



**ADDIS ABABA UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL RESEARCH**

**ACTION RESEARCH PRACTICE IN GOVERNMENT  
SECONDARY SCHOOLS: THE CASE OF ADDIS ABABA  
CITY ADMINISTRATION**

**By: Azeb Halefom Tedla**

**October 2012**  
**Addis Ababa**  
**Ethiopia**



**ACTION RESEARCH PRACTICE IN GOVERNMENT  
SECONDARY SCHOOLS: THE CASE OF ADDIS ABABA  
CITY ADMINISTRATION**

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THE MASTER OF ARTS DEGREE IN EDUCATIONAL  
RESEARCH AND EVALUATION**

**By: Azeb Halefom Tedla**

**October 2012  
Addis Ababa,  
Ethiopia**

## DECLARATION

I, the undersigned, Registration Number GSS/0891/2002, declare that this Thesis is my original work and that it has not been submitted partially or in full by any other person for an award of a degree in any other university or college.

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**Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

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**Approved by the Board of Examiners**

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## **ABSTRACT**

*The purpose of this study was to assess the practices of action research in government secondary of Addis Ababa city administration. An attempt was made whether action research schools was conducted and implemented in the schools to solve real educational problems in classrooms.*

*To this end, 10 sample Government secondary schools were selected out of the 50 found in the ten sub-cities of the City Administration (one from each sub-city) using purposive sampling technique. The sample schools considered for the study were Addis ketema, Bulbula, Tikur Anbessa, Beshali, Medhnialem, Temenga yaz, Ayer-tena, Africa Hibret, Lafto and Higher-12.*

*Descriptive survey method supplemented by structured interview and document analysis was used to collect relevant data from the respondents of each selected government high school. School level respondents comprised of directors, teachers, members of student council and members of PTAs. Experts of Sub-city Education Office have also participated in the study. A total of 194 respondents were selected as a sample for the study. These comprised of 10 directors, 10 members of student council, 10 members of PTAs 10 experts of Sub-city Education Office and 154 teachers selected using purposive sampling methods, which is a quota sampling technique. The collected data were analyzed and interpreted in SPSS software using percentages.*

*The findings of the study revealed that the practice of action research in Addis Ababa City Government high schools was not adequate to solve day-to-day teaching learning problems of all high schools. Almost leadership of the schools under investigation was found poor supportive and the involvement of experts, members of PTAs and members of students' council was also poor. The tendency to conduct action research of teachers' was weak, and lack of capacity to conduct action research was seen as a problem of the schools. The scarcity of finance and other resources were also found as aggravating for the failure of participation in conducting action research. Accordingly, the above problems seem to have led the practice of action research in Addis Ababa city government high schools to be poor.*

*To alleviate the above-mentioned problems, the schools should organize training programs to the teachers and other concerned bodies at the school level. The leadership should be supportive and committed in assisting and designing systems to develop full participation of teachers to undertake action research in the schools. School leadership should also prepare and provide incentives to encourage teachers' involvement in action research.*

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DECLARATION .....	II
ABSTRACT .....	IV
Acknowledgements.....	<b>Error! Bookmark not defined.</b>
LIST OF TABLES .....	III
LIST OF FIGURES .....	III
LIST OF ACRONYMS AND ABBREVIATIONS .....	V
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1. Background.....	1
1.2. Organization of the study.....	2
1.3. Statement of the Problem.....	3
1.4. Objectives of the Study .....	4
1.4.1. General Objective .....	4
1.4.2. Specific Objective.....	<b>Error! Bookmark not defined.</b>
1.5. Research Questions .....	5
1.6. Significance of the study .....	5
1.7. Scope of the study .....	6
1.8. Limitation of the study.....	6
1.9. Definition of Basic Terms .....	7
CHAPTER TWO .....	9
LITERATURE REVIEW .....	9
2.1. Conceptual definition of Education and Action Research .....	10
2.2. A Brief History of Action Research .....	12
2.3. Types of Action Research.....	15
2.4. Steps in Action Research.....	17
2.4.1. Identification of problem area .....	18
2.4.2. Collection and organization of data .....	17
2.4.3. Interpretation of data .....	19
2.4.4. Action based on data .....	19
2.4.5. Evaluate Results .....	19
2.5. Benefits of Action Research.....	20
2.5.1. Focus on school issue, problem, or area of collective interest.....	20
2.5.2. Form of teacher professional development.....	20
2.5.3. Collegial interactions.....	21
2.5.4. Potential to impact school change .....	21
2.5.5. Reflect on own practice.....	21
2.5.6. Improved communications .....	22
2.6. Roles of Teachers and Leaders in Action Research .....	22
2.7. Empirical Review of Literature .....	23
2.7.1. The experiences of Uganda in Action Research.....	23
2.7.2. Action Research practice in India.....	22

2.7.3. The Practice of action research in Ethiopia and its challenges .....	22
CHAPTER THREE.....	27
Research Design and Methodology.....	27
Introduction.....	27
3.1. Research Methodology .....	27
3.2. Research Design .....	28
3.3. Types and Sources of Data .....	28
3.4. Sampling Technique and Sample Size .....	28
3.4.1. Sampling Techniques .....	28
3.4.2. Sample size.....	29
3.5. Data Collection instruments .....	31
3.5.1. Questionnaires .....	31
3.5.2. Interview.....	32
3.5.3. Document analysis.....	32
3.5.4. Method of Analysis and Presentation of Data.....	32
CHAPTER FOUR.....	33
Data presentation and analysis.....	30
Introduction .....	30
4.1. Response Rate.....	30
4.2. Characteristics of respondents .....	30
4.3. Challenges regarding the implementation of Action Research.....	33
4.4. Purpose of Action Research in the schools .....	41
CHAPTER FIVE.....	42
Summary, Conclusion and Recommendations.....	42
5.1. Summary .....	42
5.2. Major Findings .....	45
5.3. Conclusions .....	50
5.4. Recommendation.....	51
References .....	52
<i>Annex-1</i> .....	
<i>Annex-2</i> .....	
<i>Annex-3</i> .....	
<i>Annex-4</i> .....	



## **LIST OF TABLES**

Table 3.1: Number of schools and teachers of study areas .....	30
Table 3.2: Sample Size.....	31
Table 4.1: Background of experts, directors, teachers, PTAs and students	35
Table 4.2: The extent of conducted action research in the school.....	37
Table 4.3: Action research presented to the school last year .....	38
Table 4.4: Reasons for refrain conducting action research .....	39
Table 4.5: The familiarity of student council in Action research .....	41
Table 4.6: The purpose for Action research done .....	42
Table 4.7: Supportiveness of School Administration .....	43
Table 4.8: Tendency of Teachers to conduct Action research .....	44
Table 4.9: Response Rate of challenges encountered .....	45

## **LIST OF FIGURES**

<b>Figure 3.1: Steps of Action research .....</b>	<b>17</b>
<b>Figure 4.1: School level.....</b>	<b>34</b>
<b>Figure 4.2: Title of action research conducted .....</b>	<b>38</b>
<b>Figure 4.3: The role of PTAs in conducting Action research ...</b>	<b>40</b>

## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>AR</b>	Action Research
<b>CPD</b>	Continuous Professional Development
<b>ESDP</b>	Education Sector Development Program
<b>ETP</b>	Education and Training Policy
<b>EU</b>	European Union
<b>GEQIP</b>	General Education Quality Improvement Program
<b>MOE</b>	Ministry of Education
<b>SIP</b>	School Improvement Program
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TDP</b>	Teachers Development Program
<b>UNICEF</b>	United Nations Children's Fund
<b>CSA</b>	Ethiopian Central Statistically Agency

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background

Education is the backbone of an overall sustainable development of a country. Education stimulates and empowers people to participate in their own development endeavors. Also plays a significant role in expanding further educational opportunities as well as in fostering basic intellectual abilities such as literacy and numeracy that are crucial for success in the current world of knowledge economy; where all aspects of social, economic and political powers are closely linked with knowledge (Arđt, et al., 2005). High levels of knowledge, competencies and skills are also considered to be the very basic conditions for active citizenship, employment and social cohesion (EU, 2000). Accordingly, any plan for sustainable development has to address the issue of education. However, a pronounced achievement of the education sector of a country, which can play the role of an overall sustainable development, is explained not only in terms of ensuring access and equity but also in terms of its relevance and quality. That is why “Quality Education for All” has become a crucial component of the global development agenda.

In the Ethiopian context, the 1994 Education and Training Policy (ETP) has decentralized the educational management, setting that provided the expansion of educational opportunity for all citizens with an ultimate aim of achieving universal primary education (FDRE, 1994). In addition, the participation of teachers and researchers in getting the necessary field experience in various development and service institutions and professionals of such institutions in teaching will be facilitated (ibid). Accordingly, Ethiopia

has shown a progress in the education sector in the last two decades. Enrollment rate in primary and secondary schools has increased to 124% and 90.8% respectively (MoE, 2011). Despite this achievement, there is a gap in the quality of education in the country as a whole at all levels.

For this reason, MoE in 2007 has developed a new package of interventions to remedy identified weaknesses of the General Education (which comprises both primary and secondary levels) through a reform package which is called the General Education Quality Improvement Program (GEQIP) (MoE, 2008). Teacher Development Program (TDP) and School Improvement Program (SIP) are two of the six pillars/components of GEQIP.

Action Research is considered as one of the important tools for improving the quality of education; because action research focuses on real teaching and learning problems at the school levels and finds feasible solutions to the identified problems. This signifies the importance of Action Research as a valuable strategy in school improvement initiatives.

This study intended to assess the practice of Action Research in selected Government secondary schools of Addis Ababa City Administration, in light of its contribution for improving the quality of education.

## **1.2. Organization of the study**

The study consists of five parts. The first part focuses on the introductory aspect of the study, which includes background, statement of the problem, purpose/objectives of the study, scope, limitation, and definition of basic terms. The second part contains literature review, in which different types of related studies have been reviewed as references to the proposed study. The third part, deals with methodology of the study. The fourth part contains data analysis; lastly, summary, findings, conclusion, and recommendation are covered in part five.

### **1.3. Statement of the Problem**

Educational activities are dynamic and need creativity to address emerging problems. In attempting to solve such problems, a teacher can arrange and investigate better practices heuristically, which demands effective action research undertakings (Yalew, 2000).

In education system, problem solving is highly favored as major method of learning. To realize the situation and examine the problem students face while they are learning, and to develop better ways of instruction, teachers ought to be able to do action research. Since, action research is an empirical and local in nature, and therefore provides realistic and feasible solutions of their school problems. In addition, action research is also taken as one of the criteria used to determine the advancement of teachers from one academic rank to the next. Accordingly, teachers should involve themselves in research activities to alleviate problems in the teaching learning process for their career.

