

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

**FACTORS THAT INFLUENCE FEMALE TEACHERS
INVOLVEMENT IN ACTION RESEARCH: THE CASE OF LAFTO
GOVERNMENT PRIMARY SCHOOL IN ADDIS ABABA**

BY

MESKEREM ALARO

JUNE 2014
ADDIS ABABA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

**FACTORS THAT INFLUENCE FEMALE TEACHERS
INVOLVEMENT IN ACTION RESEARCH: THE CASE OF LAFTO
GOVERNMENT PRIMARY SCHOOL IN ADDIS ABABA**

BY

MESKEREM ALARO

JUNE 2014
ADDIS ABABA

**FACTORS THAT INFLUENCE FEMALE TEACHERS'
INVOLVEMENT IN ACTION RESEARCH:
THE CASE OF LAFTO PRIMARY SCHOOL, ADDIS ABABA**

MESKEREM ALARO

**A Thesis Submitted to:
The Institute of Educational Research**

**Presented in Partial Fulfillment of the Requirements for the Degree of
Master of Arts (Educational Research and Development)**

JUNE 2014

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

This is to certify that the thesis prepared by Meskerem Alaro, entitled:

Factors that Influence Female Teachers Involvement in Action Research the Case of Lafto Primary School, Addis Ababa University is submitted in Partial fulfillment of the Requirements for the Degree of Master of Arts in Educational Research and Development complies with the regulations of the university and meets the accepted standards with respects to originality and quality.

Signed by the Examining Committee:

Internal Examiner.....Signature.....Date.....
External Examiner.....Signature.....Date.....
Advisor.....Signature.....Date.....

.....
Chair of Department or Graduate program Coordinator

ACKNOWLEDGEMENTS

Firstly, I would like to thank my advisor, Dr. Desalegne Chalchisa, for providing me with much needed support throughout the research process. His invaluable insights into my work helped me to maintain perspective and remain positive. He encouraged me to work hard and helped me to remain focused.

I would like to extend my gratitude to Lafto Government Primary School Female Teachers', Administrators and Educational Bureau experts who provide me the relevant data.

I would like to thank my family and my friends for supporting me throughout the year. I am grateful for your patience, honesty, and love who motivated and encouraged me from the beginning.

Above all, I thank the Almighty God!

Table of Contents

Content	page
Acknowledgements	I
Contents	II
Acronyms and/Abbreviations.....	IV
Abstract	V
CHAPTER ONE	1
1.INTRODUCTION	1
1.1 Background of the Study.....	2
1.2. Statement of the Problem.....	4
1.3. Objectives of the Study	4
1.4. Basic Research Question.....	4
1.5. Significance of the Study	5
1.6. Delimitation of the Study	5
1.7. Limitation of the Study.....	5
1.8. Organization of the Thesis.....	5
1.9. Definition of Terms	6
CHPATER TWO	7
2. REVIEW OF RELATED LITEATURE	7
2.1. Research and Education.....	7
2.1.2. Research Imporves Praitice	8
2.1.3. Research Improve Policy Debates.....	8
2.1.4. Research Enhance School Effectivienss	9
2.2. Action research	11
2.3. The Relation Between Teaching and Research.....	13
2.4. Teachers as Researchers.....	15
2.5. Why Should Teachers Conduct Research?	16

2.6. Factors Affecting Teachers to Conduct Educational Research.....	18
2.6.1. Teachers Experience and Knowledge	20
2.6.2. Teachers View Towards Educational Research	21
2.6.3. Utilization of the Previous Action Research Findings for the Current Year.....	22
2.6.4. Motivation.....	22
2.6.5. Research Resource and Facilities	23
2.6.6. Time	24
2.7. The Role of Female Teachers in Primary School.....	24
2.8. Women Participation in Research	25
2.9. The Factors that Influence Female Teacher's Participation in Research.....	25
2.9.1. Health and Family Problems.....	27
2.9.2. Work Load	27
CHAPTER THREE.....	30
3.RESEARCH DESIGN AND METHODOLOGY.....	30
3.1. Design of the Study.....	30
3.2. Research Setting.....	30
3.3. Data gathering tools	31
3.3.1. Interview.....	31
3.3.2. Focus Group Discussion.....	31
3.4. Research Participant and Sampling Techniques	32
3.5. Method of Data analysis	32
3.6. Ethical Consideration.....	34
3.7. Addressing quality of the study	35
CHAPTER FOUR.....	36
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION	36
4.1. Factors that affect Female Teachers Involvement in conducting Action Research	36
4.1.1. The Training of Female Teachers in Action Research.....	37
4.1.2. Female Teachers Competence in Action Research.....	38
4.1.3. Document Analysis.....	41

4.1.4.Relevance of Action Research for Female Teachers	43
4.1.5.Utilization of the Previous Action Research Findings for the Current Year.....	44
4.1.6. Time	45
4.1.7.Experience Sharing in the School And Outside Regarding Action Research.....	46
4.1.8.Avalability of Resource and Support from the School	47
4.1.9.Motivation.....	48
4.1.10. Parents, Relatives or Gurdians Particiaption	50
4.2. Femlae Teachers Perception for Action Research	51
4.3. What are the Possible Suggestion to Solve Female Teachers Problem to do ACR?.....	53
CHAPTER FIVE	57
SUMMARY, CONCLUSION AND RECOMMENDATION.....	57
5.1. Summary	57
5.2. Conclusion.....	59
5.3. Recommedation.....	60
References	
Appindixes	
Action researchanalysis format	

Acronyms and Abbreviations

AAU	Addis Ababa University
ACR	Action Research
ERP	Educational Research Practices
FGD	Focus Group Discussion
FDRE	Federal Democratic Republic of Ethiopia
IFPRI	International Food Policy Research Institute
HEIs	Higher Education Institutes
LERU	League of European Research Universities
MOE	Ministry of Education
UNESCO	United Nations Educational, Scientific, and Cultural Organization
TOT	Training of Trainers
TSTC	Training Science Teacher Community

ABSTRACT

The main objective of this study was to examine “Factors that influence Female Teachers’ Participation in Action Research at Lafto Government Primary School.” In order to understand the participation of female teachers in research activities, qualitative data was generated through purposively selected. Two professional experts at Education Bureau, ten female teachers’, two school administrators and two unit leaders who are more responsible for the issues using semi – structured interviews, informal conversation, and observations of action research analysis. Use of these methods served to triangulate the data. The data obtained through interview, informal conversation and focus group discussion were analyzed qualitatively using conceptualization, codining, catagorizing and themes. The major finding indicated that lack of training, lack of motivation, work load, family responsibility, negative attitude of female teachers’ and others are factors that influence the involvement of Lafto Government Primary School female teachers’ to do action research. Due to these factors, female teachers’ involvement in action research at Lafto Government Primary School was low. To overcome such factors various applicable motivational strategies were investigated like trainings, facilities, and incentives. It is hoped that these will assist female teachers’ participation in action research activities at large.

CHAPTER ONE

1. INTRODUCTION

This chapter gets the research agenda of the study. It comprises background of the study, statement of the problem, research objectives, research questions, significant of the study, delimitation of the study, limitation of the study, and operational definitions.

1.1 Background of the Study

According to Enaibe (2012), education is one of the most important means of empowering human beings with the knowledge, skills and self-confidence necessary to participate fully in the development of a nation. Teresa (2010) noted that action research is a useful tool. It allows educators how systematically and empirically address topics and issues that affect teaching and learning in the classroom and it is natural process for some teachers. Similarly, Subahan (1998) described that teachers are always exploring and testing new strategies by observing and collecting information related to the success of instructional and organizational strategies.

According to Olufunke (2013), there is no gain – saying the fact that both men and women are part of the educational development through research. However, Ranjay (2009) described that female researchers play significant impact over the last few decades and has contributed to the development of many methodological ideas. Similarly, Shafique (2011) stated that at any time and in any context, women teachers are critical actors in education processes. The roles of women in schools are often defined in terms of their 'natural' affinities with young children, and their innate love of teaching. Beintema and Marcantonio (2012) mentioned that women's participation in research systems is important for two major reasons: the need to reach gender balance and hence more equal representation in research and policy, and the opportunity to attract -additional, much-needed human resource capacity. However, women teachers usually concentrate on teaching and performing routine tasks, and spend less time on research activities. Research requires time, experience, and techniques, advice and training, find research funds, or how to progress within the institutions usually come through networks and informal discussions. Women

find that they do not have access to the informal network through which such knowledge is passed on (Almaz, 2003).

In addition to these, there are certain common obstacles that hinder female teachers to participate in Educational research such as: lack of research knowledge, awareness, and skills, negative attitude towards research activities, lack of encouragement and incentives from high educational authorities and sex-biased roles in schools, shortage of time, family responsibility or other factors that could influence their participation's (Yeshimebrat, 2000).

1.2. Statement of the Problem

Many authors recently have contended that one important way to promote the reform of schools is to involve teachers in doing research in their own classrooms. when the practitioner conducts action research, it provides a way for teachers to investigate issues of interest or concern in their classroom and to incorporate the results into future teaching. Teachers ' involvement in research is a way in which to empower teachers and to increase their role in school-wide decision-making (Brown, 2011). Similarly, Mapolisa and Thembinkosi (2013) noted that why action research is applicable to primary school situations is that it is used by practitioners who want to improve understanding of their practice. They further explained that school teachers could benefit from action research by improving their performance because its findings are easy to use. The general and specific objectives in the Educational Training Policy of (TGE,1994, p.9) stated that:

To make education, training, and research be appropriately integrated with development by focusing on research and create a mechanism for an integrated educational research. Overall, periodic evaluation of the educational systems whereby a wide-ranging of participation is ensured to foster appropriate relation among the various levels of education, training, research, development, and societal needs.

Elementary and Secondary Education use research-based knowledge in their statewide systems of support for low-performing schools, technical assistance for districts,

professional development for teachers, and school improvement programs (Mapolisa and Thembinkosi, 2013). On the other hand, Olufunke (2013) explained, academic women are required by the conditions of their employment to be actively involved in conducting research in their various fields of study. It is important to contribute their quota in improving the conditions of people in their families, nation and the world and important to emphasize that university academic appointment demands equal participation of male and female staff in research, publication, teaching, and other activities. These demand diligence, extra-working hours, and compiling results, which may involve field trips and travels. Similarly, Almaz (2003) mentioned as the dual responsibility for family puts women behind their peers in performing well. Entrance into early marriage through the pressure of families that is the modus operandi of Ethiopian cultural practice and the ensuing child bearing and rearing tasks are strong deterrents the major factor for women teachers not to conduct research when it comes to women faculty in Ethiopia.

In addition to these, research involvement affected by skills, financial support, and encouragement of educational officials, time, and availability of reference materials and means of present research result (Good and Findely, 1985 cited in Yeshemebrat, 2000). Derebssa (2004) identified five major impediments, low output of educational research namely; Research cultures –lack of motivation on the part of individual academic and policy makers, failure in using research results to inform policy decisions. Fund for research activities; lack of sufficient funding to conduct research; Personal capacity to conduct research in adequate methodological and technical skills to produce publishable work; Teaching load too little time to do research due to teaching assignments, and Infrastructure and facilitates absence of conducive environment to do research which includes, inadequate office facilities and infrastructure (i.e. computer, printers stationary, telephone and fax services, internet connectivity....etc.) to do research.

Yeshemebrat (2000) stated the major factors that affect female teachers' involvement in educational research include lack of research knowledge, awareness, skills, negative attitude towards research activities, lack of encouragement and incentives from higher educational authorities, sex – based roles in schools, shortage of time, family responsibility or other factors that could influence their participations.

Lack of the local and international literature works on the subject. Many of the publications provide discussions of what are the relevance of action research and the major factors affecting teachers' and instructors' participation of research in secondary and HEIs alone. There is no source regarding the major factors affect female teachers' involvement in action research at primary school. This study fill the gaps based on identified determinant listed in the literature, to examine the factors that influence female teachers' involvement in action research at Lafto Government Primary School.

1.3. Objectives of the Study

The main objective of this study was to investigate factors affecting female teachers participation in action research at Lafto Government Primary School. It specifically aims to:

Examine female teachers perception on the current situation of the action research in Lafto Government Primary School;

Identify the major factors that affect female teachers' involvement in action research;

point out some strategies to increase female teachers participation in action research.

1.4. Basic Research Questions

1. How do female teachers perceive the current practice of the action research in Lafto Government Primary School?
2. What are the factors that influence female teachers' participation in action research at Lafto Government School?
3. What are the strategies that may help to increase female teachers' participation in action Research?

1.5. Significance of the Study

The result and recommendation of this study may help to identify the basic problems that hinder female teachers' engagement in action research. It creates awareness and provides direction for improvement of research practice and to solve their problems. It also helps teachers, administrators, supervisors, educational officers and other concerned bodies to overcome their problems. As well, it may deliver some alternative suggestions to develop female teachers' participation in research activities. Moreover, it is helpful for other researchers as a basis for further study.

1.6. Delimitation of the Study

Action research is basically conducted to solve local problems and give or suggest solutions. The researcher delimited to the factors influencing female teachers' involvement in action research. Action research was currently conducted in primary school and also the number of female teaching staff was large in Lafto Government Primary school. Due to these reasons the researcher delimited to the study.

1.7. Limitation of the study

Limitation of the study was lack of the local and international literature works on the subject. Many of the publications provide discussions of what are the relevance of action research and the major factors affecting teachers' and instructors' participation of research in secondary and HEIs alone. There is no source regarding the major factors that affect female teachers' involvement in action research at primary school. In addition to these, there is a shortage of related literature concerning the major factors that affect female teachers' participation in action research. Due to this reason, the researcher faces big difficulty while finding the literature review.

1.8. Organization of the Thesis

The thesis was divided into five chapters and an appendix section. The first chapter was the introductory chapter and it described background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, limitation of the study and definition of terms. Chapter two was presented a comprehensive review of the literature. The third chapter was described the research design

and methods, research setting, the forms of data collection, method of data analysis, the validation strategies use to increase the validity of the study, and ethical issues. Chapter four was described data presentation, analysis and interpretation was presented accompanied with quotes. The last chapter was described the major findings of the study, conclusion and recommendation of the study, references used in all the chapters of this study, an appendix and action research format were presented.

1.9. Definition of terms

Action research: Action reaserch is a form of applied research whose primary purpose is the improvement of an educational professional's own practic

Teachers' career structure: is a recognized pattern of advancement within a job or profession.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Research and education

Firdisa (2008) defined, Education is the power for social, economic and political transformation. It is a means to set insight concepts, ideas, thoughts, system and approaches so that, natural development is possible. The ever expanding of knowledge has been bringing changes in the education system of countries and consequently; they revise or change their educational policies. Similarly, Tadesse (2006) stated that education is regarded as one of the driving enforces behind economic, social and cultural development. Similarly, Morrison (2013) noted that all researchers, including first time researchers, need to revisit the term 'education'. How can we improve education? The educational research community is constantly aiming to produce high-quality research that pushes the boundaries of our knowledge and creates a stronger education system. Desalegn (2006) noted that, educational research and development has great promise for improving education.

