In-Service Teachers 'Perspective of the gap between Research and Teaching Educational Management: A Reflective

Mrs. Joyce Osiegbu Igbinedion

Department of Educational Foundation Federal College of Education (Technical) ASABA
Phone No.: 08033693816
joyceigbinedion@gmail.com

Abstract

The research was a survey to ascertain in-service teachers 'perception about the existence of a gap between research and the teaching of education Management. The research surveyed students of Professional Diploma in Education in Delta State. The survey also ascertained the cause of the gap and the effective ways of bridging the existing gap between research and teaching of educational management. The gap was mainly caused by research findings not being disclosed to the publics and unwillingness of curriculum planners to include findings in curriculum for educational management and that the gap could be abridged by making research findings available to the public, research environment be made conducive for the reliability of research results. It was concluded that there is need to include new research findings in the curriculum for educational management to meet with modern trends in school administration.

Introduction

Research is the bedrock of development Research, from earliest times, has played a vital role in the contribution to knowledge. Research could take the form of experimentation, testing, studying, further, the works of earlier scholars, critiquing and generating new knowledge from such works, opinion surveys among others. However, for research findings to be authentic and useful, such research work must be based on truth, facts and figures. Any deviation from the truth taints the results of such research and renders it unreliable and ineffective. Industries, science, engineering firms and the education sector, therefore, have relied heavily on research to discover better, cheaper and easier ways of manufacturing goods, raising sales, breaking into new markets building and disseminating new knowledge. The arrival of human beings in other planets in the 20th and 21st century, the discovery of electricity and the discovery of effective drugs for recalcitrant diseases is as a result of research through experimentation. The education sector which is the training ground for great minds needs research more than any other sector for the improvement of teaching and learning, generation of new knowledge, creativity as well as new and better methods of boosting teaching and learning.

Researchers like Fredrick Taylor (1856-1915), Henri Fayol (1841-1925), Luther Gulick (1892), Max Weber (1864-1920) Chester Bernard (1886-1961), Elton Mayo (1927-1933) and the earliest fathers of management schools of thought researched and made immense contributions to management theories which are still applicable today in educational

management. The studies of Abraham Maslow (1943), for example, brought a new knowledge in workers' motivationStodgill (1948) changed the thoughtenunciated by trait leadership theorists, the study of Mary Parker Follet (1868-1936) introduced a human face to management theories. The list is endless.Peretomode (1996) affirmed that the universal principles of management as enunciated by these early fathers of management have dominated training for many decades.

Researches have continued ever after the studies of these great minds at various levels. The new slogan at the tertiary education sector is "publish or perish". This implies that academic staff must continually involve themselves in research work and publish their findings.If they fail to research and publish, they lose their promotion. In other words, the promotion of academic staff of tertiary institutions depends on their ability to research, publish and contribute to knowledge in their various capacities at the employing Institutions. Sequel to this slogan and Federal government directives on research, there hasbeen a proliferation of studies, books, journals on research and newspaper articles by academic staff of various institutions. In the field of Educational Management, there are various studies on records management (Nakpodia, 2009) leadership (Achimugu, 2012), conflict management (Egwunyenga 2009, Igbinedion, 2014) school facilities (Ehiamatalor, 2012), the practice of "in-loco-parentis" in Nigerian schools(Akiri, 2010), discipline in schools (Osakwe, 2013). This is to mention only a few. Students at various levels of tertiary education are also deeply involved in research. Research is a requisite for obtaining the Nigerian Certificate for Education (NCE), Bachelor's

degree, Master's and Doctoral degrees. While the studies of the earlier forebears of Management still dominate the school curriculum today, the studies of the new generation researchers are hardly mentioned or found in the curriculum of tertiary institutions. A gap is, thus,created between government's intents and purposes for imposing research or tertiary institutions and the eventual outcome of the research of present members of the academia.