It is based on assumption that teachers are expected to conduct action research in order to solve the day-to-day problem of education. This is a professional requirement for teachers at all grade levels. Thus, teachers in short term training and workshops or in their pre-service training programs have taken orientations and trainings on how to conduct such studies. To this effect, teachers are obliged to conduct action research for their professional growth and development and promotion to the next professional career is based in teaching and research outcomes.

However, in practice the participation of teachers in conducting action research was not well done as the intention the package of quality of education components which are School Improvement Program (SIP) and Teachers Development Program (TDP) of Ministry of Education of Ethiopia noted that effective school continuous professional development has to be conducted team teaching and undertaking action research together (MoE, 2009). And yet, in reality, there is no evidence that indicates the extent to which teachers conduct action research to solve the real problem in classrooms. Nor is there any systematic attempt made to study the

conditions under which school teachers do action research in the schools (MoE, 2006).

Therefore, this propose research aspires to assess the involvement of teachers to conduct action research, to identify the extent of support of logistics' and directions of school administration and zonal education offices, and assess the influences of teachers to conduct action research in the school. Then, this study is held in Government Secondary school of Addis Ababa City Administration as well as it is expected to forward possible recommendations.

#### **1.4. Objectives of the Study**

##### **1.4.1. General Objective**

The general objective of the study was to assess the practice of action research in Government Secondary Schools of Addis Ababa City Administration. To this end the following specific objectives were formulated.

##### **1.4.2. Specific objective**

The following are a specific of objective of the study

1. To explore the extent of involvement of secondary school teachers in conducting action research.
2. To explore the roles of school leaders in facilitating effective and efficient action research undertakings in the secondary schools.
3. To identify the major factors that may hinder or support teachers' participation in conducting action research at the secondary schools covered by the study.
4. To analyze the challenges encountered in conducting action research.

## **1.5. Research Questions**

In order to achieve the objectives presented above, the study has attempted to answer the following research questions:

1. To what extent were the teachers involved in action research in the schools?
2. What are the major roles played by school leadership in facilitating effective and efficient action research undertakings in the secondary schools?
3. What are the purposes which inspire teachers to conduct action research?
4. What are the major challenges encountered in conducting action research?

## **1.6. Significance of the study**

The current study is expected to come up with some findings and a recommendation regarding secondary school teachers' practices in undertaking action research. Therefore, the study is expected to be significant for the following reasons.

It may give pertinent and timely information to high school teachers, principals, supervisors and other stakeholders concerning the existing status of action research.

Practitioners, especially teachers and principals may gain some practical insights that will be useful to make their school effective and their professional development rich through school based research. In addition, the researcher expected planners and decision makers at various levels to see the different factors (in school and out of school) that negatively or positively affect conducting, utilizing and disseminating action research as well as to take necessary measures accordingly.

Finally, it identifying the constraints might help them to play their roles for effective functioning of their respective schools. It may create awareness



and there by initiate teachers to conduct action research. And it may serve as a stepping-stone for further studies in the area.

### **1.7. Scope of the study**

Due time and resource constraints, the scope of the study was delimited to the practices of Action Research in selected Government secondary schools of Addis Ababa City Administration. Similarly, although there are different actors of the school system, only selected respondents representing students, teachers and parents and directors as well as education experts of zonal education office used for providing data/information of the study.

### **1.8. Limitation of the study**

According to the General Education of Quality Improvement Package (GEQIP) components: the School Improvement Program and Teachers Development Program that are encourages to conducting action research by teachers in their school problems. And the programs are gave attention in teachers measurement and careers.

According to Kotari (2004), a research can be exploratory, descriptive, or explanatory methods. Descriptive Research attempts to describe systematically a situation, problem, phenomenon service or program or provides information about, say, living conditions of community, or describes attitudes towards an issues. The limitation of descriptive method is that the finding indicates norms, not standard. The investigator learns what is being done, not what could be done or should be done.

Therefore, this research is focuses on how far action research is conducted in the high schools and it classified in descriptive research method. Due to this, this research has faces a limitation of representation type of schools,

which does not include such important school as private schools and international schools which are found in Addis Ababa city.

### **1.9. Definition of Basic Terms**

The following are some of the key words that were used in the study.

**Action research-** It refers to a systematic investigation tools to identify school problems by the teachers and administration at school base.

**Parent Teacher Association (PTA)** - A school Management body that comprises members from parents and teachers.

**Practice-** it refers to conducting, utilizing and out shining the works of teachers' research.

**School effectiveness-** In this context, it refers to the degree of school performance in achieving its goals including internal efficiency, students' achievement and discipline.

**Sub- city Education Department:** Education Management Structure in Addis Ababa immediately below the city Administration's Education Bureau.

**Woreda Education Office:** Education Management Structure in Addis Ababa immediately below the Sub -city of Education Department, and direct responsible to elementary and high schools.

**Continuous Professional Development (CPD):-** It is a program focuses on improving the teaching / learning process, with the priorities of introducing active and practicing continuous assessments.

**School Leadership:** - it is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents towards achieving. In this context school leadership include; director, member of PTAs, unit leaders, department heads.

## **CHAPTER TWO**

### **Literature Review**

Education is an engine of growth rests on the quality and quantity of education in any country. Besides, the expansion of educational opportunities is a keystone to nations accelerated socio-economic development. It provides a fundamental base for all farther human development and its availability. Accordingly, countries have given attention to improve their educational circumstances, and they are being developing different strategies at general and particularly in Ethiopia's government.

It is based on assumption that teachers and administrators are encouraged to reflect on and analyze student data on a consistent and collaborative basis to ensure success for all students. In addition, to Alberta Teachers Association (2000) one of the strategies to investigate the problem or area of interest specific to the professional context is an action research.

According to Firdissa (2010), concerning to the role of educational action research is: first, addressing important problem in thought and action, which is addressing problem of education. Second, educational action research is undertaken both inside and outside schools crossing boundaries, considering the three dimensions of action research: personal, professional and political. And third, action research explores the constitution of practice in deep, rich way, and brings to light and encourages communication about the variety of ways practices are understood, from a variety of standpoints and perspectives informing wise and prudent collective decisions and actions.

Therefore, undertaking this assumption the chapter includes both the theoretical and empirical frameworks concerning to action research.

## **2.1. Conceptual definition of Education and Action Research**

Education is lifetime inheritance and is a key to success to bright future for all people. And it is the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution (Encarta, 2009). Further Olaniyan (2008) has explained Education is an engine of growth rests on the quality and quantity of education in any country. Besides, the expansion of educational opportunities is a keystone to nations accelerated socio-economic development. Education provides a fundamental base for all farther human development and its availability and quality are central to the human resource development of any society. The aim of extending a basic level of education to all children, young people and adults around the world has captured the imagination of all nations.

At this time, all countries have given attention to improve their educational circumstances, and they are being developing different strategies. Likewise, teachers have play in the life of students and help them to become better human being. To keep the quality and quantity of education one of the strategies improving the teaching process and practice for all round development of students, by improving the competency of the teachers. Aftermath, teachers disseminate their knowledge to solve the problems and provide for their students a better learning environment. Then, there is one such tool in the hands of teachers i.e. action research which is expected to conduct in their schools.

**Action Research:** Different scholars viewed action research from different perspectives as follows.

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research Ferrance (2000).

According to Coats, (2005), action research can be described as: any research into practice undertaken by those involved in that practice, with an aim to change and improve it. It is therefore, a process of enquiry by you as a practitioner into the effectiveness of your own teaching and your students'

learning. Action research is about both 'action' and 'research' and the links between the two, it is quite possible to take action without research or to do research without taking action, but the unique combination of the two is what distinguishes action research from other forms of enquiry.

According to Alberta Teachers Association (2000), action research is a strategy teachers can use to investigate a problem or area of interest specific to their professional context. It provides the structure to engage in a planned, systematic and documented process of professional growth.

Action research as the process through which practitioners study their problems scientifically in order to guide, correct and evaluate their decisions and actions. (Abhiyan, 2000)

According to Hewitt and Little (2005), the idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging, those who work at this level in research activities, findings can be applied immediately and problems solved more quickly.

John Elliot defined in 1991 quoted by Rapp et.al.(2005), action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice.

According to Gay & Airasian (2000), action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out.

Institute for Curriculum Development and Research (ICDR, 1999) viewed action research as, "...a small-scale intervention in the function of the real world and close examination of the effects of such intervention". This required the process by which the researcher involves in the function of real world in order to understand the function of real world.

In addition, Action Research is a systematic attempt to solve immediate problems of teachers and classrooms. It represents the implementation of idea in the harnessing classroom teachers' capacities in the solution of their particular problems (Egyankosh, n.d).

Therefore, action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions: First, teachers and principals work best on problems they have identified for themselves. Second, teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently. Third, teachers and principals help each other by working collaboratively. Fourth, working with colleagues helps teachers and principals in their professional development. Fifth, there are many types of research they may be undertaken that action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. Finally, it is carried out within the context of the teacher's environment - that is, with the students and at the school in which the teacher works on questions that deal with educational matters at hand. While people who call for greater professionalization say (Watts, 1985) those teachers should be constantly researching and educating themselves about their area of expertise, this is different from the study of more educational questions that arise from the practice of teaching.

Implicit in the term action research is the idea that teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action. When these decisions begin to change the school environment, a different set of circumstances appears with different problems posed, which require a new look. Indeed, many action research projects are started with a particular problem to solve, whose solution leads into other areas of study. While a teacher may work alone on these studies, it is also common for a number of teachers to collaborate on a problem, as well as enlist support and guidance from administrators, university scholars, and others. At times, whole schools may decide to tackle a school-wide study to address a common issue, or join with others to look at district-wide issues.

## **2.2. A Brief History of Action Research**

Action research was first introduced as a methodology in educational research in the mid-1940s. It has gained traction and legitimacy in the United States with the teacher quality movement of the past 60 years, and at the same time, many leaders in the field have attempted to redefine teaching as a practice centered on inquiry (Nolen & Putten, 2007).

According to McFarland & Stansell, (1993) the idea of using research in a “natural” setting to change the way that the researcher interacts with that setting can be traced back to Kurt Lewin, a social psychologist and educator whose work on action research was developed throughout the 1940s in the United States. “Lewin is credited with coining the term ‘action research’ to describe work that did not separate the investigation from the action needed to solve the problem”. Topics chosen for his study related directly to the context of the issue. His process was cyclical, involving a “non-linear pattern of planning, acting, observing, and reflecting on the changes in the social situations” (Noffke & Stevenson, 1995). Stephen Corey at Teachers College at Columbia University was among the first to use action research in the field of education. He believed that the scientific method in education would bring about change because educators would be involved in both the research and the application of information. Corey summed up much of the thought

behind this fledgling branch of inquiry. We are convinced that the disposition to study...the consequences of our own teaching is more likely to change and improve our practices than is reading about what someone else has discovered of his teaching. Corey believed that the value of action research is in the change that occurs in everyday practice rather than the generalization to a broader audience. He saw the need for teachers and researchers to work together (Ferrance, 2000).