According to Nyanjui (2013), "research is a systematic, formal, rigorous and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships." Similarly, research in education is the cause for the change in curriculum development valuation, teaching methods, learning process, strategies for assessment and the like (Neary, 2002). Research explores difficulties and problematic areas in the field of study which will guide necessary steps to attain educational quality and excellence (Hitchcock and Hughes,1995). The paramount significance of educational research is that it leads improvement in teaching and learning situations. For instance when a study is done to establish the most effective strategies of teaching a given subject, there can be an improvement in achievement when teachers are encouraged to adopt the methods found to be effective (Nyanjui, 2013). Similarly, Marlene Morrison cited in Bassey (1999, p.38) educational research is systematic, critical, and self – critical enquiry that aims to contribute towards the advancement of knowledge and wisdom. Korb (2012) described the purpose of educational research is to develop new knowledge about the teaching –learning situations

to improve educational practice that teachers, counselors, administrators, and students should use to improve learning outcomes. He explained further the benefit of research as research provide instruction that maximizes students' learning, understand and support the developmental needs of pupils, develop an educational environment that supports students' motivation, provide solutions to educational problems. Therefore, developing a research study can have a significant impact on improving the teaching-learning situation.

Having an understanding of research and conducting high quality research can have the following benefits for educational practice:

2.1.2. Research Improves Practice

Nyanjui (2013) described, research is also important because it suggests improvements for practice. Armed with research results, teachers and other educators become more effective professionals and also offers practicing educators new ideas to consider as they go about their jobs. From reading research studies, educators can learn about new practices that have been at a broader level, research helps the practicing educator build connections with other educators who are trying out similar ideas in different locations. Special education teachers, for example, may establish connections at research conferences where individuals report on topics of mutual interest, such as using small-group strategies for discipline management in classrooms. Similarly, Korb (2012) suggested that the purpose of educational research is to develop new knowledge about the teaching – learning situation to improve educational practice. He explained further, educational research can establish the best practices that teachers, counselors, administrators, and students should use to improve learning outcomes.

2.1.3. Research Informs Policy Debates

Frazier cited in Meyer (2006) stated that in principle, research and policy making should go hand in hand yet, in practice, communication between research and policymakers does not frequently occur. On the other hand policymakers are busy with immediate problems and may not be well associated to researchers. On the other hand, some researchers are focused more on academic studies and may be removed from the policy process. Putting new and innovative research to work in the policymaking process taking persistence and

understanding on the part of both researchers and policymakers. Effective partnerships between researchers and policymakers are grounded in sustainable relationship and mutual trust.

Nyanjui (2013) described that research provides information to policymakers when they research and debate on educational topics. Policymakers may range from federal government employees and state workers to local school board members and administrators, and they discuss and take positions on educational issues important to constituencies. For these individuals, research offers results that can help them weigh various perspectives. When policy makers read research on issues, they are informed about current debates and stances taken by other public officials. So, for the education planner such as curriculum designers and policy makers, educational research provides useful baseline data that can be used for planning purposes and policy decision making.

2.1.4. Research enhances school effectiveness

One of the ideas of conducting educational research is mainly for the purpose of improving school improvement. It is because schools are a place where the whole teaching learning processes of the system and professional development is evaluated. So, practicing educational research at school level minimizes the problem that affect schooling and maximizes the teaching learning processto bring quality of education (Tewabech, 2009). Similarly, Aregaw (2009) added that educational research is very important to make school more effective. The role of educational research is “to promote education by discovering the best way of doing educational activities and establishing principles by which these activities are guided. Accordingly it enables to economize efforts, to prevent wastage, to increase wastage, to increase efficiency and vitalize the function of our work.”

Scheerens (2004), has identified five major bodies of research that are added to the issues of school effectiveness. These are: Research that considers the equality of educational out comes: These are the kind of research focused on how school effect the quality of out come, research that considers educational production: this body of research stressed how in put variables (student, teacher’s ratio, per student expenditure, and teacher’s experience, etc.) affect students’ achievement. Research that consider school as organization: this body

of research focused on how the process (throughput) and contextual conditions affect the output (students' achievement, intelligence and the like): this body of research is widely known as school effectiveness. Research that considers issue of instructional effectiveness: this kind of research paid attention the impact of individual teachers activities in classroom level on the students' achievement. Research that had been identified lately is that which considers evaluation of compensatory program. This kind of research has focused on examining how specific curricula affect Students' achievement.

Educational research assists practitioners or teachers and other stakeholders in identifying the needs, assessing the development processes, and evaluating the outcome of the changes they define, design and implemented. This is because of conducting educational research activities help the schooling, by making learning more objective and realistic to students and by assisting teachers to improve classroom teaching to further learning (Johnson, 1993).

According to Grundy (1994), the importance placed upon the improvement of understanding as well as practice and upon the improvement of the situation in which the practice takes place as well as the practice itself, points to the appropriateness of action research as a school improvement strategy. In the improvement, principles enunciated above the importance of schools "identifying their own problems" and having "knowledge of alternative models" suggests that changes in knowledge and understanding are as important to school improvement, as are changes in practices. Furthermore, the recognition that "altering the culture of the school is a critical aspect of the improvement process" highlights the link between educational improvement and improvement in "the situations in which [educational] practices are carried out."

To sum up the idea, expanding of research knowledge has been brought changes in the education system of the countries. Consequently, it helps the responsible bodies to revise or change their educational policies and can establish the best practices to assist teachers, counselors, educational policy makers, administrators, and students to improve the schools effectiveness and learning outcomes.

2.2. Action research

According to Richard (2000), action research is a practice for the systematic development of knowing and knowledge, but based in a rather different form from traditional academic research—it has different purposes, is based in different relationships, it has different ways of conceiving knowledge and its relation to practice. It seeks to bring together action and reflection, theory and practice. Similarly Cushy (2005), cited Hargreaves, 1996; Rose (2002) described that education research was not always reaching the practitioners, as quite often work done by academics was published in journals generally not read by them. In this context, it is worth pointing out that action research opens up opportunities for practitioners to actually be involved in research, which has immediate relevance and application. Koshy (2005) suggested that primary purpose of action research is to produce practical knowledge that is useful to people in the everyday conduct of their lives. Action research is about working toward practical outcomes, and also about creating new forms of understanding, since action without reflection and understanding is blind, just as theory without action is meaningless.

Cohen and Manion (1994) they described action research as essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation. This means that ideally, the step – by – step process is constantly monitored over varying periods of time and by a variety of mechanisms. So that the ensuing feedback may be translated into modifications, adjustment, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself rather than to some future occasion.

Koshy (2005) stated that comments on the practical, problem-solving nature of action research, makes this approach attractive to practitioner-researchers. He highlighted the fact that action research is directed towards greater understanding and improvement of practice. Reason and Bradbury (2001) outlined the purpose of action research as the production of practical knowledge that is useful to people in the everyday context of their lives. They explained further, action research is about working towards practical outcomes, and about creating new forms of understanding, since action without understanding is blind, just as

theory without action is meaningless. Since, action research starts with everyday experience and is concerned with the development of living knowledge, in many ways the process of inquiry is as important as specific outcomes. Good action research emerges over time in an evolutionary and developmental process, as individuals develop skills of enquiry and as communities of enquiry develop within communities of practice. Reason and Hilary cited Keeves (1998) argued that it leads not just to new practical knowledge, but to new abilities to create knowledge. In action research knowledge is a living, evolving process of coming to know rooted in everyday experience;? It is a verb rather than a noun.

According to Richard (2000), action-research comprises research initiated by teachers or other education practitioners, conducted within the environment of the practitioner, typically small-scale, and highly contextually based. Such studies are commonly concerned with pragmatic outcomes such as improving learning, gaining a deeper understanding of classroom practice or situated learning. Action research is grounded in the reality of the school, classroom, teachers, and students. It is a process in which study and inquiry lead to actions that make a difference in teaching and learning, that bridge doing (practice), learning (study), and reflection (inquiry). He further explained, through action research, we intellectually and affectively take care of ourselves, our classrooms, and our students. Action research is concerned with engaging in one's own action and others in a self-reflective manner, gathering data and using these data to inform educational practice; being situational it is usually, though not always, collaborative.

According to Elliott (2001), action research is a paradigm of inquiry where the researcher's primary purpose is to improve the capacity and subsequent practices of the researcher rather than to produce theoretical knowledge improving practice means that the quality of the outcome of the process and products together are enhanced. A defining characteristic of AR is that the researcher initiates change based on a feeling that something needs to change to create a better human situation. The researcher provides direction toward realization and transformation of values through the process. He explained, action research focuses on practical issues about teaching and learning problems in the classroom. In this regard, frontline teachers who deal with everyday teaching and learning problems are naturally owners of action research.

Elliott described, action research are often regarded as new and practical intervention strategies to some teaching problems. This is a result of teacher researchers is systematic collection of evidence of effective solutions to problems identified. A point worth noting is that: those teachers who are puzzled by problems are not problem teachers. They are careful and reflective teachers who are striving for continuous improvements. Action research not only adds to the teacher's knowledge, but also their professional judgment. From the above authors view, it is possible to say that more recently there has been a growing use of an action research approach to practical problems. This approach uses a range of research methods and is as a name suggest – tied into action or change in practical since action without reflection is meaningless.

2.3. The relation between teaching and research

Tewabech cited Javed (2008) identified that, the relationship between research and teaching is often ignored. She 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), even if teaching and research are inseparable, the gap between the two seem large. The process of teaching in the classroom is integral to action research. Although participating in action research could take up more teachers' time, it's more effective in terms of learning outcome. Apart from this, research methodologies for collecting information could be tailor – made to suit our needs.

Tewabech (2008), explained teachers are told to use “research-based strategies” and yet such strategies may be presented to them stripped of the very sensitivity to context, analytic rigor, and thoughtful skepticism that are the hallmarks of quality research.

Smith (2011) noted that there is a simplistic view that research involves knowledge production and teaching involves knowledge transmission, and that these are separate activities. In this view, the relationship between teaching and research is limited to the outcomes of research forming the content of teaching. However, Smith believe that this does not reflect the complex reality of academic work in any discipline, and runs the risk of

creating two opposed activities. Many teachers argue that the problem with theory is that ignoring practice. Theory is often tied to large – scale research projects designed and conducted by educational researchers, with little or no teacher input.

Of course, this research has an important place in the field of education; still, it is difficult to distill much of it into definable practices that will change the way we teach. Action research, however, stands as a teacher's best chance at using critical inquiry to activate change, on their own terms. Similarly, Teresa (2010) asserted that, action research would help teachers to improve instruction in their classroom. It will allow them to look critically at what is going on in their classroom and the impact that every small change can make in student (and teacher) success. Action Research can help you focus on specific issues and address them with a plan. As a result, they will know why something has changed – without having to guess at the causal relationships of your actions on student achievement.

Action research involves a self-reflective, systematic, and critical approach to enquiry by participants who are simultaneously members of the context in which the research takes place. The aim of action research is to identify ‘problematic’ (in the sense of areas that can be problematic) situations or issues that participants consider worth investigating and to undertake practical interventions in order to bring about informed changes in practice (Cohen and Manion, 1994). Similarly, Reason and Bradbury (2001, p.2) outlined the purpose of action research as the production of practical knowledge that is useful to people in the everyday context of their lives. According to the authors, action research is about working towards practical outcomes, and about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless. The authors continue to provide valuable insights into the nature of action research: as action research starts with everyday experience and is concerned with the development of living knowledge, in many ways the process of inquiry is as important as specific outcomes. Good action research emerges over time in an evolutionary and developmental process, as individuals develop skills of enquiry and as communities of enquiry develop within communities of practice. By conducting action research, teachers can become emancipated. Todd cited Gore and Zeichner (1995) stated that, in that they become in control of the whole process of research and investigation of their own teaching, rather than being the tool

of an outside researcher. Teachers, then can become more autonomous, responsible, and answerable through action research, and so teachers themselves can take decisions concerning change. One outcome of this is that action research is likely to be relevant and immediately useful in understanding and developing the specific classroom context in which it was conducted, and so of benefit to learners. Another outcome is that the research becomes both an input into and a stimulus for teacher reflection (indeed, teacher reflection is one of the key tools in conducting action research), and reflection is a necessary component of personal and professional development. Conducting action research, then, is one key way for us to develop ourselves as teachers.

2.4. Teachers as researchers

As noted by Koshy (2005), the aims of teacher-researcher scheme presented below are worthy of consideration: To encourage teachers to engage with research and evidence about pupils' achievements, for example to use other people's research; to inform their practice and/or to participate actively in research. In addition to these, to increase the capacity for high quality, teacher-focused classroom research by supporting teacher involvement in the development of research proposals for external funding; to support teachers in designing, applying and for carrying out more medium and large-scale classroom-based research about pedagogy where teachers have an active role. In addition to these, to enable experiments in disseminating research findings and making use of them in classrooms and to provide examples of good practice in making use of research.

According to Subahan (1998), many writers suggested that the main idea is to encourage teachers to carry out research in class or their classrooms suggests that action research act as a catalyst towards effective change. Its emphasis on reflection and inquiry for taking positive action would improve the instructional practice of preservice teachers and encourage them to become active in curriculum development, reflective practice, and research for the students. Williams and Coles (2003) on the way explained its importance in critical reflection and decision-making, and engagement in creating and effecting change is recognized in evidence-based practice initiatives. In education, the concept of research-based teaching as part of reflective practice has been influential for many years.

Stenhouse's reflections on research-based teaching presented the case not only for the teacher as action researcher but also for the teacher-researcher who tests out the application of other people's research findings in their own classroom.

(Subahan, cited in Polemeni, 1976) stated that, teachers do not think that they are researchers, as they believe they cannot assume the role of a researcher. Attitude of teachers towards action research and motivation in carrying out research showed that research culture among teachers was far from satisfactory. Research culture was not widely spread, and also, the available indicators were not encouraging at all.

According to Subahan (1998), many teachers still do not know how to read or make references on research findings and draw implication of the new findings on teaching and learning activities in the classroom. They too do not refer to results of previous studies to help solve their problems. Among the reasons cited were difficulties in getting reading materials related to educational research, not having basic knowledge and skills to understand reports or research writings, not knowing how to interpret or use the implications of studies, and having a wrong perception of research thinking that it is unrelated to the issues or problems encountered. Similarly, Tewabech cited as Lowin (2008) added that, 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.

2.5. Why should teachers conduct research?

Many studies have been carried out by the experts in education regarding action research and the impact to the development of teaching professionalism. Findings from the various researches have postulated teachers need to participate in action research has improved the level of teaching professionalism – teachers become more reflective, increase their skills of analysing and solving problems and even foster close relationship among colleagues Subahan (1998). Similarly, Nyanjui (2013) explained that research for teachers provide instruction that maximizes students' learning, understand and support the developmental needs of pupils, develop an educational environment that supports students' motivation,

provide solutions to educational problems. Therefore, the teachers have to develop a significant impact on improving the teaching – learning situation.

