

**ENHANCING POSITIVE OUTLOOK TOWARDS THE  
TEACHING PROFESSION OF TRAINEE TEACHERS  
THROUGH THE USE OF EDUCATIONAL FILMS AND  
WORKSHOPS**



**ALEMSELAM FEKADU**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF EDUCATIONAL RESEARCH**

**June, 2008**

**Enhancing Positive Outlook towards the Teaching Profession of  
Trainee Teachers Through The Use of Educational Films and  
Workshops**

ALEMSELAM FEKADU

A Thesis Presented to the School of Graduate Study of Addis Ababa  
University in Partial Fulfillment of the Requirements for the Degree of  
Master of Arts in Educational Research and Development

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF EDUCATIONAL RESEARCH**

**JUNE, 2008  
ADDIS ABABA**

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF EDUCATIONAL RESEARCH

**Enhancing Positive Outlook towards the Teaching Profession of  
Trainee Teachers Through The Use of Educational Films and  
Workshops**

BY  
ALEMSELAM FEKADU

Approved by Board of Examiners

-----  
Chairman, Department Graduate Committee  
Signature

-----  
Advisor  
Signature

-----  
External Examiner  
Signature

-----  
Internal Examiner  
Signature

## **Acknowledgements**

*I would like to express my deepest gratitude to my advisor, Dr. Wegayew Tebeje for his constructive comments, untiring guidance, unfailing support and most of all for his patience throughout this project.*

*I also wish to thank all the instructors in Jimma University who have supported me in refining the questionnaire. I would also like to thank all the trainee teachers, especially those who participated in the experiment and who took the pre and post test.*

*Thanks also to Dr. Desalegn and Ato Girma for their guidance and support during the study.*

*Finally, my thanks go to all my friends for their encouragement and support.*

## Table of Content

Content	page
Acknowledgements .....	i
Table of Content.....	ii
List of Tables .....	v
List of Figures .....	Vii
Abstract .....	Viii
<b>CHAPTER ONE: Introduction .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Objectives of the Study .....	9
1.4 Significance of the Study .....	10
1.5 Delimitation of the Study .....	11
1.6 Limitation of the Study.....	11
<b>CHAPTER TWO: Review of Related Literature .....</b>	<b>13</b>
2.1. Importance of Teachers Belief .....	13
2.2 Image for the Teaching Profession.....	14
2.3 Views about Teachers' Status from the Inside and Outside the profession.....	19
2.4 New Demands and Expectations .....	22
2.5 True Success Stories of Teachers.....	23
2.6 Why Be a Teacher? .....	28
2.7 What Keeps Teachers Going? – Motivation, Joy and Satisfaction....	32
<b>CHAPTER THREE: Research Methodology and Procedures .....</b>	<b>35</b>
3.1. Design .....	35
3.2. Variables .....	35
3.3. Sources of Data .....	35
3.4. Sampling .....	35
3.5. Data collection.....	35
3.6. Instruments .....	36

3.7. Pilot Study .....	36
3.8. Procedures .....	37
3.9. Data Analysis .....	37
<b>CHAPTER FOUR: Descriptions of Data and Analysis.....</b>	<b>38</b>
4.1.1. Results on Outlook towards the Teaching Profession.....	38
4.1.2. Trainee Teachers’ Stand in Their Outlooks towards the Teaching Profession in Comparison to Other Professions.....	51
4.1.3. Likelihood of Trainee Teachers to Consider Becoming a Teacher .....	54
4.1.4. Results on Trainee Teachers’ Outlook towards the Level of Respect to Teachers and the Teaching Profession by Other Professionals.....	59
4.1.5. Perceived Reasons for Why People Become Teachers.....	60
4.1.6. Identifiable Motivators to a Teacher According to Trainee Teachers.....	62
4.1.7. Analysis of Pictures Taken During the Intervention.....	65
4.2 Discussion .....	68
<b>CHAPTER FIVE.....</b>	<b>73</b>
5.1 Summary.....	73
5.2 Conclusion.....	75
5.3 Recommendation .....	75
References.....	77
Appendix A : Questionnaire .....	82
Appendix B : Interview Guide .....	86
Appendix C: Total Outlook Score during the Pilot Study .....	87

## LIST OF TABLES

Table No.	Page
1	Comparison of Frequencies and Percentage of Respondents' Outlook towards Their Future Profession..... 38
2	Pre-Test Independent Samples T-Test for Professional Self-Esteem ..... 40
3	Post-Test Independent Samples T-Test for Professional Self-Esteem ..... 40
4	Paired Samples T-Test for Professional Self-Esteem ..... 41
5	Comparison of Frequencies and Percentage of Respondents' Outlook towards Satisfaction in Teaching..... 41
6	Pre-Test Independent Samples T-Test for Satisfaction ..... 42
7	Post-Test Independent Samples T-Test for Satisfaction ..... 42
8	Paired Samples T-Test for Satisfaction..... 43
9	Comparison of Frequencies and Percentage of Respondents' Outlook towards Status of Teaching Profession..... 43
10	Pre-Test Independent Samples T-Test for Perceived Status..... 44
11	Post-Test Independent Samples T-Test for Perceived Status ..... 44
12	Paired Samples T-Test for Perceived Status ..... 45
13	Comparison of Frequencies and Percentage of Respondents' Interest in Staying in the Teaching Profession..... 45
14	Pre-Test Independent Samples T-Test for Interest in Staying in the Teaching Profession .... 46
15	Post-Test Independent Samples T-Test for Interest in Staying in the Teaching Profession.. 46
16	Paired Samples T-Test For Interest in Staying in the Teaching Profession ..... 47

17	Comparison of Frequencies and Percentage of Respondents' Outlook towards Commitment in the Teaching Profession.....	47
18	Pre-Test Independent Samples T-Test for Commitment .....	48
19	Post Test Independent Samples T-Test for Commitment.....	49
20	Paired Samples T-Test for Commitment .....	49
21	Pre-Test Independent Samples T-Test for Outlook towards the Teaching Profession.....	50
22	Post-Test Independent Samples T-Test for Outlook towards the Teaching Profession .....	50
23	Paired Samples T-Test for Outlook towards the Teaching Profession .....	51
24	Experimental Group's Ranking of Extrinsic Motivators for a Teacher.....	62
25	Experimental Group's Ranking of Intrinsic Motivators for a Teacher.....	62

## LIST OF FIGURES

Figure No.	Page
1 Decision of Trainee Teachers if They were Starting out and Could Choose Their Future Profession Over Again.....	52
2 The Relative Rank Accorded to Teaching Profession in Comparison to Eight other Professions .....	53
3 Likelihood to Consider Becoming a Teacher if Teaching Paid a Lot More than it does Now .....	54
4 Likelihood to Consider Becoming a Teacher if Trainee Teachers Know that they would be Making a Difference in the Lives of at Risk Students .....	55
5 Likelihood to Consider Becoming a Teacher if Trainee Teachers would Teach Students Who are Well Behaved And Eager To Learn .....	55
6 Experience Sharing Program .....	58
7 Trainee Teachers View about the Level of Respect to Teachers and the Teaching Profession by Professionals out Side the Teaching Profession. ....	59
8 Trainee Teachers View about Why People Become Teachers .....	60
9 Students Watching Educational Films: The Back and Front View .....	65
10 Discussion After Watching Power Point Presentation.....	66
11 Experience Sharing Session and Group Discussion .....	67

## **ABSTRACT**

*This paper presents a quasi nonequivalent groups experimental study to enhance positive outlook towards the teaching profession of trainee teachers through the use of educational films and workshop. A total of 21 students for the intervention group and 65 students for the comparison group were selected using multi-stage sampling technique for the study. There was an intervention for a period of one month for the intervention group. The significance difference in outlook towards the teaching profession before and after the intervention was determined using independent samples t-test and paired sample t-test. Percentage comparisons were also made to see the difference before and after the intervention. The quantitative findings were also reinforced by qualitative data. A significant difference in positive outlook towards teaching was observed between the comparison and intervention groups and within the intervention group after the intervention when compared with the results before the intervention. The findings of the study suggest that trainee teachers in the intervention group have shown more positive outlook towards their future profession after the intervention than that of trainee teachers in the control group and their own results before the intervention.*

## Chapter One

### Introduction

#### 1.1 Background of the Study:

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and molded by the human personality called the teacher, who plays a pivotal role in any system of education. Whatever reforms we pursue and whatever standards we set, we count on teachers to go into classrooms and deliver the service. The preparation of such an important functionary must get the highest priority. Only those teachers who are adequately prepared and have positive outlook towards their profession can shoulder the heavy responsibilities of nation building.

Teachers with positive outlook to their profession are active agents in building insight and breaking boundaries of ignorance. Such teachers have inspired courage and hope throughout the ages in every corner of our globe. They have changed the course of history. Some have become the subjects of myth, art, film, and legend. Others have acted quietly—known only to those whose lives they have touched (*Brown and Moffett, 1999*).

There is no doubt that positive outlook towards the teaching profession is an important determinate of success for teachers who are responsible to respond to the needs of children in a global society. Yet, teachers with such an outlook seem to be rare. For one thing, the global society in general seems to look down on teachers. Burroughs (2005:7) reported:

Many seem to believe that, just because teachers accept meager pay to push up their sleeves and make a difference one child at a time, their accomplishments are not on par with those of their comparably educated peers who carry home hefty paychecks from banks and large corporations

It is attitudes like these that can poison our education system and deter bright, young minds from entering a profession that urgently requires their help. On the other hand the deteriorating social status, working condition, low pay, large class size, students discipline and the like have made agonizingly difficult for educators at all levels to remain with a positive outlook about their profession (Brel and Gendebien, 2005).

The condition is not different in Ethiopia. Recent events show that the traditional respect and prestige enjoyed by teachers, decades ago, in the society have been eroded quite considerably (Getachew, 1999: Tesfaye and Demewoz, 2004) and indeed, loss of interest, attraction and positive outlook towards the teaching profession. A report by UBC<sup>1</sup> (1998:2) states the following:

In some parts of the world, India for instance, and some parts of Africa (Ethiopia in particular) teaching is a low-prestige occupation. People will not go into it unless they cannot get other occupations. It is sort of a last resort.

---

<sup>1</sup> University of British Columbia

One can easily imagine outlooks towards the teaching profession of candidates to teacher training institutes who come out of such a social context where teaching is considered as a last 'resort'. The teaching profession is not one of the most preferred programs by high achieving students and the majority of candidates to the teacher training institutes or colleges are low scoring students in national examinations (Tesfaye and Demewoz, 2004; MoE<sup>2</sup>, 2007). Given this condition, expecting positive outlook towards the teaching profession from these candidates is far from reality.

It has to be admitted that this “most vital profession,” as it has been called, presents many challenges—from inadequate pay to inferior classroom conditions; from excessive paperwork to oversize classes; from disrespect and violence to parental indifference (Awake, 2002). And hence, heavy responsibility is bestowed on teacher training institutes to prepare trainee-teachers to cope up with such challenges with a positive outlook towards the teaching profession. How can this be done? As indicated in the preceding paragraphs, candidates entering the teacher training institutes do not seem to have positive outlook to the teaching profession. Teacher training institutes should find ways to enhance positive outlook towards the teaching profession of trainee teachers. To this end, the researcher has conducted an experimental study on Enhancing Positive Outlook towards the Teaching Profession of Trainee-Teachers through the use of educational films and workshop in Jimma university faculty of education and suggested what teacher training institutes can do to improve their method of teaching so that trainee teachers' positive outlook towards the teaching profession is enhanced.

---

<sup>2</sup> Ministry of Education

## **1.2 Statement of the Problem**

Regardless of efforts to develop national standards, new forms of assessment, innovations in technology, or applications of new approaches to teaching and learning, these attempts at educational reform will not succeed without full participation of teachers with positive outlook to their profession. Thus, producing teachers with positive outlook towards the teaching profession worth what ever effort or resources it requires. Pajares (1992:22) indicated the importance of such an outlook, which includes belief about oneself as a teacher, when he states: “Perhaps the most important single cause of a person's success or failure educationally has to do with the question of what he believes about himself.” But belief about oneself is a function of different influences and exposure resulting from formal and informal training within a given social or institutional context. It is a well established fact that teachers are both born and made. They are born in a sense that they possess qualities which are gained through informal training (from immediate environment such as family) or by virtue of their personality that are useful to facilitate students learning. On the other hand, all professional teachers receive training on lesson planning, classroom management, forms of assessment, curriculum and the like, which make teachers made.

Producing teachers (the making part) with positive outlook to their profession is an intricate process. It would have been easier to produce such teachers if students joining the profession are composed largely of bright, motivated, caring individuals, rather than indifferent ones who have pursued teaching for no reason other than widespread job availability. Unfortunately, the teaching profession seems to fail to attract such students. Instead, students joining teacher training institutes have poor initial commitment. Tesfaye and Demewoz (2004) reported that 74.6% of the respondents (beginning teacher education students included in their study) do not have initial

commitment to teaching. To put this in other words, they do not like what they are going to become; being a teacher. Further more, the researchers have indicated that high achievers in ESLCE seem to show low inclination to the teaching profession. According to Menna and Tesfaye (2000) only 22.1 percent of the respondents joined the profession with interest while 75% of them took it either by assignment or because they had no other job opportunity. Why is this happening? Clearly, it is because of their negative outlook towards the teaching profession. If trainee teachers enter into teacher training institutes with such a low interest and negative outlook, then the training should be organized in such a way that their interest and positive outlook towards the profession is enhanced.

Producing competent teachers is further complicated by teachers' entry view or outlook towards the teaching profession or towards the level of respect and appreciation they expect from society. It seems to be so common that teachers feel less respected and appreciated by their society than they actually are. VSO NEPAL (2005:76) reported:

Teachers are concerned that they receive little respect from society. They feel that their contribution to the nation has been undermined by the media, as demonstrated in the following quote from a teacher:

'The media only covers the bad news about teachers. If a teacher does something wrong, it becomes headline news in the papers. But they don't feature the stories of the thousands of teachers who are devoting their lives to education and working in vulnerable conditions.'

The same report indicated that other stakeholders have different opinions about teachers' status. Some felt that the status of teachers is better than in the past. A research by revealed that teachers feel being the poorer recipients, in terms of being a .respected and valued authority, although the people with whom they work hold them in relatively high esteem. The researchers further reported that parents (included in their study) consistently rated teacher status higher than did teachers themselves. This finding confirms the study by Brel and Gendebien (2005:12) as they state:

The teaching profession has a better image than teachers think. There is a big difference between what teachers consider the general public think of them and what people actually say they think. In fact, teachers are often more appreciated than they themselves believe. Teachers therefore appear to be unaware of the regard that people have for them. On the contrary, they say they feel that their profession is far from appreciated by society.

The research work above indicates that teachers seem to misperceive the level of respect they receive from society. They seem to undervalue themselves. There exists a gap between the level of respect teachers think they receive and they actually receive. Teacher training should be designed so that it narrows this gap. Teaching has a lot of satisfaction and joy. But, these satisfactions and joy found in teaching do not seem to be noticed by beginning teachers. Researchers like Getachew (1999), Manna and Tesfaye (2000), and Tesfaye and Demewoz (2004) have done their share in indicating the problems associated with the teaching profession. Yet, teaching is not a profession only with full of dissatisfaction and problems as witnessed by teachers around the world. Sad to say, many research works focus on the problem; the dark side of the profession thereby fueling the impression that teaching is full of challenges with little

reward. In fact, the researcher hardly found any local research work that magnifies the satisfaction and the joy in teaching. This has an important implication. Trainee teachers have access to all the challenges and problems or setbacks associated with the profession. However, they are not well informed about the rewards, joy or satisfaction it gives. Considering this fact, teacher educators need to endeavor enhancing trainee teachers' outlook toward the profession by letting them see the bright sides. Professional and subject matter knowledge is necessary for a teacher to teach. But we need to do more if our goal is also to help our students love what they teach or their being teachers.

