

Addis Ababa university school of Graduate studies

**The Perception ,Behavior And Challenges of Teachers Doing
Action Research in One CRC School In East Wollega Zone,
Oromia Region.**

**BY
Tarekegn Leggesse**



**June 2009
Addis Ababa**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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graduate studies
Teachers Doing Action
Research in one, Oromia Region.

Professional Development

Teachers



Signature

Signature

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Acronyms and Abbreviations

AR= Action Research

CAR=Collaborative Action Research

CPD=Continuous Professional Development

CRC School= Cluster Resource Center School

ELIP= English Language Improvement Program

FGD= Focus Group Discussion

Abstract

The purpose of this study was to explore the perception and behavior of teachers of Bilo CRC School, which is located at Boneya Boshe Woreda in East Wollega Zone of oromia region. Also it aimed at investigating the impeding factors and challenges they faced while doing action research. To achieve the purpose of the research ethnographic design of qualitative approach was employed Data were collected by participant observation, interview, FGD and documentary analysis by using video, tape recorder, interview guide and check list. Data collected were categorized in to themes, based on research questions, and sub questions and analyzed. Findings of the research verified that in the courses of their research the perception of the participants about what, why, and how to do action research changed positively from fog to clarity, from doubt to confidences, from anxiety to stability and from distrust to trust. The collaboration approach of action research helped them develop the skill of doing action research by sharing ideas, knowledge and experience some of the impeding factors and challenges of doing action research were lack of understanding, lack of skill and time, lack of confidence, negligence by some members and drop out of some members. The findings imply that motivating teachers to be involved in collaborative action research and providing continual professional supports can empower and emancipate them to be pragmatic professionals.

be employed to study different
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is the government issued the

Education sector strategy document separately in 1994 to facilitate the implementation of the policy. This document identifies the main constraints of Ethiopian education in a similar way with the ETP and elaborates on the strategies proposed by the ETP. With specific reference to research and development, the document states that research in to curriculum development, instruction methods and evaluation techniques shall be encouraged and assisted.

This shows the need to link and coordinate the teaching learning process with research, and facilitate the involvement of teachers and researchers in getting the necessary experience. The above explanation reveals that producing teachers alone can not alleviate the complex problem related to quality in education, but conditions should be facilitated for teachers to do class room AR. This means teachers are engaged to do AR which can be done at all educational levels. In the mirror of this, primary school teachers are expected to do AR for improving their teaching learning process, the curriculum as well as their professional competence. There is no doubt that AR can be appropriately integrated with education if teachers are able to conduct it at all levels and use the findings to solve practical educational problems. Besides this, AR can help teachers to be collaborators in tackling educational problems.

Although the provision of clear policy is a primary step to get activities done, as Fullan (1991) stated, it is not a guarantee for implementation at school level.

1.2. Statement of the problem

Different documents issued at different time by Ethiopian ministry of Education confirmed that teachers of all levels are expected to do AR (MOE, 1996EC; MOE, 1999E.C; MOE2003). In the above documents teachers are expected to do AR in order to solve day-to-day Problems of educations for their professional growth and development, and promotion to the next Professional career. At primary schools (Grade 1 to grade 8), it is believed that teachers can do AR to solve actual classroom problems.

To this effect, primary school teachers in short term training and workshops or in their pre-service training programs have taken orientations and trainings on how to

conduct such studies. To investigate the practicality of the above aim USAID (2006), conducted a survey and in-depth interview research to investigate the status and experience of primary teachers in 20 schools by involving 20 principals and 517 teachers from the nine regions. The report shows that almost all teachers of the different schools did not do correct action research. However, there is no evidence that indicates the perception and behavior of teachers while doing action research to solve real educational problems in Ethiopian classrooms. Nor was there any systematic attempt made to identify which aspect of action research(its purpose; benefit etc) is difficult, or which part of its step(identifying starting point, selecting topic ,ways of data gathering ,analyzing) are difficult. In addition to this, there is no evidence about the step at which teachers need professional support. On top of this, the data gathering methods utilized by the above researcher were retrospective type.

Having this in mind, the researcher decided to study the perception and behavior of teachers by involving them in doing AR, and to investigate what real problem and challenges teachers were confronted with, while doing AR.

1.3. Objectives of the study

1.3.1. The General Objective:

The general objective of the study is to explore the behaviors and perceptions of Bilo CRC schoolteachers while doing action research to discover and describe the Understandings and competences of teachers in doing action research.

1.3.2. Specific Objectives:

1. To assess the Knowledge, Understandings and skill of Bilo CRC school teachers while doing AR
2. To investigate teachers thought about the benefits of AR.
3. To document how teachers go through the steps of doing AR.
4. To explore the justification of the teachers for their choice of approach of AR.

5. To discover teacher belief about the relationship of doing AR and career development.
6. To investigate the approach of AR that teachers prefer to apply.
7. To investigate teachers feeling about the process of AR they carried out.
8. To describe teachers' reflection about reporting their research findings?
9. To investigate the problems and challenges teachers of primary school face while doing AR.

1.4. Basic Research Question

To achieve the above objectives the researcher raised the following basic questions.

1. What is the perception of Bilo CRC School teachers' towards doing AR?
 - What do Bilo CRC schoolteachers understood about action research from their practice?
 - What are the beliefs of Bilo CRC schoolteachers about the different approaches of Action research?
 - What is teachers' understanding about the relationship of AR and teaching learning process?
 - What do teachers feel about the process of doing AR?
 - What are the reflections of teachers about reporting their findings?
 - What are the opinion of teachers about the relation ship of doing AR and career development?
 - How do teachers' perception, beliefs and competency of doing action research changed in the course of their involvement in the AR?
2. What is the behavior of Bilo CRS School Teachers while doing AR?
 - How teachers have carried out AR?
3. What are Impeding and challenges teacher face while doing AR?
 - How the teachers perceived factors that impede doing AR
 - What are different Challenges face while doing AR?

1.5. Significance of the study

As far as the researchers' knowledge is concerned, there is no research report, in which the researcher collaborated with participants of the research to study their real perception and behavior while doing action research, their challenges and problems they face objectively in Ethiopian Schools. Ethnographic study is significant for that the researcher is participant observer to record the teachers' real behaviors and perceptions about AR. Besides, as Creswell (2007) state it is significant to advocate the works of the group through narration. Therefore, this research provides valuable information about the perception and behavior of Bilo CRC School teachers and report to decision makers at primary schools (School administrators, supervisors, primary school teachers, Woreda education officials and promotion committees) and to policy makers. Teacher s (participants) will be motivated by the advocacy of their work.

1.6. Delimitation of the Study

The research is geographically limited to Billo 2nd Cycle primary school, which is a CRC school. Its methodological Scope is describing, analyzing and interpreting the culture of teachers while doing action research. Unlike the other researches, this research is not using retrospective method of data gathering. The researcher has observed the real culture of the participant s by intensive fieldwork and on time deep interview.

Chapter Two

Review of literature

2.1. Action Research

This part attempts to present among other things the definition, characteristics, approaches steps, and challenges of action research.

2.1.1. Definition of action research

Different scholars agree that it is impossible to give distinct definition to action research. For example, Ferrance (2000) state that different peoples respond differently to the question of what action research is. Similarly, Cohen and Manion (1994), Gobo, et al (2007) and Davydd, et al (1998) agree that, it is difficult to give comprehensive definition to action research.

This is because of its origin and application. Gobo, et al (2007) and Davydd, et al (1998) argue that the idea of action research originated from different fields like education, management, planning departments, industries and other social organization. Cohen and Manion (1994) and MOE (2004) argued that the definition of action research is variable because its application varies with time place and settings. In spite of the fact that it is difficult to give single distinct definition to action research, there are common elements in each definition given by different scholars (Davydd,et al 1998). This can be confirmed by analyzing the following definitions given to action research by different scholars.

Kemmis (1983) defines action research as a study of social situation with a view to improve educational practice by group of participants by means of their practical action and by means of their own reflection up on the effect of those actions. It is, trying out ideas in practice, with a view to improving or changing something, trying to have the real effect on the situation. This definition composes the following elements.

- Collaboration or grouping
- Studying social situation

Trying out ideas in practice

Improving educational practice

Reflection up on the effect of those actions

(Davydd et.al 1998) argued that any definition of action research is valid if it includes at least three things: systematic inquiry researching, participation and action.

Kemmis and Taggart (1998) defined action research as a deliberate, solution oriented investigation that is group or personally owned and conducted, which is characterized by spiraling cycle of problem identification, systematic data collection, reflection, analysis, data driven action taken and finally problem redefinition. This definition is more comprehensive as it clarifies different perspectives of action research that it is

Purposeful (intentional) activity,

Solution oriented

Participatory

Cyclical

Has its own step

Involving reflection

Involving action

Involving activities or redefining the problem to start another cycle.

Other scholars define action research as a process in which an individual or several teachers collect evidences and make decisions about their own knowledge, performance, beliefs and effort, in order to understand and improve their practice. (Gay and Airasian, 2000). This definition shows that action research is a self-study process in which a person or individuals examine their practice to improve it and improve the setting or the process.

Similarly Ferrance (2000) defined action research as a process in which practitioners examine their own educational practice systematically and carefully, using the technique of research. It is a disciplined inquiry done by teachers with the intent that the research will inform and change her/his practice in the future.

Other scholars defined action research as an inquiry which uses systematic investigation of what is going on and comparing it with what is desired and then making intervention and study the effect of the intervention (Jahoda and Cook, 2007).

The definition given by Mc Kernan (1996:5) in Donna Ladkin (2007) clearly states what action research is, as follows:

Action research is concerned with a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by practitioners, first to clearly define the problem, second to specify a plan of action, including the testing of hypothesis by application of action, to the problem. Evaluation is, then undertaken to monitor and establish the effectiveness of the action taken. Finally, participants reflect upon, explain developments and communicate their results to the community of action researchers. Action research is the systematic self-reflective scientific inquiry by practitioners to improve practice (Ladkin, 2007: 479).

In all above definitions of action research, identifying problem (gaps); collecting evidence acting and improving or changing the existing conditions are central to action research. All the writers agree, also that action research can be done individually or in groups. MOE (2004) claims that definition of action research given by Kemmis and Car (1986) as a:

Form of self reflective inquiry undertaken by participations, teachers, students, parents or principals in social situations (including education) in order to improve the rationality and justice of their own social or educational practices, their understanding of this practice, and the situations where these practices are carried out" is the comprehensive and acceptable (MOE, 2004: 47).

Corey (1953) on his part defines action research to be "a process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and action." This is also a compressive one in that it tells the what, how and why of the method. The practitioners here are the researchers who actually involve in the activity. The practitioners in action

research are expected to approach the problem they face in a scientific way so that the findings obtained could be applicable to similar problems in other working situations. Action research in Corey's belief tells what the practitioner should do next correcting and evaluating what he has done so far.

Action research is given both descriptive and analytical definition by Mettetal (2003) as cited in MOE (2001). According to him, a flexible spiral process allows action (changes, improvement) and research (understanding, knowledge) to be achieved at the same time. The understanding allows change that is more informed. People affected by the change are usually involved in the action research. This allows the understanding to be widely shared and the change to be pursued with commitment.

Action and research do not happen at different instances: they are two faces of a coin. The teacher researches while acting (more specifically while teaching). The action leads the teacher to find a problem that immediately has to be diagnosed. On the basis of causes identified, the teacher suggests possible solutions he has to act on. The process is not rigid; it is subject to flexibility and lets the practitioner approach the problem in any better way possible. In this regard, Hitchcock and Hughes (1989:72) state action research in a clear way as follows.

Action research is applied research done to answer a specific practical problem, which results in action. Unlike traditional research which aims to generalize its findings, action research is primarily concerned with relevance to the specific cite in which it occurs.

The action researcher directly uses findings to solve the problem he has identified. Thus, the research helps to search the answer for a specific problem that the researcher faces while working. This overcomes the shortcoming of the traditional research that doesn't both act on practical and specific problems and take measures accordingly.

From the definition given above by different scholars it is possible to summarize that action research is the study of a social situation (the teaching learning process, school management) with a view to improving the quality of action within it. The definitions incorporate the steps, and the intention of doing action research.

Therefore, all agree in that action research involves research, involvement, action and improvement.

2.1.2. Benefits of action research

Action research can be a worthwhile pursuit for educators for a number of reasons. Altrichter, et al (1993) claim the benefit gained by doing action research in their report about the success of teachers who have done action research. According to them those teachers have not only carried out development work for their schools but have also broadened their knowledge and share their profession to colleagues, student's parents and, in written form, also to the wider public. They have shown that teachers can make an important contribution to the knowledge base of their profession. And they have demonstrated that they can engage successfully with professional problems without recourse to external direction. They didn't restrict their work to adapting a set of practical routines, but acted as professionals precisely in developing new theories about their practice, including a critique of its educational and social content. The teachers reflect on their practice to strengthen and develop its positive features. They are not prepared to accept blindly the problem they face from day to day, but instead they reflect up on them and search for solution and improvements. They are committed to building on their strengths and to overcoming their weaknesses. They wish to experiment with new ideas and strategies, rather than letting their practice petrify.

In the above report the following importance or benefits of action research that can be achieved by practitioners are emphasized. These are:

- Development work for schools. Hewitt and Little (2005) support the report in their statement that action research is a part of school improvement program as it has direct relation with student's achievement.
- Broadening knowledge and professional competency -action research enables teachers to develop their thinking skills, efficiency and influences teachers' thinking skills, sense of efficacy, willingness to communicate with colleagues and attitudes towards professional development and the process of change" (Simmons, 1985; in Hewitt and Little, 2005).

- Passing knowledge gained to colleagues, students, parents and to the wider publics.
- Help teachers to engage successfully with professional problems without recourse to external directions. Another scholar made this idea clear by stating that teachers engaged in action research depend more on themselves as decision makers and gained more confidence in what they believed about curriculum and instruction (Strickland, 1998: in Hewitt and Little, 2005)
- Developing new theories and building on their strengths and overcoming weakness. This is possible when teachers are reflecting on their own action (practices). Action research, according to Gay and Airasian (2000) is beneficiary for teachers as it enables them understand and improve their own teaching activities.
- Other Scholars like Ferrance (2000), McNiff (2001) Johnson (2002) and Borg and Gall (1985) agree on the following benefits of action research:-
 1. Form of teacher professional development. Research and reflection allow teachers to grow and gain confidence in their work. Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change, through action research, teachers learn about themselves their students, their colleagues, and can determine ways to continually improve.
 2. Collegial interactions. Isolation is one of the downsides of teaching. Teachers are often the sole adult in a room of children, and have little or no time scheduled for professional conversations with others. Action research in pairs or by teams of teachers allows time to talk with others about teaching and teaching strategies. By working on these teams, teachers must describe their own teaching styles and strategies and share their thoughts with others. As a team they examine various instructional strategies, learning activities, and curricular material used in the classroom. Through these discussions with colleagues they develop stronger relationships. As the practice of action research becomes part of

the school culture, we see increased sharing and collaboration across departments, disciplines, grade levels and schools.

3. Potential to impact school change. As teachers get into action research, they are more apt to look at questions that address school and district concerns rather than questions that affect the individual teacher. This process creates new patterns of collegiality, communication, and sharing. Contributions to the body of knowledge about teaching and learning may also result. Development of priorities for school-wide planning and assessment efforts arise from inquiry with potential to motivate change for improvement's sake.
4. Reflect on own practice. Opportunities for teachers to evaluate themselves in schools are often few, and usually happen only in an informal manner. Action research can serve as a chance to really take a look at one's own teaching in a structured manner. While the focus of action research is usually the students, educators can also investigate what effect their teaching is having on their students, how they could work better with other teachers, or ways of changing the whole school for the better. Conversations can take on a different focus from attempting to "fix" to arrive at understanding.
5. Improved communications. Team work within the school or district brings individuals together for a shared purpose. Educators involved in action research become more flexible in their thinking and more open to new ideas (Pine, 1981 in Hewitt and Little, 2005).

2.1.3. Characteristics of action research

Distinguishing the characteristics of action research enables one to identify action research from other applied researches. A characteristic of action research is directly related to purpose it serves, its scope, which owns it and uses its findings, and its steps.

Different scholars of action research like Davdd J. et.al (1998) Altrichter, et.al (1993), Elliot (1991), Cohen L. and Manion (1994) explain the following characteristics of AR.

2.1.3.1. Situational (on the spot procedure)

This refers to the method's concern of diagnosing a problem encountered in a specific on the spot situation and attempting to solve it. It is this quality that enables the method to be responsive, it responds to the emergent needs of the situation. Scholars consider this feature as the first necessity for conducting action research. The research is conducted to solve immediate problems encountered on the process of action in a specific situation. Insights form data lead to practical improvements in the classroom and in the school during and immediately after the inquiry. Besides this, this is the aspect that primarily differentiates the method from traditional one.

2.1.3.2. Action research is a collaborative endeavor

Advocates of action research believe that little is done when the effort is made on individual basis. Teams of researchers and practitioners could also work together with their diverse experiences that are put together to bring a refined effect. Outside of the situation and other personnel collaborate with the main actor, the teacher in the endeavor made to improve an educational practice.

2.1.3.3 It is cyclic

Similar steps tend to recur in similar sequences. Each cycle demands a critical election, which results understanding which in turn help the researcher plan for the next step. Each cycle involves a completer process or steps of the research targeted at tackling a specific problem. Each cycle begins with planning and ends with reflection. Every cycle has to come out with a possible solution for specific problem. Planning, acting, observation and reflection are the main steps that action research follows. All the research methods and procedures are included in these steps.

2.1.3.4. Participatory

Action researchers are coworkers collecting data with and for people focused on a real problem. They are not outside-disinterested experts conducting inquiries on subjects e.g. they are teachers, students, and administrators in collaboration. Thus the people affected by the problem are made to involve in the research.

2.1.3.5. It is flexible and adaptable (self- evaluative)

All what are carried out in the research process are continuously and actively evaluated with in the ongoing situation, which let the method have the nature of flexibility and adaptability changes are made of necessary both in the implementation and on the spot process. Its cyclic nature makes action research self reflective and evaluative.

2.1.3.6. Critical

Participants not only search together for practical improvements in their educational situation, but they also act as self-critical change agents (e.g teachers asking students for feed back about the strength and weaknesses of their teaching methods).

2.1.3.7. Empowering

All participants can affect and contribute equally to the inquiry i.e teachers with students, or administrators with teachers, cooperate as equals as in the research process

2.1.3.8. Chiefly qualitative

This is the quality that makes action research more responsive and participatory. Action research chiefly relies on observation and behavioral data. In most cases it doesn't involve descriptive statistics. Because social realities collaboratively determined by the participants. For instance, teachers and students share their perceptions and attitudes with one another. Therefore, researchers play with words not with numbers. Data is easily collected, shared, discussed, recorded in some way, evaluated and acted up on the period of a project and this continuous sequence of events forms the basis of review of progress.

2.1.3.9. Relaxed view of scientific approach

Action research is more of interpersonal than methodological. The method doesn't follow the scientific method strictly. The researchers possibly use agreed up on procedures they think effective, for this it is said to be relaxed for it empowers the participants to use mutually acceptable ethical frameworks rather than those imposed from the external. In relation to this trait action research is criticized for it.

- Has got situational and a specific objective rather than general ones.
- Uses restricted samples rather than representative.
- Has little or no control over independent variables; and
- Comes out with findings limited to a particular situation only

This is true but it doesn't mean that action research is completely alienated from the scientific methods. The points mentioned above indicate to what extent the practitioners are convenient to yield immediate solutions to a problem. They may not need to follow time-consuming procedural frame works, which at the same time do not let the researcher interview unless the process is completed.