A primary purpose of action research is to produce practical knowledge that is useful to people in the everyday conduct of their lives. Therefore, action research is about working toward practical outcomes, and about creating new forms of understanding (Elliott, 2001). Todd (2010) described, the reason of conducting research in the classroom is to improve and develop teaching. “As teachers, we need to know what is actually happening in our classrooms, what learners are thinking, why learners are reacting in the way they do, what aspects of the classroom we should focus on to develop our teaching most effectively, how we should change in these aspects, and what the effects of such changes are. It is important to note that more than half of the items in this list concern describing and understanding the existing classroom situation rather than evaluating the implementation of a new approach.”

He explained further, most teachers are not in a position to be able to conduct research, this means that the teacher is the person who should be doing most research into classroom. First and for most, classroom action research is a very effective way of improving teachers teaching methods and assessing students understanding at mid-term help teachers plan most effective for the rest of the semester. Comparing the student learning outcomes of different teaching strategies help, they discover which teaching techniques work best in a particular situation because teachers are researching the impact of their own teaching. They automatically take into account their own teaching strengths and weaknesses, the typical skill level of their students, etc. Their findings have immediate practical significance in terms of teaching decisions.

Research for teachers is a broad and important aspect of development not only for the teacher – researchers themselves but also for the colleagues with whom they share results in writing or at conferences or meetings. The positive effects of conducting research in the classroom are tremendous, and without research we are losing a valuable resource in our own as well as our colleagues' development as teachers and learners. Further, by not conducting research we also hurt the primary focus of our careers--our students (Bardine, 2012).

To recap the above points, teachers are the person who should be doing most research into classroom but they are not in a position to be able to conduct action research. However, research is important to note that more than half of the problems in the class concerns need to describe and understand the existed classroom situations rather than evaluating the implementation of a new system. Frankly speaking, research for teachers is a broad and important aspect of development not only for the teacher – researchers themselves but also for the colleagues with whom they share results in writing or at conferences or meetings. It is true, due to the fact that findings from the various researches have postulated teachers need to participate in action research to improve the level of teaching professionalism – teachers and become more reflective, increase their skills of analysing and solving problems and even foster close relationship among colleagues and the teachers have to develop a significant impact on improving the teaching – learning situation.

2.6. Factors affecting teachers to conduct educational research

According to Subahan (1998), action research is the most important educational activity for teachers' development. The capacity of reflecting and the result is very essential in doing research. Action research which can be affected by conditional constraints/obstacles, such as work overload, innovation, knowledge or skill level, self confidence, response to negative criticisms etc. On the other hand, lack of professional learning culture affects the research capacity in different ways. For instance, research culture in school, the inability to realise the importance of action research in school, not understanding the concept of action research, uneven or limited distribution of information, differing value systems, negative attitude of teachers and administrators, lack of awareness and understanding, lack of autonomy, heavy workload and exam-oriented teaching.

Similarly, Todd (2010) argued that, teachers wishing to conduct research into their own classrooms, however, they are faced with a host of problems. Not least among these are lack of time, lack of expertise or skills in research, lack of support especially from within their own institution, and threats to their self-images as a teacher. Subahan (1998) explained some problems in inculcating research culture in school. The problems and obstacles highlighted by the teachers were the inability to realise the importance of action research in school, not understanding the concept of action research, uneven or limited

distribution of information, differing value systems, negative attitude of teachers and administrators, lack of awareness and understanding, lack of autonomy, heavy workload and exam-oriented teaching.

Many factors affect participation of teachers in educational research secondary schools and higher institutions in Ethiopia. For examples, Derbssa (2000) identified several factors that were most significant impediments to the research practice in the university. These are lack of research culture, funding of research activities, personnel capacity to conduct research, instructors' load, infrastructure, and equipment to do research. Birhanu (2009) stated that, that teachers' research skill and experience, material resource and facilities, availability of relevant data, teacher's commitment, and teachers working condition are factors that hinder teachers' involvement in educational research. Similarly, Birhanu cited in Tsegaye (2000) described, lack of financial resource is one of the prominent factors that hinder higher education institution of our country. Insufficient financial resource has prevented even the simplest investigation activities from being carried out. Therefore, lack of finance is one of the greatest problems of many teachers to undertake research. Kiflom (2009) stated that major determinants to the instructors' undertaking research in Mekelle University are lack of incentives, lack/inadequacy of budget, lack of conducive environment for research, lack of recent reference materials in the library, under utilization of research outcomes and insufficient internet access.

Amare (2000) stated that, educational research in Ethiopia was found at its developing characteristic of infancy. This happens due to the selection of research issues, application of designs, types of data, sampling procedures. Additionally, indigenization of researchers, conceptualization of research issues, provision of recommended actions, and characterized as teaching materials, low in number remained a staff –function and not a line function, commercial motives/ profit motivated research by consultant firms, and problem of the conceptualization of educational research issues.

Tesfaye (2011) and Tewabech (2009), argued that in Ethiopian higher education and primary schools there were multiple factors that hindered the active involvement of higher education instructors and primary schools teachers in their duties of practicing in research,

that could be classified as: Lack of trained and experienced personnel, lack of financial support, lack of ample time for research, lack of recognition, lack of expectation, lack of promotion, lack of collaboration work among colleagues and the community, teaching load or time, problem related to library and laboratory facilities, absence of well established supporting organizational structure of research, lack of visiting exchange programs between universities.

In addition to these, Birhanu (2009) cited from Adane (2000) and present a list of problems universities in the developing countries are facing in research, which can be summarized as follows: Lack of trained and experienced personnel, lack of financial support, lack of ample time for research, problem related to library and laboratory facilities, absence of well established supporting organizational structure of research and lack of visiting exchange programs between universities.

When these explanation are consolidated, it can be said that lack of trained and experienced personnel, lack of ample time for research and absence of well established supporting organizational structure of research. In addition to this, lack of visiting exchange programs between universities, research culture, instructors' load, availability of relevant data, teacher's commitment, and teachers working condition, lack of incentives, lack/inadequacy of budget, lack of conducive research environment. On the same manner, lack of recent reference materials in the library, under utilization of research outcomes and insufficient internet access are the major factors that affect teachers' involvement in conducting educational research in primary and higher institutions.

2.6.1. Teachers experience and knowledge

knowledge and skill in research method are very essential and used as pre-requisite for research works. This is because of educational research is one of the social researches, which deals with the complex nature of human subjects. They have to deal with a number of variables, acting independently and in interaction (Firdisa, 2000).

Tewabech cited as Lyon (2000) stated that, scarcity of knowledge about how best to implement even the best research information in to the daily lives of school administrators, teachers and students. Without understanding the systematic requirement that are necessary

for research to inform its practice in genuine fashion. It's not yet understands the amount of time, effort, and resources that are required to address teaching – learning, adaptability and change. Its certainly does not understand how such things as school district policy and demands, high stakes assessment influence the research process values and beliefs on various aspects of school and schooling. Individuals act upon these views as if they were real. Research and data collection in this area allow us to understand views about the school community and the learning environment. It also assists school personnel to know how well they are performing and to identify new possibilities.

The problem of lack of research expertise or skills has a knock-on effect causing further problems. Research designed and conducted by teachers new to research is likely to have low reliability (e.g. the findings are not likely to be generalized) and low validity (e.g. the research may not actually produce findings which address the targeted research topic). Because of these problems, the research is also likely to have low publish ability which may obstruct achievement of the teacher's real reason for conducting research, namely, to get published given the heavy stress placed on publishing research by the Ministry of Education and universities at present (Todd, 2010). Similarly, Williams and Coles (2003) explained that greater confidence in finding and using information might be an indication of a wider attitude towards reflective practice and professional development, which leads teachers to an interest in research. Despite their uncertainty about search strategies, teachers felt more confident in finding research information than in evaluating and using (organizing, synthesizing and communicating) research information. The ability to evaluate, select, synthesize, and communicate different bodies of knowledge is central to learning and to the creation and application of new knowledge, while the inability to do so can lead to problems of information overload and frustration. For this reason, the greater awareness of the research process that brings more confidence in making judgments' about relevance and quality of information.

2.6.2. Teachers view towards educational research

Anderson (2013), suggested that teachers might be reluctant to bring change through school based educational research due to lack of awareness that research is needed for change, lack of knowledge, the belief and perception that conducting and utilizing research will not make

any differences to them or their students Teachers interest for action research has an important role for understanding research activities since research is the best tool to improve their teaching methodology. Seyoum (1998), as noted already whether or not individuals have interest in research is quite crucial in order to engage in research activities. In fact, a lot seems depend on it. Accordingly, in this study the research attempted to realize the concern and view of teachers towards action research. For this reason, investigating whether the view of female teachers' towards action research is pro or against is necessary.

2.6.3. Utilization of the Previous Action Research Findings for the Current Year

Williams and Coles (2003) stated that previous research involvement, whether in research-based study linked to higher qualifications; action research is change teachers perception towards research. Similarly, Anderson (2013) stated that the findings of teacher research influence teacher practice directly because they stay in the classroom or are shared with the researcher's colleagues and provide the opportunity to develop new and different relationships with both colleagues and students. While a lone teacher can pursue research her own, the value and effectiveness of teacher research are magnified when several teachers at a school work together, forming a supportive research group to act as a sounding board, provide encouragement, and explore next steps. This opportunity for collaboration with colleagues breaks through the isolation many teachers experience. Research findings are not generated to appear in a scholarly publication that takes significant time to filter back to the classroom. Findings can affect practice immediately as teachers make decisions about a strategy's effectiveness for student learning.

2.6.4. Motivation

As Zhang and Davie (2010) cited in Yining identified personal motivational factor that drive academic research can be divided into two categories. These are extrinsic factors as "those related to the environment in which the job is being performed (such as income increase, tenure, promotion), and intrinsic factors as "those directly related to the actual performance of the job" and (such as personal satisfaction from solving research puzzles, contributing to the discipline, achieving peer recognition.)

Promotion is one of the of rewards system to help motivating employees. Some scholars believe that promotion has a motivating effect on research productivity and effective way of encouraging staff to conduct research. To attract and retain researchers, two open secrets of stimulating research activities is a certain level of discretion of allocating research fund and direct monetary rewards for research output However, lack of motivation demoralizes the researcher activities (Zhang and Davie, 2010).

2.6.5. Research resource and facilities

Derebssa (2004) listed 11 facilities: computers, printers, photocopy services, duplicating services, stationery, internet connections, conducive working offices, necessary office equipments, relevant reading materials, telephone services, and fax services and collected data on the availability of these basic infrastructures and equipments to the educational researchers in the AAU. He further explained, it is only internet connection which is sufficiently available to the university researchers, whereas, computers, printers, stationery, conducive working offices, necessary office equipments, and relevant reading materials are not sufficiently available to AAU university instructors to do their research by the university. Basic equipments like photocopy service, duplicating services, telephone services, and fax services were not available to AAU researchers that hamper their participation to conduct their research.

Research require available resources such as reference material like books, journals, computer library, laboratories, pedagogical centers, archives and other documentation centers Tesfaye (2011), Tewabech (2000), Kiflom ,(2009), Derbssa , (2000) and Birhanu (2009). Research needs and supply of budget, resource and facilities. The problems in getting such research inputs and delay due to administrative problem discourage the researchers to conduct effective research. Williams and Coles (2003), physical access to sources, and accessibility in terms of usability and presentation are significant factors influencing the use of research information and were prominent barriers. Amongst Lack of time to search for research information was the most commonly cited barrier, but tied to this was the issue of lack of ready access to research in one place(i.e. in school), lack of readily accessible information on what is available, if the school library did not provide access research information. These were prominent barriers to conduct research.

2.6.6. Time

Teachers typically spend less than half of their working time in classroom instruction while the remaining time is occupied by other extra – classroom activities like administrative and critical tasks, marking, lesson preparation, meetings, report writing, curriculum development, social and welfare tasks with students and parents, school management, leadership roles, and professional development. It has also being postulated that the given education reforms and the development of modern education systems in various countries, the roles of the teacher should not be limited to cognitive activities; rather, they should include the management of people, relationships, and handling of pastoral and welfare matters in the school system (Todd 2010).

“In practice participatory research is problematic and, thus, has some limits. It is questionable to presume that research participants (researched) desire a strongly participator research process. It may not always be practical because of time constraints (e.g. working women with multiple domestic responsibilities). The time frame of a research (e.g. time constraints of a researcher to complete thesis). This may lead to problems of insufficient time to build a trusting relationship, or premature exit that may leave the participants feeling let down” (Pardahan, 2005).

2.7. The role of female teachers in primary school

Margaret (1991) noted that, whatever problems women have, or have had, in gaining access to education, they have increasingly contributed to education systems by school teaching. In primary schools and especially in pre-school institutions women are almost everywhere the major component of the teaching. Female in teaching profession are closely linked with familial aspect of primary schooling, equating the class teacher with a mother and identifying some of the problems student girl’s face, since they have natural skills that help them to do so. Pandey (2002) explained, female teachers not only support and encourage girl’s to successfully complete their students may be continuing study to become teachers, themselves but also fellow teachers too female teachers function as role model on several society levels. They help to change the idea of misconception on gender among children’s

as well as a society. Female teachers exert a positive influence on the number of girls attending school and on what benefit from it. So, the existence of pedagogically qualifying female teachers are very essential Margaret (1991). Similarly, Almaz (2003) stated that, the role of female teachers has been well documented in national and international studies. A study by the Ministry of Education (1999) for example stated that the greater the number of female teachers in schools, the better the girls' performance and the lower the dropout rates. Female teachers as more understanding of students' needs, as communicating better with their students and as being more accessible to students. The positive aspect of this is that female teachers can be very effective in soliciting psychological and social support to female students against the prevailing societal norms that become serious constraints in their education.

2.8. Women participation in research

“Women's contribution to society was barely recorded in the history books of the time. Rather, women had been assigned over overwhelmingly passive role within abroad discussion about human nature, and were only studied as wives and mothers, nor as people in their own right. As a result women's contribution to social cultural life had been down played and marginalized.” (Denscombe, 2003 p.269).

Beintema and Marcantonio (2010) as mentioned, women's participation in research systems is important for two major reasons: the need to reach gender balance and hence more equal representation in research and policy, and the opportunity to attract additional, much-needed human resource capacity. Almaz (2003) noted that, opportunities for short-term training in action research methodology for women to assist women to do research effectively. This will enhance their professional skills as well as the chances to climb the career ladder.

2.9. The factors that influence female teacher's participation in research

Segesten (2013) noted that, Women working in higher education across the world face similar problems. For instant, at one institute there are a majority of women researchers but their boss is a man and, in face of the threat of funding cuts, he is the only one who has the security of further employment. Indian National Science Academy Report (2004) stated

that, attracting and retaining women in higher education, particularly research, continues to be a challenge for governments across the globe. Best practices in work spaces – research institutions, universities, R&D industries – as well as across disciplines, to attract and retain the women workforce is a matter of much concern. The report further explained, since the competition to remain and advance in academic careers begins immediately after the attainment of a doctoral degree, it is important for women to establish themselves during their early 30s, a period that coincides for most women with marriage and family commitments. Breaks or temporary research positions during this period impose costs that typically cannot be recouped, and career opportunities do not appear at a later stage when family commitments demand less time. Thus, as a compromise, a large number of qualified women scientists opt for under-graduate or school level teaching, while others completely drop out of a research career. This has serious implications for the loss of trained human power for the country.

