

**FACTORS IMPEDING GOVERNMENT SECONDARY  
SCHOOL TEACHES' RESEARCH PRACTICE IN  
KIRKOS SUB-CITY**

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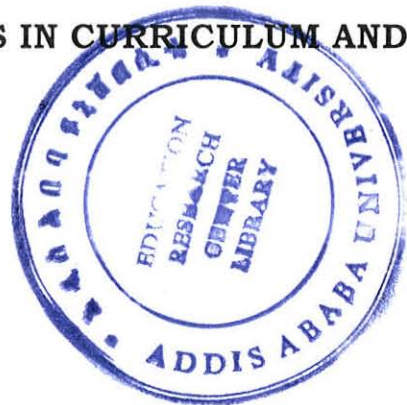
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**A THESIS SUBMITTED TO THE DEPARTMENT OF  
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STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN CURRICULUM AND  
INSTRUCTION**



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## **List of Acronyms**

AAU	Addis Ababa University
AED	Academy for Educational Development
BPR	Business Process Re-engineering
CGAAEB	City Government of Addis Ababa Education Bureau
CPD	Continuous Professional Development
EJE	Ethiopian Journal of Education
EJHE	Ethiopian Journals of Higher Education
ETP	Ethiopian Education and Training Policy
HPE	Health and Physical Education
IER	Institute of Educational Research
IT	Information Technology
JED	Journal of Education for Development
KSC	Kirkos of Education
MOE	Ministry of Education
SCEO	Sub-city Educational Officers
SIP	School Improvement Program
TD	Technical Drawing
TGE	Transition Government of Ethiopia
UNESCO	United Nation Educational, Scientific and Culture Organization
USAID	United State Agency for International Development

## Abstract

*The purpose of this study was to investigate the impeding factors of government secondary school teachers research practice in Kirkos sub-city of Addis Ababa. To conduct this research, descriptive survey method was employed. The primary sources of data were 130 teachers, 4 principals 4 wereda and 2 sub-city educational officers. Proportionate stratified random sampling techniques were employed to select teachers and purposive sampling techniques were employed to select principals, wereda and sub city educational officers. Like wise, the collected data were analyzed quantitatively by using descriptive statistics such as, (frequently count percentage, mean and weighted indx), and qualitatively by using narration mode. Questionnaires were the main data gathering instruments while interview and document analysis were employed to enrich the data gathered through questionnaires. The finding of the study suggested that lack of adequate opportunity for on job training related to educational research, teachers negative perception towards educational research, lack of interest of teachers towards educational research and poor technical support from schools, educational officers. Besides, lack of research fund and material resources, teachers low competence towards educational research and lack of research dissemination and use were the major constraints of educational research practices. Moreover, lack of research co-coordinating body at school, wereda and sub-city, ineffective implementation of educational research plan and absence of incentives and proper recognition for teachers researcher from higher officers were another impeding factors. As a result the trend of kirkos sub-city government secondary school teachers current practices in educational research is low. Hence, for further improvement of educational research practice, it is recommended that the school principals and educational officers at various level should create supportive research culture, develop a systematically organized structure that help train teachers to promote their educational research competency, motivate and encourage teachers to do educational research through providing incentives, moral assistance, giving reward, recognitions and provide a chance to publish their research output, establishing outlets for the dissemination of research results through journals and magazines, in addition, experience sharing culture should be developed at school level and/or cluster centers that help teachers by initiating or motivating them for doing educational research and further researches need to be conducted on the teachers practice of educational research to come up with wide scale and more detailed investigations.*

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the Study

Research is a process of careful inquiry of events. It is a systematic attempts to obtain meaning for answers to question about phenomena or events through the application of scientific procedure (Koul, 1988). Therefore, the features of scientific procedure such as accurate observation, careful exploration, empirical evidence, careful designed procedures, objectives and logical testing (experimentation), and the researchers' patient, expertise and courage are also some of the basic elements of the research activities.

Traditionally it was believed that research is an activity carried out by people in higher education in order to acquire a research degree, or in order to fulfill a contract made with different research organizations. But the curriculum movement in the 1960s and early 1970s introduced the idea that teachers could be involved in researching the issue around and in their classrooms (Mitchell, 1985). As Hopkins (2002) stated, to enhance their own or colleague's teaching, to test the assumption of educational theory in practice, and/or to evaluate and implement the whole school practices, teachers' participation in educational research is highly recommended.

Now a days, there is a global understanding that education should be viewed in line with the improvement of the main elements in its process; namely lives of learners, quality of teachers, contents and fulfillment of social need as well as economic condition of a particular country (Firdisa, 2000:44).

To realize this endeavour, research has a pivotal role to development and it aims at making the education sector grow its function effectively and improve the educational practices. Presently, research is considered to be a prominent key

which is essential to the opening of new doors in education (Courtney, 1965:1). It is clear that teaching-learning process becomes effective, up-to-date and successful, only if it is supported by educational research.

According to Yallow, (2000: 251) teachers by virtue of their important position in the educational system are required to participate in educational research to improve the teaching-learning quality and quantity. He further argued that in addition to the three basic components of knowledge (psychological knowledge of learner, professional understanding of principles, and knowledge of subject matter content), which make teacher effective, research competence of teachers is also crucial to improve the quality and quantity of the teaching- learning in schools.

According to Wiersma (1995:1) the majority of teachers do not do research because of limited financial resources, restricted opportunities, expertise and experience in research. Seyoum (1998:13) found out that lack of incentive, lack of financial resource, teaching load and lack of opportunity to participate in seminar were the major constraints that hinder teachers from research activity in school context.

In general, educational research plays a significant role in pointing out the strong and weak points of curricula, educational organization, administration and structures, and in evaluating the attainment of educational objectives towards improving the system. Educational research is, therefore, an aspect of scientific discipline that is geared towards the solution of an educational problem. Hence, conducting research focusing on identifying the factors that impede secondary school teachers' from carrying out research activities.

## **1.2 Statement of the Problem**

Educational research is the process of examining educational problem and proposing scientific solution. However, human factors such as; lack of competence

in research, patience, interest and material factor such as funds, reference materials etc determine its application.

In our country, problems related to education are many in number and it is very common to hear about the deterioration of its quality. In order to alleviate this problem research based information is currently demanded more than ever before. As Seyoum (1998) stated it, research activities in the school enhance and enrich the teaching- learning process there by contributing to the improvement of the quality of education. However, it may not be true that research activities to-date in our high schools are commonly under taken by teachers in tackling the problem that obscure and jeopardize the quality of education, although they as professionals and key role players of the system are the ones who would be concerned with the problem. As a result, the degree and scope of educational problems are swelling from time to time and the quality of education is deteriorating.

In the Education and Training Policy (TGE, 1994), educational research is given special emphasis. It is clear that the focus of the ETP in meeting the challenges of the teaching-learning process and tackle the problem of quality in education is not only by training teachers who are qualified to teach, but also by facilitating conditions to conduct research in classroom situations. Despite this fact the participation of teachers in research activity is to meet the criteria of evaluation as well as career structure (MOE, 2004). In this regard, it is expected that secondary school teachers conduct research for improving the teaching- learning process, the curriculum as well as their professional competence. However, some studies that have been undertaken at different time on secondary schools level indicate that teachers' involvement in educational research was not as expected (Hussen, 2000; Yalew, 2000; Yeshimebrat, 2000; Abraham, 2004; Yibeltal, 2006; and Ashenafi, 2007).



Although, the past studies had high inputs to enhance knowledge and skills of educational research activities, they were limited in providing complete information about factors impeding secondary school teachers' research practice at national level.

According to the current Ethiopian education and training policy, teachers at high school level are required to conduct educational research. But a promising step is not observed in facilitating conditions to conduct educational research at this level. Rather our educators are observed trying to solve every problem by trial and error and personal experience. Obviously, common sense and trial and error alone can not provide reliable information for action. Evidence supported by research findings are highly needed and are becoming timely questions in our country as else where in the world.

The main purpose of this study is, therefore, to examine to what extent secondary school teachers of kirkos sub-city carry out education research and to identify the major constraints that hinder them from carrying out this activity.

### **1.3 Objective of the Study**

The principal issue to be assessed in this research work was the need for emphasize on the impediments of secondary school teachers' research practice in the area under consideration. To do so, generally this study were aimed at the factors impeding secondary school teachers research practices in kirkos sub-city.

Thus, the underlining specific objectives to this study were:

1. To asses the degree to which secondary school teachers are competent enough to carry out educational research so as to solve educational problems;
2. To assess the degree to which teachers are equipped with the necessary knowledge and skills needed to carry out educational research;

3. To assess how do secondary school teachers in kirkos sub-city perceive the research activity in alignment with their teaching practice;
4. Identify mechanisms that activate the school to utilize research product to develop problem solving experiences as central focus;
5. Investigate leadership role in facilitating conditions for research activities and promoting research results; and
6. To identify the major factors that hinder (impede) secondary school teachers from research undertaking in kirkos sub-city.

### **1.4 Research Questions**

With the above objectives in mind, this study, were guided by the following research questions:

1. Are secondary school teachers competent enough to carry out educational research so as to solve educational problems?
2. To what degree the teachers are equipped with the necessary knowledge and skills needed to carry out educational research?
3. To what extent do secondary school teachers in kirkos sub-city perceive the research activity in alignment with their teaching practice?
4. What are the conditions that affect and/ or facilitate the practice and result of research for quality of education in kirkos sub-city?
5. What are the roles that leadership play in providing and/or facilitating conditions to conduct research and utilize the result of research for enhancing quality of education in kirkos sub-city?
6. What are the major factors that hinder (impede) secondary school teachers from undertaking educational research?

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

For the past many years, the problem of education had received little attention. Recently the question of education has become an agenda of educators and politicians. But, still, problems related to curriculum, method of teaching,

educational facilities, educational measurements and educational administrations etc were not solved, since teachers who played key role in the education system were not involved in educational research to alleviate these problems. It was at this point in time that this study planned to investigate to what extent secondary school teachers are involved in research practice and to identify the problems that hindered them from carrying out research activities.

In general, as shared responsibilities of all concerned stakeholders, this research has given insight in to both practitioners and theorists. Specifically, from the finding of the study, the following contributions were estimated /expected. These were:

1. It may create awareness among teachers that doing research is not something restricted for high level researchers rather it is part of each and every teachers' activity in addition to teaching.
2. It helps both teachers and students to make the teaching-learning process more effective and efficient
3. Initiating teachers, principals and the authorities at various level to create conducive environment for proper application of educational research to solve educational problems.
4. It also contributes to initiate further and in-depth research on the problem under study.
5. It serves as stepping stone for those who want to carryout further research on the same area.

## **1.6 Limitation of the Study**

It is impossible to be certain that the study can be free of limitations. One of the limitations that encountered in this research work was a problem of getting respective informants while collecting data, especially from educational officers of woreda and sub-city, because there was a re-arrangement of personnel regarding to business process re-engineering (BPR). So, the researcher tried to get information

from both the current and the previous officers, when it was accessible. Most of the time the woreda and sub-city educational officers and principals were not available for necessary information in their offices due to several meetings. Besides, the new representative officers have lack of enough information and experience about the issues / problems in their organization. Hence, this might have its own effect on the result of the study, however, the researcher over come this kind of limitation with continuous follow up and negotiation.

### **1.7 Delimitation of the Study**

It may be useful to study the whole schools of Addis Ababa city government. However, a large scale study requires much resources, time and human power. This study was, therefore, delimited to government secondary schools in kirkos sub-city of Addis Ababa city government. The study took secondary schools as its subject for two reasons. Firstly, secondary schools were selected for the study since all secondary school teachers according to the current Education and Training Policy were expected to conduct educational research to bring the quality of education. Secondly, preparatory schools as part and preparation level for tertiary education seek special attention on quality issue. Hence, it would be worthwhile to focus on this level from priority point of view.

### **1.8 Definition of Basic Terms and Phrases**

**Action Research:-** is a reflection and enquiry conducted by teachers to improve the practice of teaching and learning in systematic way (Zubber-Skirret, 1993).

**Attitude towards Educational Research:** teachers opinion about educational research as measured by five point scale from “strongly disagree” to “strongly agree”.

**Competence in Educational Research:-** A teachers’ ranges of skill or knowledge in educational research as measured by five point scale from “very low” to “ very high”

**Educational Research:-** a scientific or systematic and objective activity aimed at solving an educational problem and improvement of educational process ( Abogi, 1995).

**Principal:-** Administrative head of a school who subject to school system policy manage the school total program (Dejozka, 1983: 146).

**Research:-** is the process of arriving at dependable solution to problem through the planned and systematic collection, analysis and interpretation of data (Cohen and Manion; 1994).

**Secondary School:-** is a school system offering a post elementary school program and in Ethiopian context, it is a four year duration consisting of general secondary education and another two years of preparatory phase (TGE, 1994).

**Triangulation:-** method of making the research findings more reliable by collection and analyzing data using more than one research method.

## CHAPTER TWO

### Review of Related Literature

#### 2.1 The Origin and Historical Development of Research

##### 2.1.1 The General Trend

Research activities may begin with some form of curiosity about phenomena that probably reflect the status and quality of life at that time. Some studies show that social research had been used as a tool of gaining knowledge and of gaining information about population and their social life long ago. Considering the origin of systematic thinking, Best and Kahn (2003:4) set the following explanation.