A gap exists when there is a space between two people, a break in continuity or when there is a missing part. The gapor space between research and teaching could be sequel to misinterpretation of two people's intentions, for example, government's intentions and the teachers' purpose. It could also arise as a result of lack of implementation of findings and research recommendations. (Burke and Ran, 2010), incompatibility of theory and practice (Walter and Hen, 2012), that is, a situation in which students are unable to relate teachings in the classroom with practical research as is the case with Nigerian students. In reality, some Nigerian students are unable to relate or apply research concepts learned in the school with the practice of research because, to them, the teaching in the classroom is in abstract. A gap is also created when there is lack of willingness or expertise to engage in meaningful or structural research procedure due to constraints by opposing primary assignments (Aarevara and Dobson, 2013).Gap, in the context of this research, is that discontinuity which is created by lack of publicity of new knowledge from research work and implementation of new research findings in the teaching of educational management. The reality in Nigerian schools, today, is that teachers and learners rely much on the traditional syllabus and course outline,

not minding the fact that such may no longer be relevant to the new educational or social needs of this time in the face of far-reaching changes and technological advancements in today's world. The condition that existed in F. W. Taylor's time may no longer have relevance in today's organizations. The new generation learners, therefore, have need for new contributions to the knowledge of modern work ethics and organizational principles that tally with today's needs. However, Burke and Rau (2010) affirmed that students are unaware of the findings of research in management even though knowledge of such findings could help to increase the use of research-grounded modern management principles. In addition, Burke and Rau explained that teachers and students collaborative efforts at implementation of research procedures creates an egalitarian teaching and learning environment in which knowledge is exchanged instead of a superior (teacher) always talking down on the students. The importance of research in all facets of the school curriculum cannot, therefore, be underestimated. Research in Educational Management, like in other fields of study,face challenges like lack of expertise in research procedures, especially in statistical analysis, (Walter and Hen,2012) Teachers of the tertiary institutions in Nigeria get involved in research mostly because it has been made a compulsory evidence of their academic productivity. Once such research work is published, they count it as one of their published articles rather than a means of enriching their teaching. Academic staff of tertiary institutions, therefore, pays more attention to their research and publications than their primary assignment of teaching even though the result of such research may never be implemented or new ideasadded to their teaching methods. Added to this challenge isthe fact that most times, short

notices are given for research and presentation whereas earlier researchers in management studies spent much time on their various studies. Elton Mayo, for example, spentten years and four stages of research and experimentation, to perfect his research and findings on the effect of human relations on workers' morale (Ogunu, 2001). In Nigeria, however, teachers in higher institutions are given conference notices of between three weeks to one month within which to write and present a well-researched empirical paper thereby encouraging mediocrity and arm-chair research. There may be need, therefore, for a review of the current 'publish or perish' slogan arising from the FRN's policy of compulsory research publications by teaching staff of tertiary institutions. In a survey of engineering and teaching practitioners across Europe, Aarevaara and Dobson (2013) found that 30% of engineering academics from twelve European countries believed that teaching and research were hardly compatible.Respondents believed that teachers put in many hours on academic work and research should be left for those who are trained for that purpose. A similar survey in Nigeria may reveal more startling results. When research is undertaken by novices with time and fiscal constraints, such research is unlikely to produce reliable results, especially, with the heavy workload of the Nigerian tertiary education teachers.

Statement of the Problem

Research and development are tools by which the Federal Government of Nigeria hopes to achieve the goals of tertiary education as stated in FRN (2004). It is also stated by FRNthat the government will continue to encourage, further, the spirit of enquiry. The government has implemented this policy statement by various means, for example,

making research a compulsory component of tertiary institutions teachers' assessment for promotion, sponsoring tertiary teachers' research through the Tertiary Education Trust Fund (Tetfund). Many journal publishers have also been authorized to assess and publishresearches on behalf of tertiary education teachers. However, it is difficult to assess the extent to which the findings of these numerous researches in education are being disseminated to the learners. The purpose of research is to bring innovations and new knowledge with true empirical evidence. If the end beneficiaries of the knowledge are unaware of the research findings, the new contribution to knowledge will not be effective as a tool for innovation and development. A gap is thus created. This research wonders whether, indeed, there is a gap between research and teaching of educational management. How will the gap between research and the teaching of educational management be bridged?

The purpose of the study was,generally,to determine the perception of in-service teachers on the existence of a gap between research and teaching ofeducational management.

Specifically, the study ascertained:

1.   the existence of a gap between research and teaching of educational management;

2.   the causes of the gap between research and teaching of educational management;

3.   strategies for bridgingthe gap between research and teaching of educational management

The following research questions were raised to guide the study:

1.   What is the perception of in-service teachers of the existence of a gap between   research and teaching of Educational Management?