The report of LERU (2010) stated that, although there are gaps in the data available on women in research, there is sufficient to clearly indicate a lack of gender balance. This imbalance, and its consequent problems, is little-known, and the lack of discussion on the topic means that there is low awareness – even amongst the research community itself, not to mention the public. In many countries, this specific lack of awareness is compounded by a general low level of awareness on gender issues, even amongst women

It explained, the feminist movement which has been responsible for the articulation of the dissatisfaction of women in general, has focused attention on the equality of women in today's society and the discrimination against them in employment and education. In addition to point out salary inequalities, the feminist movement has done much consciousness-raising among women teachers. It has made women more aware of their low, bottom-level status in the school hierarchy; it's the women who teach, and the men who administrate!

2.9.1. Health and family problems

Mapolisa and Thembinkosi (2010) described that health and family problems are other constraints that slow down effective participation of women in research in Nigerian higher institutions. The young woman academic seeks to satisfy the home front. Pregnancy, care of children, husband and the home do militate against women academics as they desire to investigate issues around them and in communities. Social and cultural expectations in the African society could be hindrances to effective participation, commonly, spouses were found in the company of one another most of the times. As women leave the company of their husbands, contrary to what operated in the olden days, for employment outside their homes, casual observations showed that there had been conflicts arising from the demands and expectations of marriage and their employment as academics. The LERU report cited Ogunsanmi (2001) due to their employment status, women who occupied dual roles had a lot of strains, emotionally and psychologically. These affected the degree of affectionate intimacy between them and their husbands. Unlike in the past, women academics go out of their homes for long hours researching. Hence, they are not in the company of their husbands as it was before the advent of western education. The Nigerian woman academic in the past, then chooses between her home and research.

Morover, Almaz (2003) stated that women are inclined toward teaching rather than research and the importance of having time for family responsibility. Most women found their employment ideal because it enabled them to find professional fulfillment without the pressure to publish and it allowed them sufficient time for family responsibilities.

2.9.2. Work load

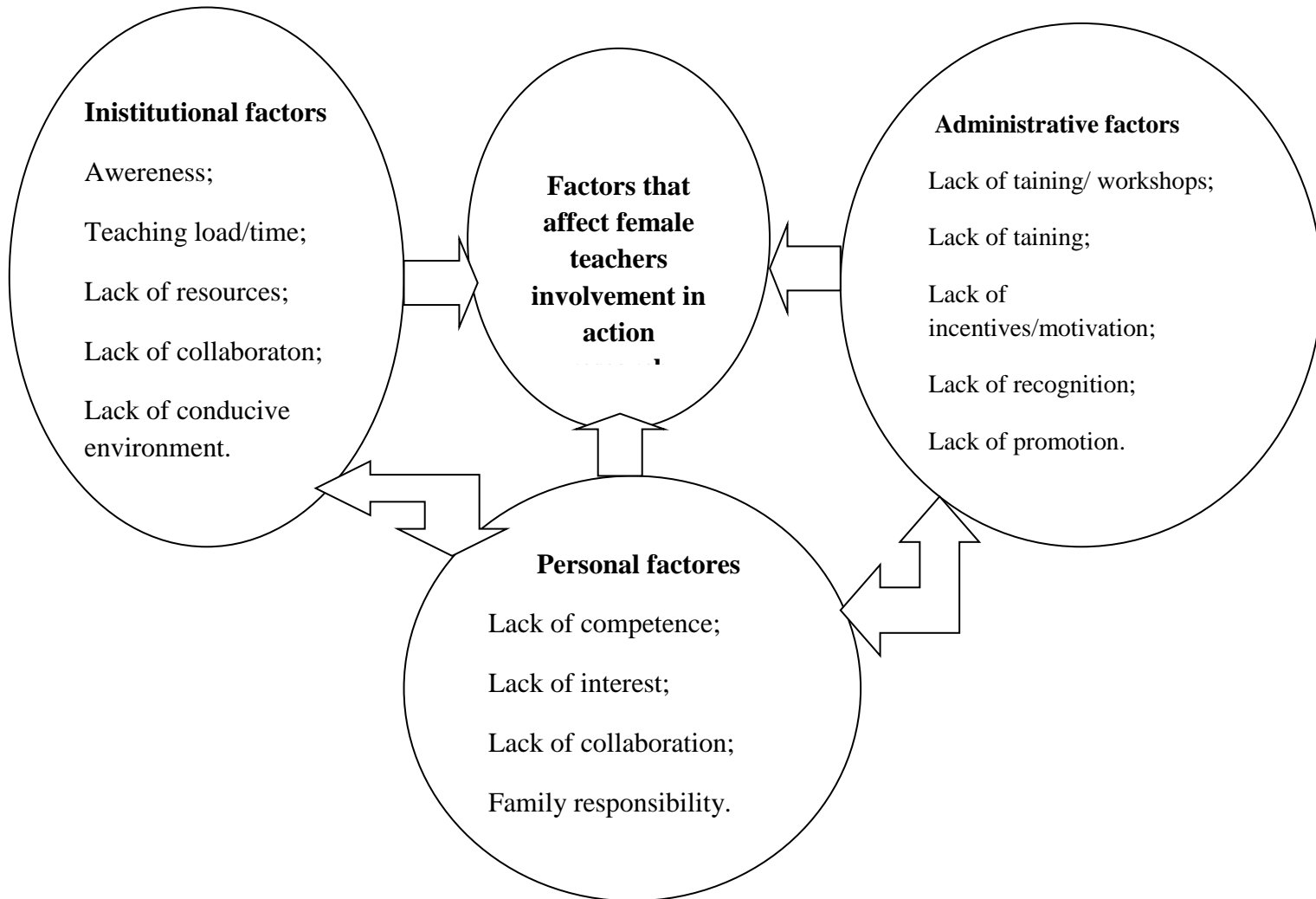
Women academics have multiple roles as mothers and home makers in the first instance. They are mothers and in some cases, religious leaders who play vital roles culturally. The struggle for a balance between teaching, lecturing and researching is always frustrating ([http://: women in higher education. html](http://women in higher education. html)). The fractured nature of academic life, with its conflicting demands, quality teaching, up to- date scholarship, the pursuit of original research and the cultivation of substantial partnerships with external communities, creates extreme tension in the working life of any academic not to talk of a woman academic.

Many women academics occupy positions of authority in the universities. Such positions usually take much of their time at work. The little time they have to carry out researches would have been utilized attending meetings and supervising (LERU, 2010)

Many factors hampered participation of women in research Yeshimebrat (2002) listed the factors that affect female teachers' involvement in educational research in Amhara region such as: inadequate research infrastructure, shortage of time, family responsibility, lack of experience, lack of confidence and gender specific roles.

To sum up the idea, female participation in research are very important, for instance the better the girls' performance and the lower the dropout rates, to understand students' needs because female teachers communicating better with their students and as being more accessible to students, for pedagogically qualifying female teachers. In addition to these, for need to reach gender balance and more equal representation in research and policy, and the opportunity to attract additional, much-needed human resource capacity. Moreover, enhance their professional skills as well as the chances to climb the career ladder. However, there are factors that influence female teachers to participate in research such as health and family problems, social and cultural expectations, women are inclined toward teaching rather than research, inadequate research infrastructure, shortage of time, lack of experience, and lack of confidence and gender specific roles are slow down effective participation of women in research.

Conceptual framework of the study



CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The intention of this study was to collect data specific to the factors that influence female teachers from practicing action research. In order to meet this purpose, qualitative case study design was employed in order to gain deeper insight and rich data about the major factors that hinder female teachers' involvement in action research in Lafto Government Primary School.

3.1. Design of the Study

The main objective of the study was to determine the factors that influence female teachers from practicing action research, to recommend suitable conditions, to encourage and support female teachers to practice research at Lafto Government Primary School. In-depth and rich data that help the researcher to understand the situation in detail and in order to realize the success of the study, the researcher utilized qualitative case study design. The use of multiple perspectives and different kinds of data collection are characteristic of high quality case study and lends weight to the validity of the findings.

3.2. Research Setting

The study was conducted in Addis Ababa, particularly in Lafto sub-city commonly known as Lafto "meskelegna" area, which is located in the western part of Addis Ababa. The sub-city had 21 Government Primary Schools and 112 private primary schools. Lafto Government Primary School is purposely selected, the school was selected for two reasons. Firstly, research activities are currently practiced in primary school but, not conducted in secondary school. Secondly, the school proximity for the researcher. The number of teachers in the school was 73 among these 52 of them were females and 21 males. In the current academic year 30 female teachers were participated in research activities of an average of 30-40 students per class.

3.3. Data gathering tools

Semi-structured interviews, informal conversation, focus group discussion and analysis of action research reports by female teachers were used as data collection instruments. Most of the data were collected through interview it was preferred because relevant data concerning the issue would be obtained.

3.3.1. Interview

Semi structured and open –ended questions were prepared, to enable the respondents address matters in their own terms and to help the participants express their idea freely on that particular issue. Probing was used to lead to the informants to the issue under investigation. Interviews were made with the participants among Lafto Government Primary schools female teachers. First audio tape interviews for those who willing to record on tape recorder and notes were taken for others. In this case the researcher solicites most of the data by witting note because most the interview takes place in the class room, while the teachers were teaching in the class room this is due to the teachers were not coming to the class early and this makes the researcher to force interview in the class rooms. All the interview questions were translated and conducted in Amharic language to make ease for communication. The interview was conducted in the form of friendly dialogue. This enabled the participant feel free, relaxed and confident.

3.3.2. Focus Group Discussion

Focus Group Discussion (FGD) was held concerning the research studies implementation, the quality and value of the research studies solving problem in female teachers' from practicing action research at primary school. Focus group discussions were conducted to collect qualitative data from the participants perceptions, opinions and experiences. FGD had six members as participants these were two administrators, two unit leaders and two educational bureau experts who are more responsible for the issues. During the discussion on the issue, the researcher was taking note while they were discussing and making consensus on the issues. The FGD consisted of four open-ended and some probing questions were asked.

3.4. Research participants and sampling techniques

The researcher conducted the interview a sample of 10 female teachers selected purposively from a total of 52 female teachers. The reason behind the selection of the participants was based on their year of experience. Teachers, whose service year less than three year was not included in the study because the current career structure of school system are fresh, junior, teacher, higher teacher, and advance teacher. So the researcher purposively selected fresh, junieor and advance (highly experianced) teachers because action research highly concerning these teachers. There were two administrators, two unit leaders, and two educational bureau experts who were involved as participants. The sample selection process used in this study was the Purposeful sampling technique was chosen. According to Maxwell (2005), most sampling in qualitative research is neither probability sampling nor convenience sampling, but falls into a third category purposeful sampling. This is a strategy in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices. It can be used to achieve representativeness or typicality of the settings, individuals, or activities selected.

The size of the sample for the qualitative study was determined when saturation was reached for theory and information, and anything new being added. Similarly, Baxter and Jack (2008) stated that qualitative researchers typically study a relatively small number of individuals or situations and preserve the individuality of each of these in their analyses, rather than collecting data from large samples and aggregating the data across individuals or situations. Thus, they are able to understand how events, actions, and meanings are shaped by the unique circumstances in which these occur.

3.5. Method of Data analysis

The researcher engaged document analysis to compliment evidence obtained from the interviews with overall purpose of the study. Analysis of action research reports by female teachers to assure the participation of female teachers in action research. Morrill et al. (2000) documentation is critical to qualitative research for several reasons: It is essential for keeping track of what will be a rapidly growing volume of notes, tapes, and documents; it

provides a way of developing and outlining the analytic process. A basic principle of qualitative research is that data analysis should be conducted simultaneously with data collection. This allows one to progressively focus on one's interviews and observations, and to decide how to test the emerging conclusions (Maxwell).

The researcher was utilized qualitative data analysis and the following data analysis techniques were applied.

1. Organizing and preparing raw data

First audio tape interviews for those who were willing to record on tape recorder and the others were write down in note book. In this case the researcher was got most of the data by witting note because almost all of the interview took place in the class room, while the teachers were teaching in the class room. This is due to the teachers were not coming to the class early and this makes the researcher to conduct interview in the class rooms. The researcher organizing and preparing raw data such as interviews, informal conversation, focus group discussions and analysis of action reports for further analysis; First, the researcher transcribed the data collected from the interviews to get a general sense of the whole ideas presented. Interview data was transcribed firstly into a Word document. According to Morrill et al. (2000), read through of all materials, and the data for a qualitative study most often are notes jotted down in the field or during an interview—from which the original comments, observations, and feelings are reconstructed—or text transcribed from audiotapes.

2. Conceptualization, Coding, and Categorizing

The researcher goes through the note, adding comments and reflection in the raw data and making additional notes; memos were written in the right hand margin. (Morrill et al. (2000). Conceptualization, allows the researcher to move from simple description of the people and settings to explanations of why things happened as they did with those people in that setting. The researcher then collected more data, read the data again, and the process continued. Coding was relating research questions and the researcher provided name for the participants like I₁, I₂, I₃, I₄, I₅, I₆, I₇, I₈, I₉, I₁₀ and II₁, II₂, II₃, II₄, II₅ for interview and FGD respectively.

3. Identifying Themes and Relationships

In this step the researcher applied thematic analysis identifying commonalities and differences of the data obtained from in-depth interview, FGD, informal conversation and document analysis by checking the note repeatedly in order to filter explanation. Denscombe (2003) stated that vital part of the reflections undertaken by qualitative researcher will be the attempt to identify 'patterns and processes, commonalities and differences'. Denscombe cited in Miles and Huberman (1994) explained that when re-visiting the field notes, transcripts or text, the researcher should be on the lookout for themes or interconnections between the units and categories that are emerging.

4. Conclusions – drawing/verifying

According to Lydia (2011), conclusions will be verified by looking back at earlier stages of the data analysis, including the raw data, and confirming the significance of the suppositions. Morrill et al (2000) stated that qualitative researcher's conclusions should also be assessed by his or her ability to provide a credible explanation for some aspect of social life. Finally, the researcher used direct quotation and narrative description as each theme was analysed and provided conclusion and implication by looking back at each and every participant's idea after getting saturation.

3.6. Ethical Consideration

The research was conducted in consideration of all ethical issues of a research. The participants were briefed about the purpose of the study and asked for their informed consent to be involved in the study. The interviews were conducted separately and in private except for focus group discussion. The researcher developed a relationship with the participants to encourage optimum responses in a naturalistic environment. The participants were assured of confidentiality of all data collected. The consequences of the research for the participants were also considered as important areas of concern, especially concerning any official reports or future publications. Hence, the name of the school and the participants remained unidentified and all data were confidential to the researcher. In addition, all participants were advised of their rights to withdraw or refuse to participate in the research at any stage.

3.7. Addressing quality of the study

Denscombe (2003) described that the issues of credibility and validity are relevant to qualitative research as to any other approach. Thus, qualitative researchers utilize various validation strategies to make their studies credible and rigorous (Creswell, 2003). Credibility for this study was achieved using the validation strategies of triangulation, researcher reflexivity due to extended engagement, and thick rich description. The data were triangulated with the various forms of data that were collected in this study i.e., semi-structured interviews, focus group discussion, informal conversation and analysis of action research reports.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Under this section, the researcher tried to discuss the main issues according to the participants' understanding and the researcher's interpretation. The researcher attempted to inculcate the interpretation in addition to the participants' intention and understanding. The researcher's subjective comments were accompanied by literatures related to the issue.

