ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

TEACHERS’ ATTITUDES TOWARDS THE TEACHING PROFESSION IN GOVERNEMENT PREPARATORY AND SECONDARY SCHOOL OF SULULTA TOWN, OROMIA REGIONA STATE.

BY

YOHANNES WORKU

JUNE/2018 G.C

ADDIS ABABA
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A THESIS SUBMITTED TO ADDISABABA UIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING MANANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP

JUNE/2018 G.C
ADDIS ABABA
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE STUDIES

TEACHERS’ ATTITUDES TOWARDS THE TEACHING PROFESSION: THE CASE OF GOVERNMENT PREPARATORY AND SECONDARY SCHOOL OF SULULTA TOWN, OROMIA REGIONA STATE.

BY

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Declaration

The researcher here by declares that the thesis on the title, “Teachers’ attitudes towards teaching profession in sullulta town Secondary and preparatory School”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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Date________________________

This thesis has been submitted for examination with my approval as the university advisor.

Main advisor-Name ______________________________

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Place: Addis Ababa University College of Education and Behavioral Studies Department of Educational Planning and Management

Date of submission __________________________
Acknowledgements

My sincere gratitude and appreciation goes to my advisor, Befikadu Zeleke(PhD.), for his invaluable guidance and support throughout the study. I would have been lost without his insight, genuine interest and advice during the completion of my Research. I greatly appreciate his wisdom and guidance.

My heart-felt gratitude also goes to the staff of Addis Ababa University College of Education and Behavioural Studies, Department of Educational Planning and Management for their valuable support during conducting my thesis.

My deepest thanks are also extended to Sullulta Town education bureau, principals and teachers of Sullulta preparatory and Secondary school for their cooperation and smooth facilitation of data collection in their schools.

I have to express my sincere appreciation to my beloved family Samerawit woube (wife), mengistu wodajo (my brother) for their unreserved moral support and encouragement. I am also indebted to all the teachers of sullultu Administrative towns'Secondary and preparatory schools teachers for their genuine cooperation in filling the questionnaire to obtain valuable information for this study.
ABSTRACT

This study was aimed at assessing the attitudes of teachers towards teaching profession in government secondary and preparatory school of sulluta town and to seek the possible solutions for problems identified. In order to conduct the study, a Quantitative approach was employed. This is because of the fact that Quantitative approach method enabled the researcher to obtain pertinent information in line to the recent factors for teacher’s attitudes towards teaching profession sulluta town. The study had two groups of respondent namely 75 practicing teachers, 3 school leaders, there respondents were selected for study by using all simple practicing teachers and School leaders. In general, out of 78 respondents filled the questionnaire and returned to the researcher. Research data collected through questionnaire were analyzed and interpreted by using descriptive statistics. Finally, the study showed that the majority of preparatory and secondary school teachers had positive attitude towards the teaching profession: Female teachers possess a higher attitude towards teaching profession than male teachers: and that teachers aged from 35-44 years have a more favorable and very high attitude towards teaching profession compared to the rest of the teachers. Work experience of teachers had also significant differences in teacher’s attitudes towards teaching profession. Teachers who have served 10-15 years of experiences have very high positive attitudes towards the teaching profession than those who have 5-10 years and above 15 years of experiences in sullulta preparatory and secondary school. In terms of area of discipline the majority 50(64%) preparatory and high school natural science (physics, chemistry, biology) teachers in both preparatory and secondary school had very favorable and very positive attitudes towards teaching profession compared to social science (history, geography, civics) and Amharic, Oromifa and English teachers. The study also revealed that the major triggering for teacher’s negative attitudes towards teaching profession were school related factors such as poor induction program, Inefficient school administrator and supervisors, poor working condition and student misbehavior and socio economic related factors such as low social status of teaching profession and inadequate salary. The most prevailing problems resulted from the high rate of teachers’ negative attitudes towards teaching profession were: students’ achievement was deteriorated; school programs were disturbed qualified and experienced teachers were placed by non-qualified and non-experienced teachers, and there maining teachers were demoralized. At least the study forwarded plausible mechanisms such as reducing school related problems, improving socio-economic level of teachers, alleviating teachers’ attitude towards teaching profession.

Keywords: Teachers, Teaching Profession and attitudes toward teaching.
# Table of Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iii</td>
</tr>
<tr>
<td>CHAPTER ONE</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1. Background of the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2. Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Research Questions:</td>
<td>5</td>
</tr>
<tr>
<td>1.4. Objectives of the study</td>
<td>5</td>
</tr>
<tr>
<td>1.4.1 General objective</td>
<td>5</td>
</tr>
<tr>
<td>1.4.2. Specific objective</td>
<td>6</td>
</tr>
<tr>
<td>1.5. Significances of the study</td>
<td>6</td>
</tr>
<tr>
<td>1.6. Delimitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.7. Limitation of the study</td>
<td>7</td>
</tr>
<tr>
<td>1.8. Operational Definition of Key terms</td>
<td>7</td>
</tr>
<tr>
<td>1.9. Organization of the Study</td>
<td>7</td>
</tr>
<tr>
<td>CHAPTER TWO</td>
<td>9</td>
</tr>
<tr>
<td>2. REVIEW OF THE RELATED LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>9</td>
</tr>
<tr>
<td>2.2. Teacher's attitudes towards teaching</td>
<td>9</td>
</tr>
<tr>
<td>2.3. Attitude and teaching professionalism</td>
<td>10</td>
</tr>
<tr>
<td>2.4. The Behavior of Teaching</td>
<td>11</td>
</tr>
</tbody>
</table>
2.5. The characters of a good teacher’s ................................................................. 13
2.6. The concept of teacher’s attitudes towards teaching profession ................... 14
2.7. The attitudes of teachers with respect to area of qualification and work experience .. 15
2.8. The Attitudes of teacher’s profession with respect to gender ............................ 16
2.9. Factors that can affect teachers’ attitudes ...................................................... 17
2.10. Qualities of an Effective Teacher .................................................................. 29

CHAPTER THREE .................................................................................................. 30

RESEARCH DESIGN AND METHDOLOGY .......................................................... 30
3.1 Description of the study area ........................................................................... 30
3.2 Research Design .............................................................................................. 30
3.3 Source of Data .................................................................................................. 30
3.3.1 Primary source of data .................................................................................. 30
3.3.2 Secondary source of data ............................................................................. 30
3.4. Population, Sample Size and sampling techniques ......................................... 30
3.4.1. The population ............................................................................................. 31
3.4.2. Sample size and sampling techniques ......................................................... 31
3.5. Instrument of Data collection ......................................................................... 30
3.5.1. Questionnaires ............................................................................................ 32
3.5.2. Interviews .................................................................................................... 32
3.5.3. Documents .................................................................................................. 33
3.6. Procedures of data collection ........................................................................ 33
3.7. Data Quality control ....................................................................................... 34
3.8. Validity and Reliability .................................................................................. 34
3.9. Method of data Analysis ................................................................................ 34
3.9.1. Quantitative Approach .............................................................................. 35
3.10. Ethical consideration ...................................................................................... 34
CHAPTER FOUR .......................................................................................................................... 37
PRESENTATION, ANALYSIS AND INTERPRATATION OF DATA ........................................... 37

4.1 Socio Demographic Characteristics of Respondents .......................................................... 37
4.2 Conduciveness of working environment at school/class room ........................................ 39
4.3 Leadership skill and experience of school administrators ............................................... 39
4.4 Teachers attitude towards teaching profession ............................................................... 40
4.5 Student’s attitude/behaviour towards teaching profession ............................................ 41
4.6 Obstacles or challenges to implementing a smooth teaching-learning process ............... 42
4.7 The benefits of teaching as a profession ........................................................................ 43
4.8 Teacher’s attitude towards teaching profession with reference to their age, gender work experience and area of disciplines ................................................................................. 44

CHAPTER FIVE ........................................................................................................................ 46
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .................................................... 46

5.1. Summary of the Findings ................................................................................................ 46
5.2 Conclusion ....................................................................................................................... 48
5.3 Recommendations .......................................................................................................... 49

References .............................................................................................................................. 51

Annexes ................................................................................................................................ 52
**List of Table**

Table 1 Socio-Demographic Characteristics of respondents from April, 01-15/2017 in government preparatory and high school in Sullulta town. .................................................................38

Table: 2 Respondents attitude towards working environment at school/classroom ..................39

Table 3: Respondents attitude towards leadership skill and experience of school administrators From April, 01-15/2017 in government preparatory and high school in Sullulta town. ..........40

Table 4: Teachers attitude towards teaching profession From April, 01-15/2017 in government preparatory and high school in Sullulta town. ........................................................................41

Table: 5 Student’s attitude/behaviour towards teaching profession From April, 01-15/2017 in government preparatory and high school in Sullulta town. .................................................................42

Table: 6 Obstacles or challenges to implementing a smooth teaching-learning process from April, 01-15/2017 in government preparatory and high school in Sullulta town.................................43

Table 7: Respondents attitude towards the benefit of teaching as a profession from April, 01-15/2017 in government preparatory and high school in Sullulta town.........................................................44

Table 8: Teacher’s attitude towards teaching profession with reference to their age, gender, teaching experience, work experience and area of disciplines from April, 01-15/2017 in government preparatory and high school in Sullulta town. .................................................................44
CHAPTER ONE

1. INTRODUCTION
This chapter deals with the main issue of the study comprised the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the study
According to Thomas & Vidakovic, (2009), attitude towards the teaching profession is considered to be an essential issue in understanding teacher behavior, and feelings about teaching, their students and the school environment. Basically, teacher's attitudes towards their profession have an effect on their performance, as well as on commitment to their roles and responsibilities. Teachers develop negative attitudes and/or leave the profession for different reasons. Basically, teachers’ attitudes towards their profession have an effect on their performance, as well as on their commitment to their roles and responsibilities. Therefore, this study was discussed teachers’ attitudes towards teaching, and how negative attitudes can have unconstructive impact on one's teaching practices and involvement in developing the school system.

Teachers are the key personnel in an educational system because they play a major role in the delivery of quality education. As Ayalew (2009) pointed out, teachers play decisive role in the fulfillment of educational goals. The Teacher is the real and dynamic force of any institution. The school without him/her is a sole less body. Without good, devoted and competent teachers, even the best system is bound to fail.

According to (Mohiyuddin, 1993) the strength of the schools depends upon the attitudes of the teachers. For qualitative improvement of education in secondary school of our country, the positive attitude of teachers in profession is a must. A positive and favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative or unfavorable attitude makes the teaching task harder, more tedious and unpleasant.
Thus, effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes towards teaching profession. Attitude is the most important factor in the teaching-learning process is the teacher. A good education system can flourish if two conditions are satisfied. First is the constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming/prospective-teachers with positive attitude towards their profession. Attitudes towards profession are usually related with enjoying the profession, complete dedication to their profession, and being aware that profession is socially useful and believing that they need to improve the profession (Mohiyuddin, 1993).

