

**The Status of Teachers' Involvement in Educational Research: The Case of
Bonga College of Teacher Education (BCTE)**

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This is to certify that the thesis prepared by Tariku Abebe Taye entitled: The Status of Teachers' Involvement in Educational Research: The Case of Bonga College of Teacher Education and submitted in partial fulfillment of the requirements for degree of Master of Arts in (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The Status of Teachers' Involvement in Educational Research: The Case of Bonga College of Teacher Education

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The purpose of this study was assessing the status of teachers' involvement in educational research in BCTE. To this end mixed method and descriptive survey design was employed. The primary sources of the data were 62 teachers and three college officials and ETO. HEP, BCTE Senate Legislations, research reports and proposals, strategic and annual plans were used as secondary sources. Questionnaire was the main data gathering instrument while un-structured interview, FGD guide and review of documents were used to enrich the data. The data obtained through questionnaire were analyzed using simple descriptive statistics of frequency count, percentages, means, independent t-test & one way ANOVA. Qualitative data were analyzed qualitatively by consulting note book through descriptive narration for embedding purpose. The findings revealed that lack of interest, financial service; inadequate provisions of research facilities, equipments and services; inadequate incentives, lack of teachers and administrators commitment, lack of RPO organizing research activities, absence of means of disseminating research findings and in-service trainings. Hence personal, institutional and infrastructural challenges affected teachers' involvement in research. Consequently, the status of research activity among teaching staffs of BCTE to explore new findings, improve teaching learning process and to solve society's problem as examined from point of institutional and national policy expectation is low. Finally necessary recommendations i.e. awareness creation and development trainings; fulfilling basic facilities; organizing RPO and means of dissemination; developing financial procedures, teachers and administrators commitment; creating conducive environment, and lastly further research are forwarded.

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Acronyms/Abbreviations

AAU: Addis Ababa University

ANOVA: Analysis of Variance

ARVD: Academic and Research Vice Dean

BA: Bachelor of Arts

BCTE: Bonga College of Teacher Education

BPR: Business Process Reengineering

BSC: Bachelor of Science

CD: Compact Disk

CTE: College of Teachers Education

ESDP: Education Sector Development Program

ESO: Education and Stream Officer

ETO: Education and Training Officer

ETP: Education and Training Policy

ETMPDTI: Education and Training Material Provision Distribution and Technology Infusion

FGD: Focus Group Discussions

HEIs: Higher Education Institutions

HEP: Higher Education Proclamation

HDP: Higher Diploma Program

HPE: Health and Physical Education

IER: Institute of Educational Research

IT: Information Technology

MA: Masters of Arts

MOE: Ministry of Education

MSC: Masters of Science

RPO: Research and Publication Office

SNNPR: South Nations and Nationalities of Peoples Region

SP: Strategic Plan

TELDA: Teachers and Educational Leaders Development and Administration

TOR: Term of Reference

TTI: Teachers Training Institute

TGE: Transitional Government of Ethiopia

UNESCO: United Nations Education, Science and Cultural Organization

Declaration

This thesis is my original work and has not been presented in any other University, and all sources consulted for this thesis have been properly acknowledged.

Name **Tariku Abebe Taye**

Signature _____

Date _____

Approval

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

Name **Wanna Leka (PhD)**

Signature _____

Date _____

CHAPTER 1: INTRODUCTION

This part of the research includes background of the study, statement of the problem, research questions and objectives, significance of the study, delimitation of the study, limitation of the study, organization of the study and definition of key terms, presented respectively in subsequent pages.

1.1. Background of the Study

Progress in almost every field of science depends on the contributions made by systematic research. Thus research is often viewed as the cornerstone of scientific progress. Broadly defined, the purpose of research is to answer questions and acquire new knowledge. Research is the primary tool used in virtually all areas of science to expand the frontiers of knowledge. Among other things by conducting research, researchers attempt to reduce the complexity of problems, discover the relationship between seemingly unrelated events, and ultimately improve the way we live (Marczyk G. & et.al 2005). Therefore according to Creswell (2002) educators need to be consumers and producers of research for the reasons that educational research serves the purposes of improving practice, adding to knowledge and addressing gaps in knowledge, expanding knowledge, replicating knowledge and adding voices of individuals to knowledge.

Furthermore the primary function of research in education is to improve education by discovering the best ways of doing educational activities and establishing principles by which these activities are guided (Hussen, 2000). Accordingly, educational research enables us to economize, prevent wastage, increase efficiency and to vitalize work. Therefore teaching and conducting research are the primary missions of HEIs to promote quality education. These missions are usually stated in different documents. The world declaration of higher education (UNESCO, 1998) states the advancement of knowledge through research and dissemination of its results is one of the missions of HEIs, recognizing that the instructors of HEIs are actors in integrating teaching and research. Thus the promotion and development of research in all disciplines needs to be the necessary features of all higher education systems.

With regard to this Ethiopia has given due attention for research in the country's higher education system. The following ETP statement can also be a clear evidence of the government's attention to research activities in higher education. "Higher education at diploma, first degree and

graduate levels will be research oriented that enable students become problem solving professional leaders in their fields of study and overall social needs.” In line with this, research of practical societal impact will be given priority and necessary steps will also be taken to facilitate the coordinated efforts of all those concerned” (TGE, 1994). This indicates that the policy has given due attention to the importance of research as a component part of the efforts towards up grading the quality of education and over all development.

The other document is the HEP N^o, 351/2003. It declared that HEIs have duties to undertake and disseminate research findings. They have also responsibility to undertake problem solving research that benefits the society. Thus HEP indicated that the task of conducting research and teaching in HEIs as legitimate task.

The mission statement of BCTE strategic plan (SP, 2003-2007) also stated to provide graduates through teaching and to generate and disseminate knowledge through conducting research. This indicates that the College SP and its mission statement point out and support the importance of providing a system and environment conducive to all types of research, creative activity, and dissemination of knowledge underlining the basis for streamlining research into main tasks of the College and defined the duties and rights of an academic staff of the College. All the above theories and rationale indicate that BCTE teachers as a member of HEIs need to focus on and involve in educational research activities. Thus at different level documents confirmed that research and teaching as a primary mission of the College.

However attaining the above sequentially stated issues regarding educational research in every institution basically requires research skill, commitment, interest and better attitude, facilities, time, finance, motivation, research infrastructure and office equipments, structural support and stationery, database, libraries and documentation centers, computers with accessories for processing data, conducive working place and sufficient means of communication. In contrast research activity might encounter constraints such as lack of research knowledge and skill, inadequate research work dissemination and use, lack of research fund, lack of facilities and resources, teachers heavy work load, lack of research plans, and less emphasis to research, etc. Therefore based on the aforementioned contributing and hindering factors for research activity this research aims at examining the status of educational research practice, efforts made to

promote research practice and develop research culture, and challenges so as to suggest possible solutions in enhancing the research status of teachers in BCTE.

1.2. Statement of the Problem

The primary mission of HEIs according to HEP N^o 351/2003 (FDRE, 2003) basically includes teaching, research, and community service. Furthermore the recent HEP N^o 650/2009 FDRE (2009) stated the need for higher education instructors to undertake research as their duties besides, their role of teaching, publications and consultancy, and community services. According to ESDP IV (2010, P.63) in line with HEP development of HEIs research capacity was emphasized. As stated in Birhanu (2009) these missions are clearly stated in College and Universities catalogues and departmental brochures. In the context of higher education the missions are inseparable. Supporting this idea Garnet and Holmes (1995) cited in Asrat (2007) stated about the relationship between research and teaching as “the relationship is two-way and genuinely symbiotic.” This symbiotic relationship expressed by the contribution of research to teaching on one hand, the contribution of teaching to develop the research on the other hand. If teaching and research are so inseparable in higher institutions, instructors should be engaged in conducting research. As stated by UNESCO (1998) conducting research should be an obligation to all members of the teaching personnel at HEIs. Therefore, all academic staff members are expected to conduct as much research as teaching.

For instance Addis Ababa University senate legislation under article 26, 2.8 declare the conducting of research work for advancement of knowledge is one area of specialization as one of the roles, duties and responsibilities of academic staff. Moreover effectiveness in teaching and research is also incorporated as criterion for promotion in the senate legislation under article 35.2 (AAU, 2007). Similarly the Legislations of BCTE (2003) support and incorporated the issue of instructors conducting educational research as a requirement for promotion and as it is the legitimate parts of teachers’ activity and improvement of educational quality.

At present the ETP (1994) stipulated the importance of research and related competencies such as problem solving, creative thinking, and all rounded personality of the citizen. One of the specific objectives in the educational policy of transitional government of Ethiopia (TGE, 1994 p.9) stated as” to make education, training, and research be appropriately integrated with

development by focusing on research.” The policy further explained that overall schooling in general and higher learning in particular should gear their training towards research and development.

Generally despite the fact that UNESCO (1998), ETP (1994), HEP 351/2003, researchers like Taye (1993), Tsegaye (2000), Derebssa (2004), and Abdinasir (2000), ESDP IV (2010) as well as Legislations and Mission statements the College strategic plan support and agreed respectively with the idea that there should be a strong relationship between HEIs and educational research activities still the gap exists between what has been stated and intended. Although there are number of pieces of studies conducted in different Universities and Colleges it is difficult to judge their findings as adequate because of their methodological limitations. For instance, the study by Amera (2004) in Bahir Dar, and Asrat (2007) in Haramaya University tends to describe the phenomena there only qualitatively and focus only on a single Education Faculty which does not provide a complete image all HEIs practices.

Consequently the mission of conducting research was in most circumstances neglected remaining merely as statements, since College become preoccupied with teaching and administrative tasks. According to my observation while working there, the problem seems critical in BCTE specifically. Teachers in BCTE were not seriously taking part in conducting educational research as part of their professional duty. Issue of research is always raised for discussions by the staff being not performed at occasions of consecutive annual reports. This problem is jeopardizing the improvement of teaching learning process in such a way that teaching methods, evaluation mechanisms of students’ performance, teacher–student interactions, curriculum materials, etc were not being tested from time to time as expected. So the incompatibility of theoretical believes and the actual practice of educational research by teachers of HEIs serves as a drive to conduct this study and the magnitude of the problem at BCTE justifies this study because the marginalization of research may severely affect the quality of education. Therefore the purpose of this study is describing the status of educational research, identifying the factors affected teachers’ involvement in educational research, identifying efforts made to enhance teachers’ research involvement to develop research culture in BCTE, and recommending possible solutions to leading problems.

1.3. Research Questions

To achieve the research objectives the following research questions were formulated.

1. To what extent teachers in BCTE are involved in educational research activities, to explore new findings, improve teaching learning process and to solve society's problem?
2. What were the major factors that affect teachers' involvement in conducting educational research in BCTE?
 - 2.1. What do the attitude of teachers' towards research looks like?
 - 2.2. Is there necessary conditions and resources to undertake research in BCTE?
 - 2.3. Is there concerned body responsible to coordinate research, publish and disseminate the research findings in BCTE?
3. What efforts are made so far to develop and maintain teachers' capacity for undertaking research in the college?
4. How does the qualification and experience of instructors affect research work?
5. How educational research activity can be further popularized and promoted among teachers of BCTE in the near future?

1.4. Objectives of the Study

The general objective of this study was assessing the status of teachers' involvement in educational research and factors affecting their involvement in educational research activities of BCTE. To this end the following specific objectives were formulated.

1. Assessing teachers' attitude towards research and level of their involvement in conducting educational research.
2. Examining the presence of necessary conditions and resources to conduct research.
3. Examining the presence of organized body which is responsible to coordinate, publish and disseminate the research findings.

4. Identifying the major factors that affect teachers' involvement in conducting educational research.
5. Identifying the efforts made to enhance and maintain research capacities of teachers to inculcate the culture of conducting educational research so as to improve the prevailing scenario in BCTE.
6. Examining how qualification and experiences of instructors affect research work.
7. Suggesting measures to develop educational research practices in BCTE.

1.5. Significance of the Study

Carrying out research is one of the objectives of HEIs. Hence assessing the status of research activities among teaching staff of BCTE is appropriate and findings of study are expected to serve bodies within the College. Therefore study served to reveal the status of teachers' involvement in educational research; availability of necessary conditions and resources for research; the efforts so far made to develop research culture; basic problems that affect teachers' involvement in research activities; and provided some suggestions to improve teachers' participation in research. It may also create awareness and there by initiate teachers of BCTE to conduct educational research and it may serve as a valuable source of information for further study.

1.6. Delimitation of the Study

The need for conducting educational research is of paramount importance and may require wider coverage of study at various educational levels. But due to the interest and familiarity of the researcher with the situation in the college which facilitates the data collection and lack of previous study on similar topic in the college, this study is purposely delimited to investigate the status of teachers' involvement in educational research and factors affecting their involvement in relation to teachers attitude towards research; time; research knowledge and skill, experiences, qualifications, commitment to collaborative work; availability of organized body coordinating research, resources and facilities, dissemination and utilization opportunities; finance, promotion opportunities, access to data, and conducive environment in BCTE since 1987.

1.7. Limitation of the Study

The time in which data were collected was during all the college staffs were seriously engaged in final exam and grade submission of the regular program, preparation of exams and provision of tutorial services of the summer distance program, and simultaneously preparing to journey of experience sharing on practicum practices of Colleges in other region. Thus teachers and officials of the college were much busy to pay serious attention and give ample time in filling the questionnaire, to be interviewed and participate in FGD properly. Hence there might be biased response. And the study may lack external validity because of the size of the population taken as sample of study was limited to a single College of the region, there may be difference in variables and in the degree of influence of factors, conditional and environmental variations from college to college and region to region outside the study area. These factors may affect the quality of the research.

1.8. Organization of the Study

This study comprises five chapters. The first chapter deals with the problem and its approach consisting of background, statement of the problem, objectives and research questions, delimitation, limitations, organization of the study definitions of key terms. The second chapter focuses on the review of related literature, which focused on the Concept of Education and Research; the Need for Instructors of HEIs to Conduct Research; factors affecting research activities; conditions /inputs for conducting research; Status of Educational Research in HEIs of Ethiopia. The third chapter deals with research methodology and procedures of the study. Fourth chapter presents about data presentations, analysis, interpretation and discussion of the results. Finally chapter five consists of the major findings, conclusions, and recommendations.

1.9. Definition of Key Terms

Educational research: is a systematic attempt to gain a better understanding of educational process, generally with a view to improve its efficiency (Derebssa, 2000).

Pilot study: pre-test in which tools of data gathering are examined of their consistency or appropriateness.

Teaching load: teaching work load which is measured by the contact hour of regular work time.

CHAPTER 2: REVIEW OF RELATED LITERATURE

This section comprises the concepts of education and research, the needs for instructors of HEIs to conduct research, factors affecting research activities, conditions/inputs for conducting educational research, Status of Educational Research in HEIs of Ethiopia.

2.1. The Concept of Education and Research

2.1.1. The Concept of Education

Different writers have defined education in different ways. The extent of the definition depends on the specific issue for which the definition has been forwarded. According to Habtamu (2000) education is the way to achieve economic, social, and political development. The following TGE (1994) statement states that, "education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations."

Borg and Gall (1993) also indicated that education is a wealth, power and base for all rounded individual and social development. In order to achieve the economic, social, and political development of a country highly competent human power is needed. The role of education to meet this need is human investment largely responsible for economic growth and therefore national development. In this regard, education is considered as a key element for development and brings about change.

Education is taken as the principal weapon in achieving economic growth. Nowadays there is global understanding that education should be viewed in line with the improvement of the main elements in its process namely lives of learners, quality of teachers, contents, methods, and fulfillment of social needs as well as economic conditions of a particular country (Firdisa 2000). Due to its importance in all aspects of development most countries realized that without proper education of their citizens, true development cannot be achieved. The more education, the more rapid the development of the country will be. Ethiopia has no exception in this regard. The Ethiopian Education and Training Policy which was issued in 1994 by the Transitional Government of Ethiopia states "education enables individuals and society to make all rounded

participation in the development process by acquiring knowledge, ability, skills, and attitudes”(TGE ,1994).

Although education has different levels higher education plays irreplaceable role in the development and supply of qualified human resources for the education system as well as for the entire economy of the country. Higher education is crucial for the production of vital human resources such as teachers, healthcare professionals, lawyers, engineers, managers, businessmen, and researchers essential for socioeconomic development of a nation. Furthermore higher education is a center for knowledge and skills creation, adaptation and dissemination (Teshome, 2004). It also plays a significant role in providing relevant and quality community and public services. Higher education is therefore critical for economic progress, political stability, and peace as well as building democratic culture and cohesive societies (Teshome, 2004).

2.1.2. Research Concept and Definitions

Similar to that of education different writers have defined the word “research” in different views because of the diverse nature of its activities. For instance according to Damtew (2007) research is the power house of knowledge creation. Neary (2002) cited in Bekalu (2005) also states that research is an outlet value for innovation and it is responsible for the broadening and deepening of knowledge. In order to achieve innovation there is a need for systematic organization of information. In line with this, Best and Kahn (1993) defined research as “systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles or theories resulting from prediction and ultimate control of events.” Similarly Koul (1997) defined research as “objective, impartial, empirical and logical analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories resulting to some extent, in prediction and control of events that may be consequences or causes of specific phenomena”. Derebssa (2004) defined research as “research is instrumental in the pursuit of truth and providing clear basis for action.”

The above definitions clearly show that research can be considered as systematic process of evaluating the contemporary “truth” for any natural and social aspects in the world. Therefore it seems apparent that research activity and its result serve as a source of new knowledge, change, and improvement through examining the existing “truth”. In connection with this idea, Masson & Bramble (1997) stated that in modern science there is no permanent truth. According to the writers any truth can be challenged through various investigations for further verification.

Therefore, research is a process which mainly stands to search the contemporary truth about something. According to Firdissa (2000) research is best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. Research is often described as an active, diligent, and systematic process of inquiry aimed at discovering, interpreting and revising facts. Research has been used to develop knowledge and solve perceived problems for a long period of time in history. Different approaches have been also proposed and used to this effect. The most widely used approach of long period of time has been the scientific approach. This approach was applied to serve both natural and social sciences. At times the terms research and scientific methods are used interchangeably. In this view research is considered as a systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedures. It is also used to describe a collection of information about a particular subject and is usually associated with science and the scientific method (Adisalem, 2006). In a similar manner Koul (1997) defined research as the application of scientific method in the study of problems.

In the realm of education research is the application of systematic methods to the study of educational problems. The focus of educational research is education, and the foremost function is to assist teachers, parents, decision makers and all concerned in the field with the aim of improving the quality of life (Asrat, 2007). Degareg (2000) on his part indicated that research as a wing to development in education it aims at making the education sector grow and function effectively. Research plays a pivotal role in education sector by making the teaching learning process more effective, up-to-date and successful. This is to mean that familiarity with the nature and procedure of research enables individuals, in particular learners, educators and administrators to be in a position to think scientifically and effectively about their students, clients and their work.

Educational research is the study of behavioral patterns related to learning in schools and other educational programs. As stated by Habtamu (2000), educational research describes, explains, analyzes and interprets educational phenomena such as the objectives of education, the curricula, the teaching learning process, the students, the teachers, examinations, policies, administrations, instructional facilities and materials.

