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Nurturing the Research and Teaching Nexus in Rift Valley University College (RVUC)

Haileleul Zeleke Woldemariam

Abstract

It is generally assumed that research engagement in Private Higher Education Institutions is very less compared to staff participation in fruitful research in public universities in Ethiopia. Is there any special problem which has tragically gripped the involvement of teachers in research in Private Higher Education Institutions in Ethiopia? What shall be done to nurture the symbiosis between research and teaching in Private Higher Education Institutions like RVUC in Ethiopia? Why does a private University College of great name in Ethiopia (which has nearly 16,000 students and contributed immensely to the economic and cultural development in Ethiopia) contribute very less to development through research?

This research, therefore, attempts to nurture the symbiosis between research and teaching at Rift Valley University College with the intention of describing the extent of the problems which affected staff involvement in research. The objective of the research is to seek solutions which can bolster the nexus between research and teaching. It is argued that the extent of the problems should be described and articulated first to prioritize solutions and implement research strategy of the university college. With this dual intention, out of the total academic population of 300 at RVUC (as in June 2008 EC), 150 of the teachers were considered using systematic sampling procedure for questionnaire administration and 20 senior instructors using purposive sampling for the focus group discussion. Selection criterion included: involvement in research work, research skill and publication experience, advising student's project, qualification structure, seniority and alienation from research. To increase the validity of the research results, data from document review, interview and focus group discussions were employed and triangulated.

The survey result shows that although 92 % of the staffs agree that 25 % of every teacher's time should be allocated to research and publication works, 75 % of the staffs are not directly involved in research. And, teachers have multitude of reasons for this. Critical problems identified include: 1) lack of research infrastructure such as office, Internet, PC, cars, labs, journals and latest books, (2) Chronic shortage of research budget, (3) high teaching load of unlimited number of courses, (4) limited links, (5) absence of experienced researchers, (6) absence of refereed research journals, (7) no promotion (reward system) for researchers, (8) research is not an agenda at all levels, (9) lack of research capacity and (10) absence of research strategy. The survey also shows that 40 % of the staffs have attempted to implement their own research or others research results in their teaching: "They teach what they research and research what they teach!"

It is also relevant and wise to investigate the existence of research interest in a Private Higher Education Institution like RVUC to bolster the symbiosis between research and teaching. The survey also assessed staff's interest to engage in research, attend conferences and carryout research training and publication works. As a result, it is strongly recommended that the implementation of a flexible research strategy, reduction of teaching load, allocation of sufficient research budget, establishment of action research culture, improving research infrastructure, publication of refereed journal and creation of entrepreneurial research culture increases staff engagement in research, which are the bases for the symbiosis.

1. Introduction

1.1. Background of the Study

Rift Valley University College was established in October 2000 GC by a group of investors and academicians in Adama. It has emerged today as one of the country's leading Private Higher Education Institutions with seven Bachelor's Degree and eleven TVET and teacher education programs. The main campus is based in Adama and the university college is currently providing educational services in ten campuses (9 of which are branch campuses) located mainly in Oromya, Addis Ababa, Dire Dawa and Harare regions. Currently, the University College has above 16,000 students in these programs all over Ethiopia. The Oromya Justice Bureau legally registered RVC as a PLC under registration no. W/D/0001/93 on August 3, 2000. The company's authenticity has also been publicized in the Addis Zemen, August 10, 2000 issue, by the Oromya Bureau of Trade and Tourism, which issued a trade license No. 13/W/D/DH/YE/002/93 and a registration Id no. 13/D/DH/I/093/93 to the organization. The first accreditation by the Ministry of Education in five diploma level programs of study was earned in the year 2003. Currently, the Ministry of Education and the Regional Government Bureaus of Education in collaboration with the Ministry of Health accredit RVUC.

The objectives for which RVUC was initially founded include:

- Bridging the gap between the need for higher learning and the actual performance;
- Producing, importing and distributing educational materials;
- Providing tertiary education, research and consultancy services;
- Setting up printing press and providing printing and related services;
- Constructing buildings that can be used for educational purposes and providing educational services at tertiary levels;
- Providing short and long term training to government as well as private sector employees who want to upgrade their qualification and professional skills while

continuing work at their respective organizations – through distance education and extension programs;

- Providing partial or total scholarships to those who are economically constrained;
- Conducting empirical research in education, social and economic sectors in an attempt to identify existing problems and suggest possible solutions to them;
- Contributing to the development of Afan Oromo culture;
- Conducting short term professional skills trainings;
- Representing the business community and particularly those involved in service provision.