4.1. Factors that Affect Female Teachers Involvement in Conducting Action Research

Different researchers raised ideas about the factors that affect teachers' involvement in research activities. The researcher believes that it could be depending up on the context. For example, Birhanu (2009), described from his finding the impediments that made research activities in college of teacher education such as shortage of resource and services hampered the smooth functioning of educational research activities. He explained further, lack of short practical training, workshop, and seminars on research related issues made the problem more serious. Lack of wider opportunities to disseminate and use research results, the modest value attached for teachers' research work in their professional promotion are problems that affected research works in Tigray region.

Furthermore, Subahan (1998) described, action research that can be affected by conditional constraints/obstacles, such as work overload, innovation, knowledge or skill level, self-confidence, response to negative criticisms, etc. are factors affecting teachers' involvement in action research at secondary school teachers in Malaysia. In addition to these, Tewabech (2009), stated the challenges of Government Secondary High School teachers in Addis Ababa to conduct educational research as lack of encouragements, lack of incentive, /rewards, lack of training, etc.

Moreover, Yeshimebrat (2000 p:269) described factors that could influence female teachers' participation in research activities in secondary schools at Amhara region such as lack of research knowledge, awareness, skills, negative attitude towards research activities, lack of encouragement and incentives family responsibility, shortage of time or other factors.

This study attempted to investigate factors that affect female teachers' involvement in conducting action research at Lafto Primary School. In this study, the in-depth interview, informal conversation and participants in FGD revealed the major problems of female teachers while conducting ACR.

4.1.1. The Training of Female Teachers in Action Research

Training is presumed as an important requirements to improve teachers ability and offer doing action research. According to Tewabech (2009), teachers who have taken in-service training been doing things better than those who are without additional in-service training. One of the particepant (I₁) has replied to the case of whether they have taken trainig about ACR by saying, *"I remember that once from the sub-city education office came and trained us. Then after, I had little awareness about ACR, but it was much better if the training had a continuity and was given in-depth."*

(Female teacher April 20, 2013)

On the same way, another participant (I₂) also replied for the question whether they have given any training in relation to ACR, by pointing that: *"We were trained once for two consecutive days, but it was not satisfactory. If it was given in depth and for long days, it would have been more important."*

(Female teacher April 20, 2013)

On the other hand, another participant (I₇) reflected different issue *"I didn't take inservice training. But I took the course in the Unversity and might helped me to conduct action research."* Likewise, the researcher also raised the question whether the training was given to them in relation to ACR, and participant (I₅) replied, *"I do from my own experience."*

(Female teacher May2, 2013)

The analysis of participants' response revealed that the majority of teachers' have not attended inservice training about action research and the methodology how to conduct it. For this reason, teachers were not intiated to involve in action research activities.

In relation to the participants, the researcher raised a question for the Lafto Sub – City Education Expert (II₆) how they give training about action research for teachers, and the expert replied by pointing,

We can't train all teachers in general meeting around October. However, We work to enrich our teachers in training of trainers (TOT) and trained teachers to share what they gained from the training for other teachers. It is obvious that this training is not enough to undertake action research.

(May 20, 2013)

From the above expert replied, it is possible to understand that training is useful to undertake action research. With this view, most of the teachers got training from TOT certain years ago. While the training was providing how to conduct ACR for primary school female teachers', the organization of seminars and workshops were very weak in the Sub – City. The training which did not have continuity and not given indepth might affect the teachers involvement in action research. These signify the need to improve the quality and relevance of training is very weak. Similarly, as Seyum (1998) noted, "It is believed that class room teachers have multiplier effect on their students. Therefore, whatever opportunity is available to participate in seminar or workshops priority should be given to the teachers." Similarly, Smith (2011) stated that researchers predict that teachers with a background in scientific disciplines would feel more comfortable or be more familiar with the scientific method and may be more likely to engage in research.

4.1.2. Female Teachers Competence in Action Research

The presence of teachers with adequate research knowledge, skill and confidence is essential and primary condition to conduct action research, which develop through training in action research. Elliot (2001) emphasized that it would be impossible to think of carrying out research activity without the individual being equipped with basic research skills. Basically, the only way to acquire competence in research is by doing it, but some skills must be acquired. Williams and Coles (2003) stated that greater confidence in finding and using information might be an indication of a wider attitude towards reflective practice and professional development, which leads teachers to an interest in research. Despite their uncertainty about search strategies, teachers felt more confident in finding research information than in evaluating and using (organizing, synthesizing and communicating)

research information. They further explained, the ability to evaluate, select, synthesize, and communicate different bodies of knowledge is central to learning and to the creation and application of new knowledge, while the inability to do so can lead to problems of information overload and frustration. Greater awareness of the research process brings more confidence in making judgments' about relevance and quality of information.

In this regard, the researcher asked the participants whether they use different reference books, journals, etc. To prepare questionnaire and what kind of preparation do they make before conducting action research? participant (I₃) said that *"I don't read books. Even I don't prepare and provide questionnaire, and not only me, most of us are doing like this. But my action research provides tangible change and the school also accept and apply it."*

(Female teacher May2, 2013)

In this regard Anderson (2013) explained that: Every day, teachers engage in research. Working with students to facilitate learning. Teachers develop lesson plans, evaluate student work, and share outcomes with students, parents, and administrators. Teachers then begin again with new units and lessons to clarify and review concepts as well as develop new understanding. That may not sound much like research-most of us call it teaching! But if we describe those activities in slightly different language, we'd say that on a daily basis teachers design and implement a plan of action, observe and analyze outcomes, and modify plans to better meet the needs of students. That's research.

The idea of participant (I₃) is more or less shared by other teachers and participant (I₇) raised the following ideas: *"We do not read reference books and do not have such kind of experiences. The school has a format of action research and we use it to prepare questionnaires based on it for our titles and distributed for concerned bodies."*

(Female teacher May3, 2013)

The education expert in the same way underlined that:

The action research at school has many advantages for both teachers and students because they (teachers) begin conducting action research from tangible problems. For instance, in day-to-day teaching – learning process, teachers can easily pick out the problems they faced while teaching and hold ACR on that problem. It could also be helpful to upgrade the result of the students. It lets them know the behavior of their students, etc.

He explained further,

Depending on ACR, teachers can forward possible solutions and bring sustainable improvements. Furthermore, I donot think female teachers in the school have the knowledge of ACR. Because of low awareness of the use ACR, participant teachers do not forward ideas on the topic and participate actively and also they do not follow the procedure of action research format to prepare questionnaires, reading different reference books and the like. Moreover, female teachers have more work load both at school and at their home that make them too busy. This result shortage of time and demoralizes their interest to conduct an action research.

With regard to the level of knowledge about action research, information were obtained to assess the participants' comprehensive knowledge on action research and related issues. It indicates that the majority of respondents have varied levels of understanding on how information about methodologies could be interpreted. The concept of action research throughout the experience and accordingly, they were able to conduct action researches in collaboration with different departments and staff members. On the other hand, almost all informants mentioned that they were not given any regular training related to an action research. Sometimes they were given a kind of orientation on staff meeting and in the form of TOT.

In addition to these, some of the teachers still did not distinguish conducting action research from the everyday work of teaching and they did not understand the preparation of teachers before conducting action research like (preparing the research question), planning how to gather useful information (data collection), reflecting on what they learned (data analysis), and determining how content or instruction can be modified to better serve student needs (conclusions or outcomes). But, due to lack of awareness and competence skill of conducting action research some of the teachers did not follow the procedure of and the

nessary steps of conducting action research. This may contribute for weak awareness and competence of female teachers to conduct action research.

Koshey (2005) described that what action researcher needs to consider while conducting action research, if his/her action research involves investigating a question. He/she need to consider the type of question, which is appropriate to ask. A consideration of what the expected outcomes are may help in phrasing the question. One needs to consider whether the question is specific or open-ended in nature.

Moreover, Marczyk, DeMatteo and Festinger (2005) described the preliminary work of getting a research study started differs depending on the type of research being conducted. Some research-related issues are common to most types of research. For instance, prior to collecting any data at all, researchers must typically identify a topic area of interest, conduct a literature review, formulate a researchable question, articulate hypotheses, determine who or what will be studied, identify the independent and dependent variables that will be examined in the study, and choose an appropriate research methodology. Moreover, these are just a few of the more common research-related issues encountered by researchers. Furthermore, depending on the context in which the research is taking place, there may be a push to get the research study started sooner rather than later, which may further contribute to the researcher's feeling overwhelmed during the planning stage of a research study.

As noted by Seyoum (1998), since it would be unrealistic to expect teachers without research skills to engage in research activities, the provision of some training deserves series consideration. Similarly Berhanu cited in Namuddu (1998) stated that the majority of useful and practical skills that one needs to become an excellent researcher are improved as one strives to do more and better research with the corresponding effect of acquiring the know-how required for conducting research.

4.1.3 . Document Analysis

Document analysis was done to understand whether or not female teachers participation and to check the competence of female teachers' and compile evidence obtained from the interviews with overall purpose of the study. As Morrill et al. (2000) stated that,

documentation is critical to qualitative research for several reasons: it is essential for keeping track of what will be rapidly growing volume of notes, tapes, and documents; it provides a way of developing and outlining the analytic process.

Even if the total number of the documents are unknown, the researcher observed about 10 of them. They were not well organized and arranged based on their titles, name of the teachers or categorised in departments. But, they were placed carelessly in carton box. This situation may not encourage teachers and researchers to observe and check them very well. Some of my participants' explanation shows that some of the action research analysis were lost due to careless handling and lack of serious follow up. This shows how the school pays attention for action research analysis.

Regarding the whole content of the action research analysis, the researchers' intention was not to examine the quality of the action research analysis rather it was the female teachers' competency towards action research and cross check the data obtained from interviews, informal conversation and FGD.

Action Research titles that were observed by the researcher were:

- *What Are The Reasons Low Level Of Students' Achievement: Is It Because Of Students Who Live With Legal Parents' or Guardians/Relatives?*
- *1 To 5 Grouping Relevances*
- *General Information of 1 To 5 Grouping*
- *How To Implement 1 To 5 Grouping*
- *Teachers' Attitude Towards 1 To 5 Grouping.*
- *1 To 5 Grouping Relevances and problems.*

When the researcher saw the strength of the action research paper analysis based on the format, the teachers tried to follow the procedures like writing introduction, title, basic questions, related questions, objectives, learner centered goal, time of start and end, action plan, attempting to solve the students' problem by distributing questionnaires, providing possible suggestions and conclusions. Having these formats without any indepth training is

really questionable. If recognition and incentives were given, some teachers were committed to conduct action research.

When the researcher saw the problems of the documents, there is lack of review literature in all action research analysis, the topics are more or less similar regarding to '1 to 5 grouping', the questionnaires were not visible in the format as well as in the analysis. This may not encourage some teachers to distribute questionnaires as participant (I₃) experience, no feedback or comments were given by the concerned bodies. In addition to these, majority of the teachers under the study had competency problem of defining research problem, preparing basic research questions, using reference or literature as sources, preparing questionnaires, analyzing data and providing conclusion.

This situation can affect the quality of action research analysis and the involvement of female teachers' in action research.

4.1.4. Relevance of Action Research for Female Teachers

Action research has improved the level of teaching professionalism - teachers become more reflective, increase their skills of analyzing and solving problems and even foster close relationship among colleagues (Johnson,1993). Similarly, Todd (2010) described that action research is likely to be relevant and immediately useful in understanding and developing the specific classroom context in which it was conducted, and so of benefit to learners' stimulus for teacher reflection and reflection is a necessary component of personal and professional development. Conducting action research, then, is one key way for us to develop ourselves as teachers.

According to participant (I₈), the relevance of action research is helpful to find solution for different students' problems. Here direct words read as:

It is helpful to find solutions for different students' problems. You can identify what students' problems are through action research whether it is food, clothe or educational problems. We found different problems and provided solutions, cooperating with different institutions. These solutions are found through action research.

(Female teacher May5, 2013)

Another participant (I₉) said, *“If the action research is done properly, it shows directions by helping how to identify problems and provide solutions. It is also helpful to share experiences.”* Similarly, from FGD (II₁) and (II₂) discussed the benefit of action research for female teachers’ and forwarded, *“Female teachers’ use action research while they are discussing in 1 to 5 grouping discussion. It increases female teachers’ confidence. It has also great value for students. It also increases the number of model students.”*

In addition to these, the participants forwarded the idea of, *“Action research let female teachers discuss on different issues and let them generate various ideas. It widens the teachers knowledge as well as let them forward different solution for certain problems.”*

From all participants view, it seems that action research is relevant to find the solutions for students problems, to share experiences, to increase confidence and performance of students and female teachers. As Yeshimebet cited Johnson (1997) described that research is the mirror for the teachers. Because it helps them to see retroactively what was done effectively and what should be improved. It provides the information that help the teachers to be critical of their past experiences in the instructional process what is new content in the teaching – learning process.

4.1.5. Utilization of the Previous Action Research Findings for the Current Year

Williams and Coles (2003) stated that previous research involvement, whether in research-based study linked to higher qualifications; action research is changing teachers’ perception towards research. In these regard Participant (I₆) who has been teaching for around 25 years explained the benefit of action research analysis and forwarded the idea

For instance, depending on the last year action research, we discussed with guardians and relatives of students are living with. It brings change for students who began to attend the school properly and most of them are promoted to grade three. Few of them dropped out and this shows that we can use action research analysis findings. We also discussed with the low achiever students’ parents how to improve the students result depending on the last year action research.

Participant (I₃) also said,

Last year, we conducted action research on late comer students. Using the findings, we discussed with the students' parents who stop coming late to the school. Most of our students live with their relatives or guardians. So that this show as there is less follow up from guardians. In addition to this, students were busy of household tasks rather than studing. However, after having conference with parents, there is great change on students.

Even though the school has no follow up about the conducted action research, three of the teachers' (participants) were understand its importance and they are using the action research analysis for solving students problem. Teachers tended to stress the importance of being able to relate research evidence to practical actions they could take in their.

4.1.6. Time

Todd (2010) noted that teachers typically spend less than half of their working time in classroom instruction while the remaining time is occupied by other extra – classroom activities like administrative and critical tasks, marking, lesson preparation, meetings, report writing, curriculum development, social and welfare tasks with students and parents, school management, leadership roles, and professional development. It has also being postulated that the given education reforms and the development of modern education systems in various countries, the roles of the teacher should not be limited to cognitive activities rather they should include the management of people, relationships, and handling of pastoral and welfare matters in the school system. So, if teachers are highly loaded with teaching and other activities, they are less likely to employ action research since research by nature is a time taking activities. The participant of the study underline research is the time taking work .

Participant (I₁₀) has the points to say,

It took me very long time to teach students Amharic letters based on last year action research findings. Students were not able to read and write. I called their parents and discussed about their children. Some of the parents felt guilty of their children. This all took me more than three months.