The other complicating factor seems to be teachers' view about their role in educational development. Teachers, in general, felt that much was expected of them in the classroom, but that their roles in educational development had been disregarded by the educational authorities. Most teachers feel that their views are rarely welcomed or considered at the national policy level (VSO NEPAL, 2005). This is a striking contrast with a statement found in Ethiopian Education and training policy which express willingness to create a mechanism by which teachers, professionals from major organizations of development, and beneficiaries participate in the preparation implementation and evaluation of the curriculum (TGE<sup>3</sup>,1994).

---

<sup>3</sup> Federal democratic republic government of Ethiopia

Pajares (1992:24) considered candidates to the teaching profession as insiders. The researcher says:

Candidates to other profession are strangers who are shaken by finding their surroundings quite different than expected. Medical students must enter operating theaters and emergency rooms; law students encounter courtrooms and law offices. These places are new to students, what goes on in them is alien, and understandings must be constructed nearly from scratch. They must "define" their new surroundings and recreate their world. Accommodating new information and developing new beliefs are thus gradual enterprises of taking initial steps, accepting and rejecting certain ideas, modifying existing belief systems, and finally adopting new beliefs. For these strangers, the process involves minimal conflict or threat, for they have slight allegiance to prior expectations or ties to former practices and habits. Where as candidates to the teaching profession are insiders. They need not redefine their situation. The classrooms of colleges of education, and the people and practices in them, differ little from classrooms and people they have known for years. Thus, the reality of their everyday lives may continue largely unaffected by higher education, as may their beliefs.

What Pajares has said can be rephrased as; student teachers have commitment to prior belief. But again their belief reflects the type of experience they have had at school, in their surrounding or in their families. In the preceding paragraphs, we have seen that most students consider the teaching profession as a last resort. This might be the result of their prior belief about teachers and the teaching profession. In this context, expecting trainee teachers to have positive outlook towards the teaching profession is not realistic. Despite this fact, Ethiopia Education and training policy states statements that implicate the need to produce teachers who are interested in and have

positive outlook towards their profession. Consider, for example, the following three statements found in the education and training policy under the topic teachers:

- ◆ Ascertain that teacher trainees have the ability, diligence, professional interest, and physical and mental fitness appropriate for the profession
- ◆ Teacher education and training components will emphasize basic knowledge professional code of ethics, methodology and practical trainings.
- ◆ The criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance (FDRGE 1994:20).

Consider the following word and phrases: diligence, professional interest, mental fitness appropriate for the profession, and professional ethics. How can a teacher with negative attitude or outlook towards the teaching profession qualify to meet these requirements? On one hand, students entering to teacher training institutes have low initial commitment to the teaching profession. In other words, their outlook towards the profession is not positive. They have poor interest to become a teacher. Teachers are found to undervalue themselves. They feel that their role and contribution is disregarded by authorities and they have commitment to prior beliefs as insiders to the profession. All these contribute to developing negative outlook towards the teaching profession. On the other hand, teacher training institutes are required of producing teachers with positive outlook towards their profession although the ministry of education recognizes that the current practice of enrolling students in the education faculties has not been able to attract high scoring students. Furthermore, the teaching profession is not one of the most preferred programs chosen by students in all the universities (MoE, 2007). It would be reasonable

to ask the question how, how can these institutes produce teachers with positive outlook given the condition above?

Menna and Tesfaye (2000) suggested that teacher training institutions and teacher education colleges should play a significant role in the process of socialization of the new trainees to the teaching profession. The teacher training curricula should consider enhancing the attitude development of the trainees in favor of the profession.

In an effort to respond to the researchers suggestion and because trainee teachers seem to have negative outlook towards the teaching profession, this research has considered an experimental study in Jimma university faculty of education on Enhancing positive outlook towards the teaching profession of trainee teachers through the use of educational films and workshops with the following hypotheses:

- There is no significant difference in outlook towards the teaching profession, as measured by professional self-esteem, satisfaction, perceived status, interest to stay in the teaching profession and commitment, between an intervention group who have participated in a workshop and watched educational films and a comparison group who did not participate.
- Watching the educational films and participating on the workshops have no effect on students' perceived reasons for why people become teachers

- There is no significant difference in the way students in the intervention group evaluate the worth of the teaching profession, in the eyes of other professionals, as compared with students in the comparison group.
- The likelihood of trainee teachers to consider becoming a teacher, given the chance to choose their future profession over again, is not affected by watching the educational films and participating on the workshop.

#### **1.4 Significance of the Study**

The researcher hopes that the following groups will benefit from the results of the study:

- **Teacher Training Institutes:** though the experiment is conducted in Jimma university faculty of education, the result could be transferable to other teacher training institutes or colleges. The findings of this study suggest that the educational films and the workshop has enhanced positive outlook towards the teaching profession of the trainee teachers. And hence, teacher trainee institutes or colleges might want to incorporate the method with the traditional method of teaching there by producing better teachers. The results of the study can also be used as a stepping stone to those researchers who would like to contribute their part in finding ways to enhance positive outlook towards the teaching profession.
- **Curriculum Designers:** since curriculum designing involves the provision of learning experience to achieve stated objectives, the result of the study may indicate, especially to those curriculum specialist involved in the teacher training institutions, what kind of learning experience should trainee teachers be provided with.

- **Teacher Professional Development Programs:** higher diploma program has been introduced to higher institution since 2004 to develop teachers professionally. The focus of this program is on active learning. The researcher hopes this study will show the need to enhance positive outlook towards the teaching profession of trainee teachers in addition to making teachers active learning experts.

### **1.5 Delimitation of the Study**

The study was an experiment to determine the effectiveness of educational films and workshops in enhancing positive outlook towards the teaching profession of trainee teachers. It was conducted in Jimma university faculty of education. The experiment focused on comparing experimental and comparison group students' outlook towards the teaching profession as measured by professional self-esteem, perceived status, interest to stay in the teaching profession, and commitment. The study also tried to compare students' ranking of the teaching profession as compared to other professions and their ranking of extrinsic and intrinsic motivators to a teacher. The study was extended to identify the reasons students give for why people become teachers. It has also tried to determine the likelihood of trainee teachers considering becoming a teacher given the opportunity to choose their profession over again.

## **1.6 Limitation of the Study**

One limitation of this study is selection bias. It would have been nice if all trainee teachers in the target population had equal chance to be considered for either the experimental or comparison group. However, it is not legal and ethical to go against the will of the students. Because of this, the researcher randomly selected students for the intervention group only out of those who were willing to be considered in the intervention group. In other words 21 students were selected out of 42 students who were willing to participate in the experiment. And all the students who were willing to take the pre and post test were considered as comparison group.

The other limitation is the length and unfortunate timing of the intervention. During the intervention period the students were preparing for final exam and defense. This might explain the reason why most trainee teachers were not willing to take the pre and post test. The intervention period was only one month. This might have affected the results.

The third limitation is trainee teachers' knowledge that they belong in the intervention group. Since the intervention was given in the form of tutorial, the researcher had to ask students' will to participate in the experiment. However, both the experimental and comparison groups took the pre and post test together. And the researcher has assured them that their response would only be used for the purpose of the study. They also were informed about the importance of their genuine response

## **Chapter Two**

### **Related Literature Review**

This chapter discusses related findings about factors that either positively or negatively affect teachers' outlook towards their profession. The chapter also includes true stories about teachers' achievement and relates what teachers have to say about challenges, joy, satisfaction and motivation in the profession.

#### **2.1 Importance of Teachers' Belief**

Combs (cited in Pajares, 1992) states that the most important single cause of a person's success or failure educationally has to do with the question of what he believes about himself. And hence, belief can play a critical role to bring about success in the teaching learning process. First, beliefs influence perception (Pajares, 1992). That is, beliefs serve to filter some complexity of a situation to make it comprehensible, shaping individuals' interpretations of events or shaping their outlook towards events and situations. Teachers and students are constantly faced with uncertain situations requiring interpretations. How teachers interpret and their outlook towards a situation depends on what they believe as belief influences perception. No doubt that positive outlook towards the teaching profession make a teacher better equipped to meet challenges of the profession. However, a teachers' outlook towards his profession hardly escapes the influence of his belief about the rewards and challenges of the profession. Second, beliefs might be thought of as dispositions toward action, having a motivational force (Rebecca, 2004). One's personal predispositions are not only relevant but, in fact, stand at the core of becoming a teacher (Dan cited in Pajares, 1992). When teachers face challenging decisions, that often must be made spontaneously, their beliefs compel them to act in particular ways. In fact, People regulate their

level and distribution of effort in accordance with the effects they expect their actions to have. As a result, their behavior is better predicted from their beliefs than from the actual consequences of their actions (Bandura cited in Pajares, 1992).

On one hand teachers' thought processes, pedagogical knowledge, and beliefs were found to substantially affect their classroom behavior (Lena and Charlene, 2001; Hollingsworth, 1990; Holt-Reynolds, 2000 and Wubbels, 1998). On the other hand, would be teachers have beliefs and understanding of the teaching profession even prior to joining teacher training institutes; some of the beliefs being undesirable. More over, compared with other teachers, teachers with positive outlook towards their profession have a more extensive, complex, and flexible repertoire of concepts of teaching effectiveness, they hold more developed concepts of self-efficacy, they use a wider range of criteria for self-evaluation, and they draw upon almost twice as many strategies for enhancing student learning (Hativa and Barak, 2001). This gives us a compelling reason to enhance positive outlook of trainee teachers towards the teaching profession by challenging their undesirable beliefs and correcting any misrepresentation of the teaching profession.

## **2.2 Image for the Teaching Profession**

How do teachers, students, parents and other stakeholders view and picture the teaching profession? How important is their image for the profession? What does it implicate? In order to answer these questions, we shall first see the tasks facing educational authorities. The skills profile of teachers and attractiveness of the teaching profession occupy an important position in debate on education. More specifically, the task facing the education authorities is threefold:

- to manage the profession so that it attracts a sufficient number of prospective teachers into initial teacher education;
- to organize this education in such a way as provide them with the range of skills required to work to quality standards
- to offer sufficiently ‘competitive’ working conditions for them to remain motivated throughout their careers.

Attracting sufficient number of prospective teachers into initial teacher education (the first task) depends, in part, on how students view the teaching profession and its associated challenges or benefits. Their image for the profession may influence their initial preference as well as their decision to stay or leave the profession after graduation. Hence, image for the teaching profession, especially by potential candidates for the profession, is an important element that determines the attractiveness of the profession. As mentioned above, attracting and retaining teachers is major area of concern for educational authorities. This task becomes more complicated when the prospective teachers’ image for the teaching profession is poor.

In Ethiopia, image for the teaching profession has deteriorated for the last many years. This has contributed to the low initial preference to the teaching profession. Tesfaye and Demewoz (2004) reported that 74.6% of the respondents (beginning teacher education students included in their study) do not have initial commitment to teaching. Yet, initial commitment (preference) to teach is a major predictor of teachers’ career effectiveness according to Manna and Tesfaye (2000). In other words most students join initial teacher education programs with low interest. This is why teacher training institutes need to organize education that will enhance positive image and correct any possible misperception about or misrepresentation of the teaching profession.

Retaining teachers is another area of concern for educational authorities. In this regard, Arega (2007) reported an attrition rate of 28.2 % in six zones of Oromia and he also states that still significant number of practicing teachers was intending to leave teaching. The iteration rate and the problem of retaining qualified teachers is not a problem limited to Oromia. It is widespread problem across different regions as reported by Aleazar (2007); Darge (2002); and Tesfaye and Demewoz (2004). Poor image for the teaching profession aggravates this problem. For instance, perceived social status is mentioned by number of researchers as one of the major reason for why teachers leave their profession. However, one can hardly find public opinion survey conducted to identify social status of teachers as perceived by the general public. What if teachers are just feeling that they have low social status? What if they are more respected than they feel? In fact, some research works conducted else where clearly show that the reality is that teachers have better status and are more respected than they think. Apparently, the problem seems to do a lot with how the teachers themselves view and picture the teaching profession as far as social status and respect is concerned (Eurydice<sup>4</sup>, 2005; Adams, 2002; and Hargreaves and et.al, 2006). If there is gap between the level of respect a teacher think the society gives him and the real respect he enjoys then we can expect more gap to exist between how much respect a trainee teacher think the general public would give him and the actual respect he might enjoy. This implicates a need to enhance positive outlook towards the teaching profession while teachers are being trained by challenging the undesirable and unrealistic image that trainee teachers picture about their future profession.

---

<sup>4</sup> The information network on education in Europe

We see from the above paragraphs that image for the teaching profession is important in attracting prospective teachers, facilitating smooth training and also retaining teachers after graduation. This is a compelling reason to enhance trainee teachers' positive outlook by helping them picture a more correct and realistic image for the profession. To do so, the first logical step is to identify the possible sources for poor image. This leads us to the following question:

### **2.2.1 What is the Source for Trainee Teachers' Poor Image for the Teaching Profession?**

Trainee teachers are insiders. In other words, trainee teachers are not strangers to the teaching profession. They have had first hand experience for many years about the teaching learning process as students. This experience must have given them an image about what teaching requires and its associated challenges. Perhaps, they have seen their favorite teacher leaving the profession. They might have asked; why has our teacher left us? In an attempt to answer this question, they may agree with researchers like Aleazar (2007) and Tesfaye and Demewoz (2004) who have identified the following as major reasons for teachers to leave their profession:

- perceived low social status
- absence of economic incentives
- low chance for career advancement
- low base salary
- students misbehavior
- managerial problems

This surely makes them draw a negative outlook and poor image for the teaching profession. Adding to this is misinformation and negative orientation about the profession and the level of

respect teachers enjoy. Misrepresentation of what is really happening is sometimes cause for such image as the following points illustrates:

### **2.2.2 The Feeling that Teaching is Undervalued By Society**

The view that the teaching profession is undervalued by society has become the common currency of many books on the subject. Teachers themselves appear convinced that this is so. With increasing frequency, the media articulate the opinion of disillusioned teachers who, among other things, say they would give up their occupation if the opportunity arose. By doing so, they fuel the impression of a professional community in a state of crises, suffering from low morale whose underlying reasons are sometimes difficult to explain (Eurydice, 2005). It is therefore important to return to the sources from which these statements about low morale are derived: are they a true reflection or a misrepresentation of the situation as it really is?

Public opinion survey conducted by BBC radio (cited in Hargreaves and et al, 2006) placed teaching the third most respected profession after doctors and nurses. On the other hand, Crace, writing in the Guardian newspaper (cited in Hargreaves and et al, 2006), reported a poll conducted by the adult education agency, Learndirect, which asked 25-70 year old men and women their top ten dream and nightmare jobs. Teacher was 7th on women dream list after, for instance, hotelier and working with animals, but just above nurse, and 8th on their nightmare list after toilet cleaner and refuse collector. Teaching did not even appear in the men top ten dream jobs but was 5<sup>th</sup> in their nightmares after, for example, coal miner, office worker and toilet cleaner. MORI<sup>5</sup> poll of public opinion in 2001(cited in Hargreaves and et al, 2006), found 64 per

---

<sup>5</sup> Opinion analyst firm in united states

cent of the sample thought doctors, nurses and teachers as among the most respected professions in Britain.

These and similar polls offer a confusing picture of teaching held in high regard by some and not by others. Further, Adams (2002) reported teachers themselves, all graduates and a majority of women, feeling that their profession has a poor public image. A research by Hargreaves and et.al (2006) found teachers' feeling of being the poorer recipients, in terms of being a respected and valued authority contradicting with the reality as they found parents (included in their study) consistently rating teacher status higher than did teachers themselves.