2.1.3. Types of Research

There are various typologies of educational research such as:

1. Action research: is concerned with the immediate application of “scientific method” results to real life or specific situation than developing theory that is normally undertaken by practitioners and practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions.
2. Case study research: is the research in depth that emphasizes on single individual or situation (Verma and Beard, 1981). For example, an in-depth exploration of the patterns of friendship between students in a single class. According to Kazdin (1982) case study, may involve the intensive study of an individual, family, group, institution, or other level that can be conceived as a single unit; provides highly detailed and comprehensive information, examine retrospective or archival information, and typically reported in narrative form as opposed to the quantified scores on a dependent measure. (Kazdin, 2003 in Geoffrey Marczyk, David De Matteo, & David Festinger, 2005).
3. Correlation research: deals with the correlation or relationship between two variables through the use of various measures of statistical association (Kaufman and Kaufman, 2005; Cohen, etal, 2000). As stated by Trochim (2005), relational studies look at the relationships between two or more variables. For example an investigation of relation between teachers satisfaction with their job and various factors describing the provision of quality of teacher housing, salaries, leave entitlements, and the availability of classroom supplies.
4. Descriptive research: concerned with the nature and degree of existing situations, conditions, and events that occur in the present based on empirical observation or research whose purpose is to describe rather than to judge or to interpret (Verma and Beard, 1981). According to Trochim (2005), descriptive studies are designed primarily to document what is going on or what exists.
5. Experimental research: way of dealing with the problem of cause and effect that involves comparing two groups on one outcome measure where experimental group receive the treatment and the control group do not receive the treatment (Verma and Beard, 1981; and Kaufman and Kaufman, 2005). For example an investigation of the effectiveness of the two new textbooks using random assignment of teachers and students to three groups –two groups for each of the new textbooks, and one group as a ‘control’ group to use the existing text book. Causal studies

are designed to determine whether one or more variables cause or effect one or more outcome variables (Trochim, 2005).

6. Explanatory or causal research: explains the causes of social phenomena. Its aim is to establish a relationship between variables and mainly concerned with causes or the “why” factor about a phenomena (IGNU, 2005). For example study of factors related to student ‘drop out’ from secondary school using data obtained from school records over the past decade.

7. Ex post facto research: is that the researcher has no control over the variable; he can only report what has happened by searching back in time (Kothari, 2003).

8. Historical research: generates critical descriptions, analysis and sometimes attempted explanations of conditions, situations, and events that have occurred in the past. It is the systematic and objective location, evaluation, synthesis and conclusions about past events by utilizing historical sources like documents, remains, and etc for the purpose of gaining a better understanding of present (Cohen, et -al, 2005; Kothari, 2003; and Verma and Beard, 1981). For example, a study that documents the evaluation of teacher training programs since the turn of the country, with the aim of explaining the historical origins of the content and processes of current programs.

9. Longitudinal research: involves the study of problem or the same body of phenomena over a course of their development (Verma and Beard, 1981; Kothari, 2003).A longitudinal study is one that takes place over time (Trochim, 2005). Examples, prevalence of AIDS among males and females in Ethiopia.

10. Naturalistic and ethnographic research: humans actively construct their own meaning, knower and known are interactive, studies must be in their natural setting, and others (Cohen, et.al, 2000). For example, a detailed account of the daily tasks and interactions encountered by a school principal using observations gathered by a researcher who is placed in the position of principal’s assistant in order to become fully involved in the daily life of the school.

11. Cross sectional or one–time studies: the research is confined to a single time-period (Kothari, 2003). A cross sectional study is one that takes place at a single point in time (Trochim, 2005).

2.2. The Need for Instructors of Higher Learning Institute to Conduct Research

All elements of teaching learning process the curriculum, the student the methodology and infrastructure will be coordinated by the classroom instructors. In the coordinating process of the teaching learning, they are faced with things that call decision making. In line with this Derebssa (2000) discloses that “educators and trainers are by necessity decision makers.” They are expected to prepare a lesson plan that may contain the teaching methodology, method of evaluation, the required materials, and other matters. This implies that they have good opportunities to search solutions for problems of education. This in turn needs to have the knowledge and skills necessary to make these valid decisions. This expected skills and knowledge can be acquired from different sources. However, the most valuable one is through research.

“Although there are other sources of knowledge such as experience, authority, and tradition, it is the scientific knowledge about the training process that makes the most valuable contribution to decision making and practice in higher institution. Educators can turn to this source for reliable information and suggestions to be used in a decision making situation. This fund of knowledge has been made available to educators as a result of research in education. (Derebssa,2000).”

There are some issues that provide rational for the question “why” instructors should engage in educational research. In broad terms instructors have to take part in conducting educational research because instructors come across inquisitive situation in teaching learning process, in curriculum materials preparation, assessment, student related issues, in general professional judgment and development.

The concept of instructors as researchers make research on their teaching practice for the sake of testing the theoretical principles compared to practical implementation and to assure improvement (Gemechu, 2006). Research in education is essential for providing useful and dependable knowledge through which the process of education can be made more effective. A teacher in a classroom is a technical production manager who has the responsibility for monitoring the efficiency with which learning is being accomplished. (Derebssa, 2000).

The importance of conducting research for instructors of higher learning is multidimensional. Therefore to enhance their own or a colleagues teaching, to test the assumptions of educational theory in practice and /or to evaluate and implement the whole school practices, teachers participation in educational research is highly recommended. Hopkins (2002) cited in Amera (2004). When instructors become familiar with research they can daily improve their techniques

and methods of instruction and evaluate results in scientific manner. This is to mean that familiarity with the nature and procedure of research enables teachers to be in a position to think scientifically and effectively about their pupils, their subjects and their work. (Hussen, 2000)

Instructors' participation in educational research will provide benefit to the country in general and the institutions of higher learning in particular. Among the multiplicity of benefits that can be indulged by institutions of higher learning from conducting research, the major ones include;

- Making learning more objective and realistic to students, it increases stimulation and motivation to further learning.
- Helping the teachers to improve classroom teaching.
- Fertilizing teaching, research increases the power and sensitivity to perception and provides greater capacity to observe.
- Renew the teacher and enables him/her from becoming stagnant and complacent (Hummadi; 1989 cited in Adane, 2000).

According to Derebssa (2000) research is important to the staff of higher education institution. Research creates new approach, idea and methods. It can also form the basis for updating the content of lectures and practical work. An academic staff that does little or no research falls back on his/her old lecture notes year after year.

Secondly, he mentioned that “engagement in research ensures that the teachers are able to supervise research done by their students’ effectively.” teachers are called upon every year to supervise research of their students for undergraduate and/or post graduate students. Changes in research methods, materials, procedures of analysis, and current literature can only be known by those teachers who are up-to-date in research. Thus their work and the works of students they are supervising will benefit tremendously by their active engagement in research.

Finally, he pointed out the promotion is the third importance of research to the staff of higher education institutions. He further states that instructors are expected to “publish or perish.” Research is considered as one of the criteria used to determine the promotion of teachers from one academic rank to the next. Promotion is largely based on contribution to knowledge through research and publications. To move up the academic ladder, instructors must be engaged in useful research. Strengthening this idea, Teshome, (2004) states “it is essential that research be compulsory and counted in the assessment of each academic staff.” His suggestion realized that

research is one of the ingredients of many of the instructors' duties to be accomplished, which has to be considered as one of the criteria for the professional career development.

2.3. Factors affecting research activities

Research undertaking and its effectiveness could be influenced by a number of factors. These factors vary at different times and settings. Different factors that have hindering impact on research works are indicated by different researchers. Accordingly as Hummadi (1989) cited in Adane (2000) has presented a list of problems which universities in developing countries are facing in research. It can be summarized as follows;

1. Lack of trained and experienced personnel
2. Lack of financial support
3. Lack of ample staff time for research
4. Problems related to library and laboratory facilities
5. Absence of well established and supporting organizational structure for research &
6. Lack of visiting exchange programs between Universities

Many of these and to some extent similar problems are persisting in the context of Ethiopian Colleges and Universities. In line with this, Taye (1993) highlighted the following major difficulties encountered by researchers at Addis Ababa University: lack of sufficient budget, absence of incentives, underutilization of research outcomes, unfavorable teaching conditions, lack of technical skill and competence and administrative delays. Derebssa (2000) on his part made a study on factors influencing research undertakings in IER. He identified the major challenges to development, survival and utilization of educational research in the institute of educational research, such as insufficient and/or unsustainable funding, inadequate skilled research staff, inadequate facilities, unattractive salary, undeveloped research culture, and weak research demand by policy makers, apart from IER in the great majority of cases the structure of departments or units of educational researches are not well developed (Derebssa 2000).He further explained that even if there are research units /services in different colleges /universities and regional educational offices to initiate and promote educational research, educational research activities are generally scarcely structured in most of them.

Similarly, Tsegaye (2000) conducted a study on the factors affecting the conduct of educational research in Addis Ababa University (AAU).The impediments of educational research are many and varied. He identified impediments such as hectic (confused or chaotic) supervisory load,

social commitments, and bureaucratic practices in publications. Generally he categorized the main factors into five. These are environmental/institutional, professional, attitudinal, financial, and personal barriers. Derebssa (2004) on his part indicated that lack of skilled researcher and viable research centers, insufficient and/or un sustained funding, excessive teaching load, lack of support from the government are considered as hindering research undertaking in Addis Ababa University. Currently research in Addis Ababa University is facing problems of resources, research culture, skilled researchers, and dissemination (Dessalegn, 2006).

As indicated above, lack of dissemination and utilization of research findings are persisting problems for conducting research. Many of the studies of educational issues in higher learning institutions remained shelved in archives, libraries and documentation centers. If there is no dissemination of findings there is no utilization of research results and this in turn will discourage teachers from being involved in further research.

According to Adane (2000) the following are among the factors which were considered as persisting problems for conducting research in Bahir Dar teachers college.

“ Heavy teaching load ,absence of library and laboratory facilities, the problem of up-to date, journals and books, absence of budget, absence of experienced researchers, lack of encouragement and administrative support, absence of research link with other colleges absence of well established effective and autonomous organizational structure for educational research ,and the absence of research culture.”

Firdissa (2000) in his study “impediments to satisfactory educational research work in line with the new education and training policy” indicated some of the prominent factors in Oromya Regional State:

“ Lack of incentives, inadequate funding, time constraint, lack of competence of expert teachers, lack of support and encouragement from top management, research endeavors and findings are not publicized are left in shelves, lack of conducive climate for research(office space, equipment ,stationary, computer with accessories etc.)”

Furthermore Gemechu (2006) has an assessment on factors affecting teachers engaging in conducting educational research in college of teacher education in the same region. He mentioned some of the factors that have hindering impacts on teachers research work. These are: lack of teachers’ research knowledge and experience, inadequate research work dissemination and use, lack of research fund, facilities and resources, teachers heavy work load, lack of research plan in strategic plan of institutions and less credit given to research.

As most of the researchers disclosed above lack of financial resources is one of the prominent factors that hinder instructors of higher education institutions of our country. Insufficient financial resource has prevented even simplest investigation activities from being carried out. So lack of finance is one of the greatest problems of many teachers to undertake educational research. Research inevitably calls for recurrent expenditure, frequent travel expenses, transport costs, assistant fee, supplies and charges of secretarial services. The individual researcher cannot properly cover these huge costs (Tsegaye, 2000).

Sometimes when research funds are allocated, getting it on time as needed arises could not be possible due to administrative delays. The problem is not only the matter of getting the approved research fund, but it is also getting it exactly on time without too much red-tap (Seyoum,1985).It is common to hear many researchers complaining of the long process that their proposals undergo to get required funds to start the actual research. This involves very step that the proposals are subjected to pass through starting from their own department to the section of the financial service from where they draw the research fund (Taye,1993).

The combination of all these and other factors tends to slow down the emergence and consolidation of a research activity. To alleviate these problems therefore there should be effective coordination among concerned bodies.

In summary regardless of these impediments that obstruct them from conducting educational research; teachers by virtue of their important position in the educational system are required to participate in educational research to improve quality of teaching learning process. On top of this if the current higher education expansion and reform effort is to pay the country its full dividends in contributing to the national productivity, HEIs need to give more visible and explicit attention to research. Further effort should be exerted from all concerned bodies, to alleviate the problems and provide the essential inputs for higher education research.

2.4. Conditions /Inputs for Conducting Research

A successful research is attributed not only to individual, or team research brilliance, hard work, and team competences, but also on inputs such as the nature and quality of the research environment generally, on the facilities and other means at the disposal of researchers, and prior work by other researchers in related fields (Sawyer, 2004). Research inputs comprises two major components, the human (individual or team) component and an “environmental” component constituted by broad societal conditions and institutional (namely organizational, managerial and

material) inputs that provide a setting for research enterprise and condition its success or failure (Sawyer, 2004).

2.4.1. The Human Component

In higher education institutions the capacity of researchers including their skills, competencies, attitudes and values is developed primarily through appropriate training programs and courses, and involvement in research activities (Sawyer, 2004). Supporting this idea Schatter and Nkinyangi (1983) also stressed the importance of research skills and competencies to an individual to carryout research activity. Therefore the researcher is expected to posses certain skills about the research methodology, educational practice, and social science disciplines. In addition to skills gained through training competence in research is an indispensable inputs gained through experiences on the job from, peers and experts by assembling of a critical mass of researchers the cultivation of positive research culture and the presence of incentive system. The other personal input is interest in research activity. Researchers like Jones as cited in Seyoum (1998) emphasized the importance of interest in research activity, considering it as the major driving force behind research.

In summary all above mentioned notion that having the skills of research which can be acquired through training is an essential pre-requisite in research work. This being the case, lack of training, workshops and seminars on research issues makes the problems of research work more complex and sever.

2.4.2. The Environmental Component

It should be noted that, having interest, the technical skill and competences, by researchers alone does not necessarily support the individual to effectively engage in research activity, it should be guaranteed with all sorts of favorable conditions like political, social, economic; and cultural security (Schaeffer and Nkinyang,1983). It requires the essential conditions to be facilitated.

Among the institutional inputs, essential to carry out research activity are obviously, the first is financial resource, which refers to the funds allocated to subsidies, loans and payment of services (Shaffer and Nkinyangi,1983).This financial resource is in short supply particularly in the African countries (Sawyer, 2004). Since the availability is beyond the reach of the most individual researchers' the existence of research sponsoring institutions become indispensable (Seyoum, 1998).

The second institutional inputs are research facilities and equipments. It refers to all physical means's or instruments that facilitate the activities of personnel working on educational research. These include facilities ranging from ordinary office equipment to sophisticated apparatus and other facilities like library documentation, and computer (Schafer and Nkinyangi 1983).

The other necessary condition is time. Research is a time consuming activity. Consequently a researcher needs to be provided with adequate time in order to be able to engage in research activity. If researchers are highly loaded with teaching and administrative activities they are less likely, to conduct research because research by nature is time taking activity also expressed by Cannon as cited in Seyoum (1998).

The forth institutional input is incentive (Seyoum, 1998). Researcher needs to be provided with material and /or psychological incentive in order to effectively engage in research activity. This may include any form of payment and promotion in academic rank. Therefore the provision of incentives in one form or another should be seriously considered by research sponsoring institutions. The other institutional input is the creation of publishing outlets. One of the major purposes of research is to disseminate what has been found so that it could be utilized. According to Derebssa (2004) the dissemination and utilization of research findings are an important part of and a basic means of expanding the positive impact of research on development practice. The education research results will be means for change when the stakeholders get them. The dissemination activities include verbal communication of the result of educational research at events like seminars, symposia, workshop and short courses. The other category of dissemination is publication of journals, and books, bulletins, periodicals, and pamphlets.

The final institutional input is effective research management system. This include good institutional responsiveness, satisfactory record keeping, effective structure, system of coordination, a clear specific obligation of academic staff and create positive conditions for conducting research. Although distinction, drawn between human and environmental components they interact continuously. The human component contributes critically to the creation of negation of the requisite environmental conditions, while the environmental conditions enhance or inhibit the development of individual capacity.

2.5. Status of Educational Research in Higher Educations' of Ethiopia

Consecutive researches were conducted to check the level educational research practices across different level of educational institutions in Ethiopia. (Amera,1999;Seyoum,1998 and AED/BESO),were interested in exploring the research climate and assessing the involvement and productivity of institutions of learning in the country at different levels primary, secondary and territory level. Accordingly in Ethiopia, though Universities are expected to conduct research as stated in the new ETP; very little research is actually carried out in universities compared to their potentials (Derebssa 2004). Amare (2000) and Ayalew (2000), Gemechu (2006), Asrat (2007), indicated that the status of research in Ethiopia's Higher Education Institutions (HEIs) is in its early stage. Amare (2000) explained that the features and patterns of educational research conducted in a country across time. The results suggest a characteristics of infancy though a direction of improvement in changing pattern observed in selection of issues, type of data, in sampling procedures, indigenization of researchers in conceptualization of research issues and in the provision of recommendations. Birhanu .G (2009) revealed that the status of research in colleges of teachers education in Tigray Region was low while Tariku K.(2012) recently concluded that the research status of Ambo University reaches to the level of medium. Fuad (2012) also revealed that the research status of Debre Birhan University was unsatisfactory.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

This section of the study deals with research setting; design of the study; study population & size, instruments used procedures of data collection, and method of data analysis.

3.1. Setting of the study

Bonga College of Teacher Education which was the setting of this study is one of the four CTEs established by REB pursuant to the powers vested in it by SNNPRS proclamation N^o74/96, and the Regional Council Regulation N^o22/96, is found in SNNPRS in Kafa Zone Bonga Town. It is far from Addis Ababa by 450 km and around 730 km from the Regional Town Hawasa. It is located on the North of Bonga Town and established nearby to the left of the main road to Teppi and Mizan on area of 156,112.5 m² land. Accordingly it was established and begun teaching activities in year 1991 as Teachers Training Institute (TTI). After it trained certificate teachers for about six rounds it promoted its training program to Diploma level in year 1997.

Currently the College has around three female and 61 male totally 64 teachers at regular teaching work in the college other than those twenty three male and two female teachers attending their post graduate studies and three male and two female teachers left the college in the semester the researcher used to collect data. The college is providing training in the regular and summer programs at diploma level. It has fourteen departments i.e. Amharic, English, Kaffi Noono, History, Geography, Civic & Ethical Education, Health and Physical Education (HPE), Aesthetics, Biology, Chemistry, Physics, Mathematics, IT, and Professional Studies.

3.2. Research Method and Design

The major purpose of this study was investigating the status of teachers' involvement in educational research undertakings and factors affecting teachers' involvement in educational research in BCTE. In order to assess and identify the conditions and research practices of instructors in BCTE, the following research method aspects i.e. design of the study, participants of the study, instruments used, procedures of data collection, and method of data analysis were used.

3.2.1. Design of the Study

Both quantitative and qualitative research approaches, (mixed research approaches), were used because both approaches should be thought as complementary methods that, when taken together, provide broader options for investigating a wide range of important educational topics

than either one alone. (Creswell 2009 and L.R. Gay & Peter Arisian, 2000). Furthermore it helps to obtain statistical, quantitative results from the sample and then follow up with a few participants to explain those results in more depth and to better understand a research problem by converging (triangulating) broad numeric trends from quantitative research and the detail of qualitative research.(Creswell 2009,p.121).Accordingly a mixed research design of concurrent study in which both types of data were collected at the same time and brought together in data analysis was employed.

In this regard, quantitative research design specifically descriptive survey research method was employed with the intension of getting the general image of the status of research activities and major influencing factors of research involvement among teaching staff of BCTE. The major justifications were with the quantitative research design descriptive research was employed to present, summarize, describe, and establish relationship among study variables. This is because Descriptive Survey research involves a clearly defined problem and definite objectives (Best & Kahn 1989). In Descriptive non experimental research, the primary focus of research is to describe some phenomenon or to document its characteristics. Such studies are needed in order to document the *status quo* or do a need assessment in a given area of interest. *At the same time* in the qualitative research aspect *Case Study* had been used to collect first hand information to supplement the quantitative data and for better understanding. This is because case studies can merely describe what occurred and detail instances that contradict universally accepted beliefs and assumptions, provide unique and valuable information that complement and informs theory, research, and practice (Kazdin, 2003 in Geoffrey Marczyk, David De Matteo, & David Festinger, 2005).

