



**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**FACTORS THAT AFFECT TEACHERS ENGAGEMENT IN  
EDUCATIONAL RESEARCH AT ABBA FRANSUA SECONDARY  
SCHOOL IN GUBRYE SUB-TOWN**

**BY: SAMUEL ZERIHUN**

**ADVISOR :MR. AWOLE N. (MA)**

**A SENIOR ESSAY REPORT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL PLANNING AND MANAGEMENT FOR THE  
IMPARTIAL FULFILLMENT FOR THE REQUIREMENTS OF  
BACHELOR OF ARTS DEGREE IN EDUCATIONAL PLANNING AND  
MANAGEMENT**

**MAY, 2023**

**WOLKITE, ETHIOPIA**

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## **ACRONYMS / ABBREVIATION**

**MoE:** Ministry of Education

**TGE:** Transitional Government of Ethiopia

**ICT:** Information Communication Technology

**UNESCO:** United Nation Educational Scientific and Cultural Organization

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## **ABSTRACT**

*The main purpose of this study was to assess the factors that affect teachers' engagement in educational research in secondary school of Abba Fransua. To achieve this purpose, the research raised the following questions: what factors affecting secondary schools teachers' engagement in educational research in their secondary school? What is the status of secondary school teachers' engagement in educational research in Abba Fransua? What actions shall schools take to enhance engagement in educational research in their secondary schools? Descriptive survey design employed to conduct the study. Data for the study gathered through questionnaires and interview. While 33 teachers selected by using simple random sampling techniques, 1 principals, 2 vice principals and 1 supervisors were selected by using purposive sampling techniques. The collected data organized and grouped into different categories and analyzed based on the participant's responses. The major findings of the study were found to be the following: Most of the teachers lacked experience in doing research and there was little opportunity for their provision with skills of research through workshop and short training. In the school, there were no provision of guiding rules and regulation on how to conduct the educational research and no encouragement for teachers to solve many of the problems they encounter in education through the employment of educational research. There was no example set by school principal and supervisors for teachers by engaging themselves in educational research. Educational research was not made part of the school yearly plan. The main factors hindered secondary school teacher's engagement in educational research were lack moral backing, lack of provision of coordination and management for educational research by principal, inaccessible of facilities and relevant reference and lack of financial and material resources to teachers to conduct research. Developing the skill of the teachers, preparing viable plan for the employment of research action and fulfilling material, providing financial support and providing short term training for teachers were among them.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Nowadays, seismic political and social changes are advancing across the globe than ever witnessed in history. Technology at hand is obsolescing more rapidly. Technology is undergoing impressive leap. Information is disseminating more rapidly and knowledge society is developing. More importantly, the society itself, – its nature, its problems and the opportunities at its disposal- continues to evolving and increasingly becoming complex (Torres, 2011; Allmendinger et al., 2011/12). Thus, one of the vital avenue through which the society make progresses tackling these problems and tapping available opportunities is research (Dawson, 2002).

Research is a systematic inquiry that describes, explains, predicts and controls the observed phenomenon. Research involves methods (Babbie, 1998). Inductive methods analyze the observed phenomenon and identify the general principles, structures, or processes underlying the phenomenon observed; deductive methods verify the hypothesized principles through observations. The purposes are different: one is to develop explanations, and the other is to test the validity of the explanations.

According to Dawit (2002), educational research is an application of scientific procedures and techniques to solve educational problems, to improve educational process and to improve students' achievement. Since education systems must move with the advancement of the society if it wants to serve the society in an effective manner, its improvement with the application of scientific procedures is also very essential.

This is even of a special necessity with the key personnel of the system- teachers. For teachers to serve their students appropriately, they must develop appropriate competencies, solve their problems, advance their knowledge and improve their process through the application of research. Doing research also helps them to become more mature to give answer for the problems prevailing in their schools, to judge on what they are doing in their schools, finally leads them to understand the school problems and remedy it with a tangible solution relevant with local condition or situation.

If teacher fail to engage in education research, they have to depend on obsolete skills, traditional teaching learning methodology, and outdated knowledge to deliver the lesson which implies their minimal impact on the learning of their students. In addition, since the education sector is full of problems of different dimensions, teachers' abstinence from educational research mean to let those problems to persist over longer period and that in turn imply ineffectiveness of the teaching learning process. In addition, teachers' failure to engage in educational research has also an implication on teacher's career structure. One of the criteria for career structure is teacher engagement in educational research and their failure to engage in research mean losing the career structure itself which has an impact on economic and moral dimension of teachers (Obrien,2003:42).

Thus, given the implication that educational research has to the school improvement, to the solving of educational problems and to student's achievement through the improvement of teachers' skills and knowledge, the study of teacher engagement in educational research is very essential.

## **1.2. Statement of the Problem**

All progress is born inquiry. Doubt is often better over confidence for it leads to inquiry and inquiry leads to invention in context of which the significance of research can well be understood. Increased amount of research make progress possible. Research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organization. Lack of financial provision can hamper success of research activities. To conduct a research is indeed, an expensive endeavor. Accomplishment of activities to achieve goals of any organization needs financial allocation or fund. Secondary schools need to get research fund to operate on issue of research and to realize their objectives. In Africa for instance, the shortage of money considered as a major problem to conduct educational research. There is also shortage of external fund to finance educational research (Mutebi, 1993).

It is not very common to see research being undertaken to solve the problem in secondary school. According to the transitional government of Ethiopia (TGE, 1994), emphasis is given to orient education towards problems solving approach. This necessitates research in education. The policy demands that there will be appropriate nexus between education, training, research and development through coordinated participation among relevant stakeholders.

As stated by Obrien (2003), research can and does have clear value and meaning; the prime objective of academic scholarship and research must be surely be about increasing knowledge for everyone.

The educational program can be successful, if the teaching and learning process is well implemented and achieves a deserved result. The task of conducting this process is not easy one, because there are many educational problems which hinders any kinds of educational changes and progress. One of the problems that need urgent measure is the state of research activities at secondary schools. The team researchers feel that the research activities in general, teacher's participation in research in particular of these secondary schools indicated that the majority of them are not doing well educational research (TGE, 1994).

The existing problem at the time moment our locality was that educational program could not be successfully run due to the existence of several problem like lack of knowledge on investigating educational research, lack of resources in terms of finance, material and skilled human power, lack of sufficient attention in creating awareness and empowering teacher's potential with on job training.

The above listed problem, if not solved, may cause another widespread problem such as worsening of poverty, increased famine and lack of quality education. Totally, if these problems persisted it impacted on development of the society and the nation itself. The task of educating citizen can be successful unless the teaching and learning process implemented well and it achieves a desired. One of the tools for enhancing teaching learning process is educational research.

One of the problems that researcher recognized in this connection in secondary school of Abba Fransua was that the research activities in general and teacher's participation in research in particular was low. There was no research conducted in those secondary schools that ambled to solve problem of the school: The attention of the teachers' to improve the overall educational activities in general and to enhance educational quality in particular as well as to raise the student's performance also decreasing from time to time in the secondary schools of Abba Fransua.

### **1.3 Basic questions**

In this way, the study attempted to answer the following basic questions.

1. What is the status of secondary school teacher's engagement in educational research?
2. What factors hinder secondary school teacher's engagement in educational research in Abba Fransua?
3. What actions shall schools take to enhance engagement in educational research in their secondary school?

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

#### **1.4.1 General Objective**

The main objective of this study was to identify the major factor that affect teacher's engagement in educational research practice in Abba Fransua secondary and school.

#### **1. 4.2 Specific Objectives**

- To assess the status of secondary school teachers engagement in educational research.
- To find out factors that affect teacher's engagement in educational research in Abba Fransua .
- To identify actions to be taken by school management to enhance teachers engagement in educational research.