*It was only when people began to think systematically about thinking it self that the era of logic began. The first systematic approach to reasoning, attributed to Aristotle and the Greeks, was the deductive method. The categorical syllogism was one model of thinking that prevailed among early philosophers. Syllogistic reasoning established a logical relationship between a major premise, a minor premise, and a conclusion. A major premise is a self-evident assumption previously established by metaphysical truth or dogma that concerns a relationship; a minor premise is a particular case related to the major premise. Given the logical relationship of these premises, the conclusion is inescapable.*

This explanation of Best and Kahn takes us back to the time of Ancient Greece in which the first base was put for people to think logically especially after the invention of deductive reasoning by the Greek philosopher Aristotle who lived between (384-322) BC.

The deductive method, moving from general assumption to the specific application, made an important contribution to the development of modern problem solving. But it was not fruitful in arriving at new truth. Centuries later, Francis Bacon advocated direct observation of phenomena, arriving at conclusion or generalization through the evidence of many individual observations. This

inductive process freed logic from some of the hazards and limitations of deductive reasoning. But the inductive method alone did not provide a completely satisfactory system for the solution of problems. Later on, the deductive method of Aristotle and inductive method of Bacon were fully integrated in the work of Charles Darwin in the nineteenth century. (Best and Kahn, 2003: 4-5).

The rise of democracy and a continuous expansion of education in various countries have been invariably accompanied by more and more research in education. Sukhia, et. al, (1974: 16).

Koul (1984:14) categorized the historical development of educational research in to four phases.

**Phase 1** (before 1900) in this period, educational research was greatly influenced by the experiment in the field of psychology. According to Koul (1984), Psychologists like Pestalozzi in 1803, Sheldon in 1860 and Hall in 1894 practiced different experiments in psychology. However Joseph M. Rice (1897), who researched on the uniform spelling tests given to students, was recognized as the pioneer in the educational research movement.

**Phase 2** (from 1900 -1920). Early in the 19<sup>th</sup> C Many instruments were developed in the field of research in education and psychology. For instance, in 1904 Thorndike published the first book dealing directly with the subject of mental measurement. In addition, the emphasis up on the development of measuring tools, the activities like school survey were also taking place to promote the scientific study of education. The organizations, for example, the National society and the American Educational Research Association were organized in the united State of America. In addition, the Journal of Educational Psychology and the Journal of Education Research were found during this phase.

**Phase -3** (from 1920- 1945): this period is considered a period of self-criticism and improvement in educational research techniques and design. Harris (1960:1164) in Koul (1988:15) points out four kinds of criticism that greatly influenced educational research methods during this period as

- i) Research workers give too little attention to the less tangible aspect of education;
- ii) Single laboratory research was inadequate for the complex field conditions actually met in education;
- iii) Research workers provided indicate theoretical orientation for their efforts; and
- iv) Educational research gave too little attention to the individual.

**Phase 4** (After 1945):- Since 1945, the Scope and fields of educational research have greatly expanded. A number of researches are being conducted all over the world for determining the effectiveness of different aspects of the curriculum, teaching methods, evaluation, guidance, etc, in this period, research methods and procedures have been improved with the aim of attaining more objectives and reliable information. Many new methods of data collection and analysis have developed. Statistical procedures such as analysis of variance and of covariance have been introduced and they helped to extend the possibilities for the study of complex phenomena in the field of education.

During this period, much attention was given to the measurement of attitude, thinking process, and personal adjustment with the help of tests and scales. And a greater emphasis was also laid on the concept of validity and reliability of measuring tools.

The fourth period, 1960s to 1970s, has characterized with the better improvement of educational research practices in many countries of the world. The last period,



1980s according to Landsheere (1988), was a period that indicated the highest scientific status of educational research.

### **2.1.2 In Africa**

As it indicated in Amare (2002:2) “educational research culture is just beginning in many Africa countries.” According to the report made by Eastern and Southern Africa Universities Research Program (1995), as cited in Amare (2002:2), even this small number of research practices in sub Saharan Africa was dominated by three countries; Nigeria, Kenya and the Sudan where the three accounts for almost 70 percent of the Region’s scientific publications.

Not only the quantity but also the quality of research in Africa is relatively poor (Namuddu. 1991 as cited in Amare, 2002). Another writer Temecheegn (2002:8) also concluded that “... the state of educational research in Africa is in its infancy and is influenced by many interrelated factors.” As it seems natural in every economical and societal activities, it is not that much surprising our Region, Africa, shows relatively poor quality and quantity in education research practices, because the development of one sector is just a reflection of another sector development.

### **2.1.3 In Ethiopia**

Compared to other countries, Temesgen (1999:8) and Temecheegn (2002) reported that educational research in Ethiopia still in its infancy stage. Although more than 50 years have elapsed since the educational research practice started, educational research is yet at its early stage in Ethiopia (Amare, 2000). Tekeste (1990), as cited in Amare (2000:1), also stated that “the state of educational research in Ethiopia has suffered from lack of imagination”. Tekeste (1990) further noted that not more than a dozen of educational research practice were carried out in the early 1960’s to the end of 1970’s (in Amare, 2000:1). When mentioned a general overview about Institute of Educational Research (IER) seems important.

#### **2.1.4 The Institute of Educational Research (IER)**

The institute of educational Research had its beginning in October, 1968, as research, documentation, and publication center of the faculty of Education (IER, 2000:1). The center was with many up and downs until 1983. For instance, it was virtually closed from may to October, 1982 due to lack of fund and shortage of articles. The former research and documentation center become an autonomous Institutes in 1983. Today, IER is a full-fledged institute with qualified staff and essential office facilities (IER, 2000:3). The Institute's major publication are: the Ethiopian Journal of Education (EJE), IER Flambeau, EJHE, JED workshop proceedings, manuals, technical reports, and leaf lets on pedagogical educational issues (AAU, IER, Library).

Although there are weakness and problems, Ethiopia has struggled to improve educational research participation of educators. It is possible to mention the EJE as an example. The EJE has got its birth in 1967. It is the only reputable educational journal in the country. The center's main journal, the EJE, in the years, 1967-1999, has published 123 research articles and 63 reviews, news, and thesis abstracts (Amare, 2000). In the years, 2000-2009, the EJE had published 100 research articles, in the year 2004-2007, the EJHE had published 37 research articles, in the year 2006-2008 the JED, had published 21 research articles and in the year 2000-2007, the IER flambeau had published 99 research articles and 6 other issues (AAU, IER Library).

#### **2.2 The Concept of Research in Education**

Different scholars have defined the word research from different angles. Research in common parlance refers to a search for knowledge. Once can also defined research as a scientific and systematic investigation. Researches, as indicated in literature, is directed towards seeking solution to the felt problem or to

prove/disprove or develop facts, principles and theories there by contributing to the existing body of knowledge.

According to Charles (1988:2), the term research has derived from the French word "Recherche", meaning to travel through or survey. It gives the equivalence meaning as careful, systematic patient study and investigation in some field of knowledge, conducted to find facts or principles.

In Similar manner, Koul (1997:100) defined as under:

*Research may be defined as the application of the scientific method in the study of problems. At times, the term research and scientific methods are used interchangeably. Research is a systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedures.*

As to Best and Kahn (2003:20), research is considered to be the more formal, systematic and intensive process of carrying on scientific method of analysis.

To Verma and Beard (1981:18), it is "an organized effort to gather new information or utilize existing information for specific and new purpose and it is directed towards seeking answers to worthwhile, fairly important and basic questions through the application of sound and justifiable methods".

The various definitions of research, however, have common features. All emphasize that research has to be systematic gathering and analysis of data to make the right judgment and decisions about the courses of action to follow.

From the above meaning of research, one can summarize that research is the application of problem identification, hypothesis formulation, observation, analysis and conclusion.

## **What is Educational Research?**

According to Dawit Asrat, et al (2002:14), Educational research is the application of scientific method in the study of educational problems. It refers to a systematic attempts to better understanding the educational process. Miron (1990), as cited in Amare, et al (2000:91) educational inquiry provides a wide diversity of epistemological routes leading to an acquisition of body of knowledge of educational issue.

As to Charles (1988:30), educational research in a “systematic investigation in to matters related to education in order to find reliable answers to questions, to discover the best way of doing things, and to establish principles that can be followed with confidence.” To Travers (1958:5), “educational research is that activity which is directed towards development of science of behavior in educational situations. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his/her goals by the most effective methods.”

In general educational research, explains, analyze and interprets educational phenomena, such as the objective of education, the curricula, the teaching-learning process, the students, the teachers, examinations, policies administrations, instructional facilities and materials. It tries to predict and suggest ways of controlling human behavior. It contributes towards the cognitive, social and emotional development of individual ( Habtamu, 2000:2).

### **2.3 Characteristics of Educational Research**

Research can have many characteristics for it is the field dealing with broad areas of studies about man and his or her environment for the betterment of human life. Research is an 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 consequence or causes specific phenomena (Koul, 1997:10).

Characteristics of a research can help to clarify more of the abstract definitions and meanings given to a research. Best and Kahn (2003: 20-22) provided a summary of some of the characteristics of research as follows.

1. Research is directed towards the solution of the problem.
2. Research emphasizes the development of generalizations, principles, or theories that will help in understanding, prediction and control.
3. Research is based up on observable experience or empirical evidence.
4. Research demands accurate observation and description
5. Research requires expertise-familiarity with the field, competence in methodology, technical skill in collecting and analyzing the data.
6. Research involves gathering new data from primary or first hand sources or using existing data for a new purpose.
7. Research strives to be objective and logical, applying every possible test to validate the procedures employed, the data collected, and the conclusion reached.
8. Research is deliberate and unhurried activity which is directional but often refines the problems or questions as the research progresses.
9. Research attempts to find an objective unbiased solution to the problem and take great pains to validate the procedures employed.
10. Research generally employs carefully designed procedures and rigorous analysis.
11. Research involves the quest for answers to unsolved problems
12. Research sometimes require courage. Koul (1997: 10-12) agrees to the above mentioned characteristics of research forwarded by Best and Kahn.

Generally, research is a scientific method that human creature devised to systematically examine and understand its universe. It is a weapon with which man is fighting subtle phenomena and challenging problems. This indicates that research has a profound impact on our life.

Regarding this, Wiersma (1995:1) says “research has become such a prevailing phenomenon in our civilization and all of us are impacted by it. Advances in any field of research and for much of this research activity there is an inherent assumption that research fosters development. It is true that research paves a way for development and better situation of living.”

## **2.4 Significance of Educational Research**

The outcomes of educational research have many contributions to improve teachers’ material and intellectual aspects, curricular aspects, methodological aspects and over all school environments. The rapid growth of educational research helps serve as an instrument for guiding educational policy and practice. (Harnqvist, 1988). Teachers’ teaching effectiveness can be evaluated from the point of view that how much they are participated in educational research. In line with this idea, Hargreaves (1996), as cited in Hammersely (2002:15), claimed that “the effectiveness of teaching in schools would be substantially improved if it were a research-based profession. There fore, teachers should act as educational researchers”

Research in education seems essential for providing useful knowledge through which the process of education can be made more effective.

According to Worthington (1960), as cited in Courney (1965) and Dees (1997), some of the advantage which can be obtained from the practices of educational research are mentioned below:

- It develops problem solving and critical thinking

- It develops confidence, flexibility in thinking and readiness to receive new ideas.
- It helps to look at problems in many angles than only in one side.
- It helps to make the skill and knowledge deep and sharp
- It helps to encourage changes which are essential to progress.

Other writers, Gall, Borg and Gall (1996) also reported that since it is dealing with the nature of social reality and how to acquire knowledge in the learning institutions, educational research is an important human activity. Therefore, to make school-related activities effective, educational research activities seems very important. In connection with this idea, camp (1996), as cited in Fekadu (2000:12), reported that educational research is an important link in the chain of progressive change in our schools.

Educational research has also an advantage in a case that the evaluating teachers' work-teaching. If we are pushing teachers towards participation in educational research, we evaluate the teaching learning process and then defeat, a bad teaching (Kincheole, 1991). In related to this idea, Mettetal and Cowen (2000) contended that in addition to teachers' personal and professional benefits, their students also benefited directly from teacher research. They further noted that if teacher participate in educational research, they would facilitate activite learning in their classrooms.

## **2.5 Elements Inherent to Ineffective Educational Research**

To conduct effective educational research a researcher need to attain the following conditions. Skill in research methodology, attitude and interest to do research, research fund and material resource, enough time and commitment, and also there should be psychological and expertise readiness to carry out research.

This means that if the above conditions are not fulfilled, teachers couldn't undertake fruitful educational research. Actually, there are a number of hindering



impact on teachers' in carrying out educational research, some of which are lack of teachers research knowledge and experience, lack of research fund and material resource, Lack of attitude and interest to do research work, inadequate research work dissemination and use teacher's heavy work load, lack of research plan in strategic plan and less credibility given to research, to mention among others.

Concerning the culture of research in secondary schools, there are few studies made in Ethiopia. For instance, Adane (2000), Yalew (2000), Hussien (2000), and Seyoum (1998) have attempted to investigate the research trend in all level. The main efforts of Yalew and Hussien are the factors that hinder teachers to do research in primary and secondary School. In addition Seyoum (1998) studied the factor affecting teachers' research motivation in Addis Ababa secondary schools. Those studies indicate that teacher's involvement in traditional research than educational research in schools specifically (Befakadu, 2009).