2.1.3.10. Tentative

Inquires do not result in action researchers coming up with right or wrong answers but rather with tentative solutions based on the multiple and divers views of participants. For example, staff members decide to try out new meeting procedures for three months.

2.1.4. Approaches to action research

The depth, width and, complexity of problems that are solved by action research varies from level to level and the number of practitioner involved. Each problem may need different approaches to be solved. The Knowledge of different approaches of action research helps to design an appropriate action research. Some of the problems can be tackled by single teachers others may need involvement of different bodies. There are different approaches to action research. According to Ferrance (2000) Cited in MOE (2004), there are four approaches:

Educational action research can be used in different areas in the school. Concerning this Cohen and Minion (1994:194) identify areas in school life where action research is relevant. These are:-

1. Teaching methods: the type of teaching method being practiced, comparison of teacher centered versus student centered methods, attitudes of teachers and/or students towards active learning or traditional (lecture) method, teachers conceptions of students learning etc.... could be evaluated/studied here.
2. Learning strategies: - issues such as adopting an integrated approach to learning in preference to a single subject style of teaching and learning could be raised to be investigated.
3. Evaluating procedures:- improving one's method of continuous assessment, teacher's efficiency one effectiveness in relation to the learners' standard, the realm of attitudes and values; possibly encouraging more positive attitudes to work, for example modifying pupils value systems with regard to some aspect of life would be areas of interest to the action researcher and evaluating students performance or students achievements in relation to the general and specific objectives of the content, positive attitudes and values.
4. Attitudes and values:- Principals, teachers and school management can do collaborative action research to encourage more positive to work, or to modify pupils value system with regard to some aspects of life, such as responsible sexual behavior, gender issues, etc.
5. In service development of teachers: the teacher could involve in assessing improvement of teaching skills, developing new methods of learning, techniques of increasing powers of analysis methods of heightening self awareness, for instance management of control; which means the gradual introduction of the techniques of behavior modification etc...
6. Management and control: school management and the staff can do action research by gradually introducing different techniques of behavior

modification. For example introduction of different rules and regulations based on research findings.

7. Administration of the school: The teacher could examine the following;

- Methods of increasing the efficiency of some aspect of the administrative side of school life.
- The availability of school facilities, such as pedagogical centers, library, laboratory equipments, textbooks...

2.1.6. Comparison of action research and other Traditional research

Lack of awareness about the distinction between action research and other traditional research may lead to the claiming to start doing action research and ending with other applied researches. Therefore, it is desirable to raise the question of comparison of action research and other research methods. Supporting this ideas Cohen and Minion (1994) state, if the difference between the two is not explained clearly, confusion between the two sometimes arises.

There is strong agreement among different scholars that AR and other tradition research vary in steps of the research, purpose of the research, using of findings, owning of the research, and issues of validation.

For example, Noffkee and Somekh (2006) stressed point of differences related to steps of the research process, usage of knowledge gained by the research and ownership of the research or question of who do the research.

According to them:

1. Action research steps are spiral and cycling; where as other traditional researches are linear.
2. Knowledge is gained from practice and used immediately to bring improvement in action and knowledge gained from linear process are used later in traditional research.
3. Action research is owned by a practitioner or group of practitioners, it is from internal, where as traditional research is owned by external researchers and it is focusing on studying individuals rather than activities.

Cohen and Minion (1994) on their part identified the following differences of other applied research and AR which for simplicity put in the table below.

Table: 2.2

Traditional research	Action research
- is concerned mainly with establishing relationships and testing theories - is quite rigorous in its application - It insists on studying large number of cases, establishing as much control as possible over variables. - Uses precise sampling techniques - A serious concern in to generalize its findings to comparable situations. - It does not claim to contribute directly to the solution of problems	- Interpret the scientific method much more loosely. - Its focus s a specific problem in a specific setting - Its emphasis is not so much on obtaining generalizable scientific knowledge. - It focuses on precise knowledge for a particular situation and purpose. - It is relaxed. Claims to contribute to the solution of a problem.

MOE (2004) by referring to Metteta (2003) also tried to state the differences between

Action research and other applied research as follows.

Table 2:3

Topic	Formal research	Action research
Training needed by researcher	Extensive training	On own or with consultation
Goals of research	Knowledge that is genralizable	Knowledge to apply to the local situation
Method of identifying the problem to be studied	Review of previous research	Problems or goals currently faced
Procedures for literature review	Extensive	More cursory
Sampling approach	Random, more representative sampling	Students or clients with who they work
Research design	Rigorous control, long time frame	Looser procedures, change during study, quick time frame; control through triangulation
Measurement procedures	Evaluate and pretest measures	Convenient measures or standardized tests
Data analysis	Statistical tests	Focus on practical, not statistical significance; presents raw data; graphs.
Application of results	Emphasis on theoretical significance, increased knowledge about teaching and leaning in general	Emphasize on practical significance improved teaching and learning in a particular classroom
Reporting out comes	Published report, journal article, professional conference	Informal sharing with colleagues brief report, ERIC document; conference

Though the above variations between action research and other applied researchers exists (MCNiff, Lomax, and White head (1996), Green-wood and Levin (1998) and Cohen and Minion (1996) Confirmed that both utilize the scientific methods, both contribute to the betterment of the existing knowledge,

both depend on empirical evidences to justify knowledge, and make a bridge between incoming knowledge and the already existing one.

2.1.7. Steps in doing action research

As stated by Taylor (2000), all scholar of AR have their own models to do of action research, hence, there are different models. Even though these models vary in details of their steps, they have many things in common. Four models of AR suggested by different scholars are presented below to show the difference in details of steps and presence of common concepts. These four models are: Ferrance (2000) model with its five steps, Cohen and Marion (1994) model that has eight steps, Kuhne and Quigley (1997) and Altrichter et.al (1993) models of AR that have 6 and 7 steps, respectively.

Table 2.4. Different Steps of Doing AR.

Ferrance model	Cohen and Minion model
It has the following five steps 1. Identify the problem 2. Gather data 3. Interpret data 4. act on evidences 5. Evaluate result, then start next step	1. Identification, evaluation and formulation of the problem. 2. Preliminary discussion and negotiations among the interested parties (teachers, advisors, etc) 3. Review of the research literature 4. Modification or r definition of the initial problem step 3 5. selection of research procedure 6. Choice of the evaluation procedure (monitoring procedure)? 7. Implementing the plan (step 6) 8. Interpreting the data collected during monitoring.

Kuhne and Quigley model	Altrichter, posch and Somekh model
Planning phase Step 1. Understanding problem Step 2. Defining the project Step 3. Determining the measure	Finding a starting point and clarifying the situation. Step 1. writing a research journal Step 2. findings sta4ting point for the research
Action phase Step 4. implementing an action and observing the result	Step 3. clarifying the starting point Step 4. Collecting data
Reflection phase Step 5. Evaluating results Step 6. Reflecting on project	Step 5. Analyzing data Developing action strategies Step 6. developing action strategies and implementing Analysis and theory generation Step 7. formulating and sharing

All the above models have their own detailed steps. But, carefully and critical insight of them show that there are common concepts in all of them. For example, steps 1-3 of Ferrance (2000), steps 1-6 of Cohen and Manion (1994) Steps 1-3 of Kuhne and Quigley (1997) and Steps 1-5 of Altrichter, et.al (1993) are components of planning and reflection to do action research. Step 4 of the 1st model, step 7 of the second model, step 4 of the 3rd and step 6 of the fourth model respectively conform to action phase. Lastly step 5 of 1st model, step 8 of 2nd model, step 5-6 if 3rd model and step 7 of the fourth model are reflection steps.

From the above analysis it is possible to generalize that, in the action research cycle there are three major phases, namely: planning phase, action phase and reflection phase.

From these models, Alterichter et.al (1993) model seems convenient to follow when attempting to do action research. Hence each step of the model will be discussed as follows.

2.1.7.1. Writing a research journal

Research journals are one of the different forms of systematic and intentional inquiry which provides analysis of classroom life over time (Cochran, Smith and Lytle (1993) in Zeichner (2001). Taylor (2000) also defined research journals as personal diary on which teachers record their observations, feelings, reactions, interpretations, reflections, ideas and explanations. Putting in other way, it is a

document of teachers on which they record daily confrontations. Research journals are like research diaries which accompany the research process by providing information or data (Alterichter et.al (1993). Teacher can also use portfolio to record short report of classroom activities, what is pleasing and painful (Jo Appliton et.al 2003).

While writing research journals, each entry should include the data of the event, time, location, participants and other relevant details. This is equal to saying that a teacher records daily what he/she observes in the classroom while teaching, what he/she felt, which group of students behaved differently, etc.

The following illustration is taken from Zeichnen (2001) and modified to make the idea more clear.

"At the beginning of the school year (September3/2000) in grade 7A eight boys dominated the classroom, especially during class discussion when ever. I ask the class to line up or form a group, or make a circle they did so in exactly the same fashion, sorting themselves neatly first by gender, then by social status and locality." This journal tells us what was happening in the class and who do what.

Concerning the portfolio, dairy or journal Rust and Clark (2003) remind that teachers should commit 10 minutes of every day to write about their classroom and that they must not cease doing this daily.

2.1.7.2. Finding starting point

Finding starting points refers to identifying issues in practical life experience which is worthy of studying. Alttrichter et.al (1993) states that starting point for action research begins with experiences of discrepancy.

These can be:

- Discrepancies between plans and expectations on the one hand and, actual practice on the other hand. Putting another way round, it is gap between the desired and the actual practice.
- Discrepancies between the present situation and a general value orientation or an aim.
- Discrepancies between the way in which different people view one and same situation.

In the former example, the journal recorded show that the starting point for action research is "the appearance of low participation and segregation" observed in the classroom.

Adding to this, Gay and Airasian (2000) say that problem, question or topic derived from a review of a teacher's practice is the first step in action research.

According to Altrichter et al, 1993) starting points for action research can be:

1. An interest: for example, trying out a promising data, developing strength, or coping with a routine obligation in a more considerate and economic way.
2. A difficulty- for example, wanting to improve a difficult situation, solve a problem, or compensate for a deficiency (quality of teaching materials)
3. An unclear situation: when there is an issue which teachers want to understand more.

During problem identification, it is important to limit the question to one that is meaningful and doable in the confines of daily work. Concerning this Ferrance (2000) state that teachers should ask if the problem is some thing over which they have influence. Other scholars added similar idea, that the problems or topics chosen are ones that interests or concern the teacher and are derived from issues in his or her practice (Gay and Airasian, 2000). Taylor (2000) also enlisted the following criteria that make the process of problem identification successful. These are:-

1. The problem must be important to the person naming them.
2. The problem must be significant for the work place
3. The problem must be manageable,
4. Problem statement must reveal some fundamental criteria for assessing a solution.

Put differently, the problem, question or topic should be the one that help the researcher to assess different perspective of actions expected to alleviate the problem, Coceari (1998:3) as cited by Zeichner (2001) raised the following questions to formulate a research topic.

How can I increase participation in all class discussion by those less willing or able to share? How can I help the students in my classroom feel comfortable working with diverse groupings of classmates and ultimately overcome, at least part of the time, their desire to always be with their friends" (Zeichner, 2004: 273).

In the research question above the phrase "how can I....", points to what is going to be done by or expected from the teacher to change the situation in the class room. It is because of this that, action research is said to be practitioner research and its purpose is to affect teachers' actions, activities, and beliefs and effects (Gay and Airasian, 2000). Gay and Airasian (2000) also state how the research (problem) statement should be stated.

- Can I make this better by.....
- Would it be better if I.....
- How can I improve

Altrichter et.al (1993) presented the following research problem statement formulated by one teacher and evaluate against the criteria of significance of any action research topic: scope for Action relevance, manageability and compatibility. The research question is:- "How can I work with this girls in a way which is productive for us both?"

From the above illustration one can understand that the way research problem statement is constructed is different from that of other applied researches.

2.1.7.3. Clarifying starting point

To have a clear picture of the problem analyzing the topic from different perspectives is necessary. Result of study shows that teachers are found to make error in perceiving some problems of their pupils. Altrichter, posch and Somekh (1993) reported what physics teacher concluded about his students learning, was found to be wrong picture. Clarification of starting point can be done by collecting data (Ibid, 48-50, and Cohen and Minion (1994). Reading literature about what is

felt to be a problem, helps to have clear image of it (Ibid: p.49) Clarifying helps to reshape the problem (Cohen and Minion, 1994).

2.1.7.4. Collecting data

In action research data is collected to know the nature of the problem and to decide action strategy. Altrichtes et.al (1993) and Tayler (2000) enumerate different data collecting methods and explained relevance of data collecting tools. For them there are four basic strategies to consider when collecting data, and these include collecting existing evidence, observing and documenting situations; interviewing; and questionnaires. So that the reader has a sense of what these strategies entail, a short description follows.

In action research, literature review is one of the sources of data to be used to plan action strategies (Altrichter et.al and tayler, 2000).

Collecting existing evidence

Instructors have access to a variety of existing information which can be used as data. This material can provide evidence of past events relevant to a research question and can be collected in a portfolio. A portfolio is a purposeful file of everything that may seem relevant to an issue that can later be reviewed. Written evidence is useful in trying to establish a baseline of what has happened in the past and can be invaluable from comparing a new approach to past approach. Some examples that can be used are: learner papers, exercises or notes, rosters, staff minutes, research articles, correspondence, notices, progress reports, letters of complaint, lesson plan, attendance sheets, drop out rates, budget information, operational policies, safety procedures, accident reports, repair costs and expense claims. Examples of unwritten evidence are the appearance of a classroom or learning center after the students have left, state of repair on equipment, cover designs of books, wear and tear on furniture or binding of books and photograph.

Observing and documenting situations

Observing direct contact in a setting for an extended period of time provides an opportunity to gain other data presented in the form of personal histories, stories, feelings and experience. It also provides an opportunity to see conflicts and miscommunications which might have not been recognized in other information

gathering methods. The two roles an observer can take on are onlooker or participant observer. Observation can be structured with guideline questions. In such a case the recording process is structured. After the observation is over, the researcher creates a picture of the setting. Structured observations rely on instruments and procedures for observing and include questions like; who talks to whom, how many interactions were initiated by the person how many times did the person leave his/her desk. For the onlooker the purpose is to move 'where the action is'. Most observational designs will be of the "onlooker" variety and are biased with "being there". Not interrupting the natural setting is a key requirement in understanding the physical and social environment.

Documenting situations: Kuhne and Quigley (1997) in Hewitt and Little (2005) describe a number of data collection techniques that are useful in documenting a situation. For example, anecdotal records are written descriptive accounts of incidents that are typically used to note a particular or repeating occurrence with a group or individual. Field notes are similar to anecdotal records, but the researcher's impressions and interpretations are recorded at the same time. They are typically written at the site of the event. Logs are careful records of recurring activities that are often numerical such as records of attendance, the number of times learners do certain things, or how groups allocate their time.

Interviewing

Interviews allow for interaction and are often categorized into three types. Structured interviews are useful when seeking specific information specific topics. This type leaves little room for discussion beyond the given questions. If the interviewee begins to stray, the interviewer should bring him or her directly back to the questions. Semi-structured interviews involves asking more open-ended questions of several participants but allows the interviewee to go further than the precise question with opinions thoughts, and questions.

Often written "probes" are used. These are reminders on the interview schedule of opening questions the interviewer can use to go the specific related aspects of the question after the first response. Open interviews encourage open discussion and wide-ranging opinion, with very little direction on the interviewer's part.

Questionnaires

There are basically two types of questionnaires. Open questionnaires ask for opinions or information in the participants' own words. These types of open-ended questions are especially useful for exploratory or subjective reactions. Closed questionnaires may require multiple-choice or direct short-answer responses. They seek specific information, with little room for the respondent's interpretations and are especially useful for collecting specific information.

Similarly, Ferrance (2000) Suggested that, data collected helps to decide what action to be taken, data collecting methods include:

Interviews	journals
Portfolios	individual files
Diaries	logs of meetings
Field notes	videotapes
Audiotapes	case studies
Photos	survey
Memos	records-tests, report cards, attendance
Focus groups	self-assessment
Anecdotal records	samples of student work, projects, and performance checklists

In action research literature review is one way of data collecting strategies (Ferrance, 2000 and Altrichter et al, 1993 and Tayler, 2000). Johanson (2001) state that Literature reviews is not always necessary in doing AR.

2.1.7.5. Analyzing data

This step is also termed as reflection stage (Altrichter et.al 1983). The data collected must be summarized and interpreted in order to help teachers make decisions about their practices. The data interpreted and decisions made how to use the data help teachers to understand about their practice and to bring improvement. Data analysis can be done either by constructive method, critical methods or complex methods of data analysis. Altrichter et.al (1993) and Taylor

(2000) suggest that constructive method is more practical and preferable to use, and listed steps of Constructive method of data analysis as follows.

1. Reading data- data are read or closely scrutinized in order to recall the events and experiences that they present: what was done? What was said? What really happened?
2. Selecting data – important factors are separated from unimportant ones, similar factors are grouped, complex details are sorted and simplified.
3. Presenting the data:- the selected data are presented in an form that us east to take in at a glance.
4. Interpreting data and drawing conclusions- relationships are explained and a practical model constructed to fit the situation which has been researched.

2.1.7.6. Developing action strategy and putting them into practice

Suitable action strategy is possible by getting information from different directions. Taylor (2000) enumerated the following sources that help action researcher to plan action strategies.

1. Our new understanding gained from analysis of the situation. Understanding an issue, by uncovering the network of interrelationships, offers a wealth of ideas about possible action. Putting this differently analyzing the relationship of classroom setting school environment, teacher student interaction, and student's back ground knowledge, teaching method help the teacher to decide what action to take.
2. The actual process of data collection – simply findings out learner's attitudes may be enough to suggest possible solution.
3. Our own aim, objectives and values as a teacher. In the course of problem analysis and data collection, the researcher's aims become more practical and realistic as they are better informed by knowledge of the situation
4. External sources such as, from conversations with colleagues and ideas from literatures review.

Altrechter et.al (1993) state that this step of action research is the step in which knowledge or theory formulated from action research/ data analysis process/ is practically tested like testing hypothesis in traditional research. This step is part of research process since the validity of the practical theory to bring improvement is studied and find out ways in which it needs to be developed, modified or radically revised.

According to Altrechter st.al, (1993) this step is the one in which the trustworthiness of practical theory formulated from reflection is subjected to further reflection.

2.1.7.6.1. Monitoring action strategies

In order to learn as much as possible from trying out the new strategies, it is important to consider, in advance, how to monitor the situation. To check the result of action strategies, defining criteria of success is necessary (Taylor, 2000, and Altrichter, et.al (1993).

According to them an action strategy is said to be successful when:-

1. It has resulted in an improvement of the situation
2. It has not caused an unintended negative side effect
3. The improvement is not short-term (if it is long lasting)

2.1.7.7. Formulating and sharing knowledge

Altrichter, et.al (1993) and Colin (2002) suggest that sharing knowledge and experience gained from action research is important. But they set the precondition that, before reporting experiences and result of action research further reflection and analysis of the cycles of action research should be conducted. Another scholar confirms that an action research cycle which is hasten and quickly accomplished is not trustworthy (Davydd et.al 1998). Concerning further reflection on the implementation of action strategies, Ferrance (2000) confirms that effective investigation should be undergone to determine if improvement has occurred. For this, reason data should be collected during implementation process to identify

additional questions raised and plan for additional cycle of action research Colin (2002) adds that changes should be monitored daily by collecting evaluative data from participants using research method. This helps to decide what to do next: repeating the cycle or shaping the change process, or sharing the idea by reporting the effectiveness of the change process

2.1.8. Validity issues in action research

It is known that the effectiveness of a given research to produce the desired result depends on the aim of the research. Validity of action research, therefore, is judged by the aim of action research. The aim of action research as stated by Colin (2002), Johnson (2002), MOE (2003), Gay and Airasian (2000), Ferrance (2000) and Altrichter, posch and Somekh (1993), can be summarized as:-

1. To develop and improve practice through research in the interest of all those concerned.
2. To develop the knowledge and practical understanding of those involved in the research process.
3. To develop the professional knowledge of teachers as a whole.
4. To develop and improve education as a discipline.