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

The study was expected to have the following significant. This study used to teachers get awareness how they identify problems in the school and students are more beneficiaries from this study ,because the problem identified well then stakeholders may tries to find solutions that facing in teachers engagement in educational research after that students academic achievement performance increased and it created conducive environment around the school and school societies as the whole more beneficiaries from this study .The main intentions of this study to assure quality of education, if the teachers more advanced in educational research ,they have knowledgeable , more profession and they have better instructional methodologies. So the students acquired knowledge and experiences from them .It helps teachers to develop awareness in educational research , it helps teachers' to solve educational problems prevailing in their

respective schools , it helps educational stockholders to try their best to enhance teacher's engagement in educational research.

### **1.6 Delimitation of the Study**

This study would be delimited to one Secondary school. This is namely, Abba Fransua Secondary school of Gubrye sub-town would be selected for purposive sampling techniques which is located in Guraghe Zone, South Nation Nationalities and people's Regional state in Gubrye sub-town. Because; Obtaining other schools to the study was difficult to the researcher in terms of financial, energy, time and other constraints and before the researcher started conduct when he go to that school for internship programmes was invited about factors that affect teachers engagement in educational research. The research would be accomplished within the time frame from December 2022 to July in 2023 G.C.

### **1.7 Limitation of the Study**

When the students researcher collected the data, some vice principals and supervisors were the newly assigned one and they had no adequate information to satisfactorily inform the team. Also, inaccessibility of the schools due to lack of transportation was another encountered problem. To get the available data we were used experience teachers with the principals vice principals and supervisor cooperatively to obtain the data from the schools.

### **1.8 Operational Definition of Terms**

**Research:** systematic investigation to establish facts or principles or to collect information on a subject or problem to seek solution (Collins English dictionary (5<sup>th</sup> ed.), 2000, P:1235).

**Educational research:** The study of educational system and process through investigation of various branches of theory of education (Good, 1997:178).

**Secondary school:** A general secondary school of the first cycle (9-10) general secondary education level (MoE, 1994).

**Engagement:** The involvement of doing research or participate on action research to solve encountered problems in educational sectors (our opinion ).

## **1.9 Organization of the Study**

The study has five chapters. The first chapter presents the problem and its approach in which background of the study, the statement of the problem, significance of the study, delimitation of the study and definition of terms is treated. The second chapter presents review of related literatures. The third chapter deals with research design and methodology, while the fourth chapter transacts with presentation and analysis of the data, the fifth chapter presents summary of the study, conclusions and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. The Meaning of Research

Research is a systematic inquiry that describes, explain, predict and control the observed phenomenon. Research involves inductive and deductive methods (Babble, 1998). Inductive methods analyze the observed phenomenon and identify the general principles, structures, or processes underlying the phenomenon observed; deductive methods verify the hypothesized principles through observations.

Gall, Borg and Gall (1996) proposed four types of knowledge that research contributed to education.

**Description:** Results of research can describe natural or social phenomenon, such as its form, structure, activity, change over time, relationship to other phenomena. The descriptive function of research relies on instrumentation for measurement and observations. The descriptive research results in our understanding of what happened. It sometimes produces statistical information about aspects of education.

**Prediction:** Prediction research is intended to predict a phenomenon that will occur at time Y from information at an earlier time X. In educational research, researchers have been engaged in: Acquiring knowledge about factors that predict students' success in school and in the world of work .Identifying students who are likely to be unsuccessful so that prevention programs can be instituted.

**Improvement:** This type of research is mainly concerned with the effectiveness of intervention. The research approach includes experimental design and evaluation research- This type of research is mainly concerned with the effectiveness of intervention. The research approach includes experimental design and evaluation research.

**Explanation:** This type research subsumes the other three: if the researchers are able to explain an educational phenomenon, it means that they can describe, can predict its consequences, and know how to intervene to change those consequences.

## 2.2. Purposes of Research

Patton (1990) classified research in to four types based on their purposes:

**Basic Research:** The purpose of this research is to understand and explain i.e. the research is interested in formulating and testing theoretical constructs and propositions that ideally generalize across time and space. This type of research takes the form of a theory that explains the phenomenon under investigation to give its contribution to knowledge. This research is more descriptive in nature exploring what, why and how questions.

**Applied Research:** The purpose of this research is to help people understand the nature of human problems so that human beings can more effectively control their environment. In other words, this type of research pursues potential solutions to human and societal problems. This research is more prescriptive in nature, focusing on how questions.

**Evaluation Research.** (summative and formative): Evaluation research studies the processes and outcomes aimed at attempted solution. The purpose of formative research is to improve human intervention within specific conditions, such as activities, time, and groups of people; the purpose of summative evaluation is to judge the effectiveness of a program, policy, or product.

**Action Research:** Action research aims at solving specific problems within a program, organization, or community. Patton (1990) described that design and data collection in action research tends to be more informal, and the people in the situation are directly involved in gathering information and studying themselves.

According to Dawit, et al (2002), educational researchers have come to the consensus that educational research must be conducted in a rigorous and systematic way, although what this implies is often debated. The findings of educational research also need to be interpreted within the context in which they were discovered as they may not be applicable in every time or place. Education research is often carried out in naturalistic settings that may carry threats to the validity of the study such as loss of subjects, selection bias, historical events or maturation' (Bordage and Dawson, 2003). Educational research, therefore, differs from other types of research. Educational research draws on different research and theoretical paradigms from scientific research, which has traditionally been grounded in a positivist stance. Educational research draws largely from the social sciences in its approach, research methods and interpretation of results, and may involve a shift in perspective from the seeking of irrefutable

‘facts’ and universal ‘truths’, to offering new insights, acknowledging the subjectivity of researchers, the impact of the research process itself on subjects and outcomes, and the agency of the subjects of the research.

### **2.3. Types of Educational Research**

**Descriptive:** Descriptive studies attempt to describe things as they currently are. For example, a teacher might observe a student who is not doing well in his class and keep a record of his daily patterns. Another teacher might interview members of his/ her class to find out their interests. A third teacher may survey his class for talents they are willing to share. A final teacher may ask students to use a reading program so that she can understand their current literacy level. Notice the following two important things. None of the teachers in these scenarios *change* anything in their classroom (they don't use a new technique, for example) .None of the teachers in these scenarios are trying to prove that one thing causes another

**Correlation:** Correlation studies attempt to identify a relationship between two or more things. For example, a teacher might observe a student who seems to get up a lot to determine if he gets up at the same time, during the same subject, etc., each day. Another teacher might discover that members of her class who take music lessons tend to do better in math. The following two important notes apply here: the teacher is not changing anything and the teacher is not trying to prove that one thing causes another.

**Experimental:** Experimental studies attempt to demonstrate a causal relationship between two or more things. They typically involve two or more groups (control group and experimental group) that are randomly assigned (people are picked at random to be in each group). For example, a teacher may implement a new computerized math program with half of her class and have the other class stick to methods she used before. Then she might use pre- and post-tests to determine if the math program made a difference in achievement. Notice that the teacher in this scenario made a change and is trying to prove causation.

### **2.4. The Significance of Research in Education**

Educational research is something compulsory prior to planning activity. If felt needs are to be assessed so that priorities of the school could be identified, a sort of research should be made. This means that research and planning are inseparable. When supporting this idea Kibukaamu

(1996) says “the degree of inter-dependence between these two field is so great that it is to longer pertinent to speak of them separately”. Therefore, educational research is a base for educational planning. When conducting educational research, teachers are ready answer one or two of the following question that help to amelioration of the whole system. Firstly, what are the characteristics of a phenomenon and how to this characteristics differ from one another? This is to mean in any school situation so many features can attract the attention of the researcher. For instance, the physical and social arrangements, the equipment and the material, the thought, feelings and behavior of teachers and students and so on take in to account. Secondly, “what a relationships exists between or among the characteristics?” refers to relations that arise among the three or more features of the classroom climates. These are teaching style, pupil personality type, and pupil achievement. Though the two or three of them are no mutually exclusive, in general they are parts of advantageous of educational research (Anderson, 1984).

