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An Investigation into Some Basic Factors that Obstruct Primary School Teachers' Involvement into Educational Research Activities in Ethiopia

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ABSTRACT

This study was designed to assess factors that obstruct primary school teachers' involvement into educational research activities & their extent of impact in Ethiopia. The target population from which the sample was selected comprised of all teachers working in the two primary schools, namely: Kulkual Meda, and Donaberber primary schools. The cluster centered formed out of these schools was selected using purposive sampling technique where teachers in the two schools were selected using stratified random sampling. In order to gather the necessary data that help the researchers to identify and determine the magnitude of the factors from the samples of this study, the researcher used questionnaires, document analysis and interview. The data collected using these instruments was organized and interpreted using percentage and one sample t-test. The findings confirmed that lack of knowledge, skill and practice in educational research, absence of seminars, workshops and meetings concerning educational research, lack of relevant data in the area of the study, lack of related reference books in the respective libraries of primary schools in Ethiopia, absence of interest in the teaching profession, the complexity and burden of research activities, shortage of instructional time and more teaching load, lack of incentives and other encouragements from concerned bodies, and absence of advisory service by supervisors and other higher and influential bodies were the major factors that affect primary school teachers' involvement into educational research activities in Ethiopia. In light of these findings, related recommendations have been forwarded.

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BACKGROUND OF THE STUDY

Research is a systematic attempt to obtain meaningful answers to questions about phenomena or events in the real world through the application of scientific procedures (Koul, 1984). The features of scientific procedures such as an accurate observation, careful exploration, empirical evidence, carefully designed procedures, objective and logical testing, and the researchers' patience, expertise and courage are some of the basic elements that lead to quality research activities (Cooley and Bickel, 1986).

It is when a complex industrialized society developed a greater need for educated individuals to operate its machines and institutions around 1900-1910 that educational research started to emerge (Michell, 1985). When educated people were demanded by the society, Michell further explained that education became an issue and educators started to question and find answers about educational problems (Ibd). That was, therefore, the starting point for the introduction of educational research. As a result of such a need, different organizations such as the National Society for the Study of Education, the American Educational Research Association, the Journal of Educational Psychology were established in the years 1900-1910 (Koul, 1984).

Habtamu (2000) also revealed that the main concern of educational research is to investigate deep into an educational phenomenon such as the objective of education, curricula, teaching-learning process, students, teachers, administrative issues and the like. Shortly, any issue related to the aforementioned basic components of education is assessed through educational research. To this end, therefore, any interested organization can involve in educational research practices. Institutions like universities and schools are more appropriate and responsible to engage in it. However, teachers show little involvement into the research process at primary schools in Ethiopia (Adane, 2000). That is why this study is intended to examine factors that obstruct teachers' involvement in educational research.

Even though the education system of Ethiopia has tried its best to encourage educational research activities in schools, higher learning institution and other educational and research institutions (ETP, 1994), educational research is not conducted widely. As the researchers' experience confirmed, this

problem also occurs in Donaberber-Kulkual Meda primary schools found in Bahir Dar Administrative town, Amhara Region, Ethiopia.

The ETP (1994) of Ethiopia has disclosed the importance of research and related competencies such as problem solving, creative thinking, and all round personality of its citizens. One of the specific objectives in the education policy stated that “to make education, training and research be appropriately integrated with development by focusing on research” (ETP, 1994, P.25). The policy further explained that schooling in general and higher learning institutes in particular should gear their training towards research on development related issues. However, teachers’ involvement in educational research in Ethiopian schools is poor (Adane, 2000; Derebssa, 2000).

As policy encourages teachers’ involvement in educational research, teachers of any level be it primary, secondary or higher learning institutions have good opportunity to find solutions for different educational problems. This is due to the fact that they are practitioners who face the day-to-day problems in the classroom. Supporting this idea, Lentinen (1990) mentioned that as teachers do their regular job, there is every possibility for researching educational problems and acquiring more knowledge and understanding.

