The last word
Researched out

According to research, studies show that
the prevalence of research into the study of
research about research studies in schools
increased a staggering 100 per cent between
2005 and 2009, and an astonishing nine out
of 10 teachers report that they have been
the subject of research studies investigating
the prevalence of research into the study of
research about research studies in schools,
with devastating effects. ‘Researched out’
teachers are now struggling in Australia’s
classrooms, the research shows.

The disturbing research findings come
from interviews with 10 teachers at Bonga
Binga Small Good School by Fergus
McNikkle-Nakkle, Director of the Depart-
ment of Investigative Research in Educa-
tion (DIRE) at the Australian Research into
Research Institute. As McNikkle-Nakkle
noted in his seminal research paper, ‘What’s
up?’ in the Journal of the Australian
Research into Research Institute, it’s
possible that an astonishing 100 per cent
of teachers might’ve been the subject of
research studies investigating the prevalence
of research into the study of research about
research studies in schools – if Sonja Onya
had not ‘been busy in the classroom’ the
Tuesday he popped by Bonga Binga Small
Good School to conduct clinical trials.

Drawing on the data set obtained,
McNikkle-Nakkle says a reliable and valid
swag of positive and negative correlations
prove that his DIRE research is causing
strong emotional reactions in teachers.
Further, says McNikkle-Nakkle, 10 per
cent of them are so fed up with research
that they’re likely to prove uncooperative
research subjects.

Correlating his data with generally-
accepted findings in brain research,
McNikkle-Nakkle says the research shows
that differences in how the brain processes
information affect the way teachers respond
uncooperatively to studies in schools.

In 2005, nine out of 10 teachers were 4.9
times more likely to tolerate research studies
in schools because of the way their brains
function than the 10 per cent of unco opera-
tive teachers who, says McNikkle-Nakkle,
were clearly struggling in the classroom,
where they spent inordinate amounts of
inefficient and ineffective time, because of
the way their brains process information.

Disturbingly, however, a follow-up clinical
trial in 2009 indicates that the remaining 90
per cent of Australian teachers appear to be
demonstrating the first signs of brain activity
function leading to increased
uncooperative
behaviour. If the remaining 90 per cent
of Australian teachers are now struggling in the
classroom, McNikkle-Nakkle concludes in
‘What’s up?’ that should be ringing alarm
bells for our policy makers.

‘Australian teachers appear to be
“researched out,”’ he says. ‘While it may be
precipitate to draw substantive conclusions,
it’s clear from the research that Australian
teachers are becoming more uncooperative,
with the alarming consequence that more
are struggling more and more often in the
classroom.’

Should we worry? McNikkle-Nakkle
says, cautiously, we should, a lot, although,
he points out, the DIRE research leads
to only one conclusive conclusion: more
research is needed.

Staff at Bonga Binga Small Good School
refused to return phone calls to confirm
details for this story.

This month’s Last Word was written subse-
quent to substantive research of the highest
quantitative and qualitative order by Steve
Holden, Editor of Teacher, and the 2008
highly commended winner in the Best
Columnist category of the Melbourne Press
Club Quill Awards for the Last Word.

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