The goal of educational system is primarily concerned with making sure that the environment in which the teaching-learning process is conducive or not. For this, teachers are responsible to conduct research on the issues as to what extent is the school environment is conducive. Hopkins (1995) elaborates this as “undertaking in their own and colleagues classroom is one way in which teachers can take increased responsibility for their actions and create a more energetic and dynamic environment in which teaching and learning can occur”. Therefore, as practitioner’s teachers are the one who should undertake educational research? 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. It is a most important tool for advancing knowledge, for promoting progress and for enabling man to related more effectively to his/her environment, to accomplish his/her purpose and to his/her conflicts Cohn (1994:40).

## **2.5. Rational for Teachers Engagement in Research**

Hopkins (2002). Agreed to the idea of educational research, teachers to be a researcher by explaining that teachers under take research in their class-rooms and schools for the purpose of improving practice. He added that class-room research is an act undertaken by the teachers to enhance their own or colleagues teaching, to test the assumptions of educational theory in practice, as a means of evaluating and implementing whole school priorities.–The concept of teacher as a researcher implies that teachers make research on their teaching practice for the sake

of testing the theoretical principles compared to practical implementation and to assure improvement.

According to Collier (2005), teaching should be based on sound and relevant research on which the quality of teaching rests including: discovery, dissemination and interpretation of new knowledge and re-interpretation of existing bodies of knowledge and the application of principles to modeling and design, the invention and generation of idea, performances and designs where these lead to substantially improved sights. Moreover, the author further states that research improves teaching quality because it deepen teachers knowledge of the subject matter giving teachers the opportunity to convey to students not only information but also understanding of the value and excitement of scholarly endeavor and an appreciation of the spirit of inquiry gives the teachers “respect” and stature in the eyes of the students.

## **2.6. Factors Affecting Teachers Engagement In educational Research**

Several factors can have hindering impact on the teacher’s research work some of which are lack of research knowledge and experience, lack of interest and courage to conduct research, lack of fund, workload and lack of time, inaccessibility of facilities and resources and less credibility give to research to mention few among other.

## **2.7. Teacher’s Research Skills and Experience**

According to Derebssa (2004), those who are entitled to carry out educational research need to possess high quality of expertise and experience. Without the individual equipped with basic research skill, it would virtually impossible to think of carrying out research activity.

Therefore, the need for competency in research methods becomes indispensable to the individual. Suggest the notions that having the skill and knowledge of research, which can be mastered through training and enriched by experiences are essential pre-requisite in research work. This being the case, lack of training, workshop, seminars or research meeting on research issues makes the problem of research work more complex and severe. Hence, training educational researchers is important to enhance teachers in research involvement and-it seems that schools have to stress research training hand in hand with teaching.

## **2.8. Research Fund**

Lack of financial provision can hamper success of research activities. To conduct a research is indeed, an expensive endeavor. Accomplishment of activities to achieve goals of any organization needs financial allocation or fund. Secondary schools need to get research fund to operate on issue of research and to realize their objectives. In Africa for instance, the shortage of money considered as a major problem to conduct educational research. There is also shortage of external fund to finance educational research (Mutebi, 1993).

To overcome this challenge, first of all, the principal should be aware of how the problem is demanding and prepared for it. Funding issues are complex and funding procedures are constantly changing. There is no single formula to solve financial problem exists for one things, the problem is more complicated than one can think, for the other problem takes different shapes in different situation. Hence, it should be taken in to account when dealing with financial difficulties (Pacryer, 1996).

## **2.9. Sufficient Time and Workload**

According to study of status of research activities among Addis Ababa senior high school teachers conducted by Hagman and Schwarly (1995 :18), “the teachers concur that heavy-teaching load is another handicap that hampers research activities in school.” If teacher-researchers are highly loaded with teaching and non-teaching activities, they are less likely to conduct research because research by nature is a time taking activity.

## **2.10. Research Sources and Facilities**

Research in a vacuum is unthinkable, required available resources such as reference materials, accessible source of information like internet, pedagogical center, archives and other documentation center. Research work needs supply of facilities and sources. It should be noted that getting time, skill and demand for research alone is not adequate to make successful research. Furthermore, to effectively engage in research activity, a researcher needs to be providing with materials and for psychological incentives (Seyoum, 1998).

## **2.11. Effective and Efficient Management**

Any activity in organization should be supported if it is to be implemented very well. Teacher based research requires very sensitive support from the local education authority, advisors and

from head teachers. Hence, among so many duties of managers in the school, paving way as to how culture of educational research would be developed is one. In addition to coordination of activities in educational research, the managers can help teachers in training the scope of a problem for inquiry since the manager is in a convenient place to see impediments for the implementation of the school undertakings (Hagman and Schwaely, 1995).

## **2.12. Research Problem and its Approach**

### **2.12.1 Research Problem**

It is not very common to see research being undertaken to solve the problem in secondary school. According to the transitional government of Ethiopia (TGE, 1994), emphasis is given to orient education towards problems solving approach. This necessitates research in education. The policy demands that there will be appropriate nexus between education, training, research and development through coordinated participation among relevant stakeholders.

As stated by O'Brien (2003), research can and does have clear value and meaning; the prime objective of academic scholarship and research must be surely be about increasing knowledge for everyone, and via whatever means possible.

The educational program can be successful, if the teaching and learning process is well implemented and achieves a deserved result. The task of conducting this process is not easy one, because there are many educational problems which hinders any kinds of educational changes and progress. One of the problems that need urgent measure is the state of research activities at secondary schools. The team researchers feel that the research activities in general, teacher's participation in research in particular of these secondary schools indicated that the majority of them are not doing well educational research (TGE, 1994).

### **2.12.2. Research Approaches**

In educational research, there are four major approaches to research. They are quantitative, qualitative, pragmatic and participatory approach to research. The quantitative research usually involves collecting and converting the data in to numerical form so that statistical calculations can be made and conclusions are drawn (Denscombe, 2004).

Qualitative research is about recording common analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions. Researchers are interested in gaining a rich and complex understanding of people's experiences and not in obtaining information which can be generalized to large groups.

The pragmatic approach to research (mixed methods) is an approach to science involves using the method which appears best suited to the research problem and not getting caught up in philosophical debates about which is the best approach. The pragmatic researchers therefore granting themselves the freedom to use any of the methods, techniques and procedures typically associated with quantitative or qualitative research.

Participatory approach to research indicated to some degree, researchers adopting an advocacy or participatory approach feel that the approach to research described so far do not respond to the needs or situation of the people from marginalized vulnerable groups. Using this approach it is also possible to investigate the research problems (Denscombe, 2004).

In general, in much of the educational research the quantitative and qualitative approach can be used simultaneously.

### **2.13. Development of Educational Research in Ethiopia**

Educational research is one of the activities of educational development efforts. It is due to this fact that the education and training policy encouraged the culture of research in Ethiopian education system. The education and training policy of Ethiopia (TGE, 1994) states the need for strengthening problem solving capacity in education. Besides, the Ministry of Education has made the commitment to extend research activities down to school level (Degarege, 2000).

The history of the origin and development of research is associated to the establishment of research centers or institutions. Many of the Ethiopian educators (Ayalew 2000, Seyoum 1998, Temesgen, 2002) are of the opinion that the status of educational research is at its infant stage and less popular in Ethiopia as compared to other countries. As understood from the research literatures, especially of Seyoum (1998) and of Ayalew (2000) there were reasons that hampered educational research in Ethiopia at its beginning related to the religious aspects of the pioneer traditional educational institutions.