Based on the above objectives of action research, Altrichter, et.al (1993) forwarded four wide ranging quality criteria.

1. Considering alternative perspectives:- this refers to comparing views of other participants with the problem of the research by collecting and analyzing data and also comparing the method of data collection used with methods other researchers used to solve similar problems in other settings. Put differently, it is making critical analysis or reflections on data collected and review of related literature.
2. Testing through practical action. This is to answer question "to what extent the understanding gained from research is tested through practical action?"
3. Ethical justification:- this refers to how much the research methods are compatible with both education aims and democratic human values.
4. Practicality:- this is related time economy, time to do the research and the teachers educational back ground

Gay and Airasian (2000), on their part suggest the following ways of increasing the quality of action research.

1. Allow respondents to respond anonymously to questionnaires.
2. Build comparison into data collection, which other scholars like Ferrance (2000) and Altrichter, et.al (1993) called triangulation of data.
3. Develop criteria to identify and narrow the specific aspects of practice that will be examined.
4. Forming validation team that checks the extent to which the stockholders are satisfied by the result.

Concerning the issues of validity other scholars (Bradbury, 2001:5 and Gobo and Gubrium, 2007:481) listed the following six criteria which can be used as a measuring stick for assessing the quality and trustworthiness of action research project.

1. The extent to which the research demonstrates emergence and enduring consequences.
2. The extent to which the research deals with pragmatic issues of practice and practicing.
3. The extent to which the inquiry demonstrates good qualities or relational practice, such as democracy and collaboration.
4. The extent to which the research deals with question of significance.
5. The extent to which the research takes in to account a number of different ways of knowing
6. Usefulness of the project.

2.1.9. Major factor in doing action research

Investigating factors related to doing action research is necessary, primarily, for action research leaders (collaborative researchers, supervisors, advisors, administrators, support teams and education personnel's of different levels) and the practitioners, to identify areas of their influence, to provide support and to do action research that improves teachers practice of doing action research.

Therefore, this section attempts to present factors that facilitate and hamper doing of action research and, to use the knowledge gained in this project.

2.1.9.1. Helping factors

One of the pioneers of action research Corey (1953) has stated six conditions that facilitate doing of action research by teachers.

1. **Openness to weakness:** Administrators and staff members should speak honestly to one another about those parts of the school program that need improvement. Therefore, it is less likely to research undertakings in schools unless teachers, administrators and supervisors have an appreciable degree of freedom and willingness to admit and talk about the jobs that trouble them.
2. **Chances for creativity:** Administrators could provide staff members with opportunities to brainstorm and analyze inventive ideas about alternative future practices.
3. **Support for trial and error:** Administrators provide staff members with support, resources, and material to initiate and test alternative practices.
4. **Cooperative staff relations:** Administrators and staff members share norms and skills that support cooperative problem solving about their won group efforts.
5. **Value data collection:** Administrators and staff members believe they should go beyond casual inquiry to collect systematic data about their processes and school outcomes.
6. **Time for improvement:** Administrators could create ways to release staff members from regular duties to become engaged in professional reflection, action research and staff problem solving.

Consolidating the above ideas, Elliot (1991) suggest that classroom teachers need an interest in investigating their classroom practices, to be with basic research skills, to get assistance of those authorities who are responsible for education to get enough time and money to undertake action research, to have an access to different relevant reading materials in research, and have to get the means to disseminate their research findings so as to make effective and up date their

method of teaching. The effectiveness of support for teachers is stressed also by Altrichter et.al (1993) in their following statement: "Experience with action research, so far, has shown that teachers are able to do action research successfully and can achieve remarkable result when given opportunities and supports."(Altrichter et al 1993: 50)

Hewitt and Little (2005) stressed the role of administrators and others education personnel's in providing teachers with support to do action research. For this purpose they prepared seven guidelines of how to provide support for teachers . These guidelines are:-

1. Build knowledge of the action research process for principals to generate interest of doing action research in teachers, they could be able to express the need of it by raising different questions on students and teacher learning. The principals and supervisors should develop an understanding of action research by explaining the impact of classroom research on student learning and teacher's professional growth. Building knowledge of action research is attained by participating in professional development programs and reading literature on action research. Unless it will be difficult for them to respond to questions teachers raise when the implement the phases of the action research process. It is important, for support givers, to be a risk takers and demonstrate the what, why and how of action research.
2. Action research leaders should understand the benefit of action research. They should know that action research is teaching, learning, and decision making process that can be used in a myriad of ways to assist the learning process of students and teachers.
3. They should identify and address implementation issues. This guideline refers to planning to address different barriers of implementation like time factors, resistances, resources and professional supports throughout the implementation of action research. Other real and perceived issues must be identified and addressed at the outset of this process and through out its implementation.

4. They should develop goals that include action research in the school improvement program of the school (SIP) school improvement program (pan) is based on the students data. The quality of goals, strategies and objectives of the school improvement plan is measured by the achievement of those goals, strategies, and objectives by all of the students in the school which is directly related to high quality implementation of research based instructional practices, methods, and strategies by each individual teacher in the school. Therefore presence of goals about action research in the school improvement program of the school should be realized by action research leaders.
5. Establish a support system for teachers. As stated earlier teachers will need a support system as they conduct action research. Therefore it is responsibility of supervisors and principals to develop and express a thorough plan of follow up opportunities and support for all instructional staff. The support system includes, according to Hewitt and Little (2005):-
 - a. Creating a team made up of resource teachers, department heads, district staffs (in Ethiopia case Woreda education office personnel's) and other educators.
 - b. Investigating and disseminating information on conferences, seminars, and providing continuous and thorough training.
 - c. Providing resources used in action research including reading materials and books in the library.
 - d. Developing a calendar of dates and times that assistance, dialogue, and sharing will be available to teachers. Proving time of reflection on their action research and receiving guidance or suggestions from their colleagues and support team.
 - e. Classroom observation should be linked to the teacher's action research study.
 - f. Provide professional development in action research. The school administration is required to plan school based continuous professional development in which teachers gain knowledge and support about how to record student's data, share their ideas, lean continuously to develop their

individual profession. The knowledge of the action research process that the principal demonstrates through discussion, presentation and classroom observation is critical to the high quality implementation of data based instruction decision making in every class room. Professional development plan are necessary as there are some teachers that may need more guidance through the action research process or may not be ready to conduct action research. Also some show frustration and have difficulties of successfully conducting action research.

- g. Provide opportunity for collaboration. School administrators should know that teachers learn not only by themselves but also by working with others. As a result they facilitate working together to plan what instructional practices and techniques need to be implemented, what changes can occur, and how to evaluate their instruction. Therefore they have to allocate specific time for collaborative activities of teachers.

Similarly, Merga and kumsa (2005: 60, 68) and MOE (1999 E.C) stress that teachers need support from supervisors in and out of school to do action research. The idea of the above scholars signifies the importance of support system for effective practice of teachers to do action research, and bodies responsible to be involved in giving support. In Ethiopia, for example, university re lecturers, Woreda level supervisors, are required to provide support for teachers (Merga and Kumsa, 2005), MOE (2003), MOE (2004 and MOE (2007)

2.1.9.2. Factor that hamper doing action research

Many constraints that impede doing action research are reported by Mackeman 1993, in Burn, (1999) Cannon, (1945) in Siyoum, (1998)

1. Lack of time
2. Lack of resources
3. Lack of adequate research skill or competence
4. Limited support (both professional and financial)
5. Lack of motivation and training
6. "Prophet in his country" problem or disapproval by colleagues and principals

7. Lack of confidence in steps to follow

8. Heavy work load.

In Ethiopia, researches had been done at different schools reveal similar constraints. For examples, Yallew (2000) reported that

- ❖ Lack of research advisor
- ❖ Lack of research studies to consult as a model
- ❖ Administrative, financial and material problems and discourage work situation hindered teachers from doing action research.

In addition to this Abrahm (2004) reported that lack of conducive environments, lack of support from administration, Lack of reference materials , Lake of research coordinating bodies, and lack of research knowledge prevented teachers from doing action research.

2.1.10. Challenges of doing action research

Some factors like lack of competence and skill to do action research, lack of interests and time may inhibit teachers from starting action research. In this heading, challenges a practitioner faces while doing action research will be investigated. Scholars like Cook and Jahoda (2007). Rust and Clark (2003) and Altrichter et.al (1993) agree that challenges related to ownership, commitment, rejection institution or settings, besides with others to be discussed below are prevailing once.

2.1.10.1. Challenge related to individual teacher research

When a teacher is doing action research alone, he/she has no one that is assisting him by acting as a true friend and true enemies to tell him/her his/her biases, untouched perspectives during reflection, who brain storm him/her. As a result the researcher's work can be victim of different criticism and loss its validity. Hewwitt and Little, 2005: Jehoda and cook, 2007 and Altrichter te. al (1993).

2.1.10.2. Challenges of collaborative action research

Ferrance (2000), Jehoda and Cook (2007), Brudbury (2004) and Gobo and Gubrium (2007) reported that this approach has many advantages over the previous one. They also uncovered challenges confined to it.

They stated that collaboration is not always run smoothly because of the diversities of the members, and unwise management of meetings. Members of a team may not feel equal responsibility, commitment and engagement. Also not all of them are present and attend all meetings arranged. Because of these and other factors disagreement may be prevailed.

2.1.10.3. Rejection as a challenge

The rejection by members of the organization in the setting which Colin (2002) calls them "the insider problems can be from the school management and principals in one hand, and from other teachers on the other side.

The rejection from the gatekeepers can be because of lack of information about the research or because the practitioner did not get permission, or because the school management did not agree on the problem under study. From the colleagues side the rejection can be because of "a prophet in his country problem" (Gobo and Gurium, 2007; Jehada and cook, 2007; and Altrichler et.al (1993)

2.1.10.4. Challenges related to the institution/the setting

While doing action research teachers seek different materials that assist them to conduct the research. Concerning, this, Hewwit and Little (2005) state that there should be books, journals and other documents that teachers use in the library of the school. Other scholars added that there should audio, video, other instruments used in data collection, and the staffroom should be a place of critical thinking and reflection rather than becoming a waiting place (Altrichter et.al (1993) and Jahoda and Cook, 2007).

2.1.10.5. Lack of immediate support

Hewitt and Little (2005) state that as teachers enter into the cycles of action research, they gain new understanding, and with this new understanding they raise new questions which principals and other support groups should be ready to answer. If these questions are not answered the process can be interrupted.

2.1.10.6. Challenges related to time

According to Robson (2002), Altrichter, et.al (1993) Hewitt and Little (2005) and Jahoda and Cook (2007) lack of time is the greatest challenge practitioners face. This is because every step of action research needs sufficient time: to plan, to search and identify starting point, time to record or write portfolio of classroom condition, to clarify starting points, to share information, to collect, present and analyze data, to make plan of action strategies, to coordinate the research, to make deep reflection in action and on action by collecting data about effect of the implemented action plan and to design another cycle. As a result, the research procedure becomes a burden to the usual daily task of teachers (Altrichter et.al (1993).

2.1.10.7. Lack of commitment as a challenge

Rust and Clark (2003), state that, doing action research is not comfortable action and the first step in the process of action research is commitment. Their statements show that having the competence and skill, having time and resource, and having interest alone can not make somebody do action research. As it is full of difficulties, confusion's and things that pierce emotion of practitioners, as stated by Margaret and her colleagues in Gobo and Gubrium (2007), it needs personal decision to tackle these problems patiently.

2.1.10.8. Challenges related to each step of /process of/ action research

Altrichter, Posch and Birdget (1993) identified the following challenges in their book entitled "teachers investigate their work." These are:-

1. Misconception of classroom events
2. Formulating irrelevant and incorrect research topic
3. Decision to use inappropriate methods and tools of data collection.
4. Designing action strategies from misinterpreted data and careless reflection.
5. lack of standard of success of the action strategies

Other challenges related to action reflection cycle of action research and remedies of them are reported by Donna Ladkin Gobo and Gubrium, (2007). The report is based on the story of different action researchers like Margaret, Gill, Rupesh and Marie.

For instance Margaret reported:

This was not just an intellectual process. The whole of me was included, my mind psyche, and my feeling self. I got ill, I struggled with painful emotions in relation to certain individuals, through reliving and re conceptualizing these experiences I moved through time and took up a different position in relation to them .through this process of reliving experience and reflection I arrived in a place from where I could write down what was happening and find a form for doing so which no longer felt destructive.(p.482)

Her report makes clear that the action reflection phase of action research needs involvement of the whole person. It involves researcher's physical, emotional and psychological capacities as well as intellectual ones.

Her report also reveals that the process is painful and uncomfortable process which exploits whole part of the researcher. It consumes the patience of the researches. Similar story was reported by Rebecca Wisniewski in Ferrance (2000), as follows.

.....we had to determine where we would go from here. This was the most difficult time for our team. Up to this point we seemed to have moved along with only a few problems. Now our meeting seemed to go in circles. We became very frustrated with our lack of progress. Our impatience caused discord among the members of the team (Ferrance 200:18).

It is a process in which patience of individuals will be tempted. It is because of this that Rust and Clark (2003) say that the first step to do action research is commitment.

Similarly Lodkin summarized the following, points from the story of Gill, Rupesh and Marie in Gobo and Gubrium (2007). According to him action reflection cycles are:

1. Messy and are not necessarily discrete or linear. They can move much more fluidly, double back on themselves and take unpredictable routes.
2. Moving from fog to clarity and back to fog can be part of the process. But researchers should know that this swaying in mind and emotion does not necessarily mean he/she is going in the wrong direction.
3. Having others to reflect with, both to challenge and to provide encouragement and support is crucial.

2.1.10.9. Challenges related to Emergence

While doing action research the researcher is expected to be less deterministic as an action research is qualitative research. If the researcher starts by determining the result and finally ends with different outcomes it is because of forgetting the nature of action research, concerning this Gobo and Gubrium (2007) recommend the following.

1. Being sensitive to emergent processes requires a “state of mind” an openness that can be difficult to maintain if the researcher is determined to “improve” a situation. A component of that way of being is a deep belief on the part of the researcher that she/he does not know the answer before beginning.
2. The openness of mind would ideally strive to find ways’ of taking into account aspects of a situation that seem unimportant or trivial. Co-researchers who are outside the situation can be useful in pointing to key features that the researcher may be ignoring.

3. The emotional response a researcher is experiencing may be an important source of data about deeper understanding or new framings that lie below the surface of intellectual engagements.
4. Emergence is an unfolding process subject to its own working and time-frames. Sometimes a pattern can not emerge until necessary parts of the "puzzle" are present. Cultivating a respect for not knowing is essential for working with emergent processes.

Chapter Three

Research methodology

3.1 Methodology

Research Knowledge Claims in social science in general and in education, in particular is divided as post positivism, constructivism advocacy/participatory and pragmatism (Creswell, 2003). These are called research paradigms (Creswell, 2007). A paradigm is "a basic set of beliefs that guides an action", (Guba, 1990, cited in Creswell 2007). Patton, (1990:37 cited in Sarantakos, 1998); and Crotty 1998 in Creswell (2007), called it a philosophical assumptions, epistemologies and ontology. Whereas methodology translates the principles of paradigm into a research language, and show how the world can be explained, handled, approached or studied (Sarantakos, 1998). Among the Six methodologies which are reported by Robson, (2002) and Creswell (2007) as research strategies and, research methodologies by Creswell (2003), an ethnographic inquiry strategy guided this study.

Ethnography is part of qualitative Paradigm in which the researcher describes and interprets the shared and learned patterns of values, behaviors and beliefs (Creswell, 2007). The researcher studies an intact cultural group in a natural setting over a prolonged period by collecting primarily observational data (Creswell, 1998; in Creswell (2003). Ethnography, according to Barker (2008) and Henn, Weinstein and Foard (2006), Stress on lived experience and seeks detailed holistic description and analysis of cultures bases on intensive field work. This approach is used to enquire systematically about the world people see, speak and act to develop theories about the social world. The purposes that underpin ethnographic study, according to Barker (2008) are to produce "thick description", of the multiplicity of complex conceptual structures and to learn from other cultures by getting detailed and holistic description of events.

In my study, I have applied a qualitative paradigm that was determined based on research questions, research topic and objectives of the study as stated by (Creswell, 2004). Qualitative research Paradigm is the one that can explore actor's definition and how people act which gives meaning to their own lives (Creswell 2007). This allowed the study to investigate the perception and behavior of actors with in a specific context. Due to the fact that qualitative researches are sensitive to the social, historical and temporal context in which the data were collected, and the very nature of the in depth, detailed description of events and the like makes qualitative research so powerful (Best and Kahn,1999).. The research focused on discovery, insight and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education (Merriam, 1988). By learning the perspectives of the participants, qualitative research illuminates the inner dynamics of situations or dynamics that are often invisible to the outsider (Bogadan and Biklen, 1992). But qualitative researchers are content to generate rich descriptions of their phenomena.

Therefore, to become more experienced with the phenomena understudy, I have got qualitative research methodology compatible to my study rather than quantitative research methodology. Toochem, (2003); LeCompte and preisie (1993:24) suggested that qualitative research can be employed in educational research when the concern is with people, because controlling and manipulating activities of human beings are some how difficult.

Many educators suggest the following characteristics of qualitative research and I have tried to address these features in my study.

1. Qualitative design is holistic. It looks at the larger picture and begins with a search for understanding of the whole. It is not constructed to prove something or control people. It favors open-ended and unstructured research design.

2. Qualitative research looks at relations with systems or cultures in a particular setting or group. It is concerned with the personal. It is focused on
3. understanding given social settings, not necessarily making predictions about those settings.
4. Qualitative research demands the researcher stay in the natural setting overtime. It also demands time in analysis equal to the extensive time in the field.
5. Qualitative design requires the researcher to become the research instrument. They don't send out instruments for individuals to complete.
6. It incorporates room for description of the role of the researcher as well as description of the researchers own biases and ideological preference.
7. It incorporates informed consent decision and is responsive to ethical concerns.
8. It requires the construction of authentic and compelling narrative of what occurred in the research site among participants.
9. Qualitative design requires ongoing analysis of the data (Denzin and Lincoln, 2000; Silverman, 1995; Hammersley, 1990; Cresukll, 1998 as cited in Ali2005).

3.2. Research Design

Madison (2005) state that research design involves re-stating the research question or research problem, a description of data collecting methods, types, style and techniques of interviews, data logging technique, data coding process, theoretical frame work, data analysis and interpretation and delineation of ethical methods, deceptions of research population and outline of time frame. Yate(2005) believes that deception of participants to some extent is necessary for ethnographer to get interesting result. However, I did not use any technique of deception in this study because I considered it to be violating ethical codes.

