consisted of 6

members and the second one from Menelik II has got 7 Members. One member from Menelik II has contacted individually while the others were in a group.

The sample key teachers who were selected with the help of the schools assistance principals were gathered in a class of their respective schools for discussion in two different days. The data gatherings process was held in collaboration with a friend for the sake of effective work. As it was stated above, the 'focused' interview was conducted to obtain additional information which strengthens the other data collected using other instruments. Hence, tape recorder and photograph were used to record the interview discussion. The responsibility of photographing was on the shoulder of the friend.

Although, there were time constraints in between, respondents had shown their patience until the end of the discussion. The data collected from the 'focused' interview discussion was analyzed soon after the researcher returned back from the schools. The data obtained was transcribed directly from the cassettes to pieces of papers (note books) accordingly. The feedbacks which were assumed important for the study were taken analyzed and merged with the other feedbacks obtained through the different instruments in the study.

#### **3.4.4. Document Analysis**

The researcher tried to use documents for two purposes. In order to get factual information about the teachers' population of all secondary high schools in Addis Ababa, the researcher consulted the documents of MOE and Addis Ababa City Administrative Bureau. On the other hand, to examine and analysis the teachers work, the researcher directly contacted principals of the sample schools.

### 3.5. Data Analysis Procedures

The data were carefully collected from teachers' principals and the sub-city. The analysis procedure was employed depending on the number of groups and the level of measurement used to measure the variables. Regarding the quantitative data, first, the data were checked to identify if there were incomplete or unfilled questionnaires are returned. Then, the responses were tallied and tabulated. Next, the interpretation was made using percentage, mean, standard deviation and t-test square.

- Percentages were computed to analysis and discuss each statement
- Expected mean and calculated (observed) means were
- employed in order to know the mean differences which lead to generalization.
- Mean was calculated to identify the major factors affecting teachers to practice.
- T-test was used to determine the significant mean differences of the potentials to teachers and the factors affecting teachers' involvement in research practice. In this case, the existing difference were tested for statistical significance at 0.5 level.

The questionnaires were mainly developed using the Likert Scale. Ranked in values 4,3,2,1, from strongly agree, agree, disagree and strongly disagree consecutively. During analysis (discussion), strongly agree and agree were categorized together to describe agreement while disagree and strongly disagree were grouped together as disagreement. Statements that were responded by agreement were considered were considered as positive responses and those described by disagreement were meant negative response."

**\*The Analysis under chapter four is based on the following themes and sub-themes**

No	Themes	Sub- themes
1	Teachers' General Background to Educational Research	<ul style="list-style-type: none"> <li>▪ Attitude</li> <li>▪ Interest</li> <li>▪ Opinion</li> </ul>
2	Teachers opinion to the concept of educational research	<ul style="list-style-type: none"> <li>▪ The link between teaching and research</li> <li>▪ The teachers' tasks concerning research</li> <li>▪ Collaborative work</li> <li>▪ The practice of educational research</li> </ul>
3	Importance of Educational Research	<ul style="list-style-type: none"> <li>▪ Professional development</li> <li>▪ Career development</li> <li>▪ Quality education</li> <li>▪ Sustainable education development</li> </ul>
4	Teachers Potential to Practice Research	<ul style="list-style-type: none"> <li>▪ Knowledge and skill</li> <li>▪ Interest</li> <li>▪ Educational qualification</li> </ul>
5	Challenges(factors) Affecting Teachers to Practice Educational Research	<ul style="list-style-type: none"> <li>▪ Administrative factors</li> <li>▪ Institutional factors</li> <li>▪ Personal factors</li> </ul>
5.1	Administrative Factors	<ul style="list-style-type: none"> <li>▪ training</li> <li>▪ incentives</li> <li>▪ publication</li> <li>▪ recognition</li> <li>▪ expectation</li> <li>▪ Promotion</li> </ul>
5.2	Institutional Factors	<ul style="list-style-type: none"> <li>▪ awareness</li> <li>▪ Too much teaching load</li> <li>▪ facilities</li> <li>▪ collaborative work</li> <li>▪ Teachers working condition</li> <li>▪ fund</li> </ul>
5.3	Personal Factor	<ul style="list-style-type: none"> <li>▪ research knowledge and skill</li> <li>▪ incentives</li> <li>▪ adoption of peer work/group work</li> <li>▪ Involvement</li> <li>▪ expectation</li> <li>▪ promotion</li> </ul>

### Questionnaires Distributed and Returned

No.	Sub-City	School's Name	No. of questionnaires distributed	No. of complete papers returned	No. of papers partially completed and rejected	Papers not returned
1	Bole	Dr.Addis Alemayehu	11	9		
2	Yeka	Kokebe Tsibah	11	11	2	-
3	Arada	Minilik II	11	11	-	-
4	Gulele	Medhanialem	11	11	-	-
5	Lideta	Africa Hibret	11	11	-	-
6	Addis Ketema	Addis Ketema	11	11	-	-
7	Kolfe	Aier Tena	11	9	-	-
8	Chirkos	Misrak Ber	11	8	3	2
9	Nefas Silk	Ginbot 20	11	11	-	-
10	Akaki	Derartu Tulu	11	8	-	3
<b>Total</b>			<b>110</b>	<b>100</b>	<b>5</b>	<b>5</b>

The sample population of the study was 100 teachers from 10 schools out of the whole sub-cities in Addis Ababa. Assuming that certain inconveniencies might be occurred, the researcher had distributed more than the sample population by adding extra papers. Those extra papers were not taken in to consideration under the analysis. Rather they helped the researcher to take chance to cover the incomplete and those which were not returned. Thus, after taking all these advantages, the researcher rejected the unwanted extra questionnaires out of the sample.

## CHAPTER FOUR

### PRESENTATION AND INTERPRETATION OF THE DATA

The data which is analyzed under this chapter presented into two sections. First, the part of the questionnaire which consisted of the personal (background) information of the sample population involved in the study presented in terms of Sex, Qualification and Years of Service. Section two consists of the analysis and interpretation of the main study, the potentials and the factors that affect the teachers' research practice is presented. The analysis and interpretations given is based on the data collected using the different instruments (questionnaire, interview, FGD and Document analysis)the researcher used for this study.

#### 4.1. Background of the Respondents

**Table 1: Teachers Background Information**

No	Items	Respondents			
		M	F	T	%
1	Total Number of Respondents by	90	10	100	100
2	Academic Qualification				
	Diploma	1	0	1	1
	First Degree	84	9	93	93
	Second Degree	5	1	6	6
3	Years of Service				
	1-5	43	-	43	43
	6-10	11	3	11	11
	11-15	7	1	7	7
	16-20	-	4	-	-
	Above 20	29	2	29	29

As shown in table 1, study populations of about 100 respondents at a ratio of 90 (90%) male teachers to 10 (10%) female teachers were taken out of 735 males and 125 females. The difference in ratio happened due to the large population of male teachers in the selected schools.

Considering the academic qualification, it was found that 1 percent of the sample male teachers has diploma, about 84 percent have first degree, and 5 percent received their second degree. With regard to female teachers, about 9 percent have first degree and 1 percent has got her second degree. Teachers' qualification is found as one factor for the attainment of quality education. Thus, according to the New Education Policy (ETP, 1994), teachers at the secondary high schools are required to have a minimum of first degree in order to achieve quality education. Since then, teachers are upgrading themselves by taking in-service trainings during the summer or extension programs. As informed by the school principals and sub-city leaders, there will be no more chance to attain diploma holders at high school levels. Therefore, the exceptional 1 teacher has either to get his first degree through in-service program or he has to leave to the primary schools. Qualification is also a potential indicator for research practice. To this regard, the more qualified the teachers is found the more potentially involved in research practice.

Regarding years of service, about 57 (57%) of the sample teachers in the population have served 6 years and above, while 43 percent lie, below 6 years service. Therefore, from the information given above, it is possible to say, most teachers in secondary high schools have long teaching experience and could actively involved in the teaching-learning activities.

## 4.2. Teachers Opinion about the Concept of Educational Research

**Table2: Teachers' responses about the link between teaching and research**

No.	Statements	SA		A		DA		SD		X
		4		3		2		1		
		No	%	No	%	No	%	No	%	
6	Teaching and research are inseparable.	48	48	34	34	16	16	2	2	3.28
7	Integrating teaching and research is quite difficult.	30	30	41	41	22	22	7	7	2.94
	<b>Total</b>	<b>78</b>	<b>39</b>	<b>75</b>	<b>37.5</b>	<b>38</b>	<b>19</b>	<b>9</b>	<b>4.5</b>	<b>3.11</b>

Table 2 indicated the teachers' opinion or understanding about the link between teaching and research. Teachers were asked to show their agreement or disagreement to the statements 6 and 7. Accordingly, a large majority of the respondents, 82 percent agreed to the statement 6, while 18 percent disagreed. This shows that teachers understood what research in teaching meant. On the other hand, the responses given to the statement or item 7 indicated 71 percent disagreement inversely. That is teachers did not agree to the statement that teaching and research is totally difficult or an impossible task. From the teachers responses one can understand that although it could not be possible to say integrating teaching and research is an easy task, it is not as difficult as any thing for teachers to do so. When one looks the mean score and the total number of respondents of the two items (item 6 and item 7), the teachers understanding to item 6 seem better than item 7. In general, the total average responses of the participants on items 6 and 7 look something positive.

**N.B.** Item 7 was analyzed inversely since the sentence was negative.

**Table 3: Teachers responses towards their roles concerning research**

No.	Statements	SA		A		DA		SD		X
		4		3		2		1		
		No	%	No	%	No	%	No	%	
2	Teachers at school level in their subject area have to give prior planning to adapt conducting research.	52	52	37	37	9	9	2	2	3.39
20	Identifying educational problems should be the first task for teachers' to develop research in their fields.	73	73	21	21	5	5	1	1	3.66
<b>Total</b>		<b>125</b>	<b>62.5</b>	<b>58</b>	<b>29</b>	<b>14</b>	<b>7.0</b>	<b>3</b>	<b>1.5</b>	<b>3.53</b>

**\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree**

The tasks of teachers are many fold at school levels. Besides teaching, they are expected to participate actively in different co-curricular activities. As it is seen on table 3 (items; 2 and 20), teachers were asked to express their opinion as to whether or not they are giving prior planning to conduct research and to identifying educational problems considering as the tasks of the teachers. Accordingly, about 89 percent and 94 percent of the respondents showed their strong agreement to the statements. Moreover, the mean score was reported 3.39 and 3.66 respectively. These values are approaching to the highest rating scale measurement. The rest Very small minority of the respondents (11 percent and 6 percent) disagreed. The total average percentage of the two statements is found 91.5 in agreement, while only 8.5 percent disagreed. Therefore, the teachers, opinion towards planning to research and identifying educational problems is found positive. Since statements are positively responded by majority of the respondents, it could be possible to say they have the concept of research in teaching and its practice at school levels.

**Table 4: Teachers' opinion about individual, Collaborative activities**

No.	Statements	SA		A		DA		SD		X
		4		3		2		1		
		No	%	No	%	No	%	No	%	
15	Conducting educational research by individual teachers in their field of study is more important than doing in peers or groups to give solutions to the teaching-learning problems.	25	25	28	28	35	35	12	12	2.66
16	Conducting research by individual teachers may not bring much change to the teaching-learning problems.	31	31	44	44	24	24	1	1	3.05
19	Sharing experiences among colleagues have to be adapted to develop the teachers' research skill and to improve the quality of education.	69	69	27	27	4	4	0	0	3.65
<b>Total</b>		<b>125</b>	<b>41</b>	<b>99</b>	<b>33</b>	<b>63</b>	<b>21</b>	<b>13</b>	<b>4.3</b>	<b>3.12</b>

\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree

School activities are very numerous which demands the highest teachers' potentials. The way the teachers practice an activity may differ one from another. On the other hand, the method of practicing the activities may be determined in place and time. Although, there is no one best way (method) for any activity to practice, working in groups (collaborative work) is suggested besides its disadvantages to carry out research practices. Collaborative work allows teachers to come to terms with their beliefs about subject matter to make sense of new programs. It gives partner to come together as teachers on either places to open opportunities for activities, such as research.

The above table was aimed to know the respondents opinion about collaborative work in research activities. As it is seen on the table (items, 15), about 53 percent of the

teachers showed their agreement to the given item, while 47 percent disagreed to the statement with a mean score 2.66. This value seems very approaching to the average test value 2.5. To the contrary, for item 16, about 75 percent agreed while 25 percent disagreed. Surprisingly, for item 19, about 96 percent of the respondents agreed and the rest minorities (4 percent) disagreed. The average mean score is significantly greater than the average test value. The values in item 19 are much higher than the other two items. In practice group work has many advantages. Forms of teacher research, such as action research are often conceived of as collaborative, rather than individual activities (Burns, 1999). Therefore, from the table one can say that although working in peers or groups (collaborative work) is supported by teachers, it is observed that there are individual differences in opinion and attitudes towards the statement.