Attitudes are more or less permanent. Attitudes, once acquired, become permanent. They are lasting and enduring. They become stable over a period of time. Since they are more or less permanent, an individual’s future behavior can be predicted on the basis of her/his attitudes. Attitudes involve subject object relationship and Attitudes are not formed in vacuum. They are always formed in relation to some person, object or situation. Attitudes involve affective, cognitive and action components and Affective refers to feelings, cognitive to knowledge and action to predisposition (Yılmaz, 1993).

A person will have some idea or knowledge about psychological object; will also have feelings towards it and predisposition to act positively or negatively. Attitudes are inferred Attitudes of a person cannot be known directly because s/he will not express them frankly. Attitudes therefore, can be inferred from individual’s actions, behavior or words. ‘Teaching is a profession’ is not as important an issue as that ‘Teachers are professionals’. Maximum problems related to teaching-learning can be handled safely without giving too much financial inputs, if teachers possess healthy professional attitude. Yılmaz (1993)

The professionals will not wait for or allow regulation of their professional work by others. They will regulate their conduct themselves. Remuneration is not considered as important as to overshadow the sense of satisfaction which a good professional gets when s/he has done the work as it ought to have been done. These are some of the dimensions which reflect professional attitude in teachers. Someone who does not enjoy his/her occupation will not be able to succeed in that occupation.
A good teacher with proper attitude, behavior and personality traits can motivate, inspire and make students lost in his/her teaching. As Getachew (1999:30-40) indicated that it was the employment conditions rather than factors intrinsic to teaching that made teaching more stressful. Ineffective administration, low professional recognition, poor working condition, low salary and uncertainty about the curriculum are found are the major source of stress (Getachew, 1999:30-40).

No one can deny that the success of any system of education depends upon the quality of teachers (MOE, Ethiopian 1994). These utterances of dissatisfaction over teaching attitude in Ethiopia are, in general, not based on any scientific evidence. Therefore, an effort was made to assess the attitude of secondary school teachers towards teaching profession. The destiny of Ethiopia lies in its classroom. This implies that teacher, who is organizer and the controller of the classroom mostly responsible for the future of Ethiopia. Therefore, this study attempted to identify and assess the attitudes of teachers towards teaching profession in Oromia Regional, sullulta town secondary and preparatory school of sulluta town administration.

1.2. Statement of the Problem

In general the importance of education and for that matter teaching to the development of nations and the entire world cannot be overemphasized. This is because the developments of many nations are linked to the quality of their education. It is also an undeniable fact that the quality of education depends on the quality of teaching which in turn depends on the quality of teachers and teaching (Chakraborty & Mondal, 2015).

The quality of teaching can depend heavily not only on the quality of teachers but also on their mental attitudes to the teaching profession. This is because attitudes have been found to influence behavior in general. Thus, in order to have quality teachers and teaching, it is important to have not only teachers but a population with positive attitudes towards the teaching profession. It is therefore important to assess the attitudes of teachers, students and the general population towards the teaching profession (Maliki, 2013).
In some populations, attitudes towards the profession are positive (e.g., Mehmood, Akhter, Ch, and Azam, (2013) while in others it is not (Maliki, 2013). Osune and Izevbigie (2006) conducted a study with the participation of 400 teachers working at 40 post primary and secondary schools in Ethiopia to obtain empirical evidence for teachers’ attitude toward teaching profession. They found that teachers do not feel financially satisfied and humiliated due to delay in payment of their Salaries and allowances, and believe that the status of the profession is undermined in society.

Several factors potentially influence attitudes towards the teaching profession. For example, insufficient funding for schools, lack of interest from parents and public community and insufficient salaries are the factors which are responsible for negative attitudes towards the teaching profession. A study of Morison and McIntyre (1984) revealed that if students are asked to choose the teaching profession as a future job then social and economic status, range of employment chances, reputation of teaching profession, conditions of job for teachers and parental involvement will be the significant influencing factors. In order to initiate an educational campaign towards forming the right attitudes towards the profession in a given society, it is important to first of all determine whether or not the attitudes in that society are positive.

Evidence from these researchers therefore makes it even more imperative to examine the attitudes of various stakeholders to the teaching profession. According to Chakraborty and Mondal (2015), teachers' professional attitude which they referred to as the feelings, expressions and commitment to the profession is enhanced if the teachers are committed to their profession. Mehmood et al. (2013) explained that in Pakistan the teacher education programmers have started developing the teacher's knowledge, and teaching skills and for this the teacher training institutions are playing an important role. What these training institutions need to do is to focus on improving the attitudes of students towards their profession (Awan, 2015). Since attitudes have been noted to influence behavior, it is important to examine the attitudes of students of other disciplines rather than education only towards the teaching profession and more so to compare them with students offering education.
Therefore, the purpose of the present study is to add to the existing literature by examining the Subject in sullulta secondary and preparatory school. Thus the present study aims at making a Comparative analysis of the attitudes of different categories of teachers with different academic disciplines ‘the relationship between the attitudes towards teaching profession and the gender of sulluta general and preparatory school teachers and the attitudes of sulluta secondary and preparatory school teachers towards teaching profession in general. Therefore, the present study aims at examining the attitudes of teachers towards teaching profession in sulluta secondary and preparatory school.

**1.3 Research Questions:**

This study addressed the following research questions

1. What is the attitude of teachers towards the teaching profession in Sulluta secondary and Preparatory School?

2. Is there difference across fields of specialization?

3. Is there difference in attitudes towards Teaching Profession between male and female teachers?

4. What are the differences in the attitudes towards the teaching profession with respect to the work experiences?

5. Is there Obstacles or challenges to implement a smooth teaching-learning process

**1.4. Objectives of the study**

**1.4. 1 General objective**

The general objective of this research was to assess the attitude of teachers' towards the teaching Profession sullulta secondary and preparatory school.
1.4.2. Specific objectives

The specific objectives of this study:

1. To find out the attitude of preparatory and secondary school teachers towards teaching profession.
2. To know the attitude of preparatory and secondary school teachers towards teaching profession with reference to their gender.
3. To understand the attitude of preparatory and secondary school teachers towards teaching with reference to their teaching experience.
4. To observe the attitudes of preparatory and secondary school teachers towards teaching with reference to their fields of specialization.
5. To understand Obstacles or challenges to implement a smooth teaching-learning process.

1.5. Significance of the study

This study is significant for several reasons. First, sullulta special zone education bureau to make use of the suggestions of the result to help teachers to improve their professional attitude. Secondly, the study will show the universities and teachers education colleges to select competent students to join to the teaching fields’. Thirdly, the school principal and management of sullulta Secondary and preparatory school in order to show their part and to make improvement of teaching learning process. Fourthly, teachers to inform the current attitude of sullulta Secondary and preparatory school teachers towards teaching profession and improve it according by taking their part.

This study significantly contributes for policy makers, researchers, programmers/planners and for teachers at large.
1.6. Delimitations of the Study
Concerning geographical Delimitation, sample from one oromia education office was considered. Practically, the study was limited to assess the attitudes of teachers towards teaching profession. This delimitation is because of the topic is broad and cannot be addressed within a specific time; it needs deep investigation from financial to time constraints and as well as data availability. However, this study was given an opportunity to further investigate that matter.

1.7. Limitation of the study
There were a number of problems which the researcher faced while conducting the study. One of the problems that the researcher faced while conducting the study was the difficulty of collecting data. The other problem was that in school, there were no organized documents concerning those teachers who let teaching profession. As a result, the researcher attempted to use the data available at zone level.

1.8. Operational Definition of Key terms
**Attitude:** in psychology, attitude is a feeling or emotion toward a fact or state. A model developed by Fishbein and Ajzen (1980) describes an individual’s attitude toward any object as a function of the individual’s beliefs about the object as well as the implicit evaluative responses associated with those beliefs.

**Profession:** refers to devotedly devoted devotion of teachers towards dedicated dedication in the teaching mission. (Sax, 1974).

1.9. Organization of the Study
The research report has five chapters. Chapter one presents the nature of the problem and its background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. Chapter two discusses the key concepts that were used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations.
Chapter four deals presentation, analyses and interpretation of the data. Finally, chapter five summarizes the main findings, conclusions and gives recommendations.
CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of various literatures which have relevance to the study.

2.1 Introduction

The present study is an attempt to estimate the extent of relationship of Teacher Attitude with Academic Achievement in teacher education, gender, and experience with certain psychological variables like Teaching Interests, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching of. The general trend shown by these studies can be considered while interpreting the results of those studies. The investigator, in this chapter, presents a survey of major studies reviewed in the area along with a conceptual framework on Teacher Attitude. Several studies have been done on the attitudes of teachers. However, as stated in earlier sessions above, the attitudes of teachers of different academic disciplines have not yet been well understood in Sullulta Secondary and preparatory school teacher found in Ethiopia Oromia Regional state, Sullulta special Zone.

2.2. Teacher`s attitudes towards teaching

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in our environment. It is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Attitude can be formed from a person’s past and present. Attitude is also measurable and changeable as well as influencing the person’s emotion and behavior.

Teacher`s attitude towards teaching profession should be good as to perform. A teacher is required to have a higher level of professionalism because of rapidly changing circumstances importance of teacher’s professional development is being too much emphasized today.

Hayon (1989) says that the teachers who possess the professional and interpersonal skills are more effective in their classrooms in terms of student’s behavior, attitude, and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary
according to their favorably and unfavorably for various attitudinal objects. Luthans (1993) says that professional attitudes can also serve lot.

Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher’s desire to excel, extended professionalism and teaching as a life concern. This is profession, which exalts service above the personal gains. Teaching involves human nurturance, connectedness, warmth and love and teacher’s beliefs about his role in caring for the student’s plays a crucial part in developing the personality of the students. Attitude of teachers have also been determined to be influenced by the gender. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching. They start to feel deprived, alone and isolated in the society. It may cause negative attitudes the teaching profession. Attitudes of play a crucial role in teaching profession. Negative attitude of a teacher may have a negative impact on one’s teaching Smith (1993).

2.3. Attitude and teaching profession
Attitudes denote inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the for the education of the individual because it shows the interview of person. If a person has a positive attitude towards objects, he will try his best to achieve it. If he has a negative attitude, he will try to avoid it. Thus it plays an important role in determining the success and failure of the person in any filed. The choice of teaching profession also depends up on the attitude of person towards their particular profession. If teacher thinking positively towards his job. He will generate good results. One the other hand if he thinks negatively. He will not find satisfaction in his work.

The students would not be able to get the full benefits. Thus attitude towards the teaching profession shows the personality and the zeal with which he would take up his work. The teachers should develop a desirable professional attitude so that he many inspire himself for excellent programme in multifarious study of education.

Thus if a person has desirable attitude them he/she will be well adjusted with his job. It is all the more significant for efficient and profitable functioning of organization.
2.4. The Behavior of Teaching

When people talk about effectiveness in teaching, they are usually referring to research on effectiveness in teaching. What teachers do have been defined as the Process of teaching, what the students do is the product of the teaching. For researchers to reach quantitative results, the complex situation of teaching and learning has to be simplified. This approach led to research on such topics as teacher effectiveness programs, direct instructional models, and effective teaching. Unfortunately, the research on academic learning time led to prescription of longer time spent in schooling, including more time spent on the micro task level as well as a longer school year (Doyle, 1990; Shulaman, 1986).