Generally, the above studies show that the attention for educational research conducting in secondary schools was low in general. Moreover, some realities indicate that teachers' participation in educational research and essential benefits to solve teaching learning problems hindered in schools. The status of educational research in secondary schools was very low. Thus, exploring the status, challenge and opportunities for further improvement through research to make secondary schools as a center of scientific knowledge is needed (Befekadu, 2009).

### **2.5.1 Lack of Research Skill and Experience**

Research work has its own technical approach to solve problems. These technical approach make research method very essential and pre requisite for researchers work. Having the knowledge and the skill of investigation is the indispensable issue for one who intends to conduct research. Higher expertise and experience in research work is requiring in doing it.

As stated in Seyoum (1998:8) weirsman declares on the need for research skills:



*Although education research is a demanding task, it is not an impossible one, with organized concentrated study, the aspiring educational researcher should be able to master necessary research methods. Basically, the only way to acquire competence in research is by doing it, but before research can be put in to practice some skill must be acquired.*

Research requires accurate observation, description, and definition, recognizing limiting factors, describing procedures, collecting and analyzing data, and careful documentation of references, recording of results and presenting conclusions. All these require the researcher's skill and competence. Consolidating this idea, Firdisa in Amare et al (2000:44) suggests." For research to make substantial contribution to our education system, it must be based on adequate knowledge of the field" this suggestion is similar to Koul's (1997:65) notion which says." Research requires expertise".

According to Derebssa (2004:88) those who are entitled to carry out educational research need to pass high quality of expertise and experiences. As to Seyoum (1998:81), it would be virtually impossible to think of carrying out research activities without the individual being equipped with basic research skills. Therefore, the need for competency in research methods becomes indispensable to the individual.

The researcher, in addition to the knowledge and skill of research gained through training, has to have additional experiences from peers and experts working on research. Regarding this issue Smith and Brown (1995: 68-69) have some idea to say: "the researcher has had to have a number of supervisors over the periods in which he developed competence in research. He will have the benefit of a network of contacts including peers and internationally known experts. He will develop a conceptual model of the research process."

Those scholars, further more, outlined the descriptions of some elements of general research activity in which they stress on knowledge and skills of research,

which they call the essential elements including a knowledge, appropriate set of skills and techniques, a network of contacts, a high degree of self confidence and the ability to ask and answer significant questions as part of the process of resolving issues.

As to the scholars, both research competence or skill, which is gained by training and the gained experiential knowledge through interaction and contact with research pioneers are important qualities.

In today's complex world simply knowing how to use tools and knowledge in a single domain is not enough to remain competitive. People must also learn when to use tools and knowledge in new domain and different situations. This requires the ability to apply experience and knowledge to address novel problems. Consequently, learning to think critically to analyse and synthesize information to solve social, economic and political problems, and to work productively in groups (Janassen, 1966:665).

In general, all the aforementioned scholarly suggested notions indicate that having the skills and knowledge of research, which can be mastered through training and enriched by experiences, are essential pre-requisite in research work. This being the case, lack of training, workshop, seminar or meetings on research issues makes the problem of research work more complex and severe. Therefore, training of educational research is important to enhance teachers' research involvement and quality and so it seems that educational institutions have to stress on research training hand in hand with teaching.

### **2.5.2 Lack of Sufficient Time**

Among so many important inputs to conduct educational research, time is the basic one, i.e. if teacher researchers are highly loaded with teaching and non teaching activities, they are less likely to conduct research because research by nature is a time taking activity (Hagman, 1955: 238 in Abraham, 2004:40). Heavy

work load of teachers be it regular or per-time work, Against the time consuming nature of research decreases the number of teachers engagement in research investigation.

In line with this opinion, Cannon (1945:87) in Seyoum (1998:9) has more to say as far as the indispensability of time for research activity in concerned:

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

Provided that things are normally fulfilled but time, it is impossible to conduct research. It is one of the component necessities for research work.

Obviously research work need time to read materials, to collect data, and to write research report. So, busier teacher will not have such time to conduct research. Teachers can be busy for various reasons, involvement in various committee working the schools or out of school, excessive teaching load and pre occupation and personal affairs can make teachers busy. Economic in security also makes teachers busy because they tend to chase after activities that generate them supportive income.

Concerning this Seyoum (1998:13) in his study of the status of research activities among Addis Ababa Senior High schools teachers, concluded: "The teachers concure that heavy teaching-load is another handicap that hampers research activities in schools." So to compensate time for research, it is worth mentioning to think of the alternative. However, since teaching and research are complementary, research being equally important has to get time-share.

### **2.5.3 Lack of Interest to words Research**

Any effective research would grow of the expressed interest and need of the person who involve in it (Burnaford et al, 2001). Any process of inquiry may not

be competence, if it was done imposed by the external body. Seyoum (1998) interest is the major driving force, with out interest it would be very hard to imagine that one could engage in productive research work.

Successful research will be achieved when the intention comes from the individual researcher himself. The researcher himself must suggest doing it depending on the area of interest, to explore intrinsically with some passion.

Teachers' attitude towards educational research has also its own influence (either positively or negatively) in their involvement. Cohen and Mannion (1994) have posited that for teachers to develop positive attitude towards research and ultimately involve in educational research, they need to understand the nature of research and appreciate its attributes. Otherwise, research activities may be influenced by attitudes of teacher researchers. So, it is essential for teacher researcher to become familiar with and develop an appreciation of the nature of research process.

#### **2.5.4 Lack of Research Fund and Material Resource**

To under taking any educational activities the need of proper finance for that program is not questionable. With out money looking for achievement of objectives to which organizations aim is difficult. Educational institutions need to get research funds to operate an issue of research.

Insufficient financial resource has prevented even the simplest investigation activities from being carried out. According to Wiersmu (1995, cited in Yalew, 2000), the majority of elementary and high school teachers do not do research because of limited financial resources. So, lack of finance is one of the greatest problems of many teachers to undertake educational research. Tsegaye (2000) suggested that, to undertake research, there must have expenditure for frequent travel expenses supplies and charges of secretarial service unless individual teachers can not afford these huge costs. In addition to this, finance has

psychological benefits to motivate researchers as incentive form. Incentives can create enthusiastic interest to act or perform a task. To consolidate this idea Lethnin (1987, cited in Seyoum, 1998) noted that:

*The general and positive attitude and interest one has in research practice does not by itself take one any were unless the essential conditions for research are facilitated. Among the basic essential that are needed to carry out research activity are obviously financial resources (p.8).*

In developing countries like Ethiopia, the funds for research work come from the government budget and sometimes donors (Habtamu, 2000). Many schools in eastern and southern Africa regions have not adequate budget to conduct research (Mwaria and Wamahiu, 1995; and Camp, 1966). Some schools, which have small budget also, forgot or ignored to allocate for research activities as they readily do for administrative activities. Even in institutions who had allocate research funds are, many individuals are complain, the long process undergo to get the funds they require. Supporting this idea Seyoum (1985, cited in Mokonnen, 2002) noted that have the problem is not only matter of getting the approved research fund, but it is also getting is exactly on time without too much red tap “(p. 28)

In addition to fund, research requires available resource such as material like book and Journals; equipments like type writing or computer, laboratories, pedagogical centers, archives and other documentation centers ( Sawyerr, 2004). Since, researchers no matter how skilled will likely remain isolated and ineffective unless brought together to relevant literature, good data base, equipment and facilities (Hussen, 2000).

Therefore research work needs supply of budget, resource and facilities. The problems in getting such resource inputs, and its delay due to administrative problem discourages researchers at least by erode the interest of those who want to conduct research.

### **2.5.5 Lack of Disseminating Research Work**

Once teachers/ researchers produce their work, their task becomes dissemination. This is because of, no matter professionally sound it is, a research work which remains in the hand of the researcher themselves is not contributing knowledge. According to Marczyk and et al (2005), any one likely agree that it would certainly do little good if a researcher who discovered something important decided to keep those result quiet.

Clearly, sharing the results of research studies is important. According to Marczyk and et al (2005) described, there are several benefits to sharing the results of research studies, Firstly, it adds to the knowledge base in education. As it is we known, science is essentially an accumulation of knowledge, and sharing research results adds and incremental amount of knowledge to what is already known about the particular topic. Thus, the dissemination of research result helps to advance the progress of science. Secondly, sharing result of research ultimately improves the over all quality of his research being conducted. If researchers have an eye forward eventually publishing the results of their studies, those researchers will need to ensure that their studies are well designed and well conducted. Thirdly, sharing the results of research allows other researchers to evaluate the study's result in the context of other research studies. Meaning that, the original study's result are being evaluated by other researchers in their context. This tends to function as a quality check on the original research. Finally, for the result of a research study to have an effect on the way of individuals life, those results need to be shared with others. In other words, research, finding used to improve the way of life of individuals. For that improvement to take place, a study's results need to be shared with other people.

Furthermore, Derebssa (2000) suggested that, the dissemination of research findings are seen as an important part of the educational research and as a basic means of expanding the positive impact of research on educational practice.

### **2.5.6 Lack of Availability of Relevant Data**

Data collection is essentially an important part of the research process so that the inferences, hypothesis or generalizations tentatively held may be identified as valid, verified as correct, or rejected as unattainable (Koul, 1997: 110). The availability of relevant data and centers that coordinate research is one of the factors that influence research activity. The unavailability of relevant data and educational research centers can hinder teachers from conducting educational research.

For a researcher, the presence of necessary data and an organized body that help the coordination of research activities are absolutely essential. It is important to note that what researcher can do depend on the existence of reliable information and strong research net work that create collaboration with all concerned bodies including educational officers, policy makers and institution as a whole. Regarding this, Seyoum (1998:15) says: “research activity is a function of the integration of both person and institutional input”, that is without inputs from the two, it would be hard to effectively engage in research activities.

According to the above suggestion, research activity needs co-work between the researcher, the subjects, research centers and collaborative efforts of different parties. Therefore, the relationship between schools, colleges and Universities, access to libraries, laboratories, documentation centers, computers and ICT, internet, e-mail, e-book etc need to be established and more facilitated so that easy access to data is realized.

### **2.6 The Integration of Research and Teaching Profession**

At the beginning of twentieth century, as Hattie and Marsh (1996, cited in Desalegn, 2006) noted, teaching and research were considered to unrelated entities. The aim of the school was assumed to be teaching knowledge, skill and attitudes to students, where as research was considered as independent and separate activity.



However, for the last few decades, the integration of teaching and research becomes more recognized (Seyoum, 1998; and Galton, 2003). Research plays a great role to enhancing the teaching-learning process in one hand, and teaching learning activities create an opportunity for understanding research on the other hand (Adane, 2000). For example, some research results can be practiced in actual classroom teaching- learning activities to improve the quality of education. Research processes help identify the weak and strong sides of the practiced teaching-learning activities. Since, suggesting possible solution for teaching-learning problems in schools require scientific method of study. This cyclic situation shows the integration of teaching and research.

The ultimate purpose of educational research is examining the existing schooling. Mitchell (1985, cited in Adane, 2000) noted that:

*If teaching is not informed by research, it ultimately tends to more routine than involving creativity and reflection of the teacher or may possibly limit its scope to merely presenting theoretical ideas developed a broad which, perhaps, are not relevant to local situation and needs. Research in this respect, is one of the way by which teachers reflect on their work with their studies (P. 144).*

As Galton (2003) stated, in the past few years a great deal of discussion has taken place about the importance of educational research, particularly its value to policy makers and its usefulness to teachers. Analogues to this suggestion, the current Educational and Training Policy of Ethiopia (TGE, 1994) emphasis the nexus between education, training and research.

### **2.6.1 The Role of Teachers as Researcher**

All teachers have roles in developing and change of curriculum. They have also roles in research in general and Educational research in particular.

Hopkins (2002:1) further elaborates the connotation of teacher research as stated below.



*When I write of classroom research or of the teacher as a researcher, I am not envisioning scores of teachers assuming a research role and carrying out research projects to the exclusion of their teaching. My vision is of teachers who have extended their role to include critical reflection up on their craft with the aim of improving it.*

According to Dunham (1992) the result of teacher matters the school conditions in facilitating active learning process bring educational improvement. The participation of teachers in research is important component of role – players. In this essential involvement that schools and education quality enhancement can be practical (Gabel, 1995).

Concerning the role of teachers in research, Stenhouse (1984) in Hopkins (2002:31) notes:

*Good teacher are necessary autonomous in professional judgment. They do not need to be told what to do. They are not professionally the dependants of researchers, or super intendents, of innovators and supervisors. This doesn't mean that they do not welcome access to ideas created by other people at other place or in other times. Nor do they reject advice, consultancy or support. But they do know that ideas and people are not of much real use until they are digested to the point where they are subject to the teacher's own judgment.*

In other words, teachers should not wait for external researchers or supervisors to conduct research on the teaching practice: rather teachers are expected to be the professional critics of their own business. Doing so, teachers have to cope with ideas and people outside on issue of advice, consultancy and support. The role of teacher is beyond working on the fixed curriculum with regard to this, Altrichter, (1993:5) states:

*Teacher have not only carried out development work for their schools but have also to broaden their knowledge and their professional competency through investigation. Teachers can make important contribution to the knowledge base of their profession.*

Moreover, Altrichter, et al (1993:201) quoting Stenhouse (1995) show the role teachers research works as under:

*Curriculum development has little chance of success unless it involves teachers in exploring the implication of the changes for their own educational values, and finding out how to make any necessary alternations to the routines of their practice.*

This notion implies that teacher researcher play significant role in evaluating, modifying and changing the curriculum because teachers are the direct implementers of the curriculum designs. Similar to this opinion, Gies (1999) says, "In my experience, the best teacher are the best researchers."