**Table 5: Teachers opinion towards the practice of Educational research**

No	Statements	SA		A		DA		SD		X
		4		3		2		1		
		No	%	No	%	No	%	No	%	
8	The more we practice educational research the more we develop our research and teaching skill.	66	66	26	26	4	4	4	4	3.54
11	I have contributed written documents concerning educational issues to my school.	19	19	35	35	25	25	21	21	2.52
<b>Total</b>		<b>85</b>	<b>42.5</b>	<b>61</b>	<b>30.5</b>	<b>29</b>	<b>14.5</b>	<b>25</b>	<b>12.5</b>	<b>3.03</b>

\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree

Table 5 above is concerned (aimed) with what is said theoretically and what is seen practically about the teachers' research practice at high school levels. The two items are found inter-related. If one believed that more practice develops the research and teaching skill of someone, he/she has to be actively involved in the activities. Looking to the table above statement 8, a large majority of the respondents, 92 percent highly

agreed and very less minorities (about 8percent) disagreed. With regard to statement 11, only 54 respondents (54 percent) agreed upon their contribution in written documents. Besides, the mean score differences among the two statements is found 1.02. This finding tells one to look after the problems or the reasons why it happened.

In general, in all the above tables; 3, 4, and 5 above, which are concerned about the teachers' opinion on the concept of educational research, about 78.75 percent of the respondents showed their agreement to all the statements. As to the researcher's expectation majority of the statements are positively responded. Looking these positive responses of the respondents, it may be possible to say that teachers at high school levels are familiar to the concept of educational research. However, having all the positive information about the concept of educational research, relatively there are some which are negatively responded. The responses given to item 11, is a little bit shocking which to a certain extent assigned the researcher to focus on. It is only 54 percent who said that they contribute written documents about educational issues. Even this figure does not represent all complete written documents. There were a number of incomplete documents and pieces of ideas observed during document evaluation. As to the researcher, since teachers have the concept of educational research as they indicated above, a large number of written documents were expected to be conducted with issues related to education. But, this should not be ignored when it is compared with the previous studies done by Seyoum; (1998) at Addis Ababa Secondary High Schools, Ashenafi (2007) at Gelemso Preparatory Schools; Aster (2004) . In the past years, it was commented that Secondary High School teachers at Addis Ababa and other regional states did not conduct any research works at school levels. In this study, it is seen some

positive indicators that gives someone hope to see research results conducted better than now by secondary high school teachers. But this will be true if and only if the problems that challenge teachers from being doing research activities from every corner are cleared and safe to the teacher.

### 4.3. The Importance of Educational Research to the Different Fields

**Table 6: Teachers response to the importance of educational research**

No.	Statements	VI		I		LI		NI		X
		4		3		2		1		
		No	%	No	%	No	%	No	%	
1	Educational research is important to teachers' professional development.	73	73	25	25	2	2	0	0	3.70
2	Educational research doesn't have much contribution to improve the teachers' career development.	47	47	28	28	21	21	4	4	3.18
3	Educational research is important to develop teacher's knowledge and skill.	73	73	23	23	4	4	0	0	3.69
4	I do not think conducting educational research helps me much to improve my attitude towards research.	44	44	22	22	17	17	17	17	2.93
5	Conducting educational research is important to advice (guide) decision makers.	64	64	29	29	6	6	1	1	3.56
6	I am sure whether educational research could contribute much to school improvement.	56	56	33	33	10	10	1	1	3.36
7	Educational research is important to check and improve the curriculum.	78	78	17	17	3	3	2	2	3.71
8	Educational research is important to bring sustainable education development.	75	75	24	24	0	0	1	1	3.73
<b>Total</b>		<b>510</b>	<b>63.8</b>	<b>201</b>	<b>25.1</b>	<b>63</b>	<b>7.9</b>	<b>27</b>	<b>3.4</b>	<b>3.49</b>

In specific cases, an emphasis is given by most teachers to the importance of research to bring sustainable education development. About 99 teachers (99 percent) showed their agreement to its importance. A similar emphasis was given to the importance of educational research to the teachers' professional development and to check the curriculum. About 98 percent agreed that educational research is important to the

teachers' professional development and 95 percent showed their agreement to its important to check the curriculum. This may show that there is a strong link between research and educational development. Relatively small portions of differences among the responses of teachers on the statements have observed. For example, the responses given to the importance of educational research to improve the teachers' career and to improve the attitude of teachers towards research was 75 percent and 66 percent consecutively. In general, for all the statements that indicate the importance of educational research to the different fields as a whole, a vast majority about 88.86 percent of the teachers agreed to a higher degree while significant percentages about 11.18 percent disagree.

Moreover, the expected mean value is 2.0 while the observed (calculated) mean of the data is found 28.23. To this regard, about 64 (64%) respondents are above the calculated mean while 36 (36%) respondents are failed below the mean value. Therefore, according to the data on the above table, educational research contributes much to the different fields of education like teachers educational development (TDP), to school improvement (SIP), and to quality education.

As far as Sub-City officers and principals are concerned, they responded positively the importance of educational research to different fields. They were all rounded to reflect their ideas about the importance of educational research. For example, some of the common reflections from Sub-City officers and School principals were as follows.

According to **Sy**, TDP (Teachers Professional Development), represents the development of teachers' knowledge and skill to develop their profession. SIP (School

Improvement Program) on the other hand, focuses on identifying the problems of schools and finding solutions to bring effective learning outcomes. Therefore, research plays an important role to inter-connect and relate both concepts which will lead to quality education in the long run.

**Pdt** also said, A teacher who practices (conducts) research has access to get as much information as he/she needs from reading different sources like; books, documents, internets and others. On their way, they will be aware of new information and develop their research skills and knowledge. It is this chance that makes teachers confident to find better teaching methodologies, to try to produce effective learners by finding different ways and solving problems that affect the teaching-learning activities. In addition, teachers evaluate textbooks and the curriculum to get something better. At the end of the day, the teachers and the learners co-operatively will achieve quality education. Therefore, by doing research teachers can improve their profession, the quality of education and the development of education in general.

**Pm:** A second Principal (Pm) from another school has said the following;

One important objective of SIP is to improve the learners' academic performances and to give ethical consideration to the learning behaviors of students. With regard to this, research contributes a great role in assessing the causes and effects of the learners' weak academic performance and their ethical problems. In our school, studies are mainly tried to focus on issues related to areas that build confidence learners academic and ethical performances (like; drop outs, late comers, over promotion, repetitions, etc.). Research on the other hand has very important role in developing the teachers' profession. In order to conduct research, teachers need to have knowledge and skill,

they have to read and refer different researches or documents, what ever, made by others. This helps them to develop their profession. To this regard, quality education becomes a result of SIP and TDP. Therefore, directly or indirectly research contributes to SIP, TDP and QE.

*Interview*

Like wise, interview responses from sub-city officers and school principals indicated that they had clear understanding about the link between research and the newly implemented programs, SIP and TDP. The researcher felt confident in that the respondents shared their ideas among teachers to develop their research potentials.

#### 4.4. Ranking the Variables that Encourage the Potentials of Teachers to Practice Research

**Table 7: Teachers responses in giving ranking order to variables according to their importance**

No	Variables	Responses to ranking variables												X
		1		2		3		4		5		6		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Teachers attitude towards educational research	20	20	19	19	21	21	21	21	11	11	8	8	3.08
2	Mentoring Support/ help from others	10	10	17	17	16	16	17	17	24	24	16	16	3.76
3	Teacher's educational qualification	35	35	13	13	14	14	19	19	7	7	12	12	2.86
4	Teacher's research skill and knowledge	15	15	23	23	29	29	9	9	16	16	8	8	3.12
5	Teaching experience and opportunity to practice educational research.	11	11	19	19	11	11	19	19	31	31	9	9	3.67
6	Incentives for researchers	9	9	9	9	11	11	13	13	12	12	46	46	4.48

The table above represents as to whether or not the stated variables are important to practice educational research. Accordingly, the mean score value indicated to the variable incentives to researchers encouraging the practice of educational research is found 4.48. As it is seen, this value is much greater than the others and is ranked as

number one. This shows that providing incentives to teacher researchers is relatively important than the others. On the other hand, lack of incentives could affect teachers much higher than the others to practice research. A similar emphasis was also given to mentoring support/help from others as an important factor and ranked second with a mean score of 3.76. To the average, minority of the respondents rated educational qualification the list with a mean score 2.86.

*interview*

According to most of the sub-cities and principal participants, all the variables are equally important for teachers to conduct research. That is why all teachers do not actively involve in research activities. If possible the fulfillment of all the variables do not leave gaps to any one who wants to conduct research, But, having the shortage of the factors, if one is highly committed and interested from inner, it may be possible to do some but not satisfactory. This indirectly shows, commitment and interest have a little bit dominant and can come to the first ranking order than the others.

#### **4.5. Teachers' Potential to Practice Educational Research**

One of the principal objectives of this study was the idea that teachers could be involved in researching to learning in their own setting (the school) based on educational issues. The critical question emphasized was whether or not teachers have the potentials to practice educational research. In an attempt to explore the potentials of teachers to practice research, about twelve statements were presented. The statements contained all the variables (Attitude, support from others/mentors help), qualification, research skill/knowledge, experience and incentives they provided) that were suggested by scholars on the literature part of this study. Those variables directly or indirectly affected

the teachers' research practice. The table below represents as to whether or not teachers have the qualities of all the variables maintained that encourage them to practice research. The sum total of all the variables was assumed to measure the intended potentials of teachers. To this regard, Participants were asked to respond their agreements or disagreements to the given statements by choosing one among the alternatives in a four-point likert scale ranging from strongly agree to strongly disagree. The teachers' responses towards those variables were as follows.

**Table 8: Teachers responses to the statements relating the teachers' Potentials in doing educational researches**

**Table 8.1: Responses of Teachers towards the Attitude Related Statements**

Statements		Teachers' responses to the statement								X
		SA		A		DA		SD		
		No	%	No	%	No	%	No	%	
1	I have positive attitude towards practicing educational research.	79	79	20	20	1	1	0	0	3.78
2	Teachers have better opportunities to identify educational problems and to find solutions.	64	64	26	26	6	6	4	4	3.50
3	It is the responsibility of only University teachers and other professionals to conduct research.	65	65	19	19	7	7	9	9	3.40
<b>Total</b>		<b>208</b>	<b>69.3</b>	<b>65</b>	<b>21.7</b>	<b>14</b>	<b>4.7</b>	<b>13</b>	<b>3</b>	<b>3.6</b>

\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree

As shown in table 8(8.1), items 1, 2, 3 were indicated to know whether or not teachers have positive attitudes towards practicing educational research. Very surprisingly, 99 percent of the respondents showed their agreement in that they have positive attitude

towards practicing educational research. About 90 percent indicated their agreement to item 2, while 84 percent disagree to item 3. The overall responses to the statements related with attitude approach to the highest measuring scale 4. That is 91 percent responded positively with mean score 3.6. Therefore, this result could be one indicator for teachers to have potentials to practice research. However, since there are other variables too, attitude only could not measure the potentials of the teachers. Knowledge and skill are the most encouraging factors to teachers to practice educational research. Thus, in order to be effective in doing the research tasks, one is expected to be equipped with the necessary skills on how to carry out the activities.

It is the teachers purposive and free informed by knowledge and understanding, with clearly articulated values and a repertoire of practical skills, that he/she saw as the critical agent in the educational enterprise and the ultimate focus of his views on research (Stenhouse, 1975).

