

THE STATUS OF RESEARCH ACTIVITY
AMONG TEACHING STAFFS OF DEBRE
BIRHAN UNIVERSITY

FUAD ALI KEDIR

A Thesis Submitted to Departments of Curriculum and Teachers Professional Development
Studies, presented in Partial Fulfillment of the Requirements for the Degree of Masters of
Arts (Curriculum and Instruction)

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

JUNE, 2012

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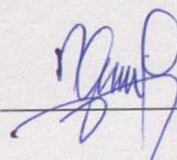
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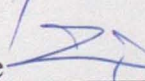
Addis Ababa University

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This is to certify that the thesis prepared by Fuad Ali Kedir entitled: The Status Of Research Activity Among Teaching Staffs Of Debre Birhan University and submitted in partial fulfillment of the requirements for the degree of master of Arts (Curriculum and Instruction) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.


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Abstract

The status of research activity among teaching staffs of Debre Birhan University

Fuad Ali Kedir

Addis Ababa University, 2012

The purpose of this study was to assess the current status of research activity among teaching staffs of DBU. To conduct this research, mixed research method and descriptive survey design was employed. The primary sources of data were 114 instructors, 4 school and college heads, ARQAD and RD. HEP, HERQAs documents, DBU senate legislation, Research Records, Academic Year Plan and Research Proceedings were the secondary data sources of the study. Purposive sampling, as well as stratified and simple random sampling techniques were employed to select managements at different position and sampled instructors. Questionnaires were the main data gathering instruments while unstructured interview and document analysis were employed to enrich the data gathered through questionnaires. Moreover, the collected data were analyzed quantitatively by using descriptive statistics, and qualitatively using descriptive narration. The finding of the study indicate that the educational qualification of instructors was below the required minimum standard to give instruction at HEIs, which has its own effect on teaching staff research activity. Although about 74% of teaching staffs were conduct research before they were hired in the university, only 36% were conducting research after hired in the university. Teaching staffs positive attitude toward research in university and their despondency with a research practice of their university is pointed out. In addition, the services provided for those involved in research by the body that coordinates research works of the university were not sufficient, even though the efforts made so far to muscle research capacity of the university is hopeful. The encouraging natures of top university administrators as well as institutional research policy were found to be low. Personal, Institutional, and Infrastructural challenges effect on teaching staffs research activity was evidenced. The presence of various finding dissemination means was enhancing the research activity of the university, while in-service research training as well as reësearch symposiums of the university is unsatisfactory. Furthermore, the research activity of the university is showing yearly progress, although what expected of teaching staffs by both national and institutional policy with regard to research is not yet accomplished. Consequently, the current status of research activity among teaching staffs of DBU was found to be unsatisfactory when it was evaluated from the point of both institutional and national policy expectation. Finally, necessary recommendations were forwarded for improving the current status of research activity among teaching staff of DBU.

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Acronyms

ARQADO-	Academic Relevance and Quality Assurance Director Office
ARQAD-	Academic Relevance and Quality Assurance Director
DBU-	Debre Birhan University
EDPM-	Educational Planning and Management
ESDP-	Educational Sector Development Program
ETP-	Educational and Training Policy
FDRE-	Federal Democratic Republic of Ethiopia
GER-	Gross Enrollment Rate
GIS-	Geographical Information System
HEIs-	Higher Education Institutions
HEP-	Higher Education Proclamation
HERQA-	Higher Education Relevance and Quality Assurance
HRAO-	Human Resource Administration Office
MOE-	Ministry of Education
RCSVP-	Research and Community Service Vice President
RD-	Research Director
RPO-	Research and Publication Office
RUs-	Research Universities
TV-	Television

CHAPTER ONE

1. INTRODUCTION

This section of the paper deals with background of the study, statement of the problem, purposes of the study, research questions, significance of the study, delimitation of the study, limitation of the study and operational definition of related terms.

1.1. Background of the study

Nowadays, we are living in a world that is changing dramatically and rapidly in different aspects of human life which includes the social, economic, political, technological, etc. aspects. In order to understand such dramatic change in the world we do not need tell of anybody else as a witness since we are the part of this world. However, when we think of these days rapid change in the world, what may be comes to our mind is that asking ourselves about the reason behind. "What result such a quick, dramatic and overall change of the world?" For such question every one may raise his/her own response which may for see scientific development, economic development, technological advancement, expansion of democratic culture, knowledge advancement, innovation, etc as a main reason behind the changes.

Further, there are majorities who consider and state other reason for the changes in the world and it is Education. Exactly, for me it is education which plays a tremendous role in the change of this world and serves as a main tool in fulfilling the needs of the society. "One of the best strategies to address any kind of society's need is education (Abebaw & Tilahun, 2007)". Education, therefore, is a tool for the development of different aspects of every nation and it is must to give priority for education in order to cop up with the dynamic world. Supporting this idea, (Teshome, 2004) stated that, "the importance of educating people to ensure a country's continuous competitiveness and sustainable development is, therefore, unquestionable. Without more and better education, it will be increasingly difficult to utilize available resources effectively for national development and to benefit from the global knowledge based economy."

Hence, the issue of education is not a matter of choice; rather it is a basic need to be fulfilled which is necessitated for the development of one's nation every aspect.

These days, countries throughout the world give due attention to their educational system at different levels to enhance their social, economic, political, as well as technological development. Among various levels of education, higher education is the one which given due attention by various countries. In order to cop up with a changing situations of the world, countries were engaged in expanding their higher education. All over the world, countries have been responding to the challenges of globalization and the information age by expanding their higher education systems (Ashcroft, 2004). For instance the pioneers of modern university, Europeans were engaged in the massification of higher education by creating continental system through bologna process.

The Bologna Process is leading to greater compatibility and comparability of the systems of higher education and is making it easier for learners to be mobile and for institutions to attract students and scholars from other continents. Higher education is being modernized with the adoption of a three-cycle structure including, within national contexts, the possibility of intermediate qualifications linked to the first cycle and with the adoption of the European Standards and Guidelines for quality assurance. We have also seen the creation of a European register for quality assurance agencies and the establishment of national qualifications frameworks linked to the overarching European Higher Education Area framework, based on learning outcomes and workload. Moreover, the Bologna Process has promoted the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency and recognition. (Leuven/Louvain-la-Neuve Communiqué, 2009)

The same is true also for India which was engaged at restructuring and expanding her higher education system rapidly since 1950's. The growth of higher education in India has been phenomenal. Starting with 1950- 51, there were only 263,000 students in all disciplines in 750 colleges affiliated to 30 universities. This has grown by 2005 to 11 million students in 17,000 Degree colleges affiliated to 230 universities and non-affiliated university-level institutions. In addition, there are about 10 million students in over 6500 vocational institutions. The enrolment is growing at the rate of 5.1 percent per year. The demand for professional courses is growing rapidly. In India both public and private institutions operate simultaneously (Kaul 2006).

The rapid expansion of higher education is also the basic issue for China which is now the fastest growing nation of the world. The expansion beginning in 1999 has greatly

widened access to higher education. The number of new students in the higher education system has increased over ten-fold in the reform era, from about 400,000 in 1978 to 5.5 million in 2006. The increase was much more rapid between 1999 and 2006, with an annual growth rate of 22.2%, compared to 4.4% from 1985 to 1998. By international standards, China has entered the stage of mass higher education. It reached the benchmark of 15 percent for the age group (18-22) having access to higher education in 2002, well ahead of the targeted year of 2010. In 2007, the enrolment ratio for higher education increased to 23.1% with more than 20 million students in higher education institutions. China today stands the largest higher education sector in the world, overtaking that of the United States in 2005 (Zhao & Sheng 2008)

In South Africa the public higher education institutions have undergone extensive restructuring resulting in twenty three public universities. In 2007, these institutions ranged in size from the single-campus Rhodes University that enrolled 6075 students to Tshwane University of Technology which enrolled 50,726 students on eight campuses spanning four provinces. Higher education in South Africa is intended to provide for individual aspirations for self-development, supply high level skills for the labor market, generate knowledge that is of social and economic benefit, and develop critical citizens (Department of Education, 1997 in Council on Higher Education 2009).

Therefore, the issue of expanding higher education is a fashion of the day throughout the world where countries were consider it as a must and engaged in it. In fact, in today's knowledge-based world, higher education institutions as the centers of developing human resource play vital role in countries' economic growth and development processes. The Ethiopian government is currently engaged in building the capacity of human power. In order to ensure overall development of the country increasing the supply of trained manpower is must. In addition to rapid expansion of HEIs in the country, it issued proclamation which is legal framework for advancement of HEIs. It is indicator of its commitment to the expansion of HEIs.

To show its firm conviction and dedication towards institutional excellence, the Ethiopian Government has issued a new proclamation for higher education institutions in 2009. The proclamation pays special emphasis to the roles of HEIs in transforming the Ethiopian society by serving as centers of academic excellence, institutional transformation and technological transfer; shapers of youth behavior and human talent; prompters of peace,

stability and democratic ideals in the country; and facilitators of the country's competitiveness in a global setting(Tilaye, 2010).

Higher education throughout the world refers to the tertiary level education that was attended after the completion of secondary education and most probably given in institutions such as college, university colleges, and university. According to Fletcher (1968) higher education is the type of education provided in such institutions as universities, liberal arts colleges, technological institutes and teachers colleges for which the basic entrance requirement is the completion of secondary education at about 18 years of age and in which the courses lead to the giving of a named award such as a degree, diploma or certificate of higher studies. In Ethiopia according to sub-article 7 of article 2 in Higher Education Proclamation of 2009, "higher education" means education in the arts and sciences offered to undergraduates and graduate students who attend degree programs through any of the delivery modes stated under Article 19 of the Proclamation. All over the world the dominant institution that provides higher education is university and the same is true for our country also. Higher education is provided by universities, university colleges and specialized institutions. They are under the responsibility of the Ministry of Education. Junior colleges and colleges offering diploma programs are also under regional governments and private providers (MOE, 2011).

Regarding the role of higher education in general and particularly that of universities there is no agreement among educators. Although, nowadays most of us consider teaching, research and community service as a task to be accomplished by universities; scholars do not agree on the combination of these tasks in a single institution; the university. The difference on the issue was traced back to the works of 19th century especially to the ideas of Humboldt and Newman.

From time to time there is a major attempt to identify the essence of a university.....two such contributions made in the nineteenth century have had a great influence on thinking about the essential elements of a university, and indeed continue to do so, but not only in Europe. [First] Wilhelm von Humboldt was a leading light in setting up the University of Berlin (which since WWII has carried his name). Founded in 1807, the university was dedicated to the scientific approach to knowledge, to the importance of combining research and teaching, and to encouraging a proliferation of academic pursuits. This school of thought developed the conviction that investigation and research were the main functions and responsibilities of institutions of higher education. The second major

contribution came from John Henry Newman in 1852 in his discourses on the 'idea of university'. He believed that the main function of a university was to educate students into a coherent body of knowledge.....this notion of a university was one that provided a liberal education; it had no place for vocational training or, indeed, for research. (King, 2004)

In addition to the above two main ideas of university, in France special bodies named *grandes ecoles* were established in the same period for the development of technical and high level administrative training for top leaders, from which the new idea of university, i.e. community service were derived and began to be assumed as another task of university. The issue of community service is also a dominant issue for USA as it was evidenced in different literature. Public service, or service to the public of the nation-state, first arose as a regular mission of American higher education through the Morrill Acts of 1862 and 1890. Henceforth, the "Wisconsin Idea" (1904), influenced many universities to elevate public service as a core mission equal to teaching and research. Today's "urban university mission" is just one expression of the public service mission (Scott, 2006).

However, nowadays countries were assigning the three (teaching, research and community service) tasks all together for university as objectives to be accomplished. In our country the issue was clearly indicated in different policies, programs and proclamation developed at different times. The Education and Training policy of 1994 stipulates that Higher education at diploma, first degree and graduate levels, will be research oriented, enabling students become problem-solving professional leaders in their fields of study and in overall societal needs (ETP 1994). In addition, the Higher Education Proclamation of 2009 in its sub article 1, 2, and 4 of article 4 as objectives of higher education clearly indicate the issue respectively as follows.

- prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive;
- promote and enhance research focusing on technology transfer consistent with the country's priority needs;

- design and provide community and consultancy services that shall cater to the developmental needs of the country

Although the three tasks were complex by their nature, nations were engaged at integrating them in university. Research, as an integral part of education by strengthening teaching learning process as well as, through solving society's problem, need to be carried out by the institution of higher education. University and college teachers should integrate teaching and research and thus the amount of time, which must be spent on research and on teaching, must be clear in terms of employment (Humadi 1998; cited in Gebayaw; 2007). That is a reason why teachers of higher education institution were expected to conduct researches in addition to teaching. In reality it is USA University's which is dominant in research these days. Today, some twenty-two of the world's elite twenty-five research universities (known as "Super RUs") are located in one country, the United States of America (USA). While American higher education deserves full credit for the breadth and resourcing of this sector, this monopoly cannot be expected to meet global needs in terms of research (Meek, Teichler, & Kearney; 2009).

So, countries are demanding to raise their global competitiveness through research and innovation by expanding their higher education system. The Purpose of higher education institution is not only conducting research but also producing researchers. "The universities are not the only place where such basic research goes on; but they are effectively the place where the researchers come from, and therefore they must also be the major centers for the research as well as research training. That is true, in the humanities and the social sciences as it is in the natural sciences (Pelikan, 1992)." Therefore, investigating the issue of research activities in Universities is the proper issue especially in a newly established Ethiopian Universities. It is with this intention that this study was assessed the status of research activities among teaching staff in Debre Birhan University.

1.2.Statement of the problem

Today research has been considered as one of the key tasks of institutions of higher learning not as a matter of formality but teaching and research have been recognized as a

twin broad function of higher education. Supporting this, (Neumann and Lindsay 1988 cited in Gebeyaw, 2007) said, basically the functions of higher institutions in the world are teaching and research in combination. In addition, according to Jaspers (1959), three things are required at a university; professional training, education of the whole man and research. For the university is simultaneously a professional school, a cultural centre and a research institute.

Research is a process of careful inquiry of events. It is a systematic attempt to obtain meaningful answers to questions about phenomena or events through the application of scientific procedures (Koul, 1984, cited in Amera, 2004). In general sense, the history of research is as old as humanity itself. This is because research is a way of finding answers to questions and throughout history human beings have sought solutions to their problems. According to Taye (1993, cited in Amera, 2004) practical solutions to the problems of millions of people who are today cut off from the joys of social and economic progress are, to some extent, achieved through research.

* According to most of the scholars, research is undertaken to develop new ideas, solve problems and evaluate programs. In support to this idea Payne and Payne 2004, (cited in Desalegn, 2009) noted that two main reasons why people do research: intellectual challenge: - the need to fill the gap in knowledge or to test currently accepted theories against new evidences and to alleviate problems or to improve productivity. According to Wiersma 1995, (cited in Amera, 2004), advances in many fields of endeavor are attributed to research, and for much of this research activity there is the inherent assumption that research fosters improvement. In other words, many changes or developments (material or non material) in the world mainly are attributed to research activity results.

In Ethiopia, the research activities; undertaken by the Higher Education Institutions for instance: are expected to generate knowledge to provide the society and the economy with relevant solutions so that to ensure development, that can address problems at the grass root level and generally contribute to poverty alleviation. However, the research practices in general in East Africa and in Ethiopia particularly, face different challenges.

The management of educational research in the East African sub region is characterized by understaffing, under funding, lack of autonomy, disruption by student strikes and brain drain, individual as opposed to institutional management of research; constant change and transfer of personnel; in ability to link the work of the units with work in other institutions that would increase the pool of available expertise; and lack of planning and formulation of clear priorities in building research capacity (Mwiria and Komba, 1996, cited in Melese, 2010).

In relation to research activities in Ethiopian education system in general and that of higher education in particular various studies and reports were being made. Most of them were indicate that there is a problem related to research undertaking practices at different educational level. In his research which focuses on elaborating the loose link between educational researcher and policy makers Habtamu (2000) identified a number of complaints of Ethiopian educational researchers. In addition, Degarge (2000) identify the absence of policy dialogue between these important actors (researchers and policy makers), a problem which can partly be attributed to lack of educational research network. Further, the study conducted by Amera (2004), Asrat (2007), Kiflom (2009), Melese (2010) and Mekuria (2008) in Bahir Dar, Haramaya, Mekelle, Gondar and Jimma universities respectively clarify the state of research practices in these university was not satisfactory.

Furthermore, Higher Education Institutional Quality Audit Reports of 2008 by HERQA clearly shows the problems related to research activities in different public and private Higher Education Institutions of the country. These publication series were focused on the external quality of the institution and focus on relatively older university's of the country, where summary of few of them is presented as follows. The report on Hawassa University clarifies that although the university was engaged in research it is strongly focused on Agricultural College. According to the report, the Self Evaluation Document of the university reports that most new faculties (e.g. Business and Economics, Law, Social sciences and Technology) have limited research activity as a result of new staff members in the college who need advanced training. However, the main impediments to undertaking research mentioned were; the rapid expansion of the university which has resulted in a shortage of staff and overloading with academic and administrative duties leaving no time for research. Unattractive incentives and financial problems including

low funding and poor financial management are among the problem related to the research activities in the university.

The issue was more difficult in Bahir Dar University. According to the report the university and the Research and Publication office recognize that, throughout the university as a whole, research is in its infancy. According to the Self Evaluation Document of the university the number of staff involved in research in 2006/07 is almost negligible (4.4%). The problem is also similar in Mekelle University, whose legislation expects the academic staff to devote 25% of their time to research activities. According to the report, what the auditing team understands from its discussion with university academic staff is that, this does not happen. A number of reasons were put forward; overloading with teaching and administration, budget limitation, in adequacy of infrastructure, etc.

On the other hand, the research by teaching staff seems comparatively better in the university of Gondar and Arba Minch. According to the report in Gondar University, the research activity of some departments like public health is good. In addition, it is also good to see staff members there winning the Tore Godal National best research award. However, according to the head of Research and Publication Office only 10% of all the staff conducts research. The same is true also for Arba Minch University. The report indicated that only on a single wing of the university carried much of the research. According, to the report by HERQA the auditing team notes that out of 16 ongoing research projects during auditing, more than half of them were related to the work of The Water Technology Institute. Lack of experience, inadequate incentive mechanisms and inefficiencies related to research administration and management has been identified by staff as barriers to research activity in the university. Further, the oldest university in the country (AAU) is also not free of defects, although it is better in terms of research practices in the country. Derebssa has observed this and reported that, "Considerable progress has been so far achieved by the Addis Ababa University in this regard. However, much more needs to be done because of factors that are affecting the research environment. The challenges which tend to make conducting research in Addis Ababa University difficult are factors within and outside the university. (Derebssa, 2004)"

Although there are a number of pieces of studies conducted in different universities it seems it is inadequate and it is difficult to judge their findings as adequate because of their methodological limitations. For instance, the study by Amera (2004) in Bahir Dar, and Asrat (2007) in Haramaya University tends to describe the phenomena there only qualitatively and focus only on a single Education faculty which does not provide a complete image of the universities research practices. On the mean time, the study by Mekuria (2008) in Jimma University does not describe clearly, who its samples were, why, and how he selected them.

Such and the other reports and findings by different individuals indicated there is problem related to research activities among academic staff in different Ethiopian Universities. On the other side, one of the target of research activities in higher education according to ESDP IV program matrix, is evaluating the relevance and number of conducted research project which is in place by 2014/15 (MOE, 2010). As a reason, the issue needs wider and deep investigation throughout the university in the country. According to (DBU, 2011), undertaking problem-solving study, research and transfer of knowledge and skills, is indicated as beneficial to the country. Thus, conducting research is indicated as the right and responsibility of the academic staff. However, as far as my knowledge is concerned, no research has been conducted on the status of research practices among teaching staff of Debre Birhan University. Therefore, it is because of this reason I have chosen to study the issue of status of research activity among teaching staffs of DBU.

1.3.Objectives of the study

The general objective of the study was assessing the status of research undertaking by the teaching staff of Debre Birhan University and identifying challenges related to the issue. To this end, the following specific objectives were formulated by the researcher.

- Exploring the level of teachers participation in undertaking a wide range of researches that emphasis on teaching learning process, solving social problems, or innovation

- Examining the presence of necessary condition in the university that enhances research activities such as: adequacy of infrastructure, proper funding, initiative policy, availability of publication and dissemination means, etc.
- Finding out the major problems that hinder teachers participation in undertaking researches in the university
- Identifying the most important factors that promote research and that is compulsory to enhance research undertakings in the university
- Forwarding significant and applicable recommendations as a means to strengthen the research capacity of the university

1.4. Research Questions

In order to achieve the above objectives, the following basic research questions were raised to be answered in the course of the study. These are:

- 1) What is the current status of research practice among teaching staff of DBU?
 - i) To what extent are teachers involved in research activities in DBU, to explore new findings, improve teaching learning process, as well as to solve society's problem?
 - ii) What do teachers of the university feel about the importance of conducting research?
- 2) What were the major problems facing teachers in conducting research in the university?
 - i) Is there necessary resource to undertake research in the university?
 - ii) Is there a concerned body in the university which is responsible to coordinate, publish and disseminate the research findings?
 - iii) Does institutional policy encourage teachers to be engaged in research work?
 - iv) Does the university administrator facilitate the tasks of research in the university?
- 3) What efforts are made so far to develop and maintain the university and teacher's capacity for undertaking research in the university?

- i) How frequent the university prepares a sort of symposiums, seminars, or research training to teachers of the university?
 - ii) What tasks are performed by the university in order to strengthen research funding of the university by creating a link with both National and International organization?
- 4) How could these and other research related problems be solved?

1.5. Significance of the study

The result of any investigation may serve different stakeholders who perhaps directly or indirectly benefited from the process. Evaluation findings have an impact on policy and can provide guidance for improving a program of institution or education system. It can also offer a new way of looking at a familiar problem and it is referred as 're-conceptualization' (Weiss, 1988a, cited in Melese 2010). Hence, assessing the status of research activities among teaching staff of Debre Birhan University is appropriate and a finding of the study is expected to serve various bodies within the university and outside of the university. In other words the study has both policy and academic significance.