Though the level of respect and social status teachers enjoy may differ from one place to another, what we learn from the preceding paragraph is that teachers can undervalue themselves. They may feel undervalued by society but the reality may prove to be otherwise. The responsibility of teacher educators in cases like this is to show the reality and take corrective measures so as to improve trainee teachers' image for the teaching profession. The source for such a gap may be the media image of teaching and the teaching profession. What is the media image of teaching and the teaching profession? The answer is presented as next:

### **2.2.3 The Media Image of Teachers and the Teaching Profession**

A teacher (cited in VSO NEPAL, 2005:37) said: 'The media only covers the bad news about teachers. If a teacher does something wrong, it becomes headline news in the papers. But they don't feature the stories of the thousands of teachers who are devoting their lives to education and working in vulnerable conditions.' This one example illustrates how media can facilitate poor

image for the teaching profession. Thousands of teachers whose genuine effort positively touches the lives of millions are overshadowed by few features of irresponsible teachers whose wrong deed is sometimes exaggerated. This pollutes and distort young people's image for the teaching profession.

In summary, image for the teaching profession is important in a sense that it helps to attract prospective teachers, provide effective training and retain teachers. However, image for the teaching profession seem to be poor as result of teachers perception and the media image of teachers. This gives us the bases to believe teacher training should be organized in such a way that it enhances positive outlook towards the teaching profession. One way to do this may be narrowing the gap between how teachers think they are viewed and how they are actually viewed by the society. The following section considers views about teaching from inside and outside the profession.

### **2.3 Views about Teachers' Status from the Inside and Outside the Profession**

By comparing views about teachers status from the inside and outside the profession, we can see the gap between how teachers rate themselves and how they are rated by others (parents, for instance) in terms of social status, and being valued authority. The following is teachers' status as viewed by teachers and other stakeholders:

### **2.3.1 Teachers' Status – Teachers' Views**

Teachers are concerned that they receive little respect from society. They feel that their contribution to the nation has been undermined by the media (VSO RWANDA, 2004).

Teachers have stated that the image of teachers have been declined in last decade. Many senior teachers felt that the respect for teachers that existed when they joined the profession had dissipated. They felt that because of bad practice by some teachers, for example teacher absenteeism, overly active involvement in politics, and concentrating more on their private tuition classes than on their main job, teachers have lost their high status. The media has capitalized on such situations, damaging the image of all teachers. As a result of this poor image, people with strong academic backgrounds choose other professions. Teachers also felt that government officials often accused teachers with the failure of education policies (VSO NEPAL, 2005; VSO RWANDA, 2004; Manna and Tesfaye, 2000; Darge, 2002). Teachers, in general, felt that much was expected of them in the classroom, but that their roles in educational development had been disregarded by the educational authorities (VSO NEPAL, 2005).

### **2.3.2 Teachers' Status – Other Stakeholders' Views**

Other stakeholders have different opinions about teachers' status. Some felt that the status of teachers is better than in the past. Others thought that community respect towards teachers has declined. A training officer (cited in VSO RWANDA, 2004:34) represents the views of some stakeholders:

'In the past, teachers were valued; society had respect for them. The social context has now changed. Before, teachers were the only means of getting information and knowledge, but now there are many

resources for information, you can find a lot of information through other means, for example internet, television, etc.’

Some government officials who were once teachers agreed that teachers do not get as much appreciation and respect as they used to (Bennell and Akyeampong, 2007) by contrast, Public opinion survey conducted by BBC radio (cited in Hargreaves and et al, 2006) placed teaching the third most respected profession after doctors and nurses. Similarly, MORI poll of public opinion in 2001(cited in Hargreaves and et al, 2006), found 64 per cent of the sample thought doctors, nurses and teachers as among the most respected professions. Hargreaves and et al (2006) reported that parents consistently rate teachers’ status higher than teachers themselves.

As we compare the views about teacher status from inside and outside the profession, we see that there is gap between how teachers view themselves and how they are viewed by others. The following quotations, extracted from the official website of *Maharishi University of Manageme(2008)*, give us more insight on how teaching is viewed by different stakeholders:-

“A teacher affects eternity — he can never tell where his influence stops.” — *Henry Adams, American writer and educator*

“I believe that the community’s duty to education is its paramount moral duty. By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard and chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.” — *John Dewey, leading American philosopher*

“Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people may be engaged in.” —

*Abraham Lincoln, U.S. President*

“To me the sole hope of human salvation lies in teaching.” — *George Bernard Shaw, British writer*

“Human history becomes more and more a race between education and catastrophe.” — *H.G. Wells, British writer*

“What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation?” — *Cicero, Roman statesman and philosopher*

“All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.” — *Aristotle, Greek philosopher*

“At the desk where I sit, I have learned one great truth. The answer for all our national problems—the answer for all the problems of the world—comes to a single word. That word is ‘education.’” — *Lyndon Johnson, U.S. President*

“Education is the key to unlock the golden door of freedom.” — *George Washington Carver, 19th century African American scientist*

We have seen that there are some teachers who feel their contribution to society is undermined. The above quotation gives important reasons to appreciate teachers’ role. One way to bridge the gap between how teachers view themselves and how they are viewed by other stakeholders is to show the view of different stakeholders to them. Trainee teachers are in the process of identifying themselves to the teaching profession. Showing the positive views of other stakeholders towards teaching may help trainee teachers develop more positive outlook towards teaching, by so doing we help them to positively identify with their profession. In addition to narrowing the gap,

knowing what contemporary teaching learning process demands from and expects of teachers is very much helpful in the process of enhancing positive outlook. The following point discusses this important topic.

## **2.4 New Demands and Expectations**

No doubt, the choice to become a teacher is a decision to make a significant impact on the future. The truth is, however, the profession is tremendously demanding - especially today. As new graduates become teachers, they are called upon to motivate dozens, in some cases, hundreds of students every day - teach an ever-expanding curriculum with little preparation time - maintain order and promote a structured learning environment - keep up to date with an ever expanding technology - spend evenings and weekends grading papers and planning lessons - not to mention stay current with educational reforms and changes in the profession.

After all, teaching is an extraordinarily complex and challenging task (Rebecca, 2004). Elementary school teachers, in most countries, are asked to be content experts in reading, writing, language arts, mathematics, science, and social studies. They typically are called upon to prepare lessons each day in at least five different subjects without the benefit of a preparation period. They are to ensure that all their students stretch to reach high standards but avoid working students too hard or making too many demands upon them (Lisa, 2006).

According to Lisa (2006:7):

High school teachers are responsible for the academic success of over 125 students whom they typically meet in 50-minute blocks each day. Five times each day they are expected to present relevant lessons that engage the interests of all students, but they are provided with less than one hour per day to prepare those lessons. They have virtually no discretionary time. They respond to each bell, report to their designated station, and try to pick up where they left off the day before. To devote even 15 minutes per week to review individual student work and provide personalized feedback adds over 25 hours to their work week. Those who hope to establish a relationship with students outside of the classroom through coaching, directing, or sponsoring will be called upon to work 12-hour days – except on nights of games, concerts, or performances when the workday will stretch to 16 hours.

Teachers of all levels are called upon to get to know each student in order to individualize instruction in ways that address the personal needs, abilities, and interests of every boy and girl. The abilities of the students vary widely. Some face severe physical or learning challenges. Some confront personal or family problems that leave them angry or withdrawn. And all teachers recognize that, despite their very best efforts, it is almost inevitable that some students will respond to those efforts with indifference, and some parents will blame them when their children refuse to put forth the effort necessary to succeed. Finally, even those teachers who do an exceptional job receive no extra compensation and little in the way of acknowledgement.

There are myriads of teachers who have proved to be successful under these conditions. Teachers, with positive outlook towards their profession are, the researcher believes, better prepared to meet the new demands and expectation when compared with those teachers with less positive outlook towards their profession. The following topic highlights the story of successful teachers thereby

proving the idea that teachers can make a big difference even when there is lack of resources, poor students' discipline or low students' perceived or actual ability. And it also proves that teachers can meet the new demands and expectations successfully:

## **2.5 True Success Stories of Teachers**

### **2.5.1 Freedom Writers**

Individual teachers can positively affect students' life. The following is among the many success stories that justify this statement extracted from the website of Freedom Writers Foundation (2006):

The Freedom Writers Diary is the amazing true story of strength, courage, and achievement in the face of adversity. In the fall of 1994, in Room 203 at Woodrow Wilson High School in Long Beach, California, an idealistic teacher named Erin Gruwell faced her first group of students, dubbed by the administration as "un-teachable, at-risk" teenagers. The class was a diverse mix of African-American, Latino, Cambodian, Vietnamese, and Caucasian students, many of whom had grown up in rough neighborhoods in Long Beach. In the first few weeks of class, the students made it clear that they were not interested in what their teacher had to say, and made bets about how long she would last in their classroom.

Then a pivotal moment changed their lives forever. When a racial caricature of one of the African-American students circulated the classroom, Erin Gruwell angrily intercepted the drawing and compared it to the Nazi caricatures of Jews during the Holocaust. To her amazement, the students responded with puzzled looks. Erin Gruwell was appalled to discover that many of her students had never heard of the Holocaust. When she asked how many in her

class had been shot at, however, almost all of them raised their hands, and began lifting their shirts to show their scars. This initiated a battle-scar show-and-tell that left Erin Gruwell shocked and inspired to take advantage of the powerful energy she had sparked.

By fostering an educational philosophy that valued and promoted diversity, she transformed her students' lives. She encouraged them to rethink rigid beliefs about themselves and others, to reconsider daily decisions, and to re-chart their futures. With Erin's steadfast support, her students shattered stereotypes to become critical thinkers, aspiring college students, and citizens for change. In 1998, 150 Freedom Writers walked across a graduation stage to claim their high school diploma, a feat that few people thought would happen, but their educational journey did not stop there. The Freedom Writers went on to college to earn credentials, bachelors degrees, masters degrees, and some are even pursuing PhDs. They even dubbed themselves the "Freedom Writers" - in homage to the Civil Rights activists the "Freedom Riders" and published a book. From the moment they named themselves the "Freedom Writers," the students of Room 203 changed from a group of apathetic, frustrated students to a closely knit, motivated family. The Freedom Writers have continued their mission to teach tolerance and share their story of success across the states in United States of America.

## 2.5.2 Don't Misjudge by Appearance

ESL<sup>6</sup> IN CANNADA (2008) posted, on their website, the following true story about a teacher named Mrs. Thompson and her student Teddy Stoddard.

As she stood in front of her 5th grade class on the very first day of school, she told the children a lie. Like most teachers, she looked at her students and said that she loved them all the same. But that was impossible, because there in the front row, slumped in his seat, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed that he didn't play well with the other children. His clothes were messy and that he constantly needed a bath. And Teddy could be unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big "F" at the top of his papers.

At the school where Mrs. Thompson taught, she was required to review each child's past records and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise.

Teddy's first grade teacher wrote, "Teddy is a bright child with a ready laugh. He does his work neatly and has good manners...He is a joy to be around."

His second grade teacher wrote, "Teddy is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness and life at home is a struggle."

His third grade teacher wrote, "His mother's death had been hard on him. He tries to do his best,

---

<sup>6</sup> English as a second language

but his father doesn't show much interest and his home life will soon affect him if some steps aren't taken."

Teddy's fourth grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and he sometimes sleeps in class."

By now, Mrs. Thompson realized the problem and she was ashamed of herself. She felt even worse when her students brought her Christmas presents wrapped in beautiful ribbons and bright paper, except for Teddy's. His present was clumsily wrapped in the heavy, brown paper that he got from a grocery bag. Mrs. Thompson took pains to open it in the middle of the other presents.

Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one quarter-full of perfume. But she stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume on her wrist.

Teddy Stoddard stayed after school that day just long enough to say, "Mrs. Thompson, today you smelled just like my Mother used to."

After the children left she cried for at least an hour. On that very day, she quit teaching reading, and writing, and arithmetic. Instead, she began to teach children.

Mrs. Thompson paid particular attention to Teddy. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Teddy had become one of the smartest children in the class and, despite her lie that she would love all the children the same, Teddy became one of her "teacher's pets."

A year later, she found a note under her door, from Teddy, telling her that she was still the best teacher he ever had in his whole life. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in his whole life.

Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best and favorite teacher he ever had in his whole life.

Then four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still the best and favorite teacher he ever had. But now his name was a little longer the letter was signed, Theodore F. Stoddard, MD.

The story doesn't end there. You see, there was yet another letter that spring. Teddy said he'd met this girl and was going to be married. He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit in the place at the wedding that was usually reserved for the mother of the groom.

Of course, Mrs. Thompson did. And guess what? She wore that bracelet, the one with several rhinestones missing. And she made sure she was wearing the perfume that Teddy remembered his mother wearing on their last Christmas together.

They hugged each other, and Dr. Stoddard whispered in Mrs. Thompson's ear, "Thank you Mrs. Thompson for believing in me. Thank you so much for making me feel important and showing me that I could make a difference."

Mrs. Thompson, with tears in her eyes, whispered back. She said, "Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you."

This story tells us that teachers have the opportunity to touch and/or change a person's outlook. Most of them try to do it in a positive way. We all have our best and favorite teachers who have positively affected or changed our outlook in life. It is clear that teachers with such an amazing success stories are teachers with positive outlook towards their profession. The success stories above gives us a lesson that if teachers have positive outlook towards their profession, they can exceptionally contribute to the life of their students. And hence, in addition to equipping teachers with what and how to teach, there should be a way to enhance positive outlook towards their profession.

These success stories also give us more insight on why we need teachers. A good teacher instills confidence and makes learning a fascinating challenge. A caring, loving and considerate teacher develops students' potential and talent. We need teachers to help students understand concepts, inspire them to do better or improve. Teachers are important in helping students see the relevance of what they learn. They make learning enjoyable for and shape students attitude and outlook towards life and the world (Awake, 2002).

Teachers are the central agents of change in the movement towards the high quality education system that so many desire. Without them, what is envisioned by a nation's reform movement can not be realized (Sida, 2000). In the matter of facts, "good" physicians, engineers, accountants, lawyers, or any other professionals who play important role in the society are the product of teachers. Hence "good" teachers are the source for any other "good" professionals. This is why we need them. They are important. In fact, a nation can not effectively compete with a global knowledge based society with out teachers who can produce knowledge based society with in a nation. But if they don't have positive outlook towards their profession and they don't like what they do, the damage that they might cause is severe and unpredictable. We can not expect our trainee teachers to have future stories like what is mentioned above if we don't help them develop positive outlook towards their future profession. What does it take to produce such teachers? I share the idea that teaching is a noble profession with much joy and satisfaction. However, it took me more than two years of teaching experience to realize and share the idea. I guess, teaching is a profession that we love more as we teach more. I thought, I would be miserable in life because I am a teacher. I was wrong. I am happy that I am a teacher. It's so unfortunate that I was not given the chance to see this joy and satisfaction when I was under training to become professional teacher. My outlook towards my profession was not positive until I taste the joy and satisfaction in teaching. Perhaps, trainee teachers might benefit from the experience of happy and satisfied teachers to develop positive outlook. Why do people become teachers? Is it because they have no other choice? There are many teachers who choose to be teachers for the following reasons:

## **2.6 Why Be a Teacher?**

Why do people teach? Reasons to become a teacher are as diverse as the subjects they plan to teach. Motives range from inspiration drawn from a favorite teacher of their own - to a sense of commitment to community or nation - to an intellectual fascination with a given discipline, such as English literature or the physical science (Kelly, 2007).

But the most compelling reason to become a teacher, according to Kelly (2007), is the desire to work with children. Some point to a “calling,” a yearning to help children learn, watches them grow, and make a meaningful difference in the world. “Most teachers choose their career because it is a helping profession. The most common reasons for becoming a teacher are discussed in the following topic.