3.2.2. Target population

During data collection there were about 61 male and 3 female totally 64 teachers and three College officials on actual work in its fourteen departments. According to Krejcie and Morgan (1970) if the researcher is devising a sample from a fewer population then she/he would be well advised to include the whole population as the sample. Accordingly the researcher took all the available population/ conducted survey using 64 teachers, College Dean, and tow Vice Deans totally 67 participants as a whole.

3.2.3. Source of Data

In this study data from both primary and secondary sources were used to get adequate information. Accordingly instructors, College Dean, and Core process owners (Vice-Deans) were used as primary data sources of the study to get first hand information concerning the status of research activity in the College under study. Simultaneously documents such as HEP and BCTE Legislations (2000 & 2003), research reports and proposals, plan of academic years and SP (2003) were assessed as secondary sources.

3.2.4. Data Collection Instruments and Procedures of Data Collection

3.2.4.1. Data Collection Instruments

According to Creswell (2009), one advantage of mixed methods is opportunity to employ both open and close-ended questions as well as multiple forms of data collection possibilities. With respect to this Creswell (2003) stated that, employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies and for data triangulation. Accordingly questionnaire was used as the main data gathering instrument whereas; un-structured interview, FGD guide, and review of document were used to enrich the data.

3.2.4.1. 1.Questionnaire

Closed and open ended questionnaire was used to collect relevant and first hand information from teachers. The researcher preferred questionnaire as the main data gathering instrument because it is easier to handle and is simpler for respondents to answer within short period of time (Koul, 2008 cited in Girma,2010). Besides it allows respondents to respond to questions anonymously, it tends to be more reliable, it encourages greater honesty, and it is more economical than the interview in terms of time and money (Cohen, et al.2005). Furthermore questionnaire serves to collect data from many respondents within short duration of time and with minimum costs. (L.R.Gay & Peter Arisian, 2000, p.219-220).

Accordingly, a questionnaire having five different parts with 33 items and various sub- items was prepared for teachers. Part one of the questionnaire comprises items of personal information; part two, comprising items of the status of teachers' research practice, research competence and

experience, and their attitude towards research; part three was about infrastructural challenges (requesting the availability and adequacy of facilities, materials and equipments necessary for research purposes); part four comprising questions of institutional challenges related to finance, time, RPO, and administrative issues and lastly part five comprised of open ended questions about efforts made, existing problems, and possible suggestions.

3.2.4.1.2. Interview

Supplementary to questionnaire interview was used because it permits the researcher to obtain data that cannot be obtained from other techniques i.e. it can use to explore and probe participants' response, to gather more in-depth data about their experience and feelings, and to explore unplanned topics that might arise in the course of interview. It can also help to explain data collected from other methods (L.R.Gay & Peter Arisian 2000,p.219-220).Accordingly unstructured interview basically consisted seventeen items reflecting the basic questions in line with the components of questionnaire was used to get qualitative data from College Dean and Vice deans who were not included as a respondents in other methods of the study.

3.2.4.1.3. Focus Group Discussion

Focus groups are formally organized structured groups of individuals brought together to discuss a topic or series of topics during a specific period of time. Hence FGD is form of group interview allowing interaction between researcher and the participants and among the participants themselves and the reliance is on the interaction within the group who discusses a topic supplied by the researchers. It is also useful to triangulate with more traditional forms of interview, questionnaire, observation etc and suggested to have between four and twelve members per group (Morgan 1988).

Therefore the researcher used FGDs as part of data collection instruments to triangulate the data obtained through other means. Because the information obtained from FGD can provide useful insight in to how various issues, services or products, procedures, systems are viewed, as well as the desires and concerns of a given population. Accordingly the researcher prepared FGD guide of 13 open ended questions in line with the research questions.

3.2.4.1.4. Document Analysis

Document analysis was also employed to triangulate the data obtained by questionnaire and interview on the research status and to get necessary information regarding how research is conducted and ongoing, as well as the legal issues related to research directions. Hence, it helped to validate the data obtained through questionnaires and un-structured interview. To this end BCTE Senate Legislations, Strategic and annual Plans, HEPs (2003&2009), reports of some conducted researches, copies of proposals submitted were referred after getting the College's consent. With respect to this, Best & Kahn (1989) stated that document analysis are important and relevant sources of data and useful in yielding information and exploring educational practice.

3.2.4.2. Procedures of Data Collection

In order to enhance the validity of data all the data gathering instruments were constructed by the researcher after a thorough review of related literatures in line with research questions. In this regard quality of literature review and theory based instruments may serve as an element of mixed method validation frame work (Dellinger & Leech, 2007; Leech, Dellinger, Brannagan, & Tanaka, 2010). Accordingly questionnaire was prepared in English for instructors and used without translation to other language, based on logic that English is the College's medium of instruction and with the assumption of instructors can read, understand and respond to the list of items easily.

Before using data collection instruments particularly the questionnaire and un-structured interview and FGD guides were checked by my advisor and commented to incorporate basic requirements for research. Moreover an English instructor of BCTE checked the language clarity of the questionnaire. More importantly, validity and reliability of the questionnaire was checked. In relation to checking, validity and reliability of questionnaire, among the forms of validity according to Gay, Mills & Arisian (2009), content validity was checked. Since there is no formula or statistic to compute content validity expressing it quantitatively was impossible. Therefore, Content validity is determined by expert judgment. Often experts in the topic covered by the test are asked to assess its content validity (Gay, Mills & Arisian, 2009).Therefore, two research teachers from BCTE were consulted to check content validity and few comments were obtained in improving items.

Before the actual usage of questionnaires for the study, a pilot study or try out of instrument was made using 10 teachers from BCTE who were attending their education at AAU to check reliability of items. Accordingly Using Chronbach alpha, reliability of the questionnaire designed to be filled by instructors has got a reliability coefficient of 0.798. This shows that the questionnaire designed for instructors has got a reliability measurement of 79.8%. Furthermore reliability of items was calculated by categorizing items depending up on factors they intended to measure such as items of teachers research competence and commitment to work collaboratively got reliability measure of 0.744, items designed to check teachers attitude towards research got reliability measure of 0.767, and items of checking institutional barriers to conduct research were checked for reliability to be 0.795. According to Yalew (2011, p.221-222) it is possible to use instruments with reliability coefficient of 0.65 and above.

On the basis of obtained reliability coefficient, i.e. the feedbacks from a pilot study, and comments from my advisor and instructors, some improvements were made on instructions and sequences of few items. Hence, the questionnaire was corrected, polished and made ready for final study by omitting three items from the questionnaire and replacing with others.

Thus after all preliminary issues related to validity were accomplished and all the instruments were prepared for use the student researcher asked the college's consent to approach the staff to collect data being guided by the cooperation letter written from AAU to BCTE. Then the college officials permitted the researcher to approach the data sources. Accordingly the researcher approached instructors in their department, oriented about the purpose of the study, confidentiality of the information, and personally distributed questionnaire for 64 teachers giving one week duration to respond. Sixty two questionnaires were properly filled and returned, which was about 96.87 % of the total questionnaire. Response rate was high because the researcher personally administered and collected with strict follow up.

Interview was conducted with College Dean, Academic vice Dean and Administrative vice-Deans by clarifying its purpose, confidentiality and only serves for research purpose, taking into account their permission and willingness. To obtain standardized and comparable data from each subject, all interviews were conducted approximately in the same manner. Time was spent in establishing rapport to put the interviewees at ease, prompting and keeping the same logical order of interview questions, and avoiding biased probe were tried to minimize invalidity. The

interviewer also tried to be sensitive to the reactions of the respondent and proceeded accurately. (L.R.Gay & Peter Arisian, 2000, p.316-317 & Cohen, et al, 2005, p.122). Because of low research budget the researcher did not use audio and video recorder during the interview so that response was noted down by the researcher.

Two FGDs were held comprising five members each having homogeneity with participants in other approaches in their sex, academic rank, qualifications, experiences, age, and work load etc. The discussion took 40' for each FGD. Moreover in each FGD the researcher noted what they have reached consensus on the issue. Before and during the FGD the researcher as Moderator was responsible in setting and informing the ground rules. Accordingly, the researcher requested all participants to respect each other; privacy needed to be kept by confidentiality of what they hear in the focus group, discussed issues will be confidential on the part of the researcher. Participants were also asked to involve in speaking one at a time and avoid criticizing the expressed viewpoints of the other participants. Then after the researcher raised the discussion topics and maintaining the FGD, all information shared, i.e. issues of consensus and emerging ideas were noted based on participants consent.

3.2.5. Method of Data Analysis

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

The data obtained through questionnaire which were liable to quantitative analysis were coded and entered into SPSS version 19 and analyzed using simple descriptive statistics of frequency count, percentages and means followed by discussion of the most important points. For nominal or ordinal variables, a frequency count for each value is very descriptive and the mean is appropriate for describing interval or ratio data (Gay, Mills & Airasian, 2009). According to Kumar (1996 cited in Girma, 2010), percentage plays a more important role when two or more responses of samples are being compared. Besides, with regard to mean, (Mangal, 2002, cited in Girma, 2010) stated that it is a sort of an average or typical value of the items in a series which

help to summarize that series in terms of this value. Hence, percentage was used in order to determine the difference in response to an item which was liable to percentage analysis, while mean was used with the aim of attaining an average value of an item which was liable to mean analysis. At the same time independent *t-test* and one way *ANOVA* were used to analyze data related to relationship of teachers' qualification and experience with their research practice. The qualitative data gathered through open-ended questions, interviews, FGDs and from documents were analyzed qualitatively through descriptive narration by consulting note book for the purpose of embedding. Best & Kahn (1989) stated that, the data gathered by the use of tools such as interviews and those extracted from documents will be liable to qualitative analysis.

CHAPTER 4: PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This section deals with analysis, presentation and interpretation of data collected through questionnaire, unstructured interview, FGD, and documents. The quantitative data were presented in tables and analyzed using appropriate statistical tools such as frequency count, percentages, means, independent *t-test* and one way *ANOVA* to answer the basic research questions. Moreover the most important points of qualitative data were discussed qualitatively through descriptive statements.

4.1. Background of the Participants

Instructors were asked to indicate their background information through questionnaire while administrators' information was obtained using interview. Thus responses of population of the study regarding sex, age, educational qualification, academic rank, teaching experiences and teaching load per week were described below.

Table1: Characteristics of Respondents by Sex, Age, Educational Qualification and Academic Rank

Variables	Characteristics	Instructors		College deans (interviewee)		<i>FGD participants</i>	
		Freq	%	Freq	%	Freq	%
Sex	Male	59	95.16	3	100	12	100
	Female	3	4.84	-	-	-	-
	Total	62	100	3	100	12	100
Age	25 years & below	6	9.68	-	-	-	-
	26 to 35 years	40	64.52	2	66.67	8	66.67
	36 to 45 years	11	17.74	-	-	4	33.33
	46 years & above	5	8.06	1	33.33	-	-
	Total	62	100	3	100	12	100
Educational qualification	PhD	-	-	-	-	-	-
	MA/MSC	45	72.58	3	100	12	12
	BA/BSC	17	27.42	-	-	-	-
	DIPLOMA	-	-	-	-	-	-
	TOTAL	62	100	3	100	12	100
Academic rank	Graduate Assistant I	7	11.29	-	-	-	-
	Graduate Assistant II	-	-	-	-	-	-
	Assistant Lecturer	10	16.13	-	-	-	-
	Lecturer	45	72.58	3	100	12	100
	Assistant professor	-	-	-	-	-	-
	Associate professor	-	-	-	-	-	-
	Total	62	100	3	100	12	100

As data in the Table 1, reveal 95.16 % (59) teachers and all interview participants were males whereas 4.84 % (3) of the teachers were females indicating that a great disparity exists in sex between male and female. Thus college academic staff is male dominant. As far as age distribution of the college academic staff is concerned 9.48 % (6) teachers are within 25 years and below while 64.52 % (40) of them were within 26 to 35 years old, and 17.74 % (11) were between 36 to 45 years old. The remaining 8.06% (5) teachers were about 46 years and above old age. Two interviewees were also within the age range of 26-35 years while one of them is within age range of 46 years and above. This implies that about 82.26 % (55) of the teachers and

two interviewees were within the age range of 26 to 45 i.e. active, participating and productive age groups.

With regard to educational qualifications and academic rank, 72.58 % (45) teachers and all the interview participants were second degree holders and Lecturers in their academic rank whereas, 27.42 % (17) were first degree holders out of which 11.29 % (7) teachers are Graduate Assistant I, and 16.13 % (10) are Assistant Lecturers. This shows majority of the academic staffs are 72.58 % (45) MA/MSC graduates.

Table 2: Characteristics of Respondents by Teaching Service and Load

Variables	Characteristics	Instructors		College deans (interviewee)		<i>FGD participants</i>	
		Freq	%	Freq	%	Freq	%
Service year in teaching	5 years & below	16	25.81	-	-	-	-
	6-10 years	24	38.71	2	66.67	-	-
	11-15 years	4	6.45	-	-	5	41.67
	16-20 years & above	10	16.13	-	-	7	58.33
	21 years and above	8	12.90	1	33.33	-	-
	Total	62	100	3	100	12	100
Teaching load per week	6-10 periods	14	22.58	-	-	-	-
	11-15 periods	15	24.19	-	-	5	41.67
	16-20 periods	31	50.00	-	-	7	58.33
	21 periods and above	2	3.23	-	-	-	-
	Total	62	100	-	-	12	100

As presented in Table 2, 25.81% (16) of the teachers were with the service year of 5 years and below, 38.71% (24) of them were served for about 6-10 years, 6.45% (4) are within service ranging from 11-15 years, 16.13% (10) are with 16-20 years and above services while 12.90% (8) of them were served for 21 years and above. Two of the interviewees were within service range of 6-10 years while one of them was served above 21 years. The finding indicates that 74.19 % (46) teachers and all officials are in service year ranging from 6-21 years and above.

Regarding teaching load 22.58% (14) teachers were have teaching load of 6-10 periods, while 24.19 % (15) teachers were with the teaching load of 11-15 periods. Half of teachers i.e, 50% (31) were loaded with 16-20 periods of teaching while 3.23% (2) teachers were with 21 periods

and above teaching load per week. All the interviewees have no teaching loads however they are expected to have a teaching load of 2-4 hours according to College Legislation (2003,p.95).

4.2. The Past, Present and Future Research Practice of BCTE Instructors

The researcher attempted to assess the state of teachers’ involvement in educational research in BCTE by looking through teachers conducting research before they were hired to the college and after they were hired, amount of time they devote to research related activities, their future plan to research, estimating the research knowledge and experience based on the research methodology course they have taken and opportunity they had in attending workshops/seminars related to research. Furthermore the status of teachers’ involvement in doing educational research was also suggested on the basis of the subjects that enabled the investigator to identify and make comparison between those teachers who have conducted educational research versus those who have not in line with the research objective, qualitative information estimating the colleges research status obtained from interview and FGD as well as review of documents. The rating scale showing ranges from very high to very low be used to identify the status of educational research at the college under investigation.

Table 3: the Status of Teachers’ Involvement in Research before and after they were Hired

	Items	Options	Freq	%
8	Did you conduct research before you were hired as teaching staff in BCTE?	Yes	53	85.50
		No	9	14.50
		Total	62	100
9	If your response to question N ^o “8” is yes what was your purpose to conduct?	For partial fulfillment of undergraduate/post graduate study.	52	83.70
		For promotion in the structure of your career	3	4.80

		To solve problems in organization	2	3.20
		To acquire knowledge in the area	1	1.60
		to gain income	1	1.60
		Others	3	4.80
		Total	62	100
19	Since the time you are employed to this college, have you conducted research in the area of your specialization or education?	Yes	44	70.97
		No	18	29.03
		Total	62	100
20	If your response for number 19 is “yes” for what purpose did you conducted the research?	For requirement of higher diploma	39	62.90
		For scholarly prestige/do with my promotion	10	16.13
		For effective teaching-learning/quality of instruction	3	4.84
		To seek answers to various social problem	3	4.84
		To test theory	-	-
		To develop theory	-	-
		To solve problems in the college	7	11.29
		Total	62	100%
16	If your response to item number 15 is “agree”; do you have your annual educational research plan in line with your annual teaching plan?	Yes	19	30.65
		No	43	69.35
		Total	62	100
18	What percentage of your time do you devote to research?	5% & below	45	72.58
		6-10%	12	19.36
		11-20%	4	6.45
		21-30%	1	1.61
		Other if any__	-	-
		Total	62	100

As shown in Table 3, 85.50 % (53) respondents have conducted research before they were hired as teaching staff of BCTE whereas 14.50 % (9) teachers have not conducted. Regarding the purpose for which they have conducted, 83.87 % (52) were conducted for partial fulfillment of undergraduate or postgraduate study. The remaining 4.84 % (3) were conducted for promotion in their organizational career, 3.20 % (2) to solve problems in their organization, 1.61 % (1) to acquire knowledge in the area, 1.60 % (1) to gain an income and others 4.84 % (3) for unspecified reasons consecutively. This implies that majority of College instructors have acquired research knowledge, skill, and experience during their pre-service training and have involved in a sort of research activity before they were hired as a teaching staff of BCTE.

At the same time 70.97 % (44) respondents replied “yes” where as 29.03 % (18) of them replied “no” to the item asked whether they have conducted research or not since they are employed to BCTE. The reason for which 62.90 % (39) teachers were conducted was for partial requirement of Higher Diploma Program (HDP), where as 16.13% (10) teachers were conducted for scholarly prestige, 4.84 % (3) for effective teaching, 4.84 % (3) to seek answers to various social problems and 11.29 % (7) to solve problems in the College. The basic reason of which College teachers conducted was focused to be for partial fulfillment of HDP in teaching. Thus the extent to which teachers in BCTE conduct research to explore new findings, improve teaching learning process as well to solve societal problems is low.

In line with the agreement of teachers with the consistency of research activities with teaching, 30.65 % (19) teachers replied that they have research plan aligned with their plan for teaching, where as 69.35 % (43) them have no plan to conduct research mentioning the following major root causes.

- Lack of knowledge to do research;
- Not interested in research;
- Lack of educational research practice (being influenced with experience of scientific research) specialization;

- The institution does not consider research as main activity and taken as additional work and;
- Time constraints etc were among the basics.

Simultaneously interview regarding the College and teachers in the College considered research as part of their plan revealed that research issue is included as part of mission statements of the College SP and teachers were taken an agreement to conduct action research in their annual plans though they do not effect it as intended.(I₁, & I₂,Feb 14,2005). This idea is also confirmed using mission statement stated as conducting researches in a continuous base to improve the college's training program and solving societal problems incorporated in SP (2003, p.21).

Regarding the amount of time teachers devote to research, 72.58 % (45) respondents indicated that they use 5% and below, 19.36 % (12) teachers devote 6-10% of their time, 6.45 % (4) devote 11-20%, and 1.61 % (1) uses 21-30% of their time implying that almost all 98.39% of teachers were using time below national and local standard.