The assumption behind this assertion seems that research helps teachers to find reliable and long lasting solutions for their instructional and other related problems. Therefore, the responsibility of conducting educational research is largely imposed on teachers. However, researchers’ readings, informal discussions and lived experience confirmed that most teachers seem to ignore their duty of conducting Educational Research in Ethiopian schools especially primary and secondary schools. This problem is largely manifested in Bahir Dar Administration town schools specially Donaberber-Kulkual Meda cluster schools. That is why the researchers would focus on investigating basic factors that obstruct primary school teachers’ involvement in educational research with particular reference to schools in the above mentioned cluster center.

Statement of the Problem

Most educational institutes around the world are expected to improve the extent of involvement and qualities of educational research activities (Ward, 1973). Research and teaching have been traditionally recognized as twin broad functions of educational institutions (Garnet and Holmes, 1995). Further, Taye (1993) stated that “one of the major reasons for the existence of universities anywhere in the world is to get involved in research activities” (P. 25).

Teachers at any level be it primary, secondary or higher learning institutes have good opportunity to search solutions for different educational problems, because they are true practitioners who face the real problems in their respective classrooms. In this line, Lehtinen (1990) mentioned that as teachers do their regular job, there is every possibility for researching educational problems and acquiring more knowledge and understanding.

It seems that teachers have good opportunity to investigate solutions for problems they encounter in education. Teachers have also expected to evaluate their day-to-day practice using educational research activities. In this line, Kincheloe (1991) stated that pushing teachers towards participation in educational research is helping them to evaluate the teaching-learning process and then defeat improper practices in teaching.

However, educational research activities, perceptions, facilities, etc, of teachers and/or educational institutions of Ethiopia do not seem to be satisfactory. This is because there are discrepancies between what is expected of teachers to do and what they are actually doing (Adane, 2000).

Other problems which obstruct teachers’ involvement in educational research are:

- Teacher’s negative perception of educational research. They perceive that research is very complex and difficult to do,
- Teachers’ knowledge and skill of doing educational research is low due to their very limited training provision, and
- Teachers are overloaded.

Due to these reasons and other problems like time constraints, teachers’ involvement in educational research is very weak. Totally, the gap that exists between what has been intended by the Education and Training Policy (1994) of Ethiopia and what is being practiced served as a vantage point for this study. In this regard, the following research questions were proposed:

- What are the basic factors that obstruct teachers’ involvement in educational research?
- How do teachers’ perceive research?
- How far has research information gap prohibited teachers from doing educational research?
- Are there differences among factors in their degree of influence about teachers’ involvement in educational research?

OBJECTIVES OF THE STUDY

General objectives

The main purpose of this study is to identify the basic factors that obstruct teachers' involvement in educational research and their extent of impact on teachers' involvement into educational research.

Specific objectives of this study

The specific objectives of this study that are emanated from the above general objective include:

- To identify some basic factors that obstruct teachers from doing educational research,
- To check the extent of impact that some factors have from teachers involvement into educational research, and
- To create awareness for practitioners in general and decision makers in particular about the basic factors that obstructs teachers' involvement into educational research and their degree of impact.

Significance of the Study

The results of this study would have the following significances:

- It would create good opportunities, especially for primary school teachers to conduct educational research,
- It may point out possible solutions for some factors that obstruct primary school teachers' involvement in educational research, and
- It would help as a base for other researchers who want to involve in educational research.

Delimitation of the Study

The study is delimited to Bahir Dar Administrative town, Kulkual Meda-Donaberber schools cluster center. This center had been prioritized due to the fact that one of the researchers had been a staff member and as a result he has friendly relationship with other staff members of the two schools. Due to this opportunity of frequent interaction with data sources, the researchers could easily access research data from the staff members. This could further enable the researchers to get the information easily than other cluster schools, face little resource problem, little time constraints and the like.

LITERATURE REVIEW

Benefits of Doing Educational Research

Many scholars believe that research is the best method and system of solving problems. According to Corey (1953), for example, research makes the educational process be matured in various respects. He further commented that research can be evaluated and measured based on its contribution in solving real life problems. As stated earlier, the main concern of educational research is to find solutions to problems related to educational phenomenon such as objectives of education, curricula, teaching-learning process, students, teachers, school environment and its administration and so on. Shortly, any problem related to the basic components of education disclosed above shall be accessed through educational research (Habtamu, 2000). Similarly, Cane (1970) pointed out that educational policies, structures, methods and curriculum will be improved and refined so that the educational process and system will be effective and efficient through educational research attempts.