In general the teachers' teaching experience and students' experiences are essential key elements of teaching learning process to improve educational problems. Hence, it is important for the teacher to conduct research and having access information that provides a more accurate picture of the situation (Macdonalds, 2002). In addition, if teachers take part in conducting research, they acquire confidence, experiences, and skill of inquiry and also the teachers develop the ability to withstand some difficulties in teaching.

Jonson (1993) noted the important of giving concern about everyday practical problems experienced by teachers, rather than theoretical problems defined by pure researchers within a discipline of knowledge. Researches designed, conducted, and implemented by teachers themselves become instrumental to improve teaching in their own classrooms, sometimes becoming a staff development project in which teachers establish expertise in curriculum development and effective teaching. The prevailing focus of teacher in research is to expand the teacher's role as inquirer about teaching and learning through systematic classroom research.

Therefore, teachers should undertake research while teaching for various purposes; as a professional development strategy, and as way of school improvement to enhancing students' achievement.

### **2.6.2 The Relevance of Educational Research to Teachers' Professional Development and School Improving**

Improving teaching technique through teachers' professional development help to facilitating the teaching-learning process. However, teachers' professional development is not a short-cut task. As in document of MOE (2004) stated, professional development of teachers is understood as a continuous extension of competencies through team as well as self study. teachers carry out experiences from the study collaborative to their classroom while representing their research creatively, using portfolio or stories. Thus, Teachers' professional development comes through continuously systematic method. Accordingly, Burnafard and et al (2001) has pointed out that undertaking teachers' research in their working place/ school context is used as one of this method." Teachers research involves a continuing process of self education, and that as teachers become researchers-in-practice, the practice itself is a source of renewal" (p. 225). Adane (2000) on his side explained that, conducting research activity has a benefit to teachers in renewing their intellectual challenges and prevent them from becoming stagnant. Supporting this idea, Johnston (1997, cited in Yeshimeberat, 2000) noted that:

*Research is a mirror for the teacher because it helps him/her to see retroactive what was done effectively and what should be improved. It provides information that helps the teachers to be critical of his/her past experiences in the instructional process or about new contexts in the teaching learning process(p. 260).*

Conducting research in education has dual benefits. The first one is the practitioner themselves acquired knowledge and skills within the course of their work about the issue. Secondly, practitioners benefit from the research as a means to improve their practice. Thus implies that, the participation of teachers in education research should get special emphasis. Therefore teachers are taken as the first person that undertaken the research activities and utilizes its result to improve their teaching skills and experience for enriching the teaching – learning process (Yeshimebrat, 2000). In support of this idea Hopkins (2002) noted;

*Good teachers are necessarily autonomous in professional judgment. They do not need to be told what to do. They are not professionally the dependent of researcher, or superintendents, of innovators, and supervisors. (p. 31).*

It seems that recognizing this fact that, continuous professional development (CPD) provides for all level school teachers of Ethiopia. CPD has been found to be the most effective process and system of learning, experiencing and sharing through teachers' career (MOE 2004). It is also essential that in order to make effective educational improvements. Since, teachers' participation in staff development activities results in change and in measurable improvement in schools. CPD courses offering to create development opportunities in methodology classroom planning and management. At the end of each module course, teachers conducting an action research on issue identified with in the classroom, school or local community.

Ethiopia is implementing School Improvement Program (AED, 2006). School improvement is about how the school learning and teaching environment are organized, how teachers, pupils and parents are united in pursuit of quality education. School improves their performance when programs are organized around the interest, need, and aspiration of teachers, pupils and parents and the country at large.

The current school reform improvement has sat based on decision – making at its core (Burnaford and etal, 2001 and Johonson, 1993). This newly reform comes with new responsibility. Teachers are agent of change and as such are in the front line of educational reform (MOE, 2004). In short, teachers are the key to school improvement. So, it is not enough for teachers merely to teach the knowledge on the existing text books, they will be called up on to make informed decisions. This is because of, as Corey (1953) explained, the lives individual follows is dynamic. Life of today never repeats what was before education also passes over such

changes. The only change is becoming up-to-dated through research. Teacher research is one means to that end (Johnson, 1993). In line with this, Burnaford and et al (2001) suggested that, having teachers take responsibility and ownership of the educational research process from the beginning is crucial to any effort at school reform.

According to Craft (2000) the ultimate goal of school improvement research is to gather knowledge about what makes school operate. Successfully Goynor (1998) on his side noted that, in the effective schooling project ones' thought of relationships among such variables as academic performance, which is the central variable of the study and other factor such as students learning, students motivation, teacher expectations of student achievement and the appropriateness and intensity of instruction.

Moreover, Johnson (1993) explained, educational research assists practitioners / teachers and other stakeholders in identifying the needs, assessing the developing processes, and evaluating the outcomes of the changes they define, design and implemented. This is because of, conducting research activities help the schooling, by making learning more objective and realistic to students and by assisting teachers to improve classroom- teaching to further learning (Hummudi, 1989, cited in Adane 2000).

Furthermore, Burnaford and et al (2001) have summarized the benefit of teachers' participation in research for school improvement as:

1. Teachers' research can play an important role is identifying relevant school improvement goal and in ascertaining the effectiveness of reform programs.
2. To maximize school reform efforts, teachers need freedom and support in choosing questions and pursuing ideas for improving learning and teaching.

3. There is an affinity between developing good teaching practices and engaging in action research, and both vital for successful reform and renewal programs (P. 364).

Therefore, teachers engaged in research have a greater impact on what happens in classroom as well as the whole school program in the future. The future direction of school improvement initiatives will be impacted by the thing teachers' critical inquiry and rigorous examination of their own practice and their school programs.

### **2.6.3 The Function of School Management in Facilitating Educational Research by Teachers**

Each educational action research has a part to play in the development of teachers; profession action researchers should be able to make disseminated the educational theory which is incorporated in their practice. Administrators of action researchers should be able to show their activities to sustain or improve the quality of education for pupils in their institutions. The administrators are supposed to motivate and facilitate the teachers' action research activities in various schools (Whit head, 1985).

The improvement of professionals' life style for educational administrators by itself cannot attribute to research but there will be need of change of economic order. The attention of educational administrator is very important for the presentation of research findings in fully developed way. The administrator should have been to assess the immediate potential implication of research for his authority to make the best of it. Research is a valuable subject that has potential to make an essential contribution to effective education administration. To enable the work of research to be relevant, the educational administration is readable and realistic (Drysadle, 1985).

According to Drysdale (1985) educational administrators have role on research facilitating responsibility. To accomplish their role the following guiding principles are indicated:

1. It is essential to select the right project , those which will make a positive contribution to the thinking which authorities have to do now or will obviously have to do in the near future.
2. The emphasis in project should be chosen to reflect the kinds of decision with which authorities (members or officers) are faced.
3. The right people must be chosen to do the research. This may well mean teaming some one with research skills with a partner experienced in educational management or administration.
4. The right research methods have to be chosen. In general this means those which will obtain the most reliable results in a time scale which will allow those results, when published, still to have currency.
5. The result must be presented in ways which allow the main conclusions to be readily appreciated together with their implications while still providing the supporting evidence for use as appropriate.

These general research principles are cited here to given base for general research producers that educational administrators should follow and implement. This can also implemented.

It is not only selecting the right issues, the research should also identify the aspects of the problem are the real existing apprehension to administrators. The accessibility of good, practical, well presented research in this area could be worth while. The presentation of research result with pleasure is vital to satisfy the attention of administrators. (Drysdale, 1985). The teachers, supervisors and administrators would make better decisions and engage in more effective practices; if they conducted research as a basis for these decisions and practices



(Sidhu, 1984). A school administrator conduct research to improve his administrative behavior.

The individual school people can undertake research to assist them make better conclusion and evaluate events that have to do with their won teaching or administrative problems. A large portion of the problem faced by teachers, administrators, and supervisors can not be solved unless a number of people change their opinions and practices. One great improvement in making educational research cooperative is that, involvement of many people in problem identification and analysis, in hypothesizing, and in data collecting and interpreting increases the prospect that there will be strong commitment, to change behavior of the consequences of the study indicate change is acceptable. The people who directly teach peoples, supervise teachers, or administrator school systems are to solve their practical problem by using action research (Corey, 1953).

Schools with reluctant teachers to discuss their professional problems with one another and administrators who rarely admit their responsibility are in difficult situation to solve educational problems. This circle should be broken, by educational leaders for improvement of educational quality through research. The responsible leader plays a decisive role in providing encouragement for the researching teachers. The administrator should encourage the careful and conscious experimentation that practically achieve by school teachers by providing different incentives to develop competence trend (Corey, 1953).

## **2.7 Over View of the Status of Educational Research in Ethiopia**

As has been mentioned regarding its value, research plays several social, political and economic roles for the citizen of nation. Educational research is one of the activities of educational development efforts.



It is due to this fact that the current Education and Training Policy encouraged the culture of research in Ethiopia education. The Education and Training Policy of Ethiopia (TGE, 1994:7) states, the need for strengthening problem-solving capacity in education. Besides, the Ministry of Education has made the commitment to extend research activities down to the school level (Degarge, 2000: 23).

Many of Ethiopian educators (eg. Tekeste, 1990: xi, Seyoum, 1998:3; Temesgen, 1999:8; Ayalew, 2000:6; Amare, 2000; Temechehn, 2002) are of the opinion that the status of educational research is at its infant stage and less popular in Ethiopia as compared to other countries. Although more than 50 years have elapsed since the educational research practice started, educational research is yet at its early stage in Ethiopia (Amare, 2000: 69).

As understood from the researched literature, especially of Seyoum (1998) and of Ayalew (2000), there were reason that hampered educational research in Ethiopia at its beginning related to religious aspects of the pioneer traditional educational institutions.

As to Seyoum (1998:2) for the lower performance of educational research the Ethiopia Orthodox Church and the Mosque, the educational institutions of that time, are criticized widely. Scientific investigation and inquiry was forbidden in both cases. Accepting things for grant and submissiveness were highly encouraged. The curriculum preferred to accept things as they are instead of questioning and inquiring.

In support of this explanation, Ayalew (2000:6) states:

*"The curriculum at that time was not only religious but also highly conservative and discouraging inventiveness, Curiosity and critical mindedness."*

As to Seyoum (1998:6) suggests that even after the introduction of modern education to Ethiopia the teaching and learning system did not encourage the

stakeholders to think critically and involve students in problem-solving activities. This does not mean that there were not attempts at all regarding educational research.

Concerning this issue, Seyoum (1998: 1-2) states that research activities in Ethiopian; high schools may not be common and popular. Let alone is the primary and secondary levels, the culture of research is not developed even in the higher institution. Therefore the efforts of educational research activities in our country have been exposed to many obstacles. Some of which can be mentioned as relying on few educational research work coordinating institution, i.e. the IER, inadequate funds, research facilities as well as lack of publication materials.

## **2.8 The Current Practice of Educational Research in Secondary Schools.**

According to (MOE, 2004) it is expected that secondary school teachers conduct research for improving the teaching learning process and their professional competence. However, some studies that had been undertaken at different time on secondary schools level indicate that teachers' engagement in educational research was not as expected (Hussen, 2000; Yalew, 2000; Yeshimebrat, 2000; Abraham, 2004; Yibeltal, 2006; Ashenafi, 2007 and Befkadu, 2009).

It is clear that research enhances and enriches the teaching – learning activities. Therefore, much is expected from the teacher to be critical than submissive and to involve in conducting research. In deed, many teachers might have some causes or barriers for not being engaged in conducting research and this is why it has become important to investigate the issue, identify the impediments and come up with possible suggestions to, at least, alleviate the barriers.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1 Research Design**

In this study a descriptive survey research method was employed for it was efficient to evaluate and determine the adequacy of a program under existing condition against the established standards, (Best and Kahn, 2003). The descriptive method is appropriate to gather adequate data by virtue of its applicability to the study area. The method is also suitable to obtain reliable and relevant data as it involves various subjects. In general, the method was found to generate adequate and relevant data in breadth pertaining to the issue under investigation. Still more, the method was of special importance since it involves both qualitative and quantitative approach. As stated by Cresswell, et al (2003), mixed approach has particular importance to come up with well validated and substantiated findings as a matter of the fact that the weakness of one approach is recovered by the strength of the other approach.

#### **3.2 Source of Data**

Primary data were collected from sub-city educational officials, woreda educational officials, school principals and secondary school teachers of the study area for the reason that they can provide relevant information to understand the problems under study. In addition to this, various recorded documents, work plans and reports were used as secondary source.

#### **3.3 Sample Population and Sampling Techniques**

This study was conducted on government secondary schools of Kirkos sub-city in Addis Ababa. Kirkos sub-city was selected for the study as there were no significant variation in numbers and geographical location among schools across woredas in the sub-city. In Kirkos Sub city of Addis Ababa, there are 11 woredas, out of 11 woredas. 4 of them were purposively selected for the study because government secondary schools are found in those woredas (3 General secondary

schools and one preparatory school). There are **464** teachers who were found working in these schools. out of those **393** teachers were in the sampled schools. The number of sampled schools believed to be representative as stated in the rule of thumbs. "A sample account for 30% and above for the number of total population which is less than 1000 is found to be appropriate" ( Koul 1997).