To know the status of College's past research practice and efforts of the college in earlier times, the researcher tried to examine using documents and informal interview. Accordingly informal interview made with an individual served in the College from the time of its establishment to now and review of documents revealed that there was no any significant effort made and practice observed during the time it was providing certificate programs. As plan documents of the college were consulted there is no evidence illuminating the practice of research related activities until 1994. The going on review of these documents made on minute of establishing research Committee of the time revealed the plan statement stated as, "budget will be used from recurrent budget coded as '6271' when proposals will be submitted to research Committee and being approved" in budget year of 1995. However plan document of 1996 did not provide any idea about research. But after diploma program is started in 1997, budget allocating, assigning research Committee, employing research assistant, and including the research issue within strategic and annual plans were among the efforts made. Accordingly proposing a limited amount of money was observed in the college plans with amount of birr 10,000 in year 1997; 5000 birr in 1998, and 10, 000 birr in 1999 to sponsor research practice of each academic year. However except single instructor conducted a research in 1999 there was no significant practice observed.

But in line with the promotion of the institute in to College of Teacher Education (CTE) in 1997, RPO was established as a unit in College Legislation (2000) issued by the Board of BCTE pursuant to the powers vested in it by SNNPRs proclamation N^o,74/96 and the Regional Council Regulation N^o,22/96. According to BCTE Legislation (2000,p.20) RPO being accountable to ARVD which will initiate and support research; identify relevant and pertinent areas of research work in consultation with ARVD; direct and administer the research assistant in areas of research work and publication activities; design ways and means of securing funds; ensure and facilitate the accessibility of publications such as bulletins, newsletters, proceedings, journals; facilitate and take part in workshops, seminars, and symposia related to academic work; coordinate and facilitate the activities of research and publications committee come up to function.

Additionally an informal interview held with previous research assistant/expert of the College now working on other position as supplemented with data obtained from plan and reporting documents of the section about the effort made, progress seen, and reason of the failure informed that significant and visible effort and results were not observed except a teacher among those who submitted proposals in year 2000 reported the findings though no opportunity is prepared to present the findings. In year 2001 the research unit planed five researches with proposed amount of budget 25,000 from College's recurrent budget no practice observed. In Years of 2002 and 2003 though there were numbers of research proposed in annual plans of each year with 20,000 and 25,000 birr for both consecutive years no tangible practice was seen. Because in these years new process of work i.e. BPR was being studied and come in to practice with new structure and changes of all officials with which RPO in previous Legislation was ceased to exercise and the tasks of RPO were stated as tasks of ESO in College Legislation of (2003,p.26) and BPR manual of (2001, p.34).

In year 2004 three formal and twenty action researches were planned to be conducted with proposed amount of birr 30,000 allocated for research. However six formal researches and five action researches were conducted by sixteen teachers involved in a group and on an individual basis. Four action researches were conducted individually while one is conducted with participation of four individuals. Furthermore teachers' research plans of year 2005 were also

seen. Accordingly 6 formal researches were planned to be conducted with proposed amount of birr 26,225.

Table 4: The Status of Teachers’ Involvement and Status of Colleges Educational

Research Activities

	Items	Options	Freq	%
21	How do you rate the involvement of teachers in research work in your College?	Very low	15	24.20
		Low	32	51.60
		Medium	13	21.00
		High	2	3.20
		Very high	-	-
		Total	62	100
		Mean	2.03	
22	How do you rate the status of educational research activities in your college?	Very low	13	20.97
		Low	33	53.22
		Medium	13	20.97
		High	3	4.84
		Very high	-	-
		Total	62	100
		Mean	2.10	

As shown in Table 4, rate of teachers’ involvement in research work in BCTE is rated as very low by 24.20 % (15) respondents, low by 51.60 % (32), medium by 21.00 % (13), and high by 3.20 % (2) respondents. Hence 75.80 % (47) teachers indicated that the status of teachers’ involvement in research is low as supplemented with mean value of 2.03. Concurrently 20.97 % (13) respondents rated the status of educational research activities of the College as very low, while 53.22 % (33) rated as low, 20.97 % (13) as medium and 4.84 % (3) respondents rated as high. Thus the status of educational research activities of BCTE is found to be low as rated by 74.19 % (46) respondents with supporting mean value of 2.10.

Regarding the rate of teachers’ involvement in research and the College’s status of research activities interview revealed that, “he research culture is not developed among the staff and it is in its infant stage” (I₁, I₂, Feb 14, 2005). Additionally idea revealed by FGD stated as “though beginning spark was seen in a year 2004 the research culture and practice is remaining at sadistic stage, as higher institution the practice is not as anticipated. Simultaneously the FGD participants stressed the reason to the failure of research practice is mostly teachers’ lack of professional commitment and suggested that the college has to induce teachers that research is one of the

requirements of professional code of ethics requiring College teachers to devote at least 25 % of their time. ” (FG₁& FG₂, Feb, 18, 2005).

4.2.1. Teachers’ Research Methodology Knowledge

Prior to other basic necessities research methodology knowledge is needed to be considered as a pre-requisite for involvement in research. Hence the level of teachers’ research methodology knowledge and meanses of acquiring and developing it in BCTE was examined.

Table 5. Rate of Teachers Taking Research Methodology Course, Seminars, Workshops and their Usefulness

	Items	Options	Freq	%
10	Have you ever taken research methodology course in your undergraduate study?	Yes	61	98.40
		No	1	1.60
		Total	62	100
11	If your response for question number 10 is “yes” how do you rate the usefulness of the course(s) to under take research in your fields?	Very low	3	4.84
		Low	3	4.84
		Medium	11	17.74
		High	30	48.39
		Very high	15	24.19
		Total	62	100
	Mean		3.82	
12	Have you ever participated in Seminars or Workshops to up-date your research skill in your College?	Yes	26	41.90
		No	36	58.10
		Total	62	100
13	If your response for question number 12 is” yes”, how often research seminars, symposiums or workshops occur in a year?	Once	22	35.50
		Twice	4	6.40
		Three times	-	-
		Four times	-	-
		Not attended	36	58.10
		Total	62	100
14	If your response for question number 12 is “yes” how do you rate the effectiveness of the training in enhancing your research capacity?	Very low	17	27.42
		Low	20	32.26
		Medium	17	27.42
		High	5	8.06
		Very high	3	4.84
		Total	62	100
	Mean		2.31	

As shown in Table 5, almost all i.e. 98.39 % (61), respondents indicated that they have taken research methodology courses in their undergraduate studies. At the same time the usefulness of

the courses was rated as very low by 4.84 % (3) respondents, and as low by 4.84 % (3). However 17.74 % (11) respondents considered its usefulness as medium, while 48.39 % (30) rated as high, and 24.19 % (15) as very high. Hence about two third, i.e. 72.58 % (45) respondents rated the contribution of courses they have taken in their undergraduate studies was high as substantiated with mean value of 3.82.

Regarding participation of teachers in Seminars and Workshops to up-date their research skill, 41.90 % (26) respondents replied that they have participated while the remaining, 58.10 % (36) replied that they didn't participate. Among those who participated 35.50 % (22) of teachers were participated once, where as 6.40 % (4) of teachers have got an opportunity to participate twice. At the same time the effectiveness of trainings in enhancing the research capacities of teachers was rated as low by 59.68 % (37) respondents, and as medium by 27.42 % (17), whereas 12.90 % (8) of respondents rated as high. Hence effectiveness of occasional trainings and seminars was low as rated by 59.68 % (37) respondents and confirmed with mean value of 2.31.

4.3. Factors Affecting Teachers' Involvement in Educational Research Activities

Despite many progresses made in Ethiopian HEIs, there were multiple causal factors that hindered the active involvement of higher education instructors in their duties of practicing educational research that could be classified as human, material, economic, institutional and motivational factors.

4.3.1. Personal Factors

Based on the necessity of the personal supply to work of research from the investigator, the researcher tried to assess the College teachers' attitude towards research; perception on their research knowledge, competence, related experiences, and commitment to collaboratively work in research.

Table 6: Teachers' Attitude towards Research

Teachers' attitude towards research	Response in	Rating scale					Total	Mean
		SD (1)	D (2)	U (3)	A (4)	SA (5)		
Research is the task of those who specialize in research and does not concern every teacher in the College.*	Freq	3	1	3	12	43	62	4.47
	%	4.8	1.60	4.80	19.40	69.40	100	
Instructors could be more creative and improve their teaching methods if they involve in educational research	Freq	1	3	2	22	34	62	4.37
	%	1.60	4.80	3.20	35.50	54.80	100	
Educational research contributes much in solving college's educational and societal problems	Freq	2	2	6	22	30	62	4.22
	%	3.20	3.20	9.70	35.50	48.40	100	
Conducting educational research negatively affects effective teaching*	Freq	6	1	4	7	44	62	4.32
	%	9.70	1.60	6.50	11.30	71.00	100	
Research should be given the same attention as that of teaching	Freq	2	5	12	26	17	62	3.82
	%	3.20	8.10	19.40	41.90	27.40	100	
Research may play a tremendous role in promoting quality education	Freq	1	3	7	21	30	62	4.22
	%	1.60	4.80	11.30	33.90	48.40	100	
I feel considering teachers' research practice as criteria for promotion is unfair.*	Freq	5	9	14	18	16	62	3.50
	%	8.10	14.50	22.60	29.00	25.80	100	
I feel the expense of research in College, outweigh its contribution*	Freq	4	12	20	10	16	62	3.35
	%	6.50	19.40	32.30	16.10	25.80	100	
Grand Mean		4.03						

The asterisk () represents reversed wordings (negative sentences)*

SD= Strongly Disagree =1, D=Disagree=2, U=Undecided =3, A=Agree =4, SA=Strongly Agree=5

In line with the agreement of 87.10 % (54) respondents opinion of research activity has to be done consistently with teaching activities, the attitude of teaching staffs towards research was examined as shown in Table 6. Hence an item stated as research is the task of those who specialize in research and does not concern every teacher in the College was strongly disagreed with 69.40 % (43) respondents, disagreed by 19.40 % (12), undecided by 4.80 % (3), agreed by 1.60 % (1), and strongly agreed by 4.80 % (3) respondents. Therefore, 88.80 % (55) respondents

perceived that research is a concern of every teacher in the College rather than being remain for those who specialized as verified by mean of 4.47. At the same time, 90.30 % (56) respondents believe that, they will be creative and improve their method of teaching when engaged in research as supported with mean value of 4.37.

The contribution of educational research in solving educational and societal problems was disagreed by 6.40 % (4), undecided by 9.70 % (6), and agreed by 83.90 % (52) respondents. Thus the majority of i.e.83.90 % (52) respondents believe that research contributes much in solving College's Educational and Societal problems. Simultaneously the negative effects of conducting educational research on effective teaching was strongly disagreed with 71.00 % (44) respondents, disagreed by 11.30 % (7), undecided by 6.50 % (4), agreed by 1.60 % (1), and strongly agreed by 9.70 % (6) respondents. Hence 82.30 % (51) of teachers believe that research have positive effects on teaching confirmed by mean value of 4.32.

Giving the same attention to research as that of teaching was disagreed by 11.30 % (7), undecided by 19.40 % (12), and agreed by 69.30 % (43) respondents. Therefore 69.30 % (43) teachers supplemented with mean value of 3.82 perceived that research should be given the same attention as that of teaching. Research position in playing a tremendous role in promoting quality education was strongly disagreed by 1.60 % (1), disagreed by 4.80 % (3), undecided by 11.30% (7), agreed by 33.90 % (21), and strongly agreed by 48.40 % (30) respondents consecutively. Thus 82.30 % (51) teachers believe that research can play a remarkable role in promoting quality education.

The feeling of considering research as unfair criteria for promotion was strongly disagreed by 25.80 % (16), disagreed by 29.00 % (18), undecided by 22%(14), agreed by 14.50 % (9), and strongly agreed by 8.10 % (5) respondents. Thus 54.80 % (34) respondents as supported by mean value of 3.5 considered counting research activity, as criteria for promotion, is a proper undertaking. Concurrently the item stated as the expense of research in College outweigh its contribution was strongly disagreed by 25.80 % (16), disagreed by 16.10 % (10), undecided by 32.30 % (20), agreed by 19.40 % (12), and strongly agreed by 6.50 % (4) respondents. Hence as perceived by 41.90 % (26) respondents and supported by mean value of 3.35 the research cost in the College doesn't exceed its contribution.

4.3.2. Teachers' Knowledge

If inquiry is to be soundly conducted and the findings effectively shared teachers need to possess relevant research knowledge and skills. According to Borg (2003) as cited in Gemechu (2006) teachers need to be aware of the different methodological options available and make informed choices amongst them. Thus factors related to competence and commitment to work collaboratively as factors affecting teachers' research involvement were examined.

Table 7: Teachers' Perception of their Research Knowledge, Competence, Related Experience and Commitment to Work Collaboratively

Barriers	Response in	Rating scales					Total	Mean
		LtSB (1)	LsSB (2)	SB (3)	MrSB (4)	MsSB (5)		
Lack of research methodology knowledge	Freq	26	22	8	4	2	62	1.93
	%	41.90	35.50	12.90	6.50	3.20	100	
Lack of past research experience	Freq	13	20	16	10	3	62	2.52
	%	21.00	32.30	25.80	16.10	4.80	100	
Your tendency to read different books, journals, articles and other handouts of educational research	Freq	6	14	26	9	7	62	2.95
	%	9.70	22.60	41.90	14.50	11.30	100	
Your educational level	Freq	35	17	8	1	1	62	1.65
	%	56.50	27.40	12.90	1.60	1.60	100	
Your limited years of teaching experience in higher education	Freq	26	20	10	2	4	62	2.00
	%	41.90	32.30	16.10	3.20	6.50	100	
Lack of in-service research training	Freq	7	13	25	11	6	62	2.94
	%	11.30	21.00	40.30	17.70	9.70	100	
Lack of commitment to work collaboratively in conducting research among teachers	Freq	9	12	18	10	13	62	3.10
	%	14.50	19.40	29.00	16.10	21.00	100	
Lack of skills in research methodology	Freq	19	20	13	10	-	62	2.22
	%	30.60	32.30	21.00	16.10	-	100	
Lack of confidence to undertake research	Freq	18	20	17	5	2	62	2.24
	%	29.00	32.30	27.40	8.10	3.20	100	
Lack of opportunity to participate in research seminars	Freq	4	10	19	20	9	62	3.32
	%	6.50	16.10	30.60	32.30	14.50	100	
Lack of opportunity to conduct research	Freq	20	14	18	8	2	62	2.32
	%	32.30	22.60	29.00	12.90	3.20	100	
Lack of time because of family responsibility	Freq	23	17	12	8	2	62	2.18
	%	37.10	27.40	19.40	12.90	3.20	100	
Lack of interest to conduct research	Freq	20	10	16	6	10	62	2.61
	%	32.30	16.10	25.80	9.70	16.10	100	

Lt SB =Least Serious Barrier, Ls SB = Less Serious Barrier, SB= Serious Barrier, Mr SB=More Serious Barrier, Mt SB=Most Serious Barrier

As shown in Table 7, lack of research methodology knowledge as personal barrier was rated as least serious barrier by 41.90 % (26) respondents, less serious barrier by 35.50 % (22), serious barrier by 12.90 % (8), more serious barrier by 6.50 % (4), and most serious barrier by 3.20 % (2) respondents. So 77.40 % (48) teachers indicated that they have no problem of research methodology knowledge however, 22.60 % (14) of the teachers rated lack of research methodology knowledge affects their engagement in research as supplemented with qualitative information obtained by open ended questions of about one third of respondents. At the same time lack of past research experience was also rated as least serious barrier by 21.00 % (13) respondents, less serious barrier by 32.30 % (20), serious barrier by 25.80 % (16), more serious barrier by 16.10 % (10), and most serious barrier by 4.80 % (3) respondents. Thus 53.30 % (33) teachers with mean value of 2.52 indicated that lack of past research experience did not affect their participation however, 46.70 % (29) teachers still claim that their lack of experience had an effect on their involvement in research.

The influence of teachers educational level on research involvement was rated as least serious barrier by 56.50 % (35), less serious barrier by 27.40% (17), serious barrier by 12.90% (8), more serious barrier by 1.60%(1),and most serious barrier by 1.60%(1) respondents consecutively. Therefore level of education was not problem of 81.90% (52) teachers to involve in educational research. However 73.70 % (42) respondents indicated that teachers' tendency to read different books, journals, articles, and other hand outs of educational research was serious barrier.

Limited years of teaching experience in higher education was rated as least serious barrier by 41.90 % (26) respondents, less serious barrier by 32.30 % (20), serious barrier by 16.10 % (10), more serious barrier by 3.20 % (2), and most serious barrier by 6.50 % (4) respondents. Hence more than two third of respondents i.e., 72.20 % (46) revealed that their teaching experience in higher education is not considered as barrier to involve in research activities.

Lack of in-service training was rated as least serious barrier by 11.30 % (7) respondents, less serious barrier by 21.00 % (13), serious barrier by 40.30 % (25), more serious barrier by 17.70 % (11), and most serious barrier by 9.70 % (6) respondents. Thus 67.70 % (42) of respondents indicated that lack of in-service research training is also an influencing factor. At the same time lack of commitment to work collaboratively in conducting research among teachers was rated as least serious barrier by 14.50 % (9) respondents, less serious barrier by 19.40 % (12), serious

barrier by 29.00 % (18), more serious barrier by 16.10 % (10), and most serious barrier by 20.97% (13) respondents. Hence lack of commitment to work collaboratively in conducting among teachers is considered as serious impediment by 66.10 % (41) respondents as supplemented with interview and FGD results, and mean value of 3.10.

Lack of skill in research methodology was rated as least serious barrier by 30.60 % (19), less serious barrier by 32.30 % (20), serious barrier by 21.00 % (13), and more serious barrier by 16.10 % (10) respondents consecutively. Even though 37.10 % (23) respondents indicated that lack skill in research methodology as a problem, 62.90 % (39) teachers rated it as not hurdle to their involvement in research as supported with mean value of 2.22. Lack of confidence to undertake research was rated as least serious barrier by 29.00 % (18), less serious barrier by 32.30 % (20), serious barrier by 27.40 % (17), more serious barrier by 8.10 % (5), and as most serious barrier by 3.20 % (2) respondents. Hence 61.30 % (38) respondents indicated that lack of confidence was not a barrier for them to engage in research as supplemented with the mean value of 2.24, however 38.70 % (24) of respondents indicated that they lack confidence to conduct research.

Lack of opportunity to participate in research seminars was rated as least serious barrier by 6.50 % (4), less serious barrier by 16.10 % (10), serious barrier by 30.60 % (19), more serious barrier by 30.30% (20), and most serious barrier by 14.50 % (9) respondents. Therefore 77.40 % (48) respondents with mean value of 3.32 revealed that lack of opportunity to participate in research seminars to develop their research knowledge was among constraints to involve in research because there is no regular provisions of research seminars in the college except occasional presentations.

Lack of opportunity to conduct research was rated as least serious barrier by 32.30 % (20), less serious barrier by 22.60% (14), serious barrier by 29.00% (18), more serious barrier by 12.90% (8), and most serious barrier by 3.20 % (2) respondents. Therefore 54.90 % (34) respondents as supplemented with mean value 2.32 witness that there was an opportunity to conduct research. Regarding research opportunity interview and FGD participants asserted that “there are unlimited opportunities including (curriculum gender, practicum, HIV/AIDS etc) as existing untapped opportunities needing frequent research.” (I₁, I₂, Feb 14, 2005 & FG₁& FG₂, Feb, 18, 2005). Lack of time because of family responsibility was rated as least serious barrier by 37.10

% (23), less serious barrier by 27.40 % (17), serious barrier by 19.40 % (12), more serious barrier by 12.90 % (8), and most serious barrier by 3.20 % (2) respondents. Therefore lack of time due to family responsibility was indicated as not a barrier for about two third of the respondents as supported with mean value of 2.18.