This behavior oriented (or technical) research was then transferred to the practical domain of teaching, eventually leading to the competency based teacher education movement and performance based teacher education programs. Researchers identified the skills and behaviors of effective teaching processes, or “competencies” and then developed lengthily checklists of prescribed behavior and teacher testing systems (Brophy and Good, 1986).

Sofat, (1997) studied to find out the difference in the teaching effectiveness of teachers in relation to sex and school category and he found that females teachers were more effective than male teachers and teachers working in urban schools were more effective than teachers of rural schools. Dodeen, (2003) studied the attitude of teachers and found that female teachers had a higher positive attitude towards teaching than male teachers.

Osune and Izevbigie (2006) conducted a study with the participation of 400 teachers working at 40 post-secondary schools in Nigeria to obtain empirical evidence for teachers’ attitude toward teaching profession. They found that teachers do not feel financially satisfied and humiliated due to delay in payment of their salaries and allowances, and believe that the status of the profession is undermined in society. Tarman (2012) investigated beliefs and perceptions of prospective teachers attending teacher education programme at an Eastern USA university about teaching as a profession, and indicated that field experiences provide them with the opportunities to modify their self-perceptions about teaching careers, and to reflect on their understanding of teaching as a profession.
Trivedi (2012) compared attitudes of teachers working at four levels of education toward teaching profession (primary, secondary, higher secondary and college) using an attitude scale, and found that teachers have high attitude toward their profession regardless of the level of institutions they are working at, and that primary school teachers tend to have more positive attitude toward their profession. Hürsen (2012) examined the attitudes of high school teachers working in the Turkish Republic of Northern Cyprus toward professional development activities. She reported that age, gender, and experience created a significant difference among teachers regarding their attitude toward these activities. Namely, female teachers and less experienced teachers tend to have more positive attitude toward them when compared to male teachers and more experienced teachers, respectively.

In an effort to understand teachers’ attitudes towards the profession within the context of schools in Oman, a survey of research related to the issue has been investigated by the researchers. Al-Tahar (1991); Yasir&Kazem (1997)); Al Rashid study (2003) and Al- Mogaidl (2006) studies aimed at investigating teachers’ attitudes towards the teaching profession and its relationship to their gender, achievement, specialization and year of study.

Attitude of teachers have influenced by sex (Çapri and Çelikkaleli, 2008; Akkaya, 2009; Hussain et al., 2011) and found that female teachers have more positive attitude towards teaching profession as compared to male teachers. This may be the result of the stereotyping belief that “teaching is a feminine job”. Female teachers might feel the job appropriate for them. This result is concordant with the study made by the Dodeenetel (2003), in which it was reported that female teachers have more positive attitude towards the profession as compared to the female teachers.

However, some researches indicated that sex was not, Çapa and Çil (2000) showed that sex was not affected on the pre-service teachers’ attitude towards teaching profession, but in the sub dimension of loving profession and respect to profession, females have more positive attitude than males. A person behaves according to his attitude, towards a thing, person or so on present in the environment.
2.5. The characters of a good teacher’s attitudes

Effective teachers understand the problems of students. They are empathetic, considerate and reflective. They know the diversity of issues associated with students and plan how to solve their problems (Brown, 1982). Teachers’ attitude also affects their own abilities. Positive approach in teaching enables the teachers to create a learning community where every student has access to meaningful learning opportunities. Teachers with positive attitude do not show mistakes of students, rather they work to improve their talents and enhance their skills and strengths. They inculcate in the minds of students positive self-confidence and self-esteem (Brown and Richard, 2008). In view of Bain and Ken (2004) teachers with positive attitudes are creative and motivated. They stimulate the creativity of students. As a result students become motivated to participate in the process of teaching and learning enthusiastically. They apply different approaches in their teaching which enables the students to learn in more than one way. In this way student become motivated when teachers develop lesson plans and consider their interests, skills and needs. According to Tiberghien (1993) good teaching practice has the following characteristics:

1. Encouraging constant contact between students, teachers and parents.
2. Developing reciprocity and cooperation in the process of education.
3. Promote and practice active learning
4. Providing prompt and practicable feedback
5. Better planning and time management
6. Clear and to the point communication
7. Respect and care for every one
8. Identify diversity in learning and use deferent ways of teaching and learning. Teachers with professionally sound beliefs work for the cause of school development. They own the school and help student through guidance and support. In this way students’ intellectual growth continues to develop when they receive encouragement to think of the importance of values of life (White and Gunstone, 1993). Learning is enhanced through cooperation. Working with others increases the degree of involvement in learning. Teachers who have a passion for teaching and learning understand this very well. They share their own ideas freely and respond to others reactions positively.
2.6. The concept of teacher’s attitudes towards teaching profession

Professionalism is a set of attitudes and behaviors appropriate for a particular profession or occupation. It is a demonstration of certain characteristics or traits in a profession. Attitudes on the other hand are positive or negative views of a person about a place, thing or a phenomenon. Professional attitude of a teacher is the demonstration of his/her likes or dislikes feelings, emotions or behavior towards teaching and learning practices in the realm of education. Research has proved that teachers with positive attitude perform better in teaching and learning. They are more cooperative and dedicated in the dispensation of their duties as teachers. Professional attitude of teachers plays a fundamental role in shaping the behaviors of teachers (Carr, 1990).

Hence, most attitudes are the results of direct experience and observations from the environment in which teacher operate as practitioners (Bass, 1999). There are some attitudinal attributes of teachers such as positive thinking, belief in service, self-regulation, dedication, autonomy and guidance of others. These types of teachers consider their role as of a reformer and trainer. Their attitudes consist of care, kindness, accepting diversity and sharing responsibility. They have highly refined and effective communication skills which help them to interact with other more confidently decently.

Chakraborty and Mondal (2015) described the attitudes of prospective teachers towards the teaching profession in India with a sample of 1032 prospective teachers in 2013/14 academic sessions. With regards to gender, their research findings showed that there were no significant differences in the attitudes of male and female prospective teachers. Concerning academic discipline, there were no significant differences between science and arts students.

Maliki (2013) examined the attitudes of teachers' towards the teaching profession in Yenagoa, Bayelsa state Nigeria using a sample of 150 teachers, The research findings showed that majority of the teachers possessed the negative attitudes towards the teaching profession but in terms of gender, the attitudes of female teachers were more positive as compared to the male counterparts. This is consistent with Bartan, Oksal and Sevi (2013) who also noted that attitudes of female teachers were more positive as compared to the male counter parts.
2.7. The attitudes of teachers with respect to area of qualification and work experience

Akbulut and Karakus (2011) also investigated the attitudes of secondary school teachers in the discipline of science (physics, chemistry and biology) and mathematics with a sample of 239 teachers in Turkey. Their sample was composed of 5th year and 10th year service teachers taking respectively. The findings of their study showed that the attitudes of both types of participants were positive towards the teaching profession. Significant differences were found in attitudes of 5th year and 10th year service teachers. Among the 5th year participants no significant differences were found in attitudes regarding the discipline of physics, chemistry, biology and math while significant differences were found in attitudes of 10th year participants regarding the discipline of physics, chemistry, biology and math. This significant difference was shown only within physics-biology and within chemistry-biology disciplines while no significant difference was shown in other disciplines.

Oruc (2011) run his study with a sample of 80 teachers studying at a state university's Faculty of Education of English Language Teaching Department in Turkey. The research findings showed that the attitudes of participants towards the teaching profession were very positive. Similarly on the academic variable of science and arts students, they showed that the science teachers show more favorable attitudes as compared to the arts teachers.

Babu and Raju (2013) came up with important findings about attitudes towards teaching. Their study which was conducted in Vizianagaram district of Andhra Pradesh, India involved a sample of 437 student teachers. They divided the sample among male (239) and females (198) while discipline wise the sample was divided into 143 Mathematics, 48 Physical Sciences, 134 Biological Sciences and 112 Social Studies student teachers. Their research findings showed that significant differences were found among the attitudes of male and female student teachers. In addition, they found significant differences among the teachers of mathematics and biological sciences while no significant differences were found in the attitudes of teachers in other subjects like math and physical sciences, math and social studies, physical sciences and biological sciences, physical sciences and social studies, biological sciences and social studies.
2.8. The Attitudes of teacher’s profession with respect to gender

Shah and Thoker (2013) conducted their study on private and government secondary schools teachers with a sample of 200 respondents consisting of 100 respondents from each sector. In terms of gender their research findings showed that a significant difference was found in the attitudes of male and female government secondary school teachers and that the attitudes of male government Secondary school teachers were more positive as compared to the females in government secondary schools. For the private school, the findings showed that the attitudes of female secondary teachers were more positive as compared to their male counterparts. Kassa (2014) investigated the attitudes of teacher’s in Haramaya University, Ethiopia with a sample of 305 teacher’s on various variables. The research findings revealed that mostly the attitudes of teachers were unfavorable towards the teaching profession.

With regards to gender, the attitudes of teachers were mostly same. Khan, Nadeem and Basu (2013) examined the attitudes of teachers at a higher secondary level with a sample of 480 teachers from Kashmir province, India. Their study findings showed that most of the teachers' attitudes were moderate and less favorable while on gender variable they found that the attitudes of males were more favorable as compared to their female counterparts.

Sharbain and Tan (2013) examined the attitudes of primary English language teachers towards the teaching profession among UNRWA (United Nations Relief and Works Agency) with a sample of 100 teachers with a division of 50 male and 50 female teachers. On gender variable they showed that female participants had more positive attitudes as compared to their opposite sex. Sharaa and Baker (2000, P.P155-183) conducted a study on the relations between teachers attitudes in Qatar and their skill in teaching. They found that the male teachers encouraged the student less than the female teachers. In Turkey, Gultekin, Z (2006) from Anadolu University had conducted a research about the relation between teachers' attitudes and their perception levels of teaching competences. As a result, the relations between the two variables were positive and their perception levels of their teaching competence were quite high.
2. 9. Factors that can affect teachers' attitudes

2. 9.1 Working environment

Teachers’ working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers’ perceptions of their employment. As mentioned, the condition of infrastructure, availability of textbooks and learning materials, heavy workload of teaching, lack of office space to work in, and class sizes all influence the teachers’ performance.

The Ethiopia government has placed great importance on quality education and recognizes it as an essential component for development needs of the society. Establishing learning environments that facilitate positive learning outcomes for all students is to be sure a challenge. They are advocating a particular way of being with students, which will require them, the teacher, to provide opportunities that maximize students’ participations their own learning and to utilize teaching and learning strategies that engaged learners and are learner-centered. Caring teachers work hard to know students by using multiple sources of knowledge and by structuring their classes to encourage oral and written dialogue that recalls students thinking.