**Table 8.2: Responses of Teachers towards Knowledge related statements**

No	Statements	Teachers' responses to the statement									
		SA		A		DA		SD			
		No	%	No	%	No	%	No	%		
5	I don't have much knowledge and skills on the methodology of educational research.	28	28	38	38	26	26	8	8	2.86	
6	I have to be assisted and helped by colleagues or others to conduct effective educational research.	28	28	53	53	15	15	4	4	3.05	
8	I have taken research courses while I was in higher Institution but I have forgotten the scientific procedures to conduct educational research now.	23	23	35	23	29	29	13	13	2.68	
12	It is difficult for me to identify much of the teaching-learning problems.	41	41	39	39	13	13	7	7	3.14	
Total		120	30	165	41.3	83	20.8	32	8	2.6	

\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree

In table 8 (8.2) above, Statements 5, 6, 7 and 12 were related to knowledge and rated negatively warded. About 71.3 percent showed their agreement while 28.8 percent disagree with average mean score 2.6. As it is seen on the table, the statements are negatively stated and the sense of agreement meant they have the knowledge and skill but somehow not sufficient enough. About 28.8 percent of the teachers showed their disagreement. This indicated that teachers may need some in-service training to develop their knowledge and skill. In regards to this, one of the aims of CDP (Continuous Professional Development) is to develop the basic knowledge, skills and attitudes teachers needed in C.R MOE, 2004)

**Table 8.3: Responses of Teachers towards Interest, Qualification and Experience Related**

**Statements**

No	Statements	Teachers' responses to the statement								
		SA		A		DA		SD		X
		No	%	No	%	No	%	No	%	
4	I want to conduct educational research as a means to be promoted in my career.	30	30	38	38	23	23	9	9	2.89
7	I am well qualified to conduct educational research.	20	20	42	42	30	30	8	8	2.74
11	I have developed rich experience in the teaching profession to practice educational research.	30	30	34	34	26	26	10	10	2.84
<b>Total</b>		<b>80</b>	<b>26.6</b>	<b>115</b>	<b>41.3</b>	<b>79</b>	<b>26.3</b>	<b>27</b>	<b>9</b>	<b>2.82</b>

**\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree**

Regarding to the level of interest, experience, and qualification in 8 (8.3) to the research potentials the participants' responses was found around the same rating scale area, although some significant difference is observed. Fore instance; with regard to the teachers research interest (item 4), 68 percent with a mean score (2.89) of the

respondents agreed in that they are interested to conduct educational research, while 32 percent disagreed. In connection to qualification (item 7), 62 percent agreed as they are qualified to conduct research and 64 percent agreed as they are experienced to practice educational research. The lowest percentages; 32 percent, 38 percent and 36 percent left to against the agreement to the statements. For the statements relating to interest, majority of the respondents to the average; 62.7 percent agreed and minority of them about 35.3 percent disagreed. In this regard, it could be possible to say that teachers have fulfilled one of the criteria's of the potentials to practice educational research.

**Table 8.4: Responses of Teachers towards Training Related Statements**

No	Statements	Teachers' responses to the statement								
		SA		A		DA		SD		
		No	%	No	%	No	%	No	%	
9	The trainings and workshops given by the institution where I am working helped me to get sufficient knowledge about educational research.	28	28	31	31	26	26	15	15	2.72
10	I did not attend any in-service training which can develop my knowledge and skills of educational research.	24	24	24	24	30	30	22	22	2.50
<b>Total</b>		<b>52</b>	<b>26</b>	<b>55</b>	<b>27.5</b>	<b>56</b>	<b>28</b>	<b>37</b>	<b>18.5</b>	<b>2.6</b>

\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree

The other important variable discussed under the same table 8 (8.4); was the training. One encouraging factor to teachers in research practice is training. Teachers who lost opportunities to get something during the pre- service training can develop by in-service training. It has important roles in facilitating the working conditions of teachers. In connection to this, teachers were asked as to whether or not they attended any in-service training to develop their research potentials in terms of knowledge and skill. Items 9 and 10 indicated training related statements. About 53.5 percent of the participants tried to express their agreement to training with an average mean score 2.6.

This value approaches far a distance from the highest measuring scale in the study. It indicated that the training given to teachers was not much satisfactory for the development of the teachers' research potential. Relatively, a small minority of the respondents (46.5 percent) disagree to the statements related to training. This shows that there is lack of research training given to develop their research skill/knowledge to practice research. It may also have an influence on the teachers' research potentials. The responses given to qualification also seem a little bit lower. The reason may be the term qualification is used relating to research for this study, and from experience teachers at high school levels are not specialized in research activities.

In general, about 70.1percent of the total respondents agreed to the statements which represent the potentials of teachers, while small minorities about 29.9 percent fall within the lowest scale disagree. On the other hand, the expected mean is 29 percent while the observed (calculated mean) is found 36 percent. Since the calculated mean is greater than the observed mean, one can say that teachers have the knowledge to practice educational research.

The total average mean of the distribution of teachers from among the whole population is found 36.1.

#### Independent T-test

Below and above mean	N	Mean	Standard Deviation	Mean diff.	t- value
Above Mean	53	39.25	2.91	7.88	13.81
Below Mean	47	31.36	2.77		

\*t-critical =1.98 (i.e. value of t-at  $p < 0.05$  from the table)

The distribution of teachers above the mean is 53 and has a mean value 39.25 with standard deviation 2.9. Those teachers below the mean in the distribution are found 47 with mean value 31.36 and standard deviation 2.77. The mean difference between the two groups (below and above the mean) is 4.73 and the t-independent test for the significance of difference which is 7.88 at 98 degree of freedom where  $p < 0.05$  is greater than the critical t value is 1.980. Since the calculated mean difference among the two groups is greater than the critical t-value, in the one hand, it shows that teachers have the potentials to conduct research. On the other hand, it indicates that there are potential differences among the teachers themselves.

#### **4.5.1. Comparisons among the Variables Attitude, Knowledge, Training and Interest under Table 8**

In table 8 (8.1, 8.2, 8.3, and 8.4) above, it was observed that there was a variation (highness and lowness) in the degree of agreement and disagreement of respondents on the different factors of the teachers potential indicators. The cumulative results of all the variables are now summarized in table 9 below. According to the researcher, this table could help one to decide as to whether or not teachers have the potentials to practice educational research. The findings of the results about the variables are also discussed.

**Table 9: Comparisons among the Variables that Encourage the Potentials of teachers**

Variables	Agree (by percent)	Disagree (by percent)	X Score
Attitude	91.0	9.0	3.6
Knowledge	71.3	28.8	2.9
Interest	64.7	35.3	2.8
Training	53.5	46.5	2.6
<b>Total</b>	<b>70.1</b>	<b>29.9</b>	<b>2.98</b>

According to the data on table 9, teachers have extremely high positive attitude (91 percent), have good knowledge/skill (71.3 percent), they are interested but not much (64.7percent) and trained but not satisfactory (53.5 percent), which is 91: 1.3: 4.7: 3.5 in ratio. Although, attitude is one important factor unless all the variables are equally increased, the research-work of teachers might not be achieved as it is expected. However, the total average of all the variables is found 70.1 percent and the mean score is 2.96. This value shows that teachers are capable of doing researches.

*interview*  
**4.5.2. Interview Results from Sub-City officers and School Principals' about the Potentials of Teachers to Conduct Educational Research**

During interview, some group of participants said that teachers at secondary high schools have sufficient potentials to conduct educational research. Their evidences to their response were, 1) teachers' at high sigh schools are qualified with a minimum of first degree, 2) it is believed that teachers at high schools conducted research (s) while they were in the higher institutions, 3) trainings based on action research and others were given and 4) most of the teachers are experienced.

For the researcher, it is an interesting finding. However, there are also some contradictory ideas reflected from the respondents. In line with this in the interview, surprisingly, one principal said the following;

*Interview*  
"Teachers in our school have high degree potential to practice educational research. They have sufficient knowledge, experience, and they know the school environment well. So, they are able to do research and solve educational problems. But, they seem ignorant and less interested to involve in research activities." (Pda: 2001)

A respondent from one sub-city also has said;

*Interview*  
*"Research is not as simple as any other tasks. It needs or required interest, devotion, commitment and a wide research knowledge and skill.*

*Although teachers have the potential to practice educational researches, they do not want to accept as it is their own task. Most of them think that their task is only teaching in the classroom. They are not interested and committed to do researches."(Py: 2001)*

By implication, since potential is defined in terms of both knowledge and interest it might be difficult to say that teachers who lose these variables as mentioned above have high potentials. However, it is assumed that there may be other reasons to be seen for teachers to lose their interest in doing researches.

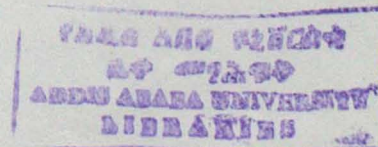
Some participants from other sub-cities and school principals reflected their views by saying;

It is difficult to say surely all teachers have the awareness, knowledge and skills of research. Moreover, there are also other administrative and institutional factors (like; lack of trainings, lack of creating awareness) in our side that limit to update the potentials of teachers to practice research. According to their judgments, only those teachers who passed those challenges and contributed some research works are said to have potentials.

The rest of the sub-cities and principals participants related the teachers' research practice to their career development. According to these participants; some group of teachers were involved in the practice of research. However, their involvement was for the interest of developing their career or to promote from one stage to the next in the system.

Looking at the three <sup>inference</sup> ~~group's~~ participants responses the researcher has found the following;

In the first group of participants'; qualification, teachers' educational background and the in-service training given were stated as major encouraging factors to say teachers have the potentials to practice educational research or not. However, according to literature as far as research potentials are defined, the attitude, interest, mentor/ help from others, teaching experience and the benefits of research to teachers should also be taken into consideration. Therefore, in my opinion, the variables the sub-cities mentioned in the first group to say teachers have potentials to practice research may not be satisfactory since there are other variables too.



According to the second group sub-cities participants, their parameters to judge the potentials of teachers to practice educational research were; the complexity of research, the lack of awareness, the lack of teachers research knowledge and skills and the administrative and institutional factors. For these reasons they were not fully confident to say all teachers have the potentials to practice educational research. They identified who were said to have potentials and who have not. In response to the second group participants, their views direct some one to revise the literature part related to the issue. The third group of respondents seemed totally rejected the link between the teachers potentials and the research practice. Their suggestions seemed to imply that teachers have not the potential to practice research and yet, they involved in research activities to get promotion only. I think the ideas suggested were some how contradictory. In the one hand, if teachers have not the potentials to practice research, they couldn't involve and conduct research what ever promotion there is. Thus, the sub-cities themselves need to see wisely and fairly the evaluation criteria of teachers to promote from one stage to the next relating to research. On the other hand, it seemed the sub-cities administrative have lack of awareness about the implementation of the new policy regarding the practice of teachers' research.

*Doc Analysis*

#### **4.5.3. Document analysis to insure as to whether or not teachers have the potentials to conducted research**

Documents were analyzed to get relevant data. Data obtained with the help of the other instruments can be cross-checked by looking documents. Thus, the researcher has found the instrument very important. The above table represented documents contributed by teachers at different sample schools in the study.

Out of the total 18 documents the researcher observed, about 14 of them were found hopeful in the eyes of the researcher. They were well organized in the way one has to do. For instance;

Topic- The topics of their study were in one way or the other related to the teachers' subject area or the whole education system in general. For example;

- "The Impact of Mathematics Clubs in Learning Mathematics: A Comparative Study among Two Different Schools",
- -"Transition from a Shift System to a Full-Day Class Teaching-Learning Process: Prospects and Challenges",
- -"The Causes and Effects of Late comers, Drop outs, and Repeaters",

Regarding the Overall content of the papers, all have well done and formatted out cover Pages, Table of Content, Introduction, Literature, Analysis, Conclusions and Recommendations-were given.

#### **4.6. Reflections from Participants in the FGD as to whether or not Teachers have the Potential to Conduct Educational Research**

As FGD was one important instrument for the study, the reflections found from participants under the discussion were recorded and analyzed carefully. For the question as to whether or not teachers at secondary high schools have the potentials to practice educational research was not different from that of the responses obtained by interview respondents.

According to FGD respondents, Teachers at secondary high schools are not identical in their teaching behavior. There are outstanding, brilliant, committed and interested

teachers to their job. At the same time there could be teachers who want the profession to stay as a bridge until they get a better one. For reasons of the later teachers, they have rich potentials (knowledge, skill, positive attitude, interest, etc.) to participate in educational research, because they are always in reading to update themselves to the real situation. However, due to certain constraints like; time, money, lack of incentives, lack of motivation, etc. they could not find the practice of research as smooth as they want. Of course, with all these constraints there are teachers who try to do all their best and show their maximum efforts. However, there is no any motivating or encouraging factor provided to those teachers. This de-motivates not only those who practice the research activities but all others too. That is why teachers are less interested in the field of research practice.

#### **4.7. Factors Affecting the Potentials of Teachers Research Practice**

In studying the factors affecting educational research, different researchers have given different categories. I think it could be most probably depending upon the place and situation. In this study several constraints were found and categorized under three main branches. Assuming that the problems could come either from inside or outside (internal or external) the setting area, the researcher categorized as Administrative, Institutional and Personal factors depending on the level and type of the problems. The following tables were developed accordingly.

#### 4.7.1. The Administrative Factors affecting the Teachers Research Practice

**Table 10: Teachers responses to the ranking administrative that affects the practice of educational research**

No	I- Administrative factor	Teachers' responses in giving ranking order to												X score
		1		2		3		4		5		6		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Lack of training	36	36	12	12	8	8	6	6	21	21	17	17	3.15
2	Lack of incentives	30	30	13	13	19	19	16	16	14	14	8	8	2.95
3	Lack of publication	4	4	13	13	28	28	19	19	20	20	16	16	3.86
4	Lack of recognition	14	14	36	36	20	20	13	13	9	9	8	8	2.91
5	Lack of expectation	5	5	13	13	15	15	14	14	22	22	31	31	4.28
6	Lack of promotion	9	9	12	12	13	13	32	32	15	15	19	19	3.89

Teachers were asked to rank the administrative factors according to the degree of influence to practice educational research. Accordingly, as it is seen on the above table, the lack of expectation dominates the others to be ranked in the first order as a common administrative factor with a mean score 4.28 (71 percent) that affect the practice of teachers educational research. Most likely from experience, practicing research is considered as something impossible both by teachers and the administration. In order research to occur, first teachers have to feel it is an activity they are expected to engage in, and the administration has to give place and time for teachers to engage in the activity. Generally, as to the responses given by teachers, the ranking order of the administrative factors according to their influence to the practice of educational research is put as; 5,6,3,1,2 and 4 with mean values 4.28, 3.89,3.86,3.15,2.,95 and2.91 respectively. This shows that although all the factors have their own contribution to affect the teachers practice, the degree of influence differs one from the other and at different administrations.