However, in the mid-1950s, action research was attacked as unscientific, little more than common sense, and the work of amateurs (McFarland & Stansell, 1993). Interest in action research waned over the next few years as experiments with research designs and quantitative data collection became the norm. By the 1970s, we saw again the emergence of action research. Education practitioners questioned the applicability of scientific research designs and methodologies as a means to solve education issues. The results of many of these federally funded projects were seen as theoretical, not grounded in practice. The practice of action research is again visible and seen to hold great value. Over time, the definition has taken on many meanings. It is now often seen as a tool for professional development, bringing a greater focus on the teacher than before (Noffke & Stevenson, 1995). It is increasingly becoming a tool for school reform, as its very individual focus allows for a new engagement in educational change. Action research emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education (Borg, 1981).

### **2.3. Types of Action Research**

According to Ferrance (2000), the types of Action Research includes: Individual teacher research, Collaborative action research, School -wide research and District-wide research depending upon the participants involved. Based on this, their explanation is stated as follows:



### ***2.3.1. Individual teacher research***

It focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basis. The research may then be such that the teacher collects data or may involve looking at student participation. One of the drawbacks of individual research is that it may not be shared with others unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a listserv, journal, or newsletter. It is possible for several teachers to be working concurrently on the same problem with no knowledge of the work of others.

### ***2.3.2. Collaborative action research***

This may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. Individuals outside of the school, such as a university or community partner, may support these teachers. The LAB at Brown has just such a relationship with several teams.

### ***2.3.3. School -wide research***

Focuses on issues common to all, for example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Or, the school may be looking to address its organizational and decision-making structures. Teams of staff from the schoolwork together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance. Teamwork and individual contributions to the whole are very important, and it may be arise the problem points as the team

strives to develop a process and make commitments to each other. When these obstacles are overcome, there will be a sense of ownership and accomplishment in the results that come from this school-wide effort.

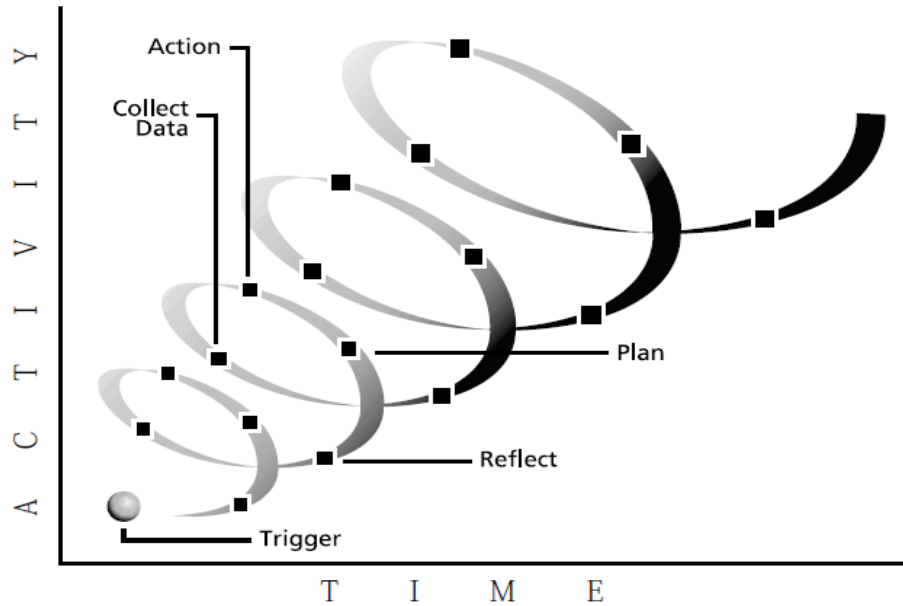
#### ***2.3.4. District-wide research***

Is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management. Downsides are the documentation requirements (communication) to keep everyone in the loop, and the ability to keep the process in motion. Collecting data from all participants needs a commitment from staff to do their fair share and to meet agreed-upon deadlines for assignments. On the positive side, real school reform and change can take hold based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the process and create an environment of genuine stakeholders.

#### **2.4. Steps in Action Research**

According to Alberta Teachers' Association, (2000) the action research process can generally be described as a series of four steps: planning, action, observing and reflecting on the results of the action. Depending on the research question, purpose of the study and number of researchers involved, each of these steps can be expanded. A single teacher researcher studying a classroom issue may work through the steps of the process in a relatively short time. In contrast, a collaborative group of researchers focusing on a school improvement initiative may engage in an in-depth study taking the entire school year to complete. The diagram below illustrates the notion that the action research process is a series of steps or actions, propelled by reflection.

#### ***Figure 2.1- Steps in Action Research***



**Source: Adapted from ‘Action Research Guide, for Alberta Teachers’ 2000**<[www.open.ac.uk/cobe/docs/AR-Guide-final Pdf](http://www.open.ac.uk/cobe/docs/AR-Guide-final Pdf)>

Belongs to all definitions of action research, there are four basic themes: empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. In conducting action research, structure routines for continuous confrontation with data on the health of a school community. Movement through five phases of inquiry (Frances, 2000) loosely guides these routines. Accordingly, to Frances, the steps are explained as follows:

#### **2.4.1. Identification of problem area**

Teachers often have several questions they wish to investigate; however, it is important to limit the question to one that is meaningful and doable in the confines of their daily work. Careful planning at this first stage will limit false starts and frustrations. There are several criteria to consider before investing the time and effort in “researching” a problem.

The question should, (i) be a higher-order question not a yes/no (ii) be stated in common language, avoiding jargon (iii) be concise (iv) be meaningful (v) not already have an answer

An important guideline in choosing a question is to ask if it is something, over which the teacher has influence. Is it something of interest and worth the time and effort that will be spent? Sometimes a discrete problem is readily identifiable. Alternatively, the problem to be studied may come from a feeling of discomfort or tension in the classroom. For example, a teacher may be using the latest fashionable teaching strategy, yet not really knowing or understanding what or how kids are learning.

#### **2.4.2. Collection and organization of data**

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school.

#### **2.4.3. Interpretation of data**

Analyze and identify major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data. Some of the data are quantifiable and can be analyzed without the use of statistics or technical assistance. Other data, such as opinions, attitudes, or checklists, may be summarized in table form. Data that are not quantifiable can be reviewed holistically and important elements or themes can be noted.

#### **2.4.4. Action based on data**

Using the information from the data collection and review of current literature, design a plan of action that will allow you to make a change and to study that change. It is important that only one variable be altered. As with any experiment, if several changes are made at once, it will be difficult to determine which action is responsible for the outcome. While the new technique is being implemented, continue to document and collect data on performance.

### **2.4.5. Evaluate Results**

The effects of the intervention, which had been determined to improve the data, clearly provide the supporting evidences and it can be made to elicit better results. Then, action research is valuable forms of inquiry for educators because it is (i) practical improvements are the focus. (ii) Participative; teachers, administrators, teacher assistants, students and parents can all be involved in meaningful ways. (iii) Empowering: all participants can contribute to and benefit from the process. (iv) Interpretive: meaning is constructed using participants' multiple realities in the situation. (v) Tentative: there are not always right or wrong answers; rather, there are possible solutions based on multiple viewpoints. Finally, it is critical participants look critically at specific problems and act as self-critical change agents (Alberta, 2000).

## **2.5. Benefits of Action Research**

Action research can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge.

### **2.5.1. Focus on school issue, problem, or area of collective interest**

Research done with the teacher's students, in a setting with which the teacher is familiar helps to confer relevance and validity to a disciplined study. Often, academic research is seen as disconnected from the daily lives of educators.

While this might not always be true, it can be very helpful for teachers to pick up threads suggested in academic circles, and weave them in to their own classroom. It is also comforting for parents, or education administrators outside of the school, to know that a teacher is not just blindly following what the latest study seems to suggest, but is transforming the knowledge into something meaningful.

### **2.5.2. Form of teacher professional development**

Research and reflection allow teachers to grow and gain confidence in their work. Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change. Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways continually improve.

### **2.5.3. Collegial interactions**

Isolation is one of the downsides of teaching. Teachers are often the sole adult in a room of children, and have little or no time scheduled for professional conversations with others. Action research in pairs or by teams of teachers allows time to talk with others about teaching and teaching strategies. By working on these teams, teachers must describe their own teaching styles and strategies and share their thoughts with others. As a team, they examine various instructional strategies, learning activities, and curricular materials used in the classroom. Through these discussions with colleagues, they develop stronger relationships. As the practice of action research becomes part of the school culture, we see increased sharing and collaboration across departments, disciplines, grade levels, and schools.

### **2.5.4. Potential to impact school change**

As teachers get into action research, they are more apt to look at questions that address school and district concerns rather than questions that affect the individual teacher. This process creates new patterns of collegiality, communication, and sharing. Contributions to the body of knowledge about teaching and learning may also result. Development of priorities for school-wide planning and assessment efforts arise from inquiry with potential to motivate change for improvement's sake.

### **2.5.5. Reflect on own practice**

Opportunities for teachers to evaluate themselves in schools are often few, and usually happen only in an informal manner. Action research can serve as a chance to really take a look at one's own teaching in a structured

manner. While the focus of action research is usually the students, educators can also investigate what effect their teaching is having on their students, how they could work better with other teachers, or ways of changing the whole school for the better. Conversations can take on a different focus from attempting to “fix” to arrive at understanding.

#### **2.5.6. Improved communications**

Teamwork within the school or district brings individuals together for a shared purpose. Educators involved in action research become more flexible in their thinking and more open to new ideas. Different studies suggest positive changes in patterns of collegiality, communication, and networking improves action research.

### **2.6. Roles of Teachers and Leaders in Action Research**

Educational research of recent times, teachers and schools play a greater role in effecting change in students’ achievement (Lovat & Tommey, 2009). Their role plays in fundamental and positive changes, which extend their leadership roles beyond the classrooms, and also, they contribute to active citizenship and to the development of a democratic society (Ryan, 2006). As teachers used the steps of action research to defined process of action; then, they would be a responsible for systematic and conscious of data collection, analysis, and reflection of their researches in the schools (Brown, 2002). According to Alberta Teachers Association, (2000) the teachers have roles to provide another set of eyes, who asks proactive questions, encourages and supports reflection. In addition, the teacher’s offers suggestions and advice when requested, and spends time with the researcher throughout the project.

To promote effective and successful action research in school, the leaders initiate different activities like:

- i. encouraging risk taking,
- ii. developing a school culture that honors professionalism,
- iii. providing time to prepare the project plan and write the final report,
- iv. demonstrating genuine professional curiosity about the project,

- v. Supporting the project with resources, providing feedback on the design, assisting with problem solving during the study, letting others know about the work teachers are doing, and attending meetings and workshops related to the action research project Alberta Teachers Association, (2000).