Schaffer (1983) cited in Adane (2000) described the importance of educational research. As the more research is there and the better, the greater will be its impact on the education system. According to him, extensive and continuous research investigations will most likely result in the improvement and development of the education system. Thus, it is advisable to conduct research as there is no other better way or method to solve problems systematically. Since research is the systematic study of problems using scientific methods and procedures, it informs researchers as to what happened to the process of a given activity at the moment more than the previous situation about the problem.

Specifically speaking, Khalsa (2007) describes the important of research as follows:

- Boost prestige and awareness to the benefits of practices that further enhance professionalism and credibility of various practices.
- Help to investigate on a wider, more diverse population – i.e, educational research practices are not limited to populations based on wealth, race/ethnicity, education or geography.
- Help to improve teaching techniques – teachers can more effectively communicate and transfer their knowledge as they practice research.
- Helps to improve teaching outcomes – students receive more benefits such as greater stress reduction and/or fewer injuries with safer teaching practices and these are the result of doing research.
- Research practices are more similar than we think – research modalities use iterative processes to refine their respective skill sets.

Some basic factors that obstruct teachers' involvement into educational research

Teachers are expected to do a lot of educational research in order to bring the desired educational change. In this attempt, however, they may come across some awkward situations that may have a debilitating effect. That is, there are factors that hinder them from conducting educational research. Some basic factors that obstruct teachers' involvement in educational research are discussed below.

Teachers' knowledge and perception of educational research

Teachers' knowledge of educational research is a prerequisite for doing educational research. But, most school teachers who are interested in doing educational research seems to be confused about how to carry out educational research. This is because of lack of training regarding educational research during their college or on-the-job-training. However, regardless of this fact, they have been highly required to be active in education research.

Participation in doing educational research has been put as the standard criteria for teachers' promotion along the educational career in Ethiopian educational system. Many educators agree that effective participation of teachers in education research requires them to be well informed and trained about the knowledge of research. They need to be supported with appropriate professional training. Moreover, teachers should become accustomed to see themselves as learners through their professional careers (OECD, 2006). Neil (1974) cited in Amera (2005), for example, argues that continuous training lead to the development of teachers' adjustment to reality and the capacity to change. Although there is some agreement about this concept, it undoubtedly brings some challenges to realize this intention into fruition. Some of these include financial, logistic, pedagogical and technical problems concerning the definition of the content of various phases of teacher training (OECD, 2006). Though there exist the above mentioned problems, OECD (2006) suggested the idea of initial and in-service teacher training especially school-based training.

To this end, supervisors, principals and classroom teachers who lack background knowledge about educational research might consider either or both of the following strategies of coping up the current research demand:

- Engaging in advanced study of educational research at higher learning institutions, and
- Participating in the programs of in-service seminars and obtaining an expert instructor to work with the staff (Lucio and McNeil, 1997 cited in Adane, 2000).

They also added that pre-service teacher preparation can promote the disposition of lifelong learning and it can also provide opportunities for collaborative educational research that encourages novice teachers to work with their peers and experienced teachers during practicum experience.

On the other hand, perception plays an important role in facilitating or hindering teachers' involvement in educational research activities. This is because, according to Morgan, et.al. (1986), perception of an individual refers to the way any event in the world and the world itself looks, sounds, feels, tastes or smells to him/her. Therefore, it seems apparent that teachers' perception has an important role in determining their engagement and commitment in doing educational research.

Jones as cited in Seyoum (1998) asserted that research interest is the major driving force behind teachers' involvement into educational research activities. This is because engagement in educational research is not something that can be imposed from outside. This implies that teachers' interest towards doing educational research has a great role for their involvement in the process.

Generally, lack of knowledge and perception are prominent obstacles for teachers' engagement into the educational research activity.

Institutional factors

The institutional factors may be fully attributed to the research context. Fekadu (2000) found that work load, budget problem, lack of incentives, inadequate libraries, and weak administration procedures are some of the obstacles that block teachers' involvement into educational research at schools or other institutes.