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

## **CHAPTER THREE**

### **RESEAR DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

To describe the factor that constrains teacher's engagement in educational research practice, descriptive survey design was used. This is because descriptive survey is an instrument used to collect data that describes one or more characteristics of a specific population (Jeffrey, 1998).

#### **3.2. Research Method**

As to the method of the study, this research would be performed a mixed approach it means both quantitative and qualitative approaches emphasis. Qualitative would be used in order to understand the view of individuals, events in their natural setting and to gain the information by open ended questionnaire, interview and documents and information to gain by closed ended questionnaires would be employed with quantitative research method. The all the information is classified data organized and summarized in the tabular form and analyzed would be convenient. The researcher would be used quantitative data collected for teachers. And also the researcher would be used qualitative method for principals, vice principals, and supervisors.

#### **3.3. Sources of Data**

In order to secure sufficient and relevant information, the researcher would be used to two sources of data:

##### **3.3.1. Primary Source of Data**

The primary source of data was gathered from teachers, principals, supervisors. It is necessary to get information from participants using questionnaires, interview and observation. Observation also made about the accessibility of references material, internet, and computer facilities

##### **3.3.2. Secondary Source of Data**

The secondary source of data would be used to strengthen the primary sources. This includes school documents (as minutes, guidelines related to factors that affect teachers engagement in educational research and different extracurricular and school magazines if any) written on the factors that hinder teachers participation in educational research would be used as secondary data sources.

### 3.4. Population ,Sample Size and Sampling Techniques

Abba Fransua secondary school would be taken as sample by using purposive sampling technique. There were 66 teachers' population in Abba Fransua secondary school. This constituted a total number of 66 teachers' population. From that total population of the school, 33 of them (50%) were selected through simple random sampling techniques. This technique helps to avoid the bias of selection for it give equal chance for all. There were also 1 supervisors, 1 principals, and 2 vice principals in the study area and all of them were made parts of sample by using purposive sampling techniques. This constituted a total number of Sample size of 37 participants.

Table : Population, Sample size and sampling techniques.

No	Respondents	Total Population	Total sample	Percentage	Sample Techniques	Data Collection Instruments
1	Teachers	66	33	50	Simple random sampling	Questionnaire
2	Principals	1	1	100	purposive sampling	Interview
3	Vice principals	2	2	100	Purposive sampling	Interview
4	Supervisors	1	1		Purposive sampling	Interview
5	Total	70	37			

### **3.5. Data Gathering Tools**

#### **3.5.1. Questionnaire**

Questionnaire is an instrument by which information is obtained from respondents in written form. It is convenient to secure reliable and adequate factual information, opinions, and attitudes in a structural framework from a large number of respondents at a low unit cost (Seyoum and Ayalew, 1989). It consists of both close-ended and open-ended questions with the intention to disclose free opinions of respondents and it is distributed to many people at the same time with a short period of time. The researcher was used questionnaire for teachers to obtain the needed data.

The major data gathering instruments for this study were questionnaires and Interview. Questionnaire that contained five parts of 36 items was provided for teacher participants. The questionnaire included closed-ended items of five Likert scales and open-ended items. It was selected for very reason that it enables to collect information from many people within a short period of time.

#### **3.5.2. Interview**

In order to gather data interview was used employed as data collection instruments. Interview was used to be conducted for Supervisor, vice principals and Principal. This interview made respondents flexible and free. Interview which had contained 7 items were used with supervisors, principals, and vice principals. It was used for it help us to get detail relevant and appropriate information from the participants. Questionnaire was first prepared in English language because the secondary school teachers are capable to understand English language. And Interview was first prepared in English language and then translated in to Amharic language.

#### **3.5.3. Document analysis**

In addition to questionnaires and interview document analysis was used to substantiate the information that was gathered by the questionnaires and interview documents like minutes of meeting, policy document, job description, and records to see the teachers, principals, vice principals, and supervisors profile about their contribution of educational research from the school record keeping.

### **3.6. Data Gathering Procedures**

The researcher first discussed with Abba Fransua secondary and school principals about our investigation and then the researcher asked for permission before the starting of data collection. Then, the researcher have gone to schools and collected data from school teachers, principals, and supervisor and vice principal. All teacher participants were administered the questionnaire by the researcher in their respective schools with the help of principals, vice principals, supervisors and teacher professional development committee of the schools. Interview was also conducted on face to face basis with the principals, vice principals and supervisors in their respective schools by student researchers.

### **3.7. Method of Data Analysis**

After gathered the necessary data, the quantitative data had been tabulated, interpreted and summarized. Percentage was used to interprate data and to convey the information in simple and understandable manner. Qualitative data also had been analyzed and presented in words , because qualitative data couldn't specified within numbers rather it analyzed and presented in words.

### **3.8. Ethical Consideration**

Concerning the ethical and moral issues, the following were addressed in this study: The purpose, procedures and risk of study were explained to participants, participants were aware of data gathering techniques, participants were fully aware of consequences of this study, the dignity, privacy and interests of the participants were respected and protected, research data was confidential and all participants were anonymous, participants ability to terminate or stop involvement at any time was known to all participants, and participants were not harmed; welfare of the participants were taken priorities overall other concerns.

**CHAPTER FOUR**  
**PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

**4.1 Characteristics of Participants**

Table :Characteristics of Participants

No	Item	Category	Respondents						Total	
			Teachers		Principals or vice principals		Supervisors		participants	
			No	%	No	%	No	%	No	%
1	Sex	Males	25	76	2	100	1	100	28	76
		Females	8	24	1	-	-	-	9	24
		Total	33	100	3	100	1	100	37	100
2	Age	20-30	23	70	-	-	-	-	23	62
		31 and above	10	30	3	100	1	100	14	38
		Total	33	100	3	100	1	100	37	100
3	Service year	1-5	15	45.4	1	33	1	100	17	46
		6-10	9	27.3	2	67	-	-	11	30
		11-15	5	15.2	-	-	-	-	5	14
		16-20	4	12.2	-	-	-	-	4	10
		Total	33	100%	3	100	1	100	37	100
4	Level of	Diploma	-	-	-	-	-	-		

	education	1 <sup>st</sup> degree	28	85	1	33		-	29	78
		2 <sup>nd</sup> degree	5	15	2	67	1	100	8	22
		Others	-	-	-	-	-	-	-	-
		Total	33	100	3	100	1	100	37	100
5	Teaching load	6-10 periods	11	33	3	100	-	-	14	38
		11-15 periods	13	40	-	-	-	-	13	35
		16-20 periods	6	18	-	-	-	-	6	16
		21and above	3	9	-	-	-	-	3	8
		Total	33	100	3	100	1	100	36	97
6	Field of specialization	Math's	5	15.2	-	-	-	-	5	14
		Natural science	10	30.3	1	33	-	-	11	30
		Language	5	15.2	-	-	1	-	6	16
		Social science	10	30.3	2	67	-	100	12	32
		ICT	3	9	-	-	-	-	3	8
		Total	33	100	3	100	1	100	37	100

As it is shown in Table 2 Item 1, 25 (76%) and 8 (24%) of the total teachers were males and females respectively. And also, from 3 (75%) principals, vice principals 2 (50%) and 1 (25%) supervisors were males ,only 1(25%) was females. This indicates that the participation of females in the secondary schools of the study area was minimal both in teaching and administrative career.