As mentioned earlier, this study was conducted on **2** government General secondary schools ( Shimelis Habte and Misrak Goh) which were selected using simple random sampling (Lottery) method and one preparatory school (Abyot kirs) which was selected purposively. The reason for using purposive sampling method was that on one hand, it is the only government preparatory school in the sub-city and also had the greater number of teachers with experience in the sub-city, on the other hand, preparatory schools, as part and preparation level of tertiary education seek special attention on quality issue. Hence, it was found to be essential to include the practices of this relatively more populated and experienced secondary school in this study so as to obtain relevant information about the issue under investigation.

Purposive sampling was also employed to select the **4** principals of the sample secondary schools out of 7 principals, **4** woreda educational officers out of 6 experts and **2** sub-city educational officers out of 6 experts based on their better exposure to the issues under investigation.

The researcher also employed proportional stratified sampling method to select **54(33%)** of the total (**163**) teachers of preparatory and **76(33%)** of the total (**230**) teachers of general secondary schools. Stratified sampling was used for the reason that these subjects were already stratified in to different strata on the level of education they offer. Having decided on number of respondents to be selected from each strata using proportional stratified sampling method, the researcher, then, used simple random sampling method to select the actual respondents from

each category. Accordingly, **130 (M= 98(77.78%), F = 28(22.22%)** teachers were selected from all sample schools. The logic behind using simple random sampling technique was the belief that such individuals nearly have similar exposure to the practice of educational research.

### **3.4 Data Collection Instruments**

The instruments used for data collection in this study were questionnaire, interview and documents like staff minutes. The questionnaire and interview were developed in such a way that to maximize the possibility of generating answers to the basic questions based on the important concept from review literature.

#### **3.4.1 Questionnaire**

The questionnaire were used to gather data from teachers. The questionnaire were designed as both open ended and close ended items. Most of the close ended items can be formulated in five point rating scale including rank order manner and very few were open ended item type. Open ended items were formulated in such a way that respondents could write short response in the space provided.

Two sets of questionnaires were prepared in English and for teacher respondents. The questionnaire were organized in to two major parts. The first part of the questionnaire consisted of personal characteristics. The second part of the questionnaire dealt with the issues pertaining to research practices and impeding factors. This in turn sub-divided in to sub-sections which consisted of opinions or feelings of teachers and leaders about educational research, issues related to impeding factors to carry out educational research and issues related to the extent to which the research practice was hindered. Finally, the questionnaire structured in this way was distributed to respondents after orientation were provided for both respondents and the assistants of the researcher. Then, the questionnaires were administered to the respective respondents with the help of assistant or in the presence of the researcher.

### **3.4.2 Interview**

Interview was made to gather data from the school principals, woreda and sub-city educational officers concerning the practices of educational research. To this end, structured interview guide was developed by the researcher and used to guide the discussion. After explaining the purpose of the interview for the interviewers and getting their consent, the researcher has conducted the interview and recorded the information by both tape recorder and taking notes on the main themes of the discussion. The researcher used tape-recorder for that he could review the responses now and again during the analysis. The interview has taken on average 30 minute for each.

### **3.4.3 Document Analysis**

In order to substantiate the data obtained from other sources and instruments, the researcher has reviewed document which are related to the research practices. The researcher reviewed the schools strategic plan i.e 2007/08 -2009/10, and the present academic years annual plan (2010/2011), reports from the schools and educational officers, format and policy documents. The central theme for the document analysis was to investigate what was planned and what was implemented concerning educational research.

## **3.5 Data Collection Procedures**

### **3.5.1 The pilot Study**

After the questionnaire had been developed and tested for relevance, clarity and simplicity for compliance with basic rules of questionnaire construction (Sidhu, 1984), the first draft was given to the advisor and two graduate colleagues for scrutiny and suggestions. Based on the feed back obtained, two items were amended, one item was added and some were reshuffled and refined. Then, the instruments were tried out for its suitability, reliability and validity in Temenja yazi secondary school in kirkos sub-city which was not included in the main study

before the main study was commenced. Twenty teachers were selected using random sampling technique as participants of the pilot study. After collecting the questionnaire, refinement was made on three items based on the hints obtained from the pilot study. The item analysis was computed using Crobach's Alpha. The reliability coefficient of opinion items of educational research, competence items of educational research and affecting factor items were 0.87, 0.84 and 0.83 respectively. Thus, the instrument was found reliable to use for the main data collection. Then it was administered as it was scheduled. To make the study more reliable all interview and document analysis were carried out by the researcher, where as the questionnaire was distributed to and collected from respondents with the help assistant data collectors. Before each interview conducted the key interview guide lines were given to the interviewees for their consideration and preparation.

### **3.6 Method of Data Analysis**

To analyze the data which were collected from different sources with the aid of different data gathering tools, appropriate data analysis method were used. For this study, both quantitative and qualitative data were employed. To help the organization of the quantitative data, data were presented or displayed using tables. Accordingly, data obtained through close ended questionnaire were first edited for their completeness, organized and interpreted quantitatively using different statistical tools, like frequency counts, percentages, weighted index and mean as tools of analysis.

Furthermore, data collected from open ended questionnaire, structured interview and partly document analysis were conducted qualitatively through narration mode following the analysis of each quantitative data as needed. Then, based on the data analysis interpretations were made to reach certain conclusions. Finally, on the bases of conclusions made, possible solutions were recommended.



## CHAPTER FOUR

### Data Presentation, Analysis and Interpretation

In this chapter the data collected through the questionnaires, interview and document analysis are presented with the help of tables. They are then followed by interpretation and discussion to give answer to the basic questions of the study.

#### 4.1 Personal Characteristics of Respondents

Description of the characteristics of the target population gives some basic information about the sample population involved in the study. The respondents of this study were 126 government secondary school teachers who were chosen based on the proportion of their respective school population. On top of this, 4 school principals, 4 woreda and 2 sub-city educational officers were interviewed. As a result, the researcher believed that the responses were found to be sufficient to draw inferences for the study.

**Table 1: Respondents Personal Characteristics by Sex, Age, Qualification and Experience of Teaching.**

No.		Items	Sex		Total (%)
			Male	Female	
1.	Age	≤ 25 years	19	5	24 (19.04%)
		26-30 years	34	10	44 (34.92%)
		31-35 years	15	6	21 (16.66%)
		36-40 years	7	2	9(7.14%)
		> 40 years	23	5	28 (22.22%)
		Total	98 (77.78%)	28 (22.22%)	126 (100%)
2.	Qualification	Diploma	-	-	-
		BA/B.Sc/B.Ed	97	28	125 (99.20%)
		MA/ MSC	1	-	1 (0.79%)
		Total	98	28	126(100%)
3.	Area of specialization	Language	9	3	12(9.52%)
		Social Science	36	11	47(37.30%)
		Natural science	46	13	59(46.82%)
		Data not available	1	-	1(0.79%)
		Others	6	1	7 (5.56%)
		Total	98	28	126(100%)
4.	Service	≤ 5 years	30	9	39 (30.95%)
		6-10 years	13	3	16(12.69%)
		11-15 years	16	4	20(15.87%)
		16-20 years	17	7	24(19.04%)
		≥ 21 years	22	5	27(21.42%)
		Total	98	28	126(100%)

Source: field survey, 2011



Table 1, is concerned with personal characteristics of respondents by sex, age, qualification and work experience. As can be seen from table 1, a great majority of respondents, 98(77.78%) teachers were males where as less than a quarter were female respondents. This implies that still under current condition there is relatively limited female participation not only in education offices but also as teachers in secondary schools. Consequently, the participation of female teachers in educational research was not evident owing to long standing culture and other harmful traditional practices. From the result, it is possible to deduce that the study could not incorporate views of both sexes fairly.

Regarding the age of respondents, table 1 indicates that majority 102 (81%) were above 26 years age, out of which 59(52%) of them aged above 31 years. This implies that majority of them were likely to have better understanding of issues under investigation so that they are capable of providing the required information.

With respect to qualification of respondents, it is depicted in table 1 that about 125 teachers or 99.20% were first degree and one M.Sc degree holders. From the result, it is possible to conclude that almost all of informants were more likely to have better insight of the themes of the study as they found at good position in their academic qualification. Moreover, as per the guidelines of ministry of education (1994), the minimum requisite qualification to teach in secondary schools was first degree. Thus, the sampled secondary schools had qualified teachers to teach in secondary schools.

Concerning the field of study, 12 (9.52%) of respondents were specialized in language, 47 (37.30%) of the respondents field of study were social sciences, 59 (46.82%) of the respondent teachers specialization area were natural sciences and the other 7 (5.56%) of the respondents field of study were economics, TD, business, Information Technology (IT) and HPE.

The other personal characteristics of respondents which is depicted in the table is work experience. In line with this, the data in the table shows that 39(30.95%) teachers, 16(12.69%) and 20 (15.87%) have served for 5 and below years, 6 to 10 years and 11 to 15 years respectively. The remaining 51 (46.46%) of teachers have had more than 15 years of experience in teaching, out of which 27 (21.42%) have served for 21 years and above. Hence, the majority of respondents had better exposure to carry out educational research, though the reality could be confirmed through out analysis of the result of the study.

#### 4.2 Teaching Staff who have taken Research Course and those who Attended Seminar, Work-shop or In-Service Training

An important variable to investigate the educational research practice in government secondary schools is to identify whether the teachers know-how of to do a research or not. And this can be acquired either from research methodology courses given in universities and colleges or through short term trainings like seminar, work shop or in-service programs during real work life. In line with this, the following table present secondary school teachers training on educational research as responded by teachers

**Table 2: Training of Respondent Teachers in Educational Research**

No.	Items	Response			
		Yes (%)		No. (%)	
		f	%	f	%
1.	Do teachers attend educational research methodology courses?	53	42.06	73	57.94
2.	Did teachers participate in seminar, workshop or in-service training on educational research?	47	37.30%	79	62.69

Source, field survey, 2011

The above table shows that from 126 respondant teachers, 53(42.06%) have attended research methodology course at universities or college level, while 73(57.94%) of the teachers did not attend any research methodology course. On

the other hand, from those who were requested whether they have taken training, 47 (37.30%) of the respondents claimed they had participated in seminar, workshop or in-service trainings of educational research, while 79(62.69%) of the teachers did not get the chance.

This result showed that great majority of teachers could not get an opportunity to attend both the enriched educational research course and other related on job trainings. This implies teachers could face difficulties to carry out educational research as needed.

To counter check this, the researcher interviewed school principals, woreda and sub-city educational officers whether they had organized and conducted seminar, workshop or in-service trainings to up-grade teachers in research work or not. Accordingly, the principal and woreda educational officers responded that, seminar, workshop or in-service trainings focusing on the issue of educational research had not been organized and conducted in their respective schools and woredas, where as the interviewees from the sub-city educational Bureau responded that, they had organized and conducted an in-service training to the minimum of once in a year, even in this training, according to the response of this officials, only few teachers had participated. Therefore, though, it needs further investigation this contradictory responses of the principal, woreda and sub-city educational officers indicates that it seems adequate training was not given for the teachers with respect to educational research.

On the other hand, teachers were asked to provide information on the extent to which the course and/ or the trainings they took helped them in doing educational research . The following table shows their response in this regard.

**Table 3: The Extent to which the Course and / or Training Teachers Took Help them in doing Educational Research.**

No.	Items	Response										mean
		Very low		Low		Medium		high		Very high		
		N	%	N	%	N	%	N	%	N	%	
1.	The usefulness of research course in equipping teachers to do research.	-	-	2	3.77	10	13.70	36	67.92	5	9.43	3.83
2.	The usefulness of research trainings in seminar, workshop or in-service programs in equipping teachers to do research	-	-	5	10.64	12	25.53	25	53.19	5	10.64	3.65

\* Source: field Survey, 2011.

As vividly depicted from table 3, 53 teachers who had claimed to have attended educational research methodology courses and 47 teachers who took research training in different workshop or seminar or in service trainings were requested to rate the usefulness of the courses and the training accordingly. Out of these respondents, nearly 36 (67.92%) of those attended the research course and 25 (53.19) of who got trained in seminar, workshop or in-service program pointed out that the training was highly important to carry out educational research. The other 10(13.70%) from those who attended the course and 12 (25.53%) who participated in workshop replied that the training had moderate importance to carry out educational research.

Similarly, 9 (12.33%) from those who attended the course and 5(10.64%) who participated in workshop rated that the training had helped them to a very high extent to carry out educational research. The remaining 2(3.77%) from those who attended the course and 5(10.64%) from who participated in workshop claimed that

the courses and training has low importance. Further more, the calculated mean 3.83 and 3.65 indicated that the course and the training were used to equip teachers in educational research.

It is possible to deduce from the above table that the practice of educational research is found to be important to develop teachers competence in teaching process on one hand and their confidence in teaching profession on the other. However, teachers success to gain benefit from educational research courses was minimal.

#### **4.3 Teachers Perception towards Educational Research Practice**

Teachers perceptions towards educational research have important role in influencing their attitude towards the practice either positively or negatively. According to Morgan et al (1986; 1580), perception of an individual refers to the way an event in the world and the world itself looks, sounds, feels, tastes or smells to him. Therefore it seems apparent that teachers perception in educational research has a great role. To know the feeling of teachers towards educational research, participants were asked to indicate their reaction to the statement by choosing one among the alternatives on a five point rating scale ranging from “strongly disagree (1)” to “strongly agree (5).” The response were analyzed as follows in the table below.