1.5.1. Policy significance

Since the primary tasks of university management was coordinating the overall tasks of the University, it provides the administrators of the university the level where the university is, what they did, what they can and what they have to do in the future in terms of research activities. In addition, it may serve to understand to what extent the university is engaged in implementing policies at a national and institutional level related to research practices. Further, by identifying the major challenges in undertaking research in the university, it may initiate the managements of the university to take possible and necessary measures through planning, and implementing possible strategies.

1.5.2. Academic significance

By documenting and describing the research activities of the university, the study may serve as a document for a concerned body that need to have some clue on the research practices of the university. On the other hand, findings of the study may help teachers of

the University identify major obstacles to research in the university and make them aware that conducting research is both their right and responsibility. In addition, it may initiate and encourage other researcher to undertake deep and wide investigation on the issue.

1.6. Scope of the study

The issue of research is very broad and it may be studied from various aspects such as: its role, its consequence, contribution, effectiveness, etc. However, this study was delimited in assessing the current status of research undertaking, among teaching staff of DBU. Further, it was also emphasize on identifying the major challenges of research activities in the university. The reason why the researcher delimits the scope of the study only to Debre Birhan University is that;

- The researcher is well aware of the area where the university is located
- The researcher has been working in the university under study as a teaching staff and this is helpful for easy communication and data collection as a result of familiarity with some academic staff as well as administrators
- Further, closeness of the university to Addis Ababa was make meeting with my advisor easy and assist the completion of the study within the time frame allocated and with an available resources

On the other hand, in terms of topic scope, related studies in other institution focus on specific faculties and specific type of research activities such as; Action Research, Educational Research (that focus only on teaching-learning process), Community Based Research, etc. However, considering the gap this study focuses on the practice of every research type conducted or ongoing in all colleges, schools, and institute of the university. Whatever its type, if it has societal benefit, HEIs need to undertake the research. Sub article 3 of article 24 of HEP state the following. More specifically, every institution shall undertake research that shall:

- a) Take into account the priority needs of the country and enable the country to solve its challenges and build its capacity through technology transfer;
- b) Equip students with basic knowledge and skills that enable them to undertake further and relevant studies and research. (HEP, 2009)

1.7.Limitation of the study

1. The presence of large number of first degree holder academic staffs in the university. Although conducting research is the right and responsibility of every academic staff, the researcher believed that first degree holder academic staffs may not well aware of research activity of their university. This is not because of their qualification rather because of their newness to the university, which may limit them to respond to the questionnaire properly. In order to reduce the effect of this limitation on the findings, the researcher was enforced to incorporate second degree holder teachers as much as possible.
2. Difficulty to find the exact number of teachers in each college, schools, institute, or departments. The number obtained from HRAO and each colleges, schools, and institute is not the same. This created difficulty to the researcher to obtain an appropriate number of samples from each department. As a result, the researcher is enforced to use a number obtained from ARQADO which seems better than the two.
3. Low number of female academic staffs in the university. This also limits the researcher to incorporate various female academic staffs in research. This resulted as much as possible to give priority for female academic staffs.
4. Lack of up-to-dated reference materials was also another limitation of the study that forced the researcher to refer at old materials.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

A related literature that describes the origins of university and tasks to be performed by these institutions, and regarding the historical background of Ethiopian Higher Education were presented in this section of the paper. Further, issues related to research, research inputs, and factors that affect research activity of university teachers were presented.

2.1. The Origins of University

While we are talking about the place called university we all think a place where younger adults who complete secondary education were educated in it. In terms of their origins most of the literature traced back to the 12th and 13th C. In fact, although it is not as it was organized as that of 12th and 13th C institutions; there were institutions which were made for adult learning in different countries during different period of time. According to Fletcher (1968), around 1500 B.C Hindus of India were having Ashrams, Schools for adults. The nearest approach to the modern university in the ancient world was found in the academy of Plato in 5th C Athens. Aristotle, the pupil of Plato extended these literacy activities in to the realms of science and mathematics at the lyceum. Latter, the immediate forerunners of the European university were the institution of learning set up widely over the Arab world in the golden age of the caliphate. The result was the rise of the great centers of higher education in Baghdad, Damascus, Jerusalem, Cairo and Alexandria, which were generally centered on mosques. However, these and many other learning institutions were not considered as university.

Chronologically, the great century of university growth was the thirteenth century. Wieruszowski (1966) saw the period not only as the rise of the three archetypical universities; Paris, Bologna, and Oxford, but also that of many other *studia* of importance. At the beginning, the term *stadium generale* was used for schools of higher learning until the late 15th C. It was in the 15th C that, the Latin word *universitas* or that of ours "university" was applied solely to the guild or society of masters and students (Wieruszowski, 1966). Supporting this idea Leff (1968) stated that, the word universities

had during the thirteenth and fourteenth centuries, no specific application to a university; it connoted any corporate body or group with an independent juridical status. Therefore, the roots of great European institutions were 12th and 13th C, although they were not hold the name "university" until the late 15th C.

Regarding the origins of early university the statement of Wieruszowski (1966) was make a sense. For him, the only thing that can be said is that the early universities were not created, but that, in the words of Fredrick M. Powicke "they grew as a natural expression of the spiritual, intellectual and social energies" of the age (Wieruszowski, 1966).

Ideas of Leff about Paris University also strengthened this idea. Paris was the archetype of northern universities as Bologna was for those of Italy. It arose directly from the cathedral school of Notre Dame under a chancellor representing the bishop of Paris (Leff 1968). To gain its university status, Paris the school which was first drawn from the church of Notre Dame was passed through various struggles. Such movement was started by Aberland whose name is linked with the later university of Paris because of his close association with the school of Notre Dame. In the only church school of Paris, he admitted laymen to its classrooms and allowed secular subjects such as dialectics to be taught. Aberland strengthened and perpetuated this trend (Wieruszowki, 1966).

On the other hand, according to Fletcher (1968), the modern European universities trace their descent from the first two universities in Italy in the 12th century at Salerno and Bologna. But the situations in Italy were different since the influence from the church is not that much.

The University of Bologna, like that of Paris, owed its growth to the intellectual revival of the 11th and 12th C. But the conditions of this growth were different. In Italy the church possessed no monopoly in education. In addition to great monastic and cathedral schools which played a prominent role in Carolingian times and after, there existed "free" or lay schools which can be traced back to the educational system of the late Roman Empire (Wieruszowki, 1966).

In England it was oxford that ultimately took the lead among English schools and not the cathedral school. According to Wieruszowki (1966), in the first decades of the 12th C, oxford was a meeting place of clerks who rallied to hear masters teach, and teach fields that were not commonly taught elsewhere, such as theology and civil law. The decisive

impulse for the growth schools at oxford came from the outside. Schools are described by the Welsh scholar Gerald of Wales in unmistakable terms as a *stadium generale*: oxford was attended by a very large crowd of students from all parts of England ... thus the first English stadium generale came to life at oxford, grew with full vigor, and soon was classified with the great *studia* of the time, Paris and Bologna, Salerno and Montpellier (Wieruszowski, 1966).

Generally, although the exact date of their existence was unknown in Europe the 12th C was considered as the first period of university growth and it is not until the 15th C this growth happened out of Europe. This idea was best described by Fletcher.

There have been three periods of unusually universities rapid expansion. There was the first period of growth of European universities in the 12th C; in the fifteenth century the renaissance of learning in Europe produced a new growth of universities in Europe and soon after wards in America; then in the second half of the 19th C a world – wide expansion of universities and of institutions of higher education outside of universities took place on a large scale; and finally there is the present period of expansion, which began to gather impetus.... (Fletcher, 1968)

2.2.Aims of University: different views on the role of university

Today when we look at the aims of higher education institution in general and that of university in particular; we came up with three main functions. Teaching, Research and community service were considered as the main aims of universities. However, there was a different view among writers on the research and teaching functions of university. In fact, when we saw the medieval university, such as Paris and oxford, their main function at their foundation was teaching.

There was a little notion of building up a body of knowledge that, even if it could never be complete, could lead to a growing comprehension of the nature of reality; little, that is to say, of the modern assumption that investigation of the natural and human world can lead to fundamental insights in nature and human nature.... Higher research as we know it today did not constitute a distinct activity in the medieval universities; the very act of learning was carried out as the investigation of the accepted sources of truth. (Leff, 1968)

Wieruszowski further elaborated the functions of medieval university as only learning and teaching and consider these as the main defects of the then university.

The defects of the medieval system of learning are obvious and well known. Since it was eminently practical, it developed the intellectual faculties of the student at the expense of his creative and imaginative potentials Still, an insight in to the history of the university will necessarily leave us with a sense of continuity. If nothing else, it consists in the consciousness that learning and teaching are only two aspects of one and the same process that the scholars function in it is that of handing down the knowledge he was received from his elders to the younger generation and that the universities are the best places where this can be done. (Wieruszowski, 1966)

The above and much other literature assure us the main function of universities, since their emergence was teaching. But latter, at the beginning of 19th C, the new idea regarding the function of university came to exist. According to Clark (1993), the new concept emerged under the influence of particularly, Wilhelm Von Humboldt. According to King (2004), this German idealist philosophy eschewed 'narrow' and infertile technical Vocationalism in favor of a more humanistic, rounded approach to university education, which recognized the power of the link between teaching and research.

The new concept of research in university in addition to teaching also provides teachers with opportunity to use their findings in teaching. In support to this Clark (1993) stated, teachers were expected to follow the idealist notion of permanent search for "truth as such", that is to do research and to utilize the results of their own research directly in their teaching. Therefore, starting from the 19th C research became another aim of university in German universities in addition to teaching and this concept spread throughout the world. King (2004) stated that, with the rise of German research universities in the 19th C was added the significant function of knowledge creation to that of teaching and the supply of educated personnel. This was a model in which the university undertook both teaching and research that had a wide international impact by the turn of 20th C.

However, the idea of bringing research and teaching in university gain no acceptance for a writer such as Newman. John Henry Newman, in his 1852 discourses tried to show the separation of research and teaching in university. His view was clearly understood in the opening words of the preface to the idea of a university:

The view taken of a university in these discourse is the following: - that is a place of teaching universal knowledge. This implies that its object is, on the one hand, intellectual, not moral; and, on the other, that it is the diffusion and extension of knowledge rather than the advancement of knowledge. If its object were scientific and

philosophical discovery, I do not see why a university should have students; if religious training, I do not see how it can be the seat of literature and science. (Newman, 1852)

In strengthening his view again Newman try to show the distinction between research and teaching as a separate tasks to be performed by different individuals who has the capability. This idea was stated in his discourses preface as follows:

The nature of the case and the history of philosophy combine to recommend to us this division of intellectual labor between academies (for research) and universities (for teaching). To discover and to teach are distinct functions; they are also distinct gifts and are not commonly found united in the same person. He, too, who spends his day in dispensing his existing knowledge to all comers, is unlikely to have either leisure or energy to acquire new. The common sense of mankind has associated the search after truth with seclusion and quiet. The greatest thinkers have been to intent on their subject to admit of interruption; they have been man of absent minds and idiosyncratic habits, and have, more or less, shunned the lecture room and the public school. (Newman, 1852)

In addition to the above ideas Newman also mentioned that the great discoveries in chemistry and electricity were not made in universities. Thus, University teachers are only expected to teach and transfer knowledge to their students according to him, and his view was manifested in universities of Europe at that time except to Germans. In support to this idea regarding the situation of that time King (2004) stated as follows:

..... for many on the continent (Europe) the implication of German model was that teaching and research were quiet different, including in importance and could function quite separately for others especially in the UK the slower development of the research function was much more closely aligned to the prospect of invigorating and keeping updated the transmission of knowledge to students, than the creation of new knowledge for its own sake and with its own rationale. King (2004)

However, although such outlook differences were there, in 20th C conducting research was assumed as another function of university teachers in line with teaching. There are also writers who consider the difference between research and teaching on one side, and consider at least the involvement of some university teachers in research on the other side. Among such, Barnett's idea was best described not only the need to bring research and teaching together , but also show the importance of bringing the two function together. According to Barnett (1990, Cited in Melese, 2010), "knowledge in the context of discovery and knowledge in the context of transmission are entirely different enterprises For effective teaching in higher education to take place, someone,

somewhere should have engaged in research.” This does not imply that all teachers should engage in research. It does suggest that teachers corporately have a responsibility to assist in keeping alive the research tradition.

The majority of writers hence, elaborate the necessity to bring together research and teaching in university and the need to involve every teacher in both functions. According to Fletcher (1968), Research is an essential function of higher education. For this reason, in universities, it is increasingly recognized that all teachers should also be researchers and that time and the provision of facilities for staff research are one of the marks of a university. The same is true for Ashby (1966) who considers scholarship and the search for truth as other names of research and the central purposes of the university. In elaborating the difficulty to isolate teaching and research function in university, Jaspers state the following:

In the idea of the university, however, these three (professional training, education of the whole man, and research) are indissolubly united. One cannot be cut off from the others without destroying the intellectual substance of the university, and with out at the same time crippling itself. All three are factors of a living whole by isolating them; the spirit of the university perishes. (Jaspers, 1959)

In general, now a day’s conducting research in university was unquestionable and it is considered as a main function of university in addition to teaching and community service. But, what we need to remind regarding the relationship between teaching and research is that, in bringing the two functions in university together students learning was also enhanced. Therefore, according to Flexner (1968) modern university would then address itself whole-heartedly and un reservedly to the advancement of knowledge, the study of problems, from whatever source they come, and the training of men-all at the highest level of possible effort.

2.3. What is research? Definition and concept

✶ Like different terms in education it is also difficult to find a single definition for a term research. This is because of the presence of various definitions for a term, by different individual at a different time. To see few of them for instance, Best & Kahn (1993) define the term research as systematic and objective analysis and recording of controlled

observation that may lead to development of generalizations, principles, or theories resulting from prediction and ultimate control of events. According to this definition it is a systematic process that involves objective formulation and testing through collection of data for sake of developing knowledge. In a similar manner Koul 1997 also defined research as “objective, impartial, empirical and logical analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories resulting to some extent, in prediction and control of events that may be consequences or causes of specific phenomena” Koul 1997, (cited in Kiflom 2009). From these and many other definition of the term one may understand research as an application of systematic process in order to solve problems in different areas. Research is the application of scientific method in the study of problems (Koul, 1997).

* The definition given by Firdisa (2000, cited in Kiflom, 2009), also support the above ideas and research for him is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data. The definition given by Damtew (2007), as cited in Kiflom (2009) was also indicating the broadness of the term. According to him research is a power house of knowledge creation. Knowledge creation is something complex which demands a hardworking and with this definition he showed us research as a process goes beyond solving problems. Therefore, shortly research is the formal, systematic application of the scientific method to the study of problems.

2.4.Factors affect a Research activity in university

Teacher's research activity may be affected by different factors which may differ from one country to another or from one institution to other institution. The difference among factors may result from the social, economic, political as well as technological difference among nations. However, the major factors for research activity are may be personal, institutional, or infrastructural. Weiler, Rosenblit, & Sawyerr (2008) list problems in the universities themselves and from the universities environment as a factors affect research in university. These are the changing role of the state, crises of Identity, migration of talent, in adequate infrastructure, lack of financial stability, isolation of scholars, gender gap and institutional conflict.

In his study on research activities of Mekelle University Kiflom (2009), list internal and external factors that affect teachers research practices. These are: lack of incentives, in adequacy of budget, lack of conducive research environment, lack of reference materials, underutilization of research outcomes, lack of internet access, lack of research training and skill, lack of transportation and lack of commitment. In addition, he also mentioned lack of support and encouragement from top management and lengthy research administration process as factors that affect teacher's research activity.

The absence of research dissemination means is another factor that affects teacher's research activity. Degarge (2000) saw the issue of dissemination as a forgettable area of our education sector as follows:

Many of studies of educational issues in higher learning institutions remained shelved in archives, libraries, and documentation centers. Because of lack of arrangements, attempts to interface research work with policy making remained weak and unsatisfactory. The commitment to disseminate, compile and develop directories of research work has been one of the neglected areas of the education sector (Degarge, 2000).

Moreover, Derebssa (2004) identity problems hindering research production and utilization in Addis Ababa University. The attitude of instructors and decision makers towards research and researcher is one of the primary factors according to him. Therefore, even if other research ingredients were fulfilled, with the absence of positive attitude toward research and researchers, it is difficult to undertake research. In addition to lack of research culture, Derebssa (2004) mentioned, under funding, personal capacity, teachers load, in sufficiency of infrastructure and equipment as a problems hindering research activity of Addis Ababa University.

2.5. Essential conditions for conducting research

In undertaking research in various areas university teachers need the fulfillment of essential research conditions. It was believed that, the fulfillment of these ingredients may improve the research activity of universities. Since research is an essential function of university considering these conditions may enhance teacher's research activity. Weiler, Rosenblit & Sawyerr (2008), list 8 points as what research capacity does consist

of. These points were repeatedly mentioned by different writers and let us see them shortly as follows:

1. **Capable researchers:** - Research capacity consists primarily, though by no means exclusively of people capable of conducting research: faculty, research staff, and graduate students. Therefore the presence of teachers with adequate research knowledge, skill and confidence is the primary condition. This can be fulfilled primarily by providing adequate research training for teachers.
2. **Time:** - Even carefully trained and selected researchers need time to be able to achieve competent and significant research results. Without having adequate time to undertake research, capable researchers had nothing to do. Teaching load, administrative and family responsibility may limit teacher's research time. According to Best and Kahn (1993), before rushing to undertake research, researchers should ask themselves a question, "will I have adequate time to devise the procedure, select the data gathering device, gather and analyze the data to complete the research report?"
3. **Infrastructure:** - In virtually all areas of research, although to varying degrees, research capacity depends up on functioning and adequate infrastructures: laboratories, libraries, access to digital and computational resources. According to Derebssa (2004), data bases, libraries and documentation centers, computers with accessories for processing data, conducive working place, office equipment and sufficient means of communication are some of the necessary physical facilities.
4. **Research climates:** - Good research is only possible in a situation where research is valued, supported and autonomous; too often these conditions are not met. According to Bienenstock (2008), if research universities are to be truly successful they must have an intellectual climate that is truly tolerant of diverse views and open to new findings. Therefore, university administrators need to work on creating conducive research environment.
5. **Funding:** - The importance of funding is unquestionable in research works. According to Bienenstock (2008), research is expensive and requires adequate funding. Funding in a block grant to the university, funding in block grants to

departments or large sub groups and funding to individuals or small groups, are funding mechanisms.

6. **Structural conditions:** - The institutional structure for research in universities was essential. Organization and leadership of institution were determined by its structural hierarchy. According to Bienenstock (2008), Research University requires visionary leadership that is committed to the educational requires visionary leadership that is committed to the educational and research goals. It requires leadership, as well, that is capable of managing a complex organization in which the faculties provide much of the intellectual leadership and in which consequently, power is spread diffusely through the institution.
7. **Research ethics :-** An important and often underestimated ingredient in research capacity is the existence and observation of a research code of ethics which helps keep researchers resist the various temptations that result from outside research funding, conflicts of interest, or sheer pressures of work.
8. **Critical perspective:** - Criticism and critique keep research from becoming self-serving and introvert, and it is an important part of research capacity to develop and sustain the ability to critically examine one's own research and that of others. Therefore, the presence of opportunity to evaluate others research in university is supporting.

In general the above 8 conditions are considered as ingredients of research capacity by Weiler, Rosenblit & Sawyerr (2008). Although it seems as more general, it contains most of the conditions needs to undertake research in university.

2.6. Relationship between Teaching and Research

The coupling of research with teaching and learning is a basic feature of modern higher education (Clark, 1993). That is why teachers of higher education considered also as researchers. According to Clark (1993), academic research has brought prestige to universities and has enabled scholars to be something more than teachers and examiners. Bringing research and teaching in universities together is fruitful and various individuals try to mention the inseparability of the two. According to Director-General of UNESCO, Coacher Matsuura (as cited in Weiler, Rosenblit & Sawyerr 2008 editions), there is a

close and indispensable relationship between research and teaching. Although the importance of bringing the two together is unquestionable regarding their relationship there are different views. As cited in Brew 2006, Ramsden & Moses (1992) have suggested that there are three views of the relationship between teaching and research:

- The strong integrationist view which suggests that in order to be a good university teacher one must be an active researcher
- The integrationist view which is the belief that there are links between teaching and research at the departmental or institutional level but not at the level of the individual academic
- The independence view which says there is no causal relation.

According to Brew (2006), various studies try to show the nexus between teaching and research, and let us see few of them. Reviews of numerous studies in the United States have shown no statistically significant inverse associations between research productivity and scholarly accomplishment on the one hand, and teaching effectiveness on the other according to Brew. Feldman (1987), found that the small correlation which existed when research was measured using publication counts, indicators of research support and peer ratings disappeared when measured by citation counts. These according to Feldman, appeared to be unrelated to teaching effectiveness. In a study of Australian academics, Ramsden & Moses (1992), similarly found negative or near zero correlations both at the individual and at the departmental level.

The most influential study according to Brew (2006) is that of Hattie & Marsh (1996) who, following a meta-analysis of 58 studies of teaching-research relationship firmly concluded that there was no correlation. Their findings clearly indicate that, effectiveness in research do not result effectiveness in teaching and the vice versa. Marsh & Hattie (2002), point out that a zero correlation means that:

Good researchers are neither more nor less likely to be effective teachers than are poor researchers. Good teachers are neither more nor less likely to be productive researchers than are [poor] teachers. There are roughly equal numbers of academics who-relative to other academics-are; (a) good at both teaching and research; (b) poor at both teaching and research; (c) good at teaching but poor at research; (d) poor at teaching but good at research. (Marsh & Hattie 2002, cited in Brew 2006)

On the other hand, according to Mclean & Barker (2004) as cited in Brew (2006), there is nowhere any evidence that separating teaching and research results in better teaching. Shore, Pinkler & Bates (1990), also suggested that research may serve as a model for teaching, while Barnett (1997) called for teaching to become more research-like. Although they come up with zero correlations, Hattie & Marsh (1996) concluded that, given that there is such a strong belief in the complementarities of research and teaching within higher education, the important task is to work to actively bring research and teaching together:

The strongest policy claim that derives from this meta-analysis is that universities need to set as a mission goal the improvement of the nexus between teaching and research... The aim is to increase the circumstances in which teaching and research have occasion to meet. ... We advocate that a desirable aim of a university would be to devise strategies to enhance the relationship between teaching and research, and all should be pleased when they increase the relationship positively beyond zero. (Hattie & Marsh 1996, cited in Brew, 2006)

Bringing research and teaching together in universities is therefore, a characteristic of nation's higher education system. According to Dempster & Blackmore (2002), UK's higher education claims that research informs teaching. Reams (1986) regarding the American university also stated, since propagation of true learning is impossible without original investigation, an equally important function of American universities has been to conduct scientific research. The same is true for German universities also. According to Gellert (1993), professional role of German university academics whereby their teaching would be closely interwined with and directly based upon their ongoing research. Therefore, if we agreed up on the importance of bringing the two functions in universities together, "how" is the question need answer.