Key Successes

Since its establishment in the year 2000, RVUC has been able to reach a number of its goals. For instance:

1. Curbing the country's shortage of human resource was top on operational goals; hence about 9,195 students graduated with a certificate, diploma and degree until this year and the majority of them have been able to find jobs in government and/or private institutions fueling the work force of the region and the country;
2. The institution was able to expand into 10 campuses at different locations in four regions thereby reaching out to a vast community with a dire need for educational services at tertiary level;
3. The number of people who seek RVUC's services has kept increasing dramatically every year and now the university college is serving about 16,005 students at 10 regular campuses and 20 distance education centers;
4. The Center for Distance Education is now serving a working population of about 3,189 at 20 centers throughout Oromya Region;
5. The University College has also been extending partial or total scholarships or payment at discount rates to environmentally and socio-economically disadvantaged members of the society; company statistics show that not less than

2,000 people have been beneficiaries of such a scheme. In an attempt to promote regional language and culture, the Oromo Language Department was created in 2005 at Adama Main campus and quite a number of Oromo students have been receiving adequate training at both degree and diploma levels; the first group of degree program trainees in Teaching Afan Oromo has just completed all the requirements for graduation;

6. In keeping with constructing buildings that can be used for educational purposes and providing training services at tertiary level, RVUC has now put up its own buildings at seven out of ten campuses;
7. In line with creating job opportunities, the University College has born its fair share; about 611 people are now working with the institution at its ten regular campuses and twenty distance education centers. The institution pays out about Eth. Birr 1,000,000 (one million birr) monthly and about Eth. Birr 12,000,000 annually in the form of salary, allowances and other types of compensation.

Although the University College is successful in areas stated above, its research outputs are negligible. Research has not been an integral tradition of RVUC. Conducting research seminars and publication of the findings either in proceedings or in refereed journals have not been part of the regular practices of many other similar private higher education institutions like the public universities although all institutions have been supported by the research policy of the Ministry of Education (MoE). MOE's research policy states that each academic staff should allocate 25 % of the total time on research (ESDP III, 2004, p.11). However, each academia in a private higher education institution may find it difficult to allocate 25 % of the total time due to high load, lack of research infrastructure and other sturdy problems, which require further research and consultations.

Both the Strategic Plan of RVUC (2008) and the Higher Education Proclamation (2006) also emphasize on the importance of the role of research. Research is presented as one core objective of RVUC's strategic plan as in the proclamation. However, entrepreneurial research has not been attempted to be an integral part of RVUC's teaching assignment and mission. Although attempts have been made to establish research culture in the

University College and implement MoE's research policy stated in ESDP III, the findings have not brought great impacts on teaching, the society or the industry. The contribution of research to quality education initiatives of the University College, societal and industrial development has been negligible. The often raised major causes for its less contribution include: less staff involvement, lack of research strategy, absence of research facilities, shortage of research fund and lack of refereed research journal, loose refunding system, shortage of qualified staff and excess teaching load. Consequently, staff involvement in fruitful research is very low. This low involvement has tyrannically gripped the symbiosis between research and teaching. Nevertheless, have we researched the extent of these problems so that prioritized solutions can be sought? Have we described and communicated these problems objectively?

1.2. Statement of the Problem

The proper symbiosis between research and teaching can create conducive environment for fruitful and applied research, economic empowerment of the society and effective teaching. Significantly, the marriage between research and teaching leads to academic quality and relevance. When the symbiosis is wrongly tied, however, the impacts of research and the contributions of research to teaching or vice versa become negligible. The symbiosis at RVUC has faced critical problems. What causes this loose symbiosis? Why is staff involvement negligible? Why has the research conducted so far not improved the quality and relevance of teaching? Who is responsible for the problems? What kind of research should have been conducted at RVUC to improve the quality of teaching? What should be done to solve the problems? These are questions which often recur in the researcher's mind. The majority of these problems have not been researched and prioritized. No one has researched them in our case. As result, solutions and recommendations have not yet been sought.