**Table 4: Opinion of Teachers towards Educational Research**

No.	Items	Response										mean
		5		4		3		2		1		
		N	%	N	%	N	%	N	%	N	%	
1	Educational research contributes to solving practical educational problems	4	3.17	5	3.97	51	40.78	55	43.65	11	3	2.49
2	Research is the best tools to improve teaching	12	9.52	51	40.48	49	38.89	7	5.56	7	5.56	2.57
3	Engagement in educational research over burdens teachers	28	22.22	40	31.74	29	23.01	18	14.28	18	14.28	2.83
4	Research is a time wasting activity	10	7.93	67	53.17	35	27.78	8	6.34	5	3.97	2.43
5	Research is conducted only in higher educational institutions not by secondary schools	11	8.73	51	40.48	41	32.54	9	7.14	4	3.17	2.32
6	Research improves students' academic achievement	5	3.97	7	5.56	38	30.16	60	47.62	14	11.11	2.39
7	Research should only be conducted by trained professional teachers not by school teachers	8	6.34	64	50.80	36	28.57	6	4.76	3	2.38	2.25
8	Research can contribute very much for educational quality	3	2.38	4	3.17	43	34.12	67	53.17	9	7.14	2.40
9	I could be more reactive if I am forced to involve in research	11	8.73	16	2.70	22	17.46	58	46.03	19	15.10	2.54
10	Teachers should study educational problems and seek solutions	2	1.59	3	2.38	50	39.68	64	50.79	7	5.56	2.44
11	Research can not develop positive teaching learning atmosphere in schools	5	3.97	80	63.49	35	27.38	3	2.38	3	2.38	2.36
12	Teachers' participation in educational research should be one of the criteria for career promotion	15	11.90	16	12.70	30	23.80	52	41.27	19	15.10	2.79
13	Research is one of the tasks as a teacher	7	5.56	10	7.94	30	23.80	64	50.79	15	11.90	2.44
14	Research should be taken as a teaching activity	5	3.97	9	7.14	27	21.43	63	50.00	22	17.46	2.30
Grand mean =											2.46	

Key: 1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly agree

Source, field survey, 2011

As indicated in table 4, above, 80 (63.49%), 67 (53.17%) and 64 (50.80%) of the respondents reflected their agreement on items; research can not develop positive teaching-learning atmosphere in school, research is a time wasting activity and research should only be conducted by trained professionals respectively. Following this, 51 (40.48%) of the respondents showed their agreement on items titled as: research is the best tool to improve teaching; and research is conducted only in higher institutions.

On the other hand, 50% of the respondents showed their disagreement for items such as: teachers should study educational problems and seek solutions; research is one of the task as a teacher and research should be taken as a teaching activity. Similarly, 60 (47.62%), 58 (46.03%) and 52 (41.27%) of the respondents showed their disagreement for items such as: research improves students academic achievement; teachers could be more effective if they are forced to involve in research; educational research contributes to solve practical educational problem and teachers participation in educational research should be one of the criteria for career promotion respectively.

Furthermore, 43 (34.12%), 41 (32.54%), 38 (30.16%) and 36 (28.57%) of the respondents didn't give decision on the items: research can contribute much for educational quality, research is conducted only in higher education, research improves students academic achievement and research should only be conducted by trained professionals respectively.

As observed from table 4, an attempt was made to test the average value of items accordingly, the mean rating value of the greater majority of the items listed in table 4 is in the range between 2.25 to 2.57, except for the items, engagement in educational research overburdens teachers and teachers participation in educational research should be one of the criteria for career promotion which have rating value of 2.83 and 2.79 respectively.



As vividly depicted in table 4, the overall grand mean of the respondents is found to be 2.46 which is below the rating value not decided (3) and a little higher than the rating value disagree (2). This implies that from among the respondents, those who have negative perception or attitude towards educational research were greater in number than those who have positive perception.

In addition, an interview conducted with the sub-city education office head and the school principals claimed that teachers would not like to give due attention to educational research practices.. One of them said that “መግቢያ ከርቀት የመሸሽ ሁኔታ ይታይባቸዋል”. This means, Teachers perceive educational research more negatively. This might be attributed to their less exposure to such practices and lack of conducive environment that permits them to do so.

#### **4.4 Level of Secondary School Teachers’ Personal Competence to do Educational Research**

For teachers to be involved in educational research, it is critical that they have to be equipped with the basic knowledge and skill. Accordingly, respondents were asked to indicate their level of agreement to the items those focused on teachers educational research competency by choosing one among the alternative in five rating scale ranging from “very low (1)” to “very high (5)”. The responses were analyzed as follows.



**Table- 5 : Teachers' Personal Competence towards Educational Research**

No.	Items	Response										mean
		5		4		3		2		1		
		N	%	N	%	N	%	N	%	N	%	
15	The knowledge I have to do educational research	6	4.76	13	10.32	35	27.78	53	42.06	19	15.08	2.89
16	The skill I have to do educational research	8	6.34	10	7.94	25	19.84	60	47.62	23	18.25	2.36
17	My interest to undertake educational research in my school	15	11.9	16	12.70	31	24.60	36	28.57	28	22.22	2.63
18	My experience of preparing research proposal	5	3.96	30	3.81	15	11.9	47	37.30	29	23.01	2.48
19	The experience I have to define a research problem	5	3.96	10	7.94	33	26.19	51	40.48	27	21.43	2.32
20	My competence in preparing research questions	6	4.76	6	4.76	35	27.78	46	36.50	33	26.49	2.25
21	The experience I have in using sampling techniques	4	3.17	14	11.11	34	26.98	41	32.54	33	26.49	2.32
22	My competence in analyzing data	4	3.17	20	15.87	34	26.98	36	28.57	32	25.40	2.42
23	My experience in interpreting data	5	3.96	15	11.9	39	30.95	42	33.33	25	19.84	2.46
24	My competence in providing conclusion based on research result	10	7.94	14	11.11	28	22.22	49	38.09	25	19.84	2.48
Grand mean =												2.46

**Key: 1= Very low, 2= low, 3= Medium, 4= High 5= Very high**

**Source, Field Survey, 2011**

As clearly shown in table 5 above, 60 (47.62%), 53 (42.06%) and 51 (40.48%) of the respondents were found to have low competence for the items; the skill they have to do educational research, the knowledge they have and the experience they have to define a research problem respectively. Following this, 47 (37.30%),

46 (36.50%), 42(33.33%) and 41(32.54%) of the respondents were found to have low score on the items, their experience in preparing research proposal, their competence in preparing research question, their experience in interpreting data, and their experience in using sampling technique respectively.

Similarly, 33 (26.49%) of the respondents were found to have very low competency on the items; the experience they have in using sampling technique and their competence in preparing research questions. Following this, 32(25.40%), 29 (23.01%) and 28 (22.22%) of the respondents were found to have very low competence concerning the items; their competence in analyzing data, their experience in preparing research proposal and their interest to undertake educational research in their schools respectively.

In addition, table 5 depicted that, 30 (23.81%), 20 (15.87%) and 16 (12.70%) of respondenents were found to have high competence for the items; the experience they have in preparing research proposal, their competence in analyzing data and their interest to undertake educational research respectively.

On the other hand, almost 27% of the respondents have moderate competence for the items such as: the knowledge they have to do educational research, the experience they have to define a research problem, their competence in preparing research questions, the experience they have in using sampling techniques and their competence in analyzing data.

If the mean value falls between 0.05 and 1.49 then it scores very low, between 1.50 and 2.49 low, between 2.50 and 3.49 medium, between 3.50 -4.49 high and 4.50 and 5.00 scores very high. (Matebe, 2006: 43; Ahmed, 2009: 39).

As clearly, depicted from table 5, the mean value of all the items were in the range between 1.89 and 2.48 except that of items number 17 and 15, which have mean value of 2.63 and 2.89 respectively. Besides, the overall grand mean of the

respondents were found to be 2.46, which was far below the rating value of medium (3) and this implies that a great majority of the teachers have low competency to do educational research in their respective schools.

#### **4.5 Factors Impeding Secondary School Teachers to Carry out Educational Research**

There are many barriers that constrain secondary school teachers from participating in education research. Among these hindrances the major ones are: institutional and other teacher related problems. According to Mckerman (1996:44), lack of time, lack of resource and school organization features were some of those related to schools. Thus, to identify the impeding factors of KSC teachers to carry out educational research; respondents were asked to show their reaction to the items by choosing one among the given five point likert scale alternatives ranging from “ Strongly agree (5)” to “strongly disagree (1)”.

**Table 6: Impeding Factors to Carryout Educational Research.**

No	Items	Response										mean
		5		4		3		2		1		
		N	%	N	%	N	%	N	%	N	%	
28	There is adequate budget allocation for educational research activity in the school	2	1.59	4	3.17	10	7.94	34	26.98	76	60.32	1.44
29	My teaching load does not allow me to do research	14	11.11	19	15.08	17	13.49	56	44.44	20	15.87	2.61
30	Teachers who do research get material support without bureaucratic deterring chains. (ups and downs)	3	2.38	3	2.38	21	16.67	46	36.51	53	42.06	1.86
31	The school administration undertake discussion on educational research	6	4.76	16	12.70	18	14.29	45	35.71	41	32.53	2.21
32	The school principal facilitates research activities	5	3.97	21	16.67	17	13.49	46	36.51	37	29.37	2.29
33	I use my spare time to conduct research	3	2.38	9	7.14	21	16.67	44	34.92	49	38.89	1.99
34	There is material incentives from educational officers to do research	3	2.38	6	4.76	16	12.70	47	37.30	54	42.86	1.86
35	There is adequate library service and reference material to conduct research in my school	1	0.79	11	8.73	12	9.52	59	46.82	43	34.13	1.95
36	My school environment is inviting to conduct research	4	3.17	25	19.84	23	18.25	42	33.33	32	25.40	2.42
37	I spend my spare time by doing income generating work more than research	28	22.22	45	35.71	15	11.90	22	17.46	16	12.70	2.62
38	Irrespective of the limitations in resource, I still do research	3	2.38	5	3.97	13	10.32	70	55.56	35	27.78	1.98
39	Teachers in my school are supportive to each other in conducting research	3	2.38	6	4.76	34	26.98	57	45.24	26	20.63	2.23
40	Committee works and other duties do not allow me to conduct research	10	7.94	17	13.50	31	24.60	45	35.71	23	18.25	2.57
41	Poor technical support from higher organs reduced participation of teachers' in educational research	34	26.98	65	51.58	6	4.76	10	7.94	11	8.73	3.80
42	Defective strategic plan preparation discourages teachers' involvement in educational research.	11	8.73	12	9.52	69	54.76	24	19.05	10	7.94	3.07
Grand mean =												2.33

Key, 1= Strongly disagree    2= Disagree    3= Undecided    4= Agree    5= Strongly agree

Source: field survey, 2011

Table 6, shows that from 126 teacher respondents, 76 (60.32%), 54 (42.86%) and 53(42.06%) of the respondents reflected their strong disagreement with reference

to presence of adequate budget allocations for educational research, material incentives from educational officers to do research and teachers getting material support with out bureaucratic deterring chains respectively. By the same token, 49 (38.89%), 43(34.13%), 41(32.53%) and 37 (29.37%) of the respondents showed their strong disagreement on the items; spending spare time on income generation work more than research, availability of adequate library service, discussion on educational research by school administration and facilitating of research activities by school principals respectively.

Similarly, 70(55.56%), 59(46.82%), 57 (45.24%) and 56(44.44%) of the respondents disagreed on the items; irrespective of limitation in resource they still do research, availability of adequate library service, teachers in their school are supportive to each other in conducting research and their heavy load of teaching does not allow them to do research respectively. Following this, as indicated in table 6, 36% of teacher respondents reflected their disagreement on each of the items below: teachers who do research get material support with out ups and downs, the school administration undertakes discussion on educational research, the school principal facilitates research activities, there is material incentives from educational officers to do research and committee work do not allow them to conduct research.

On the other hand, 34 (26.98%), 28 (22.22%) and 14 (11.11%) of the respondents strongly agreed on the items: poor technical support from higher organs reduced participation of teachers' in educational research, spending spare time on income generating work more than research and heavy load of teaching do not allow them to do research respectively. At the same time, 65(51.58%), 45 (35.71%) and 25 (19.84%), of the respondents agreed on the items; poor technical support from higher organs, spending spare time on income generating work and their school environment is inviting to conduct research respectively.

The overall result of this study can be concluded as lack of adequate budget, lack of material support and incentives, lack of adequate library service and reference material and lack of sufficient time with mean value of 1.44, 1.86, 1.95 and 1.99 respectively were found severely affecting effective practice of educational research by teachers followed by lack of discussion on educational research by administrations, teachers' lack of support to each other, lack of facilities on educational research by principals and lack of conducive environment in schools to conduct educational research, represented by the mean value of 2.21, 2.23, 2.29, 2.29 and 2.42 respectively.

Similarly, the findings seem to be congruent to some extent with what Seyoum (1998), reported regarding constraints of research activities among secondary schools of teachers in Addis Ababa.

On the other hand, interview with principals and educational officers confirmed that personal and institutional factors impede teachers from involvement in educational research, though variations were observed on the degree of their impact.

The result from principals' interview showed that institutional factors like school research culture, lack of financial support, lack of budget allocation, lack of adequate library service and reference materials, and lack of computer and internet had more negative impact than personal factors on sampled school teachers.

On the other hand, this was, however, difficult for educational officers to agree. According to interviewee with educational officers, an officer from the sub-city believed that most Kirkos sub-city secondary school teachers mainly lack awareness and attitude towards educational research that belong to personal factors. He further expressed that teachers had seen their involvement in educational research as tiresome and tedious activity that could not bring any substantial advantage for them in their educational activities.