Administration procedures

Ineffective and inefficient administration procedures are also obstacles to conduct educational research. The other problem in administration procedures is when someone goes from the bottom (department level) to the top is very procedural. This is a major factor that hinders teachers' involvement into educational research (Amara, 2005). When things become procedural, teachers may fail to get timely support from the administrative bodies. That is why this factor is considered as an impediment for teachers' involvement into educational research activity.

Work load and time factor

To accomplish educational research activity in a better quality and in-time, it needs sufficient time. Therefore, teachers need suitable arrangement of their teaching and/or other work load to enhance their involvement in educational research activities.

In most schools in Ethiopia, work load is a grand problem to carry out educational research. As number of teachers and students is not proportional and the teaching context is not motivating, many teachers leave their profession that brought with it scarcity of teachers. This shows the existence of high turnover of teachers in Ethiopian schools (Amera, 2005). Teaching is highly considered as a bridge profession due to lack of financial and other resources.

Even most of the prospective teachers in colleges and universities have been observed wishing and aspiring to change their profession before they join teaching. In addition to this most school teachers are engaged in social affairs in their locality that taken-up their time for doing educational research.

According to Tekeste (1990), in Ethiopia there is high work over load. As a result, teachers have been unable to meet expected objectives of the teaching-learning process. In situations of this kind, it is likely difficult to hope the attainment of the grand policy objectives of involving teachers in educational research activity.

Interest, commitment and competence of teachers about educational research

Teachers' interest in doing educational research is the major driving force behind engagement into educational research (Jones, 1957, cited in Seyoum, 1998). This is indeed true according to Seyoum (1998) that interest in doing educational research activities is not something that can be imposed from without, it rather comes from within the individual. This implies that teachers' interest towards educational research has a great role to their real engagement into the educational research activities. Most teachers in Ethiopia do not have a real interest towards doing educational research. As a result, they are not engaged in educational research activities. Also, personal factors such as knowledge, perception, interest, commitment and competence in doing educational research are interrelated factors that either facilitator or obstruct doing educational research. It is argued that deep interest towards educational research could break all obstructions related to other personal factors. This is because personal interest has a power to push towards commitment, and commitment obviously leads to research competence. Even some teachers who have better knowledge of educational research have not been engaged in this process due to their weak interest in educational research.

Teachers' research skills and experience

The success or failure of teachers' involvement in doing educational research activities also depends upon teachers' skill, ability and experience in conducting educational research. According to Bishop (1993), teachers are found to have low level of research skills due to improper training in educational research or no training at all during their pre-service or in-service training years. Thus, the need to obtain answers to new and critical questions of the practice requires continued study throughout ones professional career.

On the other hand, Brunei and Mitchell (1990) cited in Adane (2000) argue that most classroom teachers have little skill of conducting complicated psychometric investigation. Regarding this point, Yesuf (1978) cited in Amera (2005) revealed that the significance of educational research all over Ethiopia is not still promising. This is due to the fact that no courses have been given at colleges. Even in universities, only a single course is given so that graduates are not seen conducting educational research. This implies that solid training in educational research is essential for teachers to master the skills in research activities so that they will no more be handicapped to conduct educational research. OECD (2006) reported that large numbers of interviews have shown that many teachers would feel glad to perform in their profession scientifically but soon feel incapable in doing so. This happened due to superficial nature of experimental training given to teachers. Besides the report further confirmed that most teachers at all levels do not have the knowledge of statistics which helps them to conduct quantitative research.

The report concluded that the urgent need is to give teachers training which helps them to understand educational research and to give practicing teachers complete retraining and gradually involve them in doing research projects. Thus, teachers' initial training should involve courses that equip them the necessary skills. To minimize lack of background experience in educational research teachers and the staff should also set-up in-service seminars and obtain an expert instructor to work with them (Luck and McNeil, 1979 cited in Adane, 2000). In-service seminars should be long term and meeting should be arranged and be recognized by administrative staffs of the school. They also further stated that teachers participated in research seminars can be used as multipliers of the training for other staff members. OECD (2006) also argues that attendance at a meeting is another sign that a school should be investing in innovation and mobilizing an active teacher participation in educational research. Through seminars, workshops, and meetings conducted with pure researchers and teachers can foster their spirit of engagement into educational research.

