

## EVALUATING THE INHIBITING FACTORS OF RESEARCH ACTIVITIES OF TEACHERS IN AHWAZ HIGH SCHOOLS IN 1392-93

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### ABSTRACT

The aim of this research was study the Review factors research barriers activities by teachers in secondary schools in the Ahvaz city. Statistical population of teacher's high school zones 4 education. The sample includes 120 person of teachers that were selected based on multi\_ stage randomly were requested to answer factors research barriers Fazaolahi Ghomshie, Noruzi and Malki (2012) scale questionnaire. Research plan was from descriptive survey type. To analysis data, differential statistics test were used. The result showed that administrative- structural, cultural, individual (technical and specialization) factors, method of presenting research services and motivational factors were preventive factors affecting educator's research performance. It also there was not significant difference between different barriers.

**KEY WORDS:** Research, Research barriers, Teachers.

### INTRODUCTION

Today we are in an era by the name Human Knowledge and information explosion era and the development of knowledge and sciences are in a way that, according to the prediction of scholars we will have a very great improvement in science in (2020) or (1400), from first of March 1400 to June fifteenth, in the field of Science, inventions, discoveries. Therefore we need to align the educational system to this improvement and use these new educational technologies in the field of Promotion of scientific capabilities for both teachers and students. Because, scientific knowledge itself is dead and we are involved with life and leaving [Bostrom et al. 2012]. And we should teach the students, how to live and realization of this issue will be possible, if teachers help to this context. At the beginning of the millennium, Evolution of an increasingly complex world and the rapid development of science and technology and a great variety in this area, Contemporary society are facing three big bangs (Knowledge and information explosion, population explosion and the explosion of values), it's expected that developing countries are not prepared enough and have no right planning to face. After it happened there will be lots of problems waiting for them. Therefore, the factor which can avoid these kinds of problems is the sufficient human recourses that can rely on the capabilities and talents in a line with their needs and facilities in order to create the innovation and productivity. Implementing such a project needs the evaluating the talents and abilities of community generations and guiding it to the best way of decision making for coming generations [Carrion et al. 2010]. The lack of generating the knowledge in our country is a historical, political, and cultural problem. Comparing the population of Iran and world population, the role of Iran in creating the new knowledge and research is only 1%. At the moment, the part of Iran is only 22%. According to the issued statistics in 2011, among 150 countries, in term of

science, Iran is 22. So, the importance and necessity of research is considered as Infrastructure development and social progress. Without research, we won't be able to reach to Sustainable development. In other word, the contemporary era, is Advanced Scientific Research era. Development of knowledge and technology and abilities of human in this era, are trying to solve the communities problems. As problems in a community gets more complicated, the need to nurture and attract the researchers and establishing an organization for planning, organizing, intelligent research activities, will either grow. Scholars are a main key in country security, and it believed that development in any field needs the accurate and exact planning. Therefore research is critical in this field [Catenhusen, 2012].

### Research Methodology

Research Methodology is Descriptive survey in term of the method of study and preparing the data. In this research, Statistical Society consists of all teachers of high schools in Ahwaz in 1392-93. The number of them was 2021 which consists of 556 male teachers and 1465 female teachers. Randomly, 120 teachers were chosen. First the list of high schools in Ahwaz was prepared and then we had 2021 teachers in four areas of Ahwaz. So we divided them into 4 groups, and we considered a quarter of its which were 120 teachers. The again randomly we chose 4 high schools in each area, 2 girls' school and 2 boys' schools. And again randomly we chose teachers in each level. In analyzing the data we used, Descriptive statistics, mean, standard deviation, variance, nonparametric chi-square test and analysis of variance. The following questionnaire was used to collect data: Questionnaire of inhibiting factors for research: it was prepared by Fazl Allah Ghomi, Norouzi and Maliki in 1391; it included 30 questions, 5 dimensions of personal inhibiting factors (6 questions), and motivational inhibiting factors (6 questions), inhibiting factors related to Administrative and structural systems (6 questions), and cultural inhibiting factors (6 questions). The method of scoring this Questionnaire is according to the importance from 1 to 5. Fazl Allah Ghomi, Norouzi, In order to validate the content of Questionnaire, presented this Questionnaire to Educational science teachers and teachers with experience in research. Then unrelated items were eliminated. Also the reliability coefficient was 0/87, using the Cornbrash's Alpha which indicated the high reliability of the Questionnaire. In this study, Questionnaire validity was evaluated, using factor analysis and varimax rotation. And results indicated that all 5 factors had the value more than 1 and totally 0/63. The achieved values, in present study, using Cornbrash alpha were respectively: 0/79 for personal factors, 0/81 for motivational factors, 0/80 for the way of providing the data, 0/82 for Administrative and structural factors and 0/83 for cultural factors [Hamilton, 2013].