The purpose of this ethnographic study is, therefore to explore the perception and behavior of Bilo CRC schoolteachers while doing action research to investigate challenges they face. To achieve this, the following guiding questions were raised

1. What is the perception of the teachers towards action research?
2. What is the teacher's behavior while doing action researcher?
3. What are problems and challenges teachers faced while doing action research

To answer these questions data collection methods administered were in depth semi structured interview participant observation, documentary analysis focus group discussion.

This study has applied CRC School based ethnography aiming at describing, analyzing and interpreting the perception and behavior of teachers while doing action research. by looking hard at all aspects of what is going on, not picking out one or two events and using them to confirm taken-for- granted views about the nature of the social world.

3.2.1. General context

The research was conducted in the following context: It is stated in the education and training policy document (TGE 1994) that training and research should be appropriately integrated with development by focusing on research. Based on this premise, MOE (1994) suggested that training and research should be appropriately integrated with development by focusing on research. Based on this premise MOE (1994) designed strategies to put in to practice the policy's aims. Accordingly, it is reported that doing AR is mandatory for all teaches of different level to get career

development and license (MOE, 1999E.C). On top of this ministry of education, prepared CPD distance materials for teachers that help teachers be able to do AR (MOE, 2004). It is because of the above facts that the National teachers' professional competency standard document state that teachers of all levels to base their reflection on research findings and pedagogical knowledge. Primary schools in the woreda were grouped in to clusters and one school was selected as a resource center where training and workshops are prepared for the teachers of member schools.

3.2.2 Rational for selecting the research setting

As Henn, Weinstein and ford (2006) stated selection of site for study is one of the most important decisions open to the researcher who conducts ethnographic studies; and the decision should be driven largely by the anticipated richness of data that particular site offers. The CRC School, Billoo second cycle primary school is found in Oromiya region, East "Wallaggaa" Zone, Bonayaa Boshee Woreda. The setting was confined to be one because investigation of small Number of cases, perhaps just one case in detail is one of the features of Ethnographic study (Atkinson and Hammersley, 1994:248 in Silverman 2006) and Creswell (2007). Therefore it is reasonable to study the perceptions and behaviors of teachers, and the challenges they face while doing AR in Billo CRC School Therefore, the ethnographer should choose a setting that is relatively easier than others to gain access to it. As a matter of fact ,this research which investigates teachers' perception and behaviors while doing AR and, their challenges in the process, has selected the area because of the following:

Boneya Boshee Woreda is a place where I worked for 2 years as secondary school principal and have done my best to improve the school, by inviting NGO's to aid construction of class rooms and Laboratories to develop the school to college preparatory level and as a result the local government asked

me to do masters thesis in the Woreda, by promising me to facilitate condition for the study. The researcher has Credibility among those teachers in Biloo and surrounding school. Therefore it was not difficult for the researcher to enter and access the research setting and to achieve the development of confidentiality and trust from the research participants' side. The setting, Billo CRC School was purposely selected because:-

1. It accessible to transportation service and near to researcher's residence.
2. Most teachers are experienced and sedentary.
3. Some of the teachers in this CRC have reported their attempts to do action research.

3.2.3. Research Setting: Billoo CRC School

The research was carried out in Billoo town, the Capital of Bonayaa Boshee Woreda which is found East Wollaggaa Zone Located at a distance of 301 kms west of Addis Ababa, 84 kms south East of Nagamtee Town and 32 kms south of siree Town. There is concrete road, which joins the asphalt road, which connects Addis Ababa, and Manatee at a place called Mootoo that is located 8km east of Siree town. Billoo Town was founded in 1874 E.C (Bonaya Boshee Woreda public communication office 2001E.C). The town was named after the name of mad person called Billoo who used to climb on Oak tree, which was found at the midst of market place and dancing (Ibid, 2001). The town was commercial and taxation center for merchants who were coming from Somali and Asab to export their goods to Sudan and import important materials from there during Menilik. During Italian Invasion the Twon was used as military camp. Bonayaa Boshee Woreda is surrounded by six Woredas. From North sibuu siree and Gobbuu sayyon, Bakkoo Tibee and Daannoo Woredas Which are in east shoa are found at its east ward, Noonoo Woreda is found at South of it and from West it is surrounded by Wama Hagaloo woreda. It has an area of 25,126.3 Hectars,

According to 2006 senses; Boneya Boshe has 23,514 males and 24,358 Females, totally 47,872 of which 99% of them are Oromo people. The recently Comenced construction of ditch to accumulate Gibee river for Hydroelectric Power is the greatest opportunity for the people of Boneya Bashe Woreda to get recognition. Billoo Town has Hydro Electric light, Drinking water and telecommunication service. There are three different schools in Billoo Town.

1. Biftuu billloo 1st Cycle primary School founded in 1999E.C
2. Billoo 2nd Cycle primary School founded in 1947E.C
3. Billoo Secondary School 1st cycle founded in 1994 E.C.

Billoo 2nd cycle primary school is a cluster resource center for five primary schools including it self. Currently there are 16 Diploma holder teachers and 2 12+TTI gradual teachers working in the School. There is a supervisor assigned for this cluster resource center to provide support for 76 teachers in the member schools for the cluster. There are 900 male 600 Female students currently learning in Billo CRC School. Teaching learning process is undergoing by shift system. In the School, there are six classrooms, staffroom, and office for principal, one storeroom and one room for school pedagogic center. The school has hydroelectric light service.

3.2.4. Selection of participants

The importance of stakeholders consultation has given due consideration so as to ensure their participation in all stage of research process. Based on this premise social meetings were arranged with Local government, Woreda Education office personnel's, CRC Supervisor and school principals to discuss how to select participants. In order to come up with identification of participants the researcher and the stakeholders formulated selection criteria. These criteria are:

1. Teachers' Consent.
2. Service year in teaching should be at least 3 years so that they are those who attend proper CPD program.
3. Getting pre and/or in-service AR training.

4. Completing CPD distance material (CPD module No.1).

Based on the above criteria 18 teachers were selected from the CRC School. From these participants I selected six teachers were purposely selected based on their attendance to use them during the in-depth interview session.

3.2.5. Ethical Issues

Ethics refers to any set of rules of guidelines or human discretion on the part of the researcher that directs the appropriate treatment of persons participated in the research (best and Kahn, 1999). They explained that in planning a research project involving human participants, it is important to consider the ethical guidelines designed to protect the participants. Bassey (1999) discusses research ethics under three headings: respect for democracy, respect for truth and respect for persons.

1. Respect for democracy:- Researchers in a democratic society can expect certain freedoms: the freedom to investigate and to ask questions: the freedom to give and receive information; the freedom to express ideas and to criticize the ideas of others: and the freedom to publish research findings. These freedoms are essentially subject to responsibilities imposed by the ethics of respect for truth and respect for persons; provided that these responsibilities are honored, researchers can expect the freedom to do these things without endangering themselves or their livelihood
2. Respect for truth:- Researchers are expected to be truthful in data collection, analysis and the reporting of findings.
3. Respect for persons: Researchers, in taking data from persons, should do so in ways which recognize those persons' initial ownership of the data and which respect them as fellow human beings who are entitled to dignity and privacy.

Denzin and Lincoln (1994) have also outlined five main ethical considerations in qualitative research:

1. The relationship between what is observed (behaviors, rituals, meanings) and the larger cultural, historical and organizational contexts in which the observations are made

2. The relationship among the observer, the observed, and the setting
3. The issue of perspective (point of view), whether the observers used to render an interpretation of the ethnographic data.
4. The role of the reader in the final product
5. The issue of representational, rhetorical or author(s) to render the description and/or interpretation.

Ethnographer studying a given culture should consider the following ethical issues.

1. Ethnographer should be curious about his/her effect on the case understudy and the effect of his/her involvements with the case have on him/her (Robson, 2002).
2. Once accepted by actors, at a fieldwork site, researchers have to guard against "going native": abandoning the researcher perspective and adopting the view of the actors in the setting (Delamont, 2007 and Henn, et.al, 2002).

Having in mind the aforementioned ideas of different scholars, I stickled to ensuring informed consent and assent developing confidentiality and other related ethical issues. Also I prepared ethical code to follow in conducting this research. Based on the above premise the participants identity were kept anonymous and their views confidential. Add to this, I was sensitive to their perspectives and views. I carried out all my best to handle their information by providing proper care. I also used fictitious names instead of the real names of the participants. The most useful ethical issues regarding research participants were anonymity and confidentiality, which are highly regarded requirement in the Ethiopian culture .The views people express in Ethiopia could be easily abused by distortion, attribution or even accusation (Amare, 2003).

The investigation was carried out in four phases:

1. Reviewing literature and preparing the proposal to develop conceptual frame work, data collection instruments and strategies of the investigation.

2. Preliminary assessment, which was contact with local governors, Wareda Education office, responsible supervisors and CRC School principal.
3. Data collecting procedures have been undertaken
4. Collected data has been studied, organized, coded analyzed and reported.

3.2.6. My Role as a Researcher

Because I designed ethnographic qualitative research, I was the major data-collecting instrument by taking field notes of what I heard, saw and felt as stated by Yate (2004). Besides, as active (participant) observer, I was assigned as a note taker during meetings and, as a facilitator during FGD. As post positivist do, I have admitted the subjective perceptions of mine and of the research participants for the following purpose.

1. Obtain further analysis from affective reactions of the participants.
2. To establish intimate relation ship with participants that can enable trust and confidence I stayed during the working days in the setting for more than 3 Months (Henn, Weinstein and Ford, 2006).

3.2.7. Data collecting strategies

3.2.7.1. Participant observation

Participant observation is the synonymous term used interchangeably with ethnography and field note by some scholars (Delamont, 2007). According to Delament It is a method of data collection by spending long period watching people, coupled with talking to them about what they are doing, thinking, and saying; designed to see how they understand their world. This includes interviewing, helping occasionally writing their feeling about the nature of the work, pains and pleasure, smell and sounds, physical and mental stresses. The researcher, during participant observation, does the work of participating and observing. Creswell (2007), stated that the researcher is immersed in the day to

day live of the people to, observe and interviews the group participants. The researcher believed that knowledge of the social world can be best gained by observing "real life" settings and also generating data on social interactions in specific contact, as it occurs, is superior to retrospective accounts or their ability to verbalize and reconstruct a version of what happens. With the aforementioned ideas in mind the participant observation or field note helped the researcher to gather data about Bilo CRC school teachers' perception, behavior and challenges while doing AR by participating with and observing teachers while they are doing AR. For this reason the researcher stayed at the school for 3 ^{1/2} Months.

3.2.7.2. Conducting the interview

Ethnography, refers to more than just the process of interview: it includes holding interview (informal "chat" or in-depth interview) with individuals or in group situations) when ever and wherever appropriate (Henn, et al 2006). In this study In-depth interview and informal "chat" were utilized on one-to-one basis using open ended and semi structured questions. Tape recorder, video and Camera were used as data collecting instruments during observation, as stated by Yate (2004), to support the short-comings of one tool by the other to gather complete data about teachers view, beliefs interests, thought, understanding and knowledge of teachers and how they use their perception in practice. The purpose of interview, as stated by Best and Kahn(1999), Creswell(2007), Henn, et al,(2006) and Delmont(2007), is to find out what is in someone else's mind. The purpose of open ended interview is not to put things in some one's mind but to access the perspectives of the person being interviewed. The whole process of interviewing was supported by tape recorder. I recorded the interview based on the assent and consent of the informants. Besides, the investigator had spent sometime after each interview session, to jot down some points regarding interviewee's mannerisms and non-verbal communications (Stroh, 2000). I have conducted the interview on an intermittent basis with separate sessions that lasted about twenty-five minutes

to minimize boredom. I have applied recording of interviews based on the following justifications.

1. It was almost impossible for the interviewer to record the content of the interview directly on to paper.
2. It was convenient and saved the time of the researcher. Supporting this idea (Pile, 1990) cited in Stroh (2000) suggested that a verbatim transcript is the only way to achieve a full qualitative analysis. He further noted that hastily scribed notes are not accurate enough to be used in this kind of analysis. However, tape recorded sessions provides the only viable data for this kind of analysis.
3. The quality of responses would be more factual & accusations of 'verbalizing' putting words into the respondents' mouth which is a highly pronounced issue in qualitative study interviewing will fell to virtually (Stroh, 2000).

Apart from this especially during the preliminary interview and in some cases during the in depth interview, I have realized that there were occasions where I myself, very obviously, but also very unintentionally, shifted the tenor of the conversation, examples of where the investigator got it wrong & subjectivity was very obviously having an impact on the interview. Listening to the recorded interview again & again helped the researcher considerable where the interviewing technique was clearly at fault and reflection and hindsight gave me the chance to refine techniques in later interviews. Then I transcribed the taped interview carefully, before I translated the information into English, which was time consuming beyond my expectation. However, at the end of the day I have got the taped interview highly helpful to grasp participants' ideas & interpretations effectively.

3.2.7.3. Documentary analysis

During ethnographic study the analysis of documents, such as organizational memoranda or personal documents is also used (Henn, et al; 2006). In this study the documents used include previous research reports, research proposal CPD distance materials, the schools 5 year SIP, teachers' period allotment, teachers' portfolios, interview question items, questionnaires for students, and current report of AR done.

3.2.7.4. Focus Group Discussion

I utilized this method because I was not satisfied with the Information gathered by one-to-one interview. To assess teachers' perception concerning their behavior and how they see doing action research, guiding questions were prepared and used during FGD conducted for six times. Focus groups are advantageous when the interaction among interviews will likely yield the best information, when interviews are similar and cooperative with each other, when time to collect information is limited, and when individuals interviewed one- by-one may be hesitant to provide information (Kruger, 1994; morgan, 1998; Stewart & samdasani, 1999) as cited in Creswell (2007) The researcher used this method when he was not satisfied with information gathered by one by-one interview.

3.2.8 Data Analysis

Data gathered were sorted and categorized based on the research question and sub questions in to different themes and analyzed accordingly. Concerning this each methodology of Qualitative inquiry has its own view or focus of the world that guides how to select sample, collect data, analyze them, and approaches issues validity, reliability and ethics (Creswell 2004, 2007; Delamont, 2007; Henn, et al.2002; Barker, 2008).

In qualitative research, data Collection and analysis is simultaneous activity, and the timing of analysis with other tasks distinguishes it from traditional positivist research (Creswell, 2007).Ethnographic data analysis includes highlightings, displaying findings,

reporting field work procedures, identifying pattern or regularities in the data; comparing the case with the known case; evaluating the information; contextualizing the information within a broader analytic framework; critiquing the research process and proposing a redesigning of the study(Wolcott,1994 in Creswell,2007).Of all these analytic techniques the researcher used the identification of " patterns or themes. The type of analysis is interpretation because the aim of ethnography is to describe, analyze and interpreter.

Interpretational analysis, according to Attritcher et al,(1993), is the process of examining data closely in order to find constructs, themes and patterns that can be used to describe and explain the phenomenon being studied. One of the most critical steps of interpretational data analysis is developing a set of categories that can adequately encompass and summarizes the data. Regarding sources to create categories, Altricher et al.(1993) and Stroh(2000) suggest the following.

- a) The research Question and sub questions
- b) The research instruments
- c) Concepts or categories used by other authors(researchers)
- d) The data themselves

3.2.9. Data Reduction

The researcher carried out data reduction based on under mentioned ideas of different authors.

Robson (2002), state that it is the process of making data manageable by producing summaries, abstracts and coding. Miles and Habermas (1994) defined data reduction as a process of selecting, focusing, simplifying, abstracting and transforming and transforming the data that appear in written up field notes or transcriptions data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized or set aside, completely for the purpose of the project at hand. Data reduction, as stated by Robson (2002) depends on the need to answer research question or then on the methodological knowledge of the researcher. According to Robson, data reduction is achieved by preparing a single summary sheet and/or developing a code or categories. Data coding, as defined by Altrichter et al. (1993) and Creswell (2007), is the process of

Organizing the material into chunks, based on research questions, concepts and themes. In general data reduction leads to ideas of how the data may be displayed, which may help form a tentative conclusion about the operation of mechanism hence the data were grouped in to three main categories and then further Broken down into themes.

3.2.10. Data Display

The first main categories were further simplified to analyze accordingly. Supporting this Robson (2002), state that data display is a way of achieving data reduction for exploring and describing the data or for explaining and describing the data or for explaining and predicting the data using matrices, charts, net works, etc (Robson, 2002). Data display is useful both during data collection, and after words, so that you get a feel for what the data are telling you, what justified conclusion can be drawn and what farther analysis are called for. Miles and Habermas (1994), added that data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits Conclusion drawing..." A display can be an extended piece of text... That provides a new way of assigning and thinking about the more textually embedded data. This phase allows the analyst to extrapolate e from the data enough to begin to discern systematic patterns and interrelation ships. At this stage additional, higher order categories themes may emerge from the data that go beyond those first discovered during the initial process of data Reduction.

3.2.11. Conclusion drawing and verification

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, which is integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to crosscheck/verify these emergent conclusions. According to Huberman and Miles (1994:11) "the meanings emerging from the data have to be tested for their plausibility their sturdiness, their 'confirm ability' that is their validity." Validity means something different in this context than in quantitative research, where it is a technical term that refers to quite specifically to whether a

given construct measures what it reports to measure. Here validity encompasses a much broader concern whether the conclusion being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations. Therefore, according to the two scholars "for many qualitative researchers it is above all this third phase that gives qualitative analysis its special appeal."

3.2.12. Standards of quality and Verification

The researcher attempts to achieve quality and verification in the research process while trying to understand the culture of teachers while doing AR by engaging with research participants and spending extensive time in the field based on Creswell (2003).

The general procedures that were followed to maintain standard in my study were considering mind full report, anticipation active thinking and sympathetic listening rather than talking, producing exact and accurate data, status difference and patiently probing to build a harmonious or productive relationship. In addition to these weighting the evidences, honesty, and triangulation were administered when time needs.

1. Effort

I tried to understand the perception and behavior of teachers while doing AR in CRC school by making every effort in executing participant observation, taking field note, conducting informal and formal in depth interview and analyzing existing documents spending much time as possible in the field. I was also talking with Woreda education office officials and local government. More over, I asked my research advisor, Dr. Temesgen Fereja and my colleagues to give me constructive comments.

2. Weighting the evidences

To enhance the quality of the conclusion as stated by Robason (2002), weighting the evidences was administered. According to Robson, some data are stronger than others. we naturally place greater reliance on conclusion based on the stronger one. Stronger data are those you collect first hand, which you have observed directly, which comes from trusted informant, which are collected when the respondent is alone rather than in a group setting, which arises from a

repeated contact. Therefore the above cares were taken to get stronger data by probing, discussing informally, and conducting private in-depth interviews.

3. Honesty

I was inspired in this topic owing to my inquisitiveness to explore the understanding, belief and behavior of teachers when involved in doing AR since 5 years when I have taken AR in summer course supplied for high school supervisors. When I got the open door I decided to carefully and honestly engage in ethnographic study of teachers doing AR.

4. Triangulation

Triangulation is one of the quality issues in ethnographic research (Robson, 2002). The triangulation can be source triangulation and/or method triangulation (Altrichter, Posch and somekh, 1993). In ethnographic research data collecting methods used include participant observation or field note, Interview and documentary analysis (Henn et al 2002) and Delmont (2007).

Triangulation is an important method for contrasting and comparing different accounts of the same situation. Altrichter,et(1993) listed the following advantage of triangulation:

1. It gives a more detailed picture of the situation
2. The contradictions which are often hidden in situations become visible, enabling a more profound interpretation
3. It breaks the hierarchy of credibility, which limits our understanding by giving equal status to people from different ranks.