They consciously work to create classroom atmosphere conducive to questioning, self-assessment and helpful evaluation. They also take great care to establish three kinds of relationships: Thus as well as planning for learning, there are aspects of the environment there will need young attention. Two of these were the physical environment and the social emotional environment (Harry Wong, 2007).

Physical Environment

Teachers and students work best in a comfortable, inviting environment. At the beginning of year the teacher may organize the room to create such an environment, using brief colors, displays, posters, plants, mobiles, etc. In either scenario it is acknowledge that the classroom is a shared learning space and that children need to be as involved as their teacher in creating the environment. The more children contribute the more they will take pride in the room and have an increased sense of ownership of their learning environment.
Children can be encouraged to bring things from home to have in the classroom. The physical environment needs to be practical as well as interesting and stimulating. Arranging the desks and chairs in such a way as to facilitate small-group work, individual work and whole-class discussions is a challenge.

The ideal structure is one that is flexible so that it supply for a range of learning and teaching styles. Consideration must also be given to situation of the teacher’s desk. It can make the teacher easily accessible and approachable or create an additional barrier between the teacher and the students.

**Social Emotional Environment**

The social-emotional dimension of classroom experience has, for a long time, been referred to as classroom climate. Educational researchers have long since determined that positive Classroom climates are more desirable than those that are negative. Positive climates are those in which students feel they belong, where they are happy, extended and safe and where verbal and physical harassment on gender, racial and other grounds are prevented and addressed.

More recently, the term classroom culture has been increasingly used to include the social-emotional dimension of learning and to acknowledge the shared beliefs, customs, attitudes and expectations of teachers and students in a classroom. The aspects of classroom and student behavior management continue to be of major concern to teachers and so research should be relevant to individual needs. While a great deal of attention has been paid over the past decade to effective teaching practices and classroom management (Arthur and Nancy, 2003).

To develop positive relationships with the students in your class, the first thing you need to do is to learn and use their names. Learning every student’s name as quickly as possible and using them as much as possible initially demonstrates that you are committed to getting to know everyone personally. Reflect for a moment on the number of ways you could quickly get to know children’s names (Smith et al., 2003). Local educational agencies must give parents prior notice of any proposed change in a child’s special educational program was further delineated to specify that written prior notice was required whenever a change in
the identification, evaluation, or educational placement of a child was contemplated. The teacher’s professional environment influences the delivery of the instruction. Environment refers to such things as time usage, which includes time spent in actual teaching or in planning the lesson to be taught. Since teachers play a central role in the education system, describe them in detail is critical, many studies have shown how teacher characteristics influence quality of instruction, and hence the quality of educational opportunity.

Two broad categories of teachers, characteristics are especially important; background and beliefs. The new teacher should have a knowledge of the principles to keep good discipline and should be able to deploy a range of approaches to create and maintain a purposeful, orderly and safe environment for learning, manage pupil behavior by the use of appropriate rewards and authorize and be aware when it: is necessary to seek advice and sustain the interest and motivation of the pupils different styles of class management and the promotion of learner discipline have become more demanding and sophisticated over the years Roy Namita, (2001).

The recent policy to quality improvement focuses on the complex interaction that takes place in the teaching learning process as the primary level to improve quality of education (MoE, 2005).

The Ethiopian government (FDRE, 1994) has mentioned that quality education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and commitment of the teacher have effective impact on the teaching learning process (Ahmed, 2000). When teachers establish both appropriate moral authority, and role authority, it is important to realize that such authority is established, and make, within the context of relationships built by the teacher. The fundamental nature of such relationships is dependent on conveying respect, knowledge and enthusiasm for what one teacher. Authority is also communicated through a relaxed confidence in one’s management and teaching and healthy acceptance of weakness in self (Rogers, 2006).
### 2.9.2 Leadership Styles

A school’s principal, as an educational leader, influences teachers and staffs for successful operations of teaching and learning in the school. This implies that the schools Principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style. Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers.

According to Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher’s job performance in public secondary schools. It was the most commonly used leadership style by principals in the schools. Organization success can only be achieved by the satisfied and motivated employees and good leadership (Malik, Danish, &Usman, 2010) Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools. Leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.” Thus, effective principals use a wide range of leadership style according to the situation and context of their school. There are various leadership styles adopted by leaders. These are three major styles of leadership such as autocratic, democratic, and laissez-faire.

**Autocratic/authoritarian leadership style:**

In this leadership style, leaders alone determine policy and make plan, tell subordinates what to do and how to do, power is centralized only to the leader, workers under the leader have little freedom, and he/she shows greater concern for work than for his/her worker. In fostering this, Lunenburg and Ornstein (2000) pointed out that autocratic leaders were very directive and not to allow participation in decision makings. They structured the complete work situation for their subordinates.
Democratic/participative leadership style
In this leadership style the entire groups are involved in and accept responsibilities for goal setting and achievement, subordinate have considerable freedom of action, and the leader shows great concern for people than for high production. In this regard, democratic leader gets result by leading discussions, asking questions to involve others, encourage others to take responsibility, confirming commitments, and asking for a vote to get a consensus or majority decisions.

Laissez-faire leadership style
In this style there is a least intervention of leader, group members perform everything by themselves, and the leader usually maintains contact with outside persons to bring information and materials which the groups/subordinates need. Doran (2003) pointed out that in laissez-faire leadership style all authority or power is given to the employees and they must determine, make decision, and resolve problem on their own. Teachers’ job performance could be described as the duties performed by teachers at a particular period in the school system in achieving organizational goals.

In light of this, Adeyemi (2010) described teachers’ attitudes performance as “the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process.” Teachers are the most valuable assets of any school. A successful highly productive school can be achieved by engaging teachers in improving teachers’ attitudes performance. All teachers are not equal in their performance. But if they are handled effectively, their moral can be increased and they become more productive. There are many factors of teacher’s attitudes performance. These are: the school culture and climate, feedback/appraisal results, the roles of supervisor, and teachers’ skill.
2. 9. 3 Personal factors

The attitudes of teachers’ towards their profession
Attitudes are habitual ways of reacting to situations. The term ‘attitude’ is generally reserved for an opinion which represents a person’s overall inclination towards an object, idea or institution. Attitudes can be positive, negative or neutral and also can be dormant and more generalized.

According to Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester (2010) held that the factors like location of institute, educational qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction. Attitude measurement has very wide currency, particularly in social psychology the new curriculum emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed. It can help the students develop their integrated language skills. It makes the process of language learning to be a process of developing students' positive emotional attitudes, autonomic thinking and ability to take risks (Yiwem, 2004).

The professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities. It was suggested that no single technique or method should be used for their appraisal; rather a combination of students ratings, administrator and peer ratings, systematic observations and performance tests should be employed for evaluating teacher educators functioning.

Teachers’ competency
Competency is defined as the potential or ability of a person in handling their jobs and producing the best results. Competency is a criterion possessed by an individual who involves good behavior, knowledge and an attitude which is able to present excellent results.
Competency is derived from the word “competence” which meant ‘to be suitable ‘and can be defined as good and complete assignment and responsibility (Siddiqui, 2007). It is the ability in executing duties which are related to necessary activities. Teacher experience is important for student performance in primary and secondary school. If teachers are asked what might be done to encourage them to work harder and to improve the quality of their work, as long experience the teacher’s accommodate knowledge, skills and aptitudes on teaching learning process through your life. Teacher’s differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991).

The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation. General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance Nayak and Rao (2002). Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency is one dimension of teachers’ competence (Siddiqui, 2004). Singh and Shan (2005) described that in service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques.

An effective teacher’s characteristic is who quite consistently achieves which either directly or indirectly or focuses on the learning of their students (Anderson, 1991). Attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep abreast of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have an acquaintance with psychological principals and be able to make practical use of them in teaching. Above all, teacher must desire to improve.
Effective teachers provide effective demonstration, give clear redundant explanation of complex material and present specific a clear examples and similarity while directing student’s attention to key ideas and relevant attributes. Teacher development programs are used to describe the wider aspects of teacher’s growth and continuous improvements and progressive changes throughout their life. Reimers (2003) holds teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

The ministry of education also defines teacher development as the recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels, so that they will be able to provide quality education for rearing of competent citizens (Basic Education Program, 2007). The government of Ethiopia has taken different initiatives to improve quality of the education system at all levels with particular emphasis to teacher development program.

The main objective of this program was to strengthen teachers’ professional competences and improve students’ performance through continuing professional development (CPD). MoE (2002) stated the following major problems of the teacher training program: the recruitment, selection of teachers and educational managers was not based on interest and professional competence, the training of teachers lacks clear vision, mission and standard, and absence of continuous professional development program for teachers. Teacher development program was launched to solve the complex situation of teacher training program. The major objectives of the TDP are to produce teachers:

(1) with appropriate academic knowledge, professional ethics, attitude, commitment and self-confidence,(2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities,(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession,(4) who care for the physical, social and emotional development of their students and support students by preparing and
applying educational technology and enhance students learning practices. Education reforms geared towards teacher development programs has significant contribution in transforming education system and quality of education.

The general education quality improvement package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (Mo E, 2007). In this package, teacher development program (TDP) focuses on improving the quality of instruction and student learning by enhancing the capacity of teachers in primary and secondary education through pre-service and in-service teacher education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia. The far reaching objectives and intention of the program is to improve the quality of the general education and produce capable citizens who can contribute to and engage in the process of social, economic, and political development of the nation. In the general quality improvement program (GEQIP), teacher development program is designed as one component to improve the quality of education because; teachers are one of the determinant factors in the improvement of students’ achievement and quality of education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia (World Bank, 2008).

**Teachers’ personality**

Rao (2001) suggest those teachers’ personal characteristics they believe about school subjects and how they are best taught, and how they themselves are trained. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training, practice and national curriculum objectives. A teacher is to observe certain rules or guidelines in his day-to-day work. Any amount of preparation on his part and a lot of motivation on the part of students too will lead them nowhere if the above rules or guidelines are not kept in mind in a class-room situation. Thus it is proved that these are the basic rules which are from known to unknown, from simple to complex, first whole later parts, concrete to abstract, psychological before logical, deduction and induction, particular leads to general, let easy help before difficult confuses, first analysis and later synthesis, empirical to rational, from actual to representative (Reddy, 2004).
In addition to home and school, there are many other social factors which influence the development of personality. Some of these are as follows:

(a) **Language**: Human beings have distinctive characteristic of communication through language. Language is an important vehicle by which society is structured and culture of the race is transmitted from generation to generation. Child learns the language of his society. His personality is shaped by the process of interaction through language with other members of his environment.

(b) **Social Role**: The social roles are the collection of behavior and relevant altitudes towards others which an individual learns by observing and imitating what he sees in his model. The personality of an individual grows out of the social foundation in which the individual lives.

(c) **Self-Concept**: It becomes the means by which we create our image and identity. Self-concept influences our personality development in two ways. One is that if other people hold high positive attitude towards us, this enhances our self and the other is that if others hold negative attitudes towards us, it creates feelings of worthlessness and consequently may lead to self-defense or withdrawal from social situation.