### **2.6.1 Two Group of Most Common Ten Reasons to Become a Teacher**

According to Kelly (2007) Teaching is a special calling. It is not a job well-suited to everyone. In fact, many new teachers leave within the first 3-5 years of teaching. However, there are many rewards that come with this often maligned career. Kelly outlined the following ten most common reasons to become a teacher and explained each one of them:

#### **2.6.1.1. Student Potential**

Unfortunately, not every student will succeed in a class. However, this fact should not keep a teacher from believing that every student has the potential for success. This potential is so exciting - each New Year presents new challenges and new potential successes.

#### **2.6.1.2. Student Successes**

Closely related to the previous pick, student success is what drives teachers to continue. Each student who didn't understand a concept and then learned it through a teachers' help can be exhilarating. And when a teacher actually reaches that student that others have written off as being un-teachable, this can truly be worth all the headaches that do come with the job.

#### **2.6.1.3. Teaching a Subject Helps a Teacher Learn a Subject**

A teacher will never learn a topic better than when he starts teaching it. I (Kelly) remember my first year teaching AP Government. I had taken Political Science courses in college and thought I knew what I was doing. However, the student questions just made me dig deeper and learn more. There is an old adage that it takes three years of teaching to truly master a subject and in my experience this is the truth.

#### **2.6.1.4. Daily Humor**

If a teacher has a positive attitude and a sense of humor, he will find things to laugh about each day. Sometimes it will be silly jokes the teacher make up as he or she teaches that might get a laugh from his or her students. Sometimes it will be jokes that kids share with their teachers. And sometimes students will come out with the funniest statements without realizing what they've said.

#### **2.6.1.5. Affecting the Future**

Yes it might be trite, but it is true. Teachers mold the future each day in class. In fact, it is a sad fact that teachers will see some of these students more consistently day-to-day than their parents will.

#### **2.6.1.6. Staying Younger**

Being around young people everyday will help teachers remain knowledgeable about current trends and ideas. It also helps break down barriers.

#### **2.6.1.7. Autonomy in the Classroom**

Once a teacher closes that door each day and begins teaching, they really are the ones who decide what's going to happen. Not many jobs provide an individual with so much room to be creative and autonomous each day.

#### **2.6.1.8. Conducive to Family Life**

For those teachers having children, the school calendar will typically allow them to have the same days off as their kids. Further, while they might bring work home with them to grade, they will probably be getting home close to the same time as their children.

#### **2.6.1.9. Job Security**

In many communities, teachers are a scarce commodity. It is fairly certain that you will be able to find a job as a teacher, though you might have to wait until the start of a new school year and be willing to travel within your county/school district. While requirements might be different from state to state, once you have proven yourself a successful teacher, it is relatively easy to move around and find a new job.

#### **2.6.1.10. Summers Off**

Unless you work in a district that has a year-round-education system, you will have a couple of months off in the summer where you can choose to get another job, teach summer school, or just relax and vacation. Further, you typically get two weeks off during Christmas/Winter Holidays

and one week for Spring Break which can really be a huge benefit and provide much needed rest time.

The other ten most common reasons to become a teacher is given by Laura (2007) a former public school teacher and librarian (now Mrs. Bush), who have had firsthand experience on rewards that come from teaching. She says: "People all across our great nation express their desire to make a difference in America, to share their pride in our country's values, to shape the future of our children," Mrs. Bush says "When they ask me what they can do to find personal and professional satisfaction, my advice is simple: become a teacher....The challenges of teaching are outnumbered only by the rewards that come from helping children realize their dreams."

The following are the reasons given by her:

1. To ignite the spark of curiosity in children
2. To practice three of life's most valuable virtues: kindness, patience and understanding
3. To experience the joy of seeing children on a path to success in school and in life
4. To share your love of learning with young minds and help students discover their potential
5. To see the world through a child's eye while sharing your knowledge- and to learn something in return.
6. To make the same kind of difference in a child's life as your favorite teacher made in yours
7. To help children understand the diversity of cultures and values that make a country strong and proud

8. To serve children, your community and your country
9. To turn your love of learning into a love of teaching
10. To share your passion. If you like seeing a child's eye light up with understanding, you belong in the classroom

The above reasons to become a teacher give us an idea that teaching is not a last resort. It is a profession chosen by quite a number of individuals for the sake of the joy and satisfaction in it. The following topic gives us more evidence to this claim.

## **2.7 What Keeps Teachers Going? – Motivation, Joy and Satisfaction**

In spite of all the challenges, setbacks, and disappointments, millions of teachers worldwide persevere in their chosen profession. And what motivates thousands of students to strive to qualify to be teachers when they know that they may not receive adequate recognition? What keeps them going? Perhaps the most effective way to answer these questions and identify what satisfies and cause joy for teachers is asking them. The following are the summary of interview results from several countries conducted by Awake! (2002).

**Love for Children:** People are attracted to teaching because they love children and youth, or because they love being with them, watching them open up and grow and become more able, more competent, and more powerful in the world. This motivates most teachers to stay in their profession (Ayers, cited in Awake, 2002).

**Students' Progress:** teachers are encouraged and motivated by their students' progress. This keeps them going in their profession and makes them strong to withstand challenges and setbacks

of the profession. Some teachers like Elena, in Italy, (cited in Awake,2002) believe that ‘satisfaction is found more often in the small everyday things, in the pupils’ little successes, rather than in earth-shattering results, which seldom materialize.’

**Desire to Help Others:** some teachers find joy in and are motivated by helping less fortunate people (Rosemary cited in Awake, 2002). Some join the teaching profession because they seek a job that has more to do with people than things. Yoshiya, now 60 years old from Japan (cited in Awake, 2002) left a well-paying factory job to join the teaching profession. He says: ‘teaching is unique. You work with young people. It is humane.’ There are myriads of teachers who are motivated by and believe it is important to help children and young men and women acquire the knowledge, skills, and dispositions essential to productive and satisfying lives (DuFour, 2000).

**Contribution to Society:** Teachers lay the essential foundation for a person’s education. Even the best professors at the most prestigious universities are indebted to teachers who took time and effort to prime and cultivate their desire for education, knowledge, and understanding. Arthur, in Nairobi, (cited in DuFour , 2000) says: ‘All top policymakers in the public and private sectors have been taught by a teacher at some point in their lives.’ Teachers who believe that an educated citizenry is critical to the well being of the nation find joy in teaching. And their knowledge about the importance of their contribution to society is source for motivation (DuFour, 2000).

**Making a Difference:** Teachers like Leemarys (cited in FAWE<sup>7</sup>, 2002) are motivated to teach because they believe and understand, as a teacher, that they can affect eternity because it is impossible to tell where their influence stops. Leemarys said: ‘I really feel that teachers are a special breed. We are also a little crazy for taking on such an amazingly great responsibility. But if you can make a difference—be it with ten children or just one—you did your job, and there is no nicer feeling. You do it with joy.’

**Appreciation from Students and Parents:** A New York City teacher (cited in Awake, 2002:14) received the following appreciation letter:-

“I would like to thank you from the bottom of my heart and from the depth of my soul for what you have done for my children. Through your care, kindness, and skill, you have helped them to achieve great heights that I am sure they would never have experienced without you. You have made me very proud of my children—an experience I shall never forget. Sincerely, *S. B.*”

How do teachers feel when they receive such letters? Does it motivate them? The following teachers gave the answer to Awake (2002:14) as follows:

Connie, an Australian in her early 30’s, said: “It is very rewarding when a student with whom you have bonded academically takes the time to write a letter expressing appreciation for your efforts.”

Inna, a Russian schoolteacher, explained: “It is a wonderful experience to see your former students as adults, to hear them express that what they learned from you proved to

---

<sup>7</sup> Forum for African Women Educationalists

be worthwhile. It is so encouraging when they say that they have fond memories of the years they spent with you.”

Oscar, from Mendoza, Argentina, shared the same sentiment: “It makes me feel that it is all worthwhile when my students meet me on the street or elsewhere and show appreciation for what I have taught them.”

Teachers’ salary, working environment or social status can be potential source for dissatisfaction. But one can notice, from the above paragraphs, that teaching has number of rewarding aspects. Yet, as repeatedly has been denoted in this paper, a knowledge gap exists. Trainee teachers seem to be not aware of these rewards. What result should we expect if teacher training institutes try to bridge this gap by bringing in to the light of these rewards, satisfaction and joy found in teaching? This research work tried to do just this by sharing experience to, challenging wrong beliefs of and correcting misrepresentation of the teaching profession. To this end, films and workshops were major instruments

## Chapter three

### Research Methodology and Procedures

**3.1 Design:** The researcher has manipulated more than one independent variable but has not used Factorial design. Had the researcher's interest been identifying which factor or independent variable/s contributed to the result then it would have been appropriate to use factorial design. Yet, the researcher focused on measuring and comparing the possible results of the intervention. To put this in other words, the researcher was interested on measuring the combined effect of the independent variables on trainee teachers' outlook towards the teaching profession. To this end and because strict randomization was not possible during the study, the researcher has used a quasi nonequivalent group design.

**3.2 The participants:** The participants were divided into two as intervention and comparison groups. All participants were 3<sup>rd</sup> year regular students in the departments of Geography, Mathematics and English at Jimma university Faculty of education. These students (trainee teachers) have taken all professional courses such as curriculum, general and subject methods of teaching, introduction to Psychology, and the like. Taking these professional courses was used as criteria to select departments so that any improvement in outlook towards the teaching profession could be attributed to the intervention. If participants did not take some or all of the professional courses, one may argue that the observed results could have been achieved by taking the courses. The criteria avoided this alternative explanation.

The primary plan of the researcher was to use multi-stage sampling (purposive sampling followed by stratified and systematic random sampling). However, some students notified the researcher that they were unwilling to be considered for the intervention group but willing to take both the pre and post tests. So, the three departments (Geography, Mathematics, and English) were purposively selected to form the strata. Yet, strict randomization was not possible to select students from these departments and assign them to the comparison and intervention groups as the researcher was forced to consider the students' will. By the time the researcher arrived at Jimma University, the students were preparing for final exam and defense for their senior essay. This may explain why majority of the students were only willing to take the pre and post tests. The total number of students who were willing to take the pre and post test was 90. 21 students (5 students from geography, 7 students from Mathematics and 7 English departments) were selected using a lottery system out of those who were willing to be considered for the intervention group. In addition 2 female students from Geography department were selected automatically because all the other female students were unwilling to be considered for the intervention group. The comparison group was made up of all those who were willing to take both the pre and post tests designed to measure positive outlook towards the teaching profession.

### **3.3 The variables**

**Independent variables:** the contents of the educational films and the workshop were the independent variables. Five films, namely Freedom Writers, great debaters, pay it forward, dangerous minds and High school high were used for the intervention. The last three films are fictions. Pay it forward shows how positively a teacher can influence his students and bring about positive changes though these results may escape his notice. High School High and dangerous minds show the amazing positive results a teacher may achieve under the most discouraging

conditions. The first two films (Freedom Writers and Great debaters) are films based on true stories. Freedom Writers show how one teacher changed the lives of 150 students who were at risk and labeled as un-teachable. Great debater shows the support and untiring effort of a teacher helping his students develop their potential at Wiley College (blacks' only small college). He first set up a debate team and helped them to become great debaters to the extent where they won a debate against Harvard University. This debate team went undefeated for ten years. One of the students became a minister, another world renowned poet and yet another founded the congress of racial equality and become a leader in civil right movements. The films illustrate the exceptional opportunity of a teacher to achieve greatness and enjoy most satisfying life under harsh working conditions as far as profession is considered.

The workshop focused on showing students in the intervention group the bright side of teaching and how different stake holders view teachers and the teaching profession. The workshop had three parts. The first one was watching positive views about teaching and teachers of individuals outside and inside the teaching profession recorded in an audio-video format. The second was experience sharing program. Teachers with a teaching experience ranging from 2-26 years were invited to share their experience on the challenge and satisfaction in teaching. The last was PowerPoint presentation on quotations about teachers and their exceptional positive contribution to development of a nation in general and development of a child in particular. All the three parts were followed by hot group discussions. The intention was to narrow the gap between what trainee teachers think and what is really happening to teachers and the teaching profession; for example, narrowing the gap between the perceived status of teachers and the actual status of teachers or the teaching profession.

**Dependent variables:** trainee teachers' outlook towards the teaching profession as measured by professional self-esteem, satisfaction, perceived status, interest to stay in the teaching profession and commitment is the dependent variable. In addition, the reasons given and motivators identified by trainee teachers were additional dependent variables.

**Confounding or extraneous variables:** Selection, history and maturation were identified by the researcher as the major threat to internal validity. The history of the trainee teachers in the comparison and intervention groups were identified as one possible confounding variable. What students learn outside the intervention program could have been considered as alternative explanation to the results observed in this study. However, students in both the comparison and intervention groups were in the same learning environment. And hence, a result as the result of their history could not be different. Their maturation, not in the sense of physical maturation, should have been similar since both groups were in similar situations. Since the study considered nonequivalent group design, selection is the inherent threat to internal validity. Under the worst circumstances, this design can lead a researcher to conclude that a program did not make a difference when in fact it did, or that it did make a difference when in fact it did not. If this is so how can we attribute the results in this study to the intervention? Based on the results found in this study, the intervention group scored low during the pre test and high during the post test as compared to the comparison group. Since maturation and history were ruled out in the previous discussion, the only plausible threat is statistical regression. Even then, this does not explain why the intervention group scored better during the post test. If the results of the intervention group increased to the extent where their score is equal to the comparison group then this could be explained by regression or maturation. The fact that the intervention group post test score is

greater than the post test score of the comparison group compel us to believe the results are more likely because of the intervention.

**3.4 Data collection:** since the major objective of this study was testing the effectiveness of educational films and workshops in enhancing positive outlook towards the teaching profession of trainee teachers, data were collected through the use of questionnaire in the form of pre and post tests. Each questionnaire was given a code and students who filled out the questionnaire were informed that the code will be used to draw a lot and winners will get a reward ranging from 10 birr to 100 birr according to their lot. This arrangement and the fact that the researcher has personally collected the data increased the response rate. 86 questionnaires were returned out of the 90 questionnaires administered despite the fact that the questionnaires were returned back after four days. The qualitative data were collected during the intervention period in three ways; One in the form of feedback, second in the form of interview and third in the form of pictures. Students' feedback after each session and the interview results were recorded, coded and categorized. Pictures of important events were taken during the intervention period.

### **3.5 Instruments**

Questionnaire in the form of pre-test and post-test were used as instrument of collecting data. Educational films and workshops served as instrument of intervention. The workshop consisted of plenary discussion, experience sharing program and presentation and discussion on inspiring quotes about teaching. The films included audio-visual records of positive feelings expressed by different professionals about teachers and the teaching profession. Medical doctors, engineer, lawyers, secretaries and teachers were interviewed about the bright and dark side of teaching and

their expressed views were recorded in an audio-video format and used as instrument of intervention.

### **3.6 Pilot Study**

A pilot study had been conducted in Jimma university faculty of education with 22 third year students from the departments of Geography, Mathematics and English. After the data has been gathered, a Cronbach alpha reliability test was employed using SPSS<sup>8</sup>. As a result the instrument proved to be reliable with a correlation coefficient of 0.81 for the professional outlook scale.

The questionnaire in general and the professional outlook scale in particular was distributed for comment among instructors in Jimma University. Some items had been improved and few items were discarded based on the feedback from the instructors.

### **3.7 Procedures**

Before starting the intervention, pre-test was given to both experimental and comparison groups. And then students for the intervention groups were selected. These students watched educational films, and attended a workshop.

The films were intended to show students the role of a professional teacher and the positive possible outcomes associated with the teaching profession. In addition, the films were intended to improve trainee teachers' outlook towards teaching by showing the bright side of the profession.