3.2.13. Interpretation

So as to catch up the beliefs, ideas and understandings of participants, I have spent much time in the school. I had no conflicts of interest that mislead my interpretation that was not representational. I also believe that it is professional taboo to make unwarranted interpretations that may lead to obstructions rather than illumination in an effort to understand society and us (Amare, 2003 cited in Ali, 2005). A theory that was developed from this study was based on my personal interpretation of the evidence that I collected rigorously.

3.3. The reader

The primary reader of the research paper would be, the research participants, local governors, higher education instructors, graduate and undergraduate students. The document could provide useful Knowledge that could contribute to educational research community and policy makers to consider such type of qualitative research to approach the real world of the society.

Chapter Four

Data Analysis and Interpretation

4.1. Assessing Teachers' preparation to do AR

Teachers' preparation to do AR includes generating interests of teachers, developing the understanding of teacher to do AR and integrating AR plan with school improvement plan of the school (Hewitt and little, 2005). To this effect, curriculum of AR has been developed at colleges and university levels and in-service training materials were also prepared and distributed to each school (MOE, 1994 E.C). Different NGOs (like USAID) interested in Education are also training teachers (USAID, 1994 E.C). The school improvement plan is based on students' data, which is also used to do AR. Therefore, there is direct relation ship between SIP and AR plan.

To assess the preparation of teachers, the researcher and participants conducted meeting on (Dec.1/08) at Bilo CRC School from 5:00-7:00 Pm. The meeting which the researcher was modulating purposed to assess participants' preparation to do AR. A teacher with fictitious name, Abdi, stated that the teachers are prepared to do AR because the school has a plan to conduct three different ARs in the second semester. The document analysis of the CRC School's school improvement plan (SIP) confirms the teacher's idea, because AR plan has been included in the school's annual plan. Teacher Getahun added that some of the participants have AR assignment given during last summer to be submitted on the next summer. These teachers, including him, are interested to do their assignments by gaining knowledge from their involvement. Others are interested in this study for the reason that it is a requirement for career development.

Regarding this, USAID (2006) state that teachers are expected to conduct action research, in addition to the responsibility of teaching in order to solve the day-to-day problems of education. There are also fourth group of participants, as stated by Ebenezer, who had tried doing AR, but failed many times. These groups of

participants are striving to put in to practice, their theoretical knowledge. This group share ideas of Greenwood and Levin (1998:11) which is stated as follows.

We consider ourselves participants in the change process where democratic rule guide decision making. We bring to the table certain skills and knowledge, and other actors do the same, bringing their own capacities and experiences to bear on the problems. This is why we call our own particular variety of AR practice pragmatic AR.

Fullan(1991) states that interest alone can not be a guarantee to implement change. Teachers should be aware of the change process clearly. Some of the participants explained their past experience of AR as follows: Teacher Abenezzer stated that he has done AR with a topic "students' attitude towards the importance of library." Another teacher called Natnael, stated that he has done AR on Grade 7 students' attitude towards English language and it is the only model AR document that got credibility by CRC supervisor and used during training teachers. Teacher Yishak, was also another one who claims that he has done AR. Other participants stated that they attempted to do, but failed as they were confused in the midst of the process. Informal interview with CRC supervisor supported the ideas of those participants who claimed that they have done AR. He said:

Some Teachers have done AR and others are to start it. I provided them with professional support, advice and; offered them some topics they research.

The researcher asked the CRC school principal to allow him conduct document analysis of research reports on the shelf. When the research reports were read, the research done has the following features, among others.

Topics of the researches are:

1. The attitude of Bilo primary school students towards the importance of library.
2. Grade 7 students' attitude towards English language.
3. The causes for female students' dropout.
4. Why teachers are dissatisfied with their profession.

Recommendation of the researches: The recommendations were suggested to be implemented by interested bodies including management of the school, PTA, supervisors, parents, Woreda Education office and the likes. The researchers were not parts and parcels of the implementing body, and the steps of the researches are descriptive research type. As one can see, the topics are not inviting the researcher to take action. This shows that they are not topics of action research. Confirming this, Zeichner (2001) Johnson (2002); MOE (2004); Gay and Airasian(2000) and Altrichler, et al(1993), state that the research topics should be sated in a way they reveal some fundamental criteria for assessing a solution. The document analysis reveals that both the teacher-researchers and the CRC supervisors have no clear understanding of the distinction between AR and other educational researches.

4.2. Giving orientation for the participants

The researcher believed to provide the participants with orientation to motivate them to create collegial spirit to clear out the street for the research process. The orientation was conducted for one hour each day form Dec.18-20/2008 after the end of the class. The participants were told to bring any written materials (documents, books and modules) they have or their colleagues have, on the orientation days. On these days teachers were grouped together to discuss and refer their materials about what AR is and how to do it The researcher's role was giving short lecture, facilitating the group discussion, asking question and taking field note.

On the last day of the orientation the participants elected their group leader and selected the approach of AR to follow. They decided to select one topic and do together to save time. Participants justified their choice of collaborative approach, on the meeting, by saying. "We share tasks and responsibilities and we want to first be confident by doing together."

4.3. Practices of participants while doing AR

In this part of the study what and how teachers were behaving in the process of doing AR will be described, analyzed and interpreted.

4.3.1. Teachers identified the starting point of the research

Different scholars call this stage, identifying the research problem(MOE,2004); defining an area of exploration; asking question; identifying a problem and defining what is wanted to be studied (Johnson.,2002); Identifying the problem (Ferrance,2000); understanding the problem (Kuhne and Quigley,1997)and Finding starting point (Altrichter, Posch and Somekh,1993).

In action research context, a problem is a definition of need for change that helps describe how certain issues can be addressed. According to Johnson, (2002), identifying the problem area refers to deciding what to study. MOE (2004) defines research problem as a statement or question that declares the main concern about which the research is conducted. It is the issue that worries the researcher and requires answer through a systematic method of investigation. In the light of the above ideas, document analysis of meeting record shows that participants conducted meeting at Bilo CRC School on Dec 24/2008 from 5:00-6:30 Pm and identified the research area.

The research areas identified were:-

1. Students' disciplinary problem
2. Students' lateness
3. Problems of teaching-learning process
4. Interaction of male students and females students

Their starting points, which also called general idea are those which have effect on ones field of action and those that one would like to change or improve (USAID, 2006) Except topic number 4 the others are topics of AR as stated by Bradbury (2004) and Cohen and Manion (1994)

On their meeting, the teachers set criteria to screen the research areas. These are:-

- Relation ship of the issue with the approach of AR chosen (collaborative AR).
- Current issue identified at Woreda or regional level.

- Interest of Bilo CRC school management.

The field note and participant observation reveals that the moderator asked the participants to group themselves based on their choice of general research area. Teachers were grouped in to four groups to assemble points to justify their choice in the light of the criteria. After debating on the issues the principal of the school was invited to participate and give suggestion on the area of the research. He told the participants that the Woreda Education Office and capacity building suggested that they provide resource only if it is on the teaching learning process. Then, they arrived at the consensus to choose problems of classroom instruction because it is an issue at regional, woreda and school level.

4.3.2. Teachers' Constructing Action research topic

On Dec26/2008, from 5:00-6:00 Pm participants day of meeting, as field note and observation of the researcher show, there were an interesting debates among participants to convince one another about their topics. Disagreement also occurred between the large group and few participants.

The topics suggested include:

1. Factors affecting student's achievement in physics
2. Improving mathematics ability of students
3. Why teachers are dissatisfied with their job?
4. Improving students' skills of English language
5. Attitudes of female students towards Mathematics
6. Effect of lateness on student's achievement

When identifying research topic certain criteria or standards of acceptance should exist. Regarding this MOE (2004) state that the research topic should be clear, specific, significant, feasible and researchable. Altrichler, et al (1993) and Taylor (2002) reported the following Criteria.

1. The research problem must be important to the person naming it and also significant for the work place.
2. The problem must be manageable
3. The problem statements must reveal some fundamental criteria for assessing a solution.

While screening the topics the participants did not stated standard in a clear way rather, they used their common sense about AR topic. During discussion the participants were divided in to six groups based on the topic of their interest.

Teacher (Bona) criticized topic NO1.No3 and No.5 by a single statement, that the topics do not invite any action. Teacher (Abenezer) and teacher Matewos supported the previous teacher. The owners of topic No.1 claimed that they first identify the factors and then act on those factors. Another teacher called Tigistu reacted by saying are we going to do two consecutive researches?

1. Identifying the factors? and
2. Improving the problem by reducing the factors?

The teachers who suggested those topics and topic No. 6 couldn't convince their critical friends; the two topics, topic No.2 and topic No.4 won the challenges and passed for further debate to specify one topic. The supporters of each topic suggested their arguments to justify their topic as follows. Mathematics teachers claimed that students' achievement in the subject is very low and needs doing AR to improve it. Supporters of topic No.4 argued that:

Ministry of Education gave due attention to improve teachers' English language ability by issuing ELP but we did not practice it in our school what we got in the program. We teachers are attending summer course degree program in English language. So we have to improve our skill of speaking English. English language is globally important and has direct relation with quality of education.

After presenting these ideas the moderator asked to vote on the topics.

The topic "improving the students' skills of English language got more supporters. The participants' debate shows that teachers selected the topic not only to improve students' but also theirs. This step of the AR process was the challenging and difficult one for that some of the teachers was offended during the discussion. It is after this meeting that some participants were infrequently presented. English teachers among the participants were given a mandate to identify the specific skill to be researched and the teachers reported that students' speaking skill should be improved.

The field note and participant observation show that teachers (participants) did not formulate (set) criteria to measure the quality of the topics. The FGD conducted on Dec 31, 2009 shown that teachers know that the topics that are wide, not emerging and inviting any sense to solution to the problem can't be topic for AR. The observation and FGD confirm that though teachers' have knowledge about the criteria to select topic of AR their failure to state the criteria delayed their action. This can be related to un alertness of their groups concerning this gobo and Gubrium (2007) stated that the way the leader of meeting manages the meeting has effect on the success of doing CAR

4.3.3. How participants prepared research proposal

Research proposal (plan) is a detailed description of the procedures that will be used to investigate the topic or problem. Research proposal is seen as a blue print of the study (ICDR, 2004). Another scholar defined proposal as a document which sets out your ideas in an easily accessible way (Dawson, 2002). The purpose of proposal is stated by different authors. For example, Gay and Airasian(2000) explain the following.

1. It forces you to think through every aspect of the study.
2. It facilitates evaluation of the proposed study by you and others.
3. To provide detailed procedures to guide conduct of the study.

Dowson (2002) added that it helps to focus your ideas and provides a useful document for you to refer concerning the components of the proposal. There is slight difference among schools regarding the sequences of the contents of qualitative research proposal. As action research is one of qualitative researches, the components of the proposal as stated by Creswell (2003), includes introduction and procedures. The introduction incorporates statement of the problem including existing literature about the problem, purpose of the study, the research questions, delimitation and limitations. The procedures part harbors characteristics of qualitative research, qualitative research strategy, role of the researcher, data colleting strategies, data recording procedures, strategic for validating the findings, narrative structure, anticipated ethical issues & significance of the study Gay, et al(2000) added that a research plan typically include an

introduction, methodologies, time schedule and budget. Having the above information, teachers' behavior of preparing proposal can be contrasted as follows:

The participants prepared their proposal, from Jan2-26/09. On their first meeting to prepare the proposal the researcher asked the participants to list the components of the proposal on their own pieces of paper. The result revealed that 8 teachers stated the following.

1. Back ground of the problem
2. Statement of the problem
3. Research question
4. Objectives of the research
5. Significance of the research
6. Delimitation
7. Methodology
8. Budget
9. Time Schedule

Five participants state statement of the hypothesis instead of research questions. The researcher asked the participants to debate on the difference to make consensus. First each group discussed the difference between hypothesis in other researches and in AR. A teacher, with pseudonym Abenezzer from the group which suggested the basic research question presented the groups idea that in AR as we read from books and as we perceive is the hypothesis is the research finding which is going to be tested during implementation. But in other researches, hypotheses are statements of what a researcher may suspect, or read from literature which at the end of research process will be accepted or rejected. The other group's representative, Teacher Fekesa stated that "we believe that, there should be hypothesis in any research, so by this research we are going to test what we think to be a solution for the problem." Teacher Tigistu)from the former group asked a question! "As you are saying we have to first investigate the solutions by collecting data and by reading books. Then we list the solution and test them. Meaning the solution we get from the research. So do you think

formulating all suggested solution is possible from the beginning? Please come to our idea!" he said. After this, the second group showed their agreement to take the idea of the former group. Their discussion was extended to continue on (Jan 5/09) and on that day, at a usual time and place participants discussed about the assumptions behind learning English, about the status of English in Ethiopian schools, about the objectives of ELIP program; the objective, of the study and significance of the study. They also discussed about methods of data collection, sources of data, instruments of data collection, and procedures of data collection, and assigned 5 participants to construct the plan to present it on Jan 26/2009. Before closing the meeting (Teacher Tigistu) asked about language used to prepare the proposal, with the intention that it should be in English. They agreed on trying to prepare in English and if it becomes difficult to continue in Oromo Language

4.3.3.1. Presentation of the Draft proposal

The draft proposal, as read by the research, was prepared in English language. The representative of the group read for the participants.

The draft proposal has the following parts.

1. Background of the problem
2. Statement of the problem
3. Research Questions
4. Objectives of the study
5. Significance of the study
6. Delimitation of the study
7. Design and methodology
 - Data collecting method
 - Data collecting tools
 - Population and samples
 - Methods of data Analysis
 - Procedures of the study
8. Schedule of the study
9. Budget break down

When the contents of the proposal is investigated in the mirror of AR as a, qualitative research the sequences of tasks stated in the proposal is conforming with the way proposal for quantitative research is prepared (Creswell, 2003). This shows that teachers' experience of traditional research has still impacting on them. The research participants decided to use observation, oral test, interview (unstructured and semi structured) and questionnaire as methods of data collection, from different methods suggested by scholars of AR. For example Johnson (2002) encouraged teachers to use two to four types of data collection methods from those enumerated as log or research journal, field note, checklists, conferences and interviews, questionnaires, etc. Similarly, Ferrance(200) listed many types of data collecting methods such as audio tapes, focus groups, individual files, videotape, anecdotal records, photos and the likes. Before winding up the meeting they decided to share tasks as follows.

Document analysis, participant observation and informal interview show that the teachers were collecting data that direct to taking action to bring improvement

	Tasks	No. Of individuals
1	Searching Literature	3
2	Collecting data	10
3	Writing report	3

The importance doing collaborative action research as stated by ICDR (2004) is that the research is conducted on the base of division of Lab our.

4.3.4. Process of collecting data

Data is collected from a given sample or population after getting consents of the participants and in any case, remember that the children or students in your class are worthy of the same consideration as adults and fellow professionals (Creswell, 2003, 2007) & Arlrichter, et al, 1998). The objective is to ensure individual rights are not infringed and to promote fairness in the interpretation of data (Waters-Adams, 2006). To achieve this ethical issue the principal of the school and teachers conducted meeting to inform the students about the research, and its objectives, and how they are participating in the research process. After gaining the willingness the participants gathered data from Feb.9-Feb-19/2009. The participants used audio materials, interview protocol, test items, Questionnaires

(open ended and closed ended) and observation check lists, as recommended by Ferrace(2000), Altrichter, et al(1993), Johnson(2002) and Coats(2005).

4.3.5 Participants practice of Data organizing, analyzing and interpreting

Analysis in AR is the spur to reflection and the planning of new action. It is not about why things have to be as they are, but rather what possibilities for change lies within a situation (Adams 2006). Data organization includes sorting and arranging the data in to different types depending on the sources of information (Creswell, 2003). The data are categorized as in the following (Altrichter et al, 1993)

1. The research question or sub questions
2. the research instruments
3. concepts or categories used by other researchers
4. The data themselves.

In AR, data are analyzed and organized into categories so that others might come to understand the reality you are trying to represent (Johnson, 2002). The field note and result of FGD conducted on Feb23/2009 at the usual place and on usual time reveals that most of the participants know the title of the step following data collection, i.e., data organization, analysis and interpretation. One of the discussants, called Tomas did not state the step next to data collection. His response was:

"I think we are going to specify the problem or students, or to search the solution... or, to improve what is under researched ... or to know the solution ... or ... or ..." He paused to search a general idea that can represent his statements. When I asked the discussant in isolated place about the issue, he said "really, to talk the truth, I only got in-service training, and I am not clear with this Idea". Mathews said the next step is "data organization and analysis" all said yes, following his answer.

There are also some discussants that were not transparent about the status of their knowledge. For example, Teacher Fekesa and Mathews claimed that they were ready to carryout the analysis. After probing, they left their previous position and said "*what we believe is that, by bringing the little knowledge we have*

together we can analyze collaboratively" Adams, (2006) state that the practitioner should act truly and rightly. He also added that transparency is important attribute in collaboration to learn from one another. Other discussant, Abenezer, Bona, Tigistu and Nemomsa were transparent in expressing the level of their knowledge towards data analysis. Their statements were transparent in expressing the level of their knowledge towards data analysis. Their statements were similar with that of Bona, as stated below.

I tried to do research and identified research problem, collected data and searched one or two books. However, I failed three times in my teaching years because I lacked adequate knowledge of analyzing data.

Adding to this, the discussant called for professional support to be engaged in data analysis. Based on their request short the researcher gave them training. Document analysis of the research report show that they analyzed the data by categorizing based on research question after the training. While doing AR teachers face new questions and different challenges Hewitt and Little (2001) state that, teachers need support system, while doing AR. Therefore a thorough plan of follow-up opportunities and support should be developed and expressed to all instructional staffs. This shows that there is a point where teachers need professional support while doing action research and the principals and CRC supervisors should be ready to provide professional support that teachers require at each step of doing AR.

4.3.6. Participants' practice of reporting their findings

One of the primary concerns of AR is to promote the sharing of knowledge and experiences of the practitioners. Reporting bears different responsibilities. Concerning these MOE (2004), states that though the primary consumers of the result of action research are the teacher practitioner(s) and their pupils, it will also be useful if it is communicated to others. Because knowledge of the procedures involved in conducting the AR is important to all teachers who would like to carry out their own studies. Professional researchers and practitioners also would like to share the experiences of teachers in conducting AR. USAID (2006) added that an AR that can bring significant change in the school is the collaborative approach,

and hence to involve stakeholders its result should be reported. Johnson (2002) added that reporting result of AR helps for professional development and to get teaching license. Besides these, it allows sharing them with others, either in orals or written form, aiming at keeping the field of education evolving and moving forward. Reporting the result of AR to stake holders also helps to enrich the finding and to identify possible encounters during implementation and describe the roles to be played by different bodies (USAID, 2006). Altrichter Posch and Somekh(1993) listed the purpose of AR report as follows. The purposes of communicating the result of AR is that:-

1. Teachers meet the requirements of professional accountability.
2. Teachers can play a more active role in teacher professional development and initial teacher education
3. Teachers reinforce their professional self confidence
4. Teachers improve the reputation of the profession.

The audience of the report include teacher colleagues, teachers in other schools; pupils; parents; PTA; principals; supervisors /Advisers/ consultants; researchers; local communities and evaluators. Participants of the study reported the result to the study twice.