Item 2 of Table 2 shows age of participants. Accordingly, 23 (62%) of teachers were within the 20-30 years, and 14 (10%) were 31 and above ,while 3 (100%) of the principals and vice

principals as well as 1(100%) of the supervisors were within the age range of 31 and above years. From this, one can see that a good majority of the teachers were young whereas the principals, vice principals and supervisors were at adult stage. This might create conducive situation for principals, vice principals, supervisors and teachers to freely discuss problems related to schools.

Concerning the service years of participants, majority of the teacher 15 (45.4%) had served for 1-5 years. But, 1 (33%) of principals and vice principals had served for 1-5 years as well as 2 (67%) of principals and vice principals had served between 6-10 years while all supervisors 1 (100%) were served for 1-5 years. This might show that the majority of the teachers were not having enough experience in teaching learning activities. The fact that they had less than six years' experience tells us that they were not adequately experienced. However, majority of the principals and vice principals had enough experience to coordinate and facilitate educational research whereas supervisors were not.

With regard to participants qualification, as shown in Table 1 Item 1, 28 (85%) teachers participants were first degree holders and about 5 (15%) of the teachers were second degree holder. In the same manner, 1 (33%) principals, vice principals were first degree holders and 2 (67%) of them were second degree holder and also 1 (100%) supervisors were second degree holder. According to the prescription of Teacher development program (2007:12), all teachers in secondary schools should have first degree and all principals including secondary school supervisors should a first degree holder in leadership. While all the teachers appropriately qualified for the level, most of the principal, vice principals& supervisors were under qualified.

However, it would be possible to generalize that, longer service in the education system might help principals to have adequate experiences and understanding about various issue and problems related to teachers' participation in educational research at their respective schools.

Concerning the teaching load, as indicated under Item 5 of Table 1, 6 (18%), of the participants teachers had 16-20 periods load per week, 11 (33%) of them had 6-10 periods, and 13 (49%) had 11-15 period load per week. Only about, 3 (9%) had a teaching load of 21 period and above per week. According to MoE (2006:), every secondary school teachers are expected to teach a minimum of 15 and a maximum of 20 periods per week. From this, one can conclude that most

of the teachers in the schools of the study area had enough time to do other activities including research in addition to their teaching and learning responsibility.

Item 6 of Table 2 is about participants' fields of specialization. There were 5 (15.2%) teachers from field of mathematics, 10 (30.3%) from natural science stream (such as Chemistry, Biology, and Physics), 10 (30.3%) from social science (such as History, Geography and civics), 5 (15.2%) from language (such as Amharic and English), and 3 (9%) from ICT. And there were also 1 (33%) of principals & Vice principals from field of natural science stream (such as Chemistry, Biology and Physics), 2 (67%) of principals & Vice principals from social science stream (such as History, Geography, and Civics), and 1 (100%) of supervisor were from language (such as Amharic and English),

#### 4.2. The Status of Secondary School Teacher's Engagement in Educational Research Practice

Table : The Experience of Teachers in Conducting Educational Research Practice

No	Item	Status	Teachers Participant					Total
			SA	A	UD	DA	SDA	
1	I have taken research methodology course in my pre-service study.	No	16	7	2	5	3	33
		%	48.4	21.2	6.1	15.2	9.1	100
2	I have an experience of doing research in my school.	No	4	4	11	10	4	33
		%	12.1	12.1	33.3	30.3	12.1	100
3	I have completed at least one educational research in my teaching life.	No	8	8	6	8	3	33
		%	24.2	24.2	18.2	24.2	9.1	100
4	There is consensus reached by teaches of the school to conduct at least one research on an individual	No	4	4	7	10	8	33
		%	12.1	12.1	21.2	30.3	24.2	100

SA =strong agree, A =agree, UD= Undecided, DA=Disagree, and SDA=Strong disagree

Table 3 deals with experience of participants in conducting educational research. Item 1 of Table 2 asked if participants have taken research course in their pre-service study. Accordingly, the majority of teacher participant 23 (69.6%) of the study either agree or strongly agree with this notion. However, there were still 8 (24.3%) teachers who either “disagree” or “strongly disagree” with the notion of the sentence.

Item 2 of Table 3 was about the participant’s experience in doing research in school. While 14 (42.4%) rated either “disagree” or “strongly disagree”, 11 (33.3%) of them rated undecided. This implies that teachers had no enough experience in conducting research in the secondary schools.

Item 3 of Table 3 asked if the participants have completed at least one research in their teaching life. While 11 (33.3%) of teacher rated this item either “disagree” or “strongly disagrees”, 16 (48.4%) also rated the item either agree or strongly agree. This variation of response might show the difference existed among the targeted schools in this respect.

Item 4 of Table 3 also asked participants to rate the extent to which consensus was reached by teaches of the school to conduct at least one research on an individual base. Accordingly, 25 (75.7%) if the teachers rated this item either “disagrees”, “strong disagree” or undecided. This indicates absence of consensus to handle at least one research on yearly base at individual level.

Table : Technical Assistance Given for Teacher’s Engagement in Educational Research

No	Item	status	Teachers Participant					Total
			SA	A	UD	DA	SDA	
1	The school/woreda arranges workshop/short term training for teacher on how to conduct research.	F	2	4	8	8	11	33
		%	6.1	12.1	24.2	24.2	33.3	100
2	The school encourages teachers to	F	-	8	5	11	9	33

	solve many of the problems they encounter through the employment of educational research.	%	-	24.2	15.2	33.3	27.3	100
3	The school usually alerts teacher constantly to participate in educational research activity.	F	4	8	10	8	3	33
		%	12.1	24.2	30.3	24.2	9.1	100
4	There is provision of guiding rules and regulation on the part of school on how to conduct the educational research.	F	3	6	9	11	4	33
		%	9.1	18.2	27.3	33.3	12.1	100
5	There is technical assistance from the school for teachers while they are engaging in educational research activities.	F	2	4	4	21	2	33
		%	6	12	12	64	6	100
6	School principal and supervisor set example for teachers by engaging themselves in educational research.	F	3	5	8	11	6	33
		%	9.1	15.2	24.2	33.3	18.2	100

SA =strong agree, A =agree, UD= Undecided, DA=Disagree, and SDA=Strong disagree

Table 4 deals with technical assistance given for teacher’s engagement in educational research. Under Item 1 of Table 4, participants were asked to rate the extent to which school/woreda arranged for them workshop/short training on how to conduct research. Accordingly, 19 (57.5%) of participants either “disagree” or “strong disagree” with this notion. While 14 (42.5%) of them acknowledge there is some short training by rating either agree, strongly agree or undecided. Under Item 2 of Table 4, participants were asked to rate the extent to which schools encourages teachers to solve many of the problems they encounter in education through the employment of educational research. Accordingly, 20 (60.6%) participants either “disagree or strong disagree

with this idea of statement. This result shows that the encouragement of the school in this respect was not adequate or of none existence at least in some schools. Most (3(75%))

Item 3 of Table 4 was about the extent to which schools have alerted teachers constantly to participate in educational research. Accordingly, 12 (36.3%) of participants rated this item either strong agree or agree. But, 11 (33.3%) of them also rated this item either strong disagree or “disagree. This indicates that the schools work in this respect was not uniform & thus need effort to bring such uniformity.

Under Item 4 of Table 4, participants were asked to rate the extent to which provision of guiding rules and regulation on the part of school on how to conduct the educational research. Accordingly, 15 (35.4%)) of participants rated the item either “disagree” or “strong disagree”. 20 (60.6%) recognized its existence by rating agree, “disagree” or undecided. This implies that due to skill gap and lack of commitment to read rules and regulation there is variation among schools because there is no guiding reference.

Item 5 of Table 4 is about provision of technical assistance from the schools for teachers while they were engaging in educational research activities. About 21 (64%) teacher participants of the study rated this item “disagree”. This indicates that there was no technical assistance in majority of the schools for teachers when they engage in educational research in those respective schools. Lack of technical assistance was also among the most recurred theme of open ended question for teacher and interview of principals and supervisors.