---

<sup>8</sup> Statistical package for social science

These films included the audio-video records of interview results. The students in the intervention group were made to discuss after watching these films. In addition to the films, there was a workshop which included plenary discussion, power point presentations and debates. The intervention group was divided into two groups; one debating against and the other for the profession. Teachers with an experience ranging from two years to twenty six years were invited to share their experience to the trainee teachers in the intervention group.

Post test was given after the intervention and the results were compared to the results of comparison group and their own results during the pre test.

**3.8 Data analysis:** after the data were collected, it was organized, tabulated and presented in bar graphs. The mean scores on the pre-test and post-test of both experimental and controlled groups were computed. The mean scores have shown the differences between the two groups, but independent samples t-test, and paired samples t-test were used to determine whether this differences were significant at a significant level of 0.05 between experimental and comparison groups or with in the intervention group before and after the intervention. In addition percentage comparisons were made. The quantitative data were substantiated by qualitative data obtained. The qualitative data were coded and categorized and included under the quantitative data that they support.

## **Chapter Four**

### **4.1 Description of Data and Analysis**

#### **4.1.1 Results on Outlook towards the Teaching Profession**

The tables below (table 1 through table 23) compares frequencies and percentage of trainee teachers' response to questions that are categorized under professional self-esteem, satisfaction, perceived status, interest to stay in the teaching profession, and commitment. Each table is organized in such a way that comparison of changes in outlook towards the teaching profession, as measured by the above five items, before and after the intervention is possible. Each question has responses in four rows. The four rows are divided into two as pre-test and post-test. The rows along pre test shows trainee teachers' response to the items before the intervention in their respective groups (experimental and control). And the rows along post test shows trainee teachers' response to the items after the intervention in their respective groups.

**Table 1:** Comparison of frequencies and percentage of respondents' outlook towards teaching profession

No.	Professional self-esteem <sup>9</sup>	Tests	Groups	disagree	undecided	Agree
1	I am proud to become a teacher and feel proud to express it	Pre-test	Experimental	3 (14.3%)	3 (14.3%)	15(71.4%)
			Control	11(16.9%)	4(6.2%)	50(76.9%)
		Post-test	<b>Experimental</b>	<b>3(14.3%)</b>	<b>0 (0%)</b>	<b>18(85.9%)</b>
			<b>Control</b>	<b>11(16.9%)</b>	<b>7 (10.8%)</b>	<b>47(72.3%)</b>
2	teaching is as good job as any other jobs	Pre-test	Experimental	2(9.6%)	0 (0%)	19(90.4%)
			Control	14(21.6%)	4 (6.2%)	47(72.3%)
		Post-test	<b>Experimental</b>	<b>1(4.8%)</b>	<b>0 (0%)</b>	<b>20(95.2%)</b>
			<b>Control</b>	<b>12(18.4%)</b>	<b>7(10.8%)</b>	<b>46(70.7%)</b>
3	teaching requires less intelligence than most of other professions	Pre-test	Experimental	18(85.7%)	0(0%)	3 (14.3%)
			Control	58(89.3%)	4 (6.2%)	3(4.6%)
		Post-test	<b>Experimental</b>	<b>19(90.5%)</b>	<b>1 (4.8%)</b>	<b>1(4.8%)</b>
			<b>Control</b>	<b>54(83%)</b>	<b>2(3.1%)</b>	<b>9(13.9%)</b>
4	I would encourage able and sincere individuals to enter the teaching profession	Pre-test	Experimental	2(9.5%)	7 (33.3%)	12(57.1%)
			Control	25(38.4%)	8(12.3%)	32(49.3%)
		Post-test	<b>Experimental</b>	<b>2(9.5%)</b>	<b>6 (28.8%)</b>	<b>13(62.1%)</b>
			<b>Control</b>	<b>15(23.1%)</b>	<b>14(21.5%)</b>	<b>36(55.4%)</b>

Most trainee teachers (more than 70%) are proud to become a teacher and consider teaching as good job as any other jobs. They don't seem to view teaching as a profession requiring less intelligence as more than 80% of the respondents disagree to the statement teaching requires less intelligence than most of other professions. However, only about half the students in both the experimental and comparison group agreed to the statement I would encourage able and sincere individuals to enter the teaching profession. What does this tell us about professional self-esteem of the trainee teachers? If they are proud to become a teacher and consider it as good job as any other jobs then why did they seem to holdback from encouraging able and sincere individuals to enter the teaching profession? The following comments from students about the dark side of teaching explain the possible reasons:

---

<sup>9</sup> Trainee teachers feeling about the teaching profession (their own future profession)

‘People say that teaching is a noble profession. But they don’t acknowledge the value of a teacher. Teachers don’t receive the respect they deserve from the general public.’ (*Male trainee teacher in the intervention group*)

‘Teachers have no means of getting additional income. Their basic salary is not enough to lead a decent life. Besides, they are assigned in remote rural areas with little or no prospect of transferred to schools in urban areas. I love teaching but the conditions are too much discouraging.’ (*Male trainee teacher in the intervention group*)

‘What is my prospect as a teacher? When would I be paid a decent salary? My older brother holds diploma in accounting. He works at commercial bank of Ethiopia. They pay him almost two thousand birr a month. My father has been teaching for 20 years now. He doesn’t get half the salary of my brother.’ (*Female trainee teacher in the intervention group*)

Comparing teachers view above with the quantitative data in table 1, we can see that trainee teachers in the experimental and comparison groups hold high regard to the teaching profession but they seem to hesitate to encourage able and sincere individuals to enter the teaching profession because of external factors such as respect, salary/income, and prospect.

How do trainee teachers’ outlook in the experimental and comparison group compare in terms of professional self-esteem? Does the intervention significantly improved trainee teachers’ professional self-esteem? The following three tables give the answer:

**Table 2:** pre-test independent samples t-test for professional self-esteem

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	13.38	2.13	84	2.56	1.99
Control	65	15.5				

Note: alpha level of 0.05 was used to test the significance

Since, t-calculated (2.56) is greater than t-critical (1.99) the observed difference between experimental and comparison groups is statistically significant. The mean score of trainee teachers in the comparison group was greater than that of trainee teachers in the intervention group. In other words, trainee teachers in the comparison group had better professional self-esteem than trainee teachers in the intervention group before the intervention.

**Table3:** post-test independent samples t-test for professional self-esteem

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	17.29	2.03	84	2.52	1.99
Control	65	15.25				

Based on the results found from the independent sample test, t-calculated (2.52) is greater than t-critical (1.99). Again, the observed difference between the experimental and comparison groups is statistically significant. But this time, the intervention group scored better than the comparison group. Hence, the result suggests that the intervention has improved trainee teachers' professional self-esteem significantly.

**Table 4:** paired samples t-test for professional self-esteem

Groups	N	Mean	Mean Difference	df	t value	t critical
Pre-test	21	13.38	3.9	20	2.5	2.08
Post-test	21	17.28				

Trainee teachers in the intervention group have shown improved professional self-esteem after the intervention. Since, t-calculated (2.5) is greater than t-critical (2.08) the difference between the pre-test and post-test is statistically significant. In other words, trainee teachers' professional self-esteem has significantly improved after the intervention.

**Table 5:** Comparison of frequencies and percentage of respondents' outlook towards satisfaction in teaching

	<b>Satisfaction<sup>10</sup></b>	Tests	Groups	disagree	undecided	agree
1	I am sure I would enjoy teaching	Pre-test	Experimental	5(23.8%)	2 (9.5%)	14(66.7%)
			control	12(18.4%)	5(7.7%)	48(73.8%)
		Post-test	Experimental	2(9.6%)	1(4.8%)	18(85.2%)
			control	15(23.1%)	10(15.4%)	40(61.5%)
2	I think teaching becomes boring after some time	Pre-test	Experimental	6(28.5%)	3 (14.3%)	12(57.2%)
			control	36(55.3%)	7(10.8%)	22(33.9%)
		Post-test	Experimental	18(85.2%)	2(9.5%)	1(4.8%)
			control	25(38.5%)	16(24.6%)	24(37.1%)
3	Teaching is less satisfying job when compared to other jobs	Pre-test	Experimental	10(47.6%)	1 (4.8%)	10(47.6%)
			control	46(70.8%)	7 (10.8%)	12(18.4%)
		Post-test	Experimental	12(57.1%)	2(9.5%)	7(33.4%)
			control	38(58.5%)	9(13.8%)	18(27.7%)
4	Teaching is one of the best means of serving humanity	Pre-test	Experimental	1(4.8%)	1 (4.8%)	19(90.5%)
			control	3(4.6%)	5(7.7%)	57(87.7%)
		Post-test	Experimental	1(4.8%)	0(0%)	20(95.2%)
			control	6(9.3%)	5(7.7%)	54(83.1%)

Before the intervention, almost half (47.6%) of the trainee teachers in the intervention group viewed teaching as less satisfying job when compared to other jobs and a bit more than half (57.2%) agree to the statement that teaching becomes boring after some time. Less students in the

<sup>10</sup> Satisfaction trainee teachers hope to enjoy in the teaching profession

comparison group felt the same about teaching before the intervention. During the post test (after the intervention) trainee teachers' outlook towards the satisfaction in teaching has improved a lot. For example, only 33.4 % of the trainee teachers view teaching as less satisfying after the intervention. In other words, the percentage of trainee teachers in the intervention group who viewed teaching as less satisfying job before the intervention decreased by 14.2 after the intervention. More than 61% of the trainee teachers in both the experimental and comparison groups seem to expect joy in teaching and more than 83% of these students view teaching as the best means of serving humanity. Table 5 shows the difference in frequencies and percentage of trainee teachers' outlook towards satisfaction in teaching. Is this difference statistically significant? The following tables answer this question:

**Table 6:** pre-test independent samples t-test for satisfaction

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	13.76	1.61	84	1.93	1.99
Control	65	15.37				

Table 6 shows the difference between trainee teachers in the experimental and comparison groups during the pre-test or before the intervention. Since t-calculated (1.93) is less than t-critical (1.99) the difference is not statistically significant. In other words, trainee teachers in the experimental and comparison group did not significantly differ in how they view satisfaction in teaching.

**Table 7:** post-test independent samples t-test for satisfaction

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	16.81	2.44	84	2.92	1.99
Control	65	14.37				

Since t-calculated (2.92) is greater than t-critical (1.99) the difference during the post-test is statistically significant. What this means is that, after the intervention trainee teachers' in the intervention group significantly differ in how they view satisfaction in teaching. Trainee teachers in the intervention group seem to hope for more satisfaction than trainee teachers in the comparison group.

**Table 8:** Paired samples t-test for satisfaction

Groups	N	Mean	Mean Difference	df	t value	t critical
Pre-test	21	13.76	3.05	20	3.31	2.08
Post-test	21	16.81				

The paired sample t-test results shows a statistically significant difference between the pre and post test results of trainee teachers in the intervention group as t-calculated (3.31) is greater than t-critical (2.08). And hence, the intervention seems to improve how trainee teacher view satisfaction in teaching. We may consider this as trainee teachers moving from a neutral response to agree for statements under the category satisfaction.

**Table 9:** Comparison of frequencies and percentage of respondents' outlook towards status of teaching profession

	<b>Perceived status<sup>11</sup></b>	Tests	Groups	disagree	undecided	agree
1	teaching profession is not socially ranked high	Pre-test	Experimental	6(28.6%)	0 (0%)	15(71.4%)
			control	27(41.6%)	3(4.6%)	35(53.6%)
		Post-test	Experimental	9(42.9%)	2(9.5%)	10(47.6%)
			control	31(47.7%)	2(3.1%)	32(49.3%)
2	a respectable status can be enjoyed in teaching profession	Pre-test	Experimental	11(52.4%)	4(19%)	6(28.6%)
			control	21(32.3%)	6 (9.2%)	38(58.5%)
		Post-test	Experimental	5(23.8%)	2(9.5%)	14(66.7%)
			control	24(36.9%)	4(6.2%)	37(56.9%)
3	Other professionals respect teachers	Pre-test	Experimental	18(85.8%)	2(9.5%)	1(4.8%)
			control	45(69.2%)	4 (6.2%)	16(24.6%)
		Post-test	Experimental	13(61.9%)	2(9.5%)	6(28.5%)
			control	38(58.5%)	5(7.7%)	21(23.6%)
4	Teachers are not considered among professionals rendering important service	Pre-test	Experimental	12(57.1%)	0(0%)	9(42.8%)
			control	34(52.3%)	5 (7.7%)	26(40%)
		Post-test	Experimental	14(66.6%)	0(0%)	7(33.6%)
			control	33(50.8%)	7(10.8%)	25(38.5%)
5	The general public respect teachers (parents for instance)	Pre-test	Experimental	6(28.6%)	3(14.3%)	12(57.1%)
			control	33(50.7%)	3(4.6%)	29(44.6%)
		Post-test	Experimental	9(42.9%)	1(4.8%)	11(52.3%)
			control	22(33.9%)	4(6.2%)	39(60%)

Trainee teachers' perceived status in the intervention group was observed to be lower than that of trainee teachers in the comparison group. More than 70% of the trainee teachers in the intervention group felt that teachers are not respected by the general public and other professionals. These students also felt that teaching is not socially ranked high and enjoying a respectable status in the teaching profession is difficult. However, after the intervention or during the post test, more trainee teachers in the intervention group changed their view and seem to feel that teaching has better status and receive better respect than they thought (see table 9 above). Is this change significant? Does it come as a result of the intervention? The tables below answer these questions:

<sup>11</sup> The status of teaching and teachers in terms of respect

**Table 10:** pre-test independent samples t-test for perceived status

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	13.48	1.12	84	0.95	1.99
Control	65	14.65				

Table 10 shows that t-calculated (0.95) is less than t-critical (1.99) during the pre-test or before the intervention. Hence, trainee teachers in the experimental and comparison group did not significantly differ in their outlook towards the status of teaching profession. Their view about the level of respect teaching profession receives and the rank it has in society didn't significantly vary before the intervention.

**Table 11:** post-test independent samples t-test for perceived status

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	16.29	0.96	84	0.8	1.99
Control	65	15.32				

The difference between the experimental and comparison groups during the post-test was not statistically significant as t-calculated (0.8) is less than t-critical (1.99). Notice that the mean score of the trainee teachers in the intervention group is greater than the mean score of trainee teachers in the comparison group. Comparing the mean scores in table 10 and table 11, we see that there is improvement in outlook towards the status of teaching profession. So, what we learn is that, the intervention couldn't make mean score of the intervention group significantly better

than the mean score of the comparison group. However, we find significant difference when we compare the pre and post test results of the intervention group as the following table shows

**Table 12:** paired samples t-test for perceived status

Groups	N	Mean	Mean Difference	df	t value	t critical
Pre-test	21	13.48	2.81	20	2.34	2.08
Post-test	21	16.29				

Since t-calculated (2.23) is greater than t-critical, the difference between pre and post test results of the intervention group is statistically significant. Even though the intervention couldn't make trainee teachers' score in the intervention group significantly better than that of trainee teachers in the comparison group, it has improved trainee teachers' outlook in the intervention group towards the status of the teaching profession. In other words, trainee teachers in the intervention group seem to be convinced that teaching profession has better status than they thought it has.