Lack of interest to conduct research was rated as least serious barrier by 32.30%(20), less serious barrier by 16.10% (10), serious barrier by 25.80 % (16), more serious barrier by 9.70 % (6), and most serious barrier by 16.10 % (10) respondents. Hence 51.60 % (32) respondents indicated that they lack interest to conduct research due to low incentives and administrative problems as revealed qualitatively.

4.3.3. Research Resources and Facilities

Conducting research requires resources such as reference materials for related literature; accessible sources of information like computers, libraries, laboratories pedagogical centers, archives, and other documentation centers like research centers for its successful and effective accomplishment. Thus availability and adequacy of infrastructure and equipments essential for research practice in BCTE was examined.

Table 8: Teachers View on the Availability and Adequacy of Facilities to Research Activities

Research Facilities	Availability				Adequacy			
	1		2		3		4	
	Freq	%	freq	%	Freq	%	Freq	%
Computer	40	64.52	22	35.48	24	38.71	38	61.29
Printer	32	51.61	30	48.39	30	48.39	32	51.61
Photocopy services	43	69.35	19	30.65	29	46.77	33	53.23
Duplicating services	45	72.58	17	27.42	39	62.90	23	37.10
Stationery materials (pen, paper, CD, Flash Disks etc)	47	75.81	15	24.19	26	41.94	36	58.06
Internet access	26	41.94	36	58.06	12	19.35	50	80.65
Fax services	24	38.71	38	61.29	10	16.13	52	83.87
Telephone services	19	30.65	43	69.35	18	29.03	44	70.97
Laboratory services	40	64.52	22	35.48	27	43.55	35	56.45
Laboratory materials	35	56.45	27	43.55	23	37.10	39	62.90
Conducive working office with materials like chairs and tables	32	51.61	30	48.39	35	56.45	27	43.55
Vehicle(transportation services)	37	59.68	25	40.32	22	35.48	40	64.52
Recent reference materials (books, journals, research reports etc) in the college library.	26	41.94	36	58.06	21	33.87	41	66.13

Key: 1=Available, 2=Not Available, 3=Adequate, 4=Not Adequate

In Table 8, among the necessary equipments, 64.52 % (40) respondents indicated that computers were available whereas 35.48 % (22) were revealed as not available. Simultaneously adequacy of computer is indicated by 38.71 % (24) respondents whereas 61.29 % (38) of them indicated as not adequate. Printer as an accessory to computer was indicated as available by 51.61 % (32) respondents though, 48.39 % (30) respondents replied as not available 48.39 % (30). At the same time inadequacy of printers was indicated by 51.61 % (32) respondents. Therefore the provision of computers and printers did not suffice the teachers' need to involve in research. Furthermore, 69.35 % (43) respondents rated the availability of photocopy service while 53.23 % (33) respondents revealed inadequacy of the service. Availability and adequacy of duplicating service is indicated by 72.58 % (45), and 62.90 % (39) respondents respectively. Stationery materials such as pen, paper CD, Flash Discs etc were considered as available by 75.81 % (47), while 58.06 % (36) of respondents rated as inadequate. Regarding availability and adequacy of materials interview and FGD participants stressed that, "computers, printers, photocopy and duplicating services, stationeries (pen, paper, CD, Flash Discs etc) are available and accessible to the level allowing instructors to engage in research though not believed to be adequate and these materials could not be considered as prohibiting factors." (I₁,I₂,Feb 14,2005& FG₁& FG₂, Feb, 18, 2005).However the significant amount of quantitative data reveal that these materials were not provided for teachers at an encouraging level to involve in educational research.

Furthermore among basic infrastructures internet service plays a remarkable role in production, communication, and dissemination of research works. Internet access in BCTE is rated by 58.06 % (36) respondents as it was not available, while 80.65 % (50) respondents rated as inadequate. Furthermore the finding of both interview and FGD in line with questionnaire indicated that internet service was inadequate though there is an effort to develop broad band internet service in the future. Simultaneously fax service was indicated by 61.29 % (38) respondents as not available while 83.87 % (52) respondents revealed that the service was not adequate. Telephone service is also rated as not available by 69.35 % (43) respondents and not adequate as indicated by 70.97 % (44) respondents.

Regarding availability and adequacy of these technological equipments and systems interview revealed that, "however these facilities are available to limited amount and rate they can be allowed to teachers conducting research." (I₁,I₂,Feb 14,2005& FG₁& FG₂, Feb, 18, 2005).As to

the observation of the researcher fax and telephone apparatuses were limited and connected only in administrative offices that were not easily accessible to teachers in different departments. The existing dial-up connection of internet service which was connected to fewer computers at a computer center was found inadequate and inactive for teachers to easily access and use resources for research purposes continuously.

Laboratory services and materials were indicated by 64.52 % (40) and 56.45 % (35) respondents as available while, 56.45 % (35), and 62.90 % (39) respondents indicated as inadequate respectively. Simultaneously recent reference materials (books, journals, research reports etc) in the college library were rated as not available by 58.06 % (36) respondents and inadequate by 66.13% (41). Interview and FGD data also support the inadequacy of laboratory materials and laboratory services though the existing limited access may allow teachers to involve in conducting action researches of limited material requirement. (I₁, & I₂, Feb 14, 2005 & FG₁ & FG₂, Feb, 18, 2005). Working office conducive with materials like chairs and tables was indicated as available by 51.61 % (32) respondents while 56.45 % (35) indicated as adequate. Lastly availability and inadequacy of transportation services was indicated by 59.68 % (37) and 64.52 % (40) respondents respectively. Thus all the necessary equipments except working office conducive with materials like chairs and tables and duplicating services as indicated by the majorities were inadequate.

4.3.4. Institutional Factors

Work load/shortage of time, finance, environment conducive and support, limited dissemination and utilization of research findings, RPO organizing research activity, may affect teachers' research involvement.

4.3.4.1. Research Publications and Dissemination

The existence of publication and channels for disseminating educational research findings as an important part of expanding the positive impact of research the issue of institutional policy and dissemination of research results being factors for teachers' involvement in educational research were examined.

Table 9: Factors Related to Institutional Policy, Research Management, Publication and Dissemination

	Items	Options	Responses in	
			Freq	%
28	How do you rate the nature of your institutional policy on encouraging research work?	Very low	6	9.70
		Low	19	30.60
		Medium	28	45.20
		High	9	14.50
		Very high	-	-
		Total	62	100
	Mean	2.65		
27	There is research and publication office organizing research activity in your college.	Yes	24	38.70
		No	38	61.30
		Total	62	100
29	Are there opportunities to disseminate research works in your College?	Yes	26	41.90
		No	36	58.10
		Total	62	100
30	If your response for question number 29 is “yes”, through what mechanism?	Seminar	5	8.10
		Conferences	5	8.10
		Publications	2	3.22
		Workshops	14	22.58
		Symposiums	-	-
		others (if any)	-	-
	Total	26	42.00	

As it can be seen from Table 9, the nature of institutional policy on encouraging research work was considered to be medium as indicated by 45.20 % (28) respondents and supplemented with mean value of 2.65. Regarding institutional policy on encouraging research work documents like College legislation, HEPs, manual of BPR, and SP of the College were consulted. According to College Legislation (2003, p.92), HEP (2009, p. 22), Manual of BPR (2001, p.38) an academic staff member has the right and freedom to conduct problem solving studies(formal and action research) with the mission of the college and enhancement of his/her field of specialty and promote inquiry and findings; transfer knowledge and skills in the specific area of self-competence and professional position that are beneficial to the country or at least ensure that own teaching is research and study-based and continuously updated; shall have the right to disseminate his/her findings by all legal means; is required to carry out research activities give talks at seminars and conferences.

Moreover the existence of RPO organizing research activity in the College was rated as “yes” by 38.70 % (24) respondents while 61.30 % (38) respondents rated as “no”. Hence more than half of respondents indicated that there is no RPO organizing research activity. The existence of opportunities to disseminate research works in the College was replied as “yes” by 41.90% (26) respondents whereas 58.10 % (36) replied as “no”. Those who rated the existing disseminating opportunities of research results indicated also 8.10 % (5) seminar, 8.10% (5) conference, 3.22 % (2) publications, 22.58 % (14) workshops were among the opportunities. Results of interviews and FGD supplemented the quantitative results of majorities regarding the existence of RPO and disseminating opportunities. Accordingly both interview and FGD revealed that “except occasion of workshops on action research and presentation conference made in 1999 and in 2004 there were no consistent and regular opportunities to disseminate research results”.(I₁,I₂,Feb 14,2005& FG₁& FG₂, Feb, 18, 2005).Simultaneously it was informed by interview made with officials that RPO which was acting as research coordinating section accountable to College ARVD according to BCTE Legislation (2000, p.19-20) was Ceased with the implementation of BPR.

Hence the researcher tried to look into how research activity is being managed. Then after with the implementation of BPR College legislation was improved. Accordingly the issues which have been duties of RPO were stated in College legislation (2003, p. 25), Section II N^o 2.1.9 as duties and responsibilities of Education Stream Officer (ESO) stated under Z, bb, as it facilitates and supports the conducting, publication and dissemination activities of both basic and action research; N^o 2.1.10, j. and ESO initiates and facilitates research works, workshops, and seminars. But in view of the fact that ESOs are over loaded with routine activities of the College, research duty is assigned to a committee established by ETO as a focal person accountable to TELDA and secretary incorporating teachers from different departments i.e., English, Chemistry, Biology, and Professional Studies Departments to manage research practice, develop TOR to evaluate researches so far conducted for publication. According to data from interview “teachers are not waited for proposal defense and screening. Instead they are simply allowed to proceed with what they intend to do with the only intention of creating and developing research culture” (I₁, I₂ Feb, 13, 2005). With this approach in year (2004) a College research breakthrough was made and about 6 formal research and 6 action researches were presented on research conference next to a research being conducted and presented in 1999. This is because, the college has no organized

body managing research practice except committee established to set TOR to evaluate researches conducted in year 2004 for publishing purposes. (I₁& I₂ Feb, 14, 2005)

As informed by ETO and seen from plan document based up on this approach in year 2005, nine formal research proposals and two titles, three action research proposals and one title were submitted to Vice Dean and TELDA, while four formal research proposals on curricular aspects were submitted to Vice Dean and ETMDTI Core Process Owner section. Accordingly, as data from FGDs revealed;

“Teachers were feeling confused of where to submit titles and proposals for screening and approval, what guideline to follow, who would follow and support the research practice as well as manage according to their proposal. The management of research remains loose. Hence though the effort some teachers making to develop is encouraging the quality of research reports and proposals as well as the way it is managed requires further investigation for its future development.”(FG₁, Feb, 18, 2005)

Therefore within a College any teacher submitted proposal is simply allowed to proceed without competing, selected, and approved as priority area on the basis of TOR it is amazing that how a teacher involved in more than two (three/four) researches might have accomplished and will accomplish researches within professional code of ethics. Hence from the scratch some teachers’ involvement and the way College finances and manages the research activity may lead to perceive it to be a superficial duty because research practice need to follow organized phases.

Table10: Time Related Factors

Institutional challenges hindering teachers involvement in research	Response in	Rating scales					Total	Mean
		SD (1)	D (2)	U (3)	A (4)	SA (5)		
Most teachers at your college have enough time to conduct research	Freq	27	5	9	7	14	62	2.61
	%	43.50	8.10	14.50	11.30	22.60	100	
Heavy teaching load at your college consumes more time of teachers and minimizes their time to conduct research	Freq	7	15	4	26	10	62	3.27
	%	11.30	24.20	6.50	41.90	16.10	100	

As shown in Table10, teachers having enough time to conduct research was disagreed by 51.60 % (32), undecided by 14.50 % (9), agreed by 33.90 % (21) respondents. Slightly over half of

teachers 51.60 % (32) as supported with mean value of 2.61 revealed that they have no enough time to conduct research. More than half 58% (36) of respondents indicated that heavy teaching load consumes more and minimizes their time to conduct research as supplemented with mean value of 3.27. Regarding the influence of time interview and FGDs results assert that time due to over load was one of the constraints.

4.3.4.2. Finance

To examine the influence of financial adequacy, fast, and timeliness, existence of clearly stated budgetary procedure ensuring the allocation of timely and adequate budget for research purposes and adequacy of incentives were presented in Table 11.

Table11: Finance Related Factors

Institutional challenges hindering teachers involvement in research	Response in	Rating scales					Total	Mean
		SD (1)	D (2)	U (3)	A (4)	SA (5)		
Adequate, research fund was assigned for approved proposals	Freq	8	25	20	8	1	62	2.50
	%	12.90	40.30	32.30	12.90	1.60	100	
The financial service to conduct educational research in your college is as fast and on time	Freq	15	23	17	7	-	62	2.26
	%	24.20	37.10	27.40	11.30	-	100	
There is clearly specified budgetary procedure that ensures allocation of research fund on time as fast for approved proposals	Freq	12	21	23	6	-	62	2.37
	%	19.40	33.90	37.10	9.70	-	100	
Research incentives in your College are satisfactory	Freq	10	22	22	8	1	62	2.53
	%	16.10	35.50	35.50	12.90	1.60	100	

Adequacy of research fund assigned for approved proposals was disagreed by 53.20 % (33) respondents while 32.30 % (20) were undecided and the remaining 14.5 % (9) respondents were agreed. Therefore more than half of teachers indicated inadequate research fund was allocated for approved proposals as supported with mean value of 2.50. At the same time fast and timeliness of financial service to conduct educational research in the college was strongly

disagreed by 24.20 % (15), disagreed by 37.10 % (23), undecided by 27.40 % (17), and agreed by 11.30 % (7) respondents. Hence according to 61.30% (38) respondents the financial service to conduct research was not fast and on time as supported with mean value of 2.26.

Concerning the existence of clearly specified budgetary procedure which may ensure the allocation of research fund on time and fast for research 19.40 % (12) respondents strongly disagreed, while 33.90 % (21) were disagreed, 37.10 % (23) undecided, and the remaining 9.70 % (6) respondents were agreed consecutively. Hence 53.30 % (33) teachers indicated that there is no clearly stated budgetary procedure ensuring the allocation of research fund fast and on time as verified with mean value of 2.37. Adequacy of research incentive of the college was strongly disagreed by 16.10 % (10) respondents, disagreed by 35.50 % (22), undecided by 33.50 % (22), and agreed by 14.50 % (9). Hence 51.6 % (32) respondents supported with mean value of 2.53, indicated that research incentives in BCTE were not pleasing.

Regarding financial adequacy, timeliness, and procedure interview and FGD results supported what was revealed by majorities. Accordingly FGD revealed that, "except providing teacher researchers with per diem and transportation cost for data collection it is after researchers presented their research result that the College provides teachers with money as an incentive. Thus the college remunerated researchers by paying the amount of birr 6,000 for those who conducted formal research, and birr 3,000 for those who conducted action research, in year 2004." (FG₁, Feb, 18, 2005). This implies that payment for research in the College lacks timeliness. In this regard an interview revealed as, "The College paid teacher researchers after they present their research findings due to the lack of organized body to handle the research phases with financial requirements and lack of clear financial procedure for research cost." (I₁, Feb, 14, 2005). The amount is considered as adequate by FGD and interview participants however the majority of teachers claimed the amount of research fund was inadequate as supported by mean value of 2.50.

Table12: Budget Allocated for Research Practice across Different Years

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005
Budget	10,000	5,000	10,000	20,000	25,000	20,000	25000	30,000	26225

Source: Annual Budget Plans of BCTE (1997-2005 e.c) As data in Table 12 reveal the budget allocation of BCTE in consecutive years show irregular growth and allocation of inadequate budget that was not encouraged and enabled teachers to seriously engage in research practice.

4.3.4.3. Conducive Environment and Support

As Hitchcock and Hughes (1995) stated in Birhanu (2009, p.55) teachers’ working condition is a major component among the basic essentials that are required to carry out research. It has been noted that teachers’ political, social, economic and cultural security would allow them to take part in any essential professional activities like conducting research. However the nature of teachers’ working conditions can impinge on an activity as demanding as research.

Table 13: Teachers View on Administrative Affairs of College

Institutional challenges affecting teachers’ involvement in research	Response in	Rating scales					Total	Mean
		SD (1)	D (2)	U (3)	A (4)	SA (5)		
Research work is considered in teachers’ professional promotion at your college.	Freq	4	8	20	26	4	62	3.29
	%	6.50	12.90	32.30	41.90	6.50	100	
There is instructors’ collaboration with each other for educational research activities in your college.	Freq	3	20	19	20	-	62	2.90
	%	4.80	32.30	30.60	32.30	-	100	
There is support and encouragement from top management in your college.	Freq	4	8	19	29	2	62	3.27
	%	6.50	12.90	30.60	46.80	3.20	100	
There is environment conducive for conducting educational research.	Freq	5	18	17	21	1	62	2.92
	%	8.10	29.00	27.40	33.90	1.60	100	

Key:SD=Strongly Disagree,D=Disagree, U=Undecided, A=Agree and, SA= Strongly Agree

As data in Table 13 reveal,6.45%(4) respondents were strongly disagreed, while 12.90 % (8) were disagreed, to the rate of considering research work in teachers’ professional promotion, whereas 32.30 % (20) were undecided, 41.90 % (26) agreed, and 6.50 % (4) respondents were strongly agreed. Therefore 47.40 % (30) respondents were agreed with the idea that research work is counted in teachers professional promotion asserted with mean value of 3.29 while,

32.30 % (20) of the respondents were undecided and still 19.35%(12) were disagreed. Results of interview in line with this issue support that research work is considered in teachers' performance evaluation, promotion of academic ranks in legislations, considered during scholarship competitions given the amount of promotion of 10%.(I₁,I₂,Feb, 14,2005).However results of FGD also revealed that," though it was stated in documents promoting teachers with the criteria was not practical." (FG₁& FG₂, Feb, 18, 2005)

The existence of instructors' collaboration for educational research activities in the college was strongly disagreed with 4.80 % (3) respondents, disagreed by 32.30 % (20), undecided by 30.60% (19), and agreed by 32.30 % (20) respondents. The mean value 2.90 supporting the practice as disagreed with 37.10% (23) respondents shows the existence of collaboration among instructors was low. FGD discussants and interviewees mentioned that lack of collaboration was constraint though there is a spark seen in a year 2004 research practice. (FG₁, Feb, 18, 2005& I₁, Feb, 14, 2005).Accordingly the researcher reviewed reports and proposals of teachers. Hence the practice seen in researches conducted in year 2004, and plans proposed for year 2005 reveal that there is the flash of collaboration in spark of research practice emerging in a limited rate exists among some members of the research participants. Thus in 2004 five formal researches among six and one action research among five were conducted in group. In 2005 four formal and one action research proposals were submitted also on a group bases which needs to develop widely among other members of the staff who are mostly novice to research practice.

Half of the respondents were agreed to the existence of support and encouragement from top management while 19.40 % (12) were disagreed, and 30.60% (19) were undecided. Therefore as agreed by 50% (31) respondents and supported by mean value of 3.27, support and encouragement from top management in the college tends existing at an average level. Accordingly, 37.10% (23) respondents were disagreed about the existence of environment conducive for conducting educational research while, 27.40 % (17) were undecided whereas, 35.50 % (22) respondents agreed. This shows that the existence of environment conducive for research still lags behind the expected level/ not high/as supported with the mean value of 2.92.