There were also who stood lack of incentives, lack of publication, lack of recognition and lack of promotion in the first rank order, but their mean value is relatively less than the first one.

Sub-city officers were also asked as to whether or not they were providing those items that were stated as factors to teachers to encourage in the research practice. Very surprisingly, majority of the sub-cities responded that they provided nothing except training. Even the training was not given particularly in educational research, but on other areas such as; classroom management, active learning, continuous assessment including "action research.

They were also interviewed to rank the factors from the most affecting one to the list. While this question was asked, different facial expressions were observed, some were laughing, some were surprised and others were aggressive. The responses heard from all the participants were identical. Their response was;

Unless nothing is provided how it could be possible to rank them, they are all equally affecting the teachers practice, they said. Finally, they blamed themselves and considered the administration as one factor.

**Table 11: Teachers' responses as to whether or not administrative factors affect research practices in their respective schools**

No.	Administrative factors	Responses								X score
		Agree				Disagree				
		4		3		2		1		
		No	%	No	%	No	%	No	%	
1	In my school, trainings related to educational research are constantly given by the administration for teachers to practice research.	16	16	14	14	31	31	39	39	2.07
2	Teachers have not been provided with incentives by the administration to practice educational research in their fields.	18	18	10	10	38	38	34	34	2.12
3	Teachers recognize their classroom as a site for generating knowledge to be aware of doing educational research.	27	27	42	42	24	24	7	7	2.89
4	Acknowledging teachers who conduct research is not a common practice in the school where I am working.	7	7	26	26	33	33	34	34	2.06
5	In my school teachers who have engaged in research activities have high expectation by the school community.	11	11	33	33	41	41	15	15	2.40
6	Teachers have to be paid sufficient salary as an incentive to conduct educational research.	43	43	23	23	16	16	18	18	2.91
7	In my school educational supervisors play important roles in the practice of educational research.	20	20	20	20	29	29	31	31	2.29
8	I do not believe introducing/promoting teachers' researches has any advantage for the researcher.	31	31	17	17	23	23	29	29	2.50
<b>Total</b>		<b>173</b>	<b>21.6</b>	<b>185</b>	<b>23.1</b>	<b>235</b>	<b>29.4</b>	<b>207</b>	<b>25.9</b>	<b>2.15</b>

Teachers were asked to rate the given statements as to whether or not the stated administrative factors affected their involvement or practice in research activities. On the above table, in general, 44.7 percent agreed to and 55.3 percent disagree to the statements. By implication this shows that there were problems from the side of the administration.

It is also observed that there is a close relation ship among the mean scores of the responses that evaluated the administrative factors. The difference seemed

insignificance; however, there is a dominance of one factor over the other. For example, the responses of teachers to be paid sufficient salary as an incentive to conduct educational research more affected than the others with a mean score 2.91 and about 66 (66percent) teachers which shows majority of the respondents agreed. The smallest mean score 2.06 in which only 33 (33 percent) agreed is marked for the statement acknowledging teachers who conduct research is a common practice. In this case majority of the respondents (about 67 percent) showed their agreement for the same issue. According to the researcher's understanding, factors which affected one school may affect differently at other schools because it depends upon the nature of their administration.

### Independent T-test

The total average mean of the distribution of teachers from among the whole population is found 19.20.

Below and above mean	N	Mean	Standard Deviation	Mean diff.	t- value
Above Mean	48	21.70	1.91	4.72	12.89
Below Mean	52	16.98	1.75		

The distribution of teachers above the mean is 48(48%) and has a mean value of 21.74 with standard deviation 1.91. Those teachers below the mean in the distribution were found 52(52%) with mean value 16.98 and standard deviation 1.75. The mean difference between the two groups (below and above mean) is 4.73 and the t-independent test for the significance of difference is .893 at 98 degree of freedom. The calculated t- value at  $p < 0.05$  is greater than the value of the t-critical value which is 1.980.

*interview*

As the responses from interviews reminded, both the principals and sub-cities blamed themselves as they were not co-operative to provide the necessary incentives and rewards to teachers who conducted research or any written document based on issues related to education. As interview results showed on factors affecting the practice of teachers' research in secondary high schools indicated the following as the major constraints from the sides of administration; lack of sufficient research awareness, lack of incentives or rewards, lack of giving attention to the research activity, lack of sufficient training, loring teachers to involve in different co-curricular activities, lack of supporting materials.

The problems of the administrative factors, as the responses from some teachers during group discussion revealed, most teachers become de-motivated and depressed to continue conducting research. This leads teachers to complain against their administration, For example, witness was given by a teacher from one school during focus group discussion as follows;

*interview*

"I was selected as a model representative teacher from my school and my sub-city as a whole besides my involvement in research works and other co-curricular activities. Competent representatives were also selected from different sub-cities to participate in the teachers National-Meeting in Harare by 2001. I swear you! We left our home with empty pocket and we returned back with empty pocket. Per dime paid for all the necessary expenses (food, drinking, and bed rented.) was 70 Birr. Can you imagine how we stayed until the end of the day?" he said.

Teachers complain against the administration has greater value. Because, however skilled a researcher is in the practice of his research, and however knowledgeable he/she may be about the education process, he/she unlikely to be able to produce results of real assistance to administrators unless an experienced administrator gives the right perspective on his subject and advice.

#### 4.7.2. The Institutional Factors affecting the teachers Research Practice

**Table 12: Teachers responses to ranking institutional factors that affect the practice of educational research**

No	II- Institutional factors	Teachers' responses in giving ranking order to												X
		1		2		3		4		5		6		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Lack of awareness	25	25	12	12	10	10	10	10	7	7	36	36	3.7
2	Too much teaching load	19	19	17	17	13	13	17	17	23	23	11	11	3.4
3	Lack of facilities	10	10	16	16	29	29	25	25	15	15	5	5	3.3
4	Lack of collaborative work	7	7	12	12	23	23	18	18	27	27	13	13	3.8
5	Teachers working condition	13	13	32	32	18	18	15	15	15	15	7	7	3.1
6	Lack of fund	24	24	14	14	5	5	16	16	11	11	30	30	3.60

Teachers were also asked to rank the institutional factors that affect the practice of educational research. In ranking the institutional factors, about 25 percent of the participants put the lack of awareness in the first order; others about 24 percent have ranked the lack of fund in the first position. However, for the convenience of the data, the researcher has used the mean score value and found the following findings:

As indicated in table 12 the lack of collaborative work in which 7 percent of the teachers responded on the average is marked the first most significant factor with a mean score 3.85. Collaborative work has a paramount importance in doing research tasks. It gives

partners opportunities to come together as researchers or teachers to share ideas, learn one from the other and to get new information and develop knowledge. Regarding collaboration, Wallas and Lauden (1990) stated that the preconditions for successful professional growth were to be found not in the qualities of the program, but in the qualities of collaboration. Since one of the roles of practicing research is for professional growth, the lack of collaboration affects the teachers' research practice and further their professional development.

The lack of awareness with a mean score 3.70 has taken the second rank. Others were also ranked in a similar fashion. Relatively, the teachers working condition has little effect to the teachers research practice. All in all the responses of teachers towards the institutional factors is extremely high as the mean value indicated.

**Table 13: Teachers' responses as to whether or not Institutional factors affect research practices in their respective schools**

No	Institutional factors	Teachers' responses to institutional factors								
		4		3		2		1		X
		No	%	No	%	No	%	No	%	
1	Teachers get clear awareness about the concept of educational research from their institute.	28	28	31	31	28	28	13	13	2.74
2	Teachers couldn't actively involve in the practice of educational research due to the maximum teaching load they have.	11	11	24	24	32	32	33	33	2.13
3	In my school teachers are provided with sufficient facilities and resource materials to practice educational research.	14	14	14	14	39	39	33	33	2.09
4	I feel research initiatives lack positive collaboration among the school members where I am working and the different institutions to maximize the teachers' research knowledge and skill.	10	10	25	25	44	44	21	21	2.24
5	My school creates favorable working condition for teachers so that everyone can take part in conducting educational research.	10	10	15	15	43	43	32	32	2.03
6	There is a problem to get fund to conduct educational research, to enrich the teacher's personal and professional growth in my school.	15	15	10	10	36	36	39	39	2.01
	<b>Total</b>	<b>88</b>	<b>14.7</b>	<b>119</b>	<b>19.8</b>	<b>222</b>	<b>37</b>	<b>171</b>	<b>28.5</b>	<b>2.22</b>

The statements on the above table 13 dealt with the influence of the institutional factors in the practice of teachers' research. As one can be observed on the table majority of the participant respondents have shown their disagreement to the statements related to facilities, working condition, teaching loads, and positive collaboration. It was only about 59 percent of the respondents agreed the lack of awareness affected the practice of research. As it is observed, almost all the factors seemed had nearly equal influence to affect teachers to practice research. At this stage the researcher reached to complain their institution as there was no encouraging condition to conduct research. On the other hand, it showed there was no strong link between teachers' research activities and their institution. Institutions have to take seriously the practice of educational research as part of the teachers' job to minimize the factors.

### Independent T-test

The mean value of the distribution is 13.24.

Below and above mean	N	Mean	Standard Deviation	Mean diff.	t- value
Above Mean	41	16.21	2.51	4.89	11.60
Below Mean	59	11.32	1.70		

The distribution of teachers above the mean is 41 (41%). It has got a mean value of 16.22 and standard deviation 2.52. Those teachers below the mean are 59 (59) and has a mean value of 11.32 and a standard deviation 1.71. The mean difference among the two groups is 4.89 and the t-independence test for the significance of difference is .212 at 98 degree of freedom. The calculated t-value at  $p < 0.05$  is greater than the t-critical value.

The findings from interview concerning the factors that affect the practice of teachers' results; Lack of motivation, lack of incentives and rewards, too much teaching load, Lack of recognition, lack of giving positive feedbacks as major constraints. Principals of all the sample schools agreed in that there is no much support from the side of the institution.

#### 4.7.3. The Personal Factors Affecting the Teachers Research Practice

**Table 14: Teachers' responses in giving ranking order to the Personal factors**

No	III- Personal factors	Responses													
		1		2		3		4		5		6		X	
		No	%	No	%	No	%	No	%	No	%	No	%		
1	Lack of research knowledge and skill	29	29	7	7	7	7	8	8	11	11	38	38	3.7	
2	Lack of incentives	34	34	10	10	18	18	13	13	15	15	10	10	2.9	
3	Lack of adaptation of peer work/group work	6	6	24	24	20	20	26	26	18	18	6	6	2.8	
4	Lack of involvement	11	11	21	21	25	25	17	17	16	16	10	10	3.3	
5	Lack of expectation	5	5	14	14	19	19	22	22	26	26	14	14	3.9	
6	Lack of promotion	15	15	23	23	11	11	15	15	14	14	22	22	3.5	

Regarding to the personal factors, the lack of expectation seemed the most likely significant factor affected the research practice as shown in table, 14. This factor in which only 5 percent of the respondents put in the first rank was found the problems of teachers that affected them from practicing research. This could be seen in two ways. On the one hand, teachers themselves seemed ignorant to practice research. They did not expect themselves as the responsible ones' to practice educational research. On the

other hand, teachers lack expectations as they were able to practice research by others such as, parents, employers, and the community.

**Table 15: Teachers' responses as to whether or not personal factors affect research practices in their respective schools**

No.	Personal factors	SA		A		DA		SD		X
		4		3		2		1		
		No	%	No	%	No	%	No	%	
1	I am afraid to say that I have the knowledge and skill to conduct research in my field.	36	36	29	29	23	23	12	12	2.86
2	I have high level of interest to conduct educational research.	42	42	41	41	16	16	1	1	3.24
3	I still need to adapt working in pairs or groups to develop my research knowledge and skill.	39	39	50	50	10	10	1	1	3.27
4	I love my profession and I am committed to contribute my share in conducting educational research.	46	46	32	32	12	12	10	10	3.14
5	I feel conducting research is time consuming to manage.	20	20	25	25	36	36	19	19	2.46
6	I prefer working for extra money rather than spending time on conducting researches.	28	28	27	27	23	23	22	22	2.61
7	I don't want to conduct research since it is an additional work.	34	34	41	41	11	11	14	14	2.95
Total		245	35	245	35	131	18.7	79	11.3	2.8

**\*SA=strongly agree, A=agree, DA=disagree, SA=strongly disagree**

Considering the personal factors about 70 percent of the teachers showed their agreement that the factors highly affected the practice of teachers' research, and 30 percent responded as the factors moderately or less influence to the research practice.