(Female teacher May8, 2013)

Another participant (I₂) raised the same ideas,

While doing in a group, teachers do not get convenient time to get together and discuss about action research work because we have many responsibilities at home and also here at school. So action research needs time but, we do not get enough time to conduct action research.

(Female teacher May11, 2013)

participants witnessed that time has great impact on action research and they have a great problem of time to conduct action research. Time is one factor that affect female teachers' participation in action research. Yeshemebrat (1998) stated that female family responsibility and the time spent on it also should be reduced by dividing mechanism of making the other family member share and shoulder part of it so that these families could get openings to share their time for research activities.

4.1.7. Experience Sharing in the School and Outside Regarding Action Research

Tewabech (2009) noted that 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 and knowledge) of the researcher.

With regard to experience sharing among staff on the issue of action research, data from in-depth interview, informal conversation, and FGD revealed that the effort to make regular experience sharing program and attempts are still weak. Here are the direct words of a participant (I₅) "We benefited from doing action research, but we did not get the chance to share our experiences."

Participant (I₃) also suggested that "*I do not believe that there is valuable experience sharing programs*" from the above two female teachers, it is possible to understand that there is no best experience sharing among the teachers in the school.

From FGD participants (II₅) told the researcher saying, "*We are not using this much from action research. There are weak side of teachers to share experience and best practices. They do not want to share and take good practices from colleagues.*"

As it can be seen, the participants described that there is no experience sharing program between teachers and other schools. This created the absence of well conducive environment for research and it was prominent factor restricting them from doing action research.

The collegial interaction is also important in stimulating and supporting the research process. Discussing problems with other teachers at schools, peers in collegial class, professor provides teachers with wealth of potential solutions as well as the opportunity to examine changing beliefs in non threatening environments (Briscoe and Wells, 2002 :431). Similarly, Burns (1999) as cited by Tewabech stated that conducting teacher research in collaborate with others is likely to be more productive than working in isolation and action research as are often conceived of as collaborative, rather than individual activities. In addition to these, Pardahan (2005) noted that research methodology aligns with the action research encourages change through collaborative action, with equal participation and involvement of all participants. This allows empowering teachers to develop their own personal perspective of good classroom practice by reflecting on their personal and collective experience to strive for shared meanings and understanding.

4.1.8. Availability of Resource and Support from the School

According to seyoun (1998), the scarcity of financial resource suggested that MOE and the science technology commission jointly establish modest research funds, especially earmarked to popularize and promote research activities among teachers and students. Similarly, Berhanu (2009) revealed that availability of resource have their own role in accelerating the accomplishment of research activities.

One participant (I₈) said, *“The school does not allocate budget from action research and does not support students in needy. There is a functionless committee in the school regarding this issue, it has no role and function.”*

Another participant (I₉) said,

There is no support, feed back, and also secreterial service to teacher that help to do action research and also there is no followup from administration .For instance in this year up to now Dec10/06 none of us began to conduct action research. But it is mandatory because of promotion.

From FGD one of the participants (II₃) said, “*Fortunately, I am IER student at Addia Ababa University I observed that there are problems around teachers, directores ,and supervisors. They donot pay attention. There is no guidance and support. There are shortage of materials and feedbacks.*”

One of the conserved body from FGD explain how he supervise and helps teachers as follows:

When the teachers come and ask for my help, I will help that means you don't follow up them? here is the gap idont have such kind of experience before if I do so its better, but I don't think have time to provide immediate feedback and continous follow up for the teachers.

From the above teachers and experts indicated that there were no budget, reference material and secretarial service, immediate feedback to teachers that help them to undertake quality action research to their schools. This may contribute to a lot for the low level of teachers' involvement in conducting action research.

4.1.9. Motivation

As noted by Grandy (1994), the success of educational reforms, no matter how well they are conceived in principle, will be only fortuitous if the teachers who are actually responsible and are not made an explicit and pivotal plank of those reforms. An uncommitted and poorly motivated teaching body will have disastrous results for even the best intentions for improvement. Teachers lie at the heart of the educational process. The greater the importance attached to education as a whole the higher is the priority that must be accorded to the teachers responsible for that education.

In this regard, the researcher asked the participants whether they got any award or incentive for doing ACR? As (I₂) said,

“not at all, no reward, no incentive. This demoralizes or demotivates. Even though it is mandatory to ACR, people should be appreciated. We are forced to do ACR. Even if there is no feedback. Teachers do action research every year but, there are no incentives of evaluation. So that it doesn't encourage to do it again.” (I₉) too said the following, *“This school is using the fruit but doesn't intiate me for this year. The school is using my last year ACR now. But did not appreciated my attempt. But I am satisfied for myself. And, I am not demoralized even. I don't think I will do this year because last year I invested my time and effort.”*

(I₁₀) too expressed her complaint on the motivation. *“This is the weak side of the school. It is known who is working good and who is not in this school but, no one follows up. The school doesn't worry. But there is no incentive or award for good deed.”*

From FGD, one of my participants (II₂) explained, *“the school does not provide support and feed back if we cheek the paper and provide feedback starting from the questionnaire it is good but we don't have to do this. Here is the gap.”*

Encouragement to develop the skills and attitudes of reflective research-based practitioners, any initiatives designed to develop an evidence-based approach to teaching need to consider more practical barrier to use research evidence.

Williams and Coles (2003) noted that, the school environment and culture have influences on whether or not teachers are motivated or encouraged to use research evidence and that the concerned bodies have a key role to play here. From the teachers and concerned body descriptions we can clearly understand that the nature of support and incentive providing system for ACR in the school and research condition for administration, woreda, zone for teachers who carry out ACR needs further attention for improvement and implementation.

In this regard, Zhang and Davie (2010) described that promotion is one of the of reward systems to help motivating employees. Some scholars believe that promotion has a motivating effect on research productivity and effective ways of encouraging staff to conduct research. To attract and retain researchers, two open secrets of stimulating research activities is a certain level of discretion of allocating research fund and direct monetary rewards for research output However, a lack of motivation demoralizes the researcher's activities.

4.1.10. Parents, Relatives or Guardians Participation

For instance, one of the participants (I₁) mentioned some of the problems she faced while doing action research. *“One of the problems is the participation of parents, most of my students are living with their relatives or guardians. The students result is very low for there is no follow up. The guardians or relatives do not cooperate to respond why the students’ result is low and also they did not show their willingness to come and discuss with us”*

In this regard George (2009) stated as parents, educators and researchers have the advantage of multiple perspectives for approaching the educational problems of establishing more productive home-school partnerships in support of elementary students' learning and create better school environments for students. As a classroom teacher, parents can make a significant contribution to their children's education and yet it is not easy to organize their participation within the already complex planning of learning experiences.

(I₅) also share the above ideas and she described her challenges while undertaking ACR

One of my students who is living with her relatives usually come being late to school. I asked her why she is late usually. She had to prepare food and serves the children then she had to dress the children and take them to the school. She comes to school after doing this all in the morning. I tried to call her relative and told him that she is coming to school very late, as she is not doing her home work and class work and does not attend her class properly. At that time he didn't pay any attention for the student. Even he was not ready to talk about the student and the student herself is not telling us about her problems because she afraid her relatives or guardian's punishment. These are some of the problem we face while trying to collect data for ACR purpose.

Both teachers explained that relative and guardians are not responsible for the students and also don't come to school and discuss students problem. There is a big gap between student's relatives and schools. This may be difficult for teacher to get data and conduct ACR.

The data obtained from other female teachers seem to be congruent with the above participant. (I₃) for example reported,

parents or guardians don't cooperate to respond to the questionnaires and do not send them back, lack of knowledge, especially to respond to the questionnaires, only objective questions are answered. Subjective items are not completed. Both student's and parent's questionnaires were responded by students. We also collect information from teachers and try to compromise it (ከሰነድ ለመጠቀም ለማድረግ ተጠቅሞቻቸውን ነው የሚጠቀሙት) but also some teachers are careless for providing enough information while filling the questionnaires.

The availability of relevant data is one of the factors that affects research activity. Regarding this, Seyoum (1998) stated that, research activity is a function of the integration of both personal and institutional input. Without input from the two, it would be hard to effectively engage in research activities.

The data obtained from interview ,FGD, informal conversation and document analysis revealed that, there was lack of incentive, shortage of time for ACR work due to heavy teaching load and family responsibility. In addition to these, low cooperation, the limitation of skill and knowledge, lack of feed back and providing direction for the concerned bodies, a big gap between students relatives and parents. These are the factors that affect female teachers' to get data and conduct action research. Similarly, Yeshimebrat described (2000 :269) factors that could influence female teachers participation in research activities in secondary schools are: lack of research knowledge, awareness, skills, negative attitude towards research activities, lack of encouragement and incentives family responsibility, shortage of time or other factors.

4.2. Female Teachers Perception for Action Research

Teachers' interest for action research has an important role for understanding research activities since research is the best tool to improve their teaching methodology. Seyoum (1998), noted that whether or not individuals have interest in research, it is quite crucial in order to engage in research activities. In fact, a lot seems depend on it. Accordingly, in this study the research attempted to realize the concern and view of teachers towards action research. For this reason, investigating whether the view of female teachers' towards action research is pro or against is necessary.

One of the participant teacher (I₉) has said: “*We did action research for own interest, we plan according to the format of the school and implement it. For example, for this year we planned to conduct action research on the behavior of the studentes*”

Another participant also (I₂) said, “*For the sake of my own interest and in department we select topics to gather and do.*”

From the above two participants, it is possible to say that the teachers have good interest towards action resarch. This idea, however, contradicts with the idea of partisipant (I₃) who has been teaching for more than 20 years and said,

We got bored of action research and its highly time consuming. We only do it for the sake of getting career structure. As I told you before, we are about to retire. I do have ample experience and my experience help me to solve my students problem.

Similarly, participant (I₄) shared the same idea by saying “I don’t have any interest to do action research at all. She describes the reason why she lost her interest to conduct research. Her response to the questuon, why do you think your interest is very low in ACR?

No one encourages or motivates teachers for ACR. The perception of teachers is very weak. They think it is only a paper work. Some teachers even demoralized and humble their colleagues who are trying to do ACR by saying (ስካብ ዲፍረሚሽን ስህምዶሰጡሻሰ). Teachers believe that ACR and CPD are only paper focused works. They don’t have value to change students’ problems. These are very bad perception problems.

She explined further saying:

The concerned body does not give feedback and guide to us. They don’t care. In addition to this, we don’t have much understanding about it. We don’t know whether we right or wrong even no one motivates or awards for good ACR works. So we all are demoralized and are not initiate to do ACR.

One of the principals expressed his ideas emotionallysaying:

I observed that there are problems around teachers, directories and supervisors. They don’t pay attentions. There is no guidance and support from the concerned bodies. There are shortage of materials. There is no feedback, no recognition or award for the ACR works done.

He described it further saying:

The problems of teachers are low salary, work load, CPD portfolios, ACR. This all added but salary is as it was. The others are negligence, students' ignorance, the sense of responsibility, the life challenges. These all hinder female teachers from doing ACR.

One of administrator participants from FGD (II₅) share the principal's ideas and point out the problems:

The low interest of teachers to have ACR, low cooperation, the negative attitude of teachers towards action research, the limitation of skill and knowledge, parents problems, for example they don't answer questionnaires, parents don't attend meeting, they have no close relationship with schools and teachers ,time problems in the case of group works.

Moreover Grandy (1994) described that the kinds of reforms being canvassed will only be successful if teachers become committed to their implementation ... Unless policy makers can convince teachers that the reforms being proposed are in the best interests of students, there will be little action ...”

From the above data in relation to the interest and view of action research, the information revealed from majority of the participants have indicated that most of female teachers' regard conducting an action research as one criteria of getting career structure rather than solving problems. In addition to this, younger teachers and/or those who have less experience in teaching have better interest than those who have been in teaching for longer years. To illustrate this furthermore, the experienced teachers as suggested that since they are retiring, they want to give the priority for newly graduate and less experienced teachers to gather fruitful results. In line with it, experienced teachers planned to share their experience and give professional support regarding action research in collaboration with newly and less experienced teachers.

4.3. What are the possible suggestion to solve female teachers problem to do ACR?

(I₄) suggested about the improvement of format, providing timely feedback, motivation and incentives are enhancing female teachers in test to conduct ACR. Here direct words are:

National wide inclusive and standardized format should be prepared, indepth and motivational training should be given, guidance's and feedback should be done, works should be evaluated and graded, awarades or incentives should be given to motivate teachers. If so teachers can do even more than this (ማበረታቻዎች ቢሰጡ መምህራን ብዙ ችግሮች ቢያገኙማቸውም እንኳን ደቋቋማነት ስለዚህ ማበረታቻ ትስቀ መሬትህ ደመስለኛል::)

(I₅) also reflected similar ideas and she said, “*students and parents should be awarded of their rights and the uses of ACR and participate actively through training by well qualified person.*”

She described more saying:

Parents or guardians should follow up their children and discuss with the teachers, experience sharing should be done among schools and teachers. Feedbacks should be given on time. Incentives or awards should be prepared and the school should provide important inputs for teachers on time. Generally, teachers should be motivated and encouraged to do better works in order to help their students, school and even themselves.

In addition to this (I₈) also provided similar idea and she said:

I hope training is very important for all concerned body, school administration should follow up and supervise the process, necessary materials should be fulfilled on time. Each ACR should be evaluated and graded. The competition among teachers should be created, and encourage teachers incentives and rewards should be given.

She added that, “*The school directors themselves should do ACR and be a goodmodel for teachers . That could motivate and push the other teachers and teachers should be optimist and develop positive attitude of their work. Because teaching is a moral task.*”

Finally, *any work large or small should be recognized and motivated. Teachers should develop positive competition among themselves. If there is no recognition, no incentives, no award, it demoralizes teachers and they give up. So, the above problems should be solved.*

from the teachers' participants one can understand that school should provide input, timely feedback, incentive and should create conducive environment through coordination and competition among teachers, preparing practical training.

The data from FGD showed the same.

Williams and Coles as cited in Wilson (1999) recognized that the role of environmental and situational, social and interpersonal factors all of which were seen to be important in influencing attitudes towards research. The absence of such an environment may well be a factor limiting teachers' confidence and/or awareness of their strategies in organizing, synthesizing, and communicating information.

FGD Participant (II)₁ said:

Action research working teachers should be given enough time. Teachers should cooperate their potential and materials should be prepared. Feedback should be given. Parents' and legal guardians' should pay great attention about their children's problems. They should cooperate with the school, specially schools should emphasis on incentives and encouragement.

But, this idea contradicts with one of the administrators' idea. "ACR should be the part of teacher efficiency criteria. This can force them to do ACR. We discuss in the general meeting and reached on agreement."

The data revealed that except one of the above ideas that the rest of the participants agreed that if encouragement and incentives are given, it motive teachers to conduct ACR. But, efficiency (ጭጠት ተኮር) does not change teachers attitude towards ACR and do not encourage teachers to conduct quality work and to practice ACR activities. Similarly, this idea is supported by one of the expert, "support and incentives encourage teachers to conduct ACR." In addition to this, he further add suggestions by saying:

Action research should not be done for one criteria of efficiency rather than solving educational problems. He added, "All the concerned bodies including policy makers, subcity Educational Officers, School Administrators, Supervisors, Parents, Teachers and Students. All should strengthen action research."