(d) **Interpersonal Relations**: These among the members of a society are important means which help in the development of certain social personality characteristics. It refers to the concept of friendship, love and sympathy, the second is hostility which means moving against others. On the other hand, the discussion induced most of the teachers to love honesty, which is a hidden value for developing positive attitude towards the profession of teachers.

**Teachers' Commitment to the Profession**

According to Usha&Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Commitment is one of the major factors that influence teachers’ work and student performance in schools. Teachers with high level of commitment work hard demonstrate strong affiliation to their schools and show more desire to carry out the goals of teaching than teachers show with low levels of commitment.

Quality education cannot be achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nature value that would guide the subsequent use of the learning of both knowledge and skills in at the wider world outside
the classroom. Park (2005) forwarded two strong reasons why teacher’s commitment should be emphasized in the field of education: First, commitment was an integral force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work as their level of participation in education had grown. Second, there were external forces directing both reform and development in education and seeking higher standards and greater accountability that were dependent upon each teacher's combined efforts.

Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. There is no doubt that membership of the major professions implies a life commitment to the task. In the case of teaching, no such a life commitment to the task of teaching is apparent as in other professions.

There are a number of factors that contribute to this state of affairs. One of these factors is the general notion of teaching as a second choice profession with many of the teachers only committing themselves to it at a late stage when they know that they cannot change their profession. Majority of the teachers at the initial stage of their teaching career did not expect to stay in teaching for more than a few years. They consider it as a stepping stone other occupations. This invariably affects their commitment to the profession.

**Teacher’s Job satisfaction**

According to (Spear et al., 2000) highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society and these sources of dissatisfaction were called hygiene factors, because they form the outer environment of work and keep things from getting to disturbing. The hygiene factors included: company policy and administration, supervision, relationship with supervisors, work conditions, salary and relationship with peers, personal life, and relationship with subordinates, status and security. Manipulating those factors can make
educators only respond on the range from dissatisfied to neutral. Only through the manipulation of motivators can improvement on a range from neutral to satisfaction be achieved.

**Teaching Methodology**

Singh and Shan, (2005) described that in service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques. There are four categories into which methods of teaching can be divided. They are teacher-directed methods, student-directed methods, inter-active methods and problem-solving methods. Each category is discussed one by one.

**Teacher Directed Methods**

In these methods, the teacher selects, organizes and presents subject matter to students. Since the teacher dominates the view, so they are called teacher-directed methods. There can be various shades of these methods but mainly the following are practiced.

Lecture method is a traditional method, its history goes back to the period when there was no printing, and knowledge was communicated by the teacher to a student orally. The teacher depended upon his memory and transmitted the knowledge orally to his students. Demonstration method is similar to the lecture method as far as direct communication of information and ideas from teacher to students but it is dissimilar to it because, it uses a visual approach of dissemination of information, ideas and process. It allows students to see the teacher actively engaged as a model rather than merely telling them. Students observe real situation and working. It is very essential in subjects of science, type-writing, music and physical-education. Demonstration methods have three forms as, pure demonstration, demonstration with observations and participative demonstration.

**Student Directed Methods**

These methods are just opposite to teacher-directed method because they put the responsibility of learning on students. The students take the responsibility of planning and carrying out which fosters the development self-discipline. Thus these methods do not restrict themselves merely to the subject matter but have implications for students’ growth beyond that. The main forms of these methods are: - Individualized instruction is on teaching each student individually.
The teacher has to take the following variables into consideration of each individual student to help him in learning as, his skills, his abilities, his interests, his learning style, his motivation, his goals, his rate of learning, his self-discipline, his problem solving ability, his degree of retention, his participation, his strengths and his weaknesses. Individual study is the students read books and other material makes notes out of them and out of the lectures of the teachers but they fail to transfer most of them to their heads and are not able to use them in solving problems. The individual study method encourages doing this. The teacher helps the students to develop proper study habits.

It lays the foundation of continued growth of students. Thus it is very effective student-directed method of teaching.

2. 10. Qualities of an Effective Teacher

The research in teacher’s knowledge, skills and standards suggests that teacher change with the passage of time and develop skills like planning, designing, assessment techniques, helping student reflective teaching, professional commitment, assessment techniques, effective feedback and application of knowledge. The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill about proficiency in teaching aids. This suggests that effective teachers are able to learn planning and designing of lesson as well as the strategies to be adopted in teaching:

1. They should be thus traced in facilitating teaching and professional were committee to acquiring knowledge throughout their life.
2. They should further be able to guide their students by properly designate course of studies.
3. They should be able to currently use student’s output and provide him with a correct feedback and how to make use of this in improving their teaching.
4. An instructor must be able to adequately manage the classroom.
5. The instructor must be able to understand as to how the students learn and improve besides knowing the contents of the education method that they are teaching.

One of the attribute of effective teaching relates to the social context of the community, the variance in the students and the positive attributes and the deficiencies in the children. The proficiency in technology is perceived as a means to an end (resulting in better teaching) rather than as an end in itself (Siddiqui, 2007).
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

3.2 Research Design

The study is a descriptive type. Descriptive type of study was selected in order to compare and more explanatory. The sample for this study comprises of 78 natural and social science teachers who obtain their first and secondary degree from different university at different time and they are teaching in preparatory and secondary school of Sullulta town of Oromia region. The reason behind this number is the total number of teachers in both preparatory and high schools were 78. The sample comprises of 61 males and 17 females. Descriptive survey methods was used intensively to analyze key variables. A structured questionnaire arranged in standardized 5-point Likert's scale was chosen because of the strengths of this method. A structured questionnaire allows all the participants to respond to the same questions, as participants was offered the same options on each statement and it provides an efficient way of collecting responses from a large sample (Saunders, Lewis, & Thornhill, 2009). Closed ended questionnaire also provides confidentiality to the respondents to enable them complete the questionnaire honestly; and its use also tends to increase the response rate (Khomba, 2011). That is why the researcher chooses a Likert scale survey questionnaire as the main instrument to gather quantitative data for this study.

3.3. Source of Data

Both primary and secondary sources of data have been used for this study:

3.3.1 Primary sources of data

Primary sources of data were supervisors, principals, vice principals, department heads, teachers and students through questionnaire and interview.

3.3.2 Secondary sources of data

Secondary sources of data were documents such as training manuals, teachers’ performance evaluation result, annual report, and teachers’ job performance reports, and then analysis was done based on the information obtained from the documents.
3.4 Population, Sample Size and Sampling Techniques

3.4.1 The population

According to the annual report of educational Bureau of the Oromia in sulluta town 2016G.C showed that, there were 1 government secondary and preparatory school (9-12), 78 teachers, 3 supervisors and 3 principals, 13 department-heads and 1256 students involved in the teaching-learning process in the schools. It is difficult and unmanageable to conduct are search on the above mentioned school population. This is due to this scarcity of the budget and time.

Therefore, it is important to determine and select the number of sampling population included in the study to represent all teachers and principals.

3.4.2 Sample size and sampling techniques

Gay and Airasian (2003:104) state that the first thing to do in the sample selection process is to ‘identify’ and ‘define’ the target population. In other words, a sample that was too small can make the generalize-ability of the study almost impossible and meaningless, this may be used to explain why some scholars, for example, Cohen and others. (2001: 94) believe that the ‘larger the sample, the better’. Those scholars suggest that using random sampling technique to determine sample size associated with ‘confidence level and sample error’ is another way of obtaining sample representativeness. The target populations in this study were going to be sullulta secondary and preparatory school. According to the sullulta town Education office statistics, the total number of sullulta general and preparatory school, since the total number of teachers and school principals in both the preparatory and secondary school was 78.

All teachers and school principals were taken and participated in the study. In order to satisfy and have a representative sample for the study 78 questionnaire were distributed to all teachers and school principals.

3.5. Instrument of Data Collection

On the first phase qualitative techniques are going to be focus on the semi structured interview, focus group discussion and document analysis respectively. On the second phase quantitative techniques will focus on the closed ended questionnaire. Consequently, for this study instrument interview and document analysis was be used to collect the data from sullulta town education head officials sullulta secondary and preparatory school. The questionnaire is going to be used to collect data from the school.
3.5.1 Questionnaires
Questionnaire with both closed and open items was employed to collect quantitative data from teachers and principals, vice-principals. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. The questionnaire was prepared in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that were incorporated in the questionnaires.

The questionnaires were dispatch and collected through the assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors were properly oriented about the data collection procedures by researcher. In addition to this, follow up was kept by the researcher.

The questionnaire has two parts. The first part of the questionnaire describes the respondents’ background information, categories include: gender, age, level qualification, length of service and location of school. The second and the largest part contain the whole number of both closed and open-ended question items that address the basic questions of the study. The closed ended items were prepared by using liker scales model by which the researcher has the chance to get a greater uniformity of responses of the respondents that was helpful to make it easy to be processed. The value of the scale was in between one and five. But the type of liker varied according to the type of questions. In addition to this, few open ended type of questions were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to teachers job satisfaction and commitment.

3.5.2. Interviews
In addition to the questionnaire, unstructured interview questions were employed as instruments of data collation, which is suitable for relatively small number subjects, in this case, teachers and principle also of sample schools were interviewed. On the basis of this notion, interview guide were prepared beforehand to help the researcher follow the predetermined questions. After getting permission, the researcher conducted interview guides questions and took notes on the main themes of discussion. Thus, interview questions were used to support, enrich and cross check and supple meant the responses gathered from participants through the questionnaire.
The interviews were aim date limiting information on the attitudes of teachers to wards teaching profession in sullulta secondary and preparatory school, sulluta town.

3.5.3. Documents

In order to find the facts in the study area, the researcher analyzed different documents, such as teachers’ performance reports, annual evaluation record and training manuals. Hence, the analysis was done based on the information obtained from the documents.

3.6. Procedures of Data Collection

First of all, before the actual study was carried out, a pilot test was made. The purpose of the pilot study was to make necessary clarification on the questionnaire items and to identify some approaching techniques that could help to collect data for the actual research. The researcher made all the necessary amendments on the questionnaire and for warded it for the final administration.

In order to administer the questionnaire, the researcher first attempted to contact the school principals of the sample schools to create conducive environment for the successful accomplishment of the study. Next to this, school principals, teachers, department-heads and students were informed about the purpose of the study in detail and then they were given the required information about the questionnaires. Following this, the respondents were provided with a chance to ask questions about the issue which was not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the questions that were raised. To this effect, the respondents were told to reply to the questionnaires based on the facts and their personal feelings. After the respondents had filled the questionnaires, they returned them back to the researcher for further analysis.

An interview was also conducted through disclosing the purpose of the study based on the permission and willingness of respondents by the researcher. The data of the interview were collected in writing. Besides, document investigation was made by the researcher himself.

Then, the researcher collected all the data from the respondents’ and analyzed them by using different methods of data analysis. Finally, some possible recommendations were forwarded.
3.7 Data Quality Control
To maintain the good quality of the study the principal investigator trained four data collectors and two supervisors for one day on the objective, data collection tools and interview techniques and importance of privacy, discipline and approach to the interviewees and confidentiality of the respondents. The questionnaires were checked by the supervisors and principal investigator on daily basis for completeness. In-depth interview were also conducted to explore the perception of selected teachers from preparatory and high school on attitudes towards teaching profession. During the interview, participants were informed about the purpose and process of the interview to obtain informed consent.