Therefore, research impeding factors according to principals of secondary schools of Kirkos sub city are more of institutional factors such as: lack of school research culture, lack of finance, lack of budget allocation, lack of adequate library and reference materials and lack of computer and internet, where as, the impeding factors according to sub-city educational officers are mainly personal factors such as lack of awareness and attitude of teachers towards educational research. This implies that even if the impeding factors are aimed at different causes by two partners it is undeniable that both personal and institutional factors attribute to less performance of educational research practice by secondary schools of teachers in kirkos sub-city.

On the other hand, the documents and reports of schools suggested that teachers' involvement in educational research activities has been decreasing from time to time because of several reasons. Some of the reasons were: lack of motivation or incentives, lack of plan for educational research from educational leaders, absence of clear information and follow up from concerned bodies to encourage teachers to conduct educational research.

As the researcher noticed, almost all sampled schools had not developed educational research strategic plan. The majority of the principals of sampled schools who were newly assigned could not know what was happening in their school concerning educational research. Some teachers did educational research (action research) by their own initiatives or motivations, Hence, there was little trend of identifying educational problems and seeking solution through educational research. Almost all educational leaders in all levels were occupied with several meeting rather than school wide academic affairs.

Respondents were also asked to give their suggestion on the open ended questions about what they thought is worth to solve the above problems and to popularize



educational research among teachers. In this regard, their response is summarized as follows.

- The need to develop awareness of the stakeholders, concerning educational research and preparing effective strategic plan.
- Creating strong partnership with partner organization to gain financial, technical and other necessary support.
- Assigning qualified principals who are committed to enforce educational research practice.
- Concerned educational officers should support those teachers who try to conduct educational research. Incentives should be provided for those teachers to arouse their interest and to encourage them for better work.
- Seminar, workshop or in-service training' should be organized inorder to up-grade teachers' research knowledge and skill, increase research competence of teachers specially for those teachers who have not taken research methodology course during their university / college study.
- Even though some teachers have positive attitude, interest and competence in educational research; without moral, encouragement and incentive, it is difficult for them to undertake research. Therefore, concerned bodies should develop conducive environment for research.

In one or another way educational research in schools could not serve as a means to solve school problems as affected by various factors mentioned above and several others. Therefore, it implies that research coordinating body which can support teachers educational research undertaking need to be in place in this regard.

#### **4.6 Issue Related to the Extent to which the Research Practice is Hindered**

As it was indicated in chapter two of this research report, several factors were likely to affect the educational research practices. In line with this, secondary



school teachers respondents were asked to indicate to what extent the following factors affect the educational research practice. Accordingly, the respondents provided their response in the way that is summarized in table 7.

**Table 7: Challenges of Educational Research Practices as Perceived by Teachers.**

No.	Items	Response									
		5		4		3		2		1	
		N	%	N	%	N	%	N	%	N	%
1	Lack of knowledge and skill in research methodology	19	15.07	24	19.05	25	19.84	26	20.63	32	25.40
2	Lack of interest towards research	20	15.87	42	33.33	32	25.40	22	17.46	10	7.94
3	Lack of research fund and material resource	48	38.10	34	26.99	25	19.84	14	11.11	5	3.97
4	Shortage of time	21	16.67	26	20.63	41	32.54	24	19.05	14	11.11
5	Poor technical support from schools, educational officers and other staff	26	20.63	45	35.71	37	29.37	14	11.11	4	3.17
6	Lack of research dissemination and use	23	18.25	49	38.89	40	31.75	9	7.14	5	3.97
7	Problem of getting relevant data	15	11.90	27	21.43	28	22.22	33	26.19	23	18.25

Key: 1= Not at all, 2= Very Slightly, 3= Slightly, 4= Severely, 5= Very severely

Source, Field survey, 2011

#### 4.7 Analysis of Challenges to the Practice of Educational Research on the Basis of Views of Teachers Respondents in the Degree of Importance,

**Table 8: Rank order of Factors which Affect Teachers' Research Involvement.**

No.	Items	Response							Total	Weighted index	
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>		N.	Rank order
		f	f	F	f	f	f	f			
1	Lack of knowledge and skill in research methodology	13	36	11	11	13	14	28	126	501	4
2	Lack of interest towards research	29	23	25	14	13	15	7	126	598	1
3	Lack of research fund and material resource	32	19	14	18	17	14	12	126	571	2
4	Shortage of time	8	14	17	20	26	20	21	126	444	6
5	Poor technical support from schools, educational officers and other staffs	18	24	23	22	14	15	10	126	555	3
6	Lack of research dissemination and use	13	10	21	29	17	18	18	126	477	5
7	Problem of getting relevant data	14	9	13	22	24	17	27	126	438	7

Source: field survey, 2011

**Hint, Weighted index:** the first, second third..... Seventh are combined to create an index in which the first, second third ... seventh priorities are given 7... 3,2,1 weights respectively.

The above two consecutive tables (7&8) discuss similar issues, that is, factors impeding effective practice of the teachers research. However, the focus of the analysis varies in such a way that in table 7, the main themes of the analysis is to indicate to what extent each factor severely or slightly or moderately affects the practice where as in table 7, the overall challenges to the practice are expected to be put in the order of importance with regard to the issue under discussion.

With regard to table 7, virtually, an observation began with the data related to items 6, 5 and 2 of table 7, remarkable portion of the participants mentioned that lack of research dissemination and use (38.89%), poor technical support (35.71%), and lack of interest (33.33%) have affected educational research practice effort severely and lack of research fund (38.10%) very severely as well.

Following this, as indicated in item 3, 7 and 4 of the same table, lack of research fund (26.99%), problem of getting relevant data (21.47%) and shortage of time (20.63%) severely affect educational research practice in secondary schools.

In addition, the data in item 1 also clearly indicates that (19.05%) of respondents reported that lack of knowledge and skill in educational research severely affect educational research endeavor.

In item 7 of table 7, the greater portion, 84(70.64%) of total respondents replied that problem of getting relevant data either did not affect (18.25%) or affect very slightly (26.20%) or it did slightly affect (26.19%) the effectiveness of educational research practice. Those respondents who replied the problem of getting relevant data as severely and very severely covers a cumulative of 33.33% of total respondents.

With respect to an item which refers to lack of interest towards research in table 7 majority of 64(51%) respondents reported that lack of interest either didn't affect (7.94%) or affect very slightly (17.46%) and slightly (25.40%). On the other side, 33.33% of participants replied that teachers lack of interest have affected educational research practice severely.

In general the preceding discussion conveys that problem of getting relevant data, shortage of time and lack of research fund do not remarkably affect the educational research practice. On the other hand, lack of interest, poor technical

support, lack of research dissemination and use are more likely to severely hinder endeavors towards educational research.

A close inspection of table 8 discloses that, lack of interest towards educational research, lack of research fund and material resource and poor technical support from schools, educational officers and other staff were the three top serious problems to the effectiveness of the practice of educational research as they have the highest weighted values, 598, 571 and 555 respectively.

Furthermore, lack of knowledge and skill in research methodology and absence of research dissemination and use are the next two principal problems found to hamper the practices.

Among the very serious difficulties indicated above, lack of teacher's interest towards research is the most important one since teacher's attitude determines their practice. And, consequently, poor practice of teachers was found to adversely affect quality of education.

In general, it can be said that although the problems vary in difficulty level, all the constraints do not invite smooth action. Then, both in the teachers pre-service and in-service training program major emphasis need to be given for educational research as part of teachers careers life as per the requirement of teachers development guide line.

## **CHAPTER FIVE**

### **5. Summary, Conclusions and Recommendations**

This chapter consists of three parts namely the summary, conclusions and recommendations. The first part of this chapter presents the summary and the major findings of the study. The second part presents the major conclusions drawn from the findings. The last part deals with the recommendation of the study.

#### **5.1 Summary**

The teaching-learning process become effective, successful and up-to date if it is supported by educational research. Educational research helps to explain, describe, analyze, examine and interpret educational phenomenon.

It also helps teachers and other educators to assess and reflect their teaching-learning processes, explore and test new ideas, theories, instructional methods and instructional materials. An attempt was also made to find out the major impediments that hinder secondary school teachers in conducting educational research. To accomplish this purpose, the study has attempted to enlighten the issue, prospect and challenges of the practice with the intention of recommending possible solutions which would help to alleviate problems and to sustain best practices. To this end, the study was made to focus on answering the following basic questions:

1. Are secondary school teachers competent enough to carry out educational research so as to solve educational problems?
2. To what degree do teachers are equipped with the necessary knowledge and skills needed to carry out educational research?
3. To what extent do secondary school teachers in kirkos sub-city perceive the research activity in alignment with their teaching practice?
4. What are the conditions that affect and/or facilitate the practice and result of research for quality of education in kirkos sub-city?

5. What are the roles that leadership play in providing and/or facilitating conditions to conduct research and utilize the result of research for enhancing quality of education in kirkos sub-city?
6. What are the major factors that hinder secondary school teachers from undertaking educational research?

In order to find out answers to the basic questions and provide substantive conspectus of the research setting, a variety of data gathering instruments, such as questionnaire, interview and document analysis were employed. Interview were held with four school principals, four woreda educational-officers and two sub-city educational officers. To this end, both quantitative and qualitative approaches were used for collection and data analysis. Before the actual data collection started the questionnaire were evaluated and tried out or piloted with 20 randomly selected teachers in one of the sub-city secondary school (Temenja Yazı), which was not included in the main study.

After refining the items contained in the questionnaire, it was distributed to 130 teachers in the three sampled schools, out of this, 126 teachers respondent did return the questionnaire filling appropriately, where as the rest 4 teachers did not return, eventually, 126 copies were used for data analysis.

In addition to this interview schedules were conducted with four principals (deputy/ representatives) four woreda educational officers and two sub-city educational official heads in one-on-one interview.

The data obtained were later analyzed using various descriptive statistics such as frequency counts, percentages, mean and weighted index. Based on the result of quantitative and qualitative data analysis the major findings were summarized as follows:

- From the finding of the study, it is indicated that majority of the teachers could not get adequate opportunity for trainings related to educational

research that enables them to discharge their potentials for educational research practices. Hence, in the result of the study it was found that teachers could not succeed in educational research undertaking in their respective schools. As a consequence, educational research practice could not contribute to teachers professional development in particular, and in the improvement of quality of education in general.

- It is found that teachers had negative perceptions towards educational research. This can be confirmed from the grand mean which is found to be 2.46, meaning majority of the respondents perceive educational research negatively. In effect, teachers' interest towards carrying out further researches on educational problems was found to be low.
- In relation to constraints that impede educational research practices by teachers, it was found that the effective implementation of such an activity was mainly affected by interest of teachers towards educational research practices followed by lack of research fund and material resource, poor technical support from schools, educational officers and other staffs, lack of knowledge and skill in research and lack of research dissemination and use.
- The role of administrative supports rendered to encouraging and facilitating teacher researchers as well as establishing effective and autonomous organizational structure for educational research were very weak. There were no any incentives and proper recognitions for teachers researchers from higher officers. Besides, sample schools, woreda and sub-city educational department had no research co-ordinating body. As a result of this adequate educational research plan was not implemented as envisaged by the new curriculum guideline.
- It is found that teachers have low competence towards educational research. This can be confirmed from the grand mean which is found to be



2.46. This implies that, majority of the teachers had low competence to do educational research in their respective school.

- The finding of this study still depicted that the practice of identifying the causes of educational problems and seeking sustainable solution by using educational research was at an infantile stage. Moreover, the tradition of utilizing educational research findings for planning and decision making purpose has not yet been developed in the sampled schools due to the unsupportive educational research culture.

## **5.2 Conclusions**

Based on the analysis and summary of the findings, the following conclusions were drawn.

- Absence of adequate opportunities of on-job trainings in relation to educational research practices indicates that teachers at Kirkos sub-city secondary schools were not in a position to undertake the educational research to solve practical educational problems. The available evidence indicated that some of the teachers still could not get training opportunities either during pre-service or in-service training.
- The negative perceptions of teachers about educational research were attributed to various factors. According to the finding of the study the factors to be mentioned in this regard are: lack of skill and lack of knowledge to carry out educational research, lack of experience to define research problem, lack of conducive environment followed by lack of experience in preparing research proposal, lack of competence in preparing research question and lack of experience in interpreting data.
- The evidence from the finding also indicated that teachers negative perception towards research practices reduced their interest from carrying out such practices. At the same time the effectiveness in teaching practice

reduced to some extent. As a consequence, teachers could not meet the learning need of students.

- Similarly, the evidence from the finding revealed that the great majority of the teachers have low competence towards educational research practice, due to lack of knowledge and skill, lack of interest, lack of experience in preparing research proposal, inability to define a research problem, a research question, sampling techniques, inability to analyze and interpret data and lack of providing conclusion based on a research result.
- On the other hand, the study also indicated that there was a high degree of agreement among teachers with lack of attitude, lack of educational research facilities, lack of financial support and absence of research culture in the schools, were the major impediments of teachers to carry out educational research.
- In general teachers were not rendered appropriate support and recognition from schools, woreda and sub-city educational officers to undertake educational research. There was no functional research coordinating unit in the sub-city, there was lack of budget allocation, relevant educational literatures, in libraries equipments and other facilities which help to do educational research.

### **5.3 Recommendations**

Based on the major findings and conclusions drawn with respect to factors impeding teachers' research practice, the researcher would like to suggest the following recommendations.

