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

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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, further reading of 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 disease 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 Benard (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’ motivation.
(1948) changed the thought enunciated 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. As a sequel to this slogan and Federal government direction on research there has, been 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), school facilities (Igbinedion, 2014), School Discipline (Ehiamatalor, 2012), School Discipline (Akiri, 2011 Osakwe, 2013). This is to mention only a few. Students at various level of tertiary education are also deeply involved in research. Research is a requisite for obtaining the Nigerian Certificate for Education (NCE), Bachelors 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 intents and purpose for imposing research or tertiary institution 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 gap or 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; some students are unable to relate or apply research concepts learned in the school with the practice of research. 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) or when research findings are not implemented. 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 advancement 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) averred 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, 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. Nowadays, academic staff of tertiary institutions pay 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 ideas to the teaching methods. Added to this challenge is the fact that the short notices given for research and presentation is mostly too short when compared with the time the forebears of management researchers spent on their various studies. Elton Mayo, for example, spent period of a ten 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 with 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, given the fiscal time constraints and 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 that 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 publish the research on behalf of tertiary education teachers. However, it is difficult to assess the extent to which the findings of these numerous researches and 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. Findings being included in the teaching of educational management. The question formed was can the gap between research and the teaching of educational management could 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 educational management.

Specifically, the study ascertained:

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

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

3. how can the gap between research and teaching of educational management can be bridged (closed/shortened).

The following research questions were raised to guide the study.

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

2. What is 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 and teaching 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 regards 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. Of the four Colleges of Education in Delta state only the Federal College of Education (Technical), Asaba has the PDE programme.

**PRESENTATION OF RESULT**

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

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

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Agree</th>
<th>%</th>
<th>Decision</th>
<th>Disagree</th>
<th>%</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Research improves teaching and learning.</td>
<td>30</td>
<td>100</td>
<td>Accepted</td>
<td>0</td>
<td>0</td>
<td>Rejected</td>
</tr>
<tr>
<td>2.</td>
<td>Research does not improve teaching and</td>
<td>9</td>
<td>30</td>
<td>Rejected</td>
<td>21</td>
<td>0</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
3. Research findings are irrelevant to curriculum.
4. Research topics are not compatible with course outline.
5. Research findings are not applicable/compatible to nation’s educational philosophy.

Findings: Table 1

From Table 1 their responses in percentage that research improves teaching and learning with 100% agreement, 70% disagreed that research findings are irrelevant to curriculum, which implies that research findings are relevant to curriculum. It is also indicated by the government respondents that topics are not compatible with course outline. Moreover, 97% agreed that there is a gap between research, teaching and learning in educational management.

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

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Agree</th>
<th>%</th>
<th>Decision</th>
<th>Disagree</th>
<th>%</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students not part of the research activities.</td>
<td>4</td>
<td>13</td>
<td>Rejected</td>
<td>26</td>
<td>86</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers do not disclose research findings to the general public.</td>
<td>21</td>
<td>70</td>
<td>Accepted</td>
<td>9</td>
<td>30</td>
<td>Rejected</td>
</tr>
<tr>
<td>3.</td>
<td>Research findings not reliable because of uncondusive research environment</td>
<td>22</td>
<td>73</td>
<td>Accepted</td>
<td>8</td>
<td>27</td>
<td>Rejected</td>
</tr>
<tr>
<td>4.</td>
<td>Research findings not disclosed to students.</td>
<td>12</td>
<td>40</td>
<td>Accepted</td>
<td>18</td>
<td>60</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>Disparity between research topics and scheme of work.</td>
<td>10</td>
<td>33</td>
<td>Rejected</td>
<td>20</td>
<td>67</td>
<td>Accepted</td>
</tr>
<tr>
<td>6.</td>
<td>Lack of concern by curriculum planners and stakeholders about new knowledge in</td>
<td>19</td>
<td>63</td>
<td>Accepted</td>
<td>11</td>
<td>37</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
7. Rigidity of course outline on educational management.

8. Lack of will power to bring innovations to existing body of knowledge.

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 of inconclusive research environment. However, sixty percent (60%) of the respondents disagreed that research findings is a cause to the gap between research and teaching. Also, 67% disagreed that disparity between research topics and scheme of work (course outline) is a cause to the gap between research and teaching. However, 63% also agreed that lack of concern by curriculum planners and stakeholders about how knowledge in educational management is a cause as well, while 50% agreed that rigidity of course outline on educational management is part of the cause. While 97% agreed that lack of will power to bring innovations to existing body of knowledge is a major cause of the gap between research and teaching.

RQ 3: How the gap between research and teaching can be bridged.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Make new research findings on educational management accessible.</td>
<td>30</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Compel students to buy research journals.</td>
<td>23</td>
<td>7</td>
<td>77.67</td>
<td>23</td>
</tr>
<tr>
<td>3.</td>
<td>Subject details of findings to further testing.</td>
<td>28</td>
<td>2</td>
<td>93.3</td>
<td>7.7</td>
</tr>
<tr>
<td>4.</td>
<td>Send research findings to further testing.</td>
<td>21</td>
<td>9</td>
<td>70</td>
<td>30</td>
</tr>
</tbody>
</table>
5. Permitting only experts to conduct research for more reliable results. & 19 & 11 & 63.3 & 37.7  \\
6. Cease all research work because of lack of implementation of good result. & 18 & 12 & 60 & 40  \\
7. Raising topical issues on educational management and assigning them to research on. & 14 & 16 & 46.67 & 53.33  \\
8. Verified research findings should be built into curriculum for educational management. & 19 & 11 & 63.3 & 36.7

Table 3
Section C: How the gap between research and teaching can be bridged.

The result presented in Table 3 indicated the gap between research and teaching in Educational Management can be bridged making new research findings on educational management accessible to the public 100%, compelling students to buy research journals 77%, subjecting valuable research details of findings to further testing 93%, building verified research findings into curriculum 70%, permitting only experts to conduct research for the reliable result 63%, cease all research work because of lack of implementation of good research results 60% and verified research findings should be built into the curriculum of educational management. However, the statement that the students should be given topical issues to research on was a way of bridging the gap between research and teaching was rejected by 53% of the respondents.

Discussion

Data analysis revealed that there is a gap between research and teaching in 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). The findings of Aarevaara and Dobson, (2013) that research should be left for experts and not teachers was however rejected by their research, and therefore, the gap between research and teaching may not be bridged by merely allowing experts to conduct research in
educational management. Results indicate 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 originational climate of the modern world.

Summary of Findings

1. There is a gap between research and teaching in educational management.

2. Gap is caused by:
   - Unreliable research findings caused by unconducive research environment.
   - Failure of the researchers to publicize the research findings.
   - Lack of stakeholders’ will-power to bring innovation to existing body of knowledge in educational management (97%).
   - Lack of concern by curriculum planners and stakeholders about new knowledge in educational management (63%).
   - Rigidity of course outline (50%).

3. The gap between research and teaching of educational management can be bridged by:
   - Making 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 in curriculum (70%)

Conclusion

It is concluded from the study that there is, indeed, a gap between research and teaching in educational management, which is merely caused by lack of will power to bring innovations to existing bodies of knowledge, among other factors. The gap can be bridged
by making new research findings on educational management accessible, subjecting valuable findings to further testing, compelling students to buy research journals.

**Recommendation**

1. New research findings should be made accessible to the educational management.

2. Valuable research findings should be subjected to further testing.

3. Curriculum planners and other stakeholders should be concerned about new knowledge in educational management.

4. Educational management teachers should be encouraged to improve their capacity to conduct reliable research in order to obtain results

**References**