3.8. Validity and Reliability checks
Validity means that correct procedures applied to find answers to a question. To achieve the validity in the instruments of data collection, the instruments which are initially prepared in English language, and checked by advisor in order to comment the extent to which the items are appropriate in securing relevant information to the research. As discussed above, all the items that were develop to address the research questions under investigation made to maintain validity of the instruments of the study. Best and Kahn (2002:166) describe that the items of the instrument should represent a significant aspect of the purpose of the investigation. The researcher made change or replaces the construction of some items in the questionnaires and interview guide based on the consultation of the after feedback received from advisor.

3.9. Method of Data Analysis
The collected data were analyzed quantitatively. The analysis of the data was based on the responses that were collected through questionnaires and document analysis. The data collected from teachers, principals, vice principals, and supervisors through questionnaire (the quantitative one) was processed and analyzed using Statistical Package for Social Science (SPSS) version 20 likes tools percentage, mean, standard deviation, and Pearson product correlation coefficient used to analyze the data.

The output of the data was presented appropriately depending on the respondents’ response. The end result was presented in written form and in the form of table. This is made possible owing to descriptive statistics that was appropriately used for the understanding the main characteristics of
the research problems. Percentage was computed to analyze the background information of the respondents. On the other hand, the data that was obtained from open items, interviews and document analysis was analyzed qualitatively by transcribing respondent’s ideas and views through narrations, descriptions and discussions. Thus, analysis of data was easier through transcribing and coding data. Finally data presentation, analysis, and interpretation, and conclusions and recommendations drawn used by analyzed data outcome.

3.9.1. Quantitative approach
The analysis of the data was employed in percentage to see the variability to its effect. In addition, the researcher was to assess the attitudes of teacher toward teaching profession practical challenge and practice. The analysis has been handled in a way that each elements issue included in the study is addressed. The statistical description of the response was presented in relation to the question raised. Both qualitative and quantitative descriptions were applied. To this end SPSS was the basic tool used to obtain, tables, charts and percentages. The statistical package for social science (SPSS) makes the data more reliable and acceptable research. In addition, the accuracy of the data analysis must be clarified by organizing the respondents’ percentages in returning the questionnaire above 80.8 percent of the total sample considered(Kothari, 2004) The second phase quantitative approach the data will be organized the questionnaire by arranging the measures into frequency distribution and presenting them in table form.

The questionnaire was analyzed and presented using SPSS application and described by percentage. After collecting and sorting all relevant data using the data collection tools, quantitative responses were sorted, coded, computed and analyzed using Statistical Package for Social Sciences (SPSS) version 20. Appropriate statistical analysis such as frequencies, and mean score analysis in aggregate and across managerial positions were used. The data were presented using tables and graphs. Similarly, after the interviews, the researcher went through notes and wrote a complete, descriptive report of the. Instead of writing interviews as a whole, the researcher summarized the important and central parts of the interview. The written material was then subjected to interpretation and meaning condensation.
3.10. Ethical Consideration

Ethical consideration plays an important role during data collection time. Researcher was aware and follows the ethical consideration related to the studies. Furthermore, the first page of the questionnaires displays an opening introductory letter that requesting the respondents “cooperation to provide requires information for the study. They are assured that the information they provide was kept confidential. To data collections from study participants, all potential study participants informed about the procedure that was used in the study; the researcher explains the objectives and significance of the study to the respondents. To ensure this, the researcher removes the respondents’ information that requires identification of names and other identity. During the data collection and any activities that matter to the research, the researcher was made positive interaction with respondent.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRATION OF DATA.

This chapter deals with presentation analysis and interpretation of data gathered from the sample population. The main purpose of this study was to assess the attitudes of teachers towards teaching profession in sululta preparatory and Secondary Schools of Sullulta Zone. The practicing teachers who are currently serving in government sululta preparatory and Secondary Schools of the zone, school former teachers whole teaching profession in the preparatory and Secondary Schools sullulta Zone from April, 01-15/2017. Hence, 78 copies of questionnaires were distributed to 78 (61 male and 17 female) practicing teachers.

4.1 Socio Demographic Characteristics of Respondents

A total of 78 preparatory and high school teachers participated in the study making response rate of 100%. Respondents were aged from 25 to 55 years. Twenty five (30.7%) were between the ages of 25-34 yrs., 30 (38.6%) 35 - 44 yrs., 22 (28.2%) 45-54 yrs and 2 (2.5%) were 55 and above. The sex composition of the respondents 61 (78.2%) male and 17 (21.8%) were females.

Most of the study subjects 71 (91%) had first degree and 7 (9%) were masters level.

In terms of religion 70 (89%) were Orthodox, 5 (6%) Muslim, 3 (4%) protestant and 1 (1%) were others. Of the study participants 69 (88.6%) were from Oromo ethnic group, 7 (8.9%) Amharic and 2 (2.5%) were from other ethnic groups. With regard to their years of experience 7 (8.9%) less than 5 years of experience.

17 (21.7%) were between 5-10 years of experience 40 (51.5%) were between 10-15 years of experience and the rest 14 (17.9%) were over 15 years of experience.

In terms of the academic subject they teach 14 (17.9%) teaches social science, 38 (48.7%) natural science, 10 (12.8%) languages, 8 (10.6%) commerce, 4 (5%) HPE, 2 (2.5%) ICT and 2 (2.5%) were teach technical drawing subjects.

The number of the periods the respondents teach per week showed that 8 (10.5%) less than four periods, 18 (23%) teaches between 4-10 periods, 24 (30.7%) between 12-18 weeks, and the majority 28 (35.8%) teaches more than 18 periods per week.
Table 1 Socio - Demographic Characteristics of respondents from April, 01-15/ 2017 in government preparatory and high school in Sullulta town.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number (78)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age(years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-34</td>
<td>24</td>
<td>30.7</td>
</tr>
<tr>
<td>35-44</td>
<td>30</td>
<td>38.6</td>
</tr>
<tr>
<td>45-54</td>
<td>22</td>
<td>28.2</td>
</tr>
<tr>
<td>55 and above</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>78.2</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>21.8</td>
</tr>
<tr>
<td><strong>Educational Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First degree</td>
<td>71</td>
<td>91</td>
</tr>
<tr>
<td>Masters degree</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthodox</td>
<td>70</td>
<td>89</td>
</tr>
<tr>
<td>Muslim</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Protestant</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oromo</td>
<td>69</td>
<td>88.6</td>
</tr>
<tr>
<td>Amhara</td>
<td>7</td>
<td>8.9</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Years of Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>7</td>
<td>8.9</td>
</tr>
<tr>
<td>5-10 year</td>
<td>17</td>
<td>21.7</td>
</tr>
<tr>
<td>10-15 years</td>
<td>40</td>
<td>51.5</td>
</tr>
<tr>
<td>Over 15 years</td>
<td>14</td>
<td>17.9</td>
</tr>
<tr>
<td><strong>Subject they teach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>14</td>
<td>17.9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>38</td>
<td>48.7</td>
</tr>
<tr>
<td>Language</td>
<td>10</td>
<td>12.8</td>
</tr>
<tr>
<td>Commerce</td>
<td>8</td>
<td>10.6</td>
</tr>
<tr>
<td>HPE</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ICT</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Technical drawing</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Periods per week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 4 periods</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>4-10 periods</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>12-18 periods</td>
<td>24</td>
<td>30.7</td>
</tr>
<tr>
<td>More than 18 periods</td>
<td>28</td>
<td>35.8</td>
</tr>
</tbody>
</table>
4.2 Conduciveness of working environment at school/class room

With regard to the conduciveness of working environment at school /classroom 16 (20.5%) of respondents said excellent, 40(51.3%) very good, 22 (28.3%) good, 34. The availability of school/classroom facility/equipment 38 (48.8%) of respondents said very good, 40 (51.2%) good. Relationship/communication among teachers 22(28.3%) of respondents said excellent, 36(46.1%) very good, 20 (25.6%) good.

Table: 2 Respondents attitude towards working environment at school/ classroom
From April, 01-15/ 2017 in government preparatory and high school in Sullulta town.

<table>
<thead>
<tr>
<th>Items</th>
<th>Excellent No</th>
<th>Excellent %</th>
<th>Very Good No</th>
<th>Very Good %</th>
<th>Good No</th>
<th>Good %</th>
<th>Poor No</th>
<th>Poor %</th>
<th>Very poor No</th>
<th>Very poor %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conduciveness of working environment at school/class room</td>
<td>16</td>
<td>20.5</td>
<td>40</td>
<td>51.3</td>
<td>22</td>
<td>28.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The availability of school/classroom facility/equipment/ materials</td>
<td>-</td>
<td></td>
<td>38</td>
<td>48.8</td>
<td>40</td>
<td>51.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship/communication among teachers</td>
<td>22</td>
<td>28.3</td>
<td>36</td>
<td>46.1</td>
<td>20</td>
<td>25.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3 Leadership skill and experience of school administrators

In order to know the leadership skill and experience of school administrators (principal and vice principals) at school respondents from government preparatory and high schools were requested. Based on that in terms of qualification & experience 25 (32%), high and 53 (68%) said somewhat high. In relation to leadership skills 23(29.6%) high, 35 (44.8%) somewhat high and 20(25.6%) said low. In terms of providing equal rights to all 14(17.9%) high, 46 (58.9%) somewhat high, 9(1.7%) low and1 (0.2%) of the respondents said very low.

With regard to respecting teachers equally irrespective of their attitudes 47(60.2%), somewhat high, 13 (16.6%) low and 18 (23.2%) of the respondents said very low.

Providing equal opportunity for participation 17 (21.7%) high, 43(55.1%), somewhat high, 18 (23.5%) low. Promoting expression of diverse viewpoints, 16(20.5%) of the respondents said high, 22 (28.2%) somewhat high, 15(19.2%) low and 25 (38%) very low.
The respondents practice in creating opportunities for teachers to participate in decision making process, 8(10.2%) high, 36(46.1. %) somewhat high, 21 (26.9%) low and 13 (16.6%), very low. With regard to promoting inclusion and respect for differences 14(17.9%) high, 19 (24.3%), somewhat high, 27 (34.6%) low and 18(23 %) very low. Provide validation to teachers for their contributions, 11(14.1%) very high, 25 (30.2%) high, and 42 (53.8%) somewhat high.

Table 3: Respondents attitude towards the profession of school administrators from April, 01-15/ 2017 in government preparatory and high school in Sullulta town.