Under Item 6 of Table 4, participants were asked to rate the extent to which school principal and supervisors set example for teachers by engaging themselves in educational research. Accordingly, 17 (51.5%) of the participants rated this item either “disagrees” or “strong disagree”. However, the failure of other 16 (49.5%) participants of the study to agree with the idea (they either strongly agree, agree, or undecided) also shows variation among the schools in this respect. Thus, it seems that those teachers were pushed from behind with being presenting with an example from the front.

Table : The Plan Designed to Guide Educational Research Practices

No	Item	Status	Teachers Participant					Total
			SA	A	UD	DA	SDA	
1	Conducting educational research made part of the school yearly plan.	F	3	6	8	10	6	33
		%	9.1	18.2	24.2	30.3	18.2	100
2	Teacher do have annual Action plan to conduct educational research.	F	3	5	7	10	8	33
		%	9.1	15.2	21.2	30.3	24.2	100
3	The school have annual schedule for reviewing completed researches.	F	3	6	6	6	12	33
		%	9.1	18.2	18.2	18.2	36.3	100
4	The frequently used completed research to secure career structure.	F	3	4	9	13	4	33
		%	9.1	12.1	27.3	39.4	12.1	100

SA =strong agree, A =agree, UD= Undecided, DA=Disagree, and SDA=Strong disagree

Item 1 of Table 5, participants were asked to rate the extents to which they agree or “disagree” with the notion that educational research made part of the school yearly plan. Accordingly, 16 (48.5%) of the participants either “disagree” or “strong disagree”. Also, other 9 (27.3%) of the participants either agree or strongly agree. This implies that there is no action research plan in the schools.

Item 2 of Table 5, participants were asked if teachers had annual action plan to conduct educational research. Accordingly, 18 (54.5%) of the participants either “disagree or “strong disagree” even if 8 (24.3%) participants that reported they had by rating either agree or strongly agree. This implies that the variation may occur due to some schools make discussion on how to prepare annual action plan to conduct educational research. But completely during data collection there was no annual plan prepared have been seen by student researcher

Under Item 3 of Table 5, participants were asked to rate the extent to which the school had annual schedule for reviewing completed researches. Accordingly, 18 (54.5%) of the participants rated this item either “disagree or “strong disagree”. This idea may also strengthen with idea obtained through interview schedule that there was no research conducted. About 9 (27.3%) participants either agreement or strong agreement with the notion also doubtful for we student research know from our experience that there was no such activities in those schools.

Under Item 4 of Table 5, participants were also asked to rate the extent to which teachers frequently used completed research to secure career structure in their respective schools. Accordingly, 17 (51.5%) of participants either “disagree” or “strong disagree” with the notion of the sentence. Given the response of majority of participants about unavailability of completed research to the other items, such response was also expected.

#### 4.3. Factor Affecting Teacher Engagement in Educational Research

Table : Provision of Moral Backing and Coordination and Teacher’s Patience and Courage to Conduct Educational Research

No	Item	Status	Teachers Participant					Total
			SA	A	UD	DA	SDA	
1	Availability of moral backing from school principal.	F	2	10	8	10	3	33
		%	6.1	30.3	24.2	30.3	9.1	100
2	Teacher’s patience and courage to handle the research task.	F	-	5	10	15	3	33
		%	-	15.2	30.3	45.4	9.1	100
3	Provision of coordination and management for educational research by principal.	F	6	9	2	11	5	33
		%	18.1	27.3	6.1	33.3	15.2	100

SA =strong agree, A =agree, UND= Undecided, DA=Disagree, and SDA=Strong disagree

Table 6 deals with provision of moral backing and coordination and teacher’s patience and courage to conduct educational research.

Under Item 1 of Table 6, participants were asked to rate the extent to there was moral backing for them from school principal to conduct research. Accordingly, 13 (39.4%) of the participants either “disagree” or “strongly disagree”. However, 12 (36.4%) of them also either agree or strongly agree with its availability.

Under Item 2 of Table 6, participants were also asked to rate the extent to which there was teacher’s patience and courage to handle the research tasks. Accordingly, 18 (54.5%) of the participants either “disagree” or “strong disagree” with this notion of the sentence. This implies that the teachers are not committed to conduct educational research.

Under Item 3 of Table 6, participants were asked to rate the extent to which provision of coordination and management for educational research by principal was in place. Accordingly, 16 (48.5%) of the participants have rated this item either “disagree” or “strong disagree”. While, 11 (33.3%) of the participants have rated this item either agree or undecided. This implies that there is coordination and management for educational research by principals even so they rated this according to our background information about the schools there is coordination and management for educational research by principals.

Table : The Facilities Help Teachers to Conduct Educational Research

No	Item	Status	Teachers Participant					Total
			SA	A	UD	DA	SDA	
1	Accessibility of facilities for research work (Internet, Computer...etc.	F	2	1	4	14	12	33
		%	6.1	3	12.2	42.4	36.4	100
2	Availability of relevant reference materials.	F	-	4	8	9	12	33
		%	-	12.1	24.1	27.3	36.4	100
3	Availability of financial and material resources to conduct research.	F	3	3	5	9	13	33
		%	9.1	9.1	15.2	27.3	39.3	100
4	Availability of incentive for teachers to engage in educational research.	F	2	3	9	12	7	33
		%	6.1	9.1	27.3	36.3	21.2	100

SA =strong agree, A =agree, UD= Undecided, A=Disagree, and SDA=Strong disagree

Table 7 deals with facilities help teachers to conduct educational research. Under Item 1 of Table 7, participants were asked to rate the extent to which facilities for research work (Internet, Computer...etc) were accessible to them in their respective schools. Accordingly, 26 (78.8%) of the participants rated the item either “disagree” or “strong disagree”. The absence of such facility was also a recurring theme of description of teacher participants 23 (77%)) through open ended question. Response obtained from 3(75%) principals and supervisor participants through

interview also shown one way or another way the absence of such facility. But, 1 (25%) of them also described the availability of such facilities.

Under Item 2 of Table 7, participants were also asked to rate the extent of availability of relevant reference materials in their respective schools to support their research work. Accordingly, 21 (63.7%) of teacher participants of the study have rated this item either “disagree” or “strong disagree”. An interview made in relation with this issue also underscored the scarcity of reference materials in those targeted schools.

Under Item 3 of Table 7, participants were asked to rate the extent of financial and material resources availability to teachers to conduct research. Accordingly, 22 (66.6%) teacher participants rated this item either “disagree” or “strong disagree”. Response obtained from majority of teachers participants 29 (89%) through open ended question also indicate lack of such financial and material resources for teachers for their research work engagement. Response obtained from 3 (75%) principals, supervisors’ participants of the study through interview also revealed the same lack of availability of financial and material for the work.

Under Item 4 of Table 7, participants were asked to rate the extent of availability of incentive for teachers to engage in educational research. Accordingly, 19 (57.5%) of the participants rated the item either “disagree” or “strong disagree”. Even if there is obviously a possibility of their using it for career structure promotion, it seems that such issue might have no consideration with participants of the study.

Table : Condition Helps Teachers to Conduct Educational Research

No	Item	Status	Teachers Participant					Total
			SA	A	UnD	DA	SDA	
1	Availability of spare time for teachers to handle research activities.	F	3	6	9	12	3	33
		%	9.1	18.2	27.3	36.3	9.1	100
2	Teacher’s posse’s basic knowledge, skills and experience to conduct research.	F	7	6	10	8	2	33
		%	21.2	18.2	30.3	24.2	6.1	100
3	Work load that prevent teachers	F	2	5	11	12	3	33

engagement in educational research.	%	6.1	15.2	33.3	36.3	9.1	100
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SA =strong agree, A =agree, UND= Undecided, DA=Disagree, and SDA=Strong disagree.