Interestingly, they indicated how much the lack of collaborative work among the administration and teachers, the lack of interest and the lack of commitment affected the practice of educational research. On the other hand, teachers evaluated themselves as they were highly interested and committed to practice educational research. About 83 percent of the teachers said that they have high level of interest to conduct educational research and about 78 percent agreed as they were committed. This shows that among all the personal factors that affected the teachers practice, the lack of interest was found the most dominant one. It is true that if someone has not the interest for doing research, how matter other things are fulfilled, there would not been done effective work. Interest is the major driving force behind research (seyoum, 1998). Interest is not like other external factors that one can change as he/she wants or not. It is from inside and in the hands of the individual. In fact, it may be possible to make someone interested to something by doing things better.

### Independent T-test

The mean value of the distribution is 20.56.

Below and above mean	N	Mean	Standard Deviation	Mean diff.	t- value
Above Mean	50	23.48	2.31	7	13.36
Below Mean	50	17.64	2.04	.437	

The distribution of teachers above the mean is 50(50%) and has got a mean value of 23.48 with standard deviation 2.31. Those teachers below the total mean are 50 (50) and has a mean value of 17.64 and a standard deviation 2.05. The mean difference among the two groups is .437 and the t-independence test for the significance of

difference is .128 at 98 degree of freedom. The calculated t-value at  $p < 0.05$  is greater than the t-critical value.

*interview*  
Sub-City officers and school principals were also asked during interview as to whether secondary high school teachers were interested and committed to conduct educational research as much as expected. They replied that although research practices in the field of education are much expected currently, most teachers lack interest and commitment. It is also difficult to talk confidently about their research knowledge and skill, they said. In this case I think there is a certain gap among teachers and institutions and sub-cities.

An individual during focused interview personally discussed her opinion as follows;

It is not a matter of interest, commitment or what so ever factors mentioned for teachers not to practice research actively, but it is the lack of research knowledge and skill. Imagine! How many of us have the knowledge of the research methodology? How many of us are granted to begin writing research with full confidence?

She continued saying;

I swear you! We people have the problem of telling the truth. Many of us including me, have problems of organizing the research methodologies. Even sometimes we lost vocabularies to begin writing, let alone the other challenges. To me, if someone is confident enough to these problems, I think the other factors could be under control

(FGDx)

The other group participant strongly argued in the discussion by saying that,

*There is no word to say teachers at high school levels are not able to conduct educational research. Their problem is they are not interested and committed to do so. The reason for this is directly or indirectly related with the schools administrations. In the one hand, research activity is demanded from teachers, but less attention is given to its practicality.*

#### 4.7.4. Comparison among the Administrative, Institutional and Personal Factors

**Table 16: Over all responses of teachers on the factors that affect the practice of research**

No	Factors Affecting Teachers research	Over all Responses								x
		Agree				Disagree				
		No	%	No	%	No	%	No	%	
1	Administrative	173	21.6	185	23.1	235	29.4	207	25.9	2.15
2	Institutional	88	14.7	119	19.8	222	37	171	28.5	2.22
3	Personal	245	35.0	245	35.0	131	18.7	79	11.3	2.80

It is tried to state clearly in the previous discussion that all the administrative, institutional and personal factors have their own role to affect the teachers' research practice. As it is shown in the above, table 16 the mean scores of the administrative, institutional and personal factors are found 2:15, 2:22 and 2:80 respectively. This shows that in all the three areas there were numerous problems that challenged the teachers research practice at secondary high schools. Among other things; the study found out the lack of sufficient salary, lack of recognition, lack of promotion and lack of expectation as major administrative factors. Similarly, the lack of awareness, lack of collaborative work, too

much teaching load, lack of sufficient facilities and lack of favorable working conditions as major institutional factors while, the lack of interest, the lack of collaborative work and the lack of commitment were found as major personal factors. Of course, the degree of influence differs one from the other as it is observed.

The findings under this study were almost similar to those which were done by others years ago in Addis Ababa and other regional high schools. For example, Seyoum (1998) in his study at Addis Ababa High Schools has founded out lack or absence of financial and material resources as well as lack of incentives as major constraints of research activities of that time. Ashenafi (2007) where his study was focused on Gelemso Secondary High schools, has founded the lack of personal competences in research skills, the lack of interest in research and teaching, unfavorable attitude towards research and criteria in promotion, absence of self effort, and commitments to learn about research, and low academic qualification as major factors. However, he did not mention the administrative and institutional factors.

The behavior of teaching profession is the same every where. In doing educational researches teachers who worked around Addis Ababa may be assumed have better access and opportunities to practice research than the other regional teachers. However, in the past the involvements of teachers in Addis Ababa Secondary High Schools were found almost none compared to the total population. This shows that, the attention given to the issue is less everywhere. On the other hand, the culture of practicing educational research at school levels was not adopting and encouraging. With no such conditions it might be difficult to complain teachers' are poor in research

activities. As many of the respondents in this study suggested in the open-ended questionnaires, most teachers considered that their duty is only teaching in the classrooms. They do not want to stay at schools after they finish their class. They need to get extra money for their daily expense (to serve their family, for their children schooling, house rent, transported, etc.).

At present, although focus has not yet given to the challenges that affect the teachers' research practice, some improvements in both the sides of the teachers and the administration is observed. Some teachers are observed conducting written documents based on educational issues. In very rare cases, awareness raising trainings and workshops were tried to be given by the side of the administration (Sub-city Education Departments and the Education Bureau), but most of the time it lacks fairness. In the one hand, the trainings and workshops were not given by the right people who had the skills and knowledge of that particular topic. On the other side, there is no limitation for the trainings to give at the right time as some teachers suggested in the open-ended questionnaires. On the side of the teachers too, after they took the trainings their outputs were not much observed to implement into practice. Although, schools have expected much, most of the schools have still left much to benefit from the teachers research work. If these challenges are genuinely solved and minimized from the sides of the administration, institution and teachers it will not be remained as a hope. It will be seen practically as much research works conducted as it is done until now. I think this will be the way that leads to the attainment of quality education.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

The objective of the study was to identify the potentials and challenges to teachers in practicing educational research in Addis Ababa government Secondary High Schools; to document what has been done in regards to educational research and to recommend the possible conditions for the problems in doing the research activities. During the study, due attentions were given to know the real situations about the issue.

Before the study was conducted, a survey study over 16 government secondary high schools had been made to assess whether or not the culture of research practice was adapted at school levels. It was done successfully and opened the way to continue the next step for the researcher.

After the survey study, Sample questionnaires were prepared and evaluated and commented by colleagues, an instructor and the advisor for the purpose of making pilot study. The purpose of piloting was to insured the validity and reliability of the questionnaire that had been employed for the main study. The pilot had been made with 40 teachers selected from two schools namely, Wondirad and Aboyt Kirs preparatory schools and returned with important feedbacks. The reliability of the questionnaires was found 0.75 at Cronbach alpha level. At this level the questionnaire could be valuable and acceptable. However, certain modifications had been made and the main study started.

The study focused on all the government secondary high schools in the 10 sub-cities in Addis Ababa. To have manageable size and fair coverage of all the sub-cities, representative schools from each sub-city were selected using random sampling technique. An equal number of teachers were also selected from each sub-city using stratified sampling technique.

To conduct the study both qualitative and quantitative descriptive survey methodologies were employed. Questionnaire, interview, focus group discussion and Document analyses were the major data collection instruments used for the study.

The data gathered from teachers through questionnaires were organized, tabulated, coded and analyzed using spss. Numerical, percentage, and men descriptions were given.

The interview schedules were held with all the 10 sub-cities officers and the 10 selected high schools principals. The data was collected directly from the interview using tape-recorder. It was immediately transcribed and coded for analysis. The data obtained from interview was analyzed qualitatively by sandwiching with the other instruments for the purpose of triangulation.

Data collected using FGD and from documents were also analyzed in the same way as the interview did and used for purposes of triangulation. Finally, the findings of the study in relation with the basic research questions were obtained as follows.

## Findings;

✓ With regard to the concept of educational research, the findings showed that most teachers responded the statements related to the concept of educational research positively. Therefore, this finding represented that majority of the teachers were found understanding the concept of educational research. (Please, see tables; 3, 4 and 5)

In responding the importance of educational research to the different fields, an average of 95.3 percent of the total sample respondents agreed that educational research is important to improve the teachers' professional development, to school improvement, and to bring sustainable education development. (Please, refer to table-6)

Regarding the potentials of teachers to practice educational research at school levels, majority of the sample teachers 70.1 percent proved that teachers were potentially capable of practicing educational research. Moreover, 91 percent of teachers have positive attitudes towards the practice of educational research, 71.3 percent have the knowledge and skills and 64.7 percent have the interest to practice educational research. The less percentage interest was also found as a major factor for the practice of teachers' research as commented by most participants during interview. The very minority respondents, 53.5 % represented that their participation in trainings related to educational research was less. (Please, refer to table-9)

### Factor

It is found that the practice of educational research at school levels is an important and timely issue for the teachers' professional development, for the school improvement and for the achievement of quality education. But, the lack of encouragements, the lack of

incentives,/rewards, the lack of trainings, etc. as mentioned above, become obstacles for secondary high school teachers to practice educational research. Interview results revealed that all sub-city officers and school principals have taken the initiatives for the causes of the factors that affected the teachers' research practice. The responses found from interviews indicated that, except very few sub-city officers and principals, all have commented themselves as they did not do what is expected from them in encouraging teachers to practice educational research in their respective settings (schools). I think this problem has a major effect on the teachers' research practice.

✓ The findings of the study indicated that both the administrative and institutional factors greatly influenced the practice of teachers towards educational research. As to the researcher, although, the findings showed the factors as reasons or challenges to teachers to involve as much as expected in the research practices, if there is high level of commitment and interest in the side of the practitioners, it was possible to dominate other factors and in reach the expected goal. This was practically observed during data collection from documents. The more committed and interested teachers had challenged the factors and conducted researches for the schools they served. Therefore, although the degrees of the administrative and institutional factors were found more influence, teachers as personal factors had also found as major constraints not to conduct as much researches as expected.

## 5.2. Conclusion

At present, educational research is found an important issue. Due to its contribution to the teachers professional development, to the school improvement programs, for the attainment of quality education and further for sustainable education development, Teachers can professionally growth and promoted from one education level to the next when they contribute educational research as part of the other criteria's. It is also stated that schools are the right places where research practices implemented. Because schools are places where professional practitioners (teachers), the beneficiaries (students), and the process (the teaching-learning process) are found. This helps to share professional experiences, identify needs and seek solutions to problems. Thus, the purpose of this study was to assess the potentials and challenges of teachers in practicing educational research at school levels. Therefore, the following conclusions are drawn from the view points of the findings of the study.

A large majority of teachers 78.75 percent at secondary high schools have the awareness and understanding about the concept of educational research (please, see tables 3, 4, and 5).

Most teachers at secondary high schools clearly understood the importance of educational research and its contribution to the teachers' professional development, to the schools improvement, to the achievement of quality education and to bring sustainable education development. Having all these understanding, teachers accepted the practice of educational research at school levels is a crucial and timely issue. They

also reached at an agreement to say the practice of educational research is the task of the teacher.

Looking the overall tables which were used to measure the potentials of teachers in practicing educational researches, majority of the respondents to the average; 70.1 percent agreed and minority of them about 29.9 percent disagreed to all the statements used to measure the potentials of teachers in the study. Moreover, the total means score value 2.96 is found above the average test value 2.5. This indicates that to the average, teachers have the potentials to practice educational researches at their settings. Therefore, it could be possible to say that there are indicators like; their degree of qualification, their positive attitude towards research, and their degree of interest that directs one to say teachers have the potentials to practice educational researches. Besides, it is also proved in the independent t- test result that teachers have the potentials to conduct educational research. Of course, this was not the only evidence the researcher observed and went to the final conclusions. It had been tried to cross-check with interview responses from sub-city officers and school principals where the selected teachers served. Also research documents of teachers from selected schools were observed and the speeches of some selected key teachers were taken into consideration during FGD.

In all the instruments used under this study; the Questionnaire, Interview, FGD and Document analysis, it is found that teachers at secondary high schools have the potentials to practice educational researches at all levels of their working environment. However, challenges from different corners tied them from being practiced educational

research. Among other things; the study found out the lack of sufficient salary, lack of recognition, lack of promotion and lack of expectation as major administrative factors. Similarly, the lack of awareness, lack of collaborative work, too much teaching load, lack of sufficient facilities and lack of favorable working conditions as major institutional factors while, the lack of interest, the lack of collaborative work and the lack of commitment were found as major personal factors.