Table14: Factors Related to the Existence of RPO, it's Work to Increase Research Fund and Frequent Changes of Persons in RPO

Institutional challenges affecting teachers' involvement in research	Response in	Rating scales					Total	Mean
		SD (1)	D (2)	U (3)	A (4)	SA (5)		
Research and publication office of the college is organized to provide necessary support timely to enhance research capacity of teachers.	Freq	14	18	22	7	1	62	2.40
	%	22.60	29.00	35.50	11.30	1.60	100	
Research & publication section work closely with external organization to increase research fund.	Freq	23	23	15	1	-	62	1.90
	%	37.10	37.10	24.20	1.60	0	100	
Frequent changes of personnel in research units/sections at the college affected research activity.	Freq	4	17	27	10	4	62	2.89
	%	6.50	27.40	43.50	16.10	6.50	100	

As it can be seen from Table 14 the effect of research and publication affairs on research activity of the College was also examined. Accordingly 51.60 % (32) respondents disagreed, while 35.50 % (22) were undecided, and 12.90 % (8) respondents were agreed with the availability of organized RPO providing necessary and timely support to teachers. Thus a slight more than half 51.60 % (32) of respondents indicated the absence of RPO organized to provide necessary support to enhance research capacity of teachers as supported by mean value of 2.4. Simultaneously the existence of RPO working closely with external organization to increase research fund was strongly disagreed by 37.10 % (23) respondents, disagreed by 37.10 % (23), undecided by 24.20% (15), and agreed by 1.60 % (1). Supplemented by mean value of 1.90, 74.20 % (46) respondents indicated absence of RPO working with external organization to increase research fund.

Lastly the effect of frequent changes of personnel in research units/sections/ at the College on research activity was strongly disagreed, by 33.92 % (21) respondents, undecided by 43.50 % (27), and agreed by 22.60 % (14) respondents. Hence frequent changes of personnel in research coordinating section as supported by mean value of 2.89 have no effect on teachers' involvement in to research.

Table 15: Factors Related to Material Support, Access to Data, In-Service Trainings, Utilization of Research Outcomes and Committee Responsibilities

Institutional challenges hindering teachers involvement in research	Response in	Rating scales					Total	Mean
		SD (1)	D (2)	U (3)	A (4)	SA (5)		
There is administrative delay to get necessary material support	Freq	1	11	16	27	7	62	3.45
	%	1.60	17.70	25.80	43.60	11.30	100	
There is accessibility of data for those who conduct research in the college	Freq	7	21	12	20	2	62	2.82
	%	11.30	33.87	19.40	32.30	3.20	100	
Research seminars, workshops, and/or symposiums(in-service research training) in your college are adequate to enhance research capacity	Freq	21	26	7	8	-	62	2.03
	%	33.90	41.90	11.30	12.90	-	100	
Teachers in your college get copies of research works of their colleagues	Freq	20	23	11	6	2	62	2.14
	%	32.30	37.10	17.70	9.70	3.20	100	
In your college research outcomes are being utilized properly	Freq	22	23	11	4	2	62	2.05
	%	35.50	37.10	17.70	6.50	3.22	100	
Administrative or committee responsibilities have no effect on your research involvement*	Freq	5	13	12	16	16	62	3.40
	%	8.10	21.00	19.40	25.80	25.80	100	

The asterisk () represents reversed wordings (negative sentences)*

Key: SD=Strongly Disagree D=Disagree, U=Undecided, A=Agree and, SA= Strongly Agree

Regarding administrative delay to get necessary material support, 19.30 % (12) respondents were disagreed, 25.80 % (16) were undecided, whereas 54.90 % (34) of respondents were agreed. Hence 54.90 % (34) of the respondents indicated the existence of administrative delay in getting material support as supplemented with mean value of 3.45.

At the same time 45.10% (28) respondents were disagreed about the accessibility of data for those who conduct research in the college while 19.40 % (12) were undecided and 35.50 % (22) respondents were agreed. However 35.50 % (22) respondents signified that there is an access to data, lack of easily access for those who conduct research in the college is revealed by 45.10 % (28) participants as supplemented with mean value of 2.82. FGD and interview participants supporting this finding informed that, “there were occasions in which teachers forget to respond questionnaires being loaded with teaching, administrative and individual reasons.” (I₁, Feb, 14,

2005 & FG₁, Feb, 18, 2005). It was also revealed by open ended questions as secondary data is not easily accessible in the College.

Pertaining adequacy of provision of research seminars, workshops, and/or symposiums to enhance research capacity, 33.90 % (20) of respondents were strongly disagreed, while 41.90 % (26) were disagreed, whereas, 11.30 % (7) were undecided, and 12.90 % (8) respondents were agreed. Consequently about three fourth 75.80 % (47) of the respondents as asserted by mean value of 2.03 indicated inadequacy of in-service research training in the BCTE. Interview and FGD results also support that teachers rate of participation in workshops, training and seminars is low. “Except occasional provision of workshops on concepts and practices of action research there was no regular provision of research conferences and seminars. It can be perceived almost non-existent.” (I₁, Feb, 14, 2005 & FG₂, Feb, 18, 2005)

The issue of teachers getting copies of their colleagues’ research works was disagreed by 69.40 % (43) respondents, undecided by 17.70 % (11), agreed by 12.90 % (8) respondents. As it was disagreed by 69.40% (43) of the respondents and supported with the mean value of 2.14, confirmed with interview and FGD results teachers in BCTE were not accessible to get copies of their colleagues. As revealed by interview this is because model researches to be accessed were not selected due to the reason that RPO committee yet established is in the process of designing TOR which could be used to select model or good quality works of teachers research to access for colleagues and for publication. (I₁, & I₂ Feb, 14, 2005)

Twenty two (35.50%) of respondents were strongly disagreed, while 37.10 % (23) disagreed, and 17.70 % (11) were undecided, to existence of proper utilization of research outcomes in the college, whereas 6.50 % (4) were agreed and 3.20% (2) respondents were strongly agreed. Nearly two third i.e.72.60 % (45) of respondents asserted by mean value of 2.05 shows that research outcomes are not being utilized properly in BCTE.

The influence of administrative or committee responsibilities on teachers research practices was strongly disagreed by 25.80 % (16) respondents, disagreed by 25.80 % (16), undecided by 19.40 % (12), agreed by 21.00 % (13), and strongly agreed by 8.10 % (5). Thus nearly half 51.60 % (32) of the respondents rated that administrative or committee responsibilities have an effect on research involvement as supplemented with mean of 3.40.

4.4. Teachers Research Involvement versus their Experience and Qualification

The general assumption related to instructors years of teaching experience is that, when teacher gets more experience, he/she will be effective in his/her work including research activities. Experience and qualification provide teachers with necessary knowledge base for practicing educational research in their subject areas. In light of this relationship between teachers involvement in conducting educational research with their teaching experience and qualification was computed.

Table16: Independent t-test Result between BA and MA Research Practice

Research practice		N	Df	X	S	t-test
Qualification	BA	17	60	.08627	.49259	.659
	MA	45			.44721	

$P^* > 0.05$

To see whether there exists statistically significant mean difference between BA and MA in research activities at the college, independent t-test was employed. The result in Table 16, revealed that the mean difference in both educational qualification was found to be insignificant at $\alpha 0.05$ ($t=0.659$, $df=60$, $p > 0.05$). This means that instructors educational qualification levels have no effect in their research activities at the college.

Table17: Summary of ANOVA on Instructors Research Practice in Their Work Experience

Variables	Sources of variation	Sum of squares	Df	Mean square	F	P
Service	Between groups	.541	4	.135	.630	.643
	Within groups	12.233	57	.215		
	Total	12.774	61			

$P^* > 0.05$

In Table 17, ANOVA was carried out to see if there was statistical significant difference among the means of five groups of instructors' research practice who have different levels of teaching experiences in the college. The result confirmed that the differences were not significant at α

0.05 among the instructors having different levels of teaching experience. The means of the five groups were insignificant different ($F(4, 57) = 0.630, P > 0.05$). This implies that the instructors having different levels of teaching experience at college were in the same way in research practice.

4.5. Summaries of additional Problems/Factors/ as Revealed by Open Ended Questions, Interview, and FGD other than Denoted by Quantitative Data

Lack of research culture and understanding about the benefit of research among staff in the College, tiresome of research practice, lack of teachers motivation, fear of criticism or friends discouragement, lack of interest due to administrative problems, lack of confidence due to limited knowledge and skill to carry out research, lack of administrators and teachers commitment, lack of awareness and unfamiliarity of Math and Natural Science instructors with educational research, lack of motivation and minimum encouragement from College administrators, lack of mechanism and proper structure to support and lead research activities and neglecting those teachers who participate in research, and lack of manuals to follow, lack of experience sharing, lack of practical significance and undermining the role of research too late to implement research findings, absence of promotion, lack of secondary data and instruments not responded.

4.6. Efforts Made by BCTE to Develop and Maintain Teachers Capacity for Undertaking Research.

The College has made the following efforts across time as revealed qualitatively.

- College academic staffs with second degree were invited to present their thesis;
- Informing and initiating teachers as research is part of their professional career and urging them to participate in research at occasions of SP and annual plan and their reports discussion times of different meetings;
- Incorporating research in SP and annual plans budget was proposed in each year;
- Announcing research areas teachers were invited to submit proposals in the area of their interest and specialization;
- Recognizing proposals without any restrictions, giving incentive for those who have done research, and incorporating research as promotion criteria;

- Workshops and training on action research and providing training through HDP for new teachers and providing scholarship for further education.
- Currently the college formed Editorial Board (RPO Committee) to evaluate reports of teachers' research.

4.7. Participants Suggestions for Improvement of Research in BCTE.

The following suggestions were revealed by participants to promote research in BCTE through qualitative means.

- Awareness creation should be made by experienced staff and officials for newly employed and up-dating those experienced in convincing the importance of research for effective teaching and learning.
- Creating research work affiliation and experience share with Universities or among Colleges in the same region and other regions known for good research practice.
- RPO should be organized with personnel of appropriate status and skill to collaborate with Universities and Colleges in developing research capacity of teachers.
- There should be TOR and commented guideline for consistent appraisal of research title, proposal, report presentations and dissemination of the findings.
- There should be continuous annual, semester and quarterly research seminars symposiums workshops and publications for dissemination, up-dating and developing knowledge and skill of teachers to develop the research culture.
- Holding serious discussions with and among instructors about how to engage in research activities.
- BPR has to reconsider research issue and its management.
- Adequate budget and research cost should be allocated. There should be attractive incentive mechanism and moral support for beginner researchers.
- Providing and fulfilling infrastructures, materials and facilities; equipping library with recent reference materials; improving and accessing fast broad band internet services for offices and departments.
- Research should be appreciated in kind, taken as first and the most criteria for any promotion and educational scholarships.

- Motivating and encouraging those who are interested and engaged in research work by rewarding.
- College administrative bodies should know and consider that research undertaking as key practice of higher institution and to this effect environment conducive should be created for research. Implementing what has been so far found.
- Focusing on problems related to education (teaching and learning). Accessing data for researchers who conduct study should be habituated.
- Commitment of teachers to conduct and disseminate should be developed as the first and the most thing.
- Action research teachers in the college ought to show clear cut professional direction for others, if not they have to take short training from some experienced universities and colleges and play the role for its improvement in a long run.
- Avoiding criticism from any angle and making teachers free to work according to their interest.
- Further research has to be conducted in properly identifying and tackling the basic and actual hindering factor of the college.

4.8. Results and Discussions

4.8.1. Status of Teachers' Involvement in Educational Research

In Ethiopia, though Universities are expected to conduct research as stated in ETP, very little research is actually carried out as compared to their potentials (Derebssa 2004). Amare (2000), Ayalew (2000), Gemechu (2006), Asrat (2007), indicated that the status of research in Ethiopia's HEIs is in its early stage. Asrat (2007) also revealed that status of educational research in Education Faculty of Haramaya University was extremely marginal which could be considered as low or absent because almost all instructors of the Faculty were not engaged in research. According to the finding of Birhanu (2009), research status of Colleges of Tigray Region was low where as Kiflom (2009) found that research status of Mekelle University was found to be satisfactory. Recently as studied by Fuad (2012) the research status among teaching staffs of Debre Birhan University is low while Tariku (2012) revealed the research status of Ambo University as Medium. Tekle (2012) concluded the research practice of Colleges of Tigray region was low. Accordingly quantitative and qualitative data generated in BCTE revealed that the teachers' involvement in educational research activities is low. Accordingly as indicated by

75.80 % (47) respondents supplemented with a mean value of 2.03 the status of teachers' involvement in research and consequently the status of educational research in BCTE is low as rated by 74.19 % (46) respondents and supported by mean value of 2.10. Furthermore 69.35 % (43) teachers have no research plan while 30.65 % (19) teachers have planned to conduct research. Almost all (98.39%) teachers indicated that they use 10 % and below of their time for research. As a result it was only 14.89 % (13) teachers involved in conducting research with the intension of exploring new findings, improve teaching learning process and solving societal problems, however the majorities 85.11% (49) of teachers were not involved. This finding aligns with Amare (2000), Ayalew (2000), Derebssa (2004), Gemechu (2006), Asrat (2007), Birhanu (2009), and Fuad (2012), Tekle (2012), and contradicts with Kiflom (2009) and Tariku (2012).

4.8.2. Necessary Conditions, Resources, and Bodies Coordinating Research

4.8.2.1. Time for Research Purpose

Time is the basic requirement for the purpose of designing, conducting, analyzing, concluding and reporting the results of research. Thus research by its nature becomes time consuming activity demanding time as the most important input. Time may also partly contribute to the fewer involvements of teachers in educational research. Similarly Seyoum (1998), Adane (2000), and Fuad (2012) mentioned that heavy teaching work load is one of the persistent problems in the participation of teachers in educational research. Tariku (2012) concluded that work load/shortage of time due to teaching and other activities hindered teachers' participation in educational research of Ambo University. According to HEP (2003, p.2) teachers need to devote quarter of their time for research and two third of their time for teaching purposes. However 53.23 % (33) of the respondents were hold above normal work load. i.e. 16-21 and all the teachers are assumed to hold a minimum of 12-15 classes and 2 hours practicum work of 25 students in addition to participation they have in different co curricular activities and committee works as a normal work load according to the College Legislation (2003,p.95). Accordingly 58 % (36) of teachers indicated that heavy teaching load consumes more time and minimizes their time to conduct research as supplemented with mean value of 3.27. Nearly half, 51.60 % (32) of the respondents indicated that administrative or committee responsibilities have an effect on their research involvement and they have no enough time to conduct research as supplemented with mean of 3.40 and 2.61 consecutively. Consequently almost all 98.39 % of the teachers were used

time below national and local standard for research related activities. Hence time shortage due to heavy teaching and non teaching workloads partly contributed to the low teachers' involvement in educational research. The findings of this study align with Seyoum (1998), Adane (2000), Fuad (2012), and Tariku (2012).

4.8.2.2. Research Plan

Planning, literally, means picturing a head of what to do, when, why, by what means, how, by whom, to do activities which is aimed at achieving goals. Institutions made use of planning for defining their mission statements (ultimate purpose), characteristics (the type of institution that one seeks to become) and the vision (a rationale for that characteristic). According to Fattu (1960:1047) cited in Gemechu (2006) planning is instrumental in operating the theoretical design of tasks i.e. it helps to identify priority areas of operation; saves time resources and man power from wastage; reminds the procedural and sequential aspects of task implementation and helps to identify the simplest cost effective mechanism or strategy of accomplishment. Thus both the institution and teachers need to have research plan to be free from the firefight approach, because lack of short, medium and long range plans negatively influence proper implementation. According to the findings of Gemechu (2006), 73 % College teachers of Oromya region have no educational research plan hand in hand with teaching learning practice. Tariku (2012) found that 69.8% of Ambo University teachers do not have annual educational research plan in line with their teaching plan. Birhanu (2009) revealed that 59.7 % of respondents in Colleges of Tigray Region have research plan. Similarly Fuad (2012) 73% of teachers of Debre Birhan University were having plan to conduct research in the future. Accordingly BCTE has plan for research in its SP and annual plans as obtained from documents and interview. Research is incorporated in the mission statement of College's SP however majority 69.35 % (43) of teachers revealed that they have no research plan while 30.65 % (19) teachers were planned to conduct research. This was because they lack of knowledge to do research, are not interested in research, lack of educational research practice (being influenced with experience of scientific research) specialization, the institution does not consider research as main activity and taken as additional work, time constraints were among the basic reasons revealed qualitatively. This by itself is an

obstacle along the way of research progress and consistency. This finding aligns with Gemechu (2006), Tariku (2012), and contradicts with Birhanu (2009) and Fuad (2012).

4.8.2.3. Teachers Attitude towards Research

According to Abraham (2004) as cited in Melese(2010) attitude and interest in research are the major conditions to effectively conduct educational research. Accordingly in the case of Haramaya University, based on the primary data collected through interview and FGD, (Asrat,2007) found that most instructors in the education Faculty lacked real interest in educational research, as a result they are not engaged in it. However Fuad, (2012) revealed that teachers of Debre Birhan University having positive attitude towards research inadequately involved in research. Tariku (2012) revealed that interest towards Educational Research have an effect on teachers involvement of research in Ambo University. Accordingly 87.10 % (54) teachers of BCTE have an opinion of research activity has to be done consistently with teaching. As data in Table 7 revealed majorities of BCTE teachers have high positive attitude towards research as measured by five point Likert Scale, supported with grand mean value of 4.03. However 51.60 % (32) of teachers as supplemented qualitatively indicated lack of interest as serious barrier. Hence lack of interest to research has effect on teachers' research involvement in BCTE. This finding aligns with Asrat (2007), Fuad (2012), and Tariku (2012).

8.2.4. Teachers Research Knowledge and Skill

As stated by Seyoum (1998) research work requires among other things inquisitive and analytical mind. Furthermore it requires interest and discipline in doing research work. This scholarly suggestion stresses on personal supply necessary to work of research like knowledge, skill, interest and commitment which are required from the investigator. Regarding this Weiler, Rosenblit & Sawyer (2008) in (Fuad, 2012) stated that dimensions of peoples capabilities for research have to do with training and selection i.e., the quality of preparation in research design, research methodology, and research organization (with special emphasis on the ability of critically assessing and interpreting research concepts and results) are important.

Accordingly educational level, years of teaching experiences, field of specialization, and problems of research culture (personal capacity or knowledge, attitude, and skill) to conduct educational research was identified as a major hindering factor to HEI instructors. For example the study conducted by Kothari (2003) in (Tariku 2012, p.18) states that problem of conceptualization and problems relating to the process of data collection and related things. Amare (2000) states that inappropriate use of statistics and uncritical adoptions of the opinions in the review of literature section, and lack of knowledge in educational research. According to Derebssa (2004) some AAU faculty instructors lack research capacity in the areas of research methodology, quantitative data analysis, and report writing that has resulted to the “deterioration of the quality of both teaching and research work” in the University. Asrat (2007) also revealed same result in his study those instructors of Haramaya University lacks capacity/skill in educational research methodology. However Gemechu (2006) revealed that lack of teachers’ research knowledge was not factor to be put as strong barrier. Birhanu (2009) found that teachers in CTEs of Tigray Region believe that the level of their knowledge and skill as well as their confidence to conduct educational research was moderately high.

In BCTE it was found that almost all 98.39 % (61) teachers have taken research methodology course assumed to have high contribution to involve in research practice as rated by 72.58 % (45) of respondents and substantiated with mean value of 3.82. Accordingly quantitative data obtained from respondents indicated that teachers have no problem of research methodology knowledge and skill so that lack of knowledge and skills in research methodology, lack of confidence to undertake research, past research experience, educational level and limited years of teaching experience in higher education were rated as less serious barriers of the respondents.