**Table 13:** Comparison of frequencies and percentage of respondents' interest in staying in the teaching profession

<b>Interest to stay in teaching</b>		Tests	Groups	disagree	undecided	agree
1	I plan to remain in teaching until I am eligible for retirement	Pre-test	Experimental	13(61.9%)	2 (9.5%)	6(28.6%)
			control	34(52.3%)	8 (12.3%)	23(35.4%)
		Post-test	Experimental	6(28.6%)	5(23.8%)	10(47.6%)
			control	20(30.8%)	18(27.7%)	27(41.5%)
2	I will leave the teaching profession as soon as I can	Pre-test	Experimental	6(28.6%)	5(23.8%)	10(47.6%)
			control	25(38.4%)	17(26.2%)	23(35.4%)
		Post-test	Experimental	12(57.1%)	5(23.8%)	4(19%)
			control	22(33.8%)	16(24.6%)	27(41.5%)
3	I'll continue teaching unless something better comes along	Pre-test	Experimental	2(9.5%)	6 (28.6%)	13(61.9%)
			control	13(20%)	12(18.5%)	40(61.6%)
		Post-test	Experimental	8(38.6%)	0(0%)	13(61.9%)
			control	13(20%)	12(18.5%)	40(61.6%)

Only 28.6 % of trainee teachers in the intervention group and 35.4% in the comparison group expressed interest to stay in the teaching profession until retirement during the pre-test. More than 50% of the students in the two groups seem to have no interest of staying in the teaching profession until retirement. 47.6% of the trainee teachers in the intervention group expressed interest to leave the teaching profession as soon as they can. Most trainee teachers (more than 60%) in both the experimental and comparison groups expressed interest to leave the teaching profession if something better comes along. How does the intervention affect trainee teachers' interest towards staying in the teaching profession? The comparison after and before the intervention is more visible in the following tables:

**Table 14:** pre-test independent samples t-test for interest in staying in the teaching profession

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	7.48	0.8	84	1.28	1.99
Control	65	8.28				

Trainee teachers in the experimental and comparison groups did not differ significantly on interest to stay in the teaching profession during the pre-test or before the intervention as t-calculated (1.28) is less than t-critical (1.99).

**Table 15:** post-test independent samples t-test for interest in staying in the teaching profession

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	9.67	1.21	84	1.8	1.99
Control	65	8.46				

The mean score of the intervention group is greater than that of the comparison group in table 15. In other words, intervention group's expressed interest to stay in the teaching profession was observed to be better than that of comparison group. However, this difference is not statistically significant as t-calculated (1.8) is less than t-critical (1.99). This, however, does not mean the intervention didn't improve trainee teachers interest towards staying in the teaching profession . Because if we compare trainee teachers' expressed interest in the pre-test with that of the post-test, we see significant difference as the following table shows

**Table 16:** paired samples t-test for interest to stay in the teaching profession

Groups	N	Mean	Mean Difference	df	t value	t critical
Pre-test	21	7.48	2.19	20	3.23	2.08
Post-test	21	9.67				

**Table 17:** Comparison of frequencies and percentage of respondents' outlook towards commitment in the teaching profession

<b>Commitment<sup>12</sup></b>		Tests	Groups	disagree	undecided	agree
1	I love teaching	Pre-test	Experimental	5(23.8%)	0 (0%)	15(76.2%)
			control	15(23%)	3(4.6%)	47(72.3%)
		Post-test	Experimental	2(9.6%)	1(4.8%)	18(85.7%)
			control	13(20%)	7(10.8%)	45(69.2%)
2	I am not willing to invest my time outside of contact hours with students	Pre-test	Experimental	14(66.6%)	1(4.8%)	6(28.5%)
			control	43(66.2%)	7(10.7%)	15(23.1%)
		Post-test	Experimental	15(71.5%)	2(9.5%)	4(19%)
			control	39(60%)	10(15.8%)	16(24.7%)
3	Satisfying students' emotional need is parent responsibility. Teachers should focus only on their academic need	Pre-test	Experimental	15(71.5%)	1(4.8%)	5(23.8%)
			control	47(72.3%)	5(7.8%)	13(19.9%)
		Post-test	Experimental	15(71.4%)	2(9.5%)	4(19%)
			control	44(67.7%)	7(10.8%)	14(21.5%)
4	It is teachers' role to prepare students for the future.	Pre-test	Experimental	2 (9.6%)	3 (14.3%)	16(76.2%)
			control	5(7.7%)	5(7.7%)	55(84.7%)
		Post-test	Experimental	0(%)	0(%)	21(100%)
			control	5(7.7%)	5(7.7%)	55(84.7%)
5	Given the opportunity, I will continue taking professional courses after graduation (pedagogy or ...)	Pre-test	Experimental	4(19%)	3 (14.3%)	14(66.7%)
			control	14(21.5%)	9(13.8%)	52(64.7%)
		Post-test	Experimental	2(9.6%)	2(9.5%)	17(81%)
			control	10(15.4%)	7(10.8%)	48(73.8%)
6	Teachers professional responsibility is only to their students in the classroom	Pre-test	Experimental	16(76.2%)	1 (4.8%)	4(19%)
			control	48(73.8%)	4(6.2%)	13(20%)
		Post-test	Experimental	17(81%)	1(4.8%)	3(14.2%)
			control	51(78.5%)	4(6.2%)	10(15.4%)

More than 70% of the trainee teachers in both the experimental and comparison groups say they love teaching before and after the intervention. It seems so natural to be committed to something we love. The results in table 17 support this. More than 60% of the trainee teachers in both the experimental and comparison groups before the intervention expressed willingness to spend extra time to help students and take professional training. The trainee teachers seem to hold themselves responsible to care for students' emotional need and prepare them for the future. Yet, this result is not reason to take pride considering the fact that the trainee teachers spent three

<sup>12</sup> Trainee teachers willingness to be a committed teacher in the future

years in training to become a teacher. In fact, the percentage of trainee teachers in both groups who expressed willingness to be a committed teacher to the profession or to students is only less than or equal to 76%. The following tables show what happened after the intervention:

**Table 18:** pre-test independent samples t-test for commitment

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	22.7	0.18	84	0.2	1.99
Control	65	22.8				

The pre-test independent samples t-test did not show significant difference between the experimental and comparison groups as t-calculated (0.2) is less than t-critical (1.99). Hence, trainee teachers in the experimental and comparison group did not significantly differ in their outlook towards commitment to the teaching profession. In fact, since their mean score is greater than 22.5, we can consider that most trainee teachers agree to be committed teachers to their profession and students. This shows that trainee teachers' outlook towards commitment to the teaching profession is positive even prior to the intervention. How does, then, the intervention affect their outlook? The tables below give us the answer.

**Table 19:** post test independent samples t-test for commitment

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	24.67	1.77	84	2.03	1.99
Control	65	22.89				

The difference between the experimental and comparison groups outlook towards commitment to the teaching profession was significant because t-calculated (2.03) is greater than t-critical (1.99). We already have seen that trainee teachers in the two groups had positive out look towards commitment to teaching. The significant difference here gives us additional information. Since the mean score of the trainee teachers in the intervention group is almost 25, we may consider their response as moving from agree to strongly agree to each positive statement in the category commitment.

**Table 20:** paired samples t-test for commitment

Groups	N	Mean	Mean Difference	df	t value	t critical
Pre-test	21	21	3.67	20	3.29	2.08
Post-test	21	24.67				

The information we get from table 19 is reinforced by the information in table 20. This table shows significant difference between the pre and post test results of the intervention group as t-calculated (3.29) is greater than t-critical (2.08). In other words the intervention seems to make trainee teachers' response in the intervention group move from agree to strongly agree to each positive statement in the category commitment.

Table 21 through table 23 shows the over all outlook towards the teaching profession. In other words, the five categories (professional self-esteem, satisfaction, interest to stay in the teaching profession, perceived status and commitment) are combined together to make overall comparisons of trainee teachers' outlook towards the teaching profession in the control and intervention groups.

**Table 21:** pre-test independent samples t-test for outlook towards the teaching profession

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	69.76	6.94	84	2.03	1.99
Control	65	76.7				

The mean score (76.7) of trainee teachers in the comparison group is greater than the mean score (69.76) of trainee teachers in the intervention group. And this difference is significant because t-calculated (2.03) is greater than t-critical (1.99)<sup>13</sup>. What we learn from this result is that trainee teachers' overall outlook towards the teaching profession in the comparison group was more positive than trainee teachers in the intervention group before the intervention. The following two tables show how the intervention changed this result.

**Table 22:** post-test independent samples t-test for outlook towards the teaching profession

Groups	N	Mean	Mean Difference	df	t value	t critical
Experimental	21	84.71	8.42	84	2.59	1.99
Control	65	76.29				

<sup>13</sup> See the limitation for why this might have happened

The mean difference during the post-test or after the intervention is 8.42. But this time, the mean score of trainee teaches in the intervention group is greater than mean score of trainee teachers in the comparison group. Since t-calculated (2.59) is greater than t-critical (1.99), the observed difference is significant. Hence, the intervention has significantly improved trainee teachers outlook towards the teaching profession in the intervention group. Comparing the results in table 21 and 22, it seems safe to say the intervention has helped trainee teachers to develop more positive outlook to their future profession than trainee teachers in the comparison group. The table below adds force to this statement.

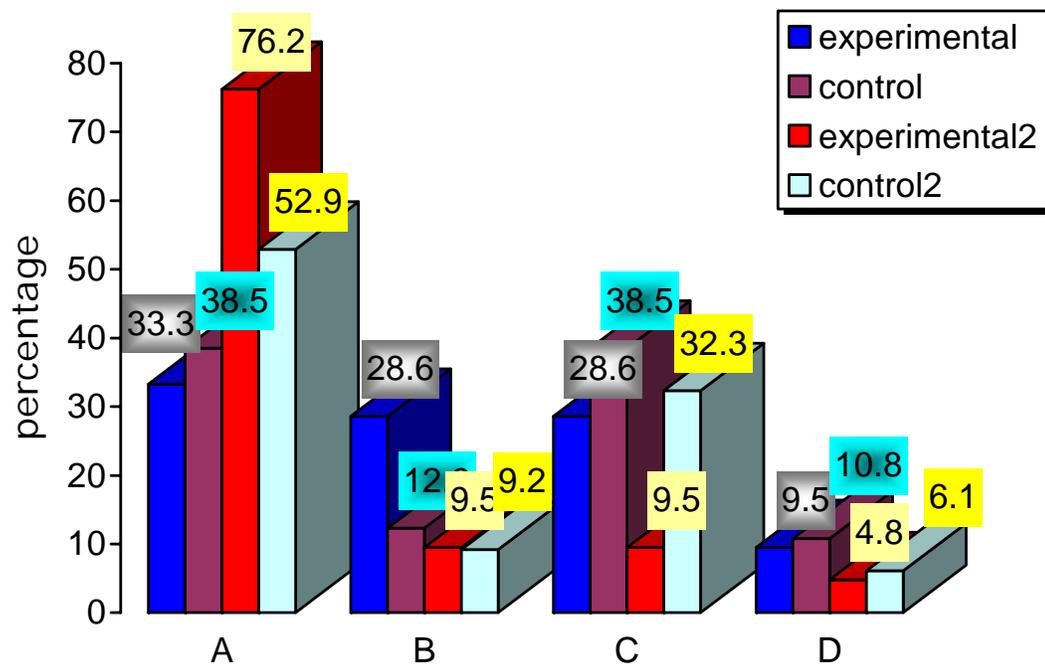
**Table 23:** paired samples t-test for outlook towards the teaching profession

Groups	N	Mean	Mean Difference	df	t value	t critical
Pre-test	21	69.76	14.95	20	4.02	2.08
Post-test	21	84.71				

We see a mean difference of 14.95 between the pre and post test results from table 23. And this difference is significant as t-calculated (4.02) is greater than t-critical (2.08). Clearly, the trainee teachers in the intervention group benefited from the intervention in developing more positive outlook towards their future profession as their mean score improved from 69.76 before the intervention to 84.71 after the intervention.

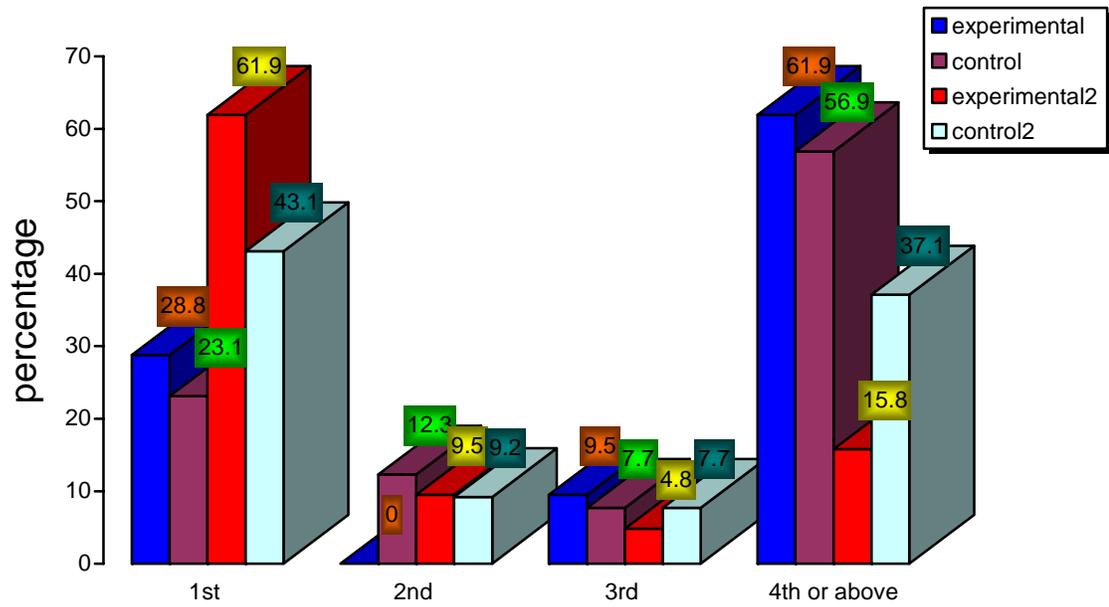
#### 4.1.2 Trainee Teachers' Stand in Their Outlooks towards the Teaching Profession in Comparison to Other Professions

In all graphs below experimental and control denotes trainee teachers result before the intervention and experimental2 and control2 denotes trainee teachers results after the intervention. The results show decision of trainee teachers to choose or not to choose teaching profession if they were starting out and could choose their future profession over again, and the rank they give to the teaching profession in light of other professions.



**Figure 1:** Decision of trainee teachers if they were starting out and could choose their future profession over again

In the figure above, A denotes I would choose teaching, B I would never choose teaching, C I would choose teaching if I have no other option and D I don't know. As shown in the figure, less than 40 % of the trainee teachers in both groups, before the intervention, said they would choose teaching if they were starting out and could choose their future profession over again. More than 50% of these trainee teachers either have said they would never choose teaching or they would choose the profession if they have no other option. About 10% the trainee teachers say I don't know. We see a significant difference after the intervention. 76.2% of the trainee teachers in the intervention group have said they would choose teaching while less than 20% of the trainee teachers said they would never choose teaching or they would choose teaching if they have no other option. The percentage difference between intervention group trainee teachers who have said I would choose teaching before and after the intervention is 44. Yet we see only a percentage difference of 14 when considering trainee teachers in the comparison group before and after the intervention. Hence, the intervention must have positively affected trainee teachers in the intervention group.