2.   What is the perception of the in-service teachers about the causes of the gap between   research and the teaching of Educational Management?

3.   How, in the perception of in-service teachers, can the gap between research

andteaching of educational management be bridged?

The study is justified because the findings will be a veritable paradigm for the evaluation of the level of attainment of stated goals of tertiary and teacher education as regarding research, development, creativity and innovation in the teaching and learning environment. The curriculum for teachers' training in educational management will be further enriched by the new knowledge that would be generated by research. The study will be significant to the teachers, students, curriculum planners and school managers because innovations will be introduced into the school system which will improve teaching and learning.

The study covered male and female teachers on in-service training who are undergoing the one-year Professional Diploma in Education programme in Federal College of Education (Technical), Asaba, Delta State.

In-service teachers refer to serving teachers that are undergoing Professional Teachers' training course in the College of Education in Delta. There are four Colleges of Education in Delta State but only the Federal College of

Education (Technical), Asaba has the PDE programme.

Methodology

The study was an opinion survey design. The population consisted of all Professional Diploma in Education (PDE) students in the Colleges of Education in Delta State. The population was sixty-seven (67) from which (30) or 45% were sampled through the incidental sampling technique.Structured questionnaire was used to elicit responses from the respondents on the basis of "Agree" or "Disagree" responses. The reliability of the instrument was determined by the split-half method and Pearson Product Moment correlation statistics. The reliability of the instrument was 0.80. Statistical tools that were employed for data analyses were percentages.

Presentation and Discussion of Results

The results of the study are presented in Tables 1-3:

Table 1: Responses to the perception of in-service teachers on the gap between research and teaching of Educational Management.

Statement	Response					
	N	Agree	%	Disagree	%	Decision
Research improves teaching and learning	30	30	100	0	0	Accepted
Research does not improve teaching and learning	30	0	0	30	100	Rejected
Research Findings are irrelevant to curriculum	30	12	40	18	60	Rejected
Research topics are not compatible with course outline	30	8	27	22	73	Rejected
Research findings are not applicable/ compatible to nation's educational philosophy	30	22	73	8	27	Rejected
There is a gap between research and teaching in Educational Management	30	29	97	1	3	Accepted

 Table 1 reveals aconsensus that research improves teaching and learning (100%), Sixty per cent (60%) disagreed that research findings are irrelevant to the curriculum. This implies that research findings are relevant to the curriculum in Educational Management. It is also indicated by the respondents that topics are compatible with the course outline (73%). Moreover, 97% agreed that there is a gap between research and teaching of Educational Management.

Table 2: Responses to causes of gap between research and teaching in Educational Management

Statement	Response					
	N	Agree	%	Disagree	%	Decision
Students not part of the research activities.	30	4	13	26	86	Rejected
Teachers do not disclose research findings to the general public	30	21	70	9	30	Accepted
Research findings not reliable because of unconducive research environment	30	22	73	8	27	Accepted
Research findings not disclosed to students	30	12	40	18	60	Rejected
Disparity between research topics and scheme of work	30	10	33	20	67	Rejected
Lack of concern by curriculum planners and stakeholders about new knowledge in educational management	30	19	63	11	37	Accepted
Rigidity of course outline on educational management	30	17	57	13	43	Accepted
Lack of will power to bring innovations to existing body of knowledge in Educational Management.	30	29	97	1	3	Accepted

The response in percentage reviews that 87% disagreed that the fact that students are not part of the research activities is the cause of the gap between research and teaching in educational management. Seventy percent (70%) of the respondents agreed that teachers not disclosing research findings to the general public and seventy three percent (73%) agreed that research findings not reliable becauseof inconclusive research environment (73%) are causes of the gap that exists between research and teaching Educational Management. However, sixty percent (60%) of the respondents disagreed that research findings not been disclosed to studentsis a cause of the gap between research and teaching. Also, 67% disagree that disparity between research topics and scheme of work (course outline) is a cause of the gap between research and teaching. However, 63% also agreed that lack of concern by curriculum planners and stakeholders about new knowledge in Educational Management is a cause of the gap as well, while 57% agreed that the rigidity of the course outline on Educational Management is part of the gap that exists between research and teaching of Educational Management. Ninety seven per cent (97%) agreed that lack of will power to bring innovations to the existing body of knowledge in Educational Management is a major cause of the gap between research and teaching.