1.3. Objectives of the Study

The research has the following major objectives:

- Prioritize potential problems for less staff involvement in applied research at RVUC,

- Suggest ways that can nurture the symbiotic relation between research and teaching in the university college,
- Describe the causes of the problem,
- Indicate proper research directions and identify proper research areas,
- Recommend the ways for the implementation of future research findings.

1.4. Basic Research Questions

The researcher raises the following basic question to underline the basic stream of the research work:

- Why does a private university college like RVUC conduct research: to improve quality of education or to advance the economy?
- What kind of research strategies should be framed to nurture the symbiotic relation between research and teaching?
- What kind of relation does exist between research and teaching in the university college?
- What kind of research is proper in private higher education institution to bring about quality and relevance in teaching?

1.5. Significance of the Study and Beneficiaries

This research will improve the contribution of research to the advancement of the quality of teaching in the University College and increase the contributions of research to the industry. It will also increase the involvement of teachers in research and publications works. When the symbiosis is right, the research works of the University College also will contribute to the local economy. Research policy makers, the management, teachers and students are assumed to benefit from the recommendations.

1.6. Scope of the Study

It is limited to the teachers' involvement in research works and the ways of nurturing research and teaching at RVUC.

1.7. Limitation of the Study

Due to time constraint, not all the problems researched by the staff of RVUC were investigated.

1.8. Research Tools and Sample Size

Out of 278 academic staff at RVUC (August 2008), 160 respondents were considered using systematic and purposive sampling techniques. Selection criteria included were: involvement in research work, research skill and publication experience, advising student's projects, qualification structure, seniority and alienation from research. A descriptive survey research design was employed to study the symbiosis. To increase the validity of the research results, the data from the tools below were triangulated:

Focus Group Discussion (FGD)

During January 2008 – July 2008, using purposive sampling procedure, the management of RVUC, research teams (at department, faculty and University College wide), research vice president, deans, heads, researchers and selected-graduating students were invited for a focus group discussion. Those who did not appear for a FGD sent filled out suggestions. Their suggestions were included.

Document Analysis

Draft research strategy of RVUC, ESDP III and strategic plan of MoE were reviewed.

Data Analysis

Data were analyzed using Microsoft Excel and findings were presented diagrammatically. Descriptive statistics was employed to describe lucidly the extent of the problem and describe the symbiosis.

2. Findings

2.1. Factors Affecting Staff Involvement in Research

This section presents the factors which have contributed to less staff involvement in conducting research. These factors, in turn, have gripped the nexus between research and teaching. Attempt has been made to describe the extent of the problems so that prioritized solutions can be timely discovered.

Several strong problems have tyrannically gripped teachers' involvement in applied and fruitful research. These seemingly simple but inherently complex problems, in turn, severed the symbiotic relationship between research and teaching in RVUC. All these interwoven complex problems made the staff believe that all research works cannot be implemented or all the research works are "Literature Reviews". In order to maximize the usefulness of the research and create positive symbiosis, the root causes of these problems should be clearly described and prioritized. Proper description and prioritization of these problems also enable the university college address the problems quite ahead of time.

In order to prioritize the root causes of these problems a questionnaire was distributed to 160 instructors. The questionnaire consisted of eleven problems which staffs often questioned. Out of 160 instructors, 140 teachers responded to the questionnaire. Their responses are summarized as flows:

Table 1: Root Causes - Factors Affecting Staff Involvement in Research

Causes of the problems	Always critical problem	Usually critical problem	Seldom critical problem	Not critical problem	Cannot say anything	Total
Teaching load	39	34	22	23	22	140
Research budget	32	30	32	23	22	140
Lack of research journal	36	29	26	26	21	138
Personal capacity to conduct research	25	25	33	36	00	119
Lack of my own interest	25	24	27	30	26	132
Infrastructure and Equipment	40	28	31	20	21	140
Limited links with industries/companies	39	28	27	20	24	138
No promotion for researches conducted	35	30	25	22	27	139
Policy makers failure to use research results in Ethiopia	30	30	22	24	30	136
Research is not an agenda at department level	35	26	26	28	25	140
Less PhD and research staffs	38	28	25	23	23	137