1. Before implementing the action strategies
2. After implementation

The researchers reported the AR result/findings on March 2,2009 at the CRC school from 5:00-7:00 Pm. The audience participated on the first phase(before implementation) were teachers of English language at Bilo Secondary School, experienced English teachers working in Woreda Education Office and, the school management. The aim of the report as the group leader and the principal presented was to get additional suggestion to add in the action strategies, to improve shortcomings and defend their process. The audience asked questions, gave their constructive ideas and promised to co-operate the participants where there is need. They also criticized the sampling method and limitation of the research that it cannot represent the schools in the Woreda. The group leader, teacher Abenzer, defended that the AR done is context bounded and it can be a

model research for other schools, though it is not representing all the schools. The second phase of the report was conducted after implementation, on March 30/2009, starting from 4.00 Pm. The audience participated were the school management, all teaching staff, students and CRC supervisors. The aim of the report was to present the process of the research, the effect of action taken, its strong side; its shortcomings, problems faced during implementation and to gather information concerning the research process from students, teachers, management of the school and CRC supervisor. On the meeting, students appreciated the process and suggested weakness they observed from researchers' side, school managements side, other teachers side and CRC supervisor's side.

4.3.7. Practice of participants to implement action strategies

The implementation process lasted for two weeks (march9-24/2009) this step is the phase when action strategies are put in to action and their effect will be monitored. Taylor (2002), Altrichter et al (1993), Coats (2005) and Waters Adam (2006) state that the researchers put in to action the findings and investigate the effect of it against the criteria in focus. To investigate the effect of the action the practitioner(s) has/ have to anticipate how to gather information. They should plan to use data gathering methods in a way triangulation is achieved (Waters- Adams, 2006). The participants used observation, interview, oral tests and discussion to gather data during implementation to check against the criteria of success. Data were gathered from teachers that were not involved in the research and from school principal. Data gathering instruments used during implementation includes the participants' observation, check list, tape recorder and test items. The Interview result and discussion show that the participants know that the implementation step is part of the action research where there is systematic data collection and analysis in the mirror of success criteria they formulated Mathews, fore e.g. said: *"As I think these part of AR(implementation) is the one which gave the name 'AR' for the research."* Abenezar added *" the implementation phase alone is not AR, but it is the important part of AR, with out which it is impossible to name the research 'AR'."* Tigistu, on his part said: *'implementation phase is the*

feature of the research that distinguished it from other traditional research." Their response shows that the participants gained the knowledge that implementation step of AR is the important phase of the research which distinguishes the research from other scientific research. In addition to this it shows that involvement in action is way of learning because the participants learned from their experience that implementation is part of a research by it self and distinguishing feature of AR. Bidhiyadar (2005) supports the conclusion by stating that pragmatic teachers learn by doing and do what they learn.

4.3.8.Participants practice of Reflection in Action

Participant observation (field notes) and document analysis reveal, that teachers conducting reflection in action twice in 5 days through out the process. Regarding the involvement of participants in reflection in action, Abenezzer said:

Truly I tell you, when I was listening to what I recorded and evaluate the success of the action, I was laughing alone like a crazy person".

The same methods show that the number of teachers involved in the reflection, was small. The reason, as I heard, was lack of time, for that teacher have assignments and projects to do, for summer course. The result confirms that lack of time because of work load has negative effect on the reflection in action concerning problems related to teachers' reflection in action, USAID (2006), states that the capacity to reflect can be affected situation ally. Constraints as work load, innovation, phase of development, knowledge or skill level, self confidence, esteem, response to negative criticisms, etc. USAID added that serenity, lack of professions learning culture and lack of time is impeding factors for reflection. Teachers and other bodies using teachers, think that teaching time is the only time of being in the class.

4.3.9. Teachers' (participants) practice of Reflection on action

When reflecting on action, teachers are asking how things are going on, how well and to what extent (degree) it took place, what other strategies might I use and how the new technique worked. Reflection on action, according to Altrichter et al (1993) is conducted by stopping the action for the time being. He also stated the

purpose of reflection on action as it improves our ability to analyze and recognize knowledge, it allows us to plan change, it also makes knowledge communicable; that is, the knowledge underlying professional can be made visible and communicated to others, such as colleagues, clients, and other interested groups. The research participants conducted reflection on action based on data they gathered during implementation and from meeting conducted with the school community to evaluate the process and the result. After they identified the weakness and the strength they decided to start the second cycle by collecting data from students and teachers concerning the lack of interest by some students and some teachers. They also recommended that report should be completed, typed and submitted to concerned body before starting the second cycle. As I discussed informally, with teacher Abenezzer, teacher Mathews and teacher Tigistu; they need approval of the research and expect moral incentives from Woreda Education Office and local leaders and from knowledge able body that can give credit for their work. This shows that continuity of the research depends on the encouragement from woreda Education office and others in the line of educational structure. USAID (2006), confirmed that conditions should be facilitated for teachers to do AR.

4.3.10. Attendance of teachers during data gathering before and during implementation and during reflection in action

Participant observation, field note and document analysis of participants' attendance show that the number of participants who were involved in data gathering before and during implementation and during reflection in action was small (not more than 4 or 6 individual). Interview with some diligent participants reveled that most participants were not committed to perform their tasks and they are hypocrites. Fore e.g., Abenezzer said:

You as an advisor, if you call the teachers for meeting or training all of them will be presented. When they are asked to do some task they say 'ok', 'ok'... but they go their home and will not return for action. However, they arrive when conditions rip and the fruits of the effort are harvested to show them selves up.

Adding to the above ideas Mathews said: *'our colleagues are ready to get career development just by registering their names in the group.'*

Similarly, Tigistu stated the following:

"The culture of false report spoiled practice of many of us. We want to gain benefits by hiding our self among working individuals. This is what I observe on my colleagues."

The above evidences show that most participants do not want to scarify their time and effort to be involved in the task that needs hard working. Therefore, the principals and Woreda Education office and supervisors should work jointly to involve teachers in doing AR and identify each individual's participation

4.4. Teachers' Perception of Action Research

In this part teachers' perception about their practice of action research will be investigated.

4.4.1. Participants' Understanding of Action Research from their practice

Action research can be described as any research in to practice, with the aim to change and improve it. It is therefore a process of enquiry by the practitioner in to the effectiveness of the teacher's teaching and students' learning. Green wood and Morten (1998) cited in USAID(2006) defined action research as a social research carried out by a team encompassing a professional action researcher and members of an organization or community seeking to improve their situation. Action research therefore promotes broad participation in the research process and supports action leading to a more just or satisfying situation for the stakeholders. The purpose of action research according to Adams (2006) and Johnson (2002) is to fill the gap between theory and practice in education and to change practice. To add more, altrichter et al (1993), state that action research is the study of social situations with the view to improving the quality of action within it. Action research wills to improve the quality of teaching and learning as well as the conditions under which teachers and students work in school. It is intended to support teachers and groups of teachers in coping with the challenges and problems of practice and carrying through innovations in reflective ways. The

participants of this study expressed their understanding of action research as they practiced in the following ways. Muleta stated that action research is a process of research that revives or refreshes or renews teachers. It is known that depending on the prior knowledge for a long time makes one to be behind a time, such a teacher cannot produce competent students. But if he/she does action research, as he stated, the practitioner refers books concerning the issue, analysis some documents, collects and analyze the data. It is in this process that the teacher will be renewed. The respondent said:

for example I am critical friend of teacher Bikila, who teaches English for grade 6. While searching literature to know factors that hinder students not to speak English, gained understanding of his practice and avoided some of his previous teaching approach before the time assigned to implement the findings collectively.

His response shows that teachers were implementing their new findings in the class. This is supported by scholars like Hansen (1996) in Johnson (2002) who state that action research helps teachers develop new knowledge directly related to their classroom and to foster openness towards new ideas and learning new things. For Bikila, believes that action research sharpens the mind of teachers. He oppositely explained when he said, "if a teacher is not reading, exploring, and analyzing, his mind "rusts." "Supporting the above respondent Abenezer on his part stated that:

Doing action research enables teacher gain knowledge. It indicates the teacher's vantage point in relation to what other people (teachers, pupils, management) say about him/her self, the teaching- learning process and about his/her approaches and methodology, for example, when we were reading about English speaking skill; listening to what we recorded during interviewing experienced English teachers we gained more understanding about the skill; when we analyzed the data from students in relation to the literature, we got more knowledge about our method of teaching English speaking skill.

This means the teacher engaged in action research becomes more familiar with the development of personal knowledge Tigistu explained the teachers'

understanding of action research by stating that it is a type of research which initiates teacher to learn, to act in different ways. The result of interview shows that teachers gate to the point of speaking about the importance of AR which they gained from their involvement. Concerning this, Altrichter et al (1993) explained that teachers who do action research have broadened their knowledge and their professional competency. Tigistu's idea was confirmed by another respondent, teacher Fekesa was stated that a teacher who does action research understands the issue under research in-depth and in a different way. He said:

In doing action research to improve students' English speaking skill, we gained more knowledge about our method and our approaches from the literature we read and from interview conducted with one assistant lecturer at Nekemte college of teacher education.

The purpose of action research is to understand more in depth about speaking skill and how to teach about speaking skill and to introduce change to improve students' participation. Adams (2006), Mc Kernan(1996) cited in Donna Larkin (2007), state that action research is concerned with a given problem area where one wishes to improve practice or personal understanding. Inquiry is carried out by practitioner first to clearly define the problem, second to specify the plan of action, including the testing of hypothesis by application of action to the problem. Another respondent, Abenzer, spoke similar language with the above respondents when he stated what he gained from the action research as follows:

My involvement in this action research helped me to understand the methods of teaching English-speaking skill and to introduce new approach and methods rather than clinging to the previous method, which I used for six years, infant, and the change improved my students' participation.

The action research helped English teachers to be refreshed, to understand about speaking skill, to introduce their new understanding to bring improvement in students' participation Bikila, another English teacher confirmed the idea of the former respondents in the following statement.

Even before the time of implementation, I integrated the knowledge I got from reading books and from interviewing experienced

teachers into grade 5 Lesson and got students becoming interested to be involved in dialogues.

Johnson (2002), state that action research is used to help teachers create effective learning experience. Abenezer added that action research is the process in which teacher researchers introduce the new method which they discovered by research into the teaching-learning process. Concerning this MOE (1999 E.C) state that teachers should be based on research result to make any decision concerning their pupils. In conformity with this idea Abenezer continued saying:

"I abandoned the teaching learning method I had used for six years, and started using the better one which I got through research process." Kemis (1983) confirmed the importance of action research. As action research is the study of social situation with a view to improve educational practice by group of participants by means of their practical action and by means of their own reflection up on the effect of those actions. Besides its empowering purpose action research helps production of citizens who have developed scientific ways of solving problem. One of the objectives of Ethiopian Education and Training policy is producing citizens that have problem solving ability to play role in the country's political, social and economic Issues. Abenezer, for example, said:

The action research changed our personality, disciplined our mind to use our time for valuable purpose, you see, we were always thinking about the process of the research.

The idea of professional development is what is shining in his statement Ferrance (2000), Johnson (2002) and MC Niff (2001) state that action research is a from of professional development. This means research and reflection allow teachers to grow and gain confidence in their work. Bikila on his part added what he thinks about action research by saying that it makes a teacher resourceful and model teacher who always strive to produce competent students.

From the above response of the participants it is possible to generalize that teachers understood that involvement in action research helps to compare the previous knowledge of the issue and their methods of teaching with the new findings to allow change based on their new understanding.

4.4.2. Teachers' Beliefs about the benefits of collaborative Action Research

Several teachers of the same school or several schools, or teachers and other outside bodies come together to do action research on issue of one or more classroom by sharing experience and discussing about outcomes of the research. Elliott (1991) states, that best action research is collaborative in nature and involving groups of people exploring and challenging the constraints of their professional lives, This is because in striving to reach to an understanding of their practice, practitioners want to seek knowledge. Collaborative action research is a participatory research (Burton, 2000). The major focus in the participatory action research is the active involvement of participants, raising their consciousness, and empowering them to re-conceptualize the identified problems and to identify action strategies.

In the light of the above scholars' explanation, the participant of this study built large body of knowledge by contributing what they know about action research steps while striving to improve students speaking skill. In the process they killed two birds with one bullet that is enabling each other to do action research, on one hand and sharing ideas and responsibilities to improve English speaking skill of their students. Confirming this, Fekesa said:

"By contributing our fragmented knowledge of action research we built large body of knowledge, in so doing we became successful." Gobo and Gubrium(2007) state that knowledge is gained in action-reflection process. In their practice one fills the knowledge gap of the other. Field note and FGD support the above response. The respondent consolidated his belief about the benefits of collaboration by saying:

"Many pieces of thread roped together can tie or fix a lion." This is equal to the slogan "Unity is strength". This is because participants were with fragmented knowledge about what, how and why of action research. During FGD informal chatting and meeting the researcher verified that what one knows was new for the other. Burton (2000) State that collaborative/participatory action research is an effective tool that enables... to become aware of their collective power, to create

knowledge about their experience, and to take action. Another respondent, Melkamu explained other perspectives of benefits of CAR saying:

“Collaborative action research is a mode of sharing experience.”

Teachers in the group have their own back ground about how to solve problems. During reflection, dialogue and sharing, one learns from the other and sees themselves in one another. Therefore opportunities for sharing and dialogue are more likely to occur in collaborative action research (Hewitt and Little, 2005). During experience sharing there is formation of trust that permits a wide range of constructive behaviors (sharing, suggesting, studying, observing, demonstrating, learning and changing). In so doing a meaningful Knowledge is created. Coat (2005) states that most effective action research is collaborative action research because working with others encourage reflecting on your practice at all stage of your project. Teacher Abenezzer, explained the importance of collaborative AR by saying:

“Ants cross a river by being attached to one another”. He further explained his idea by presenting what he faced before a year, when he started individual AR.

I tried to do AR Alone, I invested my effort, my time and money, but I failed because I could not get any one to fill my valley of understanding at a time of need. Besides this, there were some colleagues who were architect of failure by putting snare before me, thinking that I was to exceed them by doing AR. Third problem I faced was mocking from 'idle' colleagues and suspect from the school executives I lost all thing, time effort, many and motivation; I was totally demoralized.

Tigistu agrees with others in that he claims the importance of collaboration as follows. “In the collaborative activities, brain storming, and focus group discussions I gained knowledge about what, how & why of AR.” Concerning the benefit of CAR, Another respondent Bikila stated that they were in anxiety, as they did not see any AR report to use as model. In his following statements.

“We were in great anxiety as we didn’t know how to carry out AR, we didn’t see any report of AR to use as model. So there was a question: what is this AR? What it looks like?”

But now being collaborated, we are sharing ideas, reading together, working together. As a result we are liberated from the problem. Muleta, who is attending summer course for degree program said that he has learned about AR and was given AR project /assignment/ that was not clear for him. As a result, he was in confusion. He expressed his feeling by saying

"I became like a person with sight impairment who entered in nettle plants and didn't know the way out Muleta said: "now I can guide others." Tigistu has similar idea about the importance of collaboration. He said that, in the prolonged discussion, reflection and practice, he corrected his wrong perception about AR which lived with him for a long time. Tigistu said:

I carried out a research in the name of AR before a year and recommended different bodies I thought to be implementers. When some body asks me about my research, I used to say: it is AR.

The other participant who claims the importance of collaborative action research is Abenezer. He said:

"we thought that the idea of doing action research was some thing that some body cajoles us, as there is no tangible evidence of action research report in the Woreda, even in colleges. The above responses show that the participants trusted the collaboration as it emancipated them from doubt, anxiety and wrong perception. Concerning this, waters Adams (2006), states that emancipatory aspect of collaborative AR refers to freeing the people from the dictate of compulsion of tradition, precedent, habit, coercion, as well as, self-deception. The other advantage of collaboration was sharing responsibilities and tasks. The success of collaborative action research is that individuals in the process have equal responsibilities. Concerning this Abenezer said:

"Fifty lemon fruits are load for a person but entertainment for fifty persons" His idea was reflected during data collection and implementation phase of the AR. In that Participants shared tasks (searching literature, writing proposal, writing report, collecting data from teachers, collecting data from students, etc) on top of this

Melkamu, Tigistu and Matewos similarly mentioned the importance of collaboration to facilitate the AR by saying:

There are four Language teachers from our school; others are teachers of other subjects. In this AR some of us acted as critical friends, others data collectors, others report writers, and involved in preparing word charts, etc if it were by them alone, they would not have finished it in a semester

All the participants agree that collaboration is encouraging since it leads to better implementation of AR findings. Cars (1988), supports the respondents idea stating that an action researcher does his/her AR by cooperating with students and other members of the school community in their collaborative enterprise. According to Reason and Bradbury (2001), action research is a participatory view where the reality we experience is co-created and co-authored. Another importance of doing collaborative AR reported by Respondents was that it created collegial spirit. Mathews said that when they worked in-group for more than three months they developed patience and long suffering towards each other, to listen to one another, to respect and understand ideas of others. He also stated that teachers have developed transparency: 'they can now say, I do not know this, can you help me?' Tigistu and Muleta suggested similar ideas concerning these perspectives of collaborative action research, in the same way as the former respondents. Respondents believe that collaborative AR is beneficial because it is a form of experience sharing and training in which teachers of different backgrounds and experiences come together and assist each other to build, complete body of knowledge about their practice and their procedures.

4.4.3. AR as integral part of teaching learning process

Based on the education and training policy, Ethiopia government issued the education sector strategy document to facilitate the implementation of the policy. With specific reference to research and development, the document states that research into curriculum development, instruction methods and evaluation technique shall be encouraged and assisted. It expresses the need to integrate and coordinate the teaching/learning process with research, and facilitate the participation of teachers and researchers in getting necessary experience.

Participants of this study stood in agreement with the above idea after doing action research and evaluating the result of their first cycle implementation. One of the respondents, Tigistu, looking at students' participation in Speaking English in the classroom and out of the classroom was being surprised with the change recorded and said:

Is it so? Was it because we had not done action research that we couldn't bring change on our students?

According to him doing action research has direct relation with the school improvement which is based on students' achievement. It is clear that any teaching learning process is dependent on the interaction of school condition, teacher's interests and educational value, the school policy, students' value and interests. Because of this the teaching-learning situation can't be free of problems or some sort of difficulties that can be treated by the teachers and administration of the school in collaboration with students and other staff. The above respondent summarized his suggestion by saying "AR Should be the integral part of teaching-learning process, it should not be for career development alone. His idea is supported by MOE (1999 E.C) state that the measurements and assessment done by every teacher should be based on research finding. Another teacher, Bikila supported Tigistu by saying:

Though AR is an activity which makes a teacher weary and overworking it should not be considered as secondary work to teaching learning process because, as long as there is teaching the teacher lives in dynamic world. So to cope up with this change he should be renewed. Or else he produces students that are not competent.

Calhoun (2002) in Hewitt et al (2005) states that AR is a continual professional development and provides direct route to improve teaching-learning. Other teachers, Abenezer and Fekesa also said that its process is tedious and difficult, but as far as we are teachers, and, devoted to help students and to be model teacher we have to scientifically identify existing classroom situation, approach it scientifically to bring improvement. For this the only way is doing action research. They said that as far as teaching learning exists there should be AR. Another

teacher, Melkamu, said "Now, students in our school are motivated to speak in English. During break time, on the play field students were trying to speak English. Whether they were correct or wrong they are attempting to speak in English. So doing AR has strong relationship with teaching-learning process."

The respondents' arguments show that AR should be the integral part of teaching-learning process because teachers are responsible to assess teaching-learning process, identify points of dissatisfaction and try to alleviate the problem by AR. According to them teaching-learning process can be effective when it is supported by AR. Concerning this Zeichner (2004) states that teaching linked with research is effective.