Elsewhere of this, the indicated initiatives can be significantly enhanced by the support and facilitation of others not directly involved in the project, like a school administrator, and the other stakeholders. These can help to keep the project moving forward, encourage reflection and problem solving, provide feedback and generally offer support (ibid p.43).

## **2.7. Empirical Review of Literature**

The secret of success in the profession of teaching is continually grown and learn. Action Research is a way to continue to grow and learn by making use of own experience (Rust & Clark, 2003). And also, a teacher needs to collect empirical data systematically and process it scientifically in order to arrive at certain tentative conclusions. These findings or conclusions help to provide a remedy to the problem or improve contact (Egyankosh, n.d).

### **2.7.1 The experiences of Uganda in Action Research**

Education that supports and empowers both teachers and students through democratic processes increasingly defines quality in the 21<sup>st</sup> century. An example of how schools might organize learning activities around these principles comes from Uganda. With help from USAID's Improving Educational Quality project, researchers collaborated with teachers in primary schools in Uganda to develop action research opportunities for students that would exemplify empowering student-centers education. In one school, for example, students identified the problem area of student tardiness and selected it for study. They collected and analyzed data tracking attendance and mapping the homes and routes tardy children took to school. Based on these data, more students that are punctual teamed up with their slower classmates who lived nearby, and devised systems to encourage them. Among other things, this type of learning activity promotes critical thinking, problem solving, teamwork, and community involvement. Such



activities can build the attitudes and values in children that contribute to democratic societies (UNICEF, 2000)

### **2.7.2. Action Research practice in India**

In India, many teachers do not have the time, resources, and inclination to undertake action research. However, certain teachers have shown interest in doing action research. For example, the Teacher Education Department, NCERT, New Delhi invites teachers every year to present findings of their investigations for discussion at the national forum. The CASTME (Commonwealth Award for Science Technology and Mathematics Educators) award given every year by the Commonwealth to innovative teachers is another example of this kind of research. The Indian Science Congress has created a forum for school education in science, where teachers can present innovative ideas, experiments and discuss problems with a view to arriving at solutions to problems and find ways for development (Egyankosh, n.d).

### **2.7.3 The Practice of action research in Ethiopia and its challenges**

Ethiopian Ministry of Education (MoE) developed and has introduced and practiced General Education Quality Improvement Program (GEQIP) in all elementary and secondary schools of the country since 2007. The package encompasses the Teachers Development Program (TDP) and School Improvement Program (SIP) out of the other four programs and two supplementary programs. Then, the TDP and SIP has ordered to conduct action research by the teachers for their careers and for positive impact on students' result.

In addition, based on the standard in the SIP frame work are listed under the domain called teaching learning, teachers have professional competency, and participate in continuous professional development (CPD), in order to learn new knowledge to apply in the classrooms. Under the CPD is defined as either formal training courses, such as full-time or part-time training, or experience sharing meetings with other teachers/supervisors, or action research or study groups or mentoring or similar activities.

The development' of the techniques and practice of educational 'action research" in the developing world seems at its embryonic stage that demands

a great deal by facilitators: and, sponsoring organizations to which Ethiopia is no exception (MoE, 2006).

According to Birhanu (2011), the practice of action research in education is a 20th century phenomenon. The Ethiopian experience in action research in education is slightly over half a century old. Theoretically speaking, it started along with the establishment of modern higher education in Ethiopia in 1950. For instance, the Charter of the then Haile Sellassie 1<sup>st</sup> University (1961) gave due emphasis to conducting of action research in education and dissemination of the results. However, a review of research activities sponsored and coordinated by the then Research and Publications Office (RPO) of Addis Ababa University shows that the practice of action research in education over the years has been quite scanty. For instance, a review of the list of 244 research project topics submitted to the RPO (now known as Research and Graduate Programs Office) during 1995-2001 shows that only 8 (3.2%) of the topics were on action research in education.

According to Adane (2000) and Temechegn (2002), quoted by Birhanu (2011) Studies in the Ethiopian context, which are related to the present paper, have also shown that action research in education in Ethiopia is still at an early stage. Instructors' involvement in action research was low. It is also important in this connection to consider the factors that contribute to the low level of output of action research in education.

According to Dirbessa (2000) several factors have been identified by studies in this area and the challenges in conducting action research are

- insufficient funding,
- insufficient skilled research staff,
- identified impediments such as hectic supervisory load,
- social commitments, and
- Bureaucratic practices in publications are challenges to practice action research in the schools.

According to Firdissa (2010), action research is a recent component in Ethiopia, particularly in teacher education programs. Teacher initiated research has long been considered as unimaginable activity in Ethiopia. The main reason for this was considering research as exclusively the duty of researchers believing that it would demand special knowledge and skills. Consequently, it is not so simple to find many empirical findings particularly related to the study.

According to Firdissa (2006) quoted by Jebessa (2010) the existing practice of action research challenges to sustain through self-reflection action research was lack of staff empowerment, support, recognition, and clear policies to link teaching with research; and there were top-down prescriptions, and staff members' low commitment and conviction to improve their professional practices.

Generally, according to the MoE (2006) there is no evidence that indicates the extent to which teachers conduct action research to solve real educational problems in Ethiopian classrooms. Nor is there any systematic attempt made to study the conditions under which primary school teachers do action research to the above end. It can be seen from the foregoing review that there is little involvement of teachers in action research in education and in addressing the factors that have contributed to the low output of educational research.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **Introduction**

As indicated earlier, this study aimed assessing the practice of conducting action research selected government secondary schools of Addis Ababa city. In this chapter, an attempt is made to provide adequate information about research method, sample population and sampling techniques, source of data, data gathering and instrument and procedure of data collection. Besides, the instruments that were selected and try out procedures were elaborated. Methods of data analysis were also indicated.

#### **3.1. Research Methodology**

A descriptive survey research method was employed in this study. The method is particularly important for the study since it is intended to make detailed description and analysis on the practice and problems of conducting and implementation of action research. Seyoum and Ayalew (1989) have indicated the relevance of the descriptive method for such purpose, which is an important type of research method that must not be confused with mere clerical routine of gathering and tabulating figures, as it involves defined problems and objectives. In addition, Kothari (2004) describes that in social science and business research we quite often use the term for descriptive research studies because the researcher has to use facts or information already available, and analyze these to make a critical evaluation of the material and can only report what has happened or what is happening. In general, this section describes the strategy of the study used in data collection and analysis.

### **3.2. Research Design**

The study used both qualitative and quantitative approaches of research; indicating that mixed approaches to research has been used. Thus, qualitative and quantitative data were collected from the different groups of respondents. In order to undertake the study, primary and secondary data were collected through structured questionnaires and interviews with Educational experts, school directors, teachers, parent teacher associations (PTAs) and student council representatives of the selected schools in the sub cities. In addition, document analysis was also made in order to assess previously under taken action research activities.

This situation enabled the researcher to see the problem from different perspectives and; hence to triangulate the findings.

### **3.3. Types and Sources of Data**

The data for the study was obtained from primary and secondary sources. The primary data sources were teachers, directors, members PTAs, members of students' council and Zone education office experts of Addis Ababa city administration. All recorded educational materials. Federal-recorded educational materials as well as other published and unpublished sources were also used to gather secondary data for the study.

### **3.4. Sampling Technique and Sample Size**

#### **3.4.1. Sampling Techniques**

Based on the research objectives and questions of the study, the researcher used non-probability sample technique to select respondents. A purposive sampling technique chosen and used in the study, and it was used to select respondents of the sample frame. Thus, it was easy and inexpensive to access and good for means of getting information from all school teachers, directors, members of PTAs, and students of council of the selected

government high schools as well as the experts of Zone Education Offices of Addis Ababa city Administration.

### 3.4.2. Sample size

As indicated in table 3.1 below, the sample size used purposive sampling methods, which is a quota sample technique. The interviewees were 154 teachers, 10 directors, 10 experts of zonal education, 10 members of PTAs and 10 members of student councils totally, 194 participants were drawn as representative in the selected /study areas.

The table below indicated that the total number of Government Secondary Schools, the total number of teachers in the schools as well as the number of respondents that selected as a sample for the study by sub city. 30% of the teachers selected by the rule of thumb from each school were set as follows.

**Table – 3.1: Number of Schools and Teachers selected for the study (as members of the sample) by sub city.**

<i>No</i>	<i>Sub city</i>	<i>*Total number of secondary schools</i>	<i>*Number of teachers</i>	<i>Name of sample secondary schools</i>	<i>*Number of teachers</i>	<i>Size of teachers</i>
<b>1</b>	<b>Addis ketema</b>	3	368	Addis ketema	48	14
<b>2</b>	<b>Akaki</b>	7	385	Bulbula	38	11
<b>3</b>	<b>Arada</b>	6	455	Tikuranbessa	65	20
<b>4</b>	<b>Bole</b>	4	313	Beshali	35	11
<b>5</b>	<b>Gullele</b>	4	647	Medhanialem	104	31
<b>6</b>	<b>Kirkos</b>	4	459	Tebmengayaz	44	13
<b>7</b>	<b>KolfeKeranio</b>	6	569	Air tina	55	17
<b>8</b>	<b>Lideta</b>	4	286	Africa hibret	34	10
<b>9</b>	<b>N. Silk Lafto</b>	6	364	Lafto	38	11
<b>10</b>	<b>Yeka</b>	6	511	Higher 12	53	16
<i>Total</i>		<b>50</b>	<b>4357</b>		<b>514</b>	<b>154</b>

**\*Source: Addis Ababa Education Bureau, Planning Department**

Table 3. 2 also show the number of school directors, PTA members, student council members, and sub city education office experts selected for the sample.

**Table – 3.2: Sample size of directors, PTAs, Council and Experts**

No	Sample school	*Number elements in sample area			Sample size				Total respondents	Sampling method
		Director	PTA	Council	Director	PTA	Student council	expert		
1	Addis ketema	1	7	5	1	1	1	1	4	Purposive Sampling method
2	Akaki	1	7	5	1	1	1	1	4	
3	Arada	1	7	5	1	1	1	1	4	
4	Bole	1	7	5	1	1	1	1	4	
5	Gullele	1	7	5	1	1	1	1	4	
6	Kirkos	1	7	5	1	1	1	1	4	
7	KolfeKeranio	1	7	5	1	1	1	1	4	
8	Lideta	1	7	5	1	1	1	1	4	
9	Nefas Silk Lafto	1	7	5	1	1	1	1	4	
10	Yeka	1	7	5	1	1	1	1	4	
<b>Total</b>		<b>10</b>	<b>70</b>	<b>50</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>	

\*Source: Addis Ababa Education Bureau, Planning Department, 2012

### 3.5. Data Collection instruments

The study mainly adopted survey-research design techniques to collect data. This research technique was supported by questionnaires, interview, and observation to get better data and it described as follows:

#### 3.5.1 Questionnaires

The researcher used questionnaire because this tool is the easiest way of collecting the same data from wider number of respondents by distributing structured questions. In the study, both closed and open-ended questions were used. The survey questions had 3 major parts: part 1, related to back ground, part 2, related to the involvement of conducting action research, and part 3 related to challenges in undertaking action research. The questionnaires were distributed to 154 secondary school teachers (respondents).