Those who have been actively involved in the research and publication works of the University College strongly argue that the most critical problems of the University College are infrastructure and equipment as well as critical shortage of research fund. They have been arguing that every problem related to research can be solved if the budget is available. Others were arguing that even if the fund was available they were loaded with so many courses. Nevertheless, the responses of all academic staffs who responded to the questionnaire show that the most critical problem for the low participation and hence low usefulness of research is high teaching load. As per the questionnaire response, the following is the rank of the problems. To prioritize and rank the problems, the mean score of the three rows (Always Critical Problem, Usually Critical Problem and Seldom Critical) from the table above have taken. One can also read “the always critical problem” column of the table above and notice the most critical problem, which is infrastructure and equipment.

Table 2: Rank of the Problems - Rank of the Factors

No	Causes of the Problems	Total Score	Mean Response	Rank
1	Infrastructure	99	33	1
2	High teaching load	95	31.6	2
3	Low research budget	94	31.3	3
4	Limited links	94	31.3	3
5	Less PhD	91	30.3	5
6	Absence of research journal	91	30.3	5
7	No promotion for researchers	90	30.0	7
8	No research agenda at all levels	87	29.0	8
9	Personal capacity	83	27.7	9
10	Policy makers failure	82	27.3	10
11	Lack of interest	76	25.3	11

The mean score in the table above shows that infrastructure is the most critical problem and the second critical problem is high teaching load and the third most critical one is low research budget. This can also be compared with the total teaching load of the staff which was 19 hours a week in the TVET programs and 15 hours a week in degree programs when this survey was conducted. During the focus group discussions, there were staffs that were teaching five courses in a single semester and reported that they had no time at all though they felt the significance of research in higher education. The table also shows that research skill and research interest are not critical problems for the low staff involvement in research. This implies that there exists interested and skillful staff to carryout research if the necessary conditions are fulfilled.

2.2. Research Budget and Priority Zones

It can be argued that to nurture the symbiosis between research and teaching, the research budget needs to be prioritized. The views of the staff in the table below show that prioritized allocation of budget will curb shortage of facilities, which in turn maximizes implementation of the findings. The table also shows the priority areas if sufficient research budget is allocated:

Table 3: Research Priority Zones: - Budget Priority Zones

Priority Areas	Top Priority	High Priority	Medium Priority	Low Priority	Lowest Priority	Cannot Say anything	Total
Establishing research labs	37	31	25	22	-	-	115
Better facilities	51	32	24	21	-	-	128
Improved access to computers and printers	50	34	23	-	-	-	107
Improved access to Internet	44	34	23	-	-	-	101
Develop research skills	33	40	25	-	-	-	98
More financial assistance to researchers	44	37	25	-	-	-	106
Publication of research refereed journals at faculty level	29	38	30	22			119
Publications of teaching materials	32	38	23	-	-	-	93
Train more staffs at PhD level	40	32	23	22	11	11	139
Creating research culture	31	41	24	21	-	21	138
Organizing more research seminars	37	38	31	21	-	-	127
Joint research works with companies/other universities	40	29	27	-	-	22	118

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The table above shows that top priority areas and factors, which can advance the symbiosis if sufficient amount of money is allocated. Lists of these factors are the following:

- better facilities;
- improved access to computers and printers;
- more financial assistance to researchers;
- improved access to the Internet;
- joint research works with companies/other universities;
- establishing research labs;
- Developing research skills.

RVUC staffs, however, believe that availability of the budget will advance application of research in teaching and societal development.

2.3. Staff Involvement in Research

2.3.1. MoE's research policy.

Attempts such as organizing research seminars and establishing research teams both at department and University College levels have been made to create research culture in the University College. At both levels, awareness was made on MoE's policy framework, which states that each staff should allocate 25 % of the total time on research:

Institutions of higher education are expected to produce new knowledge through research, serve as conduits for the transfer, adaptation, and dissemination of knowledge generated elsewhere in the world, and support government and business with advice and consultancy services. To meet this objective, research forms part of the job description for academic staff, who are supposed to spend 25% of their time in research activities. Higher Education Institutions have been involving in research activities to cater for national as well as local capacity building, research and consultancy. (Education Sector Development Plan III (ESDP III) – (2005/6 – 2010/11), 2004, p.11)

The policy statement boldly underscores the significance of research and the amount of staff time required to bring about quality and relevance in teaching. The expectation is not a uni-dimensional but rather a multidimensional expectation. It comes from the government, the business and the university college itself. This also requires a tripartite relation between the government, the economy and the University College. The expectation is not the generation of new knowledge but transfer, adaptation, and dissemination of knowledge in the Ethiopian context.