Nations throughout the world bring teaching and research together by assigning time to be spent for each task in university. The percentage of time to be spent is varying from one country to other and even among different area of specialization in German universities. Gellert (1993) describe the situation of German universities as follows:

In accordance with criteria developed by the Organization for Economic Co-operation and Development (OECD), the West German Government calculated in a 1988 report the percentage of time spent by faculty on research activities at institutions of higher education. Within the university sector there are no large differences among the major

subject areas: in the humanities and applied arts, about 30%; in law and the social sciences, including economics, about 35%; and in all the remaining disciplinary areas about 45 percent.(Gellert, 1993)

Brew (2006); suggest the need to move from a traditional to a new model of bringing research and teaching in universities. Research and teaching inhabit quite separate domains in a model he called traditional. Research is viewed as taking place in what he might heavily call a disciplinary research culture, in which academics, researchers and postgraduate research students carry out the job of generating knowledge. Teaching is viewed as taking place within what he has called a 'departmental learning milieu'. The model he called traditional indicates the separation between the two (teaching and research). This separation tends to be viewed in terms of the competition between time, resources and space for teaching.

The sharp separation between knowledge generation and knowledge transmission in the traditional model is an indication that it is founded upon 'information transmission/teacher-focused' approach to teaching according to Brew. The old model of the relationship between teaching and research was essentially a static one, focused on the individualistic actions and assumptions of academics. As a result he advocates a need to move towards a model he called a new model. The new model, according to Brew (2006), is dynamic, focused on the socially related meaning-making processes of all participants as learners and knowledge-builders whether they are students or academics.

2.7.Higher education in Ethiopia

✕ When we think of our modern education system in general, it is known that we do not have a history more than 100 years. It is in 1908 that the first modern type of education was started. The first public school to provide a western style education was the Ecole Imperiale Menelik II, which was opened in October 1908 under the guidance of Hanna Salib and a number of Copt teachers. In regard to higher education according to Teshome (2007), post-secondary education has started almost 60 years ago with a middle level training in agriculture. Ambo was the first post-secondary education institution established in 1946. The modern period of higher education commenced with the establishment of the Trinity College with 21 students in 1949, with the assistance of

Canadian Jesuits. Higher education in Ethiopia has a relatively short history of some 60 years only, but during the past ten years it has undergone both major quantitative and qualitative change (MOE, 2010).

It is in 1950 tertiary or higher education in chemistry and biology were started in the college which was later upgraded to University College at Addis Ababa (current Addis Ababa University). After the establishment of University College, which was later upgraded to Haileselassie I University, the establishment of the commission for higher education in 1977 was a land mark for higher education sector in Ethiopia (ETP, 1994). According to Derebssa (2008), in 1977 the revolutionary regime issued proclamation No. 109, which created the commission for higher education. The main objectives of higher education institutions were outlined in the document as follows: to train individuals for high level positions in accordance with the national plan of development and to provide qualified medium-level personnel to meet the immediate needs of the economy; to improve the quality of education, strengthen and expand tertiary level institutions, and establish new research and training centers; and to contribute to a better standard of living among the masses by developing science, technology, the arts, and literature.

The increasing importance and the need for more investment on higher education in the world scenario are set out by different study reports and initiatives of the international organizations and communities. Equalization of educational opportunities and reducing regional disparities has become the top priority in the case of the Ethiopian education system (ETP, 1994).

A number of fundamental problems and weaknesses afflict the higher education system in Ethiopia. These challenges could undermine the ability of the country to meet its mission and the national goals of development in almost all sectors of the socio-economic setting; poverty alleviation and becoming competitive within the global economy which is increasingly become knowledge-based (Teshome, 2007). However, according to higher education legislation, the council of people's representatives of the FDRE enacted a land mark for higher education in 2003 striving for quality man power. Hence, higher education should produce skilled manpower in quantity and quality that will serve the country in different professions (HEP, 2003).

Moreover, it aims at expanding higher education services that are free from any discrimination on ground of race, religion, sex and puts problem-solving educational and institutional system that enables to utilize potential resources of the country and conduct study and research. Therefore, according to ESDP III, the fields of study were explained to be opened related to the driven demand and anticipated demand (MOE, 2005). Higher education proclamation No.650/2009 also clearly shows the objectives of higher education as follows: prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive; promote and enhance research focusing on technology transfer consistent with the country's priority needs; design and provide community and consultancy services that shall cater to the developmental needs of the country.

* Hence, Ethiopian higher education is indeed expanding rapidly, since the higher education proclamation provides provisions of law as to establish HEIs at various levels: Institute, College, University College and University (Mekasha, 2005). As a result, the Ethiopian higher education system is characterized by rapid changes. This includes the increased and diversified types of studies, the increasing number of graduates every year, the increasing demand for relevance and quality curricula and the need for effective quality and relevance assurance mechanisms (Teshome, 2007).

This was characterized by the increments of both public and private higher education institutions. Accordingly, the GER for higher education increased from 3.6% in 1999 to 5.3 % in 2008/09. This means that the Ethiopian higher education has now come close to the African average in GER of 6% in 2000 (FDRE, 2010). According to Derebssa (2008), altogether, there were approximately 12 colleges or universities in the country in the early 1990s. But these days only the public universities of the country reach more than thirty, among which DBU is one. Moreover, rapid increasing seen on yearly enrollment at universities of the country was shown using the following figure.

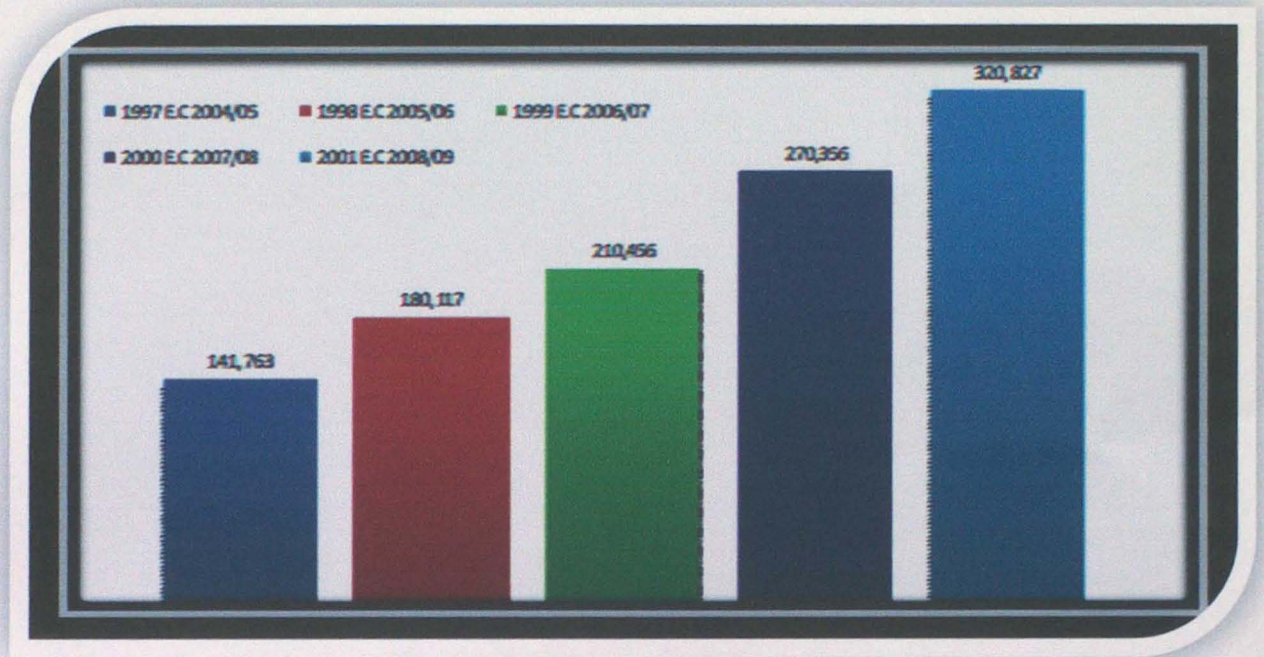


Figure 1 Ethiopian Higher Education Enrollment Progress

Source: Ethiopian Ministry of Education. Taken from Presentation for International Literacy Day -September 8, 2011 at USAID HQ

DBU, which was established in 1999, was one of the thirteen new universities of the country. Creating competent citizen by giving qualitative and research backed higher education; solving problems of the society by giving community services and undertaking researches based on the interest of the stakeholders; and expanding educational programs that are market oriented are among missions of the university. DBU has re-engineered the research and community service as one of its core business process as of February 2001 E.C. Since then the university engaged in different operational research in collaboration with both governmental and non-governmental organization. RCSVP is who coordinates research activity of the university at top level. There is also Research Director (RD) below RCSVP. Under the RD there are representatives at each college/school/institute who coordinate issues related to research within respected college/school/institute. There is also research committee at each course coordinating unit. Accordingly, a research proposal would get approval after has passed through these committee established at course coordinating, college/school/institute and university/senate levels and then would be ready to be carried out.

CHAPTER THREE

3. RESEARCH METHODOLOGY AND DESIGN

This section of the paper deals with research method and design, sources of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of data analysis.

3.1. Study Area

DBU is one of the thirteen new universities which were established in 1999 E.C. by the Ethiopian Government. It is located in Amhara Region, North Showa Zone, in Debre Birhan town which is 130 Km far from Addis Ababa to the North East. The university started teaching-learning process on January 28, 1999, E.C. (2007) with two streams, namely Business Education and Natural Science teaching. Currently, there are three schools and four colleges and one institute in the university. Furthermore, there are 658⁸ teaching staffs among which 375 of them were on-job, while the remaining 283 on study leave. The total enrollment capacity of the university in 2011/2012 has reached more than 7000. Solving problems of the society by giving community services and undertaking researches' based on the interest of stakeholders is among the missions of the university.

3.2. The Research Method and Design

In terms of research method one can select qualitative, quantitative or a mixed one. However, this study employs a mixed method of research. Mixed methods research is an approach that combines both qualitative and quantitative. According to (Creswell, 2009), it involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. In selecting a research method, one must need to consider the difference among the three research methods, since they differ in terms of world views (paradigms), strategies, and instruments to be employed in the study. Creswell 2009, identify six issues as a criteria that determine ones method selection: world views (paradigms), strategies, instruments of data collection, research problems, experiences of the researcher, and the audiences for whom the report will be written.

On the basis of these criteria mixed research method is an appropriate for this study as it involves, pragmatic world views, collection of both quantitative and qualitative data sequentially. Combining qualitative and quantitative method seems better to reduce the limitation of a single method. Combining quantitative and qualitative methods sounds like a good idea. Using multiple approaches can capitalize on the strengths of each approach and reduce their different weaknesses. It could also provide more comprehensive answers to research questions, going beyond the limitations of a single approach (Spratt, Walker & Robinson, 2004). In addition, regarding the advantage of mixed method, Creswell (2009) stated that, researchers may first survey a large number of individuals and then follow up with a few participants to obtain their specific language and voices about the topic. In these situations, collecting both close-ended quantitative data and open-ended qualitative data proves advantageous.

In terms of research design, a descriptive survey method was employed with the intention of getting the general image of the current status of research activities among teaching staff of DBU. Descriptive survey research involves a clearly defined problem and definite objectives (Best & Kahn 1989). In Descriptive non experimental research, the primary focus for the research is to describe some phenomenon or to document its characteristics. Such studies are needed in order to document the *status quo* or do a need assessment in a given area of interest.

While descriptive survey method was employed as a whole study design, data collection, analysis, and interpretation was guided by a Concurrent Embedded Strategy, one of the six strategies of mixed methods in words of Creswell. According to Creswell (2009), Sequential Explanatory, Sequential Exploratory, Sequential Transformative, Concurrent Embedded, Concurrent Triangulation, and Concurrent Transformative were the six strategy of mixed method research.

Concurrent Embedded strategy has a primary method which guides the study and a secondary database that provides a supporting role in the procedures. Given less priority, the secondary method (quantitative or qualitative) is embedded, or nested, within the predominant method (quantitative or qualitative), (Creswell, 2009). Hence, quantitative data that obtained through questionnaire served as a dominant data, while a qualitative data through interview and document analysis plays a supporting role being embedded in

the study. As a result, the rationale for selection of research method and design was that, there appropriateness in describing an on-going process and the current status of research activities among teaching staff of DBU.

3.3.Sources of Data

In this study, data from both the primary and secondary sources were used to get adequate information about the current status of research activity among teaching staff of DBU.

1. **Primary Sources:** were used to get first hand information concerning the current status of research activity in the university under study. Accordingly, instructors, school, and college heads, RD and ARQAD were relevant primary data sources of the study.
2. **Secondary Sources:** secondary data were used to support the primary data obtained from primary sources. Hence, documents such as HEP, HERQA's document, statistical annual abstract reports, DBU senate legislation, research records, research proceedings, and plan of academic year were assessed.

3.4.Study population

In DBU as in others, one may find different bodies serving the university such as: governing bodies, academic staff, non academic staff, technical support staff, and administrative support staff etc. who all were engaged at serving the University. Although the coordination of every group in the university is mandatory in the attainment of Universities aim, as a primary stakeholders in research activities both academic staff and administrative bodies were used as study population of the study. Therefore, teaching staffs and administrative bodies at different positions were a population of the study.

3.5.Samples and Sampling Techniques

Different sampling techniques were employed in the selection of samples from the subjects. Teachers on one side and managements at different positions on the other side were the major participants of the study. There are 375 Ethiopian teaching staffs who are

serving in four colleges, three schools and one institute of DBU. They are from 33 different departments and thirty three of them were females. Further, about 101 of them were first degree holders, about 271 of them were second degree holders and 3 of them were PhD holders in terms of qualification. As a result, in order to give equal chance to respondents, teachers from each department were included in the study using stratified sampling and simple random sampling techniques. Stratified sampling is a way to guarantee desired representation of relevant subgroups within the sample and random sampling is the best way to obtain a representative sample (Gay, Mills, & Airasian 2009). Moreover, in this study teachers from all departments were included as a reason of research is the right and responsibility of every teacher. However, with the assumption of their newness to the university and because of their fewness in number those expatriate teachers were excluded from the study.

Regarding the sample size about 30.4% of teachers were included in the study. For survey research, it is common to sample 10% to 20% of the population, although the larger the population size, the smaller the percentage of the population required (Gay, Mills, & Airasian 2009). Therefore, 114 teachers were incorporated from all departments in which at least 3-5 teachers from each department were included, except two departments. The two exceptional departments, (Research and EDPM) were represented only by two respondents who were available. In other departments, using stratified sampling the number of teachers in each department was identified and the intended sample sizes were selected using simple random sampling.

On the other side, purposive sampling technique was employed for the selection of managements at different position. Accordingly, RD, ARQAD and four college and school heads were selected purposely. This was make the number of managements sampled six. Therefore, the sample size of target population was determined according to Best and Kahn's idea which states "the ideal sample size of a target population is large enough to serve as an adequate representative and small enough to be selected economically in terms of both time and complexity of analysis" (Best & Kahn, 1989).

Table 1: population and sample teachers

College/School/Institute	Population	Samples
School of Engineering	69	20
School of Computing	30	11
College of Natural and Computational Sciences	64	18
School of Health Science	32	11
College of Agriculture and Natural Resources	27	10
College of Business Education	55	13
College of Social Science and Humanities	90	25
Institute of Education	8	6
Total	375	114

3.6.Data Collection Instruments

According to Creswell (2009), one advantage of mixed methods is the opportunity to employ both open and close-ended questions as well as multiple forms of data collection possibilities. In this study, the instruments used in gathering data were questionnaires and un-structured interview. Besides, document analysis was also carried out. With respect to this, Creswell (2003) stated that, employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies and for triangulation of the data. Accordingly, questionnaires were used as the main data gathering instruments whereas, un-structured interview and document analysis was used to enrich the data obtained through questionnaires.

3.6.1. Questionnaires

Questionnaires were used to collect relevant and first hand information from selected sample teachers. The researcher preferred questionnaires as the main data gathering instruments because it is easier to handle and is simpler for respondents to answer within short period of time (Koul, 2008 cited in Girma, 2010). Besides, it allows respondents to respond to questions confidentially and enables the researcher to use representative

samples as sources of data to avoid exposing to biases. Accordingly, one questionnaire that has six different parts with 50 items and various sub-items was prepared in English by the researcher and distributed for instructors. This was based on the logic that English is used as a medium of instruction and with the assumption that the instructors can understand the list of questionnaire items and respond to them. The questionnaire contains both open and close ended questions which were distributed for 121 teacher respondents. 114 questionnaires were properly filled and returned, which is about 94% of total questionnaire.

3.6.2. Interview

Unstructured interview guide was prepared by the researcher, with the intention of focusing on the issues assumed to be appropriate to the study. Unstructured interview was conducted with purposely selected six office holders; RD, ARQAD and four college and school heads. The interview was helpful to the researcher to obtain data related to support, as well as efforts being made to enhance research activities of the university. The interview was conducted by clarifying its purpose to the interviewee and the response was written down by the researcher. Because of low research budget the researcher did not use audio and video recorder during the interview.

3.6.3. Document Analysis

Document analysis was also employed to get necessary information regarding how research is conducted and ongoing, as well as the legal issues related to research directions. Hence, it helps to validate the data obtained through questionnaires and unstructured interview. To this end, DBU Senate Legislation, Plan of the Academic Year, Research Record, Higher Education Proclamation, HERQA's document, were referred. With respect to this, Best & Kahn (1989) stated that document analysis are important and relevant sources of data and useful in yielding information and exploring educational practice.

3.7.Procedures of Data Collection

Before using data collection instruments particularly the questionnaire and un-structured interview guide were checked by my advisor. Moreover, English instructors were also consulted to check the clarity of the questionnaires. More importantly, validity and reliability of questionnaire was checked. In relation to checking validity of the questionnaire, among the four forms of validity according to Gay, Mills, & Airasian (2009), content validity was checked. Since there is no formula or statistic to compute content validity expressing it quantitatively is impossible. Therefore, Content validity is determined by expert judgment. Often experts in the topic covered by the test are asked to assess its content validity (Gay, Mills, & Airasian; 2009). Therefore, 2 teachers from college of education were consulted to check content validity and few comments were obtained.

Before the actual usage of questionnaires for the study, a pilot study or try out of instrument was made using 10 teachers from Debre Birhan University who are currently attending their education at Addis Ababa University. The purpose of the pilot study was checking reliability of the items, identifying items need improvement and to identify some approaching techniques that could help to collect data for the actual research. Using Chronbach alpha, reliability of the questionnaires designed to be filled by instructors has got a reliability coefficient of 0.928. This shows that the questionnaires designed for instructors have got a reliability measurement of 92.8%. On the basis of obtained reliability coefficient, the feedbacks from a pilot study and comments from my advisor and instructors, some improvements were made on instructions and sequences of few items. Hence, the questionnaires were corrected, polished and made ready for the final study by omitting three items from the questionnaires and replacing it with others.

An interview was conducted through disclosing the purpose of the study and it take into account the permission and willingness of respondents. Before actual usage, an interview guide was checked by my advisor and other instructors from Addis Ababa University for the sake of checking validity of questions.

3.8. Methods of Data Analysis

Data analysis in a mixed method according to Creswell (2009), occurs both within the quantitative (descriptive and inferential numeric analysis) and the qualitative (description and thematic text or image analysis) approach and often between the two approaches. On the basis of instruments employed and the nature of questions therefore, both qualitative and quantitative method of data analysis were employed in the study.

After all needed data were collected, organizing, tallying, as well as tabulating was carried out. The data obtained through questionnaires which are liable to quantitative analysis were analyzed using simple descriptive statics of frequency count, percentages and means followed by discussion of the most important points. For nominal or ordinal variables, a frequency count for each value is very descriptive and the mean is appropriate for describing interval or ratio data (Gay, Mills, & Airasian, 2009). According to Kumar (1996 cited in Girma, 2010), percentages play a more important role when two or more responses of samples are being compared. Besides, with regard to mean, (Mangal 2002, cited in Girma, 2010) stated that it is a sort of an average or typical value of the items in a series which help to summarize that series in terms of this average value.

Hence, percentage was used in order to determine the difference in response to an item which is liable to percentage analysis, while mean was used with the aim of attaining an average value of an item which is liable to mean analysis. The data gathered through open-ended questions, interviews, and document analysis was analyzed qualitatively through descriptive narration for the purpose of embedding. Best & Kahn (1989) stated that, the data gathered by the use of tools such as interviews and those extracted from documents are liable to qualitative analysis.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section deals with presentation; analysis and interpretation of the data collected from respondents of the study through questionnaires, un-structured interview, and document analysis. The data were presented in tables and analyzed using appropriate statistical tools such as, frequency count, percentages and means. Moreover, the most important points were discussed qualitatively through descriptive statements.

4.1.Characteristics of Respondents

Instructors were asked to indicate their background information through questionnaires while administrator's information obtained during interview. Thus, responses of the samples of the study on their sex, age, educational qualification, academic rank, teaching experiences and teaching load per week were described below.

Table 2: Characteristics of Respondents by Sex, Age and Qualification

Variables	Characteristics	Instructors		Administrators		Total	
		freq.	%	freq.	%	freq.	%
Sex	Male	90	79≈	6	100	96	80
	Female	24	21	-	-	24	20
	Total	114	100	6	100	120	100
Age	≤ 25 years	7	6	-	-	7	6≈
	26-35 years	54	48≈	-	-	54	45
	36-45 years	30	26	4	67≈	34	28
	≥45	23	20	2	33	25	21≈
	Total	114	100	6	100	120	100
Educational Qualification	BA/BSC/BED	40	35	-	-	40	33
	MA/MSC/MED	74	65≈	6	100	80	67≈
	PhD	-	-	-	-	-	-
	Total	114	100	6	100	120	100

Regarding respondents sex, 90(79%) of instructors and 6(100%) of managements were males, where as 24(21%) of instructors were females. Therefore, there is low participation of females compared to their male counter parts. Therefore, a majority of respondents, about 80% were males which indicate still a low proportion of female administrators as well as academic staffs in HEIs. Gender gap is one of university research deficit where women's access to and success in, research careers still reflects rather uneven chances, according to Weiler, Rosenblit, & Sawyerr (2008). Further, low female staff participation may result to uncover areas to be studied that mainly related to females.