### **3.5.2. Interview**

Interview was carried out for 40 interviewees comprising directors, experts, students' council and PTA members (10 respondents from each category). This data collection tool was used to help the researcher in obtaining a clear clarification and triangulating the findings key issues identified by using the structured survey questionnaires.

### **3.5.3. Document Analysis**

During the fieldwork, the researcher has conducted physical observations of documents/reports relating to previously undertaken action research activities.

### **3.5.4. Method of Analysis and Presentation of Data**

A data entry template was designed in Statistical Package for the social Sciences (SPSS) to enter the data. Then, the collected data were encoded in the template providing a complete computer assisted database of the study. Following data entry, data was cleaned for accuracy. Next, the data was analyzed using descriptive statistical methods. Frequency distribution tables including percentages, graphs, Measures of Central Tendency such as the mean and Measures of Variation such as the standard deviation were used to describe the findings of the analysis. Graphs were used to present the data in a more useful and attractive way.



## **CHAPTER FOUR**

### **Data presentation and analysis**

#### **Introduction**

This Chapter deals with the presentation and interpretation of data from Addis Ababa Sub city Education office experts, Directors, Teachers, Members of Parent and Teachers Association (PTA) and Members of Students Council representatives. Chapter has two sections. The first one deals with general characteristics of respondents, while the second part is concerned with analysis of data related to the basic questions.

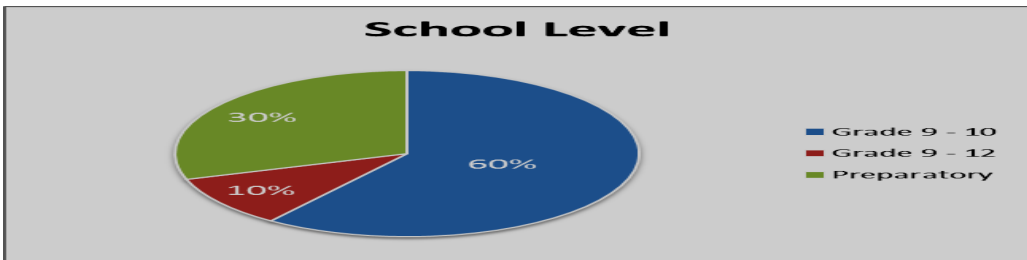
#### **4.1. Response Rate**

In this study 154 questionnaires have been distributed to teachers who work in the sample-selected schools and interviews with each group of ten members of experts, directors, PTAs and students council totally (a total of 40 interviewees) was conducted. Of the total questionnaires distributed to the teachers 133(86.3%) were filled and returned whereas, 21(13.7%) questionnaires were not returned. All together 173 questionnaires and interviews were used as sources of primary data for the study.

#### **4.2. Characteristics of respondents**

As noted earlier experts, directors, teachers, members of PTAs and council of students were source of data. The following table summarizes the characteristics of the respondents.

**Figure 4.1 School Level**



**Source: Field Survey (2012)**

The selected sample schools grade level were 6 (60%) high school which are grade 9 – 10, 3 (30%) were preparatory schools and the remain 1(10%) school was grade 9 – 12 (high school and preparatory school).

**Table 4.1: Back ground of experts, directors, teachers, PTAs and students**

Item	Description	Expert	Director	Teachers	Students	PTA	Total	
							No	%
Sex	Male	7	10	70	5	3	95	55
	Female	3	-	63	5	7	78	45
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>133</b>	<b>10</b>	<b>10</b>	<b>173</b>	<b>1</b>
Age	A. Below 28	-	1	29	10	-	40	23
	B. 29 – 38	4	4	42	-	-	50	29%
	C. 39 – 48	4	4	39	-	-	47	27%
	D. 49 – 60	2	1	23	-	4	30	17%
	F. > 60	-	-	-	-	6	6	3%
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>133</b>	<b>10</b>	<b>10</b>	<b>173</b>	<b>1</b>
Marital Status	A. Married	7	8	87	-	10	112	69%
	B. Single	3	2	39	-	-	44	27%
	C. Divorced	-	-	7	-	-	7	4%
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>133</b>	<b>10</b>	<b>10</b>	<b>163</b>	<b>1</b>
EDU Background	A. Gr. 9 -10	-	-	-	7	1	8	5%
	B. Gr.11 - 12	-	-	-	3	4	7	4%
	C. Diploma	-	-	-	-	4	4	2%
	D. Degree	10	10	127	-	1	148	86%
	E. Masters	-	-	6	-	-	6	3%
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>133</b>	<b>10</b>	<b>10</b>	<b>173</b>	<b>1</b>
Work experience	A. <10 years	-	2	33	-	-	35	24%
	B. 11-20	6	4	45	-	-	49	34%
	C. 21-30	4	4	39	-	-	43	30%
	D. >30 years	-	-	16	-	-	16	11%
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>133</b>	<b>-</b>	<b>-</b>	<b>143</b>	<b>1</b>
Teachers Taught in	Grade 9	-	-	42	-	-	42	32%
	Grade 10	-	-	25	-	-	25	19%
	Grade 11	-	-	33	-	-	33	25%
	Grade 12	-	-	33	-	-	33	25%
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>133</b>	<b>-</b>	<b>-</b>	<b>133</b>	<b>1</b>

As shown in Table – 4.1 above, the majority of the respondents 95 (55%) were males and 78 (45%) were females. This indicates that experts, directors and PTA members were a few in the school and sub-city education office. As far as the students' sex was concerned, they have equal number of participation in the sample secondary schools. The majority of the principals 5 (83.3%) were males and 1(16.7%) of the principals was a female. This indicates that participation of female principals in the high schools was low.

Concerning the age composition of experts, about 8 (80%) were in the age group of 29 - 49 years while 2 (20%) were between 49 and 60 years. This indicates that the majority of experts have much experience. With regard to the age composition of Directors 1(10%) were in the age of < 28; 4 (40%) were in the age of 29 - 38; 4 (40%) were in the age of 39 - 48 and 1(10%) was in the age of 49 – 60. From these, it is possible to deduce that the majority of the experts and directors were having more service years. With regard to the age of teachers 29 (22%) were below the age of 28 years; 42 (32%) were between 29 and 38; 39 (29%) were 39 - 48; and 23 (17%) were 49 - 60. So, it can be said that the majority of the teachers were between 29 – 49 years old and they served in the profession for a relatively long period of time.

Regarding to educational background of the respondents the majority 148(86%) of the experts, directors and teachers were degree holders. So, it can be safe that most of them were eligible for their work proficiency.

Teachers were requested on what grade levels they have been teach in the school. Then according to their respond 25 per cent of them were taught in grade 9 and 25% of teachers were assigned in grade 10. In addition, 34 % of the teachers were assigned in grade 11 and the remaining 34% were assigned in grade 12.

### **4.3. Challenges regarding the implementation of Action Research**

An attempt was made to gather data related to how far action research was conducted in the schools, for what purpose it was done and how far were teachers committed to implement action research. In addition, it was tried to

find out whether the school administration was supportive or not. The data collected on the above issues are summarized in the following tables.

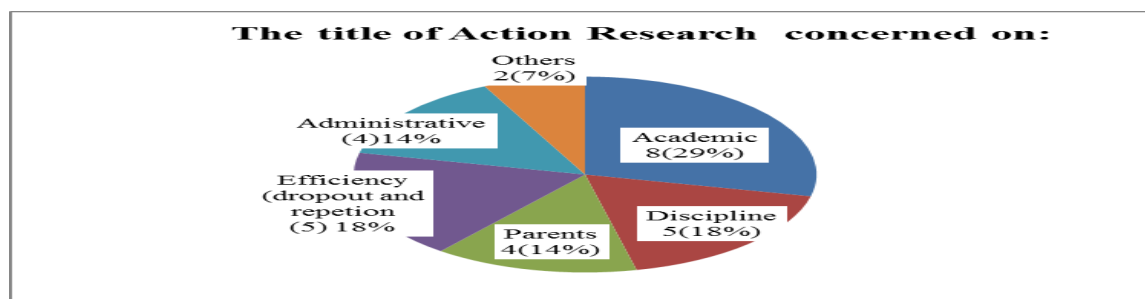
**Table 4.2: The extent of conducting action research in the schools**

No	Item	Expert		Director		Teachers	
		Number	%	Number	%	number	%
	Yes	10	100	10	100	28	21
	No					105	79
	<b>Total</b>	<b>10</b>	100	<b>10</b>	100	<b>133</b>	100

**Source: Field Survey (2012)**

According to table 4.2, 100% of the experts of zone education officers and directors of the schools responded that action research has been conducted in the schools. On the other hand,, the majority 105 (79%) of teachers responded that action research has not been conducted in the schools. From this point of view, directors and experts' response were as if all teachers did and submitted action research properly to the schools. Unlike that, the response of teachers was the opposite. From this, it can be said that the experts and directors were not familiar as to what has been done in the schools.

**Figure 4.2: Tittles of action research submitted to schools by teachers'**



**Source: Field survey (2012)**

As illustrated in figure 4.2, the titles of action research, which had been done by the teachers in the past academic year (2012), were 4 (14%) concerning administrative issues. 5 (18%) pertains to school efficiency (dropout and repetitions), and 4 (14%) were related to parents and

community, 5 (18%) were concerning disciplinary cases of students. While the highest 8 (29%) of action research undertakings were done on academic issues and 2 (7%) pertaining to other issues. This situation shows that the topics were relating to the school problems. However, the number of action research undertakings was few in number.

**Table 4.3: Action Research Presented to the school in the past year**

No	Submitted action research	Director	
		Number	%
	1-10	6	60
	11- 20	4	40
	<b>Total</b>	<b>10</b>	<b>100</b>

**Source: Field Survey (2012)**

From Table 4.3, it can be observed that 6 (60%) directors responded that teachers have offered around 1-10 action researches in the past year in their schools. In addition, 4 (40%) directors responded that around 11–20 action research papers were submitted and used. Furthermore, according to the researcher’s observation, action research outputs were observed in two schools, in the remaining schools, no action research outputs/documents were found. It was also observed that the research outputs were put in teachers’ file cabinets. In general it may be possible to deduce that conducting action research in the schools compared to the number of teachers was so low; in the sense that only a few numbers of them were involved.