Teacher support and motivation

Teachers' professional growth is believed to result in their academic status, personality and emotional adjustment. For quality school program implementation, therefore, the satisfaction of an individual

teacher and the moral of the staff as a group are the most important issues (Estbrel, 1967) cited in Amera (2005). Teachers' involvement in educational research seems to be largely affected by motivation for nothing is possible without the will and motive of the participant (OECD, 2006). Whenever problems and tasks have been carefully discussed, teachers show a great deal of interest towards innovative works. Work experience, however, has showed that innovative work soon dies out unless teachers are continually motivated (OECD, Ibid). There are several reasons for teachers' de-motivation to conduct educational research. As summarized by Lucia and Neil (1979) cited in Adane 2000, lack of motivation may be observed due to the following reasons:

- Teachers perceive educational research ideas or tasks as being too difficult,
- Teachers feel that the tasks they are performing are not important to them, and
- Teachers negative attitude towards the teaching profession.

In order to reduce de-motivating factors, therefore, teachers need professional guidance from supervisors, directors, unit leaders other teachers and research centers. Supporting this idea, Lucia and McNeil (1979) cited in Adane (2000) asserted that teachers actually may find out to carry research new and difficult but later they may become more dedicated to more systematic way of studying the teaching process through encouragement and help rendered from supervisors and other staff members.

Teachers union or association could also take greater part to realize teachers' educational research and development work. The other problem which teachers' association should struggle is the reward given in cash. The reward given in cash is very low and completely unbalanced with the effort of the researchers. The investigators of this study understand that since incentives for the researchers are very low ranging from 350 - 450 Eth. Birr per a research paper, teachers prefer to engage in over load teaching that is far better in terms of payment. Therefore, the poor incentives given to a research has a strong negative influence in teachers' participation in educational research.

Generally, OECD (2006) concluded that increasing teachers' involvement in educational research establishment of local research centers where research personnel and administration might meet to discuss and develop common problems. Kimberough (1966) cited in Amera (2005) also indicated that research consultants should be re-trained to effectively assess the designing and evaluation of research results. This helps to stimulate a vital interest in the discovery and development of improved teaching.

The above review implies that teacher' interest and motivation are the dominant factors to conduct research. Therefore, effective and sufficient incentive systems should be stretched to overcome the problem of de-motivation towards doing educational research at primary schools.

METHODOLOGY OF THE STUDY

Design of the study

This study is focused on describing some basic factors that hinder teachers' involvement and their extent of obstruction in doing educational research in Bahir Dar Town Administrative Zone Education Office with particular reference to Kulkual Meda-Donaberber cluster schools. To this end, descriptive survey design was employed in this study.

Source of Data

The data for this study was obtained from Kulkual Meda and Donaberber Cluster school (grades 1-8) teachers.

Population, Sampling Techniques and Sample Size

There are nine cluster centers of primary schools in Bahir Dar town Administrative Zone. In order to manage the study properly, this cluster is selected by using purposive sampling technique as one of the researchers was a staff member of one of the schools in the cluster that further helped the research team to easily access relevant and adequate data.

The target population from which the sample was selected comprised of all teachers working in the two primary schools, namely:

- Kulkual Meda, and
- Donaberber primary schools.

Table 1- Demographic Data of the subjects of the study

No	School Name	All Teachers			Sample Teachers		
		Male	Female	Total	Male	Female	Total
1.	Donaberber Primary School	22 (41)	32 (59)	54 (100)	12 (43)	16 (57)	28 (100)
2.	Kulkual Meda Primary School	13 (30)	31 (70)	44 (100)	6 (27)	16 (73)	22 (100)
	Total	35 (36)	63 (64)	98 (100)	18 (36)	32 (64)	50 (100)

From the total 98 teachers (44 from Kulkual Meda and 54 from Donaberber Schools) found in the cluster schools, 50 teachers were selected as samples of this study through stratified random sampling. The stratification was made on the basis of school environment, respondents sex and grade level (first and second cycle primary schools) where they teach.

Data gathering instruments and procedures

Data gathering instruments

In order to gather the necessary data that help the researchers to identify and determine the magnitude of the factors from the samples of this study, the researcher used questionnaires, document analysis and interview. To study the depth of the problem, the research of this study has tried to analyze the document of three years, i.e., from 2001-2003 E.C.