Under Item 1 of Table 8, participants were asked to rate the extent of availability of spare time for teachers to handle research activities. Accordingly, 15 (45.4%) of the participants either “disagree” or “strong disagree” with this notion. This result shows that there is no availability of spare time for teachers to handle research activities. An interview conducted with principals and school supervisors also made clear that availability of spare time for teachers to handle research activities 1 (25%) but some of them also denied the availability of such facilities. To the contrary, lack of spare time for teachers to engage in educational research was one of recurred them of response obtained through open ended question.

Under Item 2 of Table 8, participants were asked to rate the extent of their agreement with teacher’s possessing basic knowledge, skills and experience to conduct research. Accordingly, 13 (39.4%) of the participants either strong agree or agree. While, 18 (54.5%) of the participants either undecided or “disagree”. Even so they rated this according to our information of the schools there is enough potential. This indicates that teachers possessing basic knowledge, skills and experience to conduct research.

Under Item 3 of Table 8, participants were asked to rate work load was in position of preventing teacher’s engagement in educational research in their respective schools. Accordingly, 15 (45.4%) of participants either “disagree” or “strong disagree” with this notion. While, 16 (48.5%) of participants either agree or undecided. Even so they rated this based on their schools background information there is no teaching load, then this indicates that there is no teaching load in the school that prevented teacher from conducting educational research.

In addition to items teacher participants of the study presented with in the form of closed ended questions, they were also asked to state three key factors, in rank order, that they believe seriously affected teacher engagement in educational research task in their respective schools. Of all the stated issues, the following were the most recurred themes in order of importance.

- Provision of coordination and management for educational research by principal (15(45.4%)).

- No any moral backing from school principals to the teacher to enhance the engagement of teacher in educational research (13(39.4%)).
- Skill and experiences (8(24.2%)).

An interview was also made with principals, vice principals and supervisors about factor affecting teacher engagement in educational research. The following were the most recurred themes.

- Unavailability of financial and material resources to teachers to conduct research (3 (75%)).
- Lacked experience of doing research and there was little opportunity for their provision with skills of research through workshop and short training, (1(25%)).

#### **4.4. Action For Improvement of Teacher's Engagement in Educational Research**

In addition to questions provided in the form of rating scale on the other issues, teacher participants of the study were also provided with open ended questionnaire as to what to be done by each school in order to improve teachers' engagement in educational research in their respective schools. About (12 (27%)) of teacher participants of the study returned the paper back without supplying any kind of response to this particular item. However, the following points were suggestions provided one way or another by other participants of the study.

- Developing the skill of the teachers to engage in educational research (12 (27%)).
- Preparing viable plan for the employment of research action (10 (23%)).
- Fulfilling material, providing financial support and providing short term training for teachers. (10(23)).

1 (100%) of cluster supervisors were responds that describe one way or another that the school must develop the skill of teacher by giving them short term training, fulfilling the facility and financial materials. And also 3 (100%) of principals & vice principals were responds that developing the skill of the teachers to engage in educational research.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Summary**

The main purpose of the study was to identify factors constrained teacher's engagement in educational research in secondary schools of Abba Fransua secondary and school. To attain this objective, the following basic research questions were raised: What factors affecting secondary school teacher's engagement in educational research in Abba Fransua? What is the statue of secondary school teacher's engagement in educational research? What actions shall the schools take to enhance engagement in educational research in their secondary schools? To conduct the study, descriptive survey method was used. Data for the study gathered through questionnaire and interview. Participants of the study were 33 teachers, 1 principals and 2 vice principals and 1 supervisors. While teachers selected by using simple random sampling techniques, principals, vice principals and supervisors were selected by using purposive sampling techniques. The collected data organized and grouped into different categories and analyzed by using number and percentages. The major findings of the study were found to be the following.

- Most of participants of the study have taken research course during their pre-service study.
- Most of teachers also lacked experience of doing research and there was little opportunity for their provision with skills of research through workshop and short training.
- In some school, there were no provision of guiding rules and regulation on how to conduct the educational research and no encouragement for teachers to solve many of the problems they encounter in education through the employment of educational research.
- There was no example set by school principal and supervisors for teachers by engaging themselves in educational research.
- The teachers had no annual action plan to conduct educational research and educational research was not made part of the school yearly plan.
- Lack moral backing and teacher's patient and courage to conduct educational research.
- Lack of provision of coordination and management for educational research by principal.
- Inaccessible of facilities for research work (Internet, Computer...etc) to them in their respective schools

- Unavailability of relevant reference materials in their respective schools to support research
- Unavailability of financial and material resources to teachers to conduct research.
- Developing the skill of the teachers to engage in educational research
- Preparing viable plan for the employment of research action
- Fulfilling material, providing financial support and providing short term training for teachers.

## **5.2. Conclusion**

Based on the basic questions and the major findings of the study, the following conclusion was reached.

It was found that most teachers of secondary schools of the study area were not conducting research. They were not in a position of solving educational problems they encountered on a daily bases; of accumulating the necessary knowledge obtained through engaging in research activities and of enhancing their professional growth by taking part in such activities. Therefore, the teachings learning process handled by those teachers were not the informed one and student learning and school operation was in a risk. Problems that researcher recognized in this connection in secondary school of Abba Fransua was that the research activities in general and teacher's participation in research in particular was low. There was no research conducted in those secondary schools that ambled to solve problem of the school. The attention of the teachers' to improve the overall educational activities in general and to enhance educational quality in particular as well as to raise the student's performance also decreasing from time to time in the secondary schools of Abba Fransua. Educational research was not made part of the school yearly plan. Secondary school teacher' s engagement in educational research were lack moral backing, lack of provision of coordination and management for educational research by principal, inaccessible of facilities and relevant reference and lack of financial and material resources to teachers to conduct research. Developing the skill of the teachers, preparing viable plan for the employment of research action and fulfilling material, providing financial support and providing short term training for teachers were among them.

### 5.3. Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of educational research in the secondary schools of the study area.

- Schools principals and supervisor should be encouraging teachers to conduct educational research by using their knowledge in the schools.
- Cheha education office should be provide the short term training to the teacher to enhance the experience of teachers for conducting educational research.
- The regional, zonal and woredas education office, principals, vice principals and supervisors should be practically distribute the different reference, rules and regulation and creating awareness for teachers on how to conduct educational research.
- woredas education office should make the follow –up measure and provide technical assistance for principals and supervisors to engage themselves in educational research.
- Schools principals and supervisors should be encouraging teachers to prepare the annual plan for action research in their schools.
- The school principals should provide different reinforcement to motivate teachers moral
- woredas education office should provide professional assistance to the school principals on how to coordinate and manage educational research.
- Regional government and non government should support the schools by fulfilling educational facility for research work.
- The school principals should make supply facilities like different reference materials.
- woredas education office and schools should fund the budget for the research purpose to support in conducting educational research.
- woredas education office should provide different short term training to teachers to conduct educational research.
- The school principals should encourage teacher to prepare feasible research plan.
- woredas education office and schools should provide short term training for teachers.

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# APPENDIX A: QUESTIONNAIRE IN ENGLISH LANGUAGE

Wolkite University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

## Questionnaires to be Filled in by Secondary School Teachers of Abba Fransua

The purpose of the study is to assess teachers' engagement in educational research practice in secondary school of Abba Fransua . This questionnaires, therefore, is prepared to collect information about the status of educational research of your secondary school and about the subsequent factors that influence teachers research work. It is believed that secondary school teachers are good sources of information pertinent to the interest of this study. Thus, you are kindly request to fill in the questionnaire. The success of this study will surely relies on your honest response to the questions. Your response will also contribute to the effort of improving teachers' engagement in research work at secondary school. I would like to assure you that your response is kept confidential and will be used only for the study purpose. There is no need of writing your name!