**Table 4.4: Reasons for refraining to do action research in the schools.**

No	The teachers refrain to do action research because:	Teachers	
		Number	%
1	There were no continuing activities of action research.	15	9
2	No one implemented the comments identified	25	14
3	There is a scarce of time to do action research - workload is too heavy	35	20
4	It is meaningless to do action research.	13	7
5	No clear encouraging schemes - the effort done not considered.	29	17
6	There was poor facilitation to apply action research.	32	18
7	School administration is not supportive.	25	14
	<b>Total</b>	<b>174</b>	<b>100</b>

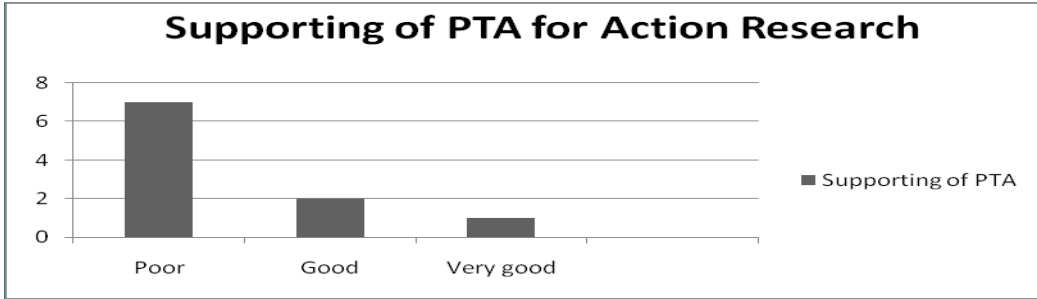
**Source: Field Survey (2012)**

**N.B: there is a double counting rate.**

As indicated in Table 4.4, there were different reasons for refraining from doing action research in the schools.

Accordingly most of the teachers 35(20%) indicated that they have scarce time and their workload is too heavy to conduct action research. Thus, action research typically need to identify the problem, collecting, organizing, and interpreting data and taking action based on the obtained information/commitment. In addition, 32 (18%) teachers responded that there were poor provisions of facilities to apply action research. 14-17percent of the teachers responded that there was no clear encouraging schemes in place to motivate teachers' efforts. School administration was not supportive in the implementation of recommendations to the identified problems, 7-9 per cent of the respondent teachers had been doing action research but there was no any continuation of activities to implement it. From this, it is possible to say that conducting and implementation of action research in the schools have many difficulties and the involvement of teachers and supporting of school administrators was poor. Hence, there were challenges to do action research practices in the schools.

**Figure 4.3: The role of PTAs' in conducting action research**



**Source: Field Survey (2012)**

From Figure 4.2, majority 7 (70%) of the members of Parents and Teachers Associations responded that their participation and supporting role to conduct action research in the schools was poor. School management role in producing and implementation of action research was also found to be insignificant.

**Table 4.5: Students Council familiarity with Action Research**

No	Response of Students Council	Teachers	
		Number	%
	Yes	3	30
	No	7	70
	<b>Total</b>	<b>10</b>	<b>1</b>

**Source: Field survey (2012)**

As indicated in Table 4.5, the majority 7 (70%) of members of students councils have confirmed that they have no familiarity to conducting/producing and implementing action research in the schools.



#### 4.4. Purpose of Action Research in the schools

Action research was done in the school for different purposes. Table 4.6 provides the purposes for which the teachers have carried out action research.

**Table 4.6: The purpose of action research done**

Item	Purpose	Item	Expert		Director		Teachers	
			Number	%	Number	%	Number	%
1	<b>Promotion</b>	A. Strongly agree					75	56
		B. Agree	3	30	4	40	32	24
		C. Disagree	6	60	1	10	26	20
		D. Strongly disagree	1	10	5	50		
		<b>Total</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>133</b>	<b>1</b>
2	<b>Their personal knowledge</b>	A. Strongly agree					5	4
		B. Agree	4	40	1	10	46	35
		C. Disagree	6	60	9	90	82	62
		D. Strongly disagree						
		<b>Total</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>133</b>	<b>1</b>
3	<b>Their academic fulfillment</b>	A. Strongly agree					22	17
		B. Agree	2	20	2	20	24	18
		C. Disagree	6	60	6	60	87	65
		D. Strongly disagree	2	20	2	20		
		<b>Total</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>133</b>	<b>1</b>
4	<b>To solve school problem</b>	A. Strongly agree					21	16
		B. Agree	2	20	2	20	21	16
		C. Disagree	3	30	3	30	73	55
		D. Strongly disagree	5	50	5	50	18	14
		<b>Total</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>133</b>	<b>1</b>

**Source: Field Survey (2012)**

As illustrated in the 1<sup>st</sup> item of Table 4.5, the majority of teachers 75 (56%) strongly agreed that action research was conducted for the purpose of their promotion. On the other hand, 6 (60%) experts responded that they disagree to the opinion that action research was done for the purpose of promotion. Likewise, 5 (50%) directors much disagreed to the opinion that the purpose of action research was done for promotion purposes. Therefore, it is apparent

to say that the teachers do action researches not to identify potential need of the school problems.

Concerning the 2<sup>nd</sup> item of Table 4.5, the majority of 6 (60%) experts, 9 (90%) directors, and 82 (62%) teachers disagreed to the opinion that that action research was not done for the purpose of the teacher’s knowledge. So, it can be deduced that action researches were unsatisfactory to acquire knowledge of the teachers.

Regarding the 3<sup>rd</sup> item of Table – 4.5, the majority of 6 (60%) experts, 6 (60%) directors, and 87(65%) teachers disagreed to the opinion that the purpose of action research done in the school was helpful for teachers’ academic achievement.

As indicated in Table 4.5, item 4, 87 (65%) teachers disagreed to the opinion that action research was done to solve school problems. 5 (50%) teachers and directors also confirmed that action researches were not problem solving in the schools. Therefore, it is safe to say that action researches were unsatisfactory in solving the problems of the schools.

**Table 4.7: Supportiveness of school administration in conducting action research**

No	Responses	Teachers	
		Number	%
	Yes	17	13
	No	116	87
	<b>Total</b>	<b>133</b>	<b>100</b>

As illustrated in Table 4.6, 116 (87%) teachers responded that the school administration was not supportive for the movement of action research in the schools. So, it can be deduced that the school administration was poor in supporting to the teachers who conduct action research in the schools.

**Table – 4.8: Tendency of teachers to conduct action research**

No	Item	Expert		Director	
		Number	%	No	%
	A. High				
	B. Medium	4	40	2	20
	C. Low	6	60	8	80
	D. Very low				
	<b>Total</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>100</b>

**Source: Field Survey (2012)**

From Table 4.8, the majority of experts 6 (60%) and directors 8(80%) responded that the teachers' tendency towards conducting AR is low; indicating that acceptances of the teachers to perform and conduct action research was poor.

**Table 4.9: Response rate of the challenges encountered to conduct and implement action research in the schools.**

S.N	Challenges	Expert		Director		Teachers		Total	
		No	%	No	%	No	%	No	%
1	There were no available time for conducting action research to collect and analyzed data	3	30	5	50	101	76	109	71
2	School administrators and education experts were no concerned and unsupportive.	2	20	3	30	122	92	127	83
3	There were poor interest, innovation and dedication of teachers to conduct AR	8	80	8	80	35	26	51	33
4	Poor teachers' capacity and efficiency to conduct action research through the steps	7	70	8	80	23	17	38	25
5	There were no systems in place to control measures and validate continually to develop teachers practice.	8	80	6	60	75	56	89	58
6	There were lack of resources and finance to facilitate AR	5	50	6	60	112	84	123	80
7	There were not encouragement and incentive programs.	4	40	3	30	101	76	108	71
	<b>Total</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>133</b>	<b>1</b>	<b>153</b>	<b>100</b>

As illustrated in Table 4.9, 109 (71%) of the experts, directors and teachers responded that time scarce was a challenge to collect and analyze the data on the school problems.

While the 2<sup>nd</sup> item of Table 4.9, 2 (20%) experts, 3 (30%) directors, and 122 (92%) teachers responded that the school administrations were not concerned and hence were unsupportive in conducting and implementing action research.

In connection with the 3<sup>rd</sup> item of Table 4.9, 8 (80%) experts and directors respectively responded that poor interest, innovation and dedication of teachers to conduct action research were observed. Unlikely, a small number of teachers 35 (26%) responded that there was poor interest to do action research.

Concerning to the 4<sup>th</sup> item of Table 4.9, the majority 7 (70%) of experts, and 8 (80%) of the directors and also a few 23 (17%) teachers responded that there was teachers' poor capacity and efficiency to conduct action research in the schools.

As per the response of 5<sup>th</sup> item of the same table, the majority of 89(58%) of the experts, directors and teachers has confirmed that there were no systems to control, measures and validate continually to develop teachers to practice action research in the schools.

With regard to the challenges to conduct and implement action research a majority of the respondents, 5 (50%) experts, 6 (60%) directors and 112 (84%) teachers indicated that lack of resources and finance were impediments to facilitate and undertake action research in the schools.

In the last item of the same Table 4.9, 4 (40%) experts, 3(30%) directors and 101(76%) teachers noted that there were no encouragement and incentive schemes for teachers involved in conducting action researches.

## **CHAPTER FIVE**

### **Summary, Findings, Conclusion and Recommendations**

This chapter deals with major findings, conclusion and recommendation based the finding.

#### **5.1. Summary**

This study was conducted in the government secondary school of Addis Ababa. The main purpose of the study was to investigate and describe the practices, the supportive and hindering factors and identify challenges in conducting action research to the high school teachers.

Concerning the designs of the study, mixed methods of research was employed. Concerning the sampling techniques of the present studies both probability and non- probability sampling techniques were used.

The study mainly adopted survey research design techniques to collect data. Closed and opened-ended questionnaire were used to collect primary quantitative data. Interview was also another employed instrument of data collection related to previous under taken action research activities of high school teacher.

Quantitative data were summarized and described with descriptive statistics (frequency, distribution, cross tabulation) were used including percentages and were computed using statistics package for the social sciences (SPSS).

#### **5.2. Major Findings**

The findings of the study as viewed from the current practices of action research, the supportive and hindering factors and the role of school leaders in conducting action research were presented as follows.

1. Regarding the involvement of teachers in conducting action research in the schools

Concerning the experts of zone education officers and directors of the schools response were as if all teachers do action researches in the schools. Whereas, the majority of teachers responded that there was any involvement of teachers in conducting action research. From this point of view of the main practitioners' of action research was teachers and their response was different. Even the studies indicated in the literature part in practice, the involvement of teachers in conducting action research were very little. Therefore, it can be said that the involvement of teachers was poor.

2. Concerning action researches which were submitted to the school in the past academic year.

Most of directors responded that teachers have submitted less than 10 action researches in 2010 academic year. It can be deduced that conducting of action research comparison to the number of teachers found in the high schools was few in number.