### **5.3. Recommendations**

Research has to be an everyday teacher's activity at schools, because anyone who wants to know the schools' system should not be in lack of research or school documents. To provide one with brief information, it should be the schools which are the real places and the teachers the right persons to take the responsibilities. Therefore, the education department offices and MOE should take the initiatives at least to minimize the factors that affected the teachers' research practice at secondary high schools, in order teachers to conduct as much researches as needed.

In most cases of the real situation in our educational system, reward and even obtaining audiences is considered for senior academics (Universities and colleges at higher institutions). This culture has to be broken and reconsidered as "from every one according to his/her ability to everyone according to his/her contribution." This is to say in the one hand, teachers who serve at secondary high schools have to be encouraged, supported and motivated as much as possible for the purpose of research contributions. On the other hand, those teachers who are already in the system have to be rewarded, appreciated, promoted and published in order to encourage for a better work.

Publication, expectation and promotion are the entire key for success in research, Shipman (1985). Therefore, teachers at secondary high schools, who conduct researches, have to get the chance of publication for the quality of their researches. They also have to get expectations by their staffs, students, bureaus and parents. In addition, they need to get real promotion for their work.

The responsibilities of policy makers should not be limited in making the policies only. There have to be a linking mechanism for follow up until the end of the implementation and the achievement of the outcomes is observed. The concept of conducting research should not be related only to the teachers' career development. The MOE has to create clear awareness to teachers to take conducting research is part of their daily activity.

Continuous trainings and workshops should be prepared by the right persons who are well skilled, have the research knowledge better than others.

Research clubs and centers have to be organized at school levels and those already existing should be supported and strengthen. At the higher level research centers should be organized under the head of MOE to give recognition to all schools teachers who involve in research activities.

Administrations and Institutions have to link and collaborate with teachers to practice educational researches. (MOE→ the Addis Ababa Administrative Education Bureau→ Sub-cities education departments→ Institutions)

Universities and Colleges have to create a link among their respective High Schools and provide with copies of research documents which are done by graduate and under graduate students at the higher institutions.

High schools teachers have to be responsible to try their own best in conducting researches. They have to be committed, interested and should be energetic to stand against the challenges as much as possible.

The work of research is best achieved when it is practiced collaboratively. Thus, all stakeholders have to share what they have, learn one from the other and work hand-in-hand to achieve better in the future than in the present.

## REFERENCES

- Abdinasir Ahmed (2000). A Survey of the Major problems of Senior Undergraduate Students of Addis Ababa University in Conducting Research, in Amare Asgedom, Derbessa Dufera and Zenebe Baraki (eds). *Current issues of educational research in Ethiopia : Proceedings of the national conference held in Nazareth*. Addis Ababa: Institute of Educational Research (pp.127-140).
- Adane Tesera (2000). Bahrdar Teachers college, Instructors Involvement in Educational Research: in Amare Asgedom, Derbesssa Dufera and Zenebe Baraki (eds). *current Issues of Educational Research in Ethiopia: Proceedings of the National Conference held in Nazareth*. Addis Ababa: institute of educational research (pp.141-160)
- althricher, H.posch, P. and Somekh, B. (1993). *Teachers investigate their work: An introduction to the methods of action research*. London and New York.
- Amare Asgedom. (2000). Educational research in Ethiopia: The state of Art and the Art Of the state: in Amare Asgedom, Derbessa Dufera and Zenebe baraki (eds). *Current issues of educational research in Ethiopia: Proceedings of the national conference held in Nazareth*. Addis Ababa: institutional research(69-90).Addis Ababa, institute of Educational research.
- Amare Asgedom. (2004). *Debates in research paradigms: Reflections in qualitative Research in Higher Education*. The Ethiopia journal of higher educational vol-1, No.1
- Anderson, G.(1999). *Fundamentals of educational research*. 2<sup>nd</sup> Edition, London: SAGE publication.
- Ashenafi Tsegaye (2007). *Involvement of preparatory school Teachers in Action Research: The case of Gelemso secondary and primary schools*. Unpublished MA thesis. Addis Ababa AAU.
- Asrat Berhanu (2007). *Diagnosis of educational research in Harmaya University..* unpublished MA thesis. Addis Ababa AAU.

- Barker, P (2005). Research in school and colleges: National educational research forum Working paper 7.2. Retrieved December 5, 2008 from, [WWW.nerf\\_uk.org/about NERF/capacity/practitioners/schools and colleges](http://WWW.nerf_uk.org/about_NERF/capacity/practitioners/schools_and_colleges).
- Befrekadu Zeleke (2000). The educational research gpa in educational Faculty of Addis Ababa University, in Amare Asgedom, Deressa Dufera and Zenebe Baraki (eds), current issues of educational research in Ethiopia: proceedings of the national conference held in Nazareth. Addis Ababa: institute of educational research (141-150) Addis Ababa, institute of educational research.
- Bekalu Atnafu.(2005). Conducting research in private and public Higher Learning Institution: An index for quality Education.
- Bellenger, D.N. (1976). Qualitative Research in Marketing. Chicago: AMA.
- Berhanu Mathews (2008). The Development of Research Culture in Ethiopia Higher Educational Institutions. *Proceedings of National Workshops by the Ethiopian Chapter of OSSREA on language, culture, higher education and development in Ethiopia. Addis Ababa: image printing press (64-80)*
- Borg, S.(2003). "Research Education as an Objective for Teacher Learning". *The Role of Research in Education*. Kent: IATEFL
- Boyd. T.A.( 1976). *Professional Amateur. The Biography of Charles F. Kettering*. New York: E.P. Dutton and Co.
- Burnaford, G., Fischer, J. & Hobson, D.(2001). *Teachers Doing Research: The Power of Action through Inquiry. 2<sup>nd</sup> Edition*, Mahwah, New Jersey> London.
- Burns, A.(1999). *Finding a focus in Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Castles, A. (1997). *Rethinking Mutual Goal in School University Collaboration. Recreating Relationship*. America Press.
- Charles, F. and Hopkins. D. (1980). *Understanding Educational Research*. Indiana State University. Bell and Howell company-USA.
- Christiansen, H. and Goulet, L., Krentz, C., and Marers, M.(1997). *Recreating Relationships: Collaboration and Educational Reform*. New York, Albany.
- Cohon, L. and Manion, L.(1994). *Research Methods in Education*. 4<sup>th</sup> Edition. London: Rutledge.

- Crookes, G., and Arakaki, L. (1999). Teaching Idea Sources and work conditions in an ESL Program. *TESOL Journal* 8(1): 15-19. U.S. Department of State Bureau of Educational and Cultural Affairs.
- Derbess Dufera (2004). The Status of Research Undertaking in Ethiopian Higher Institution of Learning with Special Emphasis on AAU: *The Ethiopian Journal of Higher Education*. 1(1), 83-105.
- Derbessa Dufara (2000). Factors Influencing Research Undertaking in the Institute of Educational Research. In Amare Asgedom, Derbessa Dufara and Zenebe Baraki (eds). *Current Issues of Educational Research in Ethiopia: Proceedings of the National Conference Held in Nazareth (69-90)*: Addis Ababa, Institute of Educational Research.
- Desalegn (2006). Integrating Teaching and Research to Enhance the Quality of Education. *Journal of Education for Development. College of Education Addis Ababa*. Vol. 1.
- Dougiamas, M. (1998). *Factors Affecting educational Research in W.A Schools An Essay on Recent trends and opportunities in "educational computing"*. Retrieved December 12, 2008 from [http://www.Dougiamas.com/writing/education\\_reform/708-Martin.doc](http://www.Dougiamas.com/writing/education_reform/708-Martin.doc) 14 September 1998 MS Word version of the paper.
- Edge, J. and Richards, K. (1993). TDTR: Conferences as Catalyst Part 1 J and Richards, K (eds). *Teachers Develop Teachers Research: Paper on Classroom Research and Teacher Development. United Kingdom: Oxford*.
- Elliot, J. (1991). *Action Research for Educational Change*. Keynes: Open University Press.
- Feseha W/ Micheal. (ed). *A paper presented to selected professionals from Addis Ababa Education Bureau. Kotebe Teachers College, Addis Ababa*.
- Gebeyaw Shitie (2007). *College Teachers Involvement in Action Research, in Amahara Regional State. Unpublished MA Thesis. Addis Ababa*.
- Hancock, R. (2001). Why are classroom teachers' reluctant to become researchers? *Teachers Development: Exploring our own practice*. In J. Soler, C. Craft, and Burgess, H. (eds), pp.119-32. London: Paul Chapman.

- Harris, B. and Drake, S.M.(1997). *Implementing High school Reform through School wide Action Research Teams: A Three Years Case study. Action in Teacher Education, 19(3), 15-31.*
- Hawes, H.W.R. (1976). *Locally Based Educational Research and Curriculum Developmen in Developing Countries. Paris: UNESCO.*
- Hitchcock, G.and Hughes, D.(1995). *Research and the Teacher. A Qualitative Introduction to School Based Research. London: Routledge.*
- Hobson, D.(2001). School and Professional Contexts: Learning With Each Other. *Collaboration in Teacher Research. In Beurnaford, G.(ed). Teachers Doing Research: The Power of Actio through Inquiry (2<sup>nd</sup> Edition), London, pp. 173-190.*
- Hopkins, D.(1985). *The Search for Practical Answers to Specific Problems in ESP. Oxford: Heinemann.*
- Inoda. J.(2001). *Issues in Social Science Reseach. Social Science Research Methodology Series. Module, 1.1.Ethiopia.*
- Johnson, B. and Christensen, L.(2004). *Educational Research: Quantitative, Qualitative and Mixed Approaches (2<sup>nd</sup>). New York: Albany.*
- Kassahun Tassew.(2006). *Briefings on Action Research. A paper presented for Training of Cluster Schools. Education Bureau of Addis Ababa.*
- Kemmis, S.and McTaggart,R.(1982). *The Action Research Planner (2<sup>nd</sup> edition).Geelong: Deakin University Press.*
- Khan,S.M.(1990). *Educational Research. New Delhi: Ashish Publishing House.*
- Kirt, G.(2002). *Policy and Practice in Education. Enhancing Quality Teacher Education. London: Dunedin Academic Press Ltd.*
- Lewin. M. (2008). *Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa. Africa Region Human Development Department. Washington D.C. World Bank.*
- Lewin. M. and Stuart. S.(1991). *Educational Innovation in Developing Countries. New York: Macmillan Press Ltd.*
- Liberman, A. and Miller,I.(Eds.).(1991). *Staff Development for Education in the 90's. New Demands, New Perspectives. New York: teachers College Press.*

- Lyon, G.R. (2000). *Educational Research and Evaluation and Student Achievement. Quality Counts. Testimony before the committee on Education and the work face.* Boston: Flamer.
- Merton, R.K. (1987). *Focused Interviews and discontinuities.* Public Opinion Quarterly. 51,550-566.
- MOE (1994). *Education and Training Policy.* Transitional Government of Ethiopia,
- MOE (2002). *The New Education and Training Policy.* Addis Ababa: MOE.
- MOE (2004). *The Education Sector Development Program II (ESDP II).* Addis Ababa: MOE.
- MOE(2005). The Federal Democratic Republic of Ethiopia, Education Sector Development Program III (ESDP). Addis Ababa: MOE.
- Namuddu, K.(1998). *Research Methodologies and Education Policy and Reform.* Brussels: UNESCO Publishing.
- Richard F.T. (2006). Education Policy, Indiana University, Journal of Educational Policy. 4 (2).
- Richards, K.(1993). *Teachers Develop Teachers Research.* Oxford: Heiman.
- Scheicher, B., Bruneforth, T., Siniscalco,A. and Temblay, S. (2001). *Teachers Tomorrow in Teachers for Tomorrow's Schools: Analysis of the World Education Indicators.* Cambridge: Cambridge University Press.
- Seyoum Tefera( 1998).The current status of research activities among Addis Ababa Senior high school teachers in Ethiopian jurnal of education.17 (1),pp,1-12.
- Shipman,M. (1981). *The Limitations of Social Research(2<sup>nd</sup> edition).* London, Longman.
- Shipman,M. (1985). *Developments in Educational Research: Educational research principles, policies and practices.* London: Longman.
- Simmons.J.(1980). *The Education Dilama policy issues for Developing Countries.* New York: The World Bank. Pergamon Press.
- Stewart, D.W. and Shamadasani,P. (1992). *Analytical issues in focus group reearch.*Asian.
- Stnhouse, L.(1975). *An introduction to curriculum research and development.* London: Heinemann.
- Sukia (1983). *Elements of Educational Research.* New Deli: Allied Publishers.