As it can be seen from the same Table, the majority about 54(48%) of instructors' are between 26 and 35 years old. Others about 30(26%) and 23(20%) of teachers age lie between 36 and 45 and above 45 respectively. The remaining 7(6%) of respondent teachers age is 25 or below. The study shows that the majority of instructors were younger with an age of 26-35 years old. Besides, a majority 4(67%) of managements ages lie between 36 and 45. This indicates that there is a low variation of age among respondent teaching staffs and administrators. Young staff being inexperienced and unfamiliar with research practice of the university is among major reasons affecting university teacher's research activity mentioned by HERQAs report, which is an implication for DBU also.

In terms of qualification the table shows that, 40(35%) of respondent instructors were first degree holders, while a majority 74(65%) of them were second degree holders. In addition almost all 6(100%) of respondent heads were also second degree holders. This reflects that, a majority of respondents were second degree holders which may have a great impact on ones research activity, because of their relatively better research experience than first degree holder academic staff. According to Weiler, Rosenblit, & Sawyerr (2008), dimensions of peoples' capabilities for research have to do with training and selection, i.e., the quality of preparation in research design, research methodology, and research organization (with special emphasis on the ability of critically assessing and interpreting research concepts and results).

Table 3: Characteristics of Respondents Instructors by Academic rank, Teaching experience and Teaching load

Variables	Characteristics	Instructors	
		freq.	%
Academic Rank	Graduate Assistant II	14	12
	Assistant Lecturer	26	23≈
	Lecturer	74	65≈
	Total	114	100
Years of service in teaching	≤ 5 years	30	26
	6-10 years	37	33≈
	11-15 years	21	18
	16-20 years	14	12
	≥21 years	12	11
	Total	114	100
Teaching load per week	≤6 hours	32	28
	6-10 hours	22	19
	11-15 hours	40	35
	16-20 hours	20	18≈
	Total	114	100

As it can be seen from table 3 about 14(12%) of respondent teachers academic rank is Graduate Assistant II, while about 26(23%) others were Assistant lecturer. The remaining 74(65%) of respondent teachers academic rank is Lecturer. Thus, a majority of respondents were a lecturer in their academic rank which shows that, their qualification is at least MA/MSC/MED. This implies that a majority of respondents were have at least a senior essay and thesis research experience.

In relation to respondents' years of service in teaching, about 30(26%) of respondents teaching experience is 5 years and below. A majority about 37(33%) of respondents were have a teaching experience of 6 to 10 years. While 21(18%) of respondents were having 11 to 15 years teaching experience, about 14(12%) others were have an experience of 16 to 20 years. The remaining 12(11%) of respondents were those who have a teaching experience of 21 years and above. Majorities of respondent were therefore having a teaching experience of 6 years and above which may help them to come up with various problems to be studied, which in fact did not happen among majorities of teaching staff in DBU.

Regarding teaching load about 32(28%) of respondents were have a 6 hour load, while 22(19%) were have 6 to 10 hours load. A majority about 40(35%) of respondents were those who are loaded with 11 to 15 hours of teaching, while 20(18%) of the remaining were 16 to 20 hours of load. A majority of respondents were thus, have a teaching load that is above expected of teachers who are involving in research work. This implies that, teaching load of respondent teaching staff has a negative effect on their research activity of the university. The following figure 2 is the last data that shows sample respondent teachers' proportion in their respective colleges, schools, and institute.

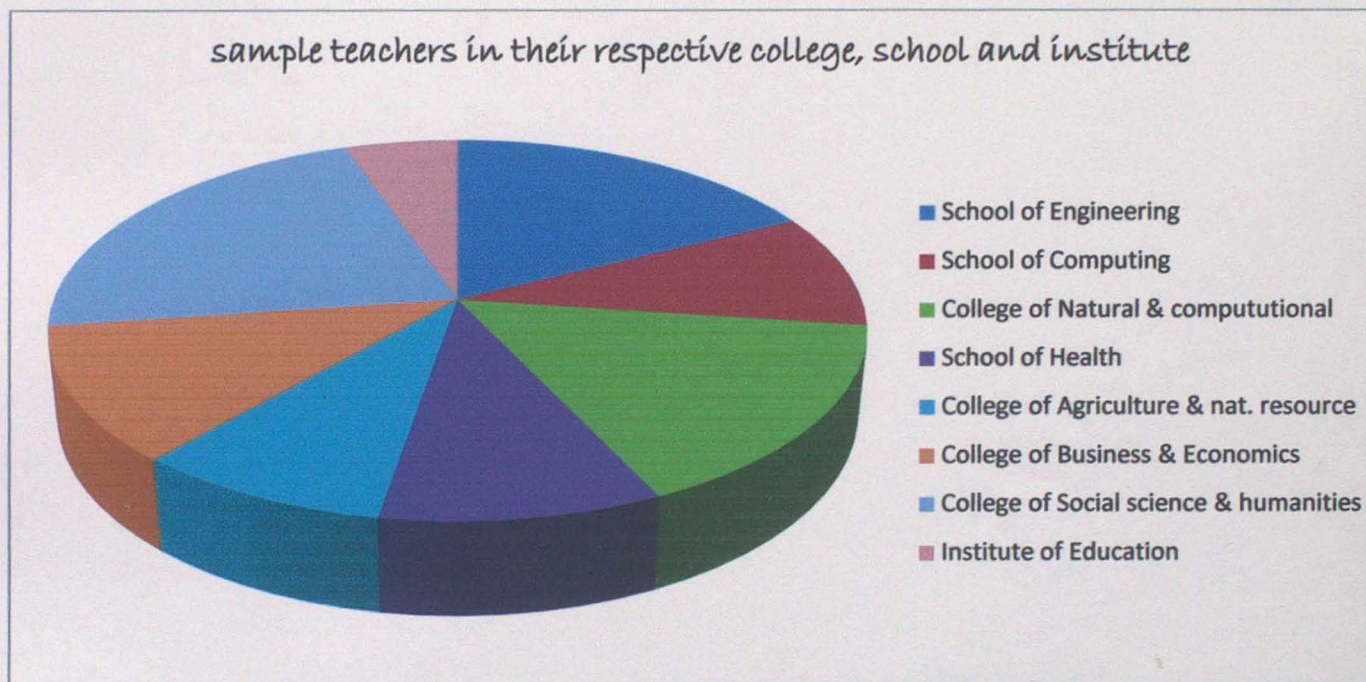


Figure 2 sample teachers in their respective colleges, schools and institute

The figure illustrates the proportional distribution of sample respondents from each colleges, schools, and institute. The size of samples from each schools, colleges, and institute was varied, because of variation in number among the population in each schools, colleges, and institution. Accordingly, a majority's about 25(22%) of respondent teachers were from college of social science and humanities, in which we find a large number of population too. Further, around 20(17%) of respondents were from the school of Engineering, while about 18(16%) were from college of Natural and computational Science. The size of samples from schools of Health and computing, is the same, and counts about 11(10%) of total respondents. Respondents from colleges of Business and

Economics, and Agriculture were 13(11%) and 10(9%) respectively, while about 6(5%) were from Institute of Education. Although there is a variation of samples in number the data mirrors that, the involvement of respondents from each schools, colleges, institute and departments.

4.2. The past, present and future research activity of instructors

Regarding, teaching staff research activity item 9, 10, 11, 12, 13, and 14 of the questionnaire help us. Item 9, 11, and 14 were presented in the following table, while the remaining items were included through description.

Table 4: Teaching staffs Research Activity

Items	Options	Response in	
		freq.	(%)
Did you conduct a research before you were hired as a teaching staff in DBU?	Yes	84	74≈
	No	30	26
	Total	114	100
Do you ever conduct research after you were hired in DBU?	Yes	41	36≈
	No	73	64
	Total	114	100
Do you have a plan to conduct research in DBU?	Yes	83	73≈
	No	31	27
	Total	114	100

The above table clearly shows the past, present and the future research activity of respondent teaching staffs. Regarding their past research activity, among total respondents, about 84 (74%) of them were those replied “yes” which shows there involvement in research activity. Hence, majority of the respondents were those who involved in a sort of research activity before they were hired as a teaching staffs in DBU. On the other hand, about 30 (26%) of respondents were who replied “No” to the same item. This shows that about 30 (26%) of the respondents were not involved in a sort of research activity before they were hired in DBU. In the mean time, item 10 of the questionnaire shows the purpose of conducted research by the respondents previously. Almost all respondents replied “yes” for item 9 assure that, the purpose of their previous

research activity is for partial fulfillment to under/ post graduate study. In addition, about 14(17%) among those replied "yes" for item 9 were those who conduct research to solve problems in organization they were served in previously.

Regarding teaching staff research activity after they were hired in DBU, about 41(36%) of the respondent replied "yes" which shows their involvement in a research work after they were hired in DBU. Surprisingly, the majority of the respondents, 73 (64%) were replied "No" to the item. This data clearly shows that, few number of teaching staffs involvement in research activity after they were hired. In contrast the number of respondent teaching staffs who do not conduct any research is very high and counts about 2/3 of total respondents. The data obtained from an interview conducted with a RD, ARQAD and heads of schools and colleges, also strengthened the issue. Although the number of teaching staffs involved in research activity shows some progress yearly, it seems in adequate and too few. For instance, the number of teaching staffs involved in conducting research in 2004 E.C. until this data was collected were 51. This number is too few when we realize that the number of teachers in the university who were on-job were around 375.

Regarding purpose of their research, among 41 respondents who conduct research in DBU about 11(27%) were conducts to solve problems in teaching learning process. About 23(56%) respondent among those who conduct research in DBU were conducts their research to solve problems in society. In addition about 7(17%) among those who replied "yes" for item 11 were conduct research for promotion in the structure of their career. As stated in the table, item 11 shows that about 73 (64%) of respondent teachers did not involve in any research activity in DBU. The reasons stated by the respondents were obtained through open-ended item 13. Accordingly, lack of encouragement from the university management, lack of suitable research environment, high teaching load, lack of satisfactory incentives and limited thematic areas were stated as reasons that hinder their research activity.

Further, data in table 4 shows the future plan of respondent teaching staffs to conduct research in DBU. Out of 114 total respondents, about 83 (73%) of them replied "yes" which shows that, they have a plan to conduct research in the future. However, about 31

(27%) of the respondents reply "No", which shows that they do not have a plan to conduct research in DBU in the future. Regarding the reasons why, lack of infrastructures, biases on budget allocation and lack of interest were among the major reasons mentioned by the respondents through an open ended item 16.

To sum up, majority of the respondent teaching staffs were have past research experience and they were conducted for partial fulfillment during their study as well as to solve problems in organization they were served in. On the other hand, although they have a past research experience majority of the respondents do not participate in any research activity after they were hired in DBU. Further, although the majority of respondents do not participate in research activity of the university, the data obtained also shows that, majority of respondents have a plan to undertake research in the future. Regarding progress in research activity of the university the following figure help us. Budget of research was increased from 50 thousand in 2001 to 150 in 2002 E.C. However, six researches were conducted in 2001 and five in 2002. Further, in 2003 the research budget was increased to 280,000 Ethiopian Birr and conducted research's reached 15. Involved teachers in these researches were 40, which reached 51 in 2004. Further, research budget also increased to 3.29 million birr and the number of researches reached 55.

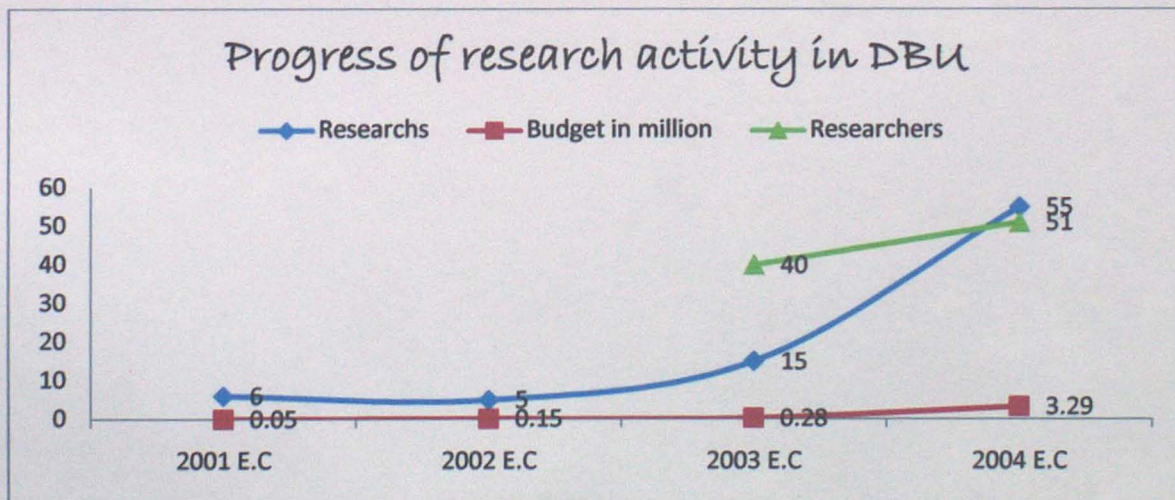


Figure 3 Research, Researchers*, and Budget Progress of DBU in four years

Source: DBU Office of Research Director

*Indicates only two years progress because of lack of information

4.3. Research methodology knowledge of teaching staffs

Item 17, 18, 19, and 20 of the questionnaire, provide us respondent's research methodology knowledge and its effectiveness in enhancing their research activity.

Table 5: Teaching Staffs Research Methodology Knowledge

Items	Options	Response in	
		freq.	(%)
Did you take research course(s) in your undergraduate/post graduate study?	Yes	114	100
	No	-	-
	Total	114	100
If your response for question number 17 is "Yes" how do you rate the usefulness of the course(s) to undertake research in your fields?	Very High	68	60≈
	High	23	20
	Medium	11	10≈
	Low	5	4
	Very Low	7	6
	Total	114	100
Did you take in-service training which may enhance your research undertaking capacity?	Yes	46	40
	No	68	60≈
	Total	114	100
If your response for question number 19 is "Yes" how do you rate the effectiveness of the training in enhancing your research capacity?	Very High	5	11≈
	High	6	13
	Medium	21	46≈
	Low	6	13
	Very Low	8	17
	Total	46	100

Regarding to previous knowledge of teaching staff, as it is clearly indicated in the table, almost all respondents (100%) replied "yes" which shows that, all respondents were taken a research course (s) in their under/ post graduate studies. Further, majority of the respondents 68(60%), rate the usefulness of the courses as very high. In addition, about 23 (20%) of the respondents rated the usefulness of courses they took as high. On the other hand, about 11(10%) of the respondents rates the usefulness of the courses as medium, while 5(4%) respondents and other 7(6%) were rated as low and very low

respectively. Therefore, based up on this data we can easily understand that, respondent's response to items is positive. Although, the degree was vary about 91(80%) of respondents were agreed up on the usefulness of the courses they were took when we sum up those who rated as very high and high together.

In relation to respondents' participation in in-service training, the number of respondents replied "yes" was 46 (40%), which shows that the number of respondents took in-service training was below the half of total respondents. On the other hand, about 68(60%) of respondents were do not took any in-service training to enhance their research capacity. They replied "No" to the item and they were a majority. Concerning to effectiveness of the training, among those who participate in in-service training, only 5(11%) of them rated the effectiveness of the training as very high, while about 6(13%) were rated as high. Further, about 21(46%) of respondents were rated the effectiveness of training as medium. On the other hand, about 6 (13%) and other 8(17%) of respondents were rated the effectiveness of the training as low and very low respectively. However, the data obtained from interview conducted is opposite to this. According to them the university is very committed to the research works as well as in building teachers research capacity. To this end, a large number of teaching staffs were participated in in-service training coordinated by the university according to them. Further, according to the data obtained from the interview, the university provides teachers with in-service training on project work, software usage and also on GIS.

The above data in general shows that almost all respondents were took a research methodology course (s) in their under /post graduate studies and the usefulness of the course (s) they were took was high in enhancing their research capacity. Therefore, we can say that the issue of research methodology knowledge is not a problem of respondent teachers. On the other hand, majority of the respondents do not participate in in-service training and even among those who participate in the training, majority of them consider the effectiveness of the training as medium which shows lack of in-service training.

4.4. Attitude of teaching staff toward research

Table six, seven, eight and nine in the coming pages shows, respondent teaching staffs attitude toward research activity in university in general and that of DBU in particular. Respondents were asked to rate statements in table six and seven using a five-point rating scale (5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree and 1= Strongly Disagree). For statements in table eight and nine respondents were provided the same scale only by reversing a point value, because of their negative character.

Table 6: Teaching Staffs Attitude towards Research in University

Statements	Response in	Rating scales					Total	Mean
		SA (5)	A (4)	U (3)	D (2)	SD (1)		
Conducting research must be one major tasks of university teachers	freq.	68	25	11	4	6	114	4.27
	(%)	60≈	22≈	10≈	3	5	100	
Conducting research may help me to improve my teaching	freq.	68	28	10	3	5	114	4.32
	(%)	60≈	24	9≈	3≈	4	100	
If I will conduct research, it may solve university or/and societal problems	freq.	71	25	13	4	1	114	4.41
	(%)	62	22≈	11	4≈	1≈	100	
In improving educational quality conducting research in university play a tremendous role	freq.	72	24	18	-	-	114	4.47
	(%)	63	21	16~	-	-	100	
I like conducting research very much	freq.	48	51	15	-	-	114	4.28
	(%)	42	45≈	13	-	-	100	
I will be more creative and problem solver if I undertakes research	freq.	63	42	9	-	-	114	4.47
	(%)	55	37≈	8≈	-	-	100	
Grand mean								4.37

N.B. SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Table 6 provides us data on the attitude of teaching staffs towards research in university. Accordingly, to the first statement in the table a majority of respondents, 68(60%) were strongly agree and this shows that, respondents were consider conducting research as a one of major tasks of university teachers. In addition, about 25(22%) other respondents were also agree to the item. On the other hand, about 11 (10%) of respondents were undecided, while other 4(3%) and other 6(5%) respondents were disagree and strongly disagree to the statements respectively. Therefore, taking into consideration the aggregate

agreement responses, we easily understand the majority of respondents were agreed with statement that consider conducting research as a must task of university teachers. The aggregate agreement responses is a majority, which counts about 93(82%) of total respondents. Further, obtained mean value also support both frequency and percentage data. Accordingly, obtained mean value which shows the average response is 4.27 and it shows that, respondents agreement to the statement since it is above the ideal mean (3.00).

To the second statement in table 6 a majority of respondents, about 68(60%) were strongly agree, while other 28(24%) respondents were agree. Hence, the total agreement counts about 96(84%) of respondents and this shows that a majority of respondent teaching staffs were believe that, conducting research may helps to improve their teaching. In fact, there are about 10(9%) respondents who were undecided and other 3(3%) and 5(4%) of respondents were disagree and strongly disagree respectively to the statement. However, the computed mean value is 4.32 which shows respondents agreement to the statement and it also support the data in a form frequency as well as percentage. Therefore, respondent teachers were having a positive attitude to the improvement of teaching through research.

Regarding to the third statement about 71 (62%) of respondents were strongly agree, while other 25(22%) were agree. Hence, the total agreement to the statement is about 96(84%), which shows that respondent teachers were believed if they carried out a sort of research it may solve university or societal problem. There are also about 13 (11%) of respondents who were undecided to the statements, while other 4(4%) and other 1(1%) respondents were disagree and strongly disagree to the statement respectively. However, when we compare majority responses of frequency count and percentage with an obtained mean they support each other. The obtained mean value is 4.41 which shows the agreement of respondents since it is above the ideal mean i.e. 3.00. Therefore, from this data we understand that, respondent teachers were believe that if they involve in a research work it has some input for the university or/and the society.

To the fourth statement in table 6, about 72(63%) of respondent teachers were strongly agree, while other 24 (21%) of respondents were agree with the statement. On the other

hand, about 18(16%) of respondents were undecided. However, the total agreement response counts about 96 (84%) of total population. Hence, a majority of respondents were agreed that research in university helps to improve educational quality. Further, the obtained mean value is 4.47 which show that the average response shows that, the agreement of respondents to the statement. Thus, respondent teachers believed that conducting research in university play a crucial role in improving educational quality.

The fifth statement in table 6 aimed at identifying whether respondent teachers were like conducting research or not. Accordingly, about 48 (42%) of respondents were strongly agree, while other 51(45%) of respondents were agree to the statement. There are also about 15(13%) of respondents who were undecided to the statement. However, the aggregate agreement, i.e. SA+A response counts about 99(87%) of total respondents. This clearly indicates that respondent teachers were like conducting research very much. The obtained mean value, i.e. 4.27 also indicates the same thing since it represents the agreement value in a rating scale.

To the 6th statement in table 6 a majority of respondents, about 63 (55%) were strongly agree. In addition, other 42 (37%) of respondents were rated agree, while other 9(8%) were undecided to the statement. Hence, respondent teachers were believe that they will be more creative and problem solver if they undertake research and the total agreement to the statement counts about 105(92%) of total respondents. In the mean time, the obtained mean value is above the ideal mean 3.00, i.e. 4.47. Therefore, this mean value shows that, the average response of respondents tend to agreement which indicates teachers were believe that, they will be more creative and problem solver if involves in research activities.

In general, from the above data we understand that, respondent teachers were having a positive attitude toward research in university and consider research as another must task of teachers in university. In addition, they were also believe that, conducting research may help them to improve their teaching, solving societal or/and university problems, as well as to make them more creative and problem solver. Further, they were also agreed that the importance of research in university in improving educational quality. Therefore, the data clearly indicates respondent teacher's positive attitude toward research in

university. Finally the grand mean value, i.e. 4.37 clarify the agreement of respondent teachers to the statements.