One of the sub city expert reported similarly, *“The perception of teachers should be changed, training should be given, one concerned body should be nominated for action research follow up only, input materials should be prepared and experience sharing program should be held.”*

From the above data we can understand that female teachers have to be committed, interested and should be energetic to conduct action research. One concerned body should be nominated for ACR follow up who have research skills, knowledge and more responsible for the issue. In addition, the right persons should be prepare these, and continuous trainings and workshop, input materials should be prepared, experience sharing program should be held. Furthermore, incentive and awards should be prepared and all the concerned bodies including policy makers, sub – city educational officers, school administrators, supervisors, parents, teachers and students. All should strengthen ACR.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The purpose of this study was to examine the factors that affect Lafto Government Primary School Female Teachers' participation in action research. Therefore, the following summaries were drawn from as the findings of the study.

Most of the female teachers' at Lafto Primary School clearly understood the importance of action research and its contributions like knowing students behavior, improving students result, knowing and understanding parents' outlook, broadening teachers' knowledge, etc.

Data from interview, FGD, document analysis, and informal conversation also showed that female teachers' at Lafto Government Primary School mostly have positive perception towards action research but they faced challenges from being practiced action research. From plenty of drawbacks, the researcher found out the followings major drawbacks: Questionnaires were not filled and returned back properly on time, lack of enough information about action research, shortage of time for participants' family, responsibilities as house holding duties and so on. Additionally, lack of clear direction for the implementation of action research, lack of responsible and accountable body for action research, unable to give immediate feedback and reward for action research, and little emphasis on sensitization for those who conduct action research.

Some of the teachers are still did not distinguishes conducting action research from their everyday work of teaching and they did not understand the preparation of teachers before conducting action research and its methodologies like preparing the research question, plans how to gather useful information (data collection), reflect on what they learned (data analysis), and determines how content or instruction can be modified to better serve student needs (conclusions or outcomes). But, due to lack of awareness and competence/ skill of conducting action research some of the teachers did not follow the procedure and the nessasary steps of conducting action research.

Moreover, the researcher noted the following points:

Lack of recognition, lack of motivation and lack of incentive/reward are found as the major constraints that demoralize and discourage female teachers' from conducting action research as expected in Lafto Government Primary School.

5.2. Conclusion

Training is presumed as an important requirements to improve teachers ability and offer doing action research. However, the majority of female teachers do not have the access of action research training in seminars, workshops, or in-service training programs to update female teachers' action research skills and knowledge. Such kind of trend in the zone was very low.

The involvement of female teachers in action research was not as expected; however, the attempts done by teachers to conduct action research were encouraging. Younger teachers and/or those who have less experience in teaching have interest than those who have been in teaching for longer years.

The majority of female teachers under the study had low personal action research competency and low perception towards action research due to lack of enough information about action research, shortage of time for participants', family responsibilities house holding duties and so on. Additionally, lack of clear direction for the implementation of action research, lack of responsible body for action research, there were no functional research coordinating unit/structure in the zone. There was lack of budget allocation, relevant educational literatures in the libraries, facilities, unable to give immediate feedback and reward and little emphasis on sensitization for those who conduct action research. Have been the major constrains female teachers to conduct action research. It can be generalized, from the findings of the data analysis that the female teachers' involvement in action research at Lafto Government Primary School was low.

5.3. Recommendations

When looking at the problem of action research, it is vital to take into consideration the key elements of challenges that provide a very sound opportunity and inter points to draw and suggest solutions. Thus, the following were the key solutions for the problem that participants' suggested during in-depth interview, focus group discussion, informal conversations, and document analysis.

School administrators also have expectations for teachers' participations in professional activities, such as conducting action research. Concurrently, administrators may provide the necessary resources for this type of participation. While female teachers participate in action research, they will then be encouraged (by either school administrators, concerned bodies and facilitators) to use teachers' research by determining changes in students based on the implementation of action research in their classrooms.

Teachers, who have negative outlooks towards conducting action research, would have various reasons: lack of financial support, no reward, shortage of time and others. Administrators need to provide the necessary resources for teachers' who conduct action research and create awareness for the teachers about significance of action research by providing and facilitating different workshops and in-service training and awareness programmes has to take place as an on – going process than as a one – off. And, should provide on changing the teachers' attitudes to conduct action research and that would indirectly make them excellent teachers' and key way for develop as teachers.

Educators need to find new ways how effectively to be partner with parents to enhance and support student learning and academic achievements. And also need to create awareness program about action research and its outcomes. This may help to get adequate information about the students, teachers and school in general and to conduct qualified action research.

Factors that contribute to the drawbacks of female teachers' research activities are like lack of enough information about action research, shortage of time for participants and so on. Although the concept of a dual role for women has been hidden away by the current women's empowerment campaign, a serious gender issue needs specific attention from responsible bodies. Moreover, lack of clear direction for the implementation of action

research, unable to give immediate feedback and reward from concerned bodies and little emphasis on sensitization for those who conduct action research also need to be addressed appropriately by the school and the educational authorities and concerned bodies . This will motivate female teachers to go aboard and further on classroom action research in Lafto Government Primary School.

References

Almaz Eshete .(2003). *UNESCO International Institute for Capacity Building in Africa*
,Women

In Faculties of Teacher Training Institutions in Ethiopia.Addis Ababa.

Amare Asgedom. (2000). The State of Educational Research in Ethiopia. *The Ethiopian Journal*

of Education, XX, 2:19-26.

Anderson. A. (2013). An introduction to teacher research http://www.teacher_research.
Retrieved June, 2013.

Arega Mamaru. (2009). Enhance school effectiveness through Educational Research in
Gurage

Zone Woreda ` in *SNNPR (M.A.Thesis)*,Addis Ababa.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and
implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
Retrieved from <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>

Birhanu Gidey.(2009). An assessment of the major factors that affect college teachers

involvement in educational research in tigray region (*M.A.Thesis*), Addis Ababa.

Bardine.B. (2012). Teacher as a researcher Research to Practice: "*Teacher Research:
Getting*

Started"At the OLRC. Ohio.

Beintema and Marcantonio. (2010). *International Food Policy Research Institute (IFPRI)*
Female Participation in African Agricultural Research and Higher Education.

Briscoe and Wells .(2002). Factors Influencing Teachers Conducting Action Research
Training

Science Teacher Community (TSTC).

Brown. S.(2011). Secondary Teacher's Participation in Action Research. *The High School
Journal* , vol (75),University of North Carolina Press Stable.

Cohen,L.and Mannion,L.(1994). *Research Method in Education*.4th. ed.London :Routledge.

Cresswell,W.(2003). *Research Design: Qualitative, Quantitative and Mixed Methods:*
SAGE

publication.

*Denscombe. (2003). The good research guide for small-scale social research
projects*,2nded. Open: University.

Derebssa Dufera. (2000). Factor influence research undertaking in the institute of
educational

research .*Current issues of educational research in Ethiopia: proceeding of
national*

conference held in Nazreth. In Amare Asgedom, Derebessa Dufera, and Zenebe
Baraki. IER, AAU.

Derebssa Duffer. (2004). The State of Research Undertakings in the Ethiopian Higher
Education Institution of Learning with Special Emphasis on AAU. *The Ethiopian
Journal of Higher Education*, 1(1).

Dessalegn Chalchisa. (2006). Integrating teaching and research to enhance the quality of education. *Journal of education for development, 1(1)*.

Elliott, J. (2001). Action Research for Educational Change. Developing teachers and teaching

(7th edition). USA: Philadelphia.

Enaibe. P. (2012). Need to promote women education and participation in politics for sustainable national development *International Journal of Educational Research and Development* Vol.1 (1). Warri Delta State, Nigeria.

Firdisa Jebessa. (2000). Impediments to do satisfactory educational research work in line with the new educational and triaing policy:the Case of Oromia Region. *Current issue of educational research In Ethiopia:Proceeding of National Conference Held in Nazreth, March 10-11.IER,AAU.*

Ferdissa Jebessa. (2008). *Educational Research Priority and Challenge* the Case of Oromia region.

Frazier Tecane.(2013).The influence of educational research on educational policy formulation

in Ethiopia (*M.A.Thesis*), Addis Ababa.

George.C.(2009). *ProQuest Dissertations and Theses*, an action research study: How can elementary teachers collaborate more effectively with parents to support student literacy learning?

Grundy.S. (1994). Action research at the school level: *possibilities and problems* *Educational Action Research*, Murdoch University, Australia.

Hitchcock, G and Hughes, D. (1995). *Research and the teacher. (2nd ed.)* .London:Routledge.

Indian National Science Academy Report. (2004). *Women in Higher Education and Research:*

Science Career for Indian Women: An examination of Indian women's access to and retention in scientific careers.

Johnson, B. (1993). Teachers as researchers. Retrieved on June 10, 2013, [www.ed-gov/data base](http://www.ed-gov/data-base).

Kiflom Sahle. (2009). MA thesis The status of educational research undertaking in Mekelle University.

Korb, K. (2012). *The purpose of research* URL: Retrieved July, 2013.

Koshy, V. (2005). *Action Research for Improvement Practice in Practical Guide* (1st edition).

London: SAGE publishing.

LERU. (2010). *Mapping the maze: getting more women to the top in research* Internet: http://ec.europa.eu/research/science-society/home_en.cfm.

Lydia, K. (2011). *Livelihoods and Gender* Case Study on the Coast of South eastern Brazil the University of Manitoba.

Mapolisa and Thembinkosi. (2013). Action Research Underutilized in Primary Schools: What

does it take to Improve Teacher and Pupil Performance? *International J. Soc. Sci. &*

Education Vol(3).

Marczyk, G, DeMatteo, D. and Festinger, D. (2005). *Essentials of research design and methodology* Inc., Hoboken, New Jersey.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.).

Thousand Oaks, CA: Sage.

Margaret B. (1991) *periodicals Collection ed /prospects* vol. xxi, No.2, Sutherland.

- Morrill et al.(2000) .Qualitative Data Analysis. The University of Western Australia.
- Morrison.M. (2013). *what do we mean by educational research?* Internet URL: Retrieved from <http://www.nova.edu/ssss.com>.
- Neary, M. (2002).Curriculum Studies in Post Compulsory and Adult Education :A teacher's and student Teachers study Guide. London: University of Wales.
- Nyanjui.P.(2013). Institute of Education Research <http://researchwritingreview.com/> Kenya.
- Olufunke. J. (2013). *Participation of Women in Higher Education Research among Academic Women in Nigerian Universities* 1(1).
- Pandey, K. (2002). Emergency Issues in Empowerment of Women. Newdelhi; Anomol publication.
- Pardhan, H. (2005). Action research for female science teacher development: Pakistan.
- Reason, P. and Bradbury, H. (2001). *Handbook of Action Research: Participative Enquiry and Practice*. London: Sage.
- Richard C., (2000). Choices of Methodology for Cooperative Education Research the University of Waikato, New Zealand.
- Ranjay.v.(2009). Feminist Research: Challenges before Male Researchers India, ranjayvardhan@yahoo.com
- Scheerens.J. (2004). Review of school and instructional effectiveness research, *Education for All Global Monitoring Report*.
- Segesten.A.(2013)**. Women in research: Recommendations For Gender Equality in Higher Education.
- Shafique.O, Anwar.F& Khan.U .(2011). Problems Encountered by Women in Education Sector of Bahawalpur, *Journal of education*. Vol(2)(1) Pakistan.

Smith.H. (2011). Relationships between Teaching and Research. England & Wales at

www.ucl.ac.uk

Subahan.T. (1998). What motivates teachers to conduct research? Faculty of

Education, National University Of Malaysia, Selangor D.E. Malaysia.

Seyoum Teferra.(1998). The Current Status of Research Activities among Addis Ababa Senior

HighSchool Teachers. *The Ethiopian Journal of Education*,18(1),1-18.

Tadesse Melesse.(2006). Student teachers' ,teacher educators' and placement teachers'

perceptions on the relevance and practice of practicum ; The case of Dessie.

(*M.A.Thesis*), Addis Ababa.

Teresa, T. (2010). CTE-Action Research. The Center for Technology in Education (CTE)

Johns

Hopkins University.cte@jhu.edu.

Tesfaye Semela. (2011).*The Ethiopia journal of education* vxxx1 no.2 Educational research and the Ethiopian Journal of Education(EJE) in the past decade (2000-2009).

Tewabech tedela.(2009).The potential and challenges of government secondary school teachers

to conduct educational research.(*M.A. Thesis*) ,Addis Ababa.

TGE. (1994). *Education and Training Policy*. Addis Ababa.

Todd, R. (2010). Why do Action Research? *Action Research Workshop*. Perak

Matriculation College, http://philseflsupport.com/why_ar.htm.

Williams .D and Coles.L .(2003). The Use of Research by Teachers: information literacy, access

and attitudes. The Robert Gordon University, Scotland.

Yeshimebrat Mersha.(2000).Assesement of secondary school female teachers involvment in research activities .in tha Amhara region .In AmareAsgedom Derebssa Dufera,& zenebe Barak(Eds),current issue of educational research in Ethiopia :preceeding of National Conference Held in Nazereth,March10-11.

Zhang and Davies (2010). Factors that Motivate Academic Staff to Conduct Research in Chines Universities University of Canberra: Australia.

Appendix I

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

An interview guideline together formation from female teachers

My name is Meskerem Alaro. I am graduate student at Addis Ababa University currently working on master's thesis. The purpose of this interview is to collect relevant data from Lafto Governmental primary school entitled "The major factors which affect female teachers involvement in Government primary" to this end, your co-operation in taking part in this interview is very important for the study. The information obtained from you will be based only for research purpose. Since your responses will be kept confidential, please feel free to answer all questions.

Thank you for providing your precious time to respond the questions.

Date_____

Time of interview start._____

Time of interview end ._____

1. Do you seek any research why ? how many times? Individual/ group why?
2. Have you participated in any training on ACR relate issues? By whom? Is the training help you how?
3. What are the benefits of ACR for students, teachers, and administrators of school generally for educational purpose?
4. What type of preparation for using research have you received like reading books, journals and preparing questionnaire etc?
5. Does the school provide facilities like reference, writing materials, fund...etc?
6. Did you receive from you ACR work rewards and feed back?

7. Did you get any experience from other school, teachers' administration regarding ACR?
8. What do you think about factors that affect you while conducting ACR?
9. What are the possible suggestions helpful to encourage female teachers to conduct ACR?
10. If you have any idea that you think can help female teachers to conduct ACR better, you can forward?