- Tadesse Diote (2000). *The Attitude of Secondary School Teachers and Principals towards Understanding Action Research*. Unpublished. MA Thesis: AAU.
- Tafel, I.S. and Bertani, A.A.((1992). Reconceptualizing Staff Development for Systematic Change. *Journal of Staff Development*, 13(4), 42-45.
- UNESCO (1997). *Education for a Sustainable Future*. A Tran disciplinary Vision for Concerned Action 89.Retrieved December 20, 2008 from <http://www.wikieducator.org/Education-for-Sustainable-Development>.
- Van Maanen, M. (1990). *Researching Lived Experience*. New York: Albany State of University Press.
- Waktola Sori.(2002). *Some Research Problems in Higher learning Institutions: A Case Study of Jima College of Agriculture*. ER Flambeau.
- Wallace, M.(1998). *Action Research for Teachers*. Cambridge: Cambridge University .
- Wanjama, N.L.(1998). *The Role of Research in Promoting Quality Education: A Gender Perspective*, Nairobi Keniata University.
- Yalew Endaweke (2000). Research Activities Problems and Future Directions: An Investigation of Elementary and Secondary School Teachers' Involvement in Ethiopia. Addis Ababa. AAU Printing Press.pp.249-264.
- Yibeltal Asfaw (2006).Assessment of Factors Affecting Teachers to Conduct Action Research in Ambo General Secondary School: Unpublished MA Thesis. Addis Ababa. AAU.

**Appendix I**  
**Addis Ababa University**  
**Institute of Educational Research**  
**Department of Education**  
**Graduate Program**

**A Questionnaire Guideline to Gather Information from Teachers**

Dear Respondents,

The Purpose of the Questionnaire is to collect relevant data or information from Addis Ababa Secondary high school teachers about their potentials and challenges for practicing educational researches. Your co-operation in taking part in this questionnaire is of paramount importance for the study. Since your responses will be kept confidential, please feel free to respond to the questions frankly as much as possible.

I am a graduate student at AA University currently working on my Masters Thesis. Data for my research requires responses to questionnaire and interviews from research participants and request your willingness to fill out the attached questionnaire. your privacy as a result of filling this questionnaire will not be affected in any ways as you need not put your name on the questionnaire.

Thank you for giving me your precious time to fill out and respond to the questionnaire.

**Section 1: Personal Information**

1.1. Sex      Male       Female

1.2. Level of Education    Diploma     Degree     MA     Other please

1.3. Years of service

1-5     6-10     11-15     16-20     above 20

1.4. Name of your School \_\_\_\_\_ Sub-City \_\_\_\_\_

1.5. School level    9-10       11-12       Other Please

## Section 2: General Information

The purpose of the questions in this section is to collect data about secondary high schools teachers' potential for conducting research and the challenges they face against educational research practices. Please respond by check marking (marking "√") the appropriate choice from among the given alternatives.

### Instruction

Respond to the following statements by putting a tick mark "√" under the table of your choice as; SA= strongly agree, A= Agree, DA= Disagree, SD= strongly disagree to express your agreement or disagreement.

No.	Statements	SA 4	A 3	DA 2	SD 1
1	Educational research has to be conducted at school levels in order to achieve more learning outcome.				
2	Teachers at school level in their subject area have to give prior planning to adapt conducting research as part of their job.				
3	Providing administrative support to the practice of educational research can motivate teachers more to practice research.				
4	Since research is scientific and a means for problem solving, I like to involve in the practice.				
5	I don't want to worry about the practice of educational research since it is expensive and requires hard work.				
6	Teaching and research are inseparable.				
7	Integrating teaching and research is quite difficult.				
8	The more we practice educational research the more we develop our research and teaching skill.				
9	I do not want to involve in educational research activities because no change will come about even if I conduct it.				
10	Giving incentives or rewards to teachers' research can increase the involvement of teachers in the practice of educational activities.				
11	I have contributed written documents concerning educational issues to my school.				
12	Practicing and discussing issues related to educational research maximizes quality education.				
13	Teachers can improve their profession and their school by practicing educational research.				
14	Organizing and supporting teachers' research has greater importance to teachers professional and school development.				
15	Conducting educational research by individual teachers in their field of study is more important than doing in peers or groups to give solutions to the teaching-learning problems.				
16	Conducting research by individual teachers may not bring much change to the teaching-learning problems.				
17	I feel good about my research work when I get feedback from someone.				
18	I do not worry about practicing research since the recognition given for the outcome is minimal.				
19	Sharing experiences among colleagues have to be adapted to develop the teachers' research skill and to improve the quality of education.				
20	Identifying educational problems should be the first task for teachers' to develop research in their fields.				

### Instruction

Please, indicate the importance of educational research to the different fields of studies by putting a tick mark "✓" using the given rating scales as;

**VI= Very Important, I=Important, LI= Less Important, NI =Not Important**

No.	Statements	VI 4	I 3	LI 2	NI 1
1	Educational research is important to teachers' professional development.				
2	Educational research doesn't have much contribution to improve the teachers' career development.				
3	Educational research is important to develop teacher's knowledge and skill.				
4	I do not think conducting educational research helps me much to improve my attitude towards research.				
5	Conducting educational research is important to advice (guide) decision makers.				
6	I am sure whether educational research could contribute much to school improvement.				
7	Educational research is important to check and improve the curriculum.				
8	Educational research is important to bring sustainable education development.				

Please provide any additional suggestion you have on the importance of teacher's educational research.

---

---

### Instruction

Educators, researchers and planners suggest the following core points (variables) for encouraging the practice of educational researchers. Please, rank according to their degree of importance by numbering as 6,5, 4, 3, 2, and 1.

No.	Variables	Ranking order
1	Teachers attitude towards educational research	
2	Mentoring Support/ help from others	
3	Teacher's educational qualification	
4	Teacher's research skill and knowledge	
5	Teaching experience and opportunity to practice educational research.	
6	Incentives for researchers	

### Instruction

Respond to the following statements relating to teachers' potentials by putting a tick mark "✓" under the table with the relative choices as;

**SA=strongly agree, A=Agree, Disagree, SD=strongly disagree**

	Statements	SA 4	A 3	DA 2	SD 1
1.	I have positive attitude towards practicing educational research.				
2	Teachers have better opportunities to identify educational problems and to find solutions.				
3	It is the responsibility of only University teachers and other professionals to conduct research.				
4	I want to conduct educational research as a means to be promoted in my career.				
5	I don't have much knowledge and skills on the methodology of educational research.				
6	I have to be assisted and helped by colleagues or others to conduct effective educational research.				
7	I am well qualified to conduct educational research.				
8	I have taken research courses while I was in higher Institution but I have forgotten the scientific procedures to conduct educational research now.				
9	The trainings and workshops given by the institution where I am working helped me to get sufficient knowledge about educational research.				
10	I did not attend any in-service training which can develop my knowledge and skills of educational research.				
11	I have developed rich experience in the teaching profession to practice educational research.				
12	It is difficult for me to identify much of the teaching-learning problems.				

Please provide any additional suggestion you have on the potentials of teachers for practicing educational research.

---

---

### Instruction

There are factors that affect teachers from practicing research even though they differ from place to place. The following list contains some of the factors. Please, rank according to their degree of intensity or their influence to conduct educational research by numbering as 6, 5, 4, 3,2and 1.

	<b>I- Administrative factor</b>	<b>Ranking order</b>
1	Lack of training	
2	Lack of incentives	
3	Lack of publication	
4	Lack of recognition	
5	Lack of expectation	
6	Lack of promotion	

	<b>II- Institutional factors</b>	<b>Ranking order</b>
1	Lack of awareness	
2	Too much teaching load	
3	Lack of facilities	
4	Lack of collaborative work	
5	Teachers working condition	
6	Lack of fund	

	<b>III- Personal factors</b>	<b>Ranking order</b>
1	Lack of research knowledge and skill	
2	Lack of incentives	
3	Lack of adaptation of peer work/group work	
4	Lack of involvement	
5	Lack of expectation	
6	Lack of promotion	

### **Instruction**

It is assumed that there might be different factors that can affect teachers for conducting educational research in their own working areas. The statements in the following table indicate some of the administrative, institutional and personal factors. In your case (working place) respond the statements by putting a tick "√" mark under the table with the relative choices.

**SA=strongly agree, A= Agree, D= Disagree, SD= strongly disagree**

No.	Administrative factors	SA 4	A 3	DA 2	SD 1
1	In my school, trainings related to educational research are constantly given by the administration for teachers to practice research.				
2	Teachers have not been provided with incentives by the administration to practice educational research in their fields.				
3	Teachers recognize their classroom as a site for generating knowledge to be aware of doing educational research.				
4	Acknowledging teachers who conduct research is not a common practice in the school where I am working.				
5	In my school teachers who have engaged in research activities have high expectation by the school community.				
6	Teachers have to be paid sufficient salary as an incentive to conduct educational research.				
7	In my school educational supervisors play important roles in the practice of educational research.				
8	I do not believe introducing/promoting teachers' researches has any advantage for the researcher.				

Please provide any additional suggestion you have on the administrative factors that affect teachers from practicing educational research in your school.

---



---

No.	Institutional factors	SA 4	A 3	DA 2	SD 1
1	Teachers get clear awareness about the concept of educational research from their institute.				
2	Teachers couldn't actively involve in the practice of educational research due to the maximum teaching load they have.				
3	In my school teachers are provided with sufficient facilities and resource materials to practice educational research.				
4	I feel research initiatives lack positive collaboration among the school members where I am working and the different institutions to maximize the teachers' research knowledge and skill.				
5	My school creates favorable working condition for teachers so that everyone can take part in conducting educational research.				
6	There is a problem to get fund to conduct educational research, to enrich the teacher's personal and professional growth in my school.				

Please provide any additional suggestion you have on the institutional factors that affect teachers from practicing educational research in your school.

---



---

No.	Personal factors	SA 4	A 3	D A 2	SD 1
1	I am afraid to say that I have the knowledge and skill to conduct research in my field.				
2	I have high level of interest to conduct educational research.				
3	I still need to adapt working in pairs or groups to develop my research knowledge and skill.				
4	I love my profession and I am committed to contribute my share in conducting educational research.				
5	I feel conducting research is time consuming to manage.				
6	I prefer working for extra money rather than spending time on conducting researches.				
7	I don't want to conduct research since it is an additional work.				

Please share any other suggestions you have on the personal factors that affect teachers from practicing educational research in your school.

---



---

**Appendix II**  
**Addis Ababa University**  
**Institute of Educational Research**  
**Department of Education**  
**Graduate Program**

**An Interview Guideline to Gather Information from School Principals, Unit  
leaders and Department heads**

The purpose of this Interview is to collect relevant data or information from Addis Ababa Secondary High Schools Principals, Unit leaders and Department heads about teachers' conditions in practicing research in their respective settings. To this end, your co-operation in taking part in this interview is a paramount importance for the study. Since your responses will be kept confidential, please, feel free to answer all questions or provide your opinion frankly as much as possible.

Thank you for giving time to respond the questions,

1. In your school, do teachers contribute educational research works, on what issues?
2. For what purpose do teachers practice educational research at their schools?
3. Do you think their research works may contribute anything to teachers' professional development (TDP), the school improvement program (SIP), the quality of education and the development of education in general? How?
4. Is the school environment and the working condition (the working load, place, guidance, etc.) inviting to teachers to practice research activities? How?
5. What incentives or/and rewards are provided to teachers who contribute research works?
6. Do the school administration provided teachers with facilities (like; references, writing materials, fund, library, comfortable working place, etc.) to practice research?

7. Do the school committees (principals, unit leaders, department heads and students) work collaboratively among teachers in the area of research? How?
8. Is there any training/workshop related to educational research given to teachers? Who organized it?
9. Does the training (if given) bring any change to teachers' knowledge, skill and attitude? How?
10. What does your school provided or supported from outsiders (Sub-Cities, NGOs and others) for research activities?
11. What do you think the factors that affect teachers to practice educational research as much as expected?
12. What measures and actions were taken to encourage teachers to practice in educational research? What is your future plan concerning the practice of educational research?

Appendix III

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ጥናትና ምርምር ኢንስቲትዩት

የድህረ ምረቃ ፕግራም

ለሁለተኛ ደረጃ ር/መምህን፣ ለም/ር/መምህንና፣ ለፈረቃ አስተባባሪዎችና ለዲፓርትመንት ተጠሪዎች የቀረበ ቃለ መጠይቅ

የዚህ ጥናት ዋና ዓላማ በአዲስ አበባ 2ኛ/ደረጃ ት/ቤቶች የሚገኙ መምህራን በትምህርታዊ የጥናትና ምርመራ ተግባር ላይ ያላቸውን የመሥራት አቅም፣ እንቅስቃሴና የሚያጋጥሟቸውን ችግሮች መሠረት ያደረገ ሲሆን በዚህ መጠይቅ ላይ ለቀረቡት ጥያቄዎች በሙሉ ትክክለኛ መልስ በመስጠት እንዲተባበሩ በአክብሮት ተጠይቀዋል። በዚህ መጠይቅ አማካኝነት የሚሰበሰቡት መረጃዎች ከመምህራን የጥናት አተገባበር ጋር በተያያዙ የሚታዩ ችግሮችን መጠቀምና መፍትሔ ማፈላለግ ብቻ ሳይሆን ለመማር ማስተማሩ እንቅስቃሴም ከፍተኛ ሚና ይጫወታል የሚል ግምት አለ።

ለሚደረግልኝ ሁሉ ትብብር በቅድሚያ አመሰግናለሁ!!