<table>
<thead>
<tr>
<th>Items</th>
<th>Very high</th>
<th>High</th>
<th>Somewhat High</th>
<th>Low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>School administrators are well qualified and experienced</td>
<td>25</td>
<td>32</td>
<td>53</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>School administrators have enough leadership skills</td>
<td>23</td>
<td>29.6</td>
<td>35</td>
<td>44.8</td>
<td>20</td>
</tr>
<tr>
<td>Giving equal rights to all</td>
<td>14</td>
<td>17.9</td>
<td>46</td>
<td>58.9</td>
<td>13</td>
</tr>
<tr>
<td>Respecting teachers equally irrespective of their attitudes</td>
<td></td>
<td></td>
<td>47</td>
<td>60.2</td>
<td>13</td>
</tr>
<tr>
<td>Provide equal opportunity for participation</td>
<td>17</td>
<td>21.7</td>
<td>43</td>
<td>55.1</td>
<td>18</td>
</tr>
<tr>
<td>Promote expression of diverse viewpoints</td>
<td>16</td>
<td>20.5</td>
<td>22</td>
<td>28.2</td>
<td>15</td>
</tr>
<tr>
<td>Create opportunities for teachers to participate in decision making process</td>
<td>8</td>
<td>10.2</td>
<td>36</td>
<td>46.1</td>
<td>21</td>
</tr>
<tr>
<td>Promotes inclusion and respect for differences</td>
<td>14</td>
<td>17.9</td>
<td>19</td>
<td>24.3</td>
<td>27</td>
</tr>
<tr>
<td>Provide validation to teachers for their contributions</td>
<td>11</td>
<td>14.1</td>
<td>25</td>
<td>32.0</td>
<td>42</td>
</tr>
</tbody>
</table>

4.4 Teachers attitude towards teaching profession

With regard to teachers love/enjoy their profession 54 (69.2%) of respondents strongly agree and 24(30.8%) agree. Teachers commitment towards their profession showed 68(87.1%) of respondents strongly agree and 10(12.9%) agreed. In relation with teaching as a profession has very low status and is not respected by the society 46 (58.8%) of respondents strongly agree with the idea whereas 32(41.2%) agreed that teaching as a profession has very low status and is not respected by the society. 67 (89.8%) and 11(10.2%) respectively strongly agree and agree teaching is a difficult task when compared to other profession .74(94.8%) of the respondents
strongly agree that teaching profession have low salary compared to other profession and 4(5.2%) of the respondents agree. With regard to weather Poor/low salary affect teacher’s attitudes towards teaching profession 78 (100%) of the respondents strongly agree that Poor/low salary directly affect teacher’s attitudes towards teaching profession.

**Table 4: Teachers attitude towards teaching profession from April, 01-15/ 2017 in government preparatory and high school in Sullulta town.**

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you love/enjoy their profession</td>
<td>54</td>
<td>69.2</td>
<td>24</td>
<td>30.8</td>
<td></td>
</tr>
<tr>
<td>Are you committed to your profession</td>
<td>68</td>
<td>87.1</td>
<td>10</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>Do you think teaching as a profession has very low status and is not respected by the society</td>
<td>46</td>
<td>58.8</td>
<td>32</td>
<td>41.2</td>
<td></td>
</tr>
<tr>
<td>Do you think that teaching is a difficult task when compared to other profession</td>
<td>67</td>
<td>89.8</td>
<td>11</td>
<td>10.2</td>
<td></td>
</tr>
<tr>
<td>Do you think teaching profession have low salary compared to other profession</td>
<td>74</td>
<td>94.8</td>
<td>4</td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td>Do you think Poor/low salary affect teachers attitudes towards teaching profession?</td>
<td>78</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.5 Student’s attitude/behaviour towards teaching profession**

In relation to Student’s attitude/behaviour towards teaching profession 36(46.1%) strongly agree that students see teaching as a noble profession and 42(53.9%) agree with the idea. With regard to most students have no respect towards the teachers all the respondents 78(100%) disagree with the idea. Students have no motivation to learn 78(100%) of the respondents disagree. Weather to check or not most students affect teachers’ morale as a result of misbehaviour 11(14.1%) Neither Agree nor Disagree and the rest 67(85.9%) disagree with the idea. In relation to appropriate measures is taken or not against the misbehaved students 17 (21.7%) agree, 23 (29.4%) Neither Agree nor Disagree 24(30.7%) disagree and 14(17.9) strongly disagree.
Table: 5 Student’s attitude towards teaching profession from April, 01-15/ 2017 in government preparatory and high school in Sullulta town.

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
</tr>
<tr>
<td>Students see teaching as a noble profession</td>
<td>36 46.1</td>
<td>42 53.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most students have no respect for teachers</td>
<td></td>
<td></td>
<td></td>
<td>78 100</td>
<td></td>
</tr>
<tr>
<td>Most students have no motivation to learn</td>
<td></td>
<td></td>
<td></td>
<td>78 100</td>
<td></td>
</tr>
<tr>
<td>Most students affect teachers morale as a result of misbehaviour</td>
<td></td>
<td></td>
<td>11 14.1</td>
<td>67 85.9</td>
<td></td>
</tr>
<tr>
<td>Appropriate measures is not taken against the misbehaved students</td>
<td>17 21.7</td>
<td>23 29.4</td>
<td></td>
<td>24 30.7</td>
<td>14 17.9</td>
</tr>
<tr>
<td>More freedom is given to students than teachers</td>
<td></td>
<td></td>
<td></td>
<td>78 100</td>
<td></td>
</tr>
</tbody>
</table>

4.6 Obstacles or challenges to implementing a smooth teaching-learning process

The researcher tried to assess major challenges/obstacles faced by the teachers in the day to day teaching-learning process. Based on that 28 (35.8%) of the respondents strongly agree in the existence of the work load, 24 (30.7%) neither agree nor disagree and 26(33.3%) disagree. In relation to shortage of school materials and equipment 29(37.1%) agree that there was shortage of school materials and equipment’s, 15 (19.2%) neither agree nor disagree and 35(44.8%) of the respondents were disagree with the idea. With regard to other focus directed by school leadership 17(21.7%) strongly agree, 24(30.7%) of the respondents agree, 15(19.2%) neither agree nor disagree and the rest 22(28.2%) disagree with the idea. All the respondents 78 (100%) agreed
that the size of the class compared to the number of students is very low. The attitude towards
the content in the curriculum 24 (30.7%) agreed in much content in the curriculum, 50 (64.1%)
neither agree nor disagree 4(5.2%) of the respondents disagree with the idea.

**Table: 6 Obstacles or challenges to implementing a smooth teaching-learning process from April, 01-15/ 2017 in government preparatory and high school in Sullulta town.**

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work load</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 35.8</td>
<td>24</td>
<td>26 33.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortage of school materials and</td>
<td>29 37.1</td>
<td>15</td>
<td>35 44.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other focus directed by school</td>
<td>17 21.7</td>
<td>24</td>
<td>15 19.2</td>
<td>22 28.2</td>
<td></td>
</tr>
<tr>
<td>leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small size of classroom compared</td>
<td>78 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the number of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too much content in the curriculum</td>
<td>24 30.7</td>
<td>50</td>
<td>64.1</td>
<td>4 5.2</td>
<td></td>
</tr>
</tbody>
</table>

**4.7 The benefits of teaching as a profession**

With regard to the benefits of teaching as a profession 72(92.3%) of the respondents strongly
agree and 6(7.7%) agree that teaching as a profession increased engagement with students and
community. All the respondents 78(100%) strongly agreed teaching profession have positive
impact on the social and emotional development of students. In relation to the development of
personality and character 76 (97.4%) and 2(2.6%) respectively strongly agree and agree that
teaching profession develops the personality and character of the teacher. Increased expressions
of mutual respect 68 (87.1%) strongly agree and 10(12.9) agreed with the idea. 63(80.7%) and
15(19.3%) of the respondents respectively strongly agree and agree that teaching profession
increased critical thinking. All the respondents 78(100%) strongly agreed that teaching
profession benefit in creating good citizenship.
Table 7: Respondents attitude towards the benefit of teaching as a profession from April, 01-15/ 2017 in government preparatory and high school in Sullulta town.

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Increased engagement with student and community</td>
<td>72</td>
<td>92.3</td>
<td>6</td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td>Have positive impact on the social and emotional development of students</td>
<td>78</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops personality and character</td>
<td>76</td>
<td>97.4</td>
<td>2</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Increased expressions of mutual respect</td>
<td>68</td>
<td>87.1</td>
<td>10</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>Increased critical thinking</td>
<td>63</td>
<td>80.7</td>
<td>15</td>
<td>19.3</td>
<td></td>
</tr>
<tr>
<td>Creating good citizenship</td>
<td>78</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.8 Teacher’s attitude towards teaching profession

Table 8: Teacher’s attitude towards teaching profession with reference to their age, gender, teaching experience, work experience and area of disciplines from April, 01-15/ 2017 in government preparatory and high school in Sullulta town.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number (78)</th>
<th>Percent</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age(years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-34</td>
<td>17</td>
<td>21</td>
<td>High</td>
</tr>
<tr>
<td>35-44</td>
<td>29</td>
<td>37</td>
<td>Very High</td>
</tr>
<tr>
<td>45-54</td>
<td>8</td>
<td>10.2</td>
<td>Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number (78)</th>
<th>Percent</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers</td>
<td>61</td>
<td>78</td>
<td>High &amp;Medium</td>
</tr>
<tr>
<td>Female teachers</td>
<td>17</td>
<td>100</td>
<td>Very High</td>
</tr>
</tbody>
</table>
The study tried to compare the attitude of preparatory and high school teachers towards teaching with reference to their age, gender, length of teaching experience and area of disciplines.

Based on that respondents aged from 25-34 yrs. 17 (216%) high attitudes towards their profession, 29 (37%) between the age of 35 - 44 yrs. had very high attitude towards teaching profession and 8 (10.2%) of the respondents aged from 45-54yrs had medium attitude towards their teaching profession.

With regard to teachers’ attitude towards teaching profession with reference to gender perspectives 17(100%) female teachers had very high attitude towards their teaching profession and 61(78 %) male teachers had high and medium attitude towards teaching profession.

In relation to teachers’ attitude towards teaching profession with reference to the respondents work experience 36 (46%) between 10-15 years of experience had very high attitude towards teaching profession and 18 (23%) between 5-10 years of experience had high attitude towards teaching profession.

In terms of the area of discipline/ academic subject they teach 50 (66%) the respondents who teaches natural science (Physics, Chemistry…) had very high attitude towards teaching profession and 28 (35%) of the respondents who teaches social science (History, Geography…) had high and medium attitude towards their teaching profession.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

This chapter summarizes the main findings of the study and provides research recommendation based on the findings and conclusions. The main purpose of this study was to assess the attitudes of teachers towards teaching profession and to find the possible mechanisms to reduce the negative attitudes of teachers' that could encourage teachers to stay in their profession. To achieve the objective of the study one high and preparatory schools were selected from sullulta town by using sampling technique. The subjects of the study were 75 practicing teachers, who were involving in teaching – learning process at the secondary schools, and 3 selected school leaders. Finally, the following major results were obtained from this study.

1. Teachers aged from 35-44 years of age constitutes 29(39%) of respondents had very high attitude towards teaching profession compared to 25-34 years 17(21%) and 8(10.2%) age between 45-55 years. It was found that significant difference was found in the age of respondents towards teaching profession in Sullulta preparatory and high schools.