While carrying out this survey, staffs were asked to comment on the appropriateness of the policy framework. Is it right to say 25 % of the total time to be allocated to research? What is the implication of allocating 25 % of the total to research? Staffs were asked: “Do you accept the policy?” The answer is summarized in the graph below (Fig. 1):

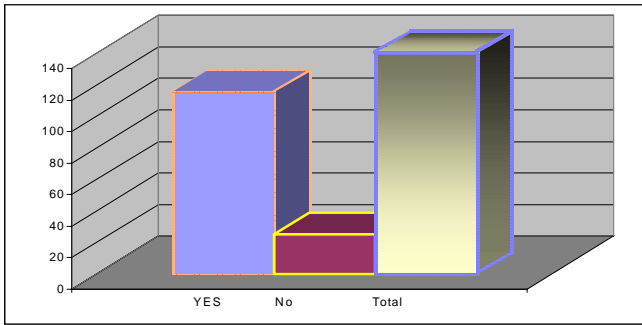


Figure 1: Policy Acceptance

The bar graph above shows out of 140 staffs, 115 (89%) academics staffs accept the policy framework. They believe that the policy framework will boost the relevance of research to teaching. Only 15 staffs (around 11%) do not accept the policy. Nevertheless, how many of the staffs are engaged in research? How many are implementing the policy? Does the job description of the staff states allocation of 25% of her/his time on research? How can massification and the research policy be reconciled? These questions require the attentions of MoE and the academic and research managers of RVUC.

2.3.2. Research engagement

There have been critical comments on the number of teachers who actively participate in research seminars organized by other private and/or government universities. Teachers often question why only few are presenting papers all the time. Only a handful of academics are actively involved in research. The graph below shows that the majority of the academic staff in the University College is not engaged in research and publication works:

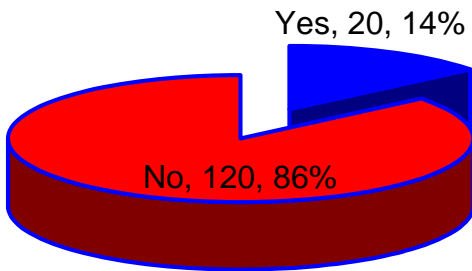


Figure 2: Research Engagement

The pie chart shows that out of the 140 academic staffs who responded to the questionnaire, following systematic sampling procedure, only 20 academic staffs are actively engaged in research works. The rest (86%) are not engaged in research. Also, only 14 % of the staffs used to carryout research and publish the findings in the proceedings of other universities. This is a critical problem which requires immediate solution. Since this survey shows the existence of staff interest in researching, the motivation for active involvement can be increased by improving the research environment in the University College.

2.3.3. *Research implementation.*

The other sharp academic comment, which often comes from the academic staffs who are passive research participants, is the question of implementation of the research findings by the University College conducted so far. Those who are not carrying out research and publications work either in the University College or elsewhere are saying that the research conducted so far is not applied to solve practical problems. Questions like: who is responsible for implementing the research results in the University College? The Management? Research Office? Heads of Departments? Or the academic community? Or the researchers themselves are not clear. With the intention that staffs should use research results in teaching and implement findings wherever applicable, implementation effort of staffs was surveyed and the result is presented below.