### Research findings

**Table 1: The mean, standard deviation and variance inhibiting factors affecting the teacher's research**

Statistical indicators variables	mean	Standard deviation	number
personal inhibiting factors	3/90	0/56	120
motivational inhibiting factors	3/63	0/41	120
inhibiting factors related to providing the services	3/90	0/24	120
inhibiting factors related to Administrative and structural systems	4/24	0/34	120
Cultural inhibiting factors	3/96	0/21	120

As it's indicated in table 1, standard deviation and mean for personal inhibiting factors are 0/56 and 3/95, and for motivational inhibiting factors are 0/41 and 3/63, inhibiting factors related to providing the research services 0/24 and 3/90, and inhibiting factors related to Administrative and structural systems are 0/34 and 4/24 and Cultural inhibiting factors are 0/21 and 3/96. According to the value of means, inhibiting factors related to Administrative and structural systems is the most important factor, and personal inhibiting factors( technical ) and Cultural inhibiting factors and inhibiting factors related to providing the services are in next levels.

**Table 2: Summary of analysis of variance to compare the intensity of the 5-fold inhibiting factors affecting the teacher's research**

source of groups changes	Sum of squares	Mean square	Variance	Significance level
Between-group variance	0/36	0/09	1/32	0/48
within groups Variance	0/89	0/06		
The total variance	1/21	-		

As it's indicated in table 2, according to the Analysis of variance to compare the intensity of inhibitory factors, the driven Variance (32/1=F) in considered level (05/0) is not significant. In conclusion we can say that there is no significant difference between the intensity of the personal inhibiting factors, motivational, administrative - structural, cultural and services from the perspective of teachers.

## DISSCUSION AND CONCLUSION

According to table 1, we found, teachers in high schools believe that personal (technical), motivational factors and factors related to providing the research services and factors related to administrative – structural systems and also cultural factors are the factors inhibiting the research activities. It's specified that personal factors with the value 3/95 for its mean are in third level. The lack of information about methodology and research methodology, the difficulty for using the

foreign researches because of lack of knowledge about foreign languages, the difficulty for teachers in earning money, the difficulty to provide the researches costs for teachers, having no enough opportunities for conducting researches, the lack of information about surfing internet, using computer and research recourses are the personal inhibiting factors. Also, we find that the motivational inhibiting factors are in 5<sup>th</sup> level. The most effective factors for motivational inhibiting factors are: the lack of encouragement for teachers to conduct researches, not tending to conduct researches, Lack cooperation of teachers and organizations, emphasizing on training instead of researching, no guarantee about teachers competence, not trusting to teachers for researching activities. Also the inhibiting factors related to providing the services in in fourth place. Lack of enough space for researching activities, lack of suitable for promoting the teachers findings, difficulty to access to experienced masters for asking for guidance, lack of required Facilities and equipment for teachers to conducting researches such as library, having no suitable research method, are most important reasons related to inhibiting factors related to providing the services. But among all factors, inhibiting factors related to Administrative and structural systems are the most important part about avoiding teachers from conducting researches. It has the first place. Applying Non-specialist people in posts of Education, Lack of financial and physical support for teachers and research projects, the long-term approval process for research projects, the lack of clear rules for assessing the activities of teachers, strict Administrative and structural systems rules for conducting researches, are the most important reasons in this item. The cultural factors have significant role in inhibiting teachers from research activities. In ranking the inhibiting factors, the cultural factor has the second place. No interested teachers, for group work for researching activities, the authorities do not care about teacher's researches, having no Institutionalized culture of research among teachers, no using the teacher's researches, lack of suitable approaches for teachers' research activities, in education and lack of clear insight toward teachers' researches in education are respectively the most inhibiting cultural factors for teachers' research activities [Hemsley Brown, 2011]. In representing the obtained results, it must be indicated that the most important challenge for teachers' researches, given to the obtained results, is applying the Non-specialist people in educational research posts. This factor plays an important role in inhibiting teachers' research activities. It can be a result of incorrect organization cultural factors and ignoring the culture of research. It should be noted that the weak research oriented organizational culture led to make a non-dynamic state for teachers' researches and in fact, according to the many cultural, structural, motivational and incorrect systems a research oriented approach, rarely takes place.

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