Thank you in advance for your cooperation!

Part I: Personal Information-Put (×) mark in the box in front of the option of your choice for question with alternatives and supply answer for questions required writing.

1.1.Name of the secondary school\_\_\_\_\_

1.2.Sex A. Male  B. Female

1.3.Age A. 20-30  B. 31-40  C. 41 years and above

1.4.Educational Status A. MA/MSc  B. BA/BSc  C. Diploma

1.5. D. Other (specify it) \_\_\_\_\_

1.6.Service year A. 1-5 years  B. 6-10 years  C. 11-15 years

D. 16-20 years  E. 21 years and above

1.7.Regular teaching loads per week A. 6-10 periods  B. 11-15 periods   
 C. 16-20 period  D. 21 and above

1.8.Fields of specialization: Major:\_\_\_\_\_ Minor:\_\_\_\_\_

**Part II:** This part of the question intended to assess the status of secondary school teachers' engagement in educational research activities. Indicate your level of agreement or disagreement with the idea of the items listed in the following table by putting (×) mark in the appropriate box in front of the item. The numbers in the table do have the following meaning: 5 = Strongly Agree 4 =Agree, 3=Undecided =2 Disagree 1 = Strongly Disagree.

NO	Items	Scale				
		5	4	3	2	1
1	I have taken research methodology course in my pre-service study.					
2	I have an experience of doing research in my school.					
3	I have completed at least one educational research in my teaching life.					
4	The school/Woreda arranges workshop/short term trainings for teachers on how to conduct research.					
5	The school encourages teachers to solve many of the problems they encounter through the employment of educational research.					
6	There is consensus reached by teachers of the school to conduct at least one research on an individual or as CDP learning group yearly.					
7	There is professional dialogue among teacher about the task of conducting educational research.					
8	The school usually alert teachers constantly to participate in educational research activity.					
9	Conducting educational research made part of schools yearly plan.					
10	Teacher do have annual action plan to conduct educational research.					
11	The school have annual schedule for reviewing completed researches.					
12	There is a provision of guiding rules and regulation on the part of school on how to conduct the educational research.					
13	There is a technical assistance from the school for teachers while they					

	are engaging in educational research activities.					
14	Teachers frequently used completed research to secure career structure.					
15	School principals and supervisor set example for teachers by engaging themselves in educational research activity.					
16	Other (Write and Rate)					

17. What is your overall comment about the statues of teachers’ engagement in educational research in your school?.....  
 .....

**Part III:** This part deals with factors affecting teacher’s engagement in educational research in secondary school of Abba Fransua . Please indicate level of the prevalence of the stated factor in your school by marking the appropriate box in front of each item in the following table with (×) mark. The numbers in the table do have the following meaning: 5 = Very High, 4 =High, 3= Moderate, 2 = Low, 1 = Very Low.

No	Item	Scale				
		5	4	3	2	1
1	Availability of moral backing from school principal					
2	Accessibility of facilities for research work (Internet, Computer...etc.)					
3	Availability of spare time for teacher to handle research activities					
4	Teacher patience and courage to handle the research task					
5	Availability of relevant reference materials					
6	Teachers possess basic knowledge, skills and experience to conduct research					
7	Availability of financial and material resources to conduct research					
8	Provision of coordination and management for educational research by principals					
9	Work load that prevent teachers engagement in educational research					
10	Availability of incentive for teachers to engagement in educational research					
11	Other (Please specify and rate)					

12. Of the above stated factors, state three key factors, in rank order, that you believe seriously affected teacher engagement in educational research task in your school. You can indicate the number of the item instead of writing the sentence.

.....  
**Part V: Actions for improvement of teachers' engagement in educational research**

13. What actions do you believe the school must take in order to improve teachers' engagement educational research?  
.....

**APPENDIX B: INTERVIEW ITEMS IN ENGLISH LANGUAGE**

**Wolkite University**

**College of Education and Behavioral Sciences**

**Department of Educational Planning and Management**

**Interview Items to be responded by Supervisors, Principals and Vice Principals of  
Secondary School of Abba Fransua**

This study deals with secondary school teachers' engagement in educational research. The success of the study will rely on your honest responses. Thus, you are kindly requested to provide genuine responses to these items.

1. How you evaluate the status of teachers' engagement in educational research in your school/s?
2. What are the factors that are affecting teachers' engagement in educational research in your school?
3. How you evaluate the backing of the teachers to engage them in educational research in your secondary school/s?
4. What general strength and weakness can you cite about teachers engagement in educational research in your school?
5. How you evaluate the availability of the necessary financial, material, and other resources for teachers' to handle educational research?
6. What is your general comment about teachers' engagement in educational research in your school?
7. What mechanisms must be devised in order to solve prevailing problems and to improve teachers' engagement in educational research in your school/s?

## APPENDIX C: INTERVIEW ITEMS IN AMHARIC LANGUAGE

ወልቂጤዩኒቨርሲቲ

በትምህርትና ስነ-ባህሪ ይተቆም

የትምህርት እቅድና ሥራ አመራር ት/ት ክፍል

ለአባ ፍራንሷ 2ኛ ደረጃ ት/ቤት ክ/ሱፐርቫይዘሮች፤ ርእሰ መ/ራንና ም/ር እሰ መ/ራን ሊሞላ የተዘጋጀ ቃሌ-መጠይቅ : :

ይህ ጥናት የሚያጠናው ስለ የ2ኛ ደረጃ ት/ቤት መ/ራን በተግባራዊ ጥናትና ምርምር ላይ ያላቸዉ ተሳትፎ ይሆናል : ፤

የጥናቱ ስኬት ሚመስረተዉ በመልሳችሁ ተአማኒነት ላይ ነዉ : :

የሚትጠየቁት በሚከተለዉ ያልጥያቄዎች ላይ ምላሽ በመስጠት ትብብራችሁ እንጠይቃለን : :

1. በተግባራዊ ጥናትና ምርምር ላይ የት/ቤታችሁ መ/ራን ያላቸዉ ተሳትፎ እንዴት ትገመግሙታላችሁ?

2. በተግባራዊ ጥናትና ምርምር ላይ የት/ቤታችሁ መ/ራን እንዳይሳተፉ ተጽእኖ የሚሳድሩ ጉዳዮች ምን ምድናቸዉ?

3. ት/ቤቱ መ/ራን በተግባራዊ ጥናትና ምርምር ተሳትፎ ከርእሰ መ/ራ የሚያገኙትን ድጋፍ እንዴት ትገመግሙታላችሁ?

4. የት/ቤቱ መ/ራን በተግባራዊ ጥናትና ምርምር ላይ ያላቸዉ ተሳትፎ አጠቃላይ ጥንካሬዎችና ድክመቶች ምን ምን ድናቸዉ?

5. የት/ቤቱ ሃብት፤ ቁሳቁስና ሌሎች ግብአቶች ለተግባራዊ ጥናትና ምርምር አመቺነት እንዴት ትገመግሙታላችሁ?

6.የ ት/ቤቱ መ/ራን በተግባራዊ ጥናትና ምርምር ላይ ያላቸዉ ተሳትፎ በሚመለከት ያለዎትን አጠቃላይ አስተያየት ምን ይመስላል?

7.በ ት/ቤታችሁ ያለዉ ችግሮች ለመፍታትና በተግባራዊ ጥናትና ምርምር ላይ የመ/ራን ተሳትፎ ለማሳደግ ምን አይነት ዘዴዎች ትጠቀማላችሁ?

**ለ ትብብራችሁ ምስጋናዬ ከልብነው!**