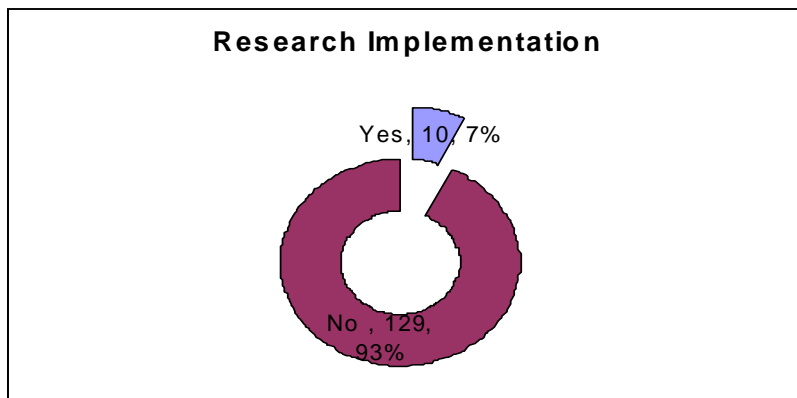


Figure 3: Research Implementation

It is strongly argued that the teacher himself should primarily implement a research result s/he came across as a result of the research undertaking. This in part improves the relevance and quality of the teaching-learning process. However, the chart above shows that only 10 (7%) of the respondents have attempted to implement their research results and the rest, 129 (93%) have not made any attempt to try out at least one research finding to the classroom situations or elsewhere.

2.3.4. Academic staff research interest.

Teachers strongly recommend the publication of refereed and reputable journals by RVUC to maximize staff involvement in research and publication activities. The survey result shows that staffs are highly motivated to read proceedings of the research seminars by other universities and would like to attend any research conferences anywhere. Almost all teachers of RVUC have great interest in research work as shown below:

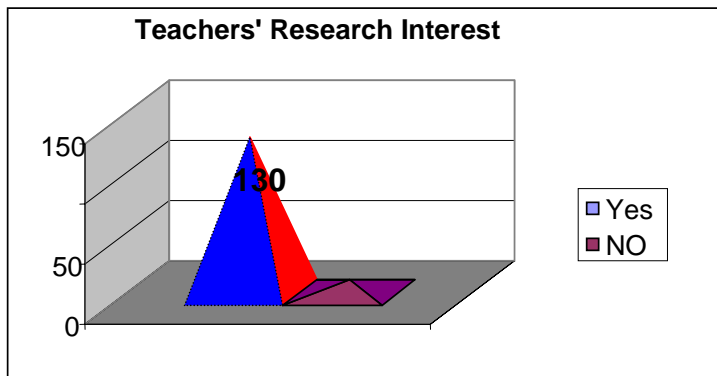


Figure 4: Interest in Research

The pyramid above shows that 93 % of the staffs have great interest and would like to participate in research and publication in the future.

2.4. Relevance of Research

It is argued in this paper that the primary objective of research in the University College is not only contributing to the body of knowledge but also to societal development. Research in the University College should also change the lives of the poorest of the poor. The table below shows priority areas:

Table 4: Relevance of Research

Significance of Research at RVUC	Top Priority	High Priority	Medium Priority	Low Priority	Lowest Priority	Cannot Say anything	Total
Contribution to knowledge	36	30	21	23	-	22	132
Promotion of the staff	37	33	25	21	-	23	139
Curriculum revision	36	35	24	22	-	20	137
Policy development	35	33	24	12	21	13	138
Improving teaching methods	38	35	21	21	-	22	137
Adopting new technology	40	35	21	21	-	20	137
Industrial/company solutions	40	35	30	-	-	23	128
Student project advising	38	39	29	-	-	22	128
Future research database	32	38	27	-	21	20	138
Develop teaching material	34	37	24	22	-	20	137

The table above presents the views of teachers on research priorities of the University College. These priority areas also signify factors that can advance the relevance of the nexus between research and teaching. The majority of the respondents in the University College believe that the top research priority of research in the university college should be adopting new technology and industrial/ company business solutions. The table also implies that to bring about quality and relevant education, the relevance of research can be seen in the following priority areas:

- Creation of future research database for researchers, students, policy makers and industries;
- Bases for curriculum revision;
- Improvement of teaching methods;
- Student project advising;
- Development of teaching material;
- Promotion of the staff;
- Policy development;
- Industrial/company solutions.