2. A female teacher’s 17(100%) attitude towards teaching was very high and male teachers 61(78%) attitude was also high and it was found that no significant difference was found in the attitude of male teachers compared to male teachers towards teaching profession in Sullulta preparatory and high schools.

3. Teachers whose experience between 10-15 years of working experience 36(46%) had very high attitude towards teaching profession compared to 18(23%) those who had 5-10 years of working experience. It was found that significant difference in the working experience of respondents’ attitude towards teaching profession in Sullulta preparatory and high schools.

4. The attitude of 50(64%) preparatory and high school natural science (physics, chemistry, biology.. ) teacher attitude towards teaching profession was very high and positive compared to 28(36%) of natural and other field of disciplines. It was found that significant difference was found in the respondent’s area of disciplines in reference to the attitude towards teaching profession in Sullulta preparatory and high schools.
5. *In addition, the researcher also underlines the following major findings:* Shortage of school material and equipment’s, Poor/low salary, lack of equal respect irrespective of teachers attitude and equal opportunity for participation and decision making process, lack of respect for their differences and unable to provide validation for teachers contributions were among the major problems mentioned and faced by the Sullulta Preparatory and High School teachers.
5.2 Conclusion

Based on the facts of data analysis and summary made the following conclusions are made.

A very significant area explored in the present study was professional attitude of teachers, where it was found that majority of high and preparatory schools’ teachers displayed lack of positive or favorable attitude towards their teaching profession. Teachers subdivided on the basis of gender showed difference in their level of professional attitude. Males had less positive professional attitude than Females. This connotes that professional attitude of male teachers is highly negative than of female teachers. Healthy attitude of teachers towards their profession is a pre-requisite for a healthy school system. If teachers will lose faith in their profession and its contribution in making of the mankind and causing progress in the society; if the honor of the ‘noblest of all’ profession is not acknowledged and respected by the teachers, then their job satisfaction level will go down and the high position of teaching community will also be lowered. The implication of current state of teachers holding less favorable or positive attitude towards their profession is very dangerous as it not only kills the ‘professional self’ of a teacher but also dampens the spirit of the school life.

During the study period teacher’s attitude towards teaching profession was positive. However, shortage of school material and equipment’s, Poor/low salary, lack of equal respect irrespective of teachers attitude and equal opportunity for participation and decision making process, lack of respect for their differences and unable to provide validation for teachers contributions were among the major problems mentioned and faced by the Sullulta Preparatory and High School teachers. Among the major benefits all the respondents agreed teaching profession increased engagement, had positive impact on the social and emotional development, develops personality and character and more over it helps to create good citizenship.
5.3 Recommendations

On the basis of the summary of findings and conclusions, of the study the following Possible solutions are suggested to develop positive attitude towards teaching profession and make teaching an attractive work in the Secondary and Preparatory Schools of Sullulta town.

1. The government of Sullulta zone should create conducive environment in order for teachers to develop a more positive attitude towards the teaching profession. There should be motivational factors to enhance the teaching profession so that it is a good idea to study the different factors that hinder the profession in order to overcome attitudinal problems.

2. Teachers working in Sullulta secondary and preparatory schools should be advised to know there are several advantages in the teaching profession such as leisure time, life time readership and become knowledgeable. However, teachers should also aware that the teaching profession by its very nature needs scarification.

3. Trainees joining the profession need to be composed of largely of bright motivated, carrying individuals, rather than who has perceived teaching for widespread job availability.

4. Lack of security of service, growing indiscipline among the students and too much domination by the non-official bosses need to be controlled the sullulta town government.

5. Improving socio-economic level of teachers is another important mechanism to develop positive attitude towards teaching profession. The followings are recommended in line with the socio-economic related problems for teaching profession.

   a. It is recommended that the government should improve the salary of teachers and create other non-salary benefits for teacher’s. For example fair rewards for outstanding teachers, creating means of additional incentives for teachers.

   b. It is better to make respect for teaching profession and teachers the slogan of all citizens.

   c. It is suggested that government organs at different levels should initiate and encourage the society to give great respect for the teaching profession and teachers.
6. The finding of the study indicated that most of the teacher joined teaching profession without their interest. Those teachers who joined profession without their interest has negative attitudes towards teaching profession and has no intention to stay in teaching profession for a long period of time. In order to alleviate such kind of problems the following recommendations are forwarded for different government organs.

   a. It is recommended that due attention should give to the recruitment of trainees for teaching profession. That means the selection of trainees should be based on their interest rather than inducing them to join teaching. These can be done by inculcating the love of teaching profession in the mind of new generation at lower grade.

   b. It is better if the government give good attention to the distribution of qualified teachers for university and secondary school. That means there should be equal consideration for university and secondary school teachers. Because the findings revealed that high performed students at university level were mostly assigned to teach at university level but low performed students at university were forced to teach at secondary schools. Such kind of imbalanced consideration should be avoided.

7. If the sullulta zone society and government work on teachers, the teachers would definitely work on students. The educational system, at the center of which is the teachers, needs immediate from the government. This could be done by improving the teachers’ attitude towards their profession to positive and increasing their satisfaction.

8. There is a need to further investigation why show more females positive attitude towards the teaching profession than males.
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- Devi N.S (2005) Assessment of attitude towards teaching
- Deousher, M. (1994) knowledge attitude and beliefs of secondary school teachers and students of 60 Bundelkhand region about population Review vol. XXIX (1, 2)77 79 (1EA7) and Jan 2000 p-60
- Dubey L.N and Ghais (1993) scientific attitude among teachers of different discipline Bharatiya ShiskhaShadh
Annexes

*Questionnaire to be filled by Preparatory and high school Teachers*

**Dear Respondents,**

I am Yohannes Worku, graduate student at Addis Ababa university, College of Education and Behavioural Studies, Department of Educational Planning Management.

I am currently conducting a study titled “Teaching attitude towards teaching profession.” As part of the data required for my study; I am collecting some information from teachers and principals from selected high schools.

I would thus like to kindly request your support to answer the fill in the questionnaire.

I would like to assure that the information you provide will be used for research purpose its confidentiality will be kept. Since you are not requiring to write your names, your anonymity will be maintained. I would like to remind you that your genuine response to the questions will contribute to the quality of the study.

*Thank you in advance for your kind cooperation.*
Questionnaire to be filled by Preparatory and high school teachers

For items with difference options please put a tick mark (√) as appropriate

Part I: General Information

1. Identification number of respondent: ___________________ 2. Sub City: ______________
3. Woreda: __________ 4. Name of school: __________
5. Date of data collection: __________
6. Name & Signature of data collector: ______________
7. Name & Signature of supervisor: ______________

Part II: Socio-demographic characteristics of respondents

8. Age of respondent?
   a. Less than 25 years   b. 25-34 years
   c. 35-44 years   d. 45-54 years   e. 55 and above

10. What is your qualification?
    a. Diploma   b. First Degree
    c. Master’s Degree   d. PHD   e. Other (please Specify)____________

11. What is your religion?
    a. Orthodox   b. Muslim   c. Catholic
    d. Protestant   e. Other (please specify)__________

12. What is your ethnicity?
    a. Amhara   b. Tigre
    c. Oromo   d. Gurage   e. Other, specify__________

13. How many years have you been teaching?
    a. Less than 5 years   b. 5-10 years   c. 10-15 years   d. Over 15 years
14. **Academic subject you teach**

1. Social Science  
2. Natural Science  
3. Language  
4. Commerce  
5. HPE  
6. ICT  
7. Technical drawing

15. **Periods per weeks**

1. Less than 4 periods  
2. 4-10 periods  
3. 12-18 periods  
4. More than 18 periods

**Question/Issues related to School/Working environment**

*What do you think are the working environment in your school? Indicate the extent of the practice by putting a tick mark (✓) across the appropriate choices given in the boxes:*

(5) Excellent (4) Very good (3) Good (2) Poor (1) Very poor

<table>
<thead>
<tr>
<th>Items</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conduciveness of school/class room environment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>The availability of school/classroom facility/equipment</td>
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<tr>
<td>Relationship/communication among teachers</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The availability of teaching learning materials</td>
<td></td>
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</tr>
</tbody>
</table>

*From items 22-32 Please indicate the leadership skill and experience of school administrators (principal and vice principals). Indicate their skills and experience by putting a tick mark (✓) across the appropriate choices given in the boxes*

(5) Very high, (4) high, (3) somewhat high, (2) low, (1) very low

<table>
<thead>
<tr>
<th>Items</th>
<th>5</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>School administrators are well qualified and experience</td>
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<tr>
<td>School administrators have enough leadership skills</td>
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<tr>
<td>Provide equal opportunity for participation</td>
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<tr>
<td>Giving equal rights to all</td>
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<tr>
<td>Respecting all teachers equally irrespective of their academic performance</td>
<td></td>
<td></td>
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<tr>
<td>Promote expression of diverse viewpoints</td>
<td></td>
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<tr>
<td>Create opportunities for teachers to practice collaboration</td>
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<tr>
<td>Promote inclusion and respect for differences</td>
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<tr>
<td>Provide validation teachers contributions</td>
<td></td>
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</tbody>
</table>
What do you think of teacher’s attitude towards teaching profession? Please indicate their attitude by putting a tick mark (✓) across the appropriate choices given in the boxes: (5) strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Teachers love their profession</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers are committed to their profession</td>
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<tr>
<td>Teaching profession has very low status</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teachers respect their students</td>
<td></td>
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<tr>
<td>Teaching as a profession is not respected by the society</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Poor/low salaries affect teacher’s attitudes towards teaching profession?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Low level of respect by the society affect teachers attitudes towards teaching profession?</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

What do you think of student’s attitude/behaviour towards your profession? Please indicate their attitude by putting a tick mark (✓) across the appropriate choices given in the boxes: (5) strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Students see teaching as a noble profession</td>
<td></td>
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<tr>
<td>Most students have no respect for teachers</td>
<td></td>
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<tr>
<td>Most students have no motivation to learn</td>
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<tr>
<td>Most students affect teachers morale as a result of misbehaviour</td>
<td></td>
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<tr>
<td>Appropriate measures is not taken against the misbehaved students</td>
<td></td>
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<tr>
<td>More freedom is given to students than teachers</td>
<td></td>
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</tbody>
</table>
What do you think are the obstacles or challenges to implementing a smooth teaching-learning process? Indicate the extent of the practice by putting a tick mark (✓) across the appropriate choices given in the boxes: (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Inadequate Time</td>
<td></td>
<td></td>
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<tr>
<td>Shortage of school materials and equipment</td>
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<tr>
<td>Other focus directed by school leadership</td>
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<tr>
<td>Other curricular objectives</td>
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<tr>
<td>Small size of classroom compared to the number of students</td>
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<tr>
<td>Low motivation of students for learning</td>
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<tr>
<td>Students misbehaviour</td>
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<tr>
<td>Too much content in the curriculum</td>
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</table>