Despite these most teachers were not involved in research and did not plan to conduct research. Simultaneously the qualitative data revealed through open ended questions, interview, and FGD participants reveal that lack of research methodology knowledge and skill inhibited them to involve and plan for research as affecting factor.

In supplementing this idea data revealed through FGD stated as “most of researches being conducted were not suitable to categorize in types based on their qualities and procedures, they lack reference of standard to classify and determine their quality as research”, (FG₁, Feb, 18, 2005), provides clue that teachers’ research knowledge, skill and the quality of their research

they produce is still questionable. As interview data revealed, “absence of research culture among the staff as a major barrier” (I₁&I₂ Feb, 14, 2005), to involve in research it also revealed that “teachers research were not accessed for colleagues because of quality researches were not selected based on TOR to be designed by RPO committee” (I₁, Feb, 14, 2005), also implies the existence of problems in teachers research competence and research quality. Although the results of quantitative data align with Gemechu (2006) and Birhanu (2009), and contradict with Amare (2000), Derebssa (2004) Asrat (2007) inconsistency of results and the inconsistency between result and actual practice as confirmed with results of the researcher’s actual observation on proposals and reports of research being conducted incline that, teachers’ research competencies and research quality may lead to conclude that further study is required on the issue.

4.8.2.5. Material Factors/ Research Infrastructures and Equipment/

Research requires basic facilities and equipments such as computer, printer, photocopy services, stationery, internet accesses, fax and telephone services, photocopy, laboratory services and materials, recent reference materials (books, journals, research reports etc), working office conducive with materials like chairs, and tables, duplicating services, transportation services. However studies reveal that material facilities were found as other determinant constraints of undertaking educational research. For instance, Derebssa (2000) listed facilities (computers, printers, photocopy services, duplicating services, stationery, internet connections, conducive work offices, necessary office equipments, relevant reading materials, telephone services, and fax services) and collected data on the availability of these basic infrastructures and equipments to the educational researchers in the AAU and found that it is only internet connection which is sufficiently available to the university researchers where as computers, printers, stationery, conducive working offices, necessary office equipments, and relevant reading materials are not adequately available to AAU instructors to do their research. According to Asrat (2007) the status of educational research facilities in education faculty was characterized by problems of relevant literature and educational documents, and office facilities hinders instructors’ involvement in educational research activities of Haramaya University. Likewise, Kiflom (2009) concluded that there exists shortage of the majority of essential research inputs (computers, printers, photocopy services, working offices conducive, vehicle, and recent reference materials) in Mekelle University. Fuad (2012) found that institutional challenges such as lack of

transportation, lack of printer services, poor library services and lack of up-to dated reference materials, uncomfortable offices, poor laboratory services, lack of telephone and photocopy services have high effect on the research practices of teachers of Debre Birhan University.

Accordingly recent reference materials (books, journals, research reports etc) which may help in guiding and showing the researcher areas that have not been explored and with findings that are pertinent to ones research; offer the investigator with the trend, depth and the state of problem understudy in the library of BCTE were indicated as not available and inadequate by 58.06% (36) and 66.13% (41) respondents respectively. Regarding this Adane (2000), Hussen (2000) & Kiflom (2009) have found the same finding. i.e. up-to date library materials were among the constraints that hinder instructors to conduct research. Similarly computer, printer, photocopy services, stationery materials (pen, paper, CD, Flash Disks etc), internet accesses, fax services photocopy services, laboratory services and materials, transportation services were also indicated as inadequate by majorities of respondents in BCTE. Generally all the necessary equipments except working office conducive with materials like chairs and tables and duplicating services were available inadequately. Hence inadequate provision of research facilities and equipments affected teachers' involvement of research in BCTE. This finding aligns with (Adane, 2000), (Hussen, 2000), (Asrat, 2007), (Derebssa, 2000), (Kiflom, 2009), and (Fuad, 2012).

4.8.2.6. Dissemination and Utilization of Educational Research Findings

Among many vital elements to support educational research climate, the existence of channels for disseminating educational research findings is the one (UNESCO, 1998). The dissemination and utilization of research findings are important part of expanding the positive impact of research (Derebssa, 2004). Gemechu (2006) ascertained that teachers of Oromya region Colleges did not have wider opportunity to disseminate research works due to lack of workshops, research symposia, and lack of communication and experiential exchanges with domestic and foreign institutions. The absence of any means of publication and dissemination for educational research results of Haramaya University was revealed by Asrat (2007). Another study conducted by Birhanu (2009) revealed that instructors lack opportunity to disseminate their research works and results in Colleges of Tigray Region. Melese (2010) in the case of University of Gondar quoted the view of one of his interview participant, "there is no any mechanism of dissemination of the research findings even the published ones except Ethiopian Journal of Health and

Biomedical Sciences published by the College”. Kiflom (2009) concluded that Mekelle University has different types of publications. Conferences proceedings, journals, newspapers, brochures, and books are published within the University could give opportunity for instructors to publicize their research outputs.

Likewise the absence of RPO, which may organize facilitate and take part in workshop, symposia, seminars related to academic work according to BCTE Legislation (2000,p.20) and facilitates the accessibility of publications such as (bulletins, newsletters, proceedings, journals), was revealed by 61.30 % (38) participants as an institutional barrier. Moreover 58.10 % (36) respondents indicated that there were no opportunities to disseminate research works in BCTE except occasional presentations. Further more teachers lack of opportunity to participate in research seminars was revealed by 77.40 % (48) respondents and supported by mean value of 3.64, as personal barrier and inadequate provision of research seminars, workshops, and/or symposium to enhance research capacity of teachers was also revealed by 75.80 %(47) respondents and asserted by mean value of 2.03 as institutional barrier. Hence the absence of organized body and structure, which is responsible to manage, coordinates, publishes and disseminate and regular meanses and opportunities to disseminate and utilize research findings were among factors influencing teachers’ involvement in research practice of BCTE. Thus this finding aligns with Gemechu(2006),Asrat(2007),Birhanu(2009),Melese(2010),and contradicts with Kiflom(2009).

4.8.2.7. Finance

Finance is among the most important inputs without which looking for successful accomplishment of objective research will be very difficult. Hence research evidently requires money because it requires expenses of transport cost, data collectors’ fee, charges of secretarial services and others. Regarding this issue Taye (1993) pointed out that though the research funds are needed on time, many researchers seem to complain the long process that their proposals undergo to get the funds they required to start actual research showing that the problems being faced in getting the allocated funds has its own role to obstruct investigators from conducting research. Accordingly Birhanu (2009) revealed the financial services for research purposes were characterized by ups and downs and delay in CTEs of Tigray Region. Kiflom (2009), also found that inadequate budget and lack of incentives, as barriers of teachers involvement of research in

Mekelle University. Asrat(2007),concluded that inadequate finance and very low incentive seemed to have negative impact on the involvement of instructors in educational research activity of Haramay University.

Therefore data from 43.20 % (33) respondents of BCTE revealed that adequate research fund was not allocated for research proposals while 61.30% (38) respondents indicated that the financial service to conduct research was not fast and on time. Furthermore 53.30 % (33) respondents indicated there was no clearly stated budgetary procedure ensuring the allocation of research fund fast and on time. As shown by 74.20 % (46) respondent there was no RPO closely working with external organization in increasing research fund. Furthermore 51.60 % (32) respondents rated that research incentives were not satisfactory. As a result of these qualitative data also revealed that researchers were paid after they presented their findings. Thus lack of clearly stated budgetary procedure ensuring the allocation of adequate and fast and timely financial service, lack organized RPO working to increase research fund and inadequate incentive mechanism impeded teachers' research involvement in BCTE. These study findings align with Taye (1993), Asrat (2007), Birhanu (2009), and Kiflom (2009).

4.8.2.8. Promotion Opportunity

Professionals expect promotion right after generating or modifying things or conditions important for society or when they perform something productive to their organization or institution. The same is true for teachers who have conducted research either for improving practices or contributing to existing body of knowledge. As they contribute something important, they need to be motivated to do more. The reverse is true if best performing, competent, committed and creative individuals are not promoted. They might be dissatisfied and discouraged. This may lead them to make restriction on their unique or additional contribution to the existing practice or body of knowledge. Generally speaking if research activities are given less attention in teachers' professional promotion, the value given for research might be degraded. And this consequently kills teachers' motive and initiation to conduct research. As data by Gemechu (2006), revealed doing research has no value to teachers' professional promotion due to lack of ratified charter for CTEs in Oromya Region. Birhanu (2009) also found that research was not yet considered as criterion for teachers' professional promotion in CTEs in Tigray Region. Accordingly about 47.40 % (30) respondents agreed with the idea that research

work is counted in teachers professional promotion while 32.30 % (20) respondents undecided and 19.35 % (12) were disagreed. The mean value of 3.29 shows that it's being considered as criteria for promotion is not highly valued. Interview in line with this issue supports that research work is counted in teachers' performance evaluation, promotion of academic ranks in legislations, considered during scholarship competitions given the amount of 10%. However FGD also revealed that though it was stated in documents promoting teachers with the criteria was not practical. Thus impracticality of promotion using research is one of the barriers for teachers' research involvement in BCTE. This finding aligns with Gemechu (2006), and Birhanu (2009).

4.8.2.9. Environment Conducive for Working

Conducting research requires a considerably conducive research atmosphere in terms of academic, psychological, economic, and political/administrative setup. Inputs of personal, collegial, and institutional nature should be mobilized in the execution of a productive research (Seyoum, 1998). Similarly Fuad (2012) good research is only possible in a situation where research is valued, supported and autonomous; too often these conditions are not met. According to Bienenstock (2008), if researchers are to be truly successful they must have an intellectual climate that is truly tolerant of diverse views and open to new findings. Birhanu (2009) revealed that poor working environment was fundamental problem for research activities in CTEs of Tigray Region. Kiflom (2009) also concluded that lack of Conducive research environment in general was barrier for Mekelle University teachers. Recently Tekle (2012) concluded that the findings of researches carried out in CTEs in Tigray region were not realized and had little value to solve the real educational problems due to lack of implementation of research studies based on quality of research works.

Accordingly the existence of environment conducive for research in BCTE lags behind the required level as disagreed by 33.87 % (23) respondents and supported by mean value of 2.92. Additionally based on agreement of half of the respondents supported by mean of 3.27 encouragements from top management is not high. Instructors' collaboration with each other for educational research activities in the College was disagreed by 37.10 % (23), undecided by 30.60 % (19), and agreed by 32.30% (20) respondents with the mean value of 2.90 shows collaboration among instructors is low. As disagreed by 19.30 % (12), undecided by 25.80 % (16), agreed by

54.90 % (34) respondents and supplemented with mean value of 3.45 there was administrative delay in getting necessary material support. As indicated by interview and FGD participants and 75.80 % (47) of respondents confirmed with mean value of 2.03, the provision of research seminars, workshops, and/or, symposium was not adequate to enhance teachers' research capacity. Moreover outcomes of rarely conducted researches were not utilized and teachers were not accessible to get copies of their colleagues as a model to step forward as revealed by 72.60 % (45) and 69.40 % (43) of respondents consecutively because quality researches to be accessed were not selected. Qualitative data also revealed friends' discouragement and criticism as problem. Thus lack of environment conducive for research impeded teachers' involvement to educational research in BCTE. This finding aligns with Birhanu (2009), Kiflom (2009), and Tekle (2012).

4.8.2.10. Teachers Commitment

People conduct research not just to see themselves in print or in the hope of making little money. Research in the academic study has a rather deeper and more rigorous meaning (Punch as cited in Tsegaye, 2000). Teacher as researcher is not effective in a system in which teachers are not given some autonomy to make decisions related to curriculum and teaching practices, do not have time for collegial interaction, and do not have opportunities to serve as teacher leaders with their colleagues (Burna ford, et-al, 2001). In line with this, Wallace (1998:10) noted that a continuous process of professional development as a rational and intrinsic part of the good professional life and expertise can be obtained by getting involved in inquiry. He also stated that to be credible the research claims the conclusions made in the report should be believable. As Oyugi (1984:3) stated in Seyoum G. Selasie and Kameir, 1989:103) giving less credibility to research can bring about the crisis of commitment on the part of the researchers. However educational research may contribute in solving colleges educational and societal problems. Birhanu (2009) found 72.7% of teachers have high commitment to work collaboratively whereas Tekle (2012), recently concluded that lack of effective research trainings and commitment were the main barriers in the colleges of Tigray Region.

Accordingly lack of commitment to work collaboratively in conducting research among teachers was also taken as impediment by 66.10 % (41) respondents. This problem is also supplemented with the consensus obtained from FGDs and all interviewees' response. Accordingly all the

interviewees and FGD participants repeatedly and seriously stressed teachers' lack of commitment as barrier. Some teachers also stated qualitatively that they lack commitments due to administrative problems, limited knowledge and skill, lack of awareness and unfamiliarity with educational research, etc. Hence lack of commitment both from teachers and administrators was among influencing factors of BCTE teachers to involve in research. This finding aligns with Tekle (2012), and contradicts with Birhanu (2009).

4.8.2.11. Accessibility of Relevant Data

Data collection is an essential part of the research process so that the inferences, hypothesis or generalizations tentatively held may be identified as valid, verified as correct or rejected as untenable (Koul, 1997:110) cited in Gemechu (2006). Hence the availability or unavailability of relevant data and educational research centers that coordinate research is one of the factors that influence teachers' research activity. For a researcher, to get necessary data there should be cooperative effort among the research centers, educational officers, policy makers, and institutions as a whole. Regarding this, Seyoum (1998:15) says: " research activity is a function of the integration of both person and institutional input, that is, without inputs from the two, it would be hard to effectively engage in research activities."

Accordingly the study by Gemechu (2006), revealed that there was delay on the part of data sources to provide data at the spot in CTEs of Oromya region. Similarly the disagreement of 45.17 % (28) respondents supplemented with mean value of 2.82 shows that there is no access of data for those who conduct research in BCTE. Qualitatively lack of secondary data and low response rate of questionnaires were revealed as barriers. FGD and interview participants supplementing this finding informed that there were occasions in which teachers forget to respond questionnaires being loaded with teaching, administrative and individual reasons.

Furthermore internet access was rated as not available and inadequate by 58.06 % (36) and 80.65 % (50) respondents while unavailability and inadequacy of Fax service was indicated by 61.29 % (38) and 83.87 % (52) respondents consecutively. Concurrently telephone service is also rated as not available by 9.35 % (43) and not adequate by 670.97 % (44) respondents. Recent reference materials (books, journals, research reports etc) were rated as not available by 58.06 % (36) respondents and inadequate by 66.13% (41). Hence lack of easy access to data and

meanses to get fast access of data such as internet, telephone and fax services and recent reference materials (books, journals, research reports etc) were affecting teachers' involvement of research in BCTE.

4.8.3. Teaching Experiences and Qualification Related to Research Practice

Experience and qualification are fundamental ingredients for research activities. According to Namuddu,(1998) cited in Berhanu,(2009) the majority of useful and practical skills that one needs to become an excellent researcher are improved as one strives to do more and better research, with corresponding effect of acquiring the know-how required for conducting research. Thus experience and qualification provide teachers with necessary knowledge base for practicing educational research in their subject areas. In light of this relationship between teachers involvement in conducting educational research and their teaching experience and qualification were computed. Accordingly (Birhanu,2009) concluded that strong relationship was observed between teachers teaching experience and their research involvement and qualification, however Tekle (2012) recently concluded that the relationships between instructors work experience and qualification with research practice were very low in CTEs of Tigray region. Thus as relationship in BCTE was examined the result of independent t-test showed that instructors who had different educational levels (BA/MA) had not brought any significant effect on their research activities. At the same time as signified by one way *ANOVA* the study revealed that relationships between instructors work experience had little or no effect on their research practice. Hence the instructors who have different levels of teaching experiences at the College are in the same way in research practice. Consequently there is no significant difference observed between teachers experience as well as teachers' educational qualification and their research involvement in BCTE. This result is consistent with Tekle (2012) but contradicts with Birhanu (2009).

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this section summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating problems to improve the status of teachers' involvement in research activity among teaching staff of BCTE are presented.

5.1. Summary

The main objective of this study was assessing the status of educational research and the factors affecting teachers' involvement in the educational research in BCTE. To this end the following research questions were formulated.

1. To what extent teachers in BCTE are involved in educational research, to explore new findings, improve teaching learning process as well as to solve society's problem?
2. What were the major factors that affected teachers' involvement in conducting educational research in BCTE?
 - 2.1. What do the attitude of BCTE teachers towards research looks like?
 - 2.2. Are there necessary conditions and resources to undertake research in BCTE?
 - 2.3. Is there concerned body responsible to coordinate, publish and disseminate the research findings in BCTE?
3. What efforts were made so far to develop and maintain teachers' capacity for undertaking research in the college?
4. How does the qualification and experience of instructors affect research work in BCTE?
5. How educational research activity can be further popularized and promoted among teachers of BCTE in the immediate future?

The study was carried out in BCTE and descriptive survey approach was employed. The sources of data were instructors, College Dean, Vice Deans, and ESOs. To look for answers to the research questions, the data were gathered using questionnaire, un-structured interview, FGD guides, and documents.

Questionnaires were filled and returned by 62 respondents among 64 those who were taken as a study population. Interview was conducted with College Dean, Vice Dean and TELDA, and Vice Dean and ETMPDTI who were taken purposively. Besides, document analysis was made using research proposals and reports, College Legislations, HEPs, manual of BPR, SP and annual

plans. Data obtained through above instruments were analyzed quantitatively using frequency count, percentage and means, independent *t-test*, one way *ANOVA*, and qualitatively using descriptive statements. Accordingly the following major findings were obtained.

1. However most teachers have taken the prerequisite courses having high contributions of enabling teachers to involve in research and research experience during pre-service training, the extent of teachers' involvement in research to explore new findings, improve teaching learning process, and to solve society's problem in BCTE is low. i.e.
 - Majorities 85.50 % (53) of teachers of the college have conducted research for partial fulfillment of undergraduate/postgraduate study before they were hired as teaching staff of BCTE implying that they have acquired research knowledge, skill and experience in their pre-service training.
 - Teachers' participation in seminars and workshops to up-date their research skill and the effectiveness of occasional provisions is low as revealed by 58.10 % (36) and 59.68 % (37) respondents respectively. Rate of participation was low so that 35.50 % (22) teachers participated once where as only 6.40 % (4) teachers participated twice.
 - Teachers' tendency to read different books, journals, articles and other handouts of educational research and lack of in-service research training were serious personal barriers of 67.70 % (42) respondents.
 - Only 14.89 % (13) teachers were involved in conducting research with the intension of exploring new findings, improve teaching learning process and solving societal problems except for requirement of HDP and scholarly prestige/for promotion where as 85.11% (49) teachers were not involved. .
 - Majority of i.e. 72.58 % (45) teachers have no plan to conduct research due to time shortage of high workload, lack of interest in research, lack of educational research practice (being influenced with experience of scientific research) specialization, and the institution does not consider research as main activity and taken as additional work as reveled qualitatively.
 - Amount of time instructors were spending for research works is below policy expectation. About 91.94 % (57) teachers in BCTE were spending 10 % and below of their time to research related work.

2. Necessary conditions and resources to undertake research (personal, infrastructural and institutional inputs) were inadequate.