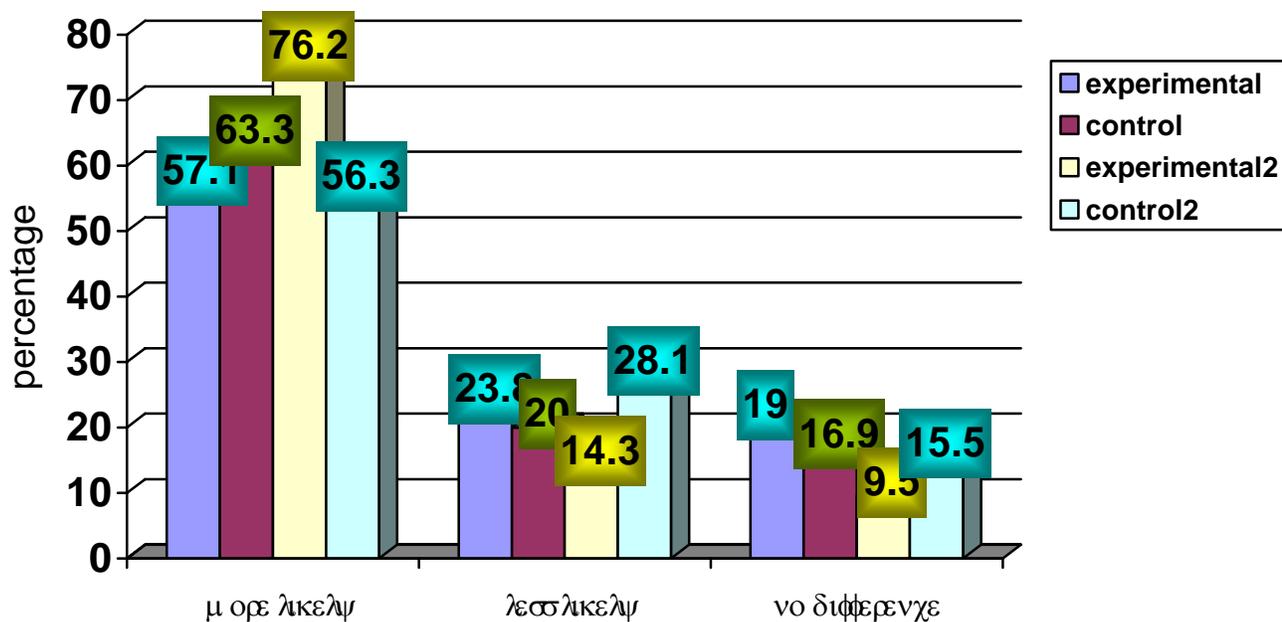
**Figure 2:** The relative rank accorded to teaching profession in comparison to eight other professions

Trainee teachers were given nine different disciplines to be ranked in an order that best reflects their satisfaction if chosen by some one close to them. Figure 2 shows the relative rank given to teaching compared with the other eight professions. About 60% of the trainee teachers in both the experimental and comparison groups, before the intervention, ranked teaching fourth or above. Less than 30% of these students ranked teaching first. After the intervention, more trainee teachers in both groups ranked teaching first. The figure clearly shows that ranking of trainee teachers in the intervention group is better than that of trainee teachers in the comparison group. More than 70% in the intervention group ranked teaching either first or second while about 55% in the comparison group gave the same rank. The result shows that more trainee teachers in the intervention group ranked teaching first after the intervention than trainee teachers in the

comparison group and their own ranking before the intervention. This suggests that the intervention has improved trainee teachers stand in their outlook towards the teaching profession.

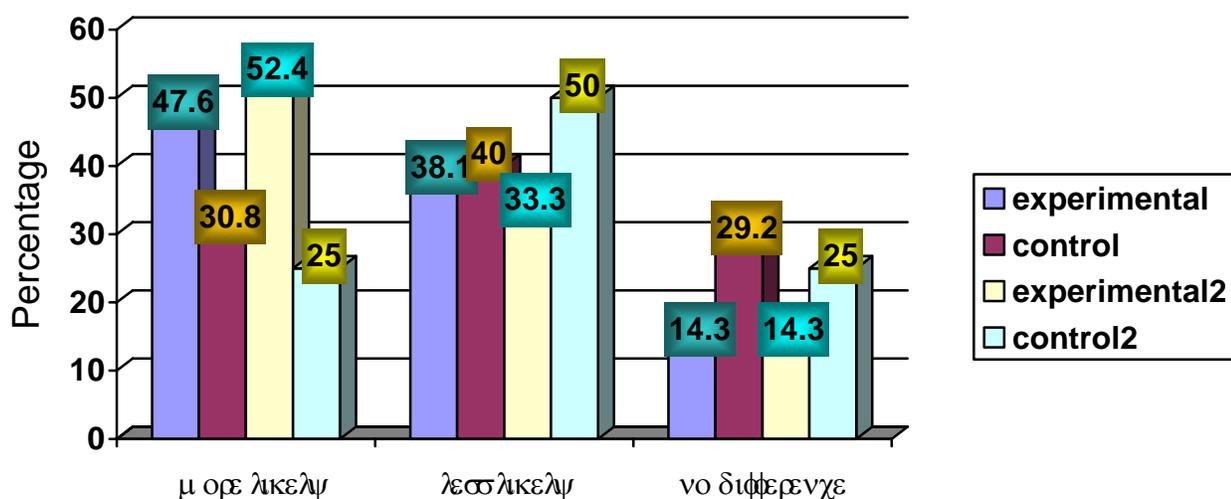
#### 4.1.3 Likelihood of Trainee Teachers to Consider Becoming a Teacher

If trainee teachers were choosing their future profession over again, what is the likelihood for them to choose teaching? How would salary, students' behavior or their perceived contribution to improve students' life affect their decision? The following three figures give the answer:

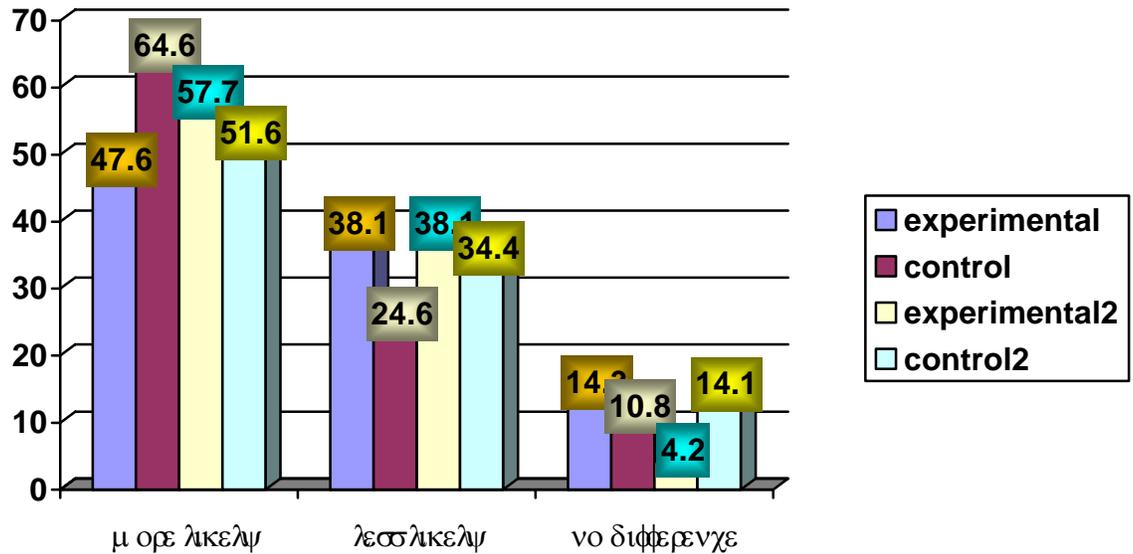


**Figure 3:** likelihood to consider becoming a teacher if teaching paid a lot more than it does now

About 60% of the trainee teachers in both the experimental and comparison group said that it is less more likely of them to consider becoming a teacher if teaching pays a lot more than it does now during the pre-test or before the intervention. The trainee teachers' likelihood in the intervention group to consider becoming a teacher increased when we compare it to their pre-test result or to the results of the trainee teachers in the comparison group after the intervention. More than 75% of the students in the intervention group have said they would choose teaching if it pays a lot more than it does now. We see a percentage difference of 15 when comparing the results of the intervention group before and after the intervention. Since the percentage of trainee teachers in the comparison group who have said they would choose teaching fall during the post test, it seems reasonable to believe that the intervention has positively affected the trainee teachers in the intervention group.



**Figure 4:** Likelihood to consider becoming a teacher if trainee teachers know that they would be making a difference in the lives of at-risk students



**Figure 5:** Likelihood to consider becoming a teacher if trainee teachers would teach students who are well -behaved and eager to learn

As figure 4 shows more trainee teachers in the comparison group (above 40%), before and after the intervention, say its less likely of them to consider becoming a teacher even if they know that they would be making a difference in the lives of students. 38.1% of the trainee teachers in the intervention group felt the same before the intervention. After the intervention, the figure shows that the likelihood of trainee teachers to consider becoming a teacher if they knew that they would be making a difference in the lives of students increased from 47.6% before the intervention to 52.4% after the intervention and the less likelihood decreased from 38.1% to 33.3%.

Considering figure 5, 47.7% of the trainee teachers in the intervention group have said it is more likely of them to consider becoming a teacher if they know that they would be teaching well-behaved students during the pre-test or before the intervention. This percentage increased to 57.7 during the post test or after the intervention. However, 42.3% of the trainee teachers in the intervention group, after the intervention, say that their knowledge of students' behavior either less likely affects their decision to become a teacher or it makes no difference.

The results in the four figures above (figure 2 through figure 5) suggests that the intervention has positively affected trainee teachers' stand in their outlook towards the teaching profession and increased the likelihood to consider becoming a teacher. Did this come as a result of the intervention? The comparison made previously clearly showed that this improvement has come as a result of the intervention. The following comments from students strengthen this statement:

'The program [the intervention] has helped us to clear confusions and misunderstanding of the teaching profession. As for me, I am now more aware of both the challenges and rewards in the teaching profession. I suggest that this program should not be limited only to us [intervention group]. I am sure all students would benefit if they participate in this program.' (*Male student in the intervention group*)

‘The true stories, the films, the experience sharing program [experienced teachers relating their experience] and the famous people quotations about teaching has inspired me to become a better teacher, it has helped me to see the bright side in teaching.’ (*Female student in the intervention group*)

‘The program has made me feel that the mental satisfaction in teaching compensates the challenges. I now evaluate teaching more in terms of its non-monetary rewards than external factors like money or working conditions.’ (*Male student in the intervention group*)

‘What ever we do, if we don’t do it with interest we can not expect good results. The program has helped me to correct some of the wrong views I had about teaching. But don’t get me wrong, I still want to leave the teaching profession as soon as I can. However, I am convinced that I should teach whole heartedly until I leave. Whether I stay in teaching profession for just one semester or five years, I will try to do my best to change the lives of my students.’ (*Female students in the intervention group*)

**O.C<sup>14</sup>:** All the 21 students in the intervention group were present for the discussion with teachers with a teaching experience ranging from four years to twenty six years (experience sharing program). For an hour or so, the trainee teachers listened carefully as these teachers relate their experiences. The ensuing discussion afterwards was so lively. The discussion was so lively that the teachers stayed with the trainee teachers more hours than they had planned. One teacher told me that his wife is ill and he wanted to leave after fifteen or twenty minutes. But this same teacher stopped me when I tried to minimize the discussion time and stayed for two hours and

---

<sup>14</sup> Observant comment

thirty minutes. The teachers who were involved in sharing their experience promised me to allot five or more minutes to this kind of discussion in their regular classes.

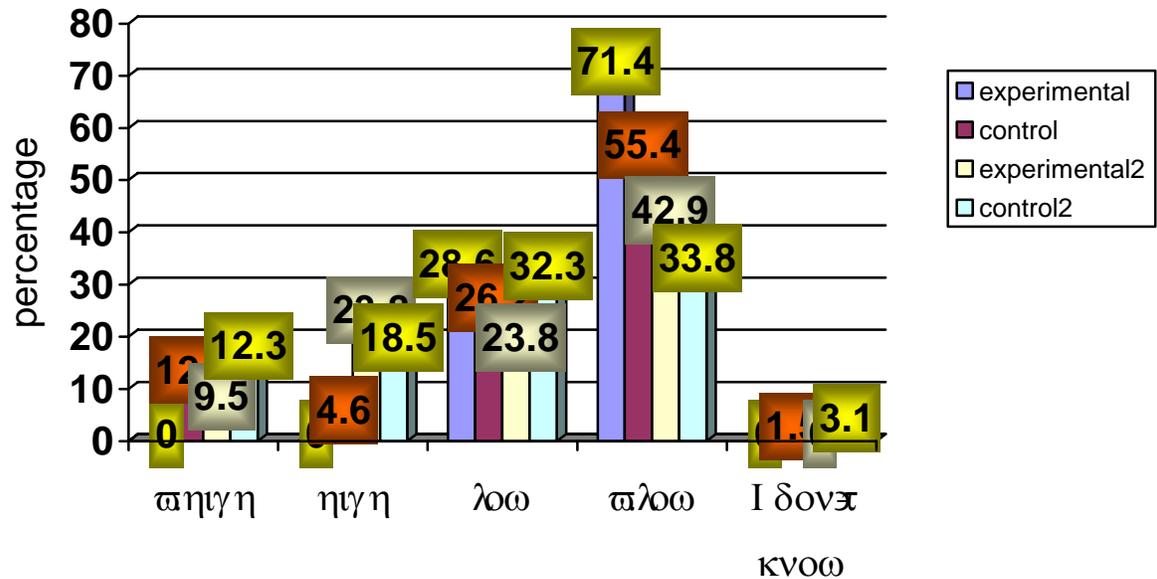


**Figure 6:** experience sharing program

The students who were involved in the experience sharing program had asked the experienced teachers number of questions. And they seem to be satisfied with the answer they got. Their applause when the discussion came to an end was long and loud. Most students came to me and thanked me for providing them with this experience.

From the quantitative and qualitative data it is clear that the students had misperception about the rewards in the teaching profession and teaching profession was somehow misrepresented to them. The intervention seems to help correct their misperceptions and misrepresentation of the teaching profession. The trainee teachers seem to be more inspired to become better teachers, reevaluate their belief that teaching is less rewarding and feel more committed to their profession or responsible to their future students.

#### 4.1.4 Results on Trainee Teachers' Outlook towards the Level of Respect to Teachers and the Teaching Profession by Other Professionals

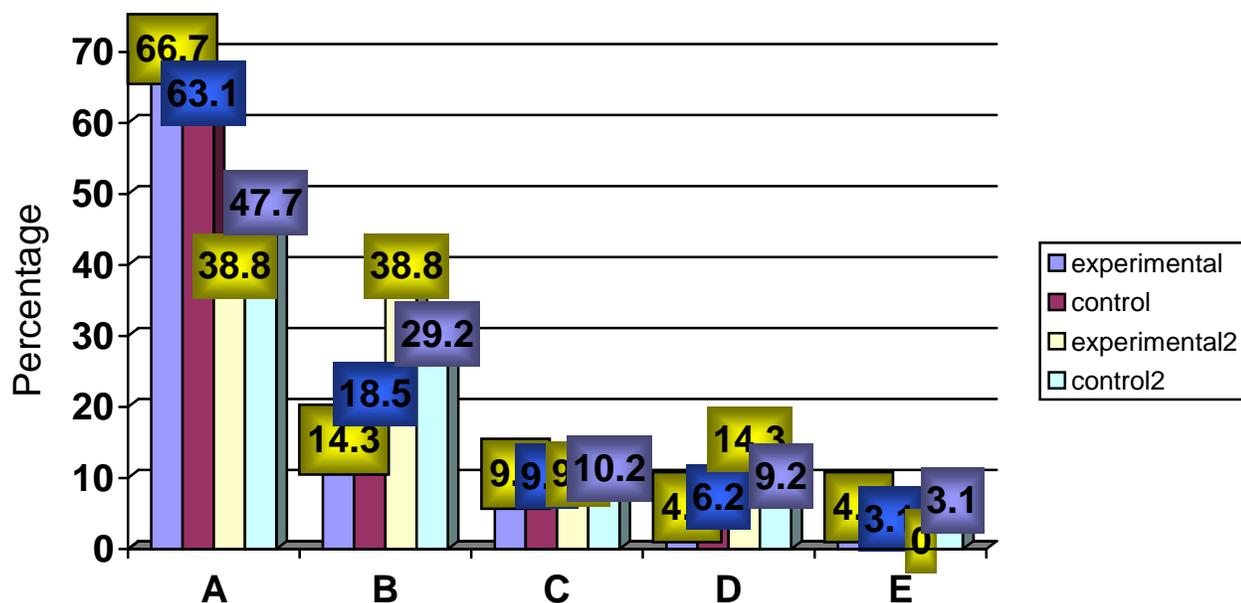


**Figure 7:** trainee teachers view about the level of respect to teachers and the teaching profession by professionals outside the teaching profession.