Procedures of data collection

The open-ended questionnaire was constructed first by the investigators. This was distributed to arbitrarily selected respondents. Based on the responses secured from these respondents, the investigators developed detail close-ended questionnaire items that focus on identification of factors and their extent of impact. This questionnaire was distributed for samples of this study to gather data that reflect the respondents view point about the factors and their extent of obstruction to teachers' involvement in doing educational research. After the close-ended questionnaire was filled in and returned, the unstructured interview was employed to see the magnitude of the impact of those factors on teachers' involvement in educational research.

Finally, data was analyzed qualitatively and quantitatively based on the nature of the data.

Data analysis and interpretation

In order to assess some basic factors that hinder teachers' involvement in educational research, the raw data collected from the samples were categorized and tabulated in line with their similarity. Then, organizing and grouping of issues served to put related issues together in a series of tables and sections in the analysis. Moreover, one sample t-test analysis was used to see the extent of impact each factor put on teachers' involvement in educational research. This evidence was also validated through qualitative descriptions secured using unstructured interview made with selected primary school teachers.

Table 2: Demographic Data of Kulqual Meda-Donaberber School Cluster Center Teachers selected for the study

<i>Demographic Attributes</i>		<i>No.</i>	<i>percent</i>
<i>Sex</i>	Male	18	36
	Female	32	64
	Total	50	100
<i>Qualification</i>	Certificate	6	12
	Diploma	40	80
	Degree	4	8
	Total	50	100
<i>Teachers' experience</i>	<10 years	2	4
	11 -15 years	2	4
	>15 years	46	92
	Total	50	100

As it is indicated in Table2, teachers selected as samples for this study were 18 (36) male and 32 (64) female. 6 (12) of the participants were certificate holders, 40 (80) were Diploma holders and the rest 4 (8) were Degree holders. Of these participants, 2 (4) had less than ten years of experience, 2 (4) had from eleven to fifteen years of experience, the rest 46 (92) had greater than fifteen years of experience.

From the foregoing presentation, one can see that the research sample teachers were more of female, most of whom were Diploma holders, and had greater than fifteen years of experience.

Table 3: The Extent to which Teachers' Knowledge, Skill, and Practice Obstruct their Involvement in Educational Research

	<i>N</i>	<i>Expected Mean</i>	<i>Actual Mean</i>	<i>Std. Deviation</i>	<i>Df</i>	<i>t</i>	<i>Sig. (2 - tailed)</i>
<i>Lack of knowledge, skill, & practice</i>	50	3	3.28	1.011	49	22.942	.000
<i>Absence of seminars, workshops, & other meetings related to research</i>	50	3	3.24	1.349	49	16.988	.000

As it is disclosed in Table 3, primary school teachers' lack of knowledge, skill, & practice (3.28), and absence of seminars, workshops, & other meetings related to educational research at primary schools (3.24) are all above the expected mean (3.00). These values are significant at α value of 0.01. That is, lack

of knowledge, skill, and practice in educational research was a significant factor for primary school teachers that hinder from doing educational research. This finding also implies that absence of seminars, workshops, and meetings at primary schools related to educational research were significant factors that obstruct their involvement into doing educational research.

To study the depth of the problem, the research of this study has also tried to analyze the document of three years, i.e., from 2001-2003 E.C. Within these three years, few action researches were conducted in Bahir Dar administration town schools. Basic researches were not conducted by primary schools. This shows that there is chronic problem which needs solution from Bahir Dar zonal education office.

Table 4: Work Environment & Availability of Material Resources

	<i>N</i>	<i>Expected Mean</i>	<i>Actual Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t</i>	<i>Sig. (2 - tailed)</i>
lack of favorable school environment for research activity	50	3	3.28	1.356	49	17.106	.000
lack of supporting data in the area of study	50	3	2.64	1.139	49	16.396	.000
lack of reference books in the library	50	3	3.12	1.288	49	17.130	.000

As it is disclosed in Table 4, lack of favorable school environment for research activity (3.28); lack of supporting data in the area of study (2.64); and lack of reference books in the library (3.12) are all above the expected mean (3.00). These values are significant at α value of 0.01. That is, lack of favorable school environment for research activity was a significant factor for primary school teachers that hinder them from doing educational research. This finding also implies that lack of supporting data in the area of study was a significant factor that obstructs their involvement into doing educational research. The Table further proved that lack of relevant reference books in the library significantly hinders primary school teachers from doing educational research.