1. ዕርሥዎ በሚያስተዳድሩት በዚህ ት/ቤት ትምህርታዊ የጥናትና ምርመራ ተግባር እንቅስቃሴ የተለመደ ለመሆኑ ማብራሪያ ቢሰጡኝ? እንቅስቃሴው ካለ እንዴት እንደተዋቀረና ዓላማውም ምን እንደሆነ ቢያብራሩልኝ?
2. በዚህ ት/ቤት መምህራን በትምህርት ጉዳዮች ዙሪያ የጥናትና መርምሮ ሥራ ለመሥራት በቂ እውቀትና አቅም አላቸው ብለው ያምናሉ? እንዴት?
3. በዚህ ት/ቤት በመምህራን የተሠሩ ትምህርታዊ የጥናትና ምርመራ ሥራዎች ካሉ በምን ፣ በምን ጉዳዮች ላይ የተሠሩ ናቸው?
4. መምህራን የጥናትና ምርመራ ሥራዎችን የሚሠሩ ከሆነ መያቸውን ከማሳደግ (TDP)፣ ት/ቤቶችን ከማሻሻል (SIP) ፣ የትምህት ጥራትን (Quality of education) ከማስገኘት እና የትምህርት ብክነትን ከመቀነስ አንጻር ያለው አስተዋጾዎ ምን ሊሆን ይችላል ብለው ይገምታሉ?

5. እርስዎ በሚያስተዳድሩት በዚህ ት/ቤት መምህራን የጥናት ሥራ ሊሠሩ የሚያስችሏቸው ምቹ የት/ቤት ሁኔታ፣ ቦታ፣ የተመጣጠነ የትምህርት ሥርጭት፣ የሙያ አማካሪና የመሳሰሉት ተሟልቶላቸዋል ብለው ያምናል? ተሟልቶ ከሆነ ቢያብራሩልኝ?
6. በጥናትና ምርምር ሥራ ላይ ለሚሳተፉ ወይም የጥናት ሥራዎችን ለሚያበረክቱ መምህራን ምን ዓይነት የማነቃቂያና የማበረታቻ ሽልማቶች ይሰጣሉ?
7. መምህራን የጥናት ሥራዎችን ሲሠሩ ር/መምህን፣ ም/ር/መምህን፣ የፈረቃ አስተባባሪዎችን የዲፓርትመንት ተጠሪዎች ምን ዓይነት አገዛ ወይም ድጋፍ ያደርጉላቸዋል?
8. መምህራን በትምህርታዊ ጉዳዮች ዙሪያ ጥናት ለማድረግ የሚያስችሏቸው ሥልጠና የተሰጠበት አጋጣሚ ካለና በምን እርዕስ፣ በነማንና ለምን ያህል ጊዜ አንደነበረ ቢያብራሩልኝ?
9. ሥልጠናው በመምህራኖች ዕውቀት ችሎታና አመለካከት ላይ ያመጣው ለውጥ አለ ብለው ያምናሉ? እንዴት?
10. ት/ቤቱ ወጫዊ ከሆኑ መንግሥታዊና (ከክ/ከተማው፣ ከት/ቢሮው እና ከት/ሚኒስትር ቢሮ) መንግሥታዊ ካልሆኑ አካላት ለጥናትና ምርምር ተግባር የሚያገኘው እርዳታና ድጋፍ ካለ በምን መልኩ እንደሆነ ቢገልጹልኝ?
11. መምህራን በትምህርታዊ ጉዳዮች ዙሪያ የተጠበቀውን ያህል የጥናትና ምርምር ሥራዎች እንዳይሠሩ መሰናክል የሚሆኑባቸው ምክንያቶች ምን ሊሆኑ ይችላሉ ብለው ይገምታሉ?
12. እርስዎ የሚመሩት ይህ ት/ቤት መምህራን ትምህርታዊ በሆኑ የጥናትና ምርመር ሥራዎች ላይ ተዋናይ እንዲሆኑ የተወሰዱ ርምጃዎችና ድጋፎች ምንድን ናቸው? ወደ ፊት ምን የታቀደ ነገር አለ?

ለተደረገልኝ ሁሉ ትብብር ከልብ አመሰግናለሁ!!

**Appendix IV**  
**Addis Ababa University**  
**Institute of Educational Research**  
**Department of Education**  
**Graduate Program**  
**An Interview Guideline to Gather Information from Sub-Cities Officers**  
**in the Education Department**

The purpose of this Interview is to collect relevant data or information from Addis Ababa Sub-Cities Education Department about teachers' conditions in practicing research in their respective settings. To this end, your co-operation in taking part in this interview is a paramount importance for the study. Since your responses will be kept confidential, please, feel free to answer all questions or provide your opinion frankly as much as possible.

Thank you for giving time to respond the questions,

1. Is a culture of practicing research in the secondary high schools under your Sub-City?
2. If research practices are conducted at secondary high schools, can you explain how it is organized, who participated and for what purpose is it organized' please?
3. Do you believe teachers in the secondary high schools have sufficient awareness about the concept of educational research?
4. How do you think teachers develop the awareness of educational research?
5. What do the relation between the Sub-City and the secondary high schools looks like concerning trainings?
6. Would you explain if there is awareness raising trainings concerning educational research are given to secondary high school teachers, please?
7. Is there anything put in the policy document about the teachers research practice, please?

8. What incentives, motives or rewards are given to teachers to involve in the practice of educational research?
9. What can you say about the contribution of educational research to teachers' professional development (TDP), school improvement programs (SIP) and to the quality of education (QE)?
10. Can you explain, if teachers have ever contributed educational research(s) concerning educational issues?
11. What do you say for the factors that may affect teachers not to contribute as much research works as expected?
12. What is the future plan at the sub-City level to conduct research much better in the future in secondary high schools?

Appendix V

አዲስ አበባ ዩኒቨርሲቲ  
የትምህርት ጥናትና ምርምር ኢንስቲትዩት  
የድህረ ምረቃ ፕግራም

በክ/ከተማዎች የትምህርት ዘርፍ ሥር ለሚገኙ የቢሮ ኃላፊዎች የቀረበ የቃለ  
ምልልስ ጥያቄ

የዚህ ጥናት ዋና ዓላማ በአዲስ አበባ 2ኛ/ደረጃ ት/ቤቶች የሚገኙ መምህራን በትምህርታዊ የጥናትና ምርመር ተግባር ላይ ያላቸውን የመሥራት አቅም፣ እንቅስቃሴና የሚያጋጥሟቸውን ችግሮች መሠረት ያደረገ ሲሆን በዚህ መጠይቅ ላይ ለቀረቡት ጥያቄዎች በሙሉ ትክክለኛ መልስ በመስጠት እንዲተባበሩ በእክብሮት ተጠይቀዋል። በዚህ መጠይቅ አማካኝነት የሚሰበሰቡት መረጃዎች ከመምህራን የጥናት አተገባበር ጋር በተያያዙ የሚታዩ ችግሮችን መጠቆምና መፍትሔ ማፈላለግ ብቻ ሳይሆን ለመማር ማስተማሩ እንቅስቃሴም ከፍተኛ ሚና ይጫወታል የሚል ግምት አለ።

ለሚደረግልኝ ሁሉ ትብብር በቅድሚያ አመሰግናለሁ!!

1. በክ / ከተማዉ ሥር በሚገኙት የመንግሥት 2ኛ ደ/ት/ቤቶች ትምህርታዊ የጥናትና ምርመር ተግባር ይካሄድ ከሆነ ቢገልጹልኝ?
2. በት/ቤቶች የጥናትና ምርመር እንቅስቃሴ ካለ እንዴት እንደተዋቀረ፣ እንቅስቃሴውን የሚያደርጉት እነማን እንደሆኑና ዓላማዉስ ምንን መሠረት ያደረገ እንደሆነ ቢያብራሩልኝ?
3. በክ / ከተማዉ ሥር በሚገኙት የመንግሥት 2ኛ ደ/ት/ቤቶች መምህራን ስለ ጥናትና ምርመር በቂ ግንዛቤ አላቸው ብለዉ ያምናሉ?
4. ካላቸዉ ግንዛቤዉን እንዴት አገኙት ብለዉ ይገምታሉ?
5. ክ / ከተማዉ ሥልጠናን በተመለከተ ከ2ኛ ደረጃ ት/ቤቶች ጋር ያለዉ ግንኙነት ምን ይመስላል?
6. በክ/ከተማዉ ሥር ለሚገኙት የመንግሥት 2ኛ ደ/ት/ቤቶች መምህራንና ሌሎች አካላት ስለጥናትና ምርመር የግንዛቤ ማስጨበጫ ሥልጠና የተሰጠበት አጋጣሚ ካለና በነማን እንደተሰጠ ቢያብራሩልኝ?
7. በትምህርት ፖሊሲና ትግበራ መመሪያ መሠረት የ2ኛ ደረጃ ት/ቤቶችን በተመለከተ መምህራን ስለሚጠበቅባቸዉ የጥናትና ምርመር ሥራ ምን የተቀመጠ ነገር አለ?

8. መምህራን የጥናትና ምርምር ሥራ እንዲያከናወኑ ከክ/ከተማው የሚደረግላቸው እገዛ፣ ማበረታቻና ማነቃቂያ ካለ ቢያብራሩልኝ?
9. የጥናትና ምርምር ተግባር ለመምህራን ሙያ መሻሻያ (TDP) ፣ ለት/ቤቶች እድገት (SIP) እና ለትምህርት ጥራት (Quality of education) የሚኖረው አስተዋጽኦ ምንድነው ይላሉ?
10. መምህራን በትምህርት ርዕሰ ጉዳዮች ዙሪያ የጥናትና ምርምር ሥራ አበርክተው ለክ/ከተማው ያሳወቁበት ጊዜ ካለ ቢገልጹልኝ?
11. መምህራን የተፈለገውን ያህል የጥናትና ምርምር ሥራ ለማበርከት ባይችሉ ምክንያቱ ምን ሊሆን ይችላል ይላሉ?
12. የጥናትና ምርምር ተግባር በ2ኛ ደረጃ ት/ቤቶች ተጠናክሮ እንዲተገበር ለወደፊት ምን የታቀደ ነገር አለ?

ለተደረገልኝ ሁሉ ትብብር ከልብ አመሰግናለሁ!!

**Appendix VI**  
**Institute of Educational Research**  
**Department of Education**  
**Graduate Program**  
**Focus Group Discussion Guideline points to gather Information**  
**from Key Teachers**

**Focus group discussion as a Guideline among group of Key School Teachers, Unit leaders, and Students to Gather Information about the potentials of teachers and the factors affecting teachers in practicing educational research.**

The Purpose of this discussion is to collect relevant data or information from the group about teachers' potential and the factors that affect them in practicing educational research. To this end, your co-operation in taking part in this discussion is a paramount importance for the study. Since your responses will be kept confidential, please feel free to express your feelings and opinions honestly as much as possible.

Thank you for your willingness to participate in the discussion and the information you will provide.

**Discussion Points**

1. How do you understand the concept and definition of educational research?
2. What is your perception towards the potential of teachers in practicing research at school level? (How do you see their qualification, knowledge and attitude?)
3. How do you evaluate the contribution of research to the quality of education?
4. How can it minimize wastage and maximize quality education?
5. What can you suggest for the effectiveness of practicing educational research

at secondary high schools?

6. Many teachers may think that their primary task is teaching and that an activity concerning research may not affect their teaching-learning practice. How do you see it?
7. Some teachers may try to practice educational research, but they don't want to publish. Why does this happen? What would you say?
8. Do teachers conduct research for their personal promotion or to bring sustainable education development? Discuss.

**Appendix VII**  
**Institute of Educational Research**  
**Department of Education**  
**Graduate Program**

**A Check List to Gather Information from Schools documents about the  
 teachers' research potentials**

**Document analysis to insure as to whether or not teachers have the  
 potentials to conducted research**

Sub-City	School's Name	complete+incomplete Written documents	complete documents	observed documents	Observation checking instruments and procedures					
					Out cover	List of table of content	Acknowledgment	Introduction	Procedure of the content	Summary and conclusion
Bole	Dr.Addis Alemayehu	5	2							
Yeka	Kokebe Tsibah	16	7	4	x	x	x	x	x	x
Arada	Minilik II	25	4	1	x	x	x	x	x	x
Gulele	Medhani alem	7	4	2						
Lideta	Africa Hibret	0	0	0						
Addis Ketema	Addis Ketema	5	2	2	x	x	x	x	x	x
Kolfe	Aier Tena	6	3	2	x	x	x	x	x	x
Chirkos	Misrak Ber	9	5	3	x	x	x	x	x	x
Nefas Silk	Ginbot 20	5	3	3	x	x	x	x	x	x
Akaki	Derartu Tulu	3	1	1	x	x	x	x	x	x
<b>Total</b>		81	30	18						