All trainee teachers in the intervention group view the level of respect to teachers and the teaching profession by professionals outside the teaching profession as low or very low before the intervention or during the pre-test. After the intervention some of the trainee teachers (32%) changed their view and said the level of respect to teachers and the teaching profession by professionals outside the teaching profession as very high or high. The other 66% felt the same

even after the intervention. The trainee teachers in the comparison group did not differ much on their views about the level of respect to teachers from trainee teachers in the intervention group as only 16% of the trainee teachers say the level of respect to teachers and to the teaching profession by professionals out side the teaching profession is very high or high. Although, the intervention couldn't make the intervention groups' view to be better than that of comparison group, it did improve the views of trainee teachers in the intervention group as the number of students who view the level of respect to teachers and the teaching profession as high or very high moved from 0% during the pre-test or before the intervention to 32% during the post-test or after the intervention.

#### 4.1.5 Perceived Reasons for Why People Become Teachers



**Figure 8:** trainee teachers view about why people become teachers

In figure 8 above A denotes have no other option, B love teaching, C believe they can make a difference, D want to experience the joy of seeing children on a path to success in school and in life and E believe can affect the future. More than 60% of the trainee teachers in both groups felt that people become teachers because they have no other option and only about 40% of the trainee teachers felt that people join the teaching profession because of intrinsic motivation (B, C, D and E). After the intervention the result is the reverse in the intervention group. 61.2 % of the trainee teachers in this group expressed a view that people become teachers because of intrinsic motivation. As to the trainee teachers in the comparison group, they also changed their view but the percentage is less than that of trainee teachers in the intervention group. Only about 50% felt that people choose the teaching profession because of intrinsic values. The other 50% felt the same as before the intervention. From the results obtained, we learn that the intervention seems to clear the misperception or the wrong view about why people become teachers. The following comments from students reinforce this statement:

‘I am forced to join the teaching profession. I thought those people who are economically disadvantaged and have nowhere to go join the teaching profession. In fact, I still feel the same. But from the experiences that the guest teachers related, I am convinced that there are teachers who join the teaching profession because they love it and because they want to help others’ (*male student in the intervention group*)

‘I browsed the internet to check for my self whether or not ‘The Freedom Writers’ is really a true story. I was amazed, not to find that the story is really true but because of the love Ms Gruwell demonstrated to her students and her sacrifice to meet their need. I am sure teachers like her are

hard to find. I feel so much energized to show love for my students and profession.’ (*Male student in the intervention group*)

**O.C:** during the sessions where students watched the movie entitled “Freedom Writers” and the experience sharing program there was a hot discussion and the group was divided into two. One group claimed that people do not choose teaching because they love it. Teachers like Ms. Gruwell may be found in other countries but not in Ethiopia. The other group strongly opposed this idea and tried to site examples in their past experience as high school and elementary students. In the next day, after this hot discussion, we were gathered for the experience sharing program. The invited teachers to share their experience claimed that teaching is a profession they love. They also have said there is much joy and satisfaction in teaching. Yet, I was amazed to see the teachers being silent for 2 minutes or so when a student asked, ‘If you really believe what you say, would you send your children to attend teacher training institutes? Would you encourage them to become teachers? What would you say to intelligent students? Do you encourage them to become teachers?’ the teachers gave wonderful answer to this question and no more student asked similar questions. When we finish the session, the students applauded so loudly and for long time to show their thankfulness for the experience. Most of them came to me to say thank you. I saw some of these students giving thanks to the invited teachers.

#### 4.1.6 Identifiable Motivators to a Teacher According to Trainee Teachers

**Table 24:** Intervention group’s ranking of extrinsic motivators for a teacher

rank	money		Students’ discipline		Working environment		School leadership		Social status	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
1-3	8 (38.1%)	5 (23.8%)	5 (23.8%)	6 (28.6%)	9 (42.9%)	5 (23.8%)	10 (47.6%)	6 (28.6%)	5 (23.8%)	4 (19%)
4-6	8 (38.1%)	5 (23.8%)	11 (52.4%)	6 (28.6%)	6 (28.6%)	8 (38.1%)	8 (38.1%)	9 (42.9%)	8 (38.1%)	7 (33.3%)
7-9	5 (23.8%)	11 (52.4%)	5 (23.3%)	9 (42.9%)	6 (28.6%)	8 (38.1%)	3 (14.3%)	6 (28.6%)	8 (38.1%)	10 (47.6%)

Based on the percentage and frequencies of the responses during the pre and post test, we can compare the difference in ranking extrinsic motivators by the trainee teachers in the intervention group. From the table, we can see that the rank of extrinsic motivators decrease during the post-test or after the intervention. For instance, money was ranked 1<sup>st</sup> to 3<sup>rd</sup> by 38.1% of the trainee teachers during the pre-test. However the percentage decreased to 23.8% during the post-test or after the intervention. In addition the percentage of trainee teachers who ranked money 7<sup>th</sup> to 9<sup>th</sup> increased during the post-test by 28.6%. This observation holds true for almost all the other extrinsic motivators. What does this mean? Does it indicate that the intervention was successful? We can not answer this question from the above table alone. We can get more insight and better picture if we combine this table with the table below.

**Table 25:** Intervention group’s ranking of intrinsic motivators for a teacher

rank	Desire to help others		Love for children		Making a difference		Students progress	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
1-3	7(33.3%)	9(42.9%)	5(23.8%)	12(57.1%)	6(28.6%)	8(38.1%)	6(28.6%)	10(47.6%)
4-6	6(28.6%)	5(23.8%)	7(33.3%)	5(23.8%)	9(42.9%)	5(23.8%)	5(23.8%)	6(28.6%)
7-9	8(38.1%)	7(33.3%)	9(42.9%)	4 (19%)	6(28.6%)	8(38.1%)	10(47.6%)	5(23.8%)

From table 25, we see that the percentage and frequencies of trainee teachers’ who have ranked the intrinsic motivators 1<sup>st</sup> to 3<sup>rd</sup> increased while the percentage who ranked these motivators 7<sup>th</sup> to 9<sup>th</sup> decreased during the post test or after the intervention. For example, love for children was ranked 1<sup>st</sup> to 3<sup>rd</sup> by 23.8% of the trainee teachers during the pre-test. During the post-test or after the intervention, however, the percentage increased to 57.1%. Since 42.9% of the trainee teachers during the pre-test ranked love for children 7<sup>th</sup> to 9<sup>th</sup>, we can consider the difference as significant. This observation holds true for all the other intrinsic motivators. Table 24 and table 25 together indicate that the intervention has helped trainee teachers to rank intrinsic motivators greater than the extrinsic motivators. This shows, at least, that trainee teachers are convinced to consider intrinsic motives as more important than extrinsic motives for a teacher. Since the rank for extrinsic motivators consistently decreased while the rank for intrinsic motivators consistently increased during the post test. This suggests that the intervention has helped the trainee teachers not only to differentiate and identify intrinsic motivators but also to consider them as more important than the extrinsic motivators. The researcher has also observed the following changes:

During the beginning of the intervention trainee teachers would say they could be more satisfied if teaching pays a lot, get better attention from the government, working environment and facilities were favorable or anything similar. However, most trainee teachers were reserved to mention these things after the intervention. After the intervention, they have mentioned things

like mental satisfaction, building minds, being equipped with pedagogical skills and the like as source for satisfaction and motivation for a teacher when asked the question what motivate a teacher.

The data presented so far indicated that the intervention has helped trainee teachers to develop more positive outlook towards the teaching profession. Why was the intervention successful? How did the students feel about it? The following view expressed by the trainee teachers in the intervention group explains the reasons:

‘Money is very important. But it is not everything. This is one thing I learn from the program. Though the monetary reward of teaching is not that much, it gives mental satisfaction than what money buys.’ *(Male student in the intervention group)*

‘Thank you very much for making us see the bright side of teaching’ *(female student in the intervention group)*

‘I benefited a lot from the films and the different PowerPoint presentations. It was both instructive and encouraging’ *(Male student in the intervention group)*

‘I now see the importance of being a good role model. I understand my importance as a teacher. Thank you very much’ *(Male student in the intervention group)*

‘The program made me think that I should be more creative and ready to change. I like adventure. Thank you for helping me see that teaching can sometimes be adventurous, especially when the administration is not supportive’ (*Male student in the intervention group*)

‘What I learn from the program is the need for flexibility. I am more ready to try something new should there be a need to do so’ (*Female student in the intervention group*)

From the views expressed above, the intervention seems to make trainee teachers see the bright side of teaching and their importance as a role model. It also seems to encourage and inspire them to be more creative, flexible and ready to change. Hence, it seems reasonable to consider the intervention as helpful in enhancing positive outlook and inspiring trainee teacher to become better teachers.

#### 4.1.7 Analysis of Pictures Taken During the Intervention

The above qualitative data shows the positive effect of the intervention on developing trainee teachers' positive outlook towards the teaching profession. The following pictures gives information about the intervention method used and how the trainee teacher felt about it.



**Figure 9:** Students watching educational films: the back and front view

Most trainee teachers attentively attended all the educational films. However, the above pictures suggests more than giving attention. The four educational films used during the intervention seem to emotionally engage the trainee teachers. The way they sit and look at the screen clearly indicates how engaged they were. Their attention and emotional engagement during the intervention must have paved the way for their enhanced positive outlook towards the teaching profession.



**Figure 10:** Discussion after watching power point presentation

Trainee teachers watched power point presentations on issues like why people become teachers, the bright side of teaching, quotations about teachers and teaching, money is not everything and other stakeholders view about teachers and the teaching profession. Following the presentations, there were plenary and group discussions. Students in the intervention group gave due attention to the presentations and they took their group discussions seriously. While attending the presentations, the eyes of some students seem to indicate that they were amazed, and interested in the power point presentations.



**Figure 11:** experience sharing session and group discussion

During the experience sharing program, trainee teachers were not asked to take note. Yet, they took the initiative to take note while the invited teachers relate their experience to them. What does this show? The trainee teachers must have assumed that they would benefit from the experience sharing session. This must be why they brought paper and pencil in the first place without being asked to do so. It also indicates their interest on the session. As clearly be seen in the picture above, the session had humor. The trainee teachers did not hesitate to laugh when they find an opportunity to do so. This must have created a friendly learning environment where the students freely exchange their views.

The figures above implicate how much the sessions during the intervention were engaging and that the students were not bored during the sessions. In fact, they seem to be interested in the program. They attentively watched educational films, contributed for the hot group discussions, suggested ways to improve the sessions, and most of all they seem to develop more positive outlook towards the teaching profession.

## 4.2 Discussion

This section presents a detailed discussion so as to test the hypothesis set before based on the interpreted data in the previous section. The first research hypothesis relates to the difference in outlook towards the teaching profession between experimental and comparison group students before and after the intervention.

Trainee teachers' outlook towards the teaching profession was measured using a five point Likert scale divided into five categories as professional self-esteem, satisfaction, perceived status, interest to stay in the teaching profession and commitment. Accordingly the trainee teachers in the intervention group have shown significant difference in their outlook towards the teaching profession after the intervention when compared to trainee teacher in the comparison group and their own results before the intervention. The following is a detailed discussion of the five categories used to measure trainee teachers' outlook towards the teaching profession:

Trainee teachers' mean score in the intervention group was improved from 13.8 before the intervention to 17.28 after the intervention under the category professional self-esteem. The paired samples t-test has shown that this difference is significant as t-calculated was observed to be 2.5 while t-critical was 2.08. Does this improvement came as the result of the intervention? During the pre-test the mean difference between the control and intervention group was 2.3 and the mean score of the comparison group was greater than that of the intervention group. However, after the intervention, the mean score of the intervention group was greater than their own pre-test result and the mean score of the comparison group during the post test. It would be reasonable to say the intervention has improved trainee teachers professional self esteem. The results suggest

two things. One, trainee teachers' relatively low mean score for this category indicates that they undervalue themselves. This finding is similar with the findings by Adams (2002) and Hargreaves and et.al (2006) as they found teachers and trainee teachers undervaluing themselves. However, this study took the finding one step further. It does not show only that trainee teachers undervalue themselves but also it shows that their value to teaching profession can be enhanced through appropriate training that would challenge their preconceived belief about teaching and teachers.

For the category satisfaction t-calculated (1.93) was observed to be less than t-critical (1.99) during the pre-test for the control and intervention groups. This shows that the difference between the two groups was not significant. But during the post test, t-calculated was 2.92 and the mean difference between the control and intervention group was 2.44 with greater mean for the intervention group. Hence, the significant difference shows that the intervention has helped the students in the intervention group to develop more positive outlook towards the satisfaction in teaching. The mean score of the intervention group in this category has moved from 13.76 before the intervention to 16.81 after the intervention. This might be taken as the intervention moving trainee teachers' responses from a neutral response to agree for positive statements and disagree for negative statements under the category satisfaction.

However, there was no significant mean difference between the experimental and comparison groups before and after the intervention under the category perceived status. Nevertheless, we see a significant mean difference of 2.81 between the pre and post test result of the intervention group. Since the mean score of the comparison group was less than that of the intervention group during the post test, it seems reasonable to say the intervention has helped trainee teachers

develop more positive outlook towards the status of teachers and the teaching profession. To put it in another words, before the intervention trainee teachers appeared to assume low status to the teachers or the teaching profession. This result is consistent with the findings by Eurydice (2005) as it says teachers appear to be convinced that the status of teaching profession has failed more severely than it actually did. Yet, the results after the intervention suggest that this gap can be narrowed if we could show trainee teachers the actual status of the teaching profession.

The interest to stay in the teaching profession after graduation was not significantly different between the comparison and intervention group before and after the intervention. However, the mean score of the intervention group has increased from 7.48 during the pre-test to 9.67 during the post test while the mean score of the comparison group has improved from 8.28 to 8.46. In other words the means score of the intervention group has significantly improved (see the paired sample t-test for this category on page 47) to be greater than the mean score of the comparison group during the post test. So, the intervention must have helped the intervention group to show such an improvement.

Under the category commitment, we see encouraging results. Both the intervention and comparison groups have scored high under this category. However, the independent t-test shows significant difference between the comparison and intervention groups during the post test. Since the mean score of the intervention group is greater than that of the comparison group, the intervention seems to enhance more positive outlook of the trainee teachers in the intervention group towards commitment to the teaching profession.

From the evidence presented, we can say that the intervention appear to contribute in developing more positive outlook towards the teaching profession.

Considering trainee teachers stand in their outlook towards the teaching profession in comparison to other professions we see that most students in the intervention group (61.9%) ranked the teaching profession 4<sup>th</sup> or above before the intervention but these result was reversed after the intervention. Exactly the same number of students ranked the teaching profession first during the post test or after the intervention. The percentage of trainee teachers in the intervention group who have ranked teaching 1<sup>st</sup> was observed to be greater than those who have ranked teaching 4<sup>th</sup> or above by 46.1 during the post test (see page 53). During the pre-test, however, the percentage of trainee teachers in the intervention group who have ranked teaching 1<sup>st</sup> was observed to be less than those who have ranked teaching 4<sup>th</sup> or above by 33.1 (see figure 2). Notice also that trainee teachers in the intervention group gave better rank to