Table 5: Teachers Educational Research Perception, Work-load, & Scarcity of Time

	<i>N</i>	<i>Expected Mean</i>	<i>Actual Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>T</i>	<i>Sig. (2 - tailed)</i>
lack of interest in the teaching profession	50	3	3.16	1.448	49	15.433	.000
lack of interest in educational research activities	50	3	2.80	1.278	49	15.495	.000
the complexity of and burden of research activities	50	3	4.00	.948	49	29.848	.000
shortage of time due to work and teaching load	50	3	3.76	.916	49	29.023	.000

As it is disclosed in Table 5, lack of interest in the teaching profession (3.16); the complexity and burden of research activities (4.00); and shortage of time due to work and teaching load (3.76) are all above the expected mean (3.00). But, primary school teachers' lack of interest in educational research activities (2.80) is below the expected mean (3.00). These values are significant at α value of 0.01. That is, lack of interest in the teaching profession was a significant factor for primary school teachers that hinder them from doing educational research. This finding also implies that the complexity of and burden of research activities was a significant factor that obstructs their involvement into doing educational research. The Table further proved that shortage of time due to work and teaching load significantly hinders primary school teachers from doing educational research. However, primary school teachers' lack of interest in educational research activities is no more a significant factor that obstructs primary school teachers from their involvement into doing educational research.

Interviewees argued that interest could break all weaknesses which are related to the other factors. This is because interest has a power to push teachers towards being committed and commitment to do research on educational matter leads to competence. Therefore, interest is one of the basic factors which has either negative or positive impact to do educational research, i.e, a teacher with deep interest could develop a better participation, commitment and competence. On the other way, all most all of the interviewees (7) who participated in the study have agreed and sequenced some basic factors which affect teachers' involvement as follows:

- Teacher knowledge in educational research,
- Perception of teachers in educational research work load, and
- Incentives and others.

As stated in the above the degree of magnitude is nearly the same because most of the basic factors that affect teachers in involvement in educational research are interrelated to one another.

Table 6: Teacher Motivation, Moral Support, and Incentive Provision

	<i>N</i>	<i>Expected Mean</i>	<i>Actual Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>T</i>	<i>Sig. (2 - tailed)</i>
lack of cooperation & communication with colleagues	50	3	2.80	1.512	49	13.096	.000
lack of acceptance & recognition by heads and supervisors	50	3	2.80	1.400	49	14.145	.000
lack of incentive & other encouragements	50	3	3.08	1.140	49	19.104	.000
absence of advisory service by supervisors and other bodies	50	3	3.16	1.017	49	21.962	.000

As it is disclosed in Table 6, lack of incentive & other encouragements (3.08); and absence of advisory service by supervisors and other bodies (3.16) are all above the expected mean (3.00). But, lack of cooperation & communication with colleagues (2.80), and lack of acceptance & recognition by heads and supervisors (2.80) are below the expected mean (3.00). These values are significant at α value of 0.01. That is, lack of incentive & other encouragements was a significant factor for primary school teachers that hinder them from doing educational research. This finding also implies that absence of advisory service by supervisors and other bodies was a significant factor that obstructs their involvement into doing educational research. However, lack of cooperation & communication with colleagues is no more a significant factor that obstructs primary school teachers from their involvement into doing educational research. The table further disclosed that lack of acceptance & recognition by heads and supervisors is no more a significant factor that hinders primary school teachers from their involvement into educational research.

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY

The purpose of this study was to assess some basic factors that hinder teachers’ involvement in educational research and their degree of impact in some selected primary schools of Bahir Dar Town. To achieve these objectives, the following basic research questions were raised by the researchers:

- What are the basic factors that hinder teachers’ involvement in educational research?
- Are there differences among factors in their degree of influence on teachers’ involvement in educational research?
- How do teachers perceive educational research?
- How far has research information gap prohibited teachers’ from doing educational research?