4.4.4. Teachers' feeling about the process of doing AR

Participants of this study expressed their feeling concerning the whole process of AR they have passed through as follows. For example, Abenezer said, "What is theoretical becomes difficult when put into action." The process is difficult and laborious, but its result is enjoyable. He also added the following;

"Action research process is similar to labor process. A mother suffers until the child is born and became joyful (rejoice in) to her baby, after the child has born. The process controls all being that think about it wherever and all the time. But now when improvement came on the teaching process really it is interesting." Infact his idea is supported by Gobo and Gubrium (2007) who state that the process of AR is painful and uncomfortable, moving from fog to clarity and then from clarity to fog again. Abenezer on his part on his part expressed the enjoyable part of it was expressed as follows:

Truly I tell you, during the night time, at my home, while I was listening to what I recorded during the day in and out of the classroom when students were involved in conversation. I was laughing alone just like crazy person being surprised at the improvement resulted because of the AR."

Similarly Fekesa expressed his feeling of the process of doing action research as: "Starting from the beginning, as we move from one step to the other I was saying really can we pass through this?" His report shows that he was suspicious and doubtful, because they have no experience of doing AR, as he witnessed that he

knew the theory but no practice. Muleta has similar feeling about the process of doing the research. They said:

After each reflection with my colleagues I go home and read my module of AR contrast it with our discussion. I was saying that I couldn't believe the steps we were passing through was resulting in improvement. But now I developed confidence. For some of us it was headache, but now we are healthy.

Another respondent Bikila reported that he was disappointed when there was disagreement and conflict among the group because one's idea was rejected, when some of his colleagues withdrew from the group. When the ideas of the respondents are summed up it conveys a message that collaborative action research has both strong and short comings that can result because of different factors some of the factors are mismanaging of meetings and immaturity of members of the group as Govo and Gubrium (2007), states that collaborative action research has problem related to immaturity of some members of the group and inability of groups' leader to handle discussion skillfully.

4.4.5. Teachers' reflection on reporting their findings

Reason and Bradbury (2004) stated that most teachers were not interested to share their inquiries with others beyond their local research communities. They also uncover that there are some who published their work USAID (2006), Altrichter et al (1993) and Johnson (2002) agree in the importance of reporting before and after implementation of action strategies.

The participant in this research believe that reporting their work help them for different purpose. Teacher Tigistu for example, states that they report their recommendation to school management, experienced English teachers, and English teachers of secondary School, CRC supervisor and Woreda Education Office to get additional suggestion from that evidence. Video record and field note confirm that the participants reported the result of their research and gathered constructive ideas, criticisms and motivations from their audience. Their reporting didn't include their colleagues and students. The reason for this was stated by teacher Abenezzer that there are some who were waiting for the fall of the process

and now grieved at the success, and the others were busy of the assignment given from universities. Reporting the findings to stakeholders as stated by USAID (2006) and Ferrance(2000) helps to enrich the findings, to identify possible encounters during implementation and describe the roles to be played by concerned bodies. Participants also reported their result after reflection on action, to the staff, school management and students, orally. Document analysis and observation show that the participants are typing their result to report to woreda, zonal and regional educational structures. Teacher Abenezer stated the purpose of reporting in written form to the different levels of education is to get feedback, to announce their work, to diffuse their method and procedures and to use for career development. Their ambition to report shows that their internal motive includes getting incentives from concerned bodies. Regarding this Abenezer added, "We will not continue the next cycle until we get feedback from Woreda and the other top level, because we want to know whether it is acceptable or not. Mathews also said, " the Woreda Education office, Woreda administrators and other concerned body should say, 'go ahead, we are with you.' and provide incentives for us". Their response shows that their purpose to report their work incorporates their ambition to develop their profession, to defend their procedures and achieve career development. Concerning this, Altrichter(1993) listed four purposes of communicating result of research.

1. Teachers meet the requirements of professional accountability.
2. Teachers can play a more active role in teachers' professional development and initial teacher education.
3. Teachers reinforce their professional self confidence.
4. Teachers improve the reputation of the profession. Concerning the audiences to who to report, they listed the following bodies: teacher colleagues, teachers in other schools, pupils, parents, principals, supervisors, advisors, researchers, local communities and evaluators.

The research report, which was prepared in Oromo and English languages, has the following chapters.

Chapter one- Introduction, chapter two – Literature review, chapter three – Methodology, chapter four – Data organization and analysis, chapter five – Findings, action strategy and success criteria, chapter six –Implementation, reflection and evaluation, chapter seven- Conclusion and Recommendations. The way they prepared the report document reveals that the teachers lack the experience using English language.

4.4.6. Action Research for School Improvement varies from Fictitious, Homemade Action Researches

There are countries that suggest doing action research as a requirement for teachers' Career development (Altrichter, et al; 1993) and Johnson (2002). Ethiopia is one of these countries in which doing action research is mandatory criteria for teachers of all level to develop in the ladder of career structure (MOE, 2002, 2007). In this light participants were asked to explain their feeling about their career development in comparison with others, during the FGD.

Teacher Matewos said:

In this Woreda there is no teacher that has done action research, except this group, leave that, projects on the CPD materials were not done as required. Teachers do something in response to circulars coming from woreda education office. Immediately and stop after a while. This implies that almost all teachers in the woreda can't in their career. In turn this puts the woreda education office under criticism, because it is their responsibility to support teachers to do action research.

As soon as he finished talking, another teacher, teacher Abenezer held the traffic and told us that he has some thing to say on the issue.

If one is told that he will develop, he/she will not take rest, but walks even the whole night to achieve the benefit, said Abenezer.

He added that teachers prepare a fictitious report to compete for career development. Now, Matewos interrupted Abenezer and said, "No, no, I oppose your idea. How do teachers do it just when told to with out having adequate knowledge about its steps?" Then Abenezer replied:

I give you one thing here, those who planned that teachers have to do AR are knowledgeable About AR but the low level administrators

at Woreda level just transfer the message. They do not know what action research looks like.

Therefore if a teacher prepares any kind of research and reports in the name of AR no one can screen it either to accept or reject it.

Then Matewos said:

*"Now I got your idea, I agree with your idea. Yes,
If a blind man leads blinds both fall in to the valley."*

Teacher, Matewos also suggested that until knowledgeable person from zonal or regional level comes and search the issue, career development is possible by any type of research. Abenezer again held the traffic and said:

we know that the AR reports with which some teachers achieved the position of lead teacher were home-made in one or two days or nights like that of summer course-students' action research project, in which I myself prepared the report which includes the implementation phase, action schedule, reflection, evaluation, and number of students that shown improvement which is fictitious action research.

Abenezer stressed that the tradition of false report is the serious disease that leads to failure of the country. Therefore there should be ways of empowering teachers by involving them in to real action research. The third discussant, Nemomsa, entered the conversation by suggesting the following solutions.

1. There should be mechanism to crosscheck the implementation, students participated and teachers involved
2. In the Woreda there should be well trained individuals that can give advisory service for teachers while doing AR. Other participants, Mathews and Tigistu said that the principals should stop putting stamp on the fictitious action research reports prepared for partial fulfillment of undergraduate studies.

Their discussion shows that there is a wrong tradition of preparing factious report in the name of action research to develop in career structure and as they believe this tradition should be abandoned. They also agree that there is

no knowledgeable person in the Woreda that can screen any research report. Discussion with CRC supervisor and Woreda CPD coordinator supports the discussants' idea. They repeatedly told me that there are teachers that have done action research. But document analysis shows that, the research report is not an action research. More surprisingly, the owner of one action research report which was considered as "model action research" invited me for a dinner at his home. During chatting he asked me about the feature of AR. After my explanation of features AR and other traditional researches for some minutes, he confessed that he has the distinction between action research and other researches, by saying: *"Now I am totally convinced that my research was not an action research."*

Discussion with the participants, supervisors and teachers that have experience of doing research and document analysis reveal that at present there is no one at the Woreda Education office who knows the difference between AR and other researches. In addition to this there are different homemade, as they called it, action researches reports which are used for career development. From their response one can understand that participants strongly believe that the trend of false reports is typical enemy for real world AR. This has similarity with USAID (2006) report in which some AR reports was not known by the students of the teachers who claimed that they had done AR.

4.4.7. Current status of Participants' Understanding of Action Research

Previously participants were claiming about the benefit they got from Action research, particularly the collaborative action research. Burton (2000) and Adams (2006) state that participatory action research is the best one because it is effective to empower and emancipate participants. In this regard participants reported how they gained understanding of their practice and introduced change and improvement recorded. In this part participants explain the status of their understanding of action research that they learned by doing action research. The respondents witnessed that they are on the stage of

helping others, being empowered and emancipated from misunderstandings wrong perceptions, anxieties and doubts. Teacher Nemomsa for example said:-

"We have got adequate understanding. But, as our fingers on our hand vary in height, our understanding may differ. Beginning with sense of confusion now we are on the stage independency to do our action research project given during last summer." Teacher Matewos said: "I want to stress again and again that by this participatory action research I gained knowledge that helps me and others in need. Really, now I can support others. Abenezer also added that he rejoices because his long lasting thirst has been quenched. He said;

Now I have quenched my thirst. Another person can drink from my pot now. But I am not willing to give theoretical training. Every one has the idea, but none wants to suffer the pain of over working. However, I want any one who wants to do action research and invites me to do collaboratively. That will be true and acceptable way for me.

The researcher surprised with his reply as it has direct relation with Kurt Lewis's idea and Marx dictums stated in Cohen, Minion and Morison (2000) cited in coats (2005). Kurt Lewis remarked that research, which produced nothing but books, was inadequate. Marx dictum says that it is not merely to understand and interpret the world, but to change it (op, cit.P.226). Tigistu, Fekesa and Muleta said that they are those who were emancipated from different conceptual problems about action research. They said, "Currently we can help, at least, some one who wants to know the difference between action research and other researches and about steps of doing action researches." The researcher understands that participants are now empowered and can provide professional supports for other teachers. Their response shows that in the collaborative AR process practitioners developed understanding of AR to the point that they can support others. Put differently, the collaborative AR in which they were involved empowered and emancipated them from misconceptions, anxiety, doubt and traditions.

4.5. Challenges in Doing AR

Cook and Jahoda (2007), Rust and Clark (2003) and Altrichler et al (1993) mention challenges which exist in the process of doing AR from the beginning up to its completion. The challenges vary from approach to approach of AR. The challenges related to collaborative action research according to Bradbury (2004), Gobo and Gubrium(2007) and Jehoda and Cook(2007), include:-

- Problems related to diversity of members
- Unwise management of meetings
- Members not feeling equal responsibility
- Commitment and engagement

While doing their research participants faced different challenges. Data collected by FGD and brain storming, meeting memo and field note show that the following problems prevailed while participants were doing their action research.

1. Lagging of activities and decision until consensus was achieved by all members, because of lateness and absenteeism of members.
2. Not feeling equal responsibility and as a result leaving tasks on shoulders of some active participant
3. Disagreements during discussion (conflict of ideas) because of “my chili or “Dilleh” is common problem, which means accept only my idea, as it is the best one.
4. Competition spirit:- After getting the understanding of doing AR some participants started another project
5. Drop out of some members
6. Scarcity of time because of work load (extra works given from management).

4.5.1. Cause for Dropout

The respondents were asked why some members abandoned their participation. Tigistu stated “doing action research requires decisiveness, patience and making resolution. But our colleagues did not want to suffer themselves.” Another

respondent Fekesa, stated that the cause for dropout as far as he knew was that some gave more attention to their own subject, others are occupied to cover portions and there was one colleague who was sick. Adding to this Abenezer said: "colleagues do not want to commit themselves to overwork and to face difficulties. They want to accumulate theoretical knowledge, but putting the theory in to action need scarification, and they don't want to sacrifice themselves." He said the following with the feeling of grief,

"I don't know what is going to change us! Education...or anything?" He looks disappointed because most of these activities were on his shoulder. Informal interview with six of those withdrew from participation and discussion with principal of the school show that all of them were dropped because of lack of time. Concerning this, another participant Mathews said, *"This is the disadvantage of collaborative work, every one does not lack what to say, every one has reason for his absence."*

The cause for withdrawal of some members, as mentioned by participating members by those dropped out was not conforming. But lack of time implies being occupied by some important issue. The responses from both participants and the dropouts agree in that time is one factor.

4.6. Impeding factors to doing AR

These factors are hindering factors which inhibit teachers not to do action research. Mackeman(1993) cited by Burn(1999), Cannon,1945 in Siyoum(1998), Wallac (1998) stated the following impeding factors. Lack of time; resources, adequate research skill or competence, limited support, lack of motivation and training, lack of confidence in steps to follow and heavy work load.

4.6.1. Lack of understanding

If a teacher has no clear understanding of what, how and purpose of action research he/she can't do an action research. In Ethiopia, according USAID (2006), action research training was integrated in to the curriculum since 2004. From that time on, different NGOs interested in Education and Ministry of Education is giving different in service trainings. But the teachers complained that there is great problem in the training given. This problem, as the participants stated, is lack of

consistency of ideas of AR, in both pre-service and in service training. Bona for example, stated that ... "while I was attending my summer course of diploma program instructors' language about the steps of action research was not consistent. We were told to prepare proposal. When we prepared the proposal, our instructor appreciated it but the next year the same proposal was rejected by another instructor." Another participant, Abenezer added that an action research is explained differently by different intellectuals. As a result, we were in confusion; there was war in our mind concerning action research. Mathews confirmed the idea of the former respondent by saying that as there are different instructors from year to year, there are different concepts about action research. As a result things become complex. This shows that the training thought to empower teachers negatively affected them as it created confusion to them. Scholars who wrote about action research state, that there is no one and clear-cut definition of action research. Gobo et al (2007), Davydd J. et al (1998) and Ferrance(2000), state that the definition for action research varies because of its origin, that is, action research originated from different fields like education, management, planning departments, industries and other social science fields. But there is an intersection point for all definitions, i.e. action research is cyclical, action research involves understanding of practice, introducing change and improving the practice and the organization. In Ethiopia it is assumed that the curriculum preparation depends on the education policy and courses given at each level of higher education are not up to the instructors. But the problem may arise from difference in understanding of the instructors or inability of the respondents to communicate with their instructors this needs further investigation. It can be due to the above problem that the researches done in the name of action research are almost descriptive research type (USAID, 2006). Participants also stated that as there were many trainings of action research there are different languages of the trainers. Abenezer, for example, criticized the trainers by saying;

"The trainers participate in training given at zonal level return back and transmit the idea in its UN matured form. Meaning it was not analyzed and reconstructed in a way it can be understood by the trainees.

Document analysis of training materials supports the participants' argument. For example if USAID (1998 E.C:145) and CPD₁ module (1994:6) are contrasted below. The following illustrations were given as an example regarding topic identification and research question in both materials.

Table 4.1. Comparison of Research Question of Different Materials

	Research problem	Research question (Hypothesis)
USAID (1980) E.C A/Oromo Version) page 145	The difference in students' result and its cause	• Students' sex has effect on students' result • Families' Living condition has effect on students result
CPD ₁ module 1994E.C,P.68	parent's involvement in school is low	How to reinforce the relationship of parents and the school.

It is clear that an individual attending the two types of training falls in confusion of stating hypothesis. Altrichter et al (1993) and Waters – Adams (2006) state that hypothesis in action research is the findings which is going to be tested through implementation process. This investigation reveals that the training process, though it was supposed to support to develop teachers, it had negative effect on teachers understanding because both trainers and training materials speak different language about some aspects of action research.

4.6.2. False report as hindering factor

Participants discussed on the relationship that exists between their research and their career development during the focus group discussion. Teacher Tigistu said:

"Since there is a possibility to get career development by preparing office- made and home-made action research, there is no need of suffering the hardships of the real action research; unless one know and believe in the benefits of action research: empowering and emancipating you?"

Another teacher Abenezzer added that unless this culture is fought no body enters in to doing a real action research. Adding to this Matewos said:

"When I was teaching in ... Primary School, we were told to prepare action research proposal on a given experience-sharing workshop. We then prepared it in the way we were told and put in our portfolio document. But after I have transferred to

this school I heard that another circular which confirms that the proposal and its report document should be attached was issued.”

As the participants' experience reveals, one can generalize that the short way of developing in the ladder of career structure is preparing an action research report. Therefore the researcher shares their idea that the culture of doing fictitious action research is one impeding factor. All the participants listed the following factors that hinder doing action research. These are lack of decision and sacrifice, lack of research skill, time factors, and lack of budget, cooperation, professional support and incentives.

Chapter 5

Summary Conclusion and implication

The purpose of the study is to describe and analyze the perception and practice of Bilo CRC school teachers while doing action research, to investigate the impeding factors that hinder teachers from doing action research and finally to know challenges teachers faced while carrying out action research.

To achieve the purpose of the research the following generic guiding questions were utilized:

1. What is behavior of Bilo CRC school teachers while doing action research?
2. What are the perceptions of teachers of Bilo CRC School towards doing action research?
3. What are challenges teachers face while doing action research and what they suggest about impeding factors to doing action research?

To answer the above questions, data were collected by semi structured interview, participant observation and focus group discussion, by using field note, photograph video, tape recorder, check lists, interview and focus group discussion guide. The data were collected from CRC Supervisor, CRC School principal, teacher participants and students. The data were presented by categorizing and breaking in to themes. The findings of the study are presented as follows.

5.1. Teachers' Behavior while doing action research

1. Participants' interest to do action research was variable. Some of them were interested to be involved in the group to do AR because the school has a plan of action research; others were involved to get more understanding to do assignment given them last summer. The motive to do action research by some other was to compete for career development. There are also others who are interested to put into practice their theoretical Knowledge. Research findings indicate that intrinsically motivated individuals' achievement is greater than those who are extrinsically motivated (Desalegn, 2003) Document

analysis of meeting memo and field note Shows that teacher Abenezer, Matewos, Tigistu, Melkamu and Bikela, were active participant with out any absence. To motivate teachers, Hewitt and Little (2005) state that principal are responsible to motivate teachers by involving them in short term training and explaining the importance of action research to improve students' achievement and by linking action research to classroom observation.

2. Teachers identified the starting point by setting criteria and involving stakeholders. Altrichter et.a; (1993) suggests that a given action research is valid if different Stakeholders are involved in identifying starting point. Gobo and Gubrium (2007) add also that a given action research becomes successful and get support of management of the school and other responsible bodies if they plan together and select research topic together. In Ethiopian schools, some action researcher could not get recognition by the school managements and by Wored Education office (USAID, 2006. Such problem, which is also called the insider problems are, is caused by not involving principals and other responsible persons when identifying the research area. Therefore, the practice of these practitioners that alleviate different insider problems is qualified and deserves credibility. There fore, the procedures of their research and the report of their work should be disseminated to different schools by the principal of the school, CRC supervisor and woreda education office.

3. Teachers did not set criteria to specify the research topic before they begin specifying the topic, but they know that action research topic should be narrow, emerging and should invite action. Their losing sight to set criteria that leads them resulted in wasting time until they come to agreement. Therefore during doing collaborative, action research, Altrichter et al (1993) Jehoda and Cook (2007) and Gobo and Gubrium(2007) state that there should be a wise management of meetings because time is wasted until consensus is reached. The lesson learnt here is that before collecting different topics of action research, teachers, principals and supervisors should set criteria of screening the quality of AR topics.

4. When doing action research collaboratively teachers where debating, sharing and discussion regarding the contents of the proposal. They included background of the problem; statement of the problem; research questions; objectives of the study; significance of the study, delimitation of the study in the introductory part, and data collecting method, data collecting instruments, population and sampling, method of data analysis and procedures of the study in the methodology part. In their discussion, participants convinced each other that Hypothesis in action research is the findings of the research, which is to be tested in action (by implementation).