አዲስ አበባ ዩኒቨርሲቲ
የትምህርት ጥናትና ምርምር ኢንስቲትዩት
የድህረ ምረቃ ፕሮግራም

ለላፍቶ አንደኛ ደረጃት/ቤት የሴት መምህራን የቀረበ ቃለ ምልልስ ጥያቄዎች የዚህ ውይይት ዋና አላማ በላፍቶ አንደኛ ደረጃ ት/ቤት የሚገኙ የሴት መምህራን ተግባራዊ ጥናትና ምርምር ሲሰሩ የሚያጋጥሟቸውን ክፍተኛ ችግሮች መሰረት ያደረገ ሲሆን በዚህ መጠይቅ ላይ ለቀረቡ ጥያቄዎች ትክክለኛ መልስ በመስጠት እንዲተባበሩ በአክብሮት ተጠይቀዋል። በዚህ ውይይት አማካኝነት የሚገኙ ማንኛውም መረጃዎች ከተግባራዊ ጥናትና ምርምር ጋር በተያያዘ ሴት መምህራን የሚያጋጥሟቸውን ችግሮች ለመጠቀምና መፍትሄ ለማፈላለግ ነው።

ለሚደረግልኝ ትብብር ሁሉ በቅድሚያ ያስመሰግናለሁ።

1. ተግባራዊ ጥናትና ምርምር ሰርተሽ ታውቁያለሽ? ምን ያህል ጊዜ ርዕሶቹስ ምንድንናቸው?
2. ተግባራዊ ጥናትና ምርምር ስትሰሪ የተሳተፍሻቸው ስልጠናዎች አሉ? ምን ያህል ጠቅመውሻል?
3. ተግባራዊ ጥናትና ምርምር ለተማሪው፣ ለአስተማሪው፣ ለት/ቤቱ ወ.ዘ.ተ ምን ጥቅም አለው ትያለሽ?
4. ተግባራዊ ጥናትና ምርምር ከማድረግ ሽቦፊት ምን አይነት ዝግጅቶች ታደርጊያለሽ? ለምሳሌ ማጣቀሻ መጽሐፍት መጠቀም፣ ጥያቄዎችን ማዘጋጀት ወ.ዘ.ተ የመሳሰሉትን የማድረግህሉ አለሽ? እንዴት ትገልጭዋለሽ?
5. ት/ቤቱ ግባአቶችን ያሟላላችኋል? ለምሳሌ እንደ ወረቀት፣ የፅሀፊ እገዛ፣ ወ.ዘ.ተ የመሳሰሉትን ድጋፍ አሰጣጡ እንዴት ነው?
6. ት/ቤቱ ማበረታቻ ይሰጣችኋል ለምሳሌ የተሻለ ተግባራዊ ጥናትና ምርምር የሰሩ መምህራን እንዴት ይበረታታሉ?
7. በተግባራዊ ጥናትና ምርምር ዙሪያ የልምድ ልውውጥ አድርጋችሁ ታውቃላችሁ? ለምሳሌ ከአቻ መምህራን ጋር እና ከሌሎች ት/ቤት መምህራን ጋር እንዲሁም ከሌሎች ት/ቤቶች ጋር የልምድ ልውውጥ የማድረግ ባህሉ ምን ይመስላል?
8. ተግባራዊ ጥናትና ምርምር ስትሰሩ ያጋጠማችሁን ችግሮች እንዴት ትገልጭዋለሽ?
9. ተግባራዊ ጥናትና ምርምር በተሻለ ሁኔታ እንዲሰራ ምን ምን ነገሮች መደረግ አለበት?
10. እንደ አጠቃላይ የሴት መምህራን የተሻለ ተግባራዊ ጥናት ናምርምር እንዲሰሩ ያደርጋል ብለሽ የምታስቢው ሀሳብ ካለሽ?

Appendix II

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Focus group discussion guideline point together information key informants.

Focus group discussion as a guide line among group of administrators, sub city experts, and department heads about the major factors that affect female teachers involvement in action research.

My name is Meskerem Alaro. I am graduate student at Addis Ababa University currently working on master's thesis. The purpose of the discussion is to collect relevant data from the group about major factors which affect female teachers involvement in Action research. To this end, your co-operation in taking part in this discussion is very important for the study. The information obtained from you will be based only for research purpose. Since your responses will be kept confidential, please feel free to answer all questions.

Thank you for providing your precious time for the discussion.

1. What do you think are the benefit of ACR for female teachers?
2. What are the factors that stop female teachers from doing ACR?
3. What measure do you think taken to solve female teachers' problems in order to do ACR?

4. In general if you have any idea that you think can help female teachers to do ACR better, you can forward?

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ጥናትና ምርምር ኢንስቲትዩት

የድህረ ምረቃ ፕሮግራም

ለአንደኛ ደረጃ ት/ቤት ር/መር፣ የመምህራን ልማት ምክትል፣ የክ/ከተማው መምህራን ልማት አስተባባሪዎችና የዲፓርትመንት ተጠሪዎች ጋር የተደረገ ውይይት

የዚህ ውይይት ዋና አላማ በላፍቶ አንደኛ ደረጃ ት/ቤት የሚገኙ የሴት መምህራን ተግባራዊ ጥናትና ምርምር ሲሰሩ የሚያጋጥሟቸውን ክፍተኛ ችግሮች መሰረት ያደረገ ሲሆን በዚህ የመወያያ ነጥቦች ላይ ለቀረቡ ጥያቄዎች ትክክለኛ መልስ በመስጠት እንዲተባበሩ በአክብሮት ተጠይቀዋል። በዚህ ውይይት አማካኝነት የሚገኙ ማንኛውም መረጃዎች ከተግባራዊ ጥናትና ምርምር ጋር በተያያዘ ሴት መምህራን የሚያጋጥሟቸውን ችግሮች ለመጠቆምና መፍትሄ ለማፈላለግ ነው።

ለሚደረግልኝ ትብብር ሁሉ በቅድሚያ አመሰግናለሁ።

የመወያያ ርዕሶች

1. ተግባራዊ ጥናትና ምርምር (ACR) ለሴት መምህራን የሚሰጠው ጥቅም ምን ይመስላል?
2. የሴት መምህራን ተግባራዊ ጥናትና ምርምር እንዳይሰሩ እክል የሆኑባቸው ነገሮች ምንድን ናቸው?

3. የሴት መምህራን ተግባራዊ ጥናትና ምርምር እንዲሰሩ ይረዳቸዋል ብላችሁ የምታስቡት መፍትሄ (ሀሳብ) ምንድን ነው?
4. እንደ አጠቃላይ የሴት መምህራን የተሻለ ተግባራዊ ጥናትና ምርምር በተሻለ መልኩ እንዲሰሩ ያደርጋቸዋል ብላችሁ የምታስቡት ማንኛውም ሀሳብ ካላችሁ?

የ2006ዓ.ም የላፍቶ የመጀመሪያ ደረጃ ት/ቤት

የት/ቤቱ ራዕይ፡-

- ሁሉም ባለድርሻ አካላት የሚሳተፉበት ግልጽ አሰራሮቹን በመከተል አደረጃጀቱም መማር ሂደት ፍጹም ምቹና ተማሪዎች ዘወትር ወደ ት/ቤታቸው በናፍቆት የሚመጡበት ማናቸውም ግብአት በአግባቡ የሚጠቀሙበትና የሚንከባከቡበት በትምህርት ውጤታቸው በአገር አቀፍ መለኪያዎች መሰረት እጅግ የላቀ ውጤት የሚመጡበትን የሚተማመኑ ተማሪዎች አፍርተን ማየት

የት/ቤቱ ተልእኮ

- የት/ቤታችን ተልእኮ የአገራችን ፖሊሲ በትክክል ተገንዝቦ በቁርጠኝነት ተግባር ላይ በማዋል ለነገው ሀገር ተረካቢ ትውልድ ደረጃውን የጠበቀ ትምህርት መስጠት
- በአካባቢ ልማት አስተዋጽኦ የሚበረከት ሁለንተናዊ ስብእናው የተሟላ ትውልድ መፍጠር

እሴቶች

1. ግልጽነት
2. ተጠያቂነት
3. በእውቀትን በእምነት እንመራለን (እንሰራለን)
4. የላቀ አገልግሎ መስጠት
5. ለለውጥ ዝግጁነት
6. ለትምህርት ጥራት ቅድሚያ እንሰጣለን
7. በመልካም ስነ-ምግባር የታነጹ ዜጎችን እናፈራለን
8. በጥናትና ምርምር የትምህርት ችግሮችን እንፈታለን
9. በጋራ መስራት መገለጫችን ነው

ክፍል አንድ

1.1. የእቅዱ መነሻ ሁኔታዎች

የት/ቤቱ ነባራዊ ሁኔታዎች

የላፍቶ መ/ደ/ት/ቤት በን/ስ/ላ/ክ/ከተማ ወረዳ 12 በ1994 ዓ.ም ሥራ የጀመረ

የመንግስት ት/ቤት ነው። የት/ቤቱ ስፋትም 14957ካ.ሜ ሲሆን መምህራን ብዛት

ሰርተፍኬት	ወ = -	ሴ = 6	ድምር = 6
ዲፕሎማ	ወ = 12	ሴ = 34	ድምር = 46
ዲግሪ	ወ = 10	ሴ = 11	ድምር = <u>21</u>
			73

የአስተዳደር ቋሚ ሰራተኛ

ወ = 11	ሴ = 12	ድምር = 23
--------	--------	----------

የአስተዳደር ሰራተኛ ኮንትራት

ወ = 2	ሴ = 2	ድምር = 4
-------	-------	---------

በት/ቤታችን ውስጥ በ2004ዓ.ም የነበሩ ቀን ተማሪዎች ብዛት

ከ1ኛ - 4ኛ (አንደኛ ሳይክል)

ወ = 160	ሴ = 306	ድምር = 466
---------	---------	-----------

ከ5ኛ - 8ኛ

ወ = 337	ሴ = 428	ድምር = 765
---------	---------	-----------

በድምሩ ከ1ኛ - 8ኛ

ወ = 497	ሴ = 1734	ድምር = 1231
---------	----------	------------

የማታ ተማሪ ብዛት

ወ = -----	ሴ = -----	ድምር = -----
-----------	-----------	-------------

1ኛ -8ኛ ክፍል ያሉ ተማሪዎች በሙሉ ቀን የሚማሩ ናቸው።

የመ/ራን ተማሪ ጥምረት 1 ለ 16

የተማሪ ክፍል ጥምረት 1 ለ 37

የተማሪ መጽሐፍ ጥምረት 1 ለ 1

- የመማሪያ ክፍሎች ብዛት 33 ሲሆኑ የወንድና ሴት ተማሪዎች ባለአስር ቀዳዳ ሽንት ቤት ለየብቻቸው ይገኛሉ።

2. የመምህሩ/ሯ ዝርዝር መረጃ /Detail information/

2.1. ማህደረ ተግባሩ የተዘጋጀበት ዘመን 2005ዓ.ም

2.2. መምህሩ/ሯ ስም -----ጾታ -----

➢ የተውልድ ዘን -----ጾታ -----

➢ አድራሻ:- ክ/ከተማ -----ቀበሌ ----- የቤት/ቁ -----

➢ ስልክ ቁጥር የቤት ----- ሞባይል -----

➢ የት/ት ደረጃ -----

➢ የሰለጠኑበት የትምህርት መስክ:- አብይ ----- ንዑስ -----

➢ የሚያስተምሩት የት/ት አይነት -----

➢ የሚያስተምሩበት የክፍል ደረጃ -----

➢ የሚያስተምሯቸው ተማሪዎች ብዛት ወ-----ሴ ----- ድምር -----

➢ የክፍለ ጊዜ ብዛት በሳምንት -----

➢ የቅጥር ዘመን -----ዓ.ም -----

➢ የአገልግሎት ዘመን ----- ማዕረግ -----

➢ በት/ቤቱ የቆየበት ጊዜ -----

2.3. የመምህሩ ሚና የትምህርት ጥራት ማሻሻያ ፓኬጅ ከመተግበር አኳያ የያዙት ኃላፊነት /SIP.TOP. CIVIC and ETHSDUICTT/

➢	➢
➢	➢
➢	➢
➢	➢

2.4. ከማስተማር በተጨማሪ ሌላ እያከናወኑት ያለው ኃላፊነት

➤	➤
➤	➤
➤	➤
➤	➤

3. የግል ሁኔታ መግለጫ /curriculum vita/

3.1. ግላዊ የማንነት ሁኔታ /personal data/

ስም -----ጾታ -----
 የትውልድ ዘመን ቀን -----ወር-----ዓ.ም-----
 የትውልድ ቦታ -----ዜግነት -----
 የጋብቻ ሁኔታ -----
 አድራሻ:- ከተማ -----ክ/ከተማ -----ቀበሌ -----የቤት.ቁ.-----
 ስልክ ቁጥር የቤት ----- ሞባይል -----

3.2. የትምህርት ዳራ /Educational background/

ተ.ቁ	የት/ቤቱ ስም	የክ/ደረጃ ከ-- እስከ---	ትምህርቱን		ት/ቤቱ የሚገኝበት ክ/ከተማ	የተገኘው የት/ት ማስረጃ
			የጀመሩበት	ያጠናቀቁበት		

3.3. የሥራ ልምድ /Experience/

ተ.ቁ	የስራ መደብ	የሰራበት/ችበት መ/ቤት	ቦታ	የአገልግሎት ዘመን ከ--እስከ---

3.4. ተጨማሪ ስልጠናዎች ካሉ /Additional information/

ተ.ቁ	የስልጠናው አይነት	ስልጠናው የፈጀው ጊዜ በሰዓት	የተገኘው መረጃ	ስልጠናው የተሰጠበት ቦታ

3.5. የቋንቋ ክህሎት/Language skill/

ተ.ቁ	ቋንቋ	መስማት	መናገር	ማንበብ	መጻፍ

3.6. **ዋቢ/Reference/**

ተ.ቁ	ስም	የስራ ሃላፊነት	የስራ ቦታ	ስልክ

6. የመምህሩ የማህደር ተግባር መ-ያዊ እድገት እቅድ /Teachers proiessusse/

6.1.1. መግቢያ/Introduction/

6.1.2. የመማር ማስተማር ፍልስፍናዎ/Philosophy/

6.1.3. የጥናቱ ርዕስ /Topic/

6.1.4. መሰረታዊ ጥያቄ /Basic question/

6.1.5. ተዛማጅ ጥያቄዎች /Related question/

6.1.6. ጥናቱ ግብ

6.1.6.1. ሙዊ ግብ /professional Goals/

6.1.2.6. የተማሪ ተኮር ግብ /Learner centered goal/

6.1.7. የጥናቱ የጊዜ ወሰን

6.1.7.1. ጥናቱ የሚጀምርበት ወር -----

6.1.7.2. ጥናቱ የሚጠናቀቅበት ወር -----

6.2. የሙያዊ እድገት መርሃ ግብር

6.2.1. ለጥያቄ መነሻ የሚሆኑ መሰረታዊ መረጃዎች /base line data/

6.2.4. የግምገማ ዘዴዎች /method evaluation/

6.2.5. ምልክታ

- በጥናቱ ዙሪያ ለተገኘው ውጤት ምልክታ እንዲካሄድ እና አስቴየት እንዲሰጥበት አደርጋለሁ።
- የአቻ መምህራን አስተያየት
-

እቅዱን ያወጣው መምህር

ስም -----

ፊርማ -----

ቀን -----

እቅዱን ያጸደቀው ሃላፊ

ስም -----

ፊርማ -----

ቀን -----