Regarding to the resistance of teachers to conduct action research was suggested those were:

3. In most of the teachers' were faced scarce of time. There were poor provisions of facilities to apply action research. No clear encouraging schemes and none consideration of teachers' efforts. And, doing action research meaningless and there were not any continuation of activities to implement it. From point of view of these reasons, it is possible to say conducting and implementation of action research in the schools were have many difficulties and the involvement of teachers and supporting of school administrators were poor, hence there were challenges to get practice in the schools.

4. Concerning the Supportiveness of school administration on conducting action research most of 116 (87%) teachers were responded that the school administration was not supportive for the movement of action research in the schools. So, it can be deduced that the school administration poor in supporting to the teachers who conduct action research in the schools.

5. The tendency of teachers to conduct action research the majority of experts and directors were response was very low. Therefore, the acceptances of the teachers' to perform and conduct action research were poor.

6. The challenges encountered in the schools as the suggestion of the experts, directors and the teachers were indicated different ideas. These were: scarce of time was a challenge to collect and analyses the data of the school problem. School administration was no concerned and unsupportive to conduct and implementation of action research. There was seen poor interest, innovation and dedication of teachers to conduct action research. Most of experts and directors, and few teachers responded that there was seen poor capacity and efficiency to conduct action research in the schools.

There were no indicated systems to control measures and validate continually to conduct and to practice action research in the schools. Lack of resources and finance were impediment to facilitate and proceeded action research in the school. Few experts and directors, and most of teachers noted that there were not encouragement and incentive schemes for teachers who involved in producing action researches. Therefore, it would be possible to say that the conditions to conduct action research has many challenges emanates from school leadership and teachers themselves.

### **5.3 Conclusions**

Action research is an effective tool to solve educational problems, and it can be used to evaluate program effectiveness to enhance students learning. In order to keep up with the needs of students learning and issues in a school all activities as well buildings. School administrators also play role model for change through different mechanisms, and one of the mechanisms would be an action research. Accordingly, high school teachers are expected to conduct action research to identify and give correct measures of their school problems.

Action research can be appropriately integrated with education if teachers are able to conduct it at all levels and use the findings to solve practical educational problems. Moreover, action research can help teachers to be collaborators in tackling educational problems.

However, schools under study made insufficient participation of action research. In addition, there is any systematic attempt made to study the conditions under which high school teachers to do action research. Regarding to the perception and tendency of teachers and supportiveness of school administration to conduct action research is insignificant in the schools.

Therefore, in the sample study, schools have many weaknesses and challenges were observed in conducting and implementing of action research. Regarding to this, action research was not developed and it did not have any continuation practice in the schools, un-supportiveness school leaders and poor participation of conducting and implementation of action research in schools, and any incentive and encouragement schemes for those who did action researches were some observed weaknesses in the school. In addition, scarce of finance and available of time for conducting action research and poor capacity of teachers and tendency of teachers were challenges observed in the schools.



## 5.4 Recommendation

Based on the findings of the research study and the knowledge acquired from the reviewed literature the following recommendation forwarded.

1. Teachers as practitioners are the immediate agents to conduct action researches; they have to be supported and encouraged by training. Then, zone education office develop an agreement and create a network with Universities/Colleges and high schools to be given a basic action research trainings for teachers. School administration also required to arrange and facilitate the training which be held in the schools. To maximized and transfer the skills for teachers' at large number is recommended to use multiplying effect.
2. Teachers who are not acquainted with research methodology should upgrade their knowledge by reading different research books and journals, instead of expecting formal training.
3. Among the many factors time is the biggest concern because the teacher must find ample time to develop a plan and implement an action research. Then the school administration should arrange a program according the teachers' available time and need .As far as possible conditions permit, it is advisable, to be regarded as part and parcel of teachings.
4. Since there is no a thrive culture in doing of action research in the schools, involvement of teachers and students is essential. Then, to develop the involvement of teachers and students academic department should create "action research club "in the school. In this club teachers and students have expected maximize their involvement in conducting action research and a culture of how to practice action research. In addition, the school administration allots a time at least ones a month a" research day "in the school.
5. School administration has to present the findings of action research in public revenue such as a staff meeting and students' conferences. In addition to that those all action research, which submitted to the schools, should be documented in the school properly for further studies.

6. To develop teachers to do action research, the school administration should build up system to measure, control and validate continually. In addition, it is recommended that the school leadership should differentiate to give reward that develop and implement action research.
7. Among the many challenges are lack of conducive research climate could be obstacle to plan and do research. Therefore, it is important that zone educational bureau should create favorable conditions for research by allocating fund for teachers, research, by organizing and equipping school libraries with adequate recent reference books and research journals and by providing sufficient stationary for teacher researchers.

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## **Appendix-1**

### **Addis Ababa University Institute of Educational Research**

#### **QUESTIONNAIRES FOR SECONDARY SCHOOL TEACHERS**

##### **Dear respondents**

The purpose of this study is to assess the practice of educational action research at Governmental Secondary Schools in Addis Ababa City. Please, give due attention and respond to the questions honestly. I would like to assure that your response is kept confidential and it will only be used for Academic/ research purpose.

**Thank You in Advance for Your Cooperation!!!**

##### **INSTRUCTION:**

- 1. It is not necessary to write your name on the questionnaire**
- 2. When you give your answer Put “√” sign in the box/table**
- 3. Write your answer for questions, which have blank space and choose your answer on the given alternative.**

##### **PART – I: GENERAL BACKGROUND**

- 1. School Name** \_\_\_\_\_
- 2. School** A. Secondary school (grade 9 – 10 )  B. Preparatory
- 3. Sex:** A. Male  B. Female
- 4. Age:** A. 18 – 28  B. 29 – 38  C. 39 – 48   
D. 49 – 60
- 5. Martial-Status** A. Married  B. Single  C. Divorced

6. **Qualification:** A. Diploma     
 B. Degree C. Masters

7. **Service year** \_\_\_\_\_

8. **Grade you teach:**

A) Grade 9  B) Grade 10  C) Grade 11  D. Grade 12

9. **Subject you teach** \_\_\_\_\_

**Part - II: Questions Related to Secondary Schools Teachers' Involvement in Conducting Action Research**

10. Have you ever conducted research in your career?

A) Yes  B) No

11. If your answer question number '1' is 'Yes', would you please write the titles you did.

11.1. \_\_\_\_\_  
 11.2. \_\_\_\_\_  
 11.3. \_\_\_\_\_

12. If you have conducted action research in schools, what were the purposes of your study? **Put "√" sign in the table below.**

<b>Purpose of action research</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>For promotion in the career structure</b>				
<b>To develop knowledge</b>				
<b>For the fulfilment of my diploma, degree or 2<sup>nd</sup> degree</b>				
<b>To solve problems in schooling</b>				

**If any other specify** \_\_\_\_\_

13. If your response for question number '1' is 'No' Please state your reasons \_\_\_\_\_

\_\_\_\_\_



14. To what extent your teaching experience contributes to your research undertaking?

- a) very low       b) low       c) medium   
d) high       e) very high

15. Do you plan to conduct education research in the future?

- a) Yes       b) No

16. If your response for question number 6 is 'Yes' on what issues will you conduct Action research?

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17. To what extent do the teachers participate in conducting action research in your secondary school?

- a) Very low       b) low       c) medium   
d) high       e) very high

18. Is the school administration supportive for conducting any action research in your school? A. Yes  B. No

19. If your response on question number "10" is "Yes" in what area does the school administration support?

i. \_\_\_\_\_

ii. \_\_\_\_\_

20. If your response on question number "10" is "No" what are the reasons?

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**Part – III: Questions Related Challenges Encountered in Undertaking Action Research in Secondary Schools**

21. What are the major challenges that encountered in undertaking Action research in your secondary school?

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22. What are the remedies for the indicated challenges?

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**Addis Ababa University**  
**Institute of Educational Research**  
**Interview for Zone Education Experts**

***Dear Interviewees***

The purpose of this study is to assess teachers' engagement in educational Action Research practices in Governmental Secondary Schools in Addis Ababa City. Please, give due attention and respond to the questions honestly. I would like to assure that your response is kept confidential and it will only be used for Academic/ research purpose.

***Thank You in Advance for Your Cooperation!!!***

***PART ONE: GENERAL BACKGROUND***

1. Sex: A. Male  B. Female
2. Age: A. 18 – 30  B. 31 – 40  C. Above 40
3. Martial-Status A. Married  B. Single
4. Qualification: A. Diploma  B. Degree  C. Masters
5. Field of Study in \_\_\_\_\_
6. Service year A. 1 – 5  B. 6 – 10 years   
C. 11-15 years  D. 16 years and above

**Part II: Questions Related to Secondary Schools Teachers' Involvement in Conducting Action Research**

7. Is there any conducted action research in the Schools under your supervision?

- A) Yes  B) No

8. If your answer for question number '1' is 'Yes', how do you evaluate the action researches in solving the existing problems?

- a) very low  b) low  c) medium  d) high  e) v. high

9. How do you evaluate the implementation of action research in the schools?  
 a) very low  b) low  c) medium  d) high  e) v. high
10. How do you evaluate the tendency of teachers to conduct action research in the schools?  
      
 a) very low b) low c) medium d) high e) v. high
11. How is the participation of female teachers carrying out action research in the schools?  
      
 a) very low b) low c) medium d) high e) v. high
12. To what extent do female students get a benefit from the conducted action research?  
 a) Very low  b) low  c) medium  d) high  e) v. high
13. What do think the purposes of action researches that done in the schools by the teachers?

*Put “√” sign in the table below.*

<i>Purpose of action research</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<b>For their promotion in the career structure</b>				
<b>To develop their knowledge</b>				
<b>For the fulfilment of their diploma, degree or 2<sup>nd</sup> degree</b>				
<b>To solve problems in schooling</b>				
<b>If any other specify _____</b>				

***Part – III: Questions related with roles of leadership in conducting action research***

14. Are there any programmes to encourage school leaders to carry out action research in the schools? A. Yes  B. No
15. How do you support school leaders to apply the conducted action research under your supervision?
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

16. As a supervisor how do you measure the role of the following stakeholders in facilitation the application of the conducted action researches?

<i>Participants/ Actors</i>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>
<i>School director</i>			
<i>Members of PTA</i>			
<i>Unit Leaders</i>			
<i>Department heads</i>			
<i>Student Council</i>			
<i>Supportive Staff</i>			

**Part – IV: Questions Related Challenges Encountered in Undertaking Action Research in Secondary Schools**

17. What are the major challenges that encountered in undertaking Action research in your secondary school?

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18. What strategic measures to be taken to minimize those challenges to promote effective and efficient action research in your secondary school? \_\_\_\_\_



**Addis Ababa University**  
**Institute of Educational Research**

**Interview with Secondary Schools Directors**

***Dear Interviewee***

The purpose of this study is to assess the practice of educational action research at Governmental Secondary Schools in Addis Ababa City. Please, give due attention and respond to the questions honestly. I would like to assure that your response is kept confidential and it will only be used for Academic/ research purpose.