In order to seek out answers for the aforementioned research questions, descriptive survey design was employed. To collect the necessary data, different research instruments (questionnaire, interview guide, and document analysis checklist) were developed and administered for the selected primary school teachers, principals, cluster supervisors and education officials. To this end, two schools were selected by using purposive sampling technique. From these schools, 50 respondents were selected by random sampling technique. In addition, the vice principals, cluster supervisor and zonal education office workers were taken as respondents using compressive sampling technique.

A questionnaire was used as the main data collection tool. Interview and document analysis were conducted to support the data gathered through the questionnaire. The data gathered from teachers through questionnaires were organized sequenced and analyzed using percentage and one sample t-test. The data collected through interview and document analysis was analyzed using description.

On the basis of the analysis made on the data obtained from teachers, vice principals and the cluster supervisor, the following findings were found out:

1. Respondents accepted that lack of knowledge; skill and interest are the major factors that hinder primary school teachers from doing educational research. They disclosed that absence of seminars, workshops and meetings concerning educational research are significant factors that hinder educational research involvement of primary school teachers.

2. The respondents agreed that lack of favorable school environment for research activities is a significant factor that hinder them from doing educational research activities and lack of data in the area of study is also considered a significant factor that obstruct teachers' involvement into educational research activities.
3. Lack of reference books in the library is a significant factor which hinders primary school teachers' to be involved in educational research activities.
4. The respondents agreed that lack of interest in the teaching profession, the complexity and burden of research activities, and shortage of time due to work and teaching load are significant factors that hinder primary school teachers from conducting educational research.
5. The respondents accepted lack of interest in educational research activities is not a significant factor that affects primary school teachers' involvement into doing educational research.
6. The respondents agreed that lack of cooperation and communication with teachers or staff colleagues is not a significant factor that hinders primary school teachers from doing educational research.
7. The respondents agreed that lack of acceptance and recognition by heads and supervisors is not significantly obstructing primary school teachers' involvement into doing educational research. Therefore, lack of cooperation and communication with teachers or stuff colleagues is not the significant factor that hinders teachers to be involved.
8. The respondents agreed that lack of incentives and other encouragements are significant factors that affect primary school teachers' involvement into doing educational research.
9. The respondents agreed that absence of advisory service by supervisors and by other bodies is a significant factor that hinders primary school teachers' involvement into doing educational research activities.

CONCLUSIONS

From the summary given before the major factors that affect primary school teachers' involvements into doing educational research activities are:

- Lack of knowledge, skill and practice in educational research,
- Absence of seminars, workshops and meetings concerning educational research knowledge, skill, and attitude,
- Lack of relevant data in the area of the study,
- Lack of related reference books in the respective libraries of primary schools in Ethiopia,
- Absence of interest in the teaching profession,
- The complexity and burden of research activities,
- Shortage of instructional time and more teaching load,
- Lack of incentives and other encouragements from concerned bodies, and
- Absence of advisory service by supervisors and other higher and influential bodies.

RECOMMENDATIONS

The results of this study portrayed several factors that obstruct primary school teachers' involvement into the educational research process. If little attention is given to these factors, the intention of involving primary school teachers in educational research would be endangered. Therefore, to improve future research participation of primary school teachers into doing educational research activities, researchers propose the following alternative solutions:

- School research centers should be established by the education bureau and long term meetings, seminars and conferences should be arranged for research discussion and report dissemination at cluster schools of primary schools in Ethiopia.
- The primary school administration should arrange especial training program concerning education research for its teachers through inviting researchers at universities & research institutes in Ethiopia and abroad.
- The school administration and educational offices at different levels shall facilitate possible links and relationship between their school and higher education institutions such as universities and colleges to get supervisory and consultancy benefits and services vis-à-vis educational research.
- The primary schools and educational offices at any level should establish incentive and encouragement programs for those primary school teachers working in educational research so that educational research will become part and parcel of the regular work program of the primary school community.

- The primary schools, educational administration offices at any level and supervision department officers of any level should initiate and provide an opportunity for those efficient and effective primary school teachers in doing educational research for promotion and special research training courses that help them to serve as models, supervisors and guides for other primary school teachers who lack the skill of doing educational research activities.
- Primary schools in Ethiopia should create access for reference books to its teachers to conduct educational research. This avoids the complexity of research activities and primary school teachers get adequate data for the intended activity. Therefore, all stakeholders should work to equip the primary schools in Ethiopia with relevant reference books.

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