2.5. Responses from Focus Group Discussions (FGDs)

During a focus group discussion held with Deans, Department Heads, Researchers, Senior staffs and founders of the University College the following suggestions were made:

- Avail facilities;
- Allocate sufficient budget to the researchers;
- Invite guest speakers and senior researchers from other universities;
- Provide continuous on-the-job training on research methods;
- Avail reputable journals in the library;
- Publish reputable and refereed journal of the University College;
- Senior researchers should work closely with young staffs;
- Motivate instructors;
- Reduce teaching load from 19 to 15hours a week for all teaching staffs who do not assume academic administration;
- Create awareness on the roles of research;
- Promote good practices;
- Make research work to change the lives of those researchers;
- Follow up implementation. Establish a Watchdog Committee to follow up, choose best results for implementations;
- Establish Post Graduate Program to increase staff and student involvement in research;
- Carryout company-based research to advance the practical skills of students;
- Allow some staffs to attend international seminars;
- Involve students in research works;
- Introduce more practical research works that can promote skills;
- Establish labs and offices for thinking, encoding and experimenting;
- Allow research and sabbatical leaves;
- Travel abroad for links, joint research seminars and generate research funds;
- Increase research entrepreneurship and sale of research results to customers.

The focus group discussion was also used to create awareness on the relevance of research and publication in a private academic institution.

3. Conclusion and Recommendations

3.1. Conclusions

The data analysis results show that the symbiosis between research and teaching at RVUC has been severed and gripped as a result of the following major problems ranked from 1 to 10.

- Infrastructure (1);
- High teaching load (2);
- Low research budget (3);
- Limited links (3);
- Less PhD (5);
- Absence of research journal (5);
- No promotion for researchers (7);
- No research agenda at all levels (8);
- Personal capacity (9);
- Policy makers' failure (10).

These root problems have reduced the roles of research in bringing about quality and relevance of teaching in the University College. Although 89% of the staffs agree that 25% of every teacher's time should be allocated to relevant research, nearly 86% of them are not directly involved in research. And, they have multitude of reasons. Nevertheless, 93% of the staffs found to have great interest in research and publication activities. They would like to actively participate in research in the future if RVUC avails sufficient facilities and budget for the purpose. Implementing research findings to revitalize teaching requires the involvement of all academics and the management. The senate, the academics commission and departmental council meetings must have agenda regularly on research and publications issues.

3.2. Recommendations

The root causes, which hampered the symbiosis between research and teaching, require immediate solutions to nurture research in private higher education institution. The following recommendations are believed to nurture research undertaking which can add quality and relevance to teaching.

1. Reduce course and teaching load.

In a given semester, the maximum teaching load of an instructor in RVUC's TVET and Degree programs is 19 and 15 credit hours, respectively. Since the number of courses is not limited, a teacher can be legally forced to teach 5 courses with 3 credits to unlimited number of students in a single semester. Teachers are highly loaded with marking papers and preparing lecture notes for classes. Let alone to carryout research, they find marking assignments of multitude of students difficult. Thus, the total teaching load and the number of courses should be reduced so that instructors can have adequate time for research and publication work.

2. Allocate sufficient budget.

RVUC should allocate sufficient research budget. Other income generating proposals should be developed and implemented. Creating dependable links and research entrepreneurship and promotion can help also reduce the pain in critical shortage of funding. Hope the future is bright and the road is rightly paved.

3. Establish action research culture

To nurture the symbiosis between research and teaching, one major way is advancing teacher's engagement with action research. Teacher's engagement in action research will enable them to crystallize problems in their own classroom situations and help them advance their own practices. Action research also creates favorable situations for students' participation in action research initiatives. They could act as co-researchers, respondents, implementers, data collectors, action evaluators and active participants. Joint seminars can also be organized.

4. Conduct Company (Customer) Based Research

Conducting applied and collaborative research on company-based problems will enable the researcher to come up with the solutions to current problems in the industry. It can address the existing problems instead of copying from books written by other educational researchers. Customer led research works also will enable the teacher researcher to bring real problems to the classroom scenario so as to advance the skill of the students.

5. Publish Refereed Journals

One way of implementing research is dissemination of its outputs through journals and websites. Editors, reviewers, researchers, promotion workers are needed. Proper allocation of budget will help realize the desired result.

6. Implement Flexible Research Strategy of the University College

To properly allocate resources and plan research directions, implementation of the Research Strategic Plan of the University College can help nurture the nexus. This will help realize the mission and the vision of the university college.

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