5. Participants shared tasks and responsibilities while doing collaborative action research. Three teachers were assigned to search literature, ten participants were assigned to collect data and other four individuals were assigned to write report. Scholars agree that collaborative action research is preferred to individual action research because it helps to share knowledge and become empowered by collective activities, and also to complete tasks in desired time (Gobo and Gubrium,2007) Burton (2000) and Hewitt and Little (2005). Therefore, principals of member the school of the cluster should motivate the organized group of teachers to conduct collaborative action research following the procedures of the AR carried out.

6. Participants agreed to use open and closed ended interview, observation, questionnaires, tape recorder and oral tests as data gathering methods. Collaboration enabled them to share the task and to interview many students. This shows that collaboration more effective in the schools to do action research.

7. Six participants were cut off their participation. The cause for dropout was related to time factors. Therefore, more teachers should be recruited to reduce work - load and time should be allocated for reflection on classroom instructional process.

8. Teachers (Participants) sought Professional support that enables them to analyze the data gathered. Hewitt and Little (2005) state that once teachers start doing action research them face new questions and problems, and hence principals, management of the school and different advisors should be ready to

provide professional support and to answer the questions raised by teachers. In this respect, the principal of Bilo CRC School arranged short-term training by inviting one teacher from Bilo secondary school. After the training, the participants categorized their data in to different groups based on the following research questions.

- a. What are factors that hinder grade 7 students not to speak in English?
- b. How this problem is alleviated?
- c. What is the responsibility of teachers and students to enhance grade of students' speaking skill? The participants organized the data under three themes and analyzed them. They listed all the factors and solutions from literature, from English Language lecturer, from colleagues and from students to solve the problem, and presented their findings?

The CRC supervisor and woreda Education office should plan to disseminate this experience to other schools to motivate other teachers to follow these procedures.

9. Teachers reported their findings twice in process. The first report was to the school management, Woreda education office representative, teachers of English department of Bilo secondary school. To get more suggestion, correct errors, and to plan the implementation process together. Constructive, corrective suggestions and criticism were given for the participants form the audiences when they reported their findings and action strategies. The school management and Woreda education office representatives promised to cooperate in every aspect of the implementation. The second report was conducted after implementation of the findings to announce the effect of the action taken, to diffuse the procedures of their research to other schools, and to get feedback from Woreda education office, and other concerned bodies about the validity of their research. The participants of the meeting were CRC supervisor, School management, teachers and students of the school. They also prepared hand written report to be typed and submitted to the school, Woreda education Office and regional bureau. The report, which was prepared in English and Oromo Language, has the following part.

Chapter one- Introduction

Chapter two Literature review

Chapter three-Methodology

Chapter four- data organization and Analysis

Chapter five –findings, action strategies and standard of success of action strategies

Chapter Six- Implementation, data analysis, reflection and evaluation

Chapter seven- Conclusion, recommendation and Preplanning

Participant observation and documentary analysis of the research report shows that the steps of the research involve researching, action and reflection. Therefore their work deserves a position of becoming model work in the Woreda, because interview with Woreda Education office and the discussion on the first reporting day confirmed that there was no such a research done in the Woreda. Therefore, the Woreda Education office is in apposition to communicate their work by distributing copy of the research report to different schools in the Woreda and to the regional Bureau to announce the teachers' effort and its effect.

10. Field note, documentary analysis of participants' attendance and result of interview revealed that number of participants involved in data gathering process, before and during implementation, and during reflection in action was very small. Therefore, the principals, supervisors and Woreda education office should design joint effort to follow up teachers' practice of doing AR to motivate teachers to perform tasks in the collaboration.

5.2. Participants' perception about AR as they practiced it

1. Participants witnessed that their involvement in action research resulted in refreshing, reviving, and empowering them to see their practice differently. This show that teachers will benefited if they involve them selves in the process, rather than refraining from doing by blaming their lack of confidences. Therefore, Woreda and CRC level supervisors and researchers should motivate teachers to be involved in doing action research.

The participants ascertained that their involvement in AR helped them to understand in-depth the issue under research, and introduce change or new ideas in to instructional process. In addition, it improves the teaching learning process. Participants believe that action research is used to produce competent and responsible citizens, to develop their profession and to make teachers be fully recognized. From this, it is possible to conclude that the teachers gained understanding that doing action research has direct relation with bringing sustainable development in the society. Therefore, different bodies concerned should initiate teachers of different schools so that similar perception is created among teachers in the woreda.

2. Participants believe that collaborative action research is very useful because it is mode of experience sharing; a way of building complete knowledge by bringing fragmented Knowledge of each member. They believe that it is route to empowerment and emancipation. Therefore principals and supervisors should organize teachers to do CAR and make continuous follow up to insure the practicality of the desired purpose.
3. Participants convicted that action research should not be considered as optional and secondary activity or additional work on teaching learning process; rather it is the integral part of the instruction. Thus, time and resources allocation should be considered by responsible bodies for teachers to do action research because MOE (2002) and MOE (2007) already confirmed the mandatory of doing action research by teachers of all levels. In order to alleviate the prevailing problems it is necessary to increases the number teachers to reduce workload and, change the attitude of both teachers and others that limits teaching to only contact hours.
4. Teachers felt that the process of action research is similar to childbirth or labor process. They verified that it needs hard working, commitment, scarification and decision, because it has painful process. They also uncovered its cheerful aspect, i.e. its outcomes are enjoyable to the practitioners and the school itself. Therefore teachers should decide to pay scarification for improvement of their own professional practice and that of students' participation. To enable

teachers to believe in the benefits of AR, principals, CRC supervisor and woreda education office should design sharing programs, workshops, meetings of AR with teachers.

5. Participants reported their findings of the research before and after implementation to different audiences to achieve recognition of their work, diffusion of their procedure, approving of their procedures, getting incentives, and cooperation from school management, Woreda education office and local administration. They reported their work before implementation to school management experienced English teacher, representatives of Woreda Education office to get cooperation and additional suggestions to plan action strategies. They reported their findings after implementation to students of the school, teachers of the school, management of the school and to Woreda Education office to share and diffuse their procedures. They also decided to commence the second cycle after they get feed back of their report about their previous work.

Therefore, Woreda education office should respond to the participants' report to motivate them continue the consecutive cycle.

6. Participants reported that different teachers have promoted in their career by producing fictitious action research report and that is one of the impediments to doing action research. Practitioners at Bilo CRC verified reported that fictitious AR are prepared at home or in the office and submitted to career development committee and to summer course action research instructors. As a result no one needs to scarify time and efforts to do real world action research. Therefore there should be a way of screening out the fictitious one from the real one. One way to do so is checking the implementation steps, that is, whether the teacher(s) implemented their findings, how they implemented, and its effect and so on. The other way of controlling is production of well-trained supervisors and principals that can screen reports submitted in the name of action research. The third way of stopping is principal's loyalty to stop recognizing false reports of action research produced by teachers.

7. Practitioners at Bilo CRC School witnessed that in the course of doing collaborative AR Approach their perception changed from fog to clarity, from uncertainty to certainty, from fear to boldness, from doubt to confidence, from seeking support to giving support and from misconception to correct thought. Therefore this practice and culture of doing AR should be diffused to other schools through different workshops and experience sharing that is arranged by either school management, CRC supervisor of Woreda Education office. Besides, the sustainability of this practice should be followed up by the above bodies by providing motivating elements for the participants of this study.

5.3. Impeding factors that hinder doing action research and challenges faced while doing action research

5.3.1. Impeding factors:-

The following factors were reported to be inhibitors of doing action research.

1. Lack of understanding, because of inconsistency of idea about steps of doing action research. Participants reported that pre-service training instructors convey different and contradicting ideas. Also, as there were varieties of in-service trainings of action research, there were different ideas of action research.

Participants complained that the trainings created confusion and doubt in their mind. Document analysis of two different in-service training materials confirmed the participant's complaints. Concerning pre-service trainings given it is impossible to generalize the participants' idea as it is not the scope of this study it needs further investigation to prove or disprove the participants' idea. But in-service training given concerning action research by different organizations and by individuals should be screened by responsible bodies at different levels of educational structures. To achieve this capacity of supervisors should be built by training which involves practice.

2. Fictitious action research report as an impeding factor
- 2 Teachers lack of commitment, decision and sacrifice
- 3 lack of research skill

- 4 Time factor because of work load.
- 5 Lack of resources
- 6 Lack of cooperation from school management, supervisors and woreda education office.
- 7 Lack of professional support
- 8 Lack of incentives

Sustainable development of a society can be achieved by producing pragmatic teachers who can do action research to change theory in to practice. For this reason the education and training policy has been formulated. But to implement the idea of the policy there should be budget allocation and recruiting more teachers by Woreda Education office to reduce work loads so that teachers get enough time to do AR. principals should organize teachers in a group to do collaborative action research by using the budget allocated.

5.3.2. Challenges the Participants faced when they have done AR.

1. Lagging of activities because of Lateness and absence of some members
2. Negligence and rejecting responsibilities by some individuals
3. Problem of “my chili or Dilleh is best”, that is, there are some individuals who say” my idea is the only correct one”
4. Competition spirit in some members, rather than doing in group some teachers were trying to do alone.
5. Drop out by some members. Six participants lacked commitment to scarify their time to continue in the research. Their main reason was lack of time.
6. Scarcity of time for reflection in action

To alleviate these problems more is expected form principal of the school and from CRC Supervisors. Hewitt and little (2005) state that there should be action research meetings, discussions, sharing that is coordinated by the principals. He/she has to know the steps of doing research, has to motivate teachers, provide support and answer questions raised by the practitioners. Also principals should form action research team that incorporate key teachers and experienced

teachers. Similarly, MOE(2002) MOE (2007) and Marga (2005) state that principals and supervisors have to identify problems, do action research with teachers and provide professional supports for teachers.

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Appendix 1

Researcher's Ethical principles (to be discussed orally with research participants)

Thank you for accepting to participate in this research, ethnography of teachers doing action research conducting action research in a secondary school. My purpose is to undertake research as a requirement for MA qualification at Addis Ababa University with your cooperation for a better understanding the perception and Behavior of teachers while doing action research. Data will be collected through interviews with you, in addition to participant observation, video, tape recorder and document analysis. The information you share with me will be secured with utmost confidentiality and your personal identity kept anonymous Pseudonyms will be used in case names are needed in the report. There are no known risks and discomfort associated with this study; the expected benefits associated with this study are the discussion results the may be helpful to improve our educational system. I would be happy to share the findings with you after the research is completed or even while in process. I assure you once again, your name will not be associated with the research findings in any way and your identity as a participant will be known to me only.

Principles and procedures for the research

The following framework consists of my ethical principles and procedures.

1. Participation in the research is voluntary. You have the right to withdraw from the research at any time;
2. Information given to me will be treated as belonging to your and it can be used only with your permission
3. Observations and interpretations made by me will be treated as belonging to me. Whenever implicated in such observations and

interpretations, you will be invited to comment up on their fairness, accuracy and relevance.

4. I will seek your permission to create/use audio records
5. I will securely store data.
6. In case views may be revealing, the presentation of these views will be negotiated with you;
7. Full anonymity of your identity and confidentiality of the information you share with me will be maintained;
8. Except for the purposes of professional collaboration in the project, no data arising from interviews will be disclosed in any form to third parties with out your explicit and prior consent.
9. I am willing to discuss these principles and procedures with you in pursuit of an agreed framework for the research and to amend them as necessary.
10. You will be the right to get any benefited from the research conducted because you improve you understanding of doing AR besides improving students' participation

Thank you
Tarekegn Leggese Tongi

Appendix 2

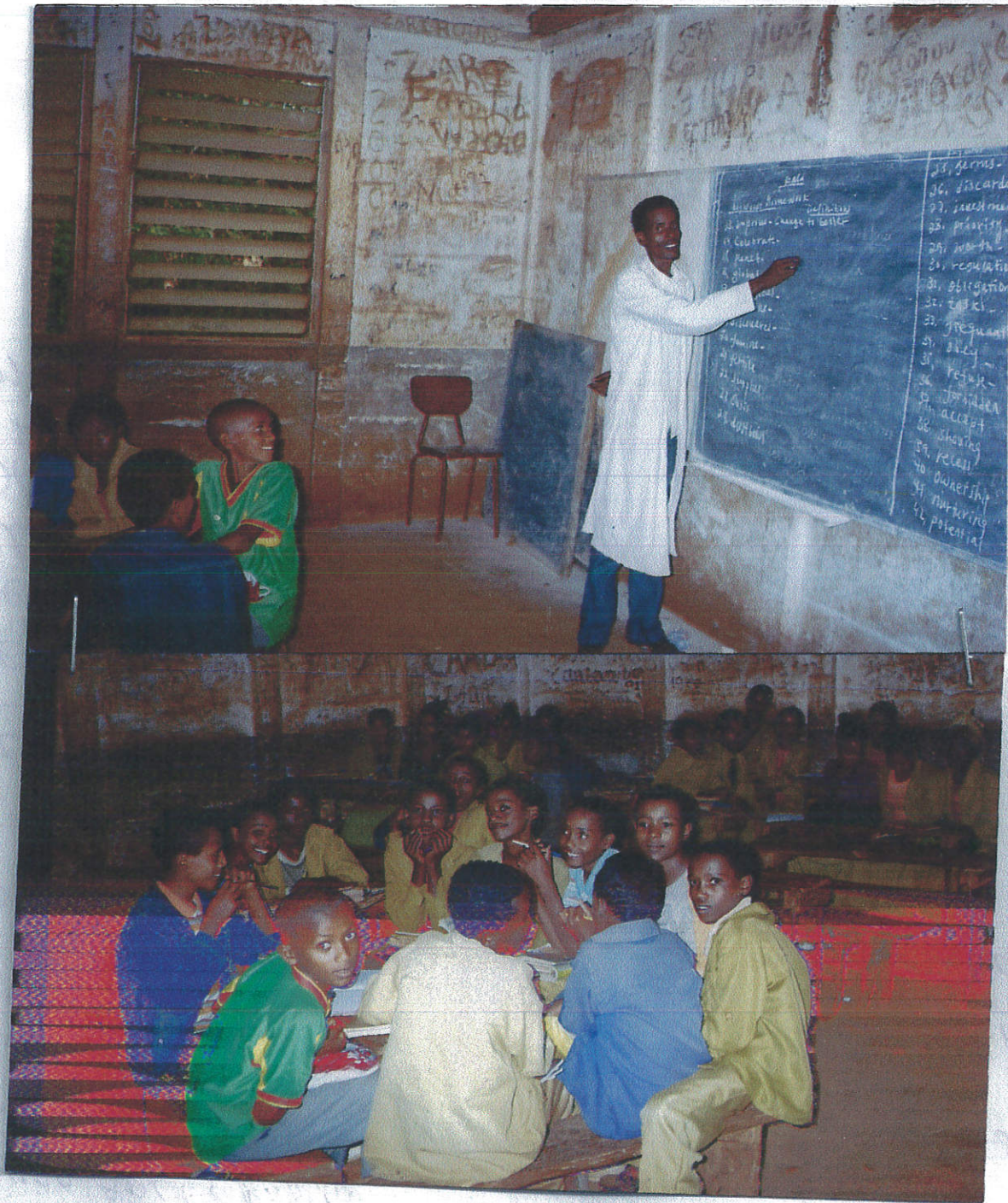
The following are interviews Questions administrated in the course of this study

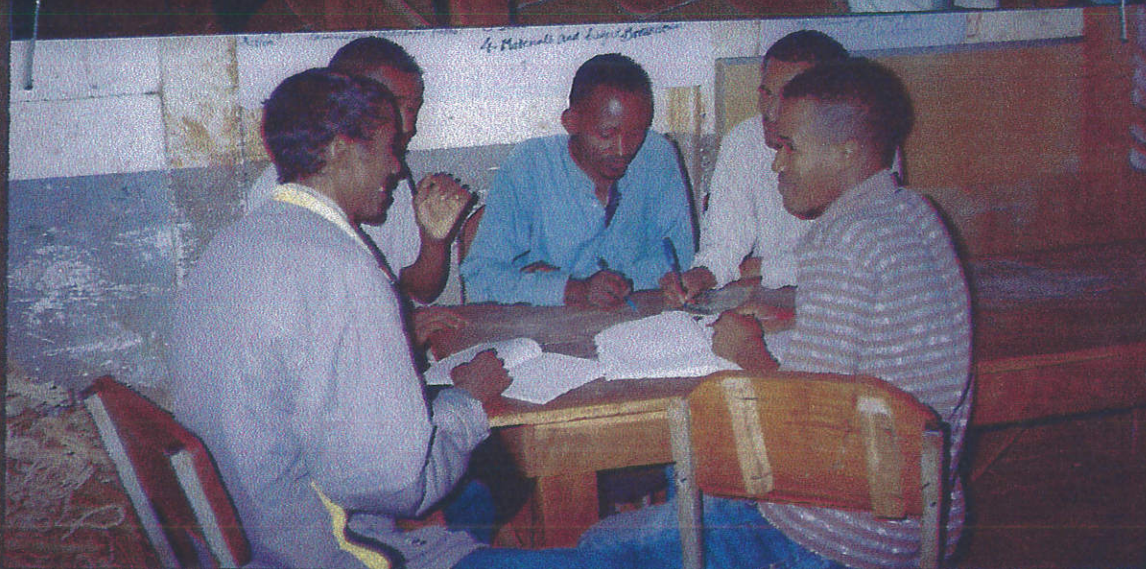
1. What is your experience of doing action research
2. What is your interest towards doing action research
3. Why you decided to do action research collaboratively?
4. How you state the components your research proposal?
5. What is your belief about the benefit of doing action research for you and for your students?
6. How do you evaluate your readiness to analyze the data you gathered?
7. What do you feel about the process of your research? What difficulty and enjoyable aspect you remember?
8. Why you decided to report yours finding? To whom you want to report?
9. How you relate you're doing action research with you career development?
10. How do you evaluate your perception before and after conducting this action research?
11. What are challenges you food in the process of doing this research?
12. What is your suggestion about any impeding factor that can hinder teachers no to do action research?

Appendix 3
Focus Group Discussion Guide Question

Date	Questions
Dec, 31/2008	How you evaluate quality of Action Research topic?
Jan. 26/2009	Some say that Hypothesis in AR varies from Hypothesis in other researches. How do you understand and justify this? Why?
Feb. 23/2009	Now you have collected data. What is your next step and how you will carry out?
23/7/2001	Why do you Choose to do CAR?
Feb 30/2009	Your CPD ₁ distance material suggests that you communicate your AR finding to others. What is your reflection on this idea?
April 1/2009	How you relate the importance of doing this AR with your career development?
Aril 15/2009	What do you feel about the courses of doing AR you passed through?
March 28/2009	Now you implemented your findings; what are your judgments about the effect of your action on you and your students? What is your next step?







Appendix 7

Check list investigate presence or absence of different facilities in the Bilo CRC school

No		Present	Absent
1	Science laboratory		✓
2	Library		✓
3	School pedagogic center	✓	
4	Principals office	✓	
5	Staff room	✓	
6	Pipe water service		✓
7	Drinking water service		✓
8	Electric light(hydro power)		✓
9	Separate latrine for male and female students		✓
10	Separate latrine for the staff		✓
11	Lounge service		✓
12	Radio broadcasting instruction	✓	
13	Telephone service		
14	Access of mobile telephone	✓	
15	Mini media service	✓	

Declaration

I, the undersigned, declare that this is my original work, has not been presented for degree in any other universities, and all source of material used for the thesis have been dully acknowledged.

Name _____

Signature _____

Date _____

Date of submission _____

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

Name _____

Signature _____

Date _____