***Thank You in Advance for Your Cooperation!!!***

***PART ONE: GENERAL BACKGROUND***

1. **School Name** \_\_\_\_\_
2. **School Level:** A. Secondary school (grade 9 – 10 )   
B. Preparatory
3. **Sex:** A. Male  B. Female
4. **Age:** A. 18 – 28  B. 29 – 38  C. 39 – 48  D. 49 – 60
5. **Martial-Status** A. Married  B. Single  C. Divorced
6. **Qualification:** A. Diploma  B. Degree  C. Masters
7. **Field of Study in** \_\_\_\_\_
8. **Service year** \_\_\_\_\_

**9. Part II: Questions Related to Teachers' which Involve in Conducting Action Research**

9. Is there any conducted action research in your Secondary School?

A) Yes  B) No

10. If your answer for question number '1' is 'Yes', how many reports of Action research are done/submitted in your secondary school?

A. 1 – 10 reports  B. 11 – 20 reports

C. 21 – 30 reports  D. Above 30 reports.

11. To what extent do the Action researches solve the existing problems in secondary school?

a) very low  b) low  c) medium  d) high  e) v. high

12. How do you evaluate the tendency of teachers to conduct action research in your school?

a) very low  b) low  c) medium  d) high  e) v. high

13. What are the purposes of action researches that done in your school by the teachers? **Put “√” sign in the table below.**

<b><i>Purpose of action research</i></b>	<b><i>Strongly agree</i></b>	<b><i>Agree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>
<b><i>For their promotion in the career structure</i></b>				
<b><i>To develop their knowledge</i></b>				
<b><i>For the fulfilment of their diploma, degree or 2<sup>nd</sup> degree</i></b>				
<b><i>To solve problems in schooling</i></b>				
<b><i>If any other specify</i></b>				

**Part – III: Questions related to roles of leadership in conducting Action Research**

14. Is there any set of programs to encourage teachers to carry out action research in your secondary school? A. Yes  B. No

15.If your response question number “1 ” is yes would you please indicate the programs.

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

16.How do the participation of school leaders and supportive staffs’ members in conducting action research?

<i>Participants /Actors</i>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>
<i>Members of PTA</i>			
<i>Unit Leaders</i>			
<i>Department heads</i>			
<i>Student Council</i>			
<i>Supportive Staff</i>			

**Part – IV: Questions Related to Challenges Encountered in Undertaking Action Research in Secondary Schools**

17.What are the major challenges that encountered in undertaking Action research in your secondary school?

\_\_\_\_\_

\_\_\_\_\_

18.What strategic measures to be taken to minimize those challenges to promote effective and efficient action research in your secondary school?





**Addis Ababa University**  
**Institute of Educational Research**

**Interview with Member of Parents and Teachers Association  
(PTA)**

***Dear Interviewee***

The purpose of this study is to assess the practice of educational action research at Governmental Secondary Schools in Addis Ababa City. Please, give due attention and respond to the questions honestly. I would like to assure that your response is kept confidential and it will only be used for Academic/ research purpose.

***Thank You in Advance for Your Cooperation!!!***

***PART – I: GENERAL BACKGROUND***

1. **School Name** \_\_\_\_\_
2. **Sex:**                    A. Male                B. Female
3. **Age** \_\_\_\_\_
4. **Martial-Status**    A. Married        B. Single        C. Divorced
5. **Grade** \_\_\_\_\_
6. **Qualification:** \_\_\_\_\_

7. **Occupation:** A. Private Business  B. Government Organization   
C. NGOs employee  D. If others, please  
specify\_\_\_\_\_

**Part II: Questions Related to Secondary Schools Teachers' Involvement in Conducting Action Research**

8. How do you measure the role of PTAs in carrying out action research in your school?  
a) very low  b) low  c) medium   
d) high  e) very high
9. What type's involvement do the PTAs contribute in conducting action research?  
\_\_\_\_\_  
\_\_\_\_\_

**Part – III: Questions related with roles of leadership in conducting action research**

10. How do measure the involvement of stakeholders in conducting school action research?  
a) very low  b) low  c) medium   
d) high  e) very high

**Part – IV: Questions Related to Challenges Encountered in Undertaking Action Research in Secondary Schools**

11. What are the major challenges that encountered in undertaking Action research in your secondary school?  
\_\_\_\_\_  
\_\_\_\_\_

12. What strategic measures to be taken to overcome to minimize those challenges to promote effective and efficient action research in your secondary school?

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**Addis Ababa University**  
**Institute of Educational Research**

**Interview with Members of Student's Council**

***Dear Interviewee***

The purpose of this study is to assess the practice of educational action research at Governmental Secondary Schools in Addis Ababa City. Please, give due attention and respond to the questions honestly. I would like to assure that your response is kept confidential and it will only be used for Academic/ research purpose.

***Thank You in Advance for Your Cooperation!!!***

***PART – I: GENERAL BACKGROUND***

1. **School Name** \_\_\_\_\_

2. **Sex:** A. Male  B. Female

3. **Age:** \_\_\_\_\_

4. **Grade** A. Grade 9  B. Grade 10  C. Grade 11   
D. Grade 12

**Part II: Questions Related to Secondary Schools Teachers' Involvement in Conducting Action Research**

5. Do you have any knowledge about action research in your school?

A. Yes  B. No

6. If your response for question number '1' is 'yes' would you put that you know about.

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**Part – III: Questions related with roles of leadership in conducting Action Research**

7. Does the council of students encourage conducting action research in the school?

b) Yes                       b) No

8. If your response for question number "1" is "Yes" What type of encouragement do the councils contribute in secondary school?

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**Part – IV: Questions Related Challenges Encountered in Undertaking Action Research in Secondary Schools**

9. What are the major challenges that encountered in undertaking Action Research in your secondary school?

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10. What strategic measures to be taken to overcome those challenges to promote effective and efficient action research in your secondary school?

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**Appendix-2 - Number of Schools and Teachers selected for the study**

<b>No</b>	<b>Sub city</b>	<b>*Total number of secondary schools</b>	<b>*Number of teachers</b>	<b>Name of sample secondary schools</b>	<b>*Number of teachers</b>	<b>Size of teachers</b>
<b>1</b>	<b>Addis ketema</b>	3	368	Addis ketema	48	14
<b>2</b>	<b>Akaki</b>	7	385	Bulbula	38	11
<b>3</b>	<b>Arada</b>	6	455	Tikuranbessa	65	20
<b>4</b>	<b>Bole</b>	4	313	Beshali	35	11
<b>5</b>	<b>Gullele</b>	4	647	Medhanialem	104	31
<b>6</b>	<b>Kirkos</b>	4	459	Tebmengayaz	44	13
<b>7</b>	<b>KolfeKeranio</b>	6	569	Air tina	55	17
<b>8</b>	<b>Lideta</b>	4	286	Africa hibret	34	10
<b>9</b>	<b>N. Silk Lafto</b>	6	364	Lafto	38	11
<b>10</b>	<b>Yeka</b>	6	511	Higher 12	53	16
<b>Total</b>		<b>50</b>	<b>4357</b>		<b>514</b>	<b>154</b>

**Appendix – 3: A list of topics of Action Research conducted by teachers in the schools and reserved in the school**

<b>S.N.</b>	<b>School</b>	<b>Type of school</b>	<b>Topics of action research studied in the school</b>	<b>Type</b>	<b>Found in the school</b>	
					<b>Yes</b>	<b>No</b>
1	Addis Ketema	Preparatory	A study of students' discipline in Addis Ketema preparatory school.	Discipline		No
2	Addis Ketema	Preparatory	A case study on repetition of students in grade 11 of preparatory school	Efficiency	Yes	
3	Addis Ketema	Preparatory	Participation of active students in Adiss Ketma preparatory school	Academic		No
4	Addis ketema	Preparatory	comparison of female and male students' academic achievement	Academic		No
5	Africa Hibret	High School	The involvement of community participation	Parents		No
6	Air Tena	High School	The role of family in achievement of students result	Efficiency		No

S.N.	School	Type of school	Topics of action research studied in the school	Type	Found in the school	
					Yes	No
7	Air Tena	High School	What is the involvement of Administration of the school	Administration		No
8	Beshale	High School	What are the reasons for disciplinary cases in the school	Discipline		No
9	Beshale	High School	A case study on disciplinary management of high school	Discipline		No
10	Bulbula	High School	How do we prepare for national exam in the school	Efficiency		No
11	Higher 12	Grade 9 - 12	Wwhat are the causes for academic failure in classroom?	Academic	Yes	
12	Higher 12	Grade 9 - 12	Parents and school relationship and community mobilization	Parents		No
13	Higher 12	Grade 9 - 12	What are the reasons for dropout students in our school	Efficiency		No
14	Higher 12	Grade 9 - 12	How do we assist HIV/AIDS victims	Other		No
15	Lafto	High School	Does our school administration help for academic achievement	Administration		No
16	Lafto	High School	Comparison on active learners and Passive learners in case of discipline	Academic		No
17	Lafto	High School	Involvement of PTA in facilitating of school materials.	Parents		No
18	Temeniga Yaz	High School	What are the advantages of plasma TVs? For enhancement of teaching learning process.	Academic		No
19	Temeniga Yaz	High School	The involvement of school leadership in facilitate educational achievement	Administration		No
20	Temeniga Yaz	High School	What are the parents' roles in discipline of students?	Discipline		No
21	Tikur Anbessa	Preparatory	The provision of educational material by school administration	Administration		No
22	Tikur Anbessa	Preparatory	Why students suffer learning and teaching Mathematics.	Academic		No

<b>S.N.</b>	<b>School</b>	<b>Type of school</b>	<b>Topics of action research studied in the school</b>	<b>Type</b>	<b>Found in the school</b>	
					<b>Yes</b>	<b>No</b>
23	Tikur Anbessa	Preparatory	The problem of HIV/AIDS in our schools	Other	Yes	
24	Tikur Anbessa	Preparatory	Why we fail in class room management	Academic		No
25	Medhanialem	Preparatory	Why our students mostly fail in National examination in the past academic year.	Efficiency		No
26	Medhanialem	Preparatory	A study on disciplinary case of disturbing students in relation to their family.	Discipline	Yes	
27	Medhanialem	Preparatory	Practice of teaching aid in Medhanialem preparatory school	Academic	yes	
28	Medhanialem	Preparatory	How do we measure the participation of parents in the school	Academic	Yes	No



***Annex – 4: ADDIS ABABA CITY ADMINISTRATION MAP***