Table 7: Teaching Staffs Attitude towards Research in University

Statements	Response in	Rating scales					Total	Mean
		SA (5)	A (4)	U (3)	D (2)	SD (1)		
Research is given due attention in my university	freq.	9	38	11	43	13	114	2.88
	(%)	8≈	33	10≈	38≈	11	100	
Teachers from various departments involve in research undertaking in my university	freq.	-	34	20	37	23	114	2.57
	(%)	-	30≈	18≈	32	20	100	
I am happy with research practices in my university	freq.	6	8	15	55	30	114	2.16
	(%)	5	7	13	48	27≈	100	
Research findings in my university are helpful in solving problems	freq.	10	18	35	37	14	114	2.76
	(%)	9≈	16≈	31≈	32	12	100	
Research in my university is at good level	freq.	6	12	30	42	24	114	2.42
	(%)	5	11≈	26	37≈	21	100	
Grand mean								2.55

N.B. SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

To the first statement in table7, about 9(8%) of respondents were strongly agree, while 38(33%) respondents were agree. There are also about 11(10%) of respondents who were undecided to the statement. On the other hand, about 43(38%) of teachers were disagree, while other 13 (11%) of respondents were strongly disagree to the statements. When we compare the aggregate agreement and disagreement, the majority of responses tends to disagreement which counts about 56(49%) of total respondents. Therefore, this indicates that, majority of respondent teachers' believe that, research did not given due attention in DBU. Further, the obtained mean value, i.e. 2.88 supports frequency count as well as percentage data. Since the obtained mean value is below the ideal mean, i.e. 3.00 the average response indicates disagreement of respondents to the statement

Regarding the second statement, around 34 (30%) of respondents were agree, while other 20(18%) were undecided. Moreover, about 37 (32%) of respondents were disagree while

other 23(20%) of respondents were strongly disagree to the statement. This implies that, a majority of respondents' disagreement to the statement and show that teachers from various departments do not involve in research undertaking in DBU. This was evidenced by total disagreement which counts about 60(52%) of total respondents. Further, the obtained mean value is 2.57 which indicate the average response to the statement is disagreement. Thus, according to the majority of respondent teachers, teachers from various departments do not involve in research activity in DBU.

For the third statement in the table, about 6(5%) of respondents were strongly agree and about 8(7%) were agree. Further, about 15(13%) of respondents were undecided to the statement. On the other hand, other 55(48%) and 30(27%) of respondents were disagree and strongly disagree to the statement respectively. The majority of the responses is therefore the total disagreement, which counts about 85(75%) of total respondents. In addition, obtained mean value 2.16 indicates that the average response to the statement is disagreement. Hence, we can say that majority of respondent teachers were do not happy with a research practice of DBU.

About 10(9%) of respondents and others 18(16%), were strongly agree and agree respectively with the fourth statement. There are also about 35(31%) of respondents who undecided to the statements. About 37(32%) of teachers were disagree, while other 14 (12%) of respondents were strongly disagree to the statement. Therefore, the majority of response shows that, respondents disagreement to the statement, since the total disagreement responses count about 51(44%) of total respondents. Moreover, the obtained mean value is below an ideal mean value; it is 2.76 which imply the average response is disagreement. Therefore, what we understand from the frequency counts, percentage and mean value is that, majority of respondent teachers do not believe that, research findings in DBU is helpful in solving problems.

For the fifth statement in table 7, about 6(5%) of respondents were strongly agree, while 12 (11%) of respondents were agree. About 30 (26%) of respondents were undecided, while other 42(37%) and other 24(21%) of respondents disagree and strongly disagree respectively, to the statement. Thus, the total disagreement response is the majority of responses, which counts about 66(58%) of total respondents. Further, the obtained mean

value is 2.42 and it is below the ideal mean which shows that, the average response to the statements is disagreement. Therefore, according to the majority of respondent teachers, research in DBU is not at a good level or in other words they are not happy with the status of research there.

In general from the above data we understand that, according to majority of respondents, research was do not given due attention and teacher involvement from various department is not proportional in DBU. Further, the majority of respondents were not happy with a research practice in DBU, as well as with its level. The grand mean is 2.55 and it indicates the disagreement of respondents, which shows that, majority of respondents were not happy with a research practice in DBU.

Table 8: Teaching Staffs Attitude towards Research in University

Statements	Response in	Rating scales					Total	Mean
		SA (1)	A (2)	U (3)	D (4)	SD (5)		
Research is the task of those who specialize in research and doesn't concern every teachers in university	freq.	9	10	7	26	62	114	4.07
	(%)	8≈	9≈	6	23≈	54	100	
I feel conducting research overburdens teacher in my university	freq.	6	14	14	44	36	114	3.78
	(%)	5	12	12	39≈	32≈	100	
Research should have to separate from teaching and should be performed by specialist in the field	freq.	11	9	13	40	41	114	3.79
	(%)	10≈	8≈	11	35	36≈	100	
In solving university's as well as society problems a research contributes little	freq.	7	10	7	33	57	114	4.07
	(%)	6	9≈	6	29≈	50	100	
I feel conducting research will have negative effect on teaching	freq.	7	9	10	19	69	114	4.17
	(%)	6	8≈	9≈	17≈	60	100	
I feel conducting research is boring	freq.	8	12	10	43	41	114	3.85
	(%)	7	10	9≈	38≈	36≈	100	

N.B. SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

As it is indicated in table 8, 9(8%) of respondents were strongly agree, while other 10(9%) were agree to the first statement. There are also other 7(6%) respondent teachers who were undecided. On the other hand, about 26 (23%) of respondents were disagree, while a majority of respondents, i.e. about 62(54%) were strongly disagree. Therefore, a

majority of the response shows the strong disagreement to the statement which implies that, research as responsibility of every university teachers. Obtained mean value, i.e. 4.07 also indicates the disagreement of respondents to the statement. Hence, respondent teachers were agreed that, research is the task of every teacher in the university.

For the second statement, about 6(5%) and other 14 (12%) of respondents were strongly agree and agree respectively. There are also 14 (12%) of respondents who were undecided to the statement. On the other hand, about 44(39%) of respondents were disagree, while other 36 (32%) of respondents were strongly disagree. The obtained mean value, i.e. 3.78 also shows the average response as it is too close to the disagreement, since the value that represents disagreement is 4.00. Therefore, what we realize from this data is that, a majority of respondent teachers do not believe conducting research over burdens teachers in DBU.

In regard to the third statements in the table, about 11 (10%) of respondents were strongly agree, while other 9(8%) were agree. Further, about 13 (11%) of respondents were undecided to the statement. On the other side, there are about 40(35%) and other 41 (36%) of respondents who disagree and strongly disagree to the statement respectively. Moreover, obtained mean value, i.e. 3.79 is the indicator of disagreement as an average response to the statement. The total disagreement response counts about 81(71%) of total response, which is a majority. The data therefore, indicates that, a majority of respondents do not accept the separation of research from teaching to be performed only by specialist in the field. Hence, we can say that, a majority of respondents were accepting bringing research in university as tripartite function of university.

As illustrated in table 8, about 7(6%) of respondents were strongly agree for the 4th statement. There are also other 10(9%), who agree with the same statement. Around 7(6%) of respondents were undecided to the statement. Above all, there are about 33(29%) and other 57(50%) of respondents who were disagree and strongly disagree to the statement respectively. Therefore, the total disagreement represent majority's response which is about, 90(79%) of total respondents. Further, 4.07 is an obtained mean value which illustrate disagreement as an average response to the statement. Majority of

respondent teachers were therefore, have a positive attitude toward the contribution of research for the society as well as university.

The 5th statement of the table focuses on identifying if conducting research has a negative effect on teaching. As it is stated in the table, 7(6%) of respondents strongly agree and others 9(8%) agree to the statement. About 10(9%) of other teachers were undecided to the item. On the other side, around 19(17%) of respondents were disagree, while other 69(60%) of teachers were strongly disagree. The aggregate disagreement response counts about 88(77%) of responses which indicates a majority of respondents disagreement to the statement. In the mean time, obtained mean value, i.e. 4.17 also illustrate the average response to the statement as disagreement. Hence, what we understand from the data is that, conducting research does not have a negative effect on teaching according to a majority of respondents.

With regard to the 6th statement in table 8, about 8(7%) of respondents are strongly agree. In the same manner, about 12(10%) of respondent teachers were agree to the statement. On the other hand, there are around 43(38%) and 41(36%) of respondents who were disagree and strongly disagree to the statement respectively. There are about 10(9%) of respondents who were undecided to the statement also. A majority of response therefore, is disagreement, since the total disagreement response counts about 84(74%) of respondents. The obtained mean value is 3.85, which also indicates average response as it is disagreement. Looking at this data therefore, its implication is clear that; a majority of respondents do not consider conducting research as a boring task.

Table 9: Teaching Staffs Attitude towards Research in University

Statements	Response in	Rating scales					Total	Mean
		SA (1)	A (2)	U (3)	D (4)	SD (5)		
I feel to be a good researcher it is a must to be good at teaching	freq.	16	40	12	37	9	114	2.85
	(%)	14	35	11≈	32	8≈	100	
I feel low experience in teaching makes conducting research difficult	freq.	7	33	10	47	17	114	3.29
	(%)	6	29≈	9≈	41	15≈	100	
I feel university is the place only for teaching and doesn't concern with research	freq.	10	8	6	21	69	114	4.14
	(%)	9≈	7	5	18	61≈	100	
Conducting research in my university is waste time and resource	freq.	15	12	18	27	42	114	3.60
	(%)	13	10	16≈	24≈	37≈	100	
I feel considering teacher's research practice as criteria for promotion is unfair	freq.	11	9	19	39	36	114	3.70
	(%)	10≈	8≈	17≈	34	31	100	
I feel the expense of research in university, outweighs its contribution	freq.	7	14	21	31	41	114	3.74
	(%)	6	12	19≈	27	36≈	100	
Grand mean							3.75	

N.B. SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Whether effectiveness in teaching results goodness at research, about 16(14%) of respondents were strongly agree, while about 40(35%) other respondents are agree which is a majority response. Around 12(11%) of response indicate the undecided response. Around 12(11%) of response indicate the undecided respondents, to the statement. On the other hand, around 37(32%) and 9(8%) of respondents are disagree and strongly disagree to the statement. However, the total agreement response is a majority, which count about 56(49%) of respondent teachers. The obtained mean value also indicates agreement as an average response, since it is 2.85. Therefore, according to a majority of respondents, to be a good researcher, it is must to be a good at teaching. Perhaps, this conclusion may take us in a wrong direction, since different findings indicate the relationship between effectiveness in research and effectiveness at teaching as zero correlation. One of good example is that of Marsh and Hattie (2002), which point out that a zero correlation as stated in review literature section of this paper.

For the second statement in table 9, around 7(6%) and 33(29%) of respondents were strongly agree and agree respectively. Other 10 (9%) of respondents were undecided to the statement. A majority of respondents, i.e. about 47(41%) and other 17(15%) were disagree and strongly disagree to the statement. Hence, the aggregate disagreement counts about 64(56%) of total respondents which portray, low experience in teaching does not make conducting research difficult. The obtained mean value (3.29) is not that much strength this, because of respondent distribution in agreement category. However, taking into consideration a response of majority, we can say that, low experience in teaching do not make conducting research difficult.

About 10(9%) of responses indicate strong agreement, while other 8(7%) indicate agreement to the third statement of table 9. The number of respondents who are undecided to the statement is around 6(5%). Total disagreement to the statement hold a majority which consist about 21(18%) disagreement, as well as about 69(61%) strong disagreement of respondents, which counts 90(79%) of total respondents. In the same manner, obtained mean value, i.e. 4.14 also illustrate the average response of the statement as disagreement. In light of this data we can say that, a majority of respondents do not accept university as the place only for teaching and imply research as other tasks of university.

The fourth statement of table 9, illustrate respondent teachers feeling about the significance of research in DBU. Firstly, 15(13%) of respondents were strongly agree, while other 12(10%) were agree to the statement. About 18 (16%) teachers were undecided to the same statement. In opposite side, about 27(24%) and 42(37%) of respondent teachers are disagree and strongly disagree to the statement. If we compare total agreement with total disagreement, a majority response is disagreement, which count about, 69(61%) of total respondents. Obtained mean value, i.e. 3.60 also magnify closeness of average response to disagreement. For this matter, according to a majority of respondents, conducting research does not waste time and resource of DBU.

For the fifth statement of table 9, about 11(10%) and other 9(8%) of respondents are strongly agree and agree respectively. In addition, around 19 (17%) of respondents are those who undecided. However, a large number of respondents, i.e. about 39(34%) and

36(31%) are disagree and strongly disagree respectively. As a result, a majority response indicate disagreement, since total disagreement response is around 75(65%) of total respondents. The average response according to obtained mean value, i.e.3.70 is also indicates disagreement. Accordingly, a majority of respondents consider counting teacher's research activity as criteria for promotion as a proper task.

The last statement of table 9 focuses on comparing the expense of university research and its contribution. Around 7(6%) of respondents are strongly agree, while other 14 (12%) were agree to the statement. Furthermore, 21(19%) of respondents were undecided to the statement. Despite of this, about 31 (27%) of responses indicate disagreement, while about 41(36%) of responses illustrate strong disagreement. In addition, the obtained mean value is 3.74 which depict that, disagreement as an average response. Therefore, a majority of respondents do not consider the expense of research in university outweighs its contribution, which indicates their positive attitude toward research in university.

Generally speaking the above data indicates, respondent teacher's positive outlook to research in university. Above all, separating research from teaching is not accepted by respondent teachers who consider the contribution of university research for the society as well as the university. Further, low experience in teaching does not make conducting research difficult. Finally conducting research does not have a negative effect on teaching and at the sometime its expense do not outweighs its contribution.

4.5. Involvement of instructors in a research activity

Table 10 below contains item 22, 23, 24, and 25, which shows respondent teaching staff involvement and trial in research activity of the university under study.

Table 10: Teaching staffs involvement in Research Activity

Items	Options	Response in	
		freq.	(%)
Do you have access to read research works of other teachers in DBU?	Yes	29	25
	No	85	75≈
	Total	114	100
If your response for question number 22 is "Yes" from where they earned research funds?	The university itself	29	100
	Other government organization	-	-
	Non-government organization	-	-
	Self-sponsored	-	-
	Others	-	-
	Total	29	100
Do you ever try to find research funds to conduct researches from other organizations outside the university?	Yes	33	29≈
	No	81	71
	Total	114	100
If your response for question number 24 is "Yes", do you able to gain research funds?	Yes	17	52≈
	No	16	48
	Total	33	100

As indicated in table above, about 29(25%) of respondents replied "yes", regarding their access to others work. On the other hand, about 85(75%) respondents replied "No". Thus, the data implies that, majority of respondent teachers do not have an access to read research works of others teacher in the university. However, the data obtained from an interview conducted is opposite of this. One of the finding dissemination means the interview come up with is a research proceeding. Accordingly, the first research proceeding was published last year, i.e. 2003 E.C. and for the second time this year a research proceeding that contain about 16 research papers was published. Therefore, if there is such opportunity in the university, access to read research papers is seems easy, although a majority of respondent teachers were replied that they have not the access.

Regarding to an item 23, almost all respondents who replied “yes” for an item 22 stated the university as a source of funds for research papers they were read.

In relation to respondent teachers’ trial to find research funds from other organizations, only about 33 (29%) of respondents replied “yes” to the item, while a majority which were about 81(71%) of respondents replied “No”. This indicates that a majority of respondent teachers do not try to find research funds from other organizations although there are few who try. Accordingly, among those who try to find funds, about 17 (52%) of them were able to gain it as stated in the table by an item 25. The remaining 16 (48%) respondents were not able to find funds although they were try it. In relation to those who didn’t try to find research funds, Lack of interest and readiness, as well as lack of knowledge how to design projects are among major reasons stated using an open-ended item 26 by respondents.

Table 11: Teaching staffs involvement in Research Activity

Items	Options	Response in	
		freq.	(%)
How much of your time do you devote to research work at percent?	≤ 10%	60	53≈
	11%-20%	7	6
	21%-30%	4	3
	Others	43	38≈
	Total	114	100
How do you rate the involvement of teachers in research work in your university?	Very High	-	-
	High	-	-
	Medium	34	30≈
	Low	42	37≈
	Very Low	38	33
	Total	114	100
Do you given equal opportunity to conduct research in your area when you compared with other departments?	Yes	43	38≈
	No	71	62
	Total	114	100

The first item of table 11 focuses identifying devoted time by respondent teachers for a research work. Surprisingly, a majority of respondents, i.e. about 60 (53%) stated they devote only about 10% or less of their time to research works. Others about 7(6%) of respondents, rated time they devote to research works as 11 to 20 percent. There are also

about 4(3%) respondent who rated the time they devote to research works as 21% -30%. On the other hand, about 43(38%) of respondents stated that they were devoting more than 50% of their time to a research works. These are those who are involving in a research works of the university and their own for their post-graduate study. Therefore, although the university senate legislation demand teachers to devote about 25% of their time to research work, it is not implemented. A majority of respondents, i.e. about 67(59%) were devote less than 20% of their time to a research work.

Around 34 (30%) of respondents rated teachers involvement in research activity of DBU is medium. On the other side, about 42(37%) of respondents rated teachers involvement as low, while other 38(33%) of respondent rated it as very low. However, managements were appreciating teachers' involvement in a research work by considering it as very good during interview. In fact, although teachers' involvement shows yearly progress, it is very low. This is true when we realize involving teachers in research work this year is around 51 out of 375 teachers. Even this number is not accurate, since there is a probability to count a single teacher twice or more if he is involving in different research. Therefore, from this data we understand that teachers' involvement in a research works of DBU is very low.

As indicated in table 11, the third item emphasizes on whether respondent teachers were provided equal opportunity to conduct research or not, when compared with teachers of other departments. Whereas, about 43 (38%) of the respondent teachers replied "yes". However, a majority of respondents, i.e. about 71 (62%) were replied "No" to the item. On the other hand, obtained data from an interview indicate the provision of equal opportunity for every teachers of the university. A majority of respondents who state they were not provided equal opportunity states the reason why, through an open-ended item 31. The major reasons mentioned by the majority of respondents are; considering some departments as better than others, biased thematic area that limit involvement of teachers from some departments and demands of research in some fields to spend large money.

In general, the above data clearly indicates that although there is an opportunity to gain an access to research works of other teachers of DBU, a majority of respondent teachers were claim that they do not have an access. According to those who gain an access to

research works of DBU teachers, source of the funds is the university. There are few respondent teachers who try to find research funds and able to gain it from other organization. The involvement of teachers in research activity is very low and even the amount of time teachers' were devoting to research is below the policy expectation. Further, the opportunity to conduct research is not equal for teachers of every department, since the university favors research's related to identified thematic areas which considered as biased by the majority of respondents.

4.6. Personal challenges that affect research activity

factors

Personal challenges affecting teaching staffs research activity in table 12 below and 13 later, was rated by respondents using five-point rating scale (1=Most Serious Barrier, 2=More Serious Barrier, 3=Serious Barrier, 4= Less Serious Barrier, and 5= Least Serious Barrier). The response also converted to mean and ordered in rank.

Table 12: Personal Challenges that affect Teaching Staffs Research Activity

Barriers	Response in	Rating scales					Total	Mean	Rank Order
		MtSB (1)	MrSB (2)	SB (3)	LsSB (4)	LtSB (5)			
Lack of knowledge of research methodology	freq.	11	10	13	44	36	114	3.73	8
	(%)	10≈	9≈	11	39≈	31	100		
Lack of skills in research methodology	freq.	10	13	11	41	39	114	3.75	9
	(%)	9≈	11	10≈	36	34	100		
Lack of confidence to undertake research	freq.	8	12	21	32	41	114	3.75	9
	(%)	7	11≈	18	28	36≈	100		
Lack of interest to conduct research	freq.	11	18	12	20	53	114	3.75	9
	(%)	10≈	16≈	10	18≈	46	100		
Lack of past-research experience	freq.	11	18	32	34	19	114	3.28	6
	(%)	9	16≈	28	30≈	17≈	100		
Lack of collaborations in research among teachers	freq.	22	28	24	21	19	114	2.88	4
	(%)	19	25≈	21	18	17≈	100		

N.B. MtSB=Most Serious Barrier, MrSB=More Serious Barrier, SB=Serious Barrier, LsSB= Less Serious Barrier, LtSB= Least Serious Barrier

The primary need to undertake research is above all, related to research methodology knowledge. For the barrier hence, about 11(10%) of respondents rated as a most serious

barrier, while other 10(9%) rated as a more serious barrier. Around 13 (11%) of respondents rated lack of research methodology knowledge is a serious barrier. On the other corner, there are about, 44 (39%) and other 36(31%) of respondents who rated as less serious barrier and least serious barrier respectively. The majority of response thus indicates the less seriousness of the barrier to undertake research in DBU. Obtained mean value, i.e. 3.73 in addition illustrate the same thing since it is above the ideal mean. Therefore, lack of research methodology knowledge is less serious barrier to undertake research in DBU for respondent teaching staffs.

Having research methodology knowledge alone doesn't indicate the fulfillment of requirement to undertake research, since there is a need to have skill to apply theoretical knowledge into practice. In this case, about 10(9%) of respondents rated as most serious barrier, while around 13(11%) rated as more serious barrier. There are about 11(10%) of respondents who consider lack of skills in research methodology as serious barrier. A majority of respondents, about 41(36%) and 39(34%) of respondents respectively rated lack of skills is less serious barrier and least serious barrier. Rather than this 3.75 is obtained mean value which indicates the seriousness of the barrier as less. Therefore, lack of skill in research methodology knowledge is less serious barrier for DBU respondent teaching staffs to participate in research practices.

Still, having research methodology knowledge as well as the skill alone doesn't determine ones involvement in research activities, since other personal factors, such as confidence and interest have their own effect on individuals. In regard to confidence about 8(7%) response indicates it as a most serious barrier. Also around 12(11%) of respondents, rated lack of confidence is more serious barrier. Those who are around 21(18%) of respondents were rated the barrier as serious barrier to undertake research in DBU. Differently, about 32(28%) of respondents rated as less serious barrier, while a majority i.e. 41(36%) of respondents rated as least serious barrier. Therefore, a response distribution indicates the less seriousness of the barrier to undertake research. Furthermore, obtained mean value (3.75) also indicates the less seriousness of the barrier. Thus, lack of confidence is less serious barrier for respondent teachers to undertake research in DBU. With regard to interest, about 11(10%) of respondents and other

18(16%) were rated as most serious barrier and more serious barrier respectively. Lack of interest was rated by 12 (10%) of respondents as a serious barrier, while 20 (18%) of respondents rated as less serious barrier. The remaining majority, 53(46%) of teachers were rated lack of interest as a least serious barriers to conduct research in DBU. Obtained mean value, i.e. 3.75 also indicates the less seriousness of the barrier. Therefore, lack of interest although, it has an effect on ones involvement in research activity, it is less serious barrier for respondent teachers of DBU.

The fifth barrier of table 12 which is related to past-research experience was rated by 11(9%) of respondents as a most serious barrier, while about 18(16%) of respondents rated as more serious barrier. Around 32(28%) of respondents indicate the seriousness of the barrier. On the other hand, about 34(30%) and 19 (17%) of respondents respectively rated lack of past-research experience is, less serious barrier and least serious barrier. To some extent the data therefore, indicates the seriousness of the barrier. Obtained mean value, (3.28) also illustrate lack of past-research experience as serious barrier. Thus, lack of past research experience is a serious barrier for respondent teachers to undertake research in DBU to some extent.

No one could underestimate the role of collaborations in research work among teachers. Lack of collaboration was rated by 22(19%) of respondents as most serious barrier, while 28(25%) of respondents rated as more serious barrier. About 24 (21%) teachers were rated as serious barrier. The remaining 21(18%) and 19(17%) of respondents were respectively who rated as less serious barrier and least serious barrier. This depicts the more seriousness of the barrier, which was also supported by the obtained mean value, i.e. 2.88. Therefore, lack of collaboration among teachers was a more serious barrier according to a majority of respondents.

Table 13: Personal Challenges that affect Teaching Staffs Research Activity

Barriers	Response in	Rating scales					Total	Mean	Rank Order
		MtSB (1)	MrSB (2)	SB (3)	LsSB (4)	LtSB (5)			
Lack of time because of high teaching load	freq.	27	26	20	18	23	114	2.85	3
	(%)	24≈	23≈	17	16≈	20	100		
Lack of time because of family responsibility	freq.	8	10	14	38	44	114	3.87	10
	(%)	7	9≈	12	33	39≈	100		
Lack of positive attitude to research and researchers	freq.	14	11	14	39	36	114	3.63	7
	(%)	12	10≈	12	34	32≈	100		
Lack of opportunity to conduct research	freq.	34	38	5	18	19	114	2.56	2
	(%)	30≈	33	4	16≈	17≈	100		
Lack of in-service research training	freq.	29	23	12	26	24	114	2.93	5
	(%)	25	20	11≈	23≈	21	100		
Lack of opportunity to participate in research seminars	freq.	29	24	16	24	21	114	2.85	3
	(%)	26≈	21	14	21	18	100		
Lack of encouragement from top university administration	freq.	55	23	14	14	8	114	2.09	1
	(%)	49≈	20	12	12	7	100		
Grand mean								3.22	

N.B. MtSB=Most Serious Barrier, MrSB=More Serious Barrier, SB=Serious Barrier, LsSB= Less Serious Barrier, LtSB= Least Serious Barrier

Having adequate time is a mandatory to undertake problem solver research. Teaching responsibility as well as family responsibility is among major factors that limit teaching staff's time. However, as stated in table 13 about 27 (24%) and 26 (23%) of respondents rated high teaching load as most serious barrier and more serious barrier respectively. On the other side there are only around 8(7%) and 10(9%) of respondents who rated family responsibility as most serious barrier and more serious barrier respectively. Further, while around 20 (17%) of respondents rated high teaching load as serious barrier, about 14(12%) of respondents rated family responsibility as serious barrier. In addition, teaching load was rated by 18(16%) and 23(20%) of respondents as less serious barrier and least serious barrier respectively. More importantly, around 38(33%) and 44(39%) of respondents respectively rated family responsibility is less serious barrier and least serious barrier. Therefore, lack of time as a result of high teaching load is more serious barrier than that which is resulted because of family responsibility, which is less serious

barrier. Obtained mean value for high teaching load is 2.85, while 3.87 is for family responsibility which illustrate the more seriousness of high teaching load and the less seriousness of family responsibility in resulting lack of time for respondents, to conduct research.

As it is indicated in table13, there are about 14(12%) and 11(10%) of respondents, who rated lack of positive attitude to research and researchers as most serious barrier and more serious barrier respectively. About 14 (12%) other respondents rated lack of positive attitude to research and researchers as serious barrier. From the other side around 39(34%) and 36(32%) of respondent teachers were who consider the barrier as less serious barrier and least serious barrier respectively which count a majority of respondents. With regard to obtained mean value, i.e. 3.63 also indicate the less seriousness of lack of positive attitude among respondents. Thus, according to majority respondents' point of view, lack of positive attitude toward research and researchers was a less serious barrier to undertake research in DBU, which indicates respondents' positive attitude toward research and researches.

Lack of opportunity is another personal factor that may affect teachers' research activity. As illustrated in table 13, about 34(30%) and 38(33%) of respondents rated lack of opportunity as most serious barrier and more serious barrier respectively. There are about 5(4%) who rated the same barrier, as serious barrier. In opposite direction, about 18(16%) and 19(17%) of respondents rated the barrier is less serious barrier and least serious barrier respectively. A majority response therefore, shows the more seriousness of the barrier, which is strengthened by obtained mean value, i.e. 2.56. This indicates that, lack of opportunity to conduct research is more serious barrier that affects research practices according to majority responses.

In-service research training plays a tremendous role in up-dating teachers' research knowledge. Regarding the degree of its seriousness in DBU, about 29 (25%) and 23 (20%) of respondents were who rated the barrier as most serious barrier and more serious barrier respectively. Despite of this, around 12(11%) were who consider the seriousness of the challenge. In contrast, 26(23%) and 24 (21%) other respondent were who rated lack of in-service research training as less serious barrier and least serious barrier

respectively. Obtained mean value, i.e. 2.93 also indicate the more seriousness of the challenge in affecting teaching staff research activity. Therefore, lack of in-service research training is more serious barrier, according to a majority of respondents, in DBU.

To the 6th barrier in table 13, around 29(26%) of the response, represent the most seriousness of the barrier. Additionally, around 24(21%) of respondents rated, lack of opportunity to participate in research seminars, symposiums, or workshops is more serious barrier. About 16(14%) of respondent rated the challenge is serious barrier. Rather than this, around 24(21%) and 21(18%) of respondents rated the barrier is less serious barrier and least serious barrier respectively. Thus, lack of opportunity to participate in research seminars, workshops and symposium according to a majority of respondent is more serious barrier, in affecting research practice of the university. The obtained mean value (2.85) also indicates the more seriousness of the barrier in DBU.

The last personal challenge in the table is lack of encouragement from top university administrators. A majority of respondent teachers, which are around 55(49%) were indicates the most seriousness of the barrier in DBU. Further, about 23(20%) of the response illustrate the more seriousness of the challenge. There are around 14 (12%) of respondents who rated the barrier as serious barrier. Opposite to this, around 14(12%) and other 8(7%) of respondents were who rated as less serious barrier and least serious barrier respectively. The majority response as well as, obtained mean value, i.e. 2.09 together indicates the more seriousness of the barrier. Thus, lack of encouragement from top university administrators is a more serious barrier that affects teaching staff research activity.

Generally, table 12 and 13 clearly illustrates major personal challenges that affect teaching staff research activity in DBU. The Grand mean value, i.e. 3.22 of the barriers clearly indicates, although the degree was varied almost all listed barriers are there in DBU. Accordingly, lack of encouragement from university managements, lack of opportunity to conduct research, lack of opportunity to participate in research symposiums, lack of collaboration among teachers, lack of in-service research trainings, are more serious barrier to participate in research activity of the university, in a rank order. Lack of past Research activity is serious barrier. On the other hand, lack of positive

attitude toward research and researchers, lack of research methodology knowledge, skills, lack of confidence and interest to conduct research are less serious barrier according to respondent teachers.

4.7. Institutional challenges affecting research activity

Table 14, 15, 16 and 17 of the following pages focuses on institutional challenges affecting teaching staff research activity in DBU. Table 14 and 15 contains nine items of the questionnaire with different options. Further, table 16 and 17 contains statements that respondents rated using five-point rating scales, (5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree and 1= Strongly Disagree).

Table 14: Institutional Challenges that affect Teaching staffs Research activity

Items	Options	Response in	
		freq.	(%)
Is there a research and publication office in your university that coordinates research practices?	Yes	81	71
	No	33	29≈
	Total	114	100
If your response for question number 36 is "Yes", how do you rate the support of this body in university's research practice?	Very High	-	-
	High	18	22
	Medium	22	27
	Low	26	32
	Very Low	15	19≈
	Total	81	100
Are there opportunities to disseminate research works in your university?	Yes	74	65≈
	No	40	35
	Total	114	100
If your response for question number 38 is "Yes", through what mechanism? (you can choose more than one option)	Seminars	-	-
	Conferences	-	-
	Publications	74*	100*
	Workshops	-	-
	Symposiums	74*	100*
	Others (internet)	74*	100*
	Total	74*	100*

*Does not represent all respondent

For an item 36 in table 14 that intends to identify the presence of research and publication office in DBU, about 81 (71%) of respondents replied "yes". On the other side, around 33 (29%) of teachers replied "No". However, although it's not with this name, a body that coordinating research activity of the university below the RCSVP is there. Perhaps, the senate legislation of the university in addition to RCSVP assign the responsibility of

coordinating research activity of the university to the directorate for research affairs under its sub article 2 of article 136. The interview conducted with a RD also assure that, various tasks related to research activity of the university was primarily coordinated by the office of directorate for research affairs. Hence majority's response which depicts the presence of RPO is acceptable, although it is not with this name.

In relation to the support of RD office, respondents who replied "yes" for item 36, rated to different degrees to item 37 in the same table. Accordingly, about 18(22%) of them were rated the support of this body as high. Those who rated the nature of assistance provided by this body as medium were count around 22(27%) of respondents. Despite of this, about 26(32%) and other 15 (19%) of respondents rated the support of office of RD is low and very low respectively. Thus, while adding this two response group together we obtain a majority response which count about 41(51%) of total respondents. The data therefore, illustrate the nature of support by concerned body to the research activity of the university is insufficient.

For an item 38, a majority of respondent teachers which are about 74(65%) replied "yes" which indicates the presence of dissemination means to research works. In the opposite side, about 40(35%) respondents response imply the absence of dissemination means. However, obtained data through conducted interview support majority response that indicates the presence of different dissemination means. Almost all respondents, who replied "yes" for item 38, i.e. 74(65%) of total respondents, stated publications, symposiums and media as a dissemination mechanisms of the university's research work. Furthermore, conducted interview with a management bodies, come up with 4 different research work dissemination mechanisms. These are: (1) publications (research proceeding, reports, and magazine), (2) Electronic media (TV, Radio, and internet), (3) symposium; and (4) training to stakeholders. Therefore, there are different mechanisms to disseminate research finding of the university which is appreciable. Research findings should be disseminated through publications of books, references, periodicals, presentation of occasional papers and participation and conduct of seminars, symposia and workshops, etc. (DBU, 2011).

Table 15: Institutional Challenges that affect Teaching staffs Research activity

Items	Options	Response in	
		freq.	(%)
Is there research Seminars, symposiums or workshops in your university?	Yes	75	66≈
	No	39	34
	Total	114	100
If your response for question number 40 is "Yes", how often they occur in a year?	Once	37	49
	Twice	9	12
	Three Times	-	-
	Four Times	-	-
	Others(not sure)	29	9~
	Total	75	100
Do you ever participate on research seminars, symposiums or workshops in DBU?	Yes	60	53≈
	No	54	47
	Total	114	100
How do you evaluate the nature of your institutional policy on encouraging research work?	Very High	7	6
	High	12	11≈
	Medium	38	33
	Low	34	30≈
	Very Low	23	20
	Total	114	100
How do you rate the encouragement of top university administrators, in motivating teachers to conduct research?	Very High	-	-
	High	-	-
	Medium	25	22≈
	Low	44	39≈
	Very Low	45	39
	Total	114	100

Regarding the presence of seminars, symposiums or workshops, about 75(66%) of total respondents replied "yes". On the other hand, around 39(34%) of respondents replied "No". Although this number is not underestimated, at least the presence of symposium was proved through responses to item 39 and 40, as well as through conducted interview. In regard to the occurrence of symposium, about 37(39%) of respondents, among those who replied "yes" for item 40, rated the occurrence of research symposium as once a year. Other respondents, which are around 9(12%) were rated the occurrence as twice. On the other hand, there are about 29(39%) of respondents, who are not sure of the number of occurrence of the symposium. However, taking into consideration the response of majority, there is a symposium carried out once a year in DBU. This was also proved during conducted interview, as informed by the RD.

Concerning to teachers' participation in a sort of seminars, symposiums, or workshops in DBU, a large number, i.e. 60(53%) of respondents were replied "yes" which indicates

their participation in a research symposium of the university. On the other corner, there around 54 (47%) of respondents who replied "No" which represent their absence in a research symposium. Therefore, although a majority of respondent teachers were participated in a research symposium; large numbers of teaching staff respondents do not take part in it. With regard to reasons that hinder them to participate in research symposiums of the university, those who replied "No" for item 32, stated their reasons through an open-ended item 33. Absence of attractive symposium, lack of information regarding when and where of symposium and lack of opportunity to participate are among major reasons stated by respondents.

About 7(6%) of respondents rated the encouraging nature of institutional policy is very high. In the mean time, around 12 (11%) rated as high. There are about 38(33%) of respondents who rate the encouraging nature of their institutional policy as medium. On the other hand, about 34(30%) of respondents rated as low, while the remaining 23(20%) of respondents rated the encouraging nature of their institutional policy as very low. The majority of response therefore indicates the encouraging nature of institutional policy as low since the response rated as low and very low together count about 57(50%) of total respondents. Further, looking article 121 of DBU senate legislation of 2011, help us to arrive at our judgment. Accordingly, academic staff is expected to spend 25% of his time in research undertakings, while academic staffs who are engaged in continuous and approved research is required to have a full teaching load of 9 credit hours. The researcher believed that, undertaking beneficial investigation in parallel with 9 hours teaching is difficult, which make difficult to consider institutional policy fully initiative and demand the university to do more. One thing which is appreciable in this regard as the researcher informed during interview conducted with RD is that the university's engagement in preparing incentive regulation for those engaged in research.

In the mean time, about 25(22%) of respondents rated the encouragement from top university managements is medium. There are other 44(39%) of teachers who rated the motivation of the administrators as low, while other 45(39%) rated as very low. Hence, a majority response indicate the encouragement of university administrators as low, since the summation of low and very low response count about 89(78%) of total respondents.

Thus, university's top management encouragement is seems low, which need to rethink the situation.

In general, under RCSVP, a duty to coordinate overall research practices of DBU is assigned to the office of directorate for research affairs. In regard to the support of this body a majority response indicates as unsatisfactory, while the encouragement from university management as well as the policy seems low. However, the presence of different dissemination mechanisms, such as publications; symposium and usage of media were appreciable, although there is a need to do more.

Table 16: Institutional Barriers that affect Teaching Staffs Research Activity

Statements	Response in	Rating scales					Total	Mean
		SA (5)	A (4)	U (3)	D (2)	SD (1)		
I feel research seminars, workshops, and/or symposiums in my university are adequate	freq.	7	13	15	38	41	114	2.18
	(%)	6	12≈	13	33	36≈	100	
I feel in-service research trainings in my university are adequate to enhance teachers research capacity	freq.	12	9	14	24	55	114	2.13
	(%)	11≈	8≈	12	21	48	100	
Research incentives in my university are satisfactory	freq.	7	11	7	24	55	114	2.04
	(%)	6	10≈	15≈	21	48	100	
In my university research outcomes are being utilized properly	freq.	10	8	13	39	44	114	2.13
	(%)	9≈	7	11	34	39≈	100	
Administrational or committee responsibilities have no effect on my research practices	freq.	27	26	25	20	16	114	3.24
	(%)	24≈	23≈	22≈	17	14	100	
The policy of my university is encouraging to engage in a research work	freq.	5	12	15	42	40	114	2.12
	(%)	4	11≈	13	37≈	35	100	

N.B. SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Regarding to the adequacy of research seminars, workshops, or/and symposiums in DBU, 7(6%) of respondents were strongly agree, while 13(12%) were agree. Undecided teachers to the statement are 15(13%). Besides, 38(33%) and 41(36%) of respondents are who disagree and strongly disagree to the statement respectively. The total disagreement response is around 79(69%) of total respondents, which is a majority. Obtained mean value 2.18 also indicates disagreement to the statement as an average response. This imply that, research seminars, workshops, or/and symposiums in DBU are not adequate.

The interview conducted also clarifies the presence of research symposium once a year and as stated in research proceedings of the university it begins last year and this seems in adequate.

In relation to in-service research training adequacy, 12(11%) and 9(8%) of respondents were strongly agree and agree respectively. About 14(12%) of respondents were undecided to statement. Rather, around 24(21%) teachers were disagree, while the remaining 55(48%) were strongly disagree to the statement. A majority response thus, illustrate disagreement of respondents to the statement, which also supported by obtained mean value 2.13. In-service research training to enhance teachers' research capacity in DBU is not adequate as one can understand from the data.

Concerning to research incentives of the university, about 24(21%) and 55(48%) of respondents respectively disagree and strongly disagree which indicates majority respondents un-satisfaction with it. Although there are around, 7(6%), and 11 (10%), of respondents who strongly agree and agree respectively to the statement, obtained mean value 2.04 also assure disagreement as an average response. The result clarify that majority of respondents are not satisfied with research incentives of DBU. According to obtained data from conducted interview, teachers who were involving in a research work may gain additional payment only if their teaching load is above 9 credit hours. This mirrors that, research incentives of DBU is unsatisfactory.

Regarding the proper utilization of research finding of the university, about 10(9%) of respondents were strongly agree, while 8(7%) were also agree. There are 13 (11%) of respondents who are undecided to the statement. In opposite side, 39(34%) and 44(39%) of respondents disagree and strongly disagree respectively to the statement. As a result, a majority responses as well as obtained mean value 2.13 together assure that, research finding of the university do not utilized properly, although conducted interview imply the opposite.

Whether administrative or committee responsibilities have effect on respondents' research activity or not, about 27(24%) and 26(23%) of teachers, strongly agree and agree respectively. There are around 25(22%) who undecided to the statement. In

contrast, about 20(17%) of respondents disagree, while the remaining 16(14%) were strongly disagree to the statement. A majority response indicates agreement to the response, while obtained mean value 3.24 represent undecided as an average response. However, both indicate that administrative or committee responsibilities have no effect on respondent teachers' research activity.

Concerning to the encouragement of university policy to engage in a research work, about 5(4%) and 12(11%) of respondents respectively, strongly agree and agree. The undecided teachers to the statement are 15(13%). While a majority 42(37%) of respondents disagree other 40(35%) also strongly disagree to the statement. In addition, obtained mean value (2.12) also implies the average response as disagreement. Hence, the policy of DBU is not encouraging to engage in a research work according to a majority of respondents.

Table 17: Institutional Barriers that affect Teaching Staffs Research Activity

Statements	Response in	Rating scales					Total	Mean
		SA (5)	A (4)	U (3)	D (2)	SD (1)		
Research and publication section of my university is well-organized	freq.	5	9	8	47	45	114	1.96
	(%)	4	8≈	7	41	40≈	100	
Adequate research fund was assigned for approved proposals on-time	freq.	7	11	12	28	56	114	1.99
	(%)	6	10≈	10	25≈	49	100	
Research and publication section of the university provide necessary support on-time for those engaged in research work	freq.	6	6	11	44	47	114	1.94
	(%)	5	5	10≈	39≈	41	100	
Research and publication section work closely with external organization to increase research fund	freq.	10	11	17	38	38	114	2.27
	(%)	9≈	10≈	15≈	33	33	100	
Research and publication section was highly coordinate tasks to improve teachers research capacity	freq.	7	6	10	44	47	114	1.96
	(%)	6	5	9≈	39≈	41	100	
Grand mean								2.17

N.B. SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

With regard to RPO organization as stated in table 17, 5(4%) and 9(8%) of respondents respectively, strongly agree and agree. About, 8(7%) others were undecided. A majority's 47(41%) and 45(40%) of respondents are who disagree and strongly disagree respectively

to the statement. Obtained mean value 1.96 also assures the strong disagreement as an average response to the statement. This depicts that, RPO of the university is not well organized.

In relation to assigning adequate research fund on time for approved proposals, 7(6%) of respondents strongly agree, while 11(10%) were agree. There are around 12(10%) of teachers who undecided to the statement. About 28(25%) of teachers were disagree, while a majority about 56(49%) of respondents were strongly disagree. Average response according to obtained mean value, i.e. 1.99 is strong disagreement. Therefore, according to a majority of respondents, research fund was not assigned on time for approved proposals, which indicates the problem of RPO. Further, regarding RPO provision of necessary support on time for those who engaged in research, about 44(39%) and 47(41%) of respondents disagree and strongly disagree respectively. Although there are about 11(10%) of respondents who undecided to the statement, about 6(5%) and other 6(5%) were strongly agree and agree respectively. Obtained mean value (1.94) also indicates the strong disagreement of respondent teachers. As a result, research and publication section of the university do not provide necessary support on time for those engaged in research work according to a majority's response.

Concerning to RPO relation with external organization to gain research funds, about 10(9%) and 11(10%) of respondents, strongly agree and agree respectively. While 17(15%) of teachers were undecided, about 38(33%) and other 38(33%) were disagree and strongly disagree respectively to the statement. A majority response indicates disagreement to the statement which is also supported by obtained mean value (2.27). Although this data illustrate RPO relation with external organization to increase research funds as low, obtained data during interview with RD indicates an appreciable relation of the office with various bodies. Accordingly, IFESH/Ethiopia, Jerusalem community development association, Debre Birhan Agriculture Research Center, Robert Gordon University, New Mexico State University, Italian Geographical Society, Romatry University, DKT Ethiopia, and many other organizations are who assist research and community service activities of the university financially and technically. Hence, RPO relation with external organization is appreciable and need to be continued.

The last statement of table 17 focuses on RPO tasks to coordinate tasks to improve teachers' research capacity. About 7(6%) and 6(5%) of respondents respectively, strongly agree and agree with the statement. There are about 10(9%) of teachers who were undecided. The remaining 44(39%) and 47(41%) of respondents respectively disagree and strongly disagree, which counts a majority. Obtained mean value (1.96) is also an indicator of disagreement as an average response. The result indicates that, RPO of the university do not highly coordinate tasks to improve teachers' research activity although little training were provided for teachers as obtained from conducted interview.

Generally, lack of providing necessary support on-time for those engaged in research work, lack of coordinating tasks to improve teachers' research capacity, and lack of providing research funds on time for approved proposals are major institutional problems related to RPO. Unsatisfactory incentives, lack of in-service research training and inadequacy of research symposiums are also other institutional factors that are affecting research practices of teaching staffs in DBU.

4.8. Infrastructural challenges affecting research activity

The following table 18 and, table 19 and 20 later indicate infrastructural challenges affect teaching staff research activity in DBU. Table 18 focuses on the library service of the university, while table 19 and 20 encompass various challenges rated using five-point rating scale (1=Very High Effect, 2=High Effect, 3=Medium Effect, 4=Low Effect, 5=Very Low Effect).

Table 18: Infrastructural Challenges that affect Teaching Staffs Research Activity

Items	Options	Response in	
		freq.	%.
How do you evaluate the library services in your university in enhancing your research practices?	Very Good	15	13
	Good	37	33~
	Poor	62	54
	Total	114	100
Are there up-to-dated reference books and journals in library?	Yes	26	23~
	No	88	77
	Total	114	100

There are about 15(13%) of respondents who consider the services of university library very good. Respondents who assume services of the library as good are 37(33%). On the other part, 62(54%) of respondent teachers are rated as poor. A majority response indicates that, service provided by the university library is poor in enhancing teachers' research activity. Above all, regarding the presence of up-to-dated reference books and journals in the library of the university, 26(23%) of respondents replied "yes" which represent the presence of up-to-dated reference books and journals. However, a majority of respondents, i.e. 88 (77%) were replied "No". The result therefore indicates that, the absence of up-to-dated reference books and journal in DBU library which has a great impact on ones research activity.

Table 19: Infrastructural Challenges that affect Teaching staffs Research Activity

Barriers	Response in	Rating scales					Total	Mean	Rank order
		VHE (1)	HE (2)	ME (3)	LE (4)	VLE (5)			
Poor library services	freq.	47	25	21	12	9	114	2.21	3
	(%)	41	22≈	18	11≈	8≈	100		
Lack of up-to-dated reference materials	freq.	47	24	22	13	8	114	2.21	3
	(%)	41	21	19	12≈	7	100		
Poor laboratory services	freq.	29	44	19	14	8	114	2.36	6
	(%)	25	39≈	17≈	12	7	100		
Inadequate laboratory materials	freq.	22	32	39	12	9	114	2.59	9
	(%)	19	28	34	11≈	8≈	100		
Lack of computers	freq.	41	23	22	15	13	114	2.43	8
	(%)	36≈	20	19	13	12≈	100		
Lack of internet services	freq.	43	25	28	10	8	114	2.25	5
	(%)	38≈	22≈	24	9≈	7	100		
Lack of printer services	freq.	47	28	19	11	9	114	2.18	2
	(%)	41	24	17≈	10≈	8≈	100		

N.B. VHE=Very High Effect, HE=High Effect, ME=Medium Effect, LE=Low Effect, VLE=Very Low Effect

As anyone can see from table 19 above, 47 (41%) of respondents rated poor library services has very high effect on research activity. In addition, 25(22%) of teachers assume the barrier as it has high effect. Although there are 21(18%) who consider the medium effect of the barrier, about 12(11%) and 9(8%) of respondents respectively rated as low effect and very low effect. However, a majority response clarify the high effect of

university library on teachers research activity, which also supported by obtained mean value (2.21). The same is true also for the second barrier in table 19, which was rated as it has very high effect by 47(41%) of respondents and high effect by 24(21%) of respondents. Although this group response holds a majority response, there are 22(19%) teachers who assume the effect of the barrier as medium. Besides other 13(12%) and 8(7%) of respondents respectively rated the barrier has low effect and very low effect. Thus, lack of up-to-dated reference materials have high effect on teaching staffs research activity of the university which was also supported by obtained mean value (2.21).

Regarding laboratory services of the university, 29(25%) of respondents rated as it has very high effect on teaching staffs research activity, while other 44(39%) rated as it has high effect. Respondents who consider the effect as medium were 19(17%). There are also 14(12%) and 8(7%) of respondents, who respectively rated the effect as low and very low. The result indicates that, a laboratory service of the university is not adequate and it has high effect on teaching staffs research activity. Obtained mean value (2.36) also indicates the same things. In relation to laboratory materials adequacy, 22(19%) of respondents, rated it has very high effect. About 32(28%) teachers assume the high effect of the barrier. There are also 39(34%) of respondents who consider the effect of the barrier as medium. On the other side, 12(11%) and 9(8%) of responses respectively manifest the low effect and very low effect of inadequate laboratory materials. A majority response therefore indicates the high effect of the barrier, which also supported by obtained mean value (2.59). This implies that, inadequate laboratory materials have high effect on teaching staffs research activity in DBU.

As stated in the table, a majority 41(36%) of respondents were rated the effect of lack of computers as very high, while 23(20%) of response indicate the high effect of the barrier. There are also 22(19%) of respondents who consider the effect as medium. On the other direction, 15(13%) and 13(12%) of respondents rated respectively the effect of the barrier is low and very low. This implies that lack of computers have high effect on teaching staffs research activity in DBU which also strengthened by obtained mean value (2.43). Lack of internet service is another barrier in the table, which was rated by 43(38%) of respondent as it has very high effect. similarly, 25(22%) respondents indicate the effect

as high. In addition, 28(24%) of teachers were who assume the medium effect. There are also 10(9%) and 8(7%) of teachers respectively who rated the effect of the barrier as low and very low. However, a majority response as well as obtained mean value (2.25) implies that, lack of internet services have high effect on teaching staffs research activity in DBU. Although the data implication shows the situation during data collection, this day a situation was improved to some extent. Computers in each office are now connected with internet access, which may reduce the effect rated as high earlier.

In relation to lack of printer services, 47(41%) of respondents rated its effect as very high on teachers research activity, while other 28(24%) of respondents rated the effect as high. In addition, 19(17%) of respondents consider the effect as medium. In contrast, 11(10%) and 9(8%) of teachers respectively assume the effect as low and very low. Average response to the barrier according to obtained mean value (2.18) also indicates the high effect. As a result, lack of printer services has also high effect on teaching staffs research activity in DBU.

Table 20: Infrastructural Challenges that affect Teaching staffs Research Activity

Barriers	Response in	Rating scales					Total	Mean	Rank order
		VHE (1)	HE (2)	ME (3)	LE (4)	VLE (5)			
Lack of photocopy services	freq.	28	44	16	16	10	114	2.43	8
	(%)	24	39≈	14	14	9≈	100		
Lack of duplication services	freq.	37	39	18	12	8	114	2.25	5
	(%)	32	34	16≈	11≈	7	100		
Lack of stationeries (pen, paper, CD, Flash Disks etc.)	freq.	18	21	33	26	16	114	3.00	11
	(%)	16≈	18	29≈	23≈	14	100		
Lack of telephone services	freq.	41	26	18	16	13	114	2.42	7
	(%)	36≈	23≈	16≈	14	11	100		
Uncomfortable office	freq.	43	31	19	13	8	114	2.22	4
	(%)	38≈	27	17≈	11	7	100		
Lack of office materials (chairs, desks, etc.)	freq.	18	19	40	22	15	114	2.97	10
	(%)	16≈	17≈	35	19	13	100		
Lack of transportation services	freq.	54	34	8	9	9	114	1.99	1
	(%)	47	30	7	8≈	8≈	100		
Grand mean							2.39		

N.B. VHE=Very High Effect, HE=High Effect, ME=Medium Effect, LE=Low Effect, VLE=Very Low Effect

Concerning to photocopy services, about 28(24%) of respondents rated its effect as very high, while 44(39%) others response indicate the high effect of the barrier. There are also about 16(14%) teachers who assume the effect as medium. Although a majority's response indicate the high effect of lack of photocopy services on research activity of teachers, about 16(14%) and 10(9%) respondents respectively rated the effect as low and very low. However, obtained mean value (2.43) also elaborates the high effect of the barrier. This depicts that, lack of photocopy service is also another infrastructural barrier that has high effect on teaching staffs research activity.

Lack of duplication service is assumed by 37(32%) and 39(34%) of respondents respectively it has very high effect and high effect. Supporting the effect, about 18(16%) of response indicates the medium effect. Opposite to this, about 12(11%) of respondents and 8(7%) others, rated respectively the effect as low and very low. The result shows that, lack of duplication service is also another barrier which has high effect on teaching staffs research activity and this is also supported by obtained mean value (2.25). Regarding to lack of stationeries, there are 18(16%) and 21(18%) of respondents who respectively rated as it has very high effect and high effect. Respondents who assume the effect as a medium were a majority, i.e. 33(29%). Also 26(23%) and 16(14%) of response indicate the low and very low effect of the barrier respectively. Lack of stationeries thus, have a medium effect on teaching staffs research activity. Obtained mean value (3.00) also indicates the medium effect of the barrier.

About 41(36%) of respondents assume lack of telephone service as it has very high effect on teaching staffs research activity. In addition, 26(23%) and 18(16%) respondents rated the effect as high and medium respectively. On the other hand, 16(14%) of response indicate the low effect of the barrier. Perhaps, about 13(11%) of respondents rate the effect is very low. Average response according to obtained mean value (2.42) also shows the high effect of the barrier. Lack of telephone service is also another infrastructural barrier that has high effect on teaching staffs research activity in DBU.

Regarding to office, a majority's about 43(38%) of respondents assume that, it has very high effect on their research work. Similarly, 31(27%) of teachers rated the effect is high. Further, 19(17%) of response represent the medium effect of uncomfortable office, on

teaching staffs research activity. Also, there are 13(11%) and 8(7%) of respondents who rated the effect as low and very low respectively. However, obtained mean value is 2.22, which indicates the high effect of the barrier. Uncomfortable office has also high effect on teaching staffs research activity in DBU. Concerning to lack of office materials, a majority 40 (35%) of respondents rated as it has medium effect on teaching staff research activity. Although there are 18(16%) and 19(17%) of respondents who assume the effect as very high and high respectively, obtained mean value (2.97) also indicate the medium effect of the barrier. There are also 22(19%) of respondents who rated the effect as low, while other 15(13%) consider the very low effect of the barrier. As a result, lack of office material has medium effect on teaching staffs research activity in DBU.

Lack of transportation service was rated by majority respondents, i.e. 54 (47%) as it has very high effect .Furthermore, 34(30%) of teachers were rated the effect as high, while 8(7%) response indicates medium effect of the barrier. Also there are 9(8%) and other 9(8%) of respondents, who respectively shows the low and very low effect of lack of transportation. However, a data clarifies that lack of transportation has very high effect on teaching staffs research activity, which also strengthened by calculated mean value (1.99).

In general, although there is a variation among barriers, obtained grand mean 2.39 reflects almost the high effect of all listed in table 19 and 20. Hence, lack of transportation service is a major infrastructural barrier that affects teaching staff research activity in DBU. Lack of printer services, poor library services and lack of up-to-dated reference materials are also barriers that highly affect teaching staffs' research practices. Further, uncomfortable office, poor laboratory services, lack of telephone service, and lack of photocopy service has also high effect on the research practices of the teachers. Finally, lack of office materials and lack of stationeries are infrastructural challenges that have medium effect on the research activity of teaching staffs.

4.9.Mechanisms to improve research practices of teaching staffs in DBU

Respondents were asked their responses about the importance of listed mechanisms in table 21 and 22 below, using a five – point rating scale (5=Most Important, 4=More

Important, 3=Important, 2=Less Important, 1=Least Important). The responses of respondents were transformed in to mean.

Table 21: Mechanisms to improve Teaching Staffs Research Activity

Mechanisms	Response in	Rating scales					Total	Mean	Rank order
		MtI (5)	MrI (4)	I (3)	LsI (2)	LtI (1)			
Teachers positive attitude toward research in university	freq.	38	41	12	10	13	114	3.71	14
	(%)	33	36≈	11≈	9≈	11	100		
Administrators positive attitude toward research	freq.	42	46	8	8	10	114	3.89	13
	(%)	37≈	40	7	7	9≈	100		
Administrators involvement in research	freq.	44	43	9	8	10	114	3.90	12
	(%)	38	38≈	8≈	7	9≈	100		
Average teaching load for teachers engaged in research	freq.	52	38	12	5	7	114	4.07	10
	(%)	46≈	33	11≈	4	6	100		
Preparing research seminars, symposiums and conferences	freq.	49	39	14	8	4	114	4.06	11
	(%)	43≈	34	12	7	4≈	100		
In-service research training	freq.	45	46	13	6	4	114	4.07	10
	(%)	40≈	40	11	5	4≈	100		
On-time and adequate research fund for approved proposals	freq.	54	41	11	5	3	114	4.21	8
	(%)	47	36≈	10≈	4	3≈	100		
Clearly specified research budget allocation criteria	freq.	46	49	10	9	-	114	4.15	9
	(%)	40	43≈	9≈	8≈	-	100		

N.B. MtI=Most Important, MrI=More Important, I=Important, LsI=Less Important, LtI=Least Important

Teachers positive attitude toward research is the mechanism rated as most important, by 38(33%) of respondents. About 41(36%) of teachers rated the mechanism as more important, while 12(11%) of respondents consider the importance. Regardless of 10(9%) and 13(11%) of respondents who respectively rated the mechanism as less important and least important, obtained mean value 3.71 indicates the importance of the mechanism. Teachers' positive attitude thus, is one important mechanism to improve teaching staffs' research activity.

Administrators positive attitude is considered by 42(37%) of respondents as most important mechanism and by 46(40%) of samples as more important. While 8(7%) of respondents rated the mechanism as important, other the same number of respondents

consider the mechanism as less important. There are also 10(9%) of teachers who rated as least important mechanism. Calculated mean value (3.89) however, indicates the importance of the mechanism. This results that, administrators positive attitude toward research is another important mechanism to improve teachers research practices of the University. In addition, administrators involvement in research activity as another mechanism, rated by 44(38%) and 43(38%) of respondents as most important and more important respectively. Other 9(8%) of responses illustrate the importance of the mechanism also. Opposite to this, 8(7%) and 10(9%) of respondents respectively rated the mechanism is less important and least important. In fact, mean value of the mechanism (3.90), indicates the importance. As a result, administrators' participation in a research activity of the university may initiate teachers to engage in research. One good example the researcher observed from research proceedings of the university is that, involvement of research director in one of conducted research, which is to be performed by other administrators also.

Concerning to average teaching load for those engaged in research, about 52(46%) and other 38(33%) of respondents respectively, rated as most important and more important mechanism. Around 12(11%) also assure the importance of the mechanism. Hence, a majority response as well as obtained mean value (4.07) shows the more importance of the mechanism. Although university's senate legislation assign a maximum of 9 credit hours of teaching to those involved in research, it seems difficult to do so. What this data depicts is that, average teaching load for teachers who are involving in research activity is a more important mechanism that demand the university to revisit its policy concerning teaching load.

In relation to preparing research seminars, symposiums, and conferences, about 49(43%) of response indicates its most importance. Further, 39(34%) of respondents state the mechanism as more important, while other 14(12%) show its importance. The remaining 8(7%) and 4(4%) of respondents respectively, rated the mechanism as less important and least important. Obtained mean value (4.06) also indicates the more importance of the mechanism. The result reflects that, preparing research seminars, symposiums and

conferences frequently, is another more important mechanism to improve teaching staffs' research activity in DBU.

In-service research training is another more important mechanism to enhance research practice, which is rated by 45(40%) of respondents as most important. In addition, 46(40%) of teachers assume the mechanism as more important. Further, there are 13(11%) of response that indicate the importance of in-service research training. The number of respondents consider the importance of the mechanism as less and least important respectively, was 6(5%) and 4(4%). A majority response as well as obtained mean, i.e. 4.07 together indicates the more importance of the mechanism. This mirrors that, in-service research training is another more important mechanism that may improve teaching staffs' research activity.

As it can be seen in the table, on-time and adequate research fund was rated as most important by 54(47%) and as more important by 41(36%) of respondents. Also, about 11(10%) of respondents rated the mechanism is important. The remaining, 5(4%) and 3(3%) of teachers respectively assume the mechanism as less important and least important. However, a majority response plus calculated mean value (4.21), illustrate the more importance of the mechanism. This results that on-time and adequate research fund for approved research proposals is also more important mechanism which hold the eighth position in a rank order.

Table 22: Mechanisms to improve Teaching Staffs Research Activity

Mechanisms	Response in	Rating scales					Total	Mean	Rank order
		MtI (5)	MrI (4)	I (3)	LsI (2)	LtI (1)			
Counting research work as a criteria in teacher's promotion	freq.	8	13	5	61	27	114	2.24	15
	(%)	7	11	4	54≈	24≈	100		
Quick and well-organized research administration system	freq.	69	41	4	-	-	114	4.57	2
	(%)	61≈	36≈	3	-	-	100		
Adequate infrastructure (computers, internet, references, etc)	freq.	50	53	6	5	-	114	4.29	7
	(%)	44≈	47≈	5	4	-	100		
Presence of various research dissemination means	freq.	65	31	18	-	-	114	4.41	4
	(%)	57	27	16≈	-	-	100		
Close-link and cooperation of university with external organization	freq.	56	42	15	1	-	114	4.34	6
	(%)	49	37≈	13	1≈	-	100		
Satisfactory research incentives	freq.	70	42	2	-	-	114	4.59	1
	(%)	61	37≈	2≈	-	-	100		
Cooperation among teachers of the university	freq.	36	39	19	11	9	114	3.71	14
	(%)	31	34	17≈	10≈	8≈	100		
Working closely with other Universities on research	freq.	57	40	17	-	-	114	4.35	5
	(%)	50	35	15≈	-	-	100		
Researching research practices of the university	freq.	66	42	6	-	-	114	4.52	3
	(%)	58≈	37≈	5	-	-	100		
Grand mean							4.06		

N.B. MtI=Most Important, MrI=More Important, I=Important, LsI=Less Important, LtI=Least Important

Counting teachers research work as a criteria in teachers promotion is a mechanism, assumed by 8(7%) and 13(11%) of respondent respectively, most important and more important. Also, 5(4%) of response indicates its importance. However, a majority of 61(54%) and 27(24%) respondents rated the mechanism as less and least important respectively. Obtained mean value (2.24) also shows the less importance of the mechanism. As a result, counting teachers research work as a criteria in teacher's promotion is less important in improving teaching staffs' research activity.

A majorities, about 69(61%) of respondents rated quick and well-organized research administration system as a most important mechanism, while 41(36%) others rated as

more important. In addition, the remaining 4(3%) of teachers also indicates the importance of mechanism. Furthermore, obtained mean value (4.57) also indicates the more importance of the mechanism. This results that, quick and well-organized research administration system is a more important mechanism to improve teachers' research activity that takes the second position in a rank order.

Regarding to adequacy of infrastructure, about 50(44%) and 53(47%) of respondents respectively rated as most important and more important mechanism. In addition, 6(5%) consider the importance, while the remaining 5(4%) of respondents realize the less importance of the mechanism. Calculated mean value (4.29), elaborates that, the more importance of the mechanism. The result implies that, adequacy of infrastructure is the other more important mechanism that may enhance teaching staffs' research activity in DBU. The presence of various dissemination means is also another more important mechanism that holds a fourth position in table 22. About 65(57%), 31(27%) and 18(16%) of respondents respectively, rate the mechanism as most important, more important and important. Besides, obtained mean value 4.41 is eliciting the more importance of the mechanism. Thus, presence of various dissemination means is the fourth more important mechanism to enhance teachers' research activity.

A mechanism that takes the first position among those listed in table 21 and 22, is satisfactory research incentives, which was rated by 70(61%) of respondents as most important mechanism. Additionally, 42(37%) of respondents consider the more importance of the mechanism, while the remaining 2(2%) assume its importance. Rather, obtained mean value (4.59) also represents the more importance of the mechanism. As a result, satisfactory research incentive is a most important mechanism that may improve teaching staffs' research activity.

Working closely with other universities, was rated by 57(50%), 40(35%) and 17(15%) of respondents as most important, more important and important mechanism respectively. Obtained mean value (4.35) also shows the same thing. Regarding, close-link and cooperation of university with external organization, 56(49%) of teachers rated as a most important mechanism, while about 42(37%) teachers rated as a more important mechanism. In addition, about 15(13%) of teachers also assume its importance and

obtained mean value (4.34), also assure us the more importance of the mechanism. The result illustrates that, working closely with other universities on research, and cooperation with other external organizations are other more important mechanisms to improve teaching staffs' research activity of DBU, which takes the fifth and sixth position.

The last mechanism mentioned in table 22 is researching the research practices of the university which take the third position when ranked. About 66(58%) and 42(37%) of respondents rate the mechanism as most important and more important respectively. The remaining, 6(5%) of response indicates the importance of the mechanism. An average response according to obtained mean value 4.52, also represent the most importance of the mechanism. For this matter, researching research practices of the university is also another more important mechanism in enhancing teaching staffs' research activity.

Generally, satisfactory research incentives, quick and well organized research administration and researching the research practices of the university are the most important mechanisms to improve teaching staff research activity. Further, the presence of various dissemination means, working closely with other universities on research, cooperation with external organization, adequate infrastructure and clearly specified research budget allocation criteria were the more important mechanisms. Finally, although the importance of all listed mechanisms is unquestionable and supported by obtained grand mean (4.06), other major mechanism mentioned by respondents through open ended item is that, broadening thematic areas in order to incorporate every teacher in research work.

Table 23: The Status of Research Activities in DBU

Item	Options	Response in	
		freq.	(%)
In general, how do you evaluate the status of research activities in DBU?	Very High	-	-
	High	-	-
	Medium	25	22~
	Low	59	52~
	Very Low	30	26
	Total	114	100

Table 23 above indicates respondent's evaluation regarding the status of research activity of DBU. As one can see from the table, 25 (22%) of respondent teachers were consider the status of research activity of the university as medium. A majority about 59 (52%) of respondents rated the status is low. Additionally, around 30 (26%) of respondents state the status of research activity of the university is very low. Although a majority's response illustrates the status of research activity of the university as low, according to interviewed managements, the status of research there is at good level. Hence, although the research activity of the university is showing an appreciable progress in the last few years, still its status is low which demand a university to do more. One good evidence that indicates the status of University's research activity as low is that, observed low participation of teaching staffs. For instance, this year there are only 51 teachers who are involving in a research activity of the university, who count about 13.6% of total on-job teaching staffs.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this section, summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating problems related to improving and ensuring the current status of research activity among teaching staff of DBU are presented.

5.1. Summary

The main objective of this study was assessing the current status of research activity among teaching staffs of DBU and identifying the major challenges that affect the activity. To achieve the purposes of the study, the following research questions were raised to be answered in the course of the study:

1. What is the current status of research practice among teaching staff of DBU?
 - i) To what extent are teachers involved in research activities in DBU, to explore new findings, improve teaching learning process, as well as to solve society's problem?
 - ii) What do teachers of the university feel about the importance of conducting research?
2. What were the major problems facing teachers in conducting research in the university?
 - i. Is there necessary resource to undertake research in the university?
 - ii. Is there a concerned body in the university which is responsible to coordinate, publish and disseminate the research findings?
 - iii. Does institutional policy encourage teachers to be engaged in research work?
 - iv. Does the university administrator facilitate the tasks of research in the university?
3. What efforts are made so far to develop and maintain the university and teacher's capacity for undertaking research in the university?

- i. How frequent the university prepares a sort of symposiums, seminars, or research training to teachers of the university?
- ii. What tasks are performed by the university in order to strengthen research funding of the university by creating a link with both National and International organization?

4. How could these and other research related problems be solved?

The study was carried out in DBU and Descriptive survey approach was employed as a design of the study. The sources of data were instructors, RD, ARQAD and heads of colleges, and schools. To look for answers to the above research questions, the data were gathered through questionnaires, un-structured interviews, and document analysis. The questionnaires were filled and returned by 114 instructors who were selected by using stratified random sampling and simple random sampling techniques.

The interview was also conducted with RD, ARQAD and four college and school heads that were selected by using purposive sampling technique. Besides, document analysis was made on research, researchers and research budget records of the university. The data obtained through the above instruments were analyzed quantitatively using frequency count, percentages and means, and qualitatively using descriptive statements. Finally, based on the analysis of the data, the following major findings were obtained from the study:

1. The educational qualification and the number of female academic staffs were found to be unsatisfactory.
 - ✓ The finding of the study shows that the majority, 65% of respondent instructors in DBU were MA/MSC/MED holders. However, 35% of respondents were BA/BSC/BED holders, while there is no one respondent who is PhD holders although there are three in the university. This does not match with the required minimum standard set by MOE to give instruction at degree level by at least 30% PhD degrees, 50% MA/MSC/MED degrees and 20% BA/BSC/BED degree holders teaching staffs.

- ✓ The data also indicates that 79% of respondents were males, while few 21% of them were females. However, the total on-job female academic staffs of the university were 33(9%), which does not match with expected program outcomes of ESDP IV, which aims at increasing the share female academic staffs to 20% out of total.
2. Teaching load of academic staff was found very high. A majority of respondents, about 60(53%) were loaded with 11to20 hour teaching. Therefore, teaching staffs teaching load is above that expected of those involving in research activity of the university.
 3. The current status of research activity among teaching staffs of DBU was found to be unsatisfactory.
 - ✓ The data also reflects that only 36% of teaching staffs were involving in a research activity of the university, while majorities 64% of instructors were not. The number of academic staffs involving in a research is therefore too few, which does not match both with legislation of the university and HEP that states research as a right and responsibility of every academic staffs of HEIs.
 - ✓ The result also reveals that the amount of time that instructors were spending for a research work is below policy expectation. About 59% of teaching staffs were spending only 20% and below of their time to research work of the university, among which a majorities spending nothing. Both HEP and DBU senate legislation demand instructors to spend at least 25% of their time for a research works which does not exist in DBU.
 4. The teaching staffs were having a positive attitude toward research in university although they are not happy with a research practice of their university.
 - ✓ Findings of the study points out teachers' positive attitude toward research in university in general, by assuming its importance in solving societal problems as well as resulting quality education. Further, about 73% of teaching staffs were having a plan to conduct research in the future, which strengthen their positive attitude toward research in university.

- ✓ Although a research activity of the university is showing yearly progress, majority of instructors were not happy with a research practice of the university, and the status of research there is low.
 - ✓ The study also reveals that, a presence of concerned body that coordinate a research practices of the university at different position is appreciable, although the support provided by these body seems unsatisfactory.
 - ✓ The finding of the study also indicates that, identified thematic areas of the university were tight, which does not initiate teachers from various departments to involve in research activity. Quality Education, Food Security, Resource Management, Alternative Power Supply, Public Health and Cross Cutting Issues are identified thematic areas by the university.
5. All personal, institutional, and infrastructural challenges are major factors that are affecting teaching staff research activity of the university.
- ✓ **Personal challenges:** the result shows that, lack of encouragement from university managements, lack of opportunity to conduct research, lack of opportunity to participate in research symposiums, lack of collaboration among teachers, lack of in-service research trainings, are more serious personal barrier to conduct research in DBU.
 - ✓ **Institutional challenges:** lack of providing necessary support on-time for those engaged in research work, lack of coordinating tasks to improve teachers' research capacity, lack of providing research funds on time for approved proposals, unsatisfactory incentives, and lack of in-service research training and inadequacy of research symposiums are major institutional problems that are affecting research practices of teaching staffs in DBU. Institutional policy of the university is also found to be un-encouraging and it is another institutional challenge.
 - ✓ **Infrastructural challenges:** lack of transportation service is a major infrastructural barrier that affects teaching staff research activity in DBU. Lack of printer services, poor library services and lack of up-to-dated reference materials are also barriers that highly affect teaching staffs' research practices. Further, uncomfortable office, poor laboratory services,

lack of telephone service, and lack of photocopy service has also high effect on the research practices of the teachers.

6. Efforts made so far to strengthen the research activity of the university is appreciable although efforts made so far to develop teaching staff research capacity was found to be inadequate.
 - ✓ The data also illustrate the university relation with government and non-government organizations is seems satisfactory, in order to enhance the research capacity of the university.
 - ✓ Regarding to developing teachers research capacity, efforts made so far were found to be inadequate. Although the study come up with few trainings and symposium, in order to enhance teachers research capacity it seems inadequate and demand a university to do more.
7. The finding also shows that, satisfactory research incentives, quick and well organized research administration and researching the research practices of the university are the most important mechanisms to improve teaching staffs' research activity. Similarly, the presence of various dissemination means, working closely with other universities on research, cooperation with external organization, adequate infrastructure and clearly specified research budget allocation criteria were the more important mechanisms.

5.2. Conclusion

On the basis of major findings obtained, the following conclusions were drawn. In relation to the educational qualification of respondent academic staff, it is found below the expectation of MOE at HEIs, which has its own impact on ones research activity, because of low experience. Similarly, the teaching load of teaching staffs was also found to be high, which in turn make conducting research difficult.

Regarding the status of teaching staff involvement in a research activity of the university, it is below both institutional and national policy expectation, which is an implication for the status of university's research also. Although progress characterized in a last few years found to be good, tasks performed to enhance research activity of the university is

below the capacity of the university. The amount of time spent by instructors for research activity is very low, which raise question regarding the proper implementation of policy both at a national and institutional level.

Teaching staffs' attitude toward research in university is positive although they were not happy with research practices of their university. Identified thematic areas of research are limiting teachers from different departments to undertake research in their area. The presence of a various dissemination means and section that coordinates research activity of the university is enhancing research capacity of the university. In-service research training as well as research symposiums of the university is inadequate.

Personal, institutional, as well as infrastructural barriers altogether are affecting teachers' research activity. Encouragement from top university administrators as well as institutional policy is unsatisfying to involve in research activity. Therefore, it is possible to conclude that the current status of research activity among teaching staffs of DBU was found to be not shows potential when it was evaluated from the point of both institutional and national policy expectation.

5.3.Recommendations

On the basis of above major findings and conclusion drawn the following recommendations were forwarded for a concerned body, to improve the status of teaching staffs research activity in DBU by alleviating personal, institutional, and infrastructural challenges.

1. Educational qualification is a mandatory requirement to undertake problem solver research. The educational qualification of the majority of instructors was below the required minimum standard set by MOE. Hence, DBU should provide instructors with sponsorship to upgrade their educational level without delay, as much as possible to enhance the research activity of the university. Weiler, Rosenblit and Sawyerr (2008), capable researchers are the primary requirement for research activities of university.

2. Teaching staffs' involvement in a research activity of the university is insufficient. The university is needed to create awareness regarding research as a right and responsibility of every teaching staffs in the university.
3. The encouraging nature of top administrators was found low. Hence, top university administrators must take a lead, by involving in research activity of the university, in order to initiate teaching staffs to involve in research activities.
4. The encouraging nature of institutional research policy also found low. As a result, a university is recommended to re-examine its research policy. Issues related to research incentives, and teaching load for those involving in research activity of the university were primarily requires improvement.
5. The organization of a section that coordinates the research activity of the university is also found to be unsatisfactory. The section therefore, needed to re-organize its structure in order to render quick services demanded of it and to share accountability to others, rather than carrying it alone.
6. Pre-identified thematic areas of the university were limiting involvement of instructors from different areas in a research activity. Even, in one of identified thematic areas, there is no a single research that is ongoing, although about five proposals was submitted this year. Thus, the university is highly recommended to broaden its thematic area in line with the human resource it has. Revisiting identified thematic areas was required.
7. In-service research training and research symposiums of the university were found unsatisfactory. In order to update teachers' research knowledge, no one could underestimate the role of in-service research training and involving in research symposiums. For this matter, the university is recommended to provide in-service, adequate research training, by identifying the focus areas first and foremost. Increasing the occurrence of research symposiums as much as possible is also provide teachers with an opportunity to take part in it, which may initiate, and provide them with some inputs.
8. Infrastructural challenges take a lead in affecting teaching staffs' research activity in DBU. Lack of transportation service, lack of printer services, poor library services and lack of up-to-dated reference materials, uncomfortable office, poor

laboratory services, lack of telephone service, and lack of photocopy service, were among major issues to be considered by the university. Weiler, Rosenblit and Sawyerr (2008), saw infrastructural issues as essential condition for university research.

9. Cooperation of the university with other governmental and nongovernmental organization is found to be good, although it is not adequate. Thus, the university is highly recommended to increase its link with other organization, especially with other universities of the country that has a good research experience. Fostering research cooperation is among mechanisms to improve research in universities according to Weiler, Rosenblit and Sawyerr (2008).
10. Although there is no doubt regarding the low status of research in DBU, researching the research activity of the university is a forgettable area. For this reason, the university is greatly recommended to develop research on research Weiler, Rosenblit and Sawyerr (2008).
11. Finally, since this study is not free of limitation, further deep and continuous investigation of the issue is recommended to concerned body. Researching research is not serving only to understand its status, rather helps to identify beneficial research also.

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APPENDIX-A
Addis Ababa University
College of Education and Behavioral studies
Department of Curriculum and Teacher's Professional
Development studies
Questionnaires Filled By University Instructors

This questionnaire is prepared to collect necessary data for the study that will be conducted on "The status of Research activities among teaching staff of Debre Birhan University". Hence, instructors of the university are believed to be proper primary data sources. Therefore, your cooperation to offer relevant and honest information is highly important for the success of the study. I would like also to assure you that your response will be kept confidential. Therefore, please fill each question according to the instruction and give it back to the researcher.

Thank you in advance!!

General Directions

1. Don't write your name
2. Try to answer every question according to the instruction
3. You have to answer every question on the basis of the situation in Debre Birhan University.

PART I. Personal Information

1. Name of your college/school/ faculty _____
2. Name of your Department _____
3. Sex: Male Female
4. Age: ≤ 25 26 – 35 36 – 45 ≥ 45
5. Qualification
BA/BSC/BED PHD
MA/MSC/MED Others if any _____

6. Academic Rank

Graduate Assistant I Assistant Lecturer Assistant Professor
Graduate Assistant II Lecturer Associate professor Professor

7. Years of service in teaching

≤ 5 years 6 – 10 years 11 – 15 years
16 – 20 years ≥ 21 Years

8. Teaching load per week

≤ 6 hrs 6 – 10 hrs 11 – 15 hrs
16 – 20 hrs ≥ 21 hrs

PART II General Research Practices

The following questions are about research practice in Debre Birhan University. Please indicate your response by putting a thick mark (✓) in the box corresponding to the options.

9. Did you conduct a research before you were hired as a teaching staff in Debre Birhan University?

Yes No

10. If your response for question number 9 is “yes”, what was your purpose to conduct the research? (you can choose more than one option)

- For partial fulfillment to undergraduate/post graduate study
- For promotion in the structure of your career
- To solve problems in organization
- To acquire knowledge in your area
- To gain income
- Others (if any) _____

11. Do you ever conduct research after you were hired in Debre Birhan University?

Yes No

12. If your response for question number 11 is “yes” for what purpose did you conduct? (you can choose more than one option)

- To solve problems in the university
- To solve problems in the teaching-learning process
- To solve problems in society
- To acquire and/or develop knowledge
- For promotion in the structure of your career
- Others (if any) _____

13. If your answer for question number 11 is "No" mention the reasons.

14. Do you have a plan to conduct research in Debre Birhan University?

Yes No

15. If your response for question number 14 is "yes" on what issues you to conduct a research?

16. If your response for question number 14 is "No" state your reasons.

17. Did you take research course(s) in your undergraduate/post graduate study?

Yes No

18. If your response for question number 17 is "Yes" how do you rate the usefulness of the course(s) to undertake research in your fields?

Very High High Medium Low Very Low

19. Did you take in-service training which may enhance your research undertaking capacity?

Yes No

20. If your response for question number 19 is "Yes" how do you rate the effectiveness of the training in enhancing your research capacity?

No.	Statement	Scales				
		1	2	3	4	5
29.1	Research is the task of those who specialize in research and doesn't concern every teachers in university					
29.2	I feel conducting research overburdens teacher in my university					
29.3	Research should have to separate from teaching and should be performed by specialist in the field					
29.4	In solving university's as well as society problems a research contributes little					
29.5	I feel conducting research will have negative effect on teaching					
29.6	I feel conducting research is boring					
29.7	I feel to be a good researcher it is must to be good at teaching					
29.8	I feel low experience in teaching make conducting research difficult					
29.9	I feel university is the place only for teaching and doesn't concern with research					
29.10	Conducting research in my university is waste time and resource					
29.11	I feel considering teacher's research practice as criteria for promotion is unfair					
29.12	I feel the expense of research in university, outweighs its contribution					

PART III Personal Challenges

The following questions are about personal challenges (barriers) to undertake research in Debre Birhan University. Please indicate your response by using a tick mark (✓) in the corresponding box of your choice.

30. Do you given equal opportunity to conduct research in your area when you compared with other departments?

Yes

No

31. If your response for question number 30 is "No", please mention your reasons?

32. Do you ever participate on research seminars, symposiums or workshops in Debre Birhan University?

Yes No

33. If your response for question number 32 is “No”, please mention your reasons?

34. The followings are personal challenges (barriers) to conduct research. Please indicate the level of seriousness of the barriers in your university by putting a tick mark (✓) in the corresponding box of your response.

(Note that): 1=Most Serious Barrier 2= More serious Barrier 3=Serious Barrier 4=Less Serious Barrier 5=Least Serious Barrier

No.	Barriers	Scales				
		1	2	3	4	5
34.1	Lack of research methodology knowledge					
34.2	Lack of skills in research methodology					
34.3	Lack of confidence to undertake research					
34.4	Lack of interest to conduct research					
34.5	Lack of past-research experience					
34.6	Lack of collaborations in research among teachers					
34.7	Lack of time because of high teaching load					
34.8	Lack of time because of family responsibility					
34.9	Lack of positive attitude to research and researchers					
34.10	Lack of opportunity to conduct research					
34.11	Lack of in-service research training					
34.12	Lack of opportunity to participate in research seminars					
34.13	Lack of encouragement from top university administration					

PART IV Institutional Challenges

The following questions are about institutional challenges (barriers) to undertake research in Debre Birhan University. Please indicate your response by using a tick mark (✓) in the corresponding box of your choice.

35. How do you evaluate the nature of your institutional policy on encouraging research work?

Very High High Medium Low Very Low

36. Is there a research and publication office in your university that coordinates research practices?

Yes

No

37. If your response for question number 36 is "Yes", how do you rate the support of this body in university's research practice?

Very High High Medium Low Very Low

38. Are there opportunities to disseminate research works in your university?

Yes

No

39. If your response for question number 38 is "Yes", through what mechanism? (you can choose more than one option)

Seminars

Workshops

Conferences

Symposiums

Publications

Others (if any) _____

40. Is there research Seminars, symposiums or workshops in your university?

Yes

No

41. If your response for question number 40 is "Yes", how often research seminars, symposiums or workshops occur in a year?

Once Twice Three times Four times

Others (if any) _____

42. The followings are institutional challenges (barriers) to conduct research. Please indicate the level of your agreement or disagreement by putting a tick mark (✓) in the corresponding box of your choice.

(Note that): 5=Strongly Agree

4=Agree

3=Undecided

2= Disagree

1=Strongly Disagree

No.	Statement	Scales				
		5	4	3	2	1
42.1	I feel research seminars, workshops, and/or symposiums in my university are adequate					
42.2	I feel in-service research trainings in my university are adequate to enhance teachers research capacity					
42.3	Research incentives in my university are satisfactory					
42.4	In my university research outcomes are being utilized properly					
42.5	Administrational or committee responsibilities have no effect on my research practices					
42.6	The policy of my university is encouraging to engage in a research work					
42.7	Research and publication section of my university is well-organized					
42.8	Adequate research fund was assigned for approved proposals on-time					
42.9	Research and publication section of the university provide necessary support on-time for those engaged in research work					
42.10	Research and publication section work closely with external organization to increase research fund					
42.11	Research and publication section was highly coordinate tasks to improve teachers research capacity					

43. How do you rate the encouragement of top university administrators, in motivating teachers to conduct research?

Very High High Medium Low Very Low

PART V Infrastructural Challenges

The following questions are about infrastructural challenges (barriers) to undertake research in Debre Birhan University. Please indicate your response by using a tick mark (✓) in the corresponding box of your choice.

44. How do you evaluate the library services in your university in enhancing your research practices

Very Good Good Poor

45. Are there up-to-dated reference books and journals in the library?

Yes No

46. The followings are infrastructural challenges (barriers). Please indicate the level of effect of these barriers on research in your university by putting a tick mark (✓) in the corresponding box of your choice.

(Note that): 1=Very High Effect 2=High Effect 3=Medium Effect
4= Low Effect 5=Very Low Effect

No.	Barriers	Scales				
		5	4	3	2	1
46.1	Poor library services					
46.2	Lack of up-to-dated reference materials					
46.3	Poor laboratory services					
46.4	Inadequate laboratory materials					
46.5	Lack of computers					
46.6	Lack of internet services					
46.7	Lack of printer services					
46.8	Lack of photocopy services					
46.9	Lack of duplication services					
46.10	Lack of stationeries (pen, paper, CD, Flash Disks etc.)					
46.11	Lack of telephone services					
46.12	Uncomfortable office					
46.13	Lack of office materials (chairs, desks, etc.)					
46.14	Lack of transportation services					

PART VI Aimed Mechanisms

The following questions are about to pave the way to enhance teachers research practice in Debre Birhan University. Please indicate your response by putting a tick mark (✓) or writing the necessary statements according to the questions.

47. What other factors do you think affect teachers research activities in Debre Birhan University?

Personal Factors

Institutional Factors

Infrastructural Factors

48. The following table contains aimed mechanisms to enhance teacher's research activity in Debre Birhan University. Please rate the degree of importance of mechanisms by putting a tick mark (✓) in the corresponding box of your response.

(Note that): 5=Most Important 4=More Important 3=Important
 2= Less Important 1=Least Important

No.	Mechanisms	Scales				
		5	4	3	2	1
48.1	Teachers positive attitude toward research in university					
48.2	Administrators positive attitude toward research					
48.3	Administrators involvement in research					
48.4	Average teaching load for teachers engaged in research					
48.5	Preparing research seminars, symposiums and conferences					
48.6	In-service research training					
48.7	On-time and adequate research fund for approved proposals					
48.8	Clearly specified research budget allocation criteria					
48.9	Counting research work as a criteria in teacher's promotion					
48.10	Quick and well-organized research administration system					
48.11	Adequate infrastructure (computers, internet, references, etc)					
48.12	Presence of various research dissemination means					

No.	Mechanisms	Scales				
		5	4	3	2	1
48.13	Close-link and cooperation of university with external organization					
48.14	Satisfactory research incentives					
48.15	Cooperation among teachers of the university					
48.16	Working closely with other Universities on research					
48.17	Researching research practices of the university					

49. What other mechanisms do you suggest to improve the research practices in Debre Birhan University?

50. In general, how do you evaluate the status of research activities in Debre Birhan University?

Very High High Medium Low Very Low

THANKS A LOT!!!

APPENDIX-B

Addis Ababa University

College of Education and Behavioral studies

Department of Curriculum and Teacher's Professional

Development studies

**An Interview guide questions for Research and Community Service Vice President,
Research Director, and School/College Heads.**

1. How do you evaluate the research practices in Debre Birhan University, from past to present?
2. Does teachers' involvement in research activity seem adequate?
3. What type of research the university gives priority? Why?
4. Do you provide teachers with a necessary support in line with your position, to enhance research practices?
5. What tasks has been done in building a research capacity of the university?
6. How do you evaluate the administration system of the university in facilitating/hindering teachers' involvement in research work? Why?
7. Does the university work with other government or non-Government Organization in order to develop research capacity?
8. How do you evaluate the information dissemination means of the university? Why?
9. How do you evaluate the university's policy in encouraging teachers to participate in research tasks?
10. What are the major factors that hinder teachers' involvement in research practices?
11. Do you have any suggestion(s) which help to improve teachers' research activity in the future?

THANK YOU IN ADVANCE!!!!