- Majority of, i.e. 87.10 % (54), the teachers have an opinion of research activity has to be done consistently with teaching activities and also have positive attitude towards research activity as measured by five point Likert Scale with grand mean value of 4.03 high and above average.
- Lack of research methodology knowledge, past research experience, educational level, limited years of teaching experience in higher education, skills in research methodology, lack of confidence and opportunity to conduct research, and lack of time because of family responsibility were rated as less serious personal barriers however teachers tendency to read different books, journals, articles and other handouts of educational research; lack of interest and commitment to conduct research collaboratively; lack of in-service training and opportunity to participate in research seminars were rated as serious personal barriers of the majorities.
- Infrastructural inputs, such as computer and printers; stationery materials (pen, paper, CD, Flash Disks etc); recent reference materials (books, journals, research reports etc); internet access, fax and telephone services; photocopy and duplicating services; laboratory services and laboratory materials; and transportation services, were inadequately provided except duplicating service and conducive working office with materials like chairs and tables.
- Absence of clearly stated budgetary procedure ensuring the allocation of research fund fast and on time was indicated by 53.30 % (33) respondents. Adequate research fund was not allocated for approved proposals while financial service to conduct research was not fast and on time as revealed by 53.20 % (33) and 61.30 % (38) respondents respectively. Confirmed with 1.90 mean value of agreement, 74.20% (46) respondents indicated that there is no RPO closely working with external organization in increasing research fund.
- Heavy teaching and non teaching work load affected teachers involvement of research in BCTE. i.e. more than half, 53.23 % (33) of the respondents were hold above normal work load (16-21) periods per week and all the teachers are assumed to hold minimum of 12-15 periods and two hours practicum work of 25 students in addition to participation they have in different co curricular activities and committee works as a normal work load according to the College Legislation (2003, p.95). Accordingly 58 % (36) of teachers indicated that heavy teaching load consumes more of their time and minimizes time to conduct research as supplemented with mean value of 3.27.

- Administrative delay in getting necessary material support, lack of easily access of data; inadequacy of research seminars, workshops, and symposiums; teachers lack of access to get copies of their colleagues; absence of proper utilization of rarely conducted research outcomes; low level of instructors' collaboration in educational research; less support and encouragement from top management; and consequently absence of environment conducive for conducting research, influenced teachers involvement in research.
- The nature of institutional policy on encouraging research work is not high as revealed by 45.20 % (28) respondents and supplemented with mean value of 2.65. Research work is counted in teachers' professional promotion as rated by 48.40 % (30) respondents and supported with mean of 3.29 however not practical as revealed qualitatively. Research incentives were not satisfactory as rated by 51.60 % (32) respondents and supported with mean value of 2.53.

3. There is no organized body responsible to coordinate research, publish, disseminate, and regular meanses of disseminating research findings in BCTE .i.e.

- More than half i.e. 61.30 % (38) respondents indicated that there is no RPO organizing research activity and providing necessary and timely support to enhance research capacity of teachers. Except occasional research presentations there is no consistent and regular opportunities to disseminate research results as revealed by 58.10 % (36) respondents and confirmed qualitatively. However frequent changes of personnel in research coordinating sections as supported by mean value of 2.89 have no effect on teachers' involvement in research.

4. There is no significant difference observed in research practice as a result of work experience and qualifications of teachers in BCTE. This is because teachers low research involvement is mainly attributed to the lack of professional commitment, interest, collaboration of teachers and administrators; lack of environment conducive and proper structure to organize research practice; inadequate time finance and material; limited dissemination and utilization of educational research findings; low promotion opportunities as revealed by the findings of the study.

5. The efforts like inviting College teachers with second degree to present their thesis; proposing budget by incorporating research in Strategic and annual plans; informing and urging teachers to participate; inviting teachers to submit proposals in area of their interest and specialization; recognizing proposals without any restrictions; giving incentive for those who have done

research and incorporating research as promotion criteria; workshops and training on action research through HDP; providing further education at post graduate programs; and forming RPO committee etc were made with the intention of developing and maintaining teachers' capacity for undertaking research. However these efforts created sparks of beginning, less efforts made to participate teachers' in seminars and workshops; low rate of participation and effectiveness of occasional workshops to up-date teachers research knowledge and skill; teachers low tendency to read different books, journals, articles and other handouts of educational research; and lack of in-service research training also contributed less in involving, developing, and maintaining teachers' capacity to undertake research.

5.2. Conclusion

On the basis of the major findings the following conclusions were drawn. The attitude, academic qualifications, age level and work experiences, pre-service training and experience of the majorities of participants can be taken as opportunities need to be exploited in developing research culture in the college.

On other hand lack of adequate time, interest and commitment to collaborative work; lack of clearly stated budgetary procedure for allocation of adequate, fast, and timely budget and financial service; inadequate incentives; inadequacy of basic facilities and services; inadequacy and ineffectiveness of in-service trainings; absence of environment conducive to conduct research were affecting teachers involvement in research by minimizing teachers' opportunity to enhance research capacity and made teachers to be far from current and modern ways of thinking and writing researches which are up-to date.

Consequently contrary to efforts so far made the personal, infrastructural and institutional barriers, led teachers to spend amount of time below policy expectation for research purposes and consequently abstained from conducting research in BCTE. Thus status of teachers' involvement in research is low in BCTE which does not match the required level of ETP, HEP, College Legislation and SP all stating research as a right and responsibility of every academic staff of HEIs. Lastly there is no significant difference observed in research practice as a result of work experience and educational qualifications of teachers in BCTE.

5.3. Recommendations

On the basis of major findings and conclusions drawn the following suggestions were forwarded for concerned body to improve the status of teachers' research involvement in BCTE by alleviating or minimizing the personal, institutional and infrastructural challenges.

1. According to HEP 650/2009 the duties of HEIs include teaching, consultancy, community services and research. Hence the college has to consider research practice as key activity and College instructors should be aware of research as a key segment of their job requiring 25% of their time to be devoted on research related practice. Thus teachers of BCTE in playing their professional role to the effect of ETP; HEP; College legislation, SP, and annual plans should plan and involve in educational research activities.

2. The college should employ additional teachers to unburden teachers work load so that they can get adequate time for critical and time demanding research practice.

3. Though quantitative data revealed majorities of teachers having preliminary requirements to involve in research there are still teachers' claim of professional knowledge and skill, confidence to involve in educational research and in qualities of research reports conducted yet and proposals as qualitatively revealed. Lack of in-service research training and opportunities to participate in research seminars, symposiums, and workshops were revealed as barriers however their contribution to update teachers' research knowledge cannot be underestimated because preliminary knowledge and skills acquired during pr-eservice training may become an obsolete. Thus the College should assess the knowledge and skill gap of teachers and should play the role of developing and up-dating teachers' research knowledge and skill by organizing and conducting seminars, workshops, symposia, particularly focusing on educational needs of the College so that those engaging themselves in research may produce quality research and to develop the confidence of/and involve those teachers with fear of research competence.

4. The College should play its role of organizing and strengthening educational research, initiating teachers to conduct research, and support the research activities. This requires organized structure and responsible body. Thus the College should reorganize RPO in negotiation with REB or empower ESOs responsible to hold responsibility of RPO or empower the RPO committee yet established to play the roles of previous RPO/recent ESO by assigning members with proper requirements so that teachers may get proper TOR (guide line to follow),

necessary and timely follow-up and support in their research activities. Furthermore it should play the role of disseminating by preparing, publishing and distributing academic journals, brochures and research findings as per the requirement of College Legislation.

5. Research requires all physical means or instruments that facilitate the activities of personnel working on educational research. Thus the College should produce, organize, own, procure and collect laboratory services and equipments; recent reference materials (books, journals, articles etc); computers and printers; develop and access active broadband internet service to the Colleges' different offices and departments; provide photocopy, fax, telephone, and transportation services as they suit to the level needed to initiate and seriously engage teachers in research.

6. Given that looking for successful accomplishment of objective research without money is difficult, research mainly requires finance as an input. Thus the College should improve the financial aspect of research by setting clearly stated budgetary procedure ensuring the allocation of adequate and timely budget, timely and fast payment by reducing bureaucratic obscurities, and by organizing RPO which may work with external organization (governmental & nongovernmental) in increasing research fund to support and accelerate research with financial requirements of each research phase.

7. The College administrators should work on creating environment conducive for research by mobilizing inputs of personal, collegial and institutional nature to execute productive research.i.e.by enhanced provision of administrators support and encouragement, developing instructors collaboration by encouraging group research, reducing administrative delay in getting necessary material support, accessing teachers with copies of their colleagues to find it as a model in stepping forward, creating opportunities for developing and up-dating teachers research competencies.

8. The habit of providing primary and secondary data should be developed among the staff and means to get fast access of data such as internet access, telephone and fax services and recent reference materials (books, journals, research reports etc) should be provided for teachers to exploit in obtaining data needed for research.

9. Lack of commitment and less understanding about the practical significance of research both from teachers and college administrators, less attitude of college administrators towards research, were mainly revealed through qualitative means. Simultaneously it was theoretically sound that giving less credibility to research can bring about the crisis of commitment on the part of the researchers. However inquiry contributes to the development professional life and in solving College's educational and societal problems. To be credible the research claims that conclusions made in the report should be believable and to make research valuable, research stakeholders have to be actively engaged in the implementation of research findings. Therefore both teachers and College administrators should develop research commitment to deserve the individual and institutional advantages of research. Hence teachers should develop feel of credibility by claiming for conclusions made in their research report be believable and applicable by fulfilling research ethic to enhance administrators' commitment. Administrators should properly practice feasible findings of rarely conducted teachers' research, use promotion opportunities as stated in legislation, take a lead by involving in research activity to initiate teachers for research, by changing their attitude towards research to create and enhance teachers' commitment.

10. Cooperation of the college and getting experiences of other institutions is found to be good although it's not adequate alone. Thus the college is recommended to create close link contacts or experiential changes with other organizations i.e. with domestic sister Colleges and Universities known for good research practice.

11. The encouraging nature of institutional policy was not high as rated by majority however literatures encourage research. Hence issues related to research incentives and teaching load for those who involve in research activity of the College primarily requires improvement so that BCTE in collaboration with REB should re-examine the Legislation.

12. Since research is not serving only to understand its status, rather helps to identify beneficial research also and this study may not free of limitation, finally further, deep, and continuous investigation of the issue specifically on teachers Research competence should be done to quickly and properly fill the gap of teachers refraining from active involvement in research is recommended to the college.

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Part II. The following items are about the status of teachers' research practice; research competence and experience. Indicate your response by marking (√) in the box following each response.

8. Did you conduct research before you were hired as a teaching staff in Bonga College of Teachers Education?

Yes

No

9. If your response for question number 8 is "yes" what was your purpose to conduct the research? (You can choose more than one option)

For partial fulfillment of undergraduate/post graduate study

For promotion in the structure of your career

To solve problems in organization

To acquire knowledge in the area to gain income others (if any) _____

10. Have you ever taken research methodology course(s) in your undergraduate/postgraduate/ study (pre-service training?)

Yes

No

11. If your response for question number 10 is "yes" how do you rate the usefulness of the course(s) to undertake research in your fields?

1. Very low 2. Low 3. Medium 4. High 5. Very high

12. Have you ever participated in Seminars or Workshops to up-date your research skill in your College?

Yes

No

13. If your response for question number 12 is "yes", how often research seminars, symposiums or workshops occur in a year?

Once Twice Three times Four times Others (if any) _____

14. If your response for question number 12 is "yes" how do you rate the effectiveness of the training in enhancing your research capacity?

1. Very low 2. Low 3. Medium 4. High 5. Very high

15. In your opinion, instructors' educational research practice has to be done consistently with their teaching.

Agree Disagree If you "disagree" Why? _____

16. If your response to item number 15 is "agree"; do you have your annual educational research plan in line with your annual teaching plan?

Yes No If "No" Why? _____

17. If your response to question number 16 is "yes" on what issue you will conduct research? _____;

18. What percentage of your time do you devote to research?

5% & below 6-10% 11-20% 21-30% other if any _____

19. Since the time you are employed to this college, have you conducted research in the area of your specialization or education?

Yes No

20. If your response for number 19 is "yes" for what purpose did you conducted the research?

		Yes	No
20.1	For requirement of higher diploma		
20.2	For scholarly prestige/do with my promotion		
20.3	For effective teaching-learning/quality of instruction		
20.4	To seek answers to various social problem		
20.5	To test theory		
20.6	To develop theory		
20.7	To solve problems in the college		

21. How do you rate the involvement of teachers in research work in your College?

1. Very Low 2. Low 3. Medium 4. High 5. Very High

22. How do you rate the status of educational research activities in your college?

1. Very Low 2. Low 3. Medium 4. High 5. Very High

23. The following items are used to measure how teachers’ research competence and commitment to work collaboratively affects teachers’ involvement in conducting educational research. Indicate the level of their seriousness by marking (√) in the appropriate box.

Note that: 1= Least Serious Barrier 2= Less Serious Barrier 3= Serious Barrier

4=More Serious Barrier

5= Most Serious Barrier

	Barriers	Scales				
		1	2	3	4	5
23.1	Lack of research methodology knowledge					
23.2	Lack of past research experience					
23.3	Your tendency to read different books, journals, articles and other handouts of educational research					
23.4	Your educational level					
23.5	Your limited years of teaching experience in higher education					
23.6	Lack of in-service research training					
23.7	Lack of commitment to work collaboratively in conducting research among teachers					
23.8	Lack of skills in research methodology					
23.9	Lack of confidence to undertake research					
23.10	Lack of opportunity to participate in research seminars					
23.11	Lack of opportunity to conduct research					
23.12	Lack of time because of family responsibility					
23.13	Lack of interest to conduct research					

24. The followings statements are about teachers' attitude towards research practice in College. Please, indicate the level of your agreement by putting a thick mark (√) in the box corresponding to the items.

Note that: 1= Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

	Teachers attitude towards research	1	2	3	4	5
24.1	Research is the task of those who specialize in research and does not concern every teachers in the College					
24.2	Instructors could be more creative and improve their teaching methods if they involve in educational research					
24.3	Educational research contributes much in solving colleges educational and societal problems					
24.4	Conducting educational research negatively affects effective teaching					
24.5	Research should be given the same attention as that of teaching					
24.6	Research may play a tremendous role in promoting quality education					
24.7	I feel considering teachers research practice as criteria for promotion is unfair					
24.8	I feel the expense of research in College, outweigh its contribution					

Part III. Infrastructural Challenges

25. Some of the basic materials and infrastructures needed to conduct research are listed in the following table. Please, indicate the availability and sufficiency of the basic facilities in your college by putting a mark (√) at the appropriate column. Use the following scales: 1 = Yes; 2= No; 3 = Sufficient; 4 = Not Sufficient

No	Facilities	Availability		Adequacy	
		1	2	3	4
25.1	Computer				
25.2	Printer				
25.3	Photocopy services				
25.4	Duplicating services				
25.5	Stationery materials (pen,paper, CD, Flash Disks etc)				
25.6	Internet access				
25.7	Fax services				
25.8	Telephone services				
25.9	Laboratory services				
25.10	Laboratory materials				
25.11	Conducive working office with materials like chairs and tables				
25.12	Recent reference materials(books, journals, research reports etc)in the college library				
25.13	Vehicle(transportation services)				

Part IV. Institutional Challenges

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

Note that: 1 = Strongly Disagree 2 = Disagree 3 =Undecided 4 = Agree 5=Strongly Agree

No	Items /Factors hindering teachers participation in research activities	Ratings				
		1	2	3	4	5
26.1	Adequate, research fund was assigned for approved proposals					
26.2	The financial service to conduct educational research in your college is as fast and on time					
26.3	There is clearly specified budgetary procedure that ensures allocation of research fund on time as fast for conducted researches					
26.4	Most teachers at your college have enough time to conduct research					
26.5	Heavy teaching load at your college consumes more time of teachers and minimizes their time to conduct research					
26.6	Research incentives in your College are satisfactory					
26.7	Research work is counted in teachers professional promotion at your college					
26.8	There is instructors collaboration with each other for educational research activities in your college					
26.9	There is support and encouragement from top management in your college					
26.10	There is a conducive environment for conducting educational research					
26.11	Research and publication office of the College is organized to provide necessary support timely to enhance research capacity of teachers					
26.12	Research and publication section work closely with external organization to increase research fund					
26.13	Frequent changes of personnel in research units/sections at the college affects research activity					
26.14	Administrative delay to get necessary material support					
26.15	There is accessibility of data for those who conduct research in the college					
26.16	Research seminars, workshops, and/or symposiums(in-service research training) in your College are adequate to enhance research capacity					
26.17	Teachers in your college get copies of research works of their colleagues					
26.18	In your College research outcomes are being utilized properly					
26.19	Administrative or committee responsibilities have no effect on your research involvement					

27. There is research and publication office organizing research activity in your college.

Yes

No

28. How do you rate the nature of your institutional **policy** on encouraging research work?

1. Very low 2. Low 3. Medium 4. High 5. Very high

29. Are there opportunities to disseminate research works in your College?

Yes

No

30. If your response for question number 29 is yes, through what mechanism? (You can choose more than one option).

Seminars Conferences Publications Workshops Symposiums others (if any) _____

PART V. OPEN ENDED QUESTIONS

31. What efforts do you think have been made to improve the existing scenario of research practice in the college? _____

32. What are the **major** problems in doing educational research in your college?

33. Please list down any suggestion which you think would be helpful to promote teachers involvement in educational research.

Thank you!!

Appendix 'B'

Interview guides to be raised in the interview with Dean, Academic and Administrative vice Deans of the college individually

1. Does BCTE make research undertaking part of its mission statement?
2. How do you evaluate the status of educational research in BCTE?
3. How do you evaluate BCTE instructors' level of involvement to do research?
4. Is there any educational research supports given to instructors to do research in the college?
5. Please would you state about educational research budget given to instructors and its amount as its hindering role to the participation of BCTE instructors to do research? How about the financial services?
6. Are there adequate reference books in your college library that help teachers for research purpose?
7. Do teachers get adequate copies of research works of their colleagues in the library/with them?
8. What do you suggest about the library service of your college?
9. Do teachers use the internet services for e-booking to get current literature?
10. Do they use computers and printers for research purposes? Adequacy?
11. Do teachers have enough time to carry out educational research? How much is the maximum teaching load in your college? How much is the minimum?
12. What can you suggest about the opportunity of teachers to disseminate research results?
13. Is there annual teacher research plan in the overall plan of the college?
14. If one conducts research in this college, do sources of data provide immediate responses on the spot?
15. What efforts have been so made to change the situation?
16. How is the value given to research, in teachers' performance evaluation and professional promotion?
17. Is there facilitation of research meetings, workshops, or short research trainings in your college?
18. What do you suggest to more improve the engagement of teachers in conducting educational research?

Appendix 'C'

Questions for the Focus Group Discussion

1. Since the establishment of this college, how many teacher researches have been done /conducted?
2. How do you rate the status of research practice of the teachers and the college?
3. What problems do you think inhibit teachers from conducting educational research?
4. Are there sufficient materials like books, research copies and computers that help teachers conduct research?
5. How about teachers time for research? What do you think is the most important factor that makes teachers busy not to do research at your college?
6. Do teachers get copies of the research work of their colleagues?
7. Do teachers have the opportunity? -to use internet service? Computers and printers for research purpose? -to disseminate the research results?
8. Is there budget for educational research undertakings? (Adequacy and fast/on time, procedure)
9. How is the financial and library service for the one who conducts research? Is it encouraging? Do sources of data respond immediately if one conducts research?
10. Is research counted in teachers' professional promotion?
11. What major challenges do you think inhibit teachers' involvement in educational research?
12. What efforts made to improve research practice and develop research culture in the college?
13. What can you suggest to promote research in BCTE?

Thank you!