- ✓ The finding of result revealed that results of research work were not disseminated in the secondary schools therefore, educational officials at woreda, sub-city and regional level, school directors and teachers should establish a mechanism to disseminate research results.

This should be done through a number of ways such as:

- Organizing research seminar, workshop and conferences at school, woreda and sub-city level.
  - Putting copies of teachers research in libraries and departments
  - Developing experience-sharing habits or culture among schools, and schools to relative colleges regarding to educational research.
- ✓ Educational officers at school, woreda, sub city and regional level have to establish a systematically organized structure that help train teachers to promote their educational research competence.
- ✓ It is recommended that responsible bodies at school, woreda, sub-city and regional level should motivate encourage teachers to do educational research using different mechanisms. This could be done through;
- Providing incentives and moral assistance
  - Providing a chance to present their research on different educational meetings
  - Making awareness about the advantages of educational research for the academic officers as well as for administrative workers.
  - Providing a chance to publish their research out put and material financial prizes for teachers who conduct educational research.
  - Giving recognition, reward and acknowledgment letters.
- ✓ It is recommended that experience-sharing culture should be developed at school level and/or cluster resource center that help teachers by initiating or motivating them for doing educational research. Therefore, directors of the schools, woreda and sub-city educational officials should create a mechanism through which teachers exchange experience from other teachers and researchers. This could be done through:

- forming subject centered research club such as: science social science, language and the like in secondary schools.
  - displaying the necessary available materials found in different schools, colleges and universities through the internet, so that, any one can utilize them without any physical movement and bureaucratic obstacles.
- ✓ Research endeavors by teachers should be encouraged. Concerned bodies at CGAAEB need to understand the function and outcomes of educational research in building a body of knowledge that informs the presence of education. And therefore, they should arrange financial, material and moral incentives for teachers for their effective efforts to do research work. This could be done through:
- The ministry of education and the science and technology commission jointly establish modest research funds.
  - The school should search for NGOs, that could support research conducting at school level in fund raising.
  - Encourage the participation of parents and interested community members in fund raising for research activities.
- ✓ It is also recommended that since the main purpose of research activity in secondary schools is to bring about a certain degree of improvement in the quality of education, establishing outlets for the dissemination of research result through journals, magazines and newsletters etc is necessary.
- ✓ Finally, the researcher would like to recommend that further researches need to be conducted on the teachers practice of educational research to come up with wide scale and more detailed investigations.

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# **Appendix- A**

**Addis Ababa University**

**School of Graduate Studies**

**Department of Curriculum and Teachers Professional Development Studies**

**Form 1: questionnaire to be filled by secondary school teachers**

## **Introduction**

The main purpose of this questionnaire is to gather relevant data that will help assess the current practice of secondary school teachers engagement in educational research in selected secondary schools of kirkos sub city in Addis Ababa city government.

Dear respondent, I would like to assure you that the data will be used for academic purpose and hence, it would not affect any one in any way as all the information will be kept confidential. Rather, the result of this study is believed to be invaluable input to improve the educational research practice in the sub-city and the city as a whole.

Hence, your genuine, frank and timely responses are of prime importance for the success of this study. There fore, you are kindly requested to respond to each question carefully and responsibly.

**Thank you in advance for your cooperation!**

## **General Direction**

Dear respondent! Please be noted that

- You do not need to write your name on the questionnaire
- For questions with alternative choices put "X" mark in side the box, or write a word, number, phrase or your opinion briefly where needed.
- This questionnaire consists of two major sections and other five sub sections of the second major sections. Please, follow the specific instructions for each section.

## Section I. Personal Background Information

1. School: \_\_\_\_\_
2. Sex:  
Male ☐ Female ☐
3. Age:  
Below 25 years ☐ 31-35 year ☐  
26-30 year ☐ 36-40 year ☐ above 40 years ☐
4. Qualification:  
Certificate ☐ First degree ☐  
Diploma ☐ Masters degree ☐  
Please specify if any \_\_\_\_\_
5. Area of specialization  
Major \_\_\_\_\_ Minor \_\_\_\_\_ Other training (s) \_\_\_\_\_
6. For how long have you been in the teaching profession?  
Less than 5 years ☐ 11-15 years ☐ 21 years and above ☐  
6-10 years ☐ 16-20 years ☐
7. Have you ever attended any research methodology course?  
Yes ☐ No ☐
8. If your response for question number 7 is "yes" how do you rate the usefulness of the research course in equipping you to do research?  
Very low ☐ Medium ☐ Very high ☐  
Low ☐ High ☐
9. Have you ever participated in any seminar or workshop or in service training to up date your research skill?  
Yes ☐ No ☐
10. If your answer for question number 9 is "yes" how do you rate importance of the research training in equipping you to do research?  
Very low ☐ Medium ☐ Very high ☐  
Low ☐ High ☐



## Section II. General Information Regarding the Educational Research Practice.

### Sub Section 1: opinion or feeling about educational research regarding school leadership and teachers domain

Below are items which have been designed to collect your opinion about educational research. Read each statement carefully and show your choice that best represents your attitude by putting an "X" mark in the box corresponding to each item. Indicate your response using the following rates:

(1) Strongly disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly agree

No	Items	1	2	3	4	5
1	Educational research contributes to solving practical educational problems					
2	Research is the best tools to improve teaching					
3	Engagement in educational research over burdens teachers					
4	Research is a time wasting activity					
5	Research is conducted only in higher educational institutions not by secondary schools					
6	Research improves students' academic achievement					
7	Research should only be conducted by trained professional teachers not by school teachers					
8	Research can contribute very much for educational quality					
9	I could be more reactive if I am forced to involve in research					
10	Teachers should study educational problems and seek solutions					
11	Research can not develop positive teaching learning atmosphere in schools					
12	Teachers' participation in educational research should be one of the criteria for career promotion					
13	Research is one of the tasks as a teacher					
14	Research should be taken as a teaching activity					

**Subsection 2: Issues related to level of secondary school teachers' personal competence to do educational research**

The following items refer to the level of teachers' personal competence to do educational research. Please rate your level of agreement or disagreement by putting an "X" mark in the box corresponding to each item to indicate your response using the following rates. (1) Very low (2) Low (3) Medium (4) High (5) very high

No	Item	1	2	3	4	5
15	The knowledge I have to do educational research					
16	The skill I have to do educational research					
17	My interest to undertake educational research in my school					
18	My experience of preparing research proposal					
19	The experience I have to define a research problem					
20	My competence in preparing research questions					
21	The experience I have in using sampling techniques					
22	My competence in analyzing data					
23	My experience in interpreting data					
24	My competence in providing conclusion based on research result					

25 List any three strengths of your school in relation to establishing conducive research environment for teachers?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

26 List any three weaknesses of your school in relation to establishing conducive environment for educational research?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

27 Any additional idea you would like to suggest \_\_\_\_\_

**Sub-section 3: Issues related to impeding factors to carry out educational research.**

The following items refer to impeding factors that influence teachers to carryout research activities. Indicate the level of your agreement or disagreement by putting an “X” mark in the box corresponding to each item to show your response using the following rates.

(1) Strongly disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly agree

No	Items	1	2	3	4	5
28	There is adequate budget allocation for educational research activity in the school					
29	My teaching load does not allow me to do research					
30	Teachers who do research get material support without bureaucratic deterring chains. (ups and downs)					
31	The school administration undertake discussion on educational research					
32	The school principal facilitates research activities					
33	I use my spare time to conduct research					
34	There is material incentives from educational officers to do research					
35	There is adequate library service and reference material to conduct research in my school					
36	My school environment is inviting to conduct research					
37	I spend my spare time by doing income generating work more than research					
38	Irrespective of the limitations in resource, I still do research					
39	Teachers in my school are supportive to each other in conducting research					
40	Committee works and other duties do not allow me to conduct research					
41	Poor technical support from higher organs reduced participation of teachers' in educational research					
42	Defective strategic plan preparation discourages teachers' involvement in educational research.					

43 If you have any more factors that hinder effective implementation of the educational research, please list three of them?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

44. List any possible solutions that you think would to avoid such barriers.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Sub section 4: Issues related to the extent to which the research practice is hindered**

The following are some of the major pitfalls supposed to affect (hinder) teachers' engagement in educational research. In light of these impediments that deter the research practice effort, two questions are worth nothing

45. Tick out the "X" mark in box, table below, using, rates: (1) not at all, (2). very slightly, (3) slightly, (4) severely, and (5) very severely to indicate the extent to which the research practice is hindered.

No	Items	1	2	3	4	5
1	Lack of knowledge and skill in research methodology					
2	Lack of interest towards research					
3	Lack of research fund and material resource					
4	Shortage of time					
5	Poor technical support from schools, educational officers and other staffs					
6	Lack of research dissemination and use					
7	Problem of getting relevant data					

46. Rank each item based on its acuteness on your research involvement. Order the item ranging from 1 (the most acute factor) up to 7 (to the least acute factor).

No	Impeding factors to educational research practice	Rank order
1	Lack of knowledge and skill in research methodology	
2	Lack of interest towards research	
3	Lack of research fund and material resource	
4	Shortage of time	
5	Poor technical support from schools, educational officers and other staffs	
6	Lack of research dissemination and use	
7	Problem of getting relevant data	

**Subsection 5: open ended question**

Please show your attitude, feeling, opinions or beliefs and comments writing on the space provided for the following questions.

47. What are the most prevailing problems you have possibly come across in doing educational research in your school? \_\_\_\_\_

\_\_\_\_\_

48. How do you evaluate the involvement of teachers in research in your school? \_\_\_\_\_

\_\_\_\_\_

49. To strengthen class room research what is expected from teachers? write your opinion?

\_\_\_\_\_

50. Please list down any suggestion which you think would help to promote teachers' involvement in educational research in your school?

\_\_\_\_\_

\_\_\_\_\_

**Thank you in advance for your cooperation!**

## **Appendix – B**

**Addis Ababa University**

**School of Graduate Studies**

**Department of Curriculum and Teachers' Professional Development  
Studies**

### **Form 2**

**An interview guide to collect information from Wereda and sub-city,  
educational officials.**

### **Introduction**

Dear interviewee! The purpose of this interview is to collect data about impeding factors of government secondary school teachers from carrying out educational research.

The type of the information that you will provide will determine the quality of this research. And please be sure that the information that you will forward will be used only for the aforementioned academic purpose. You are, therefore kindly requested to be genuine and honest in providing the appropriate information in the course of the interview. I assure you that your identity will be kept anonymous through out the research report.

1. How is the status of educational research activities in your sub-city/wereda?
2. What can be said about the engagement of teachers in conducting educational research?
3. Do you think that secondary school teachers have adequate research skills and are competent enough to conduct educational research so as to solve educational problems?
4. What do you suggest be done to strengthen teachers' competence in conducting educational research?

5. Have you organized and conducted an in-service training, work shop or seminar to up grade teachers' skill and to empower those teachers who have no adequate research skills?
6. Is there a research coordinating unit in the sub city/woreda? If your response is "yes" what kinds of roles does it play? If your response is "No" why?
7. Does the education bureau allocate enough budget for research work that could be undertaken in schools by teachers?
8. What efforts were made to facilitate conditions and environments to initiate and increase teachers' involvement in conducting educational research?
9. Was there any effort so far made to search for NGOs for the sake of getting research funds?
10. In your opinion which conditions are considered as good facilitating agents for teachers' participation in educational research? Why?
11. What are the major hindering factors for teachers' involvement in educational research?
12. What do you suggest about the roles that the leadership plays in providing opportunities for teachers to get access and utilize research results and disseminate research results for enhancing quality of education?
13. What do you suggest to improve the involvement of teachers in conducting educational research for the future?

**Thank you once again for your cooperation  
to spend time for this interview!**



**Appendix - C**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Curriculum and Teachers' Professional Development**  
**Studies**

- **An interview guide to collect information from secondary school principals.**

**Introduction**

First of all I would like to thank you for consenting to spend your time to discuss with me on the educational research practices in your school. The purpose of this interview is to collect data about the impeding factors of government secondary school teachers research practice.

The researcher would like to assure that the information that you would provide will be kept confidentially and will not be personalized as the data is to be used only for the above stated academic purpose. So you are requested to be genuine and honest in giving the actual information.

May we proceed to the interview?

1. How is the status of educational research activities in your school?
2. What do you say about the engagement of teachers in conducting educational research?
3. Do teachers have enough time to carry out educational research? (If teachers do not have enough time for research, what can be done to help them get time)?
4. To what extent does your school encourage /support teachers to conduct research in your school?

5. Do you think secondary school teachers have adequate research skills and are competent enough to conduct educational research so as to solve educational problems?
6. Is there a research coordinating body in your school?  
If your response is "yes" what kinds of roles does it play?  
If your response is "No" why?
7. Does your school allocate enough budget and material resource for research work?
8. What efforts were made to facilitate conditions and environment to initiate and increase teachers' involvement in conducting educational research?
9. Was there any effort so far made to search for NGOs for the sake of getting research fund?
10. In your opinion which factors are considered as good facilitating agents for teachers' participation in educational research?
11. What are the major hindering (impeding) factors that deter the involvement of teachers in educational research in your school?
12. What do you suggest as a principal about the roles that the leadership plays in providing opportunities for teachers to have access and utilize research results and disseminate results for enhancing quality of education?
13. What are your suggestion to improve the involvement of teachers in conducting educational research for the future?

**Thank you once again for your cooperation  
to spend time for this interview!**