RQ 3: Strategies for bridging the gap between research and teaching of Educational Management.

Statement	Response					
	N	Agree	%	Disagree	%	Decision
Make new research findings on educational management accessible to the public	30	30	100	0	0	Accepted
Compel students to buy research journals.	30	23	77.	7	23	Accepted
Subjecting valuable research findings to further testing.	30	28	93	2	7.7	Accepted
Building verified research findings into the curriculum for teaching Educational Management	30	21	70	9	30	Accepted
Permitting only experts to conduct research for more reliable results.	30	19	63.3	11	37.7	Accepted
Cease all research work because of lack of implementation of good research results.	30	12	40	18	60	Rejected
Raising topical issues on educational management and assigning them to students to research on.	30	14	46.67	16	53.33	Rejected
Creating good environment that promote reliable researchresults.	30	19	63.3	11	36.7	Accepted

The result presented in Table 3 indicated that the gap between research and teaching in Educational Management can be bridged by making new research findings on Educational Management accessible to the public (100%), compelling students to buy research journals (77%), subjecting valuable researchfindings to further testing (93%), building verified research findings into the curriculum for teaching Educational Management(70%), permitting only experts to conduct research for the reliable result (63%). The suggestionthat all research workshould cease because of lack of implementation of good research results was rejected, (60%) respondents agreed that creating good environment for better research results is a strategy for bridging the gap between research and teaching of Educational Management, (63%). However, the statement that the students should be given topical issues to research as a strategy for bridging the gap between research and teaching in Educational Management was rejected by 53%of the respondents.Data analysis revealed that there is a gap between research and teaching of Educational Management. The gap is partly caused by lack of implementation of research findings and recommendation, thereby confirming the position of Burke and Ran (2010) that research findings are not implemented, thus creating a gap between research and teaching. The findings of Aarevaara and Dobson, (2013) that research should be left for experts and not teachers was

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International Journalfor Social Studies

Available at https://edupediapublications.org/journals

ISSN: 2455-3220
Volume 02 Issue 01
January 2016

also confirmed by the findings of this study. Results also indicated that unreliable research findings is partly responsible for the lack of non-implementation of research results. There is no need overemphasizing the fact that the research result obtained from faked data has the capacity to mislead many people. This is particularly responsible for the conflicting stances of management practitioners on how to achieve good governance in educational institutions. It is germane, therefore, that all factors that negate the purpose of research and challenge the reliability of the research results be eliminated so that new theories and principles of management could be generated to meet with the changing organizational climate of the modern world.

Summary of Findings

1. There is a gap between research and teaching in Educational Management, (97%).
2. The Gap is caused by:
- Lack of will power by stakeholders' to bring innovation to existing body of knowledge in Educational Management (97%).
- Unreliable research findings caused by unconducive research environment. (73%)
- Failure of the researchers (teachers) to publicize the research findings.(70%)
- Lack of concern by curriculum planners and stakeholders about new knowledge in educational management (63%).
- Rigidity of course outline (57%).
3. The gap between research and teaching of Educational Management can be bridged by:
- Making new and valuable research findings on Educational Management accessible (100%).
- Subjecting valuable research findings to further testing (93%).

- Compelling students to buy research journals (77%).
- Building verified research findings into curriculum for teaching and learning Educational Management (70%)

Conclusion

It is concluded from the study that there is, indeed, a gap between research and teaching of Educational Management, which is mainly caused by lack of will power to bring innovations to existing body of knowledge in Educational Management, among other factors. The gap can be bridged by making new research findings on Educational Management accessible to the publics, subjecting valuable research findings to further testing as well ascompelling students to buy research journals to acquaint them with new contributions to knowledge in Educational Management.

Recommendations

1. New research findings should be made accessible to the stakeholders Educational Management.
2. Valuable research findings should be subjected to further testing.
3. Curriculum planners and other stakeholders should be show more interest in new knowledge in Educational Management and update existing knowledge for the purpose of modernization.
4. Educational management teachers should be encouraged to improve their capacity to conduct reliable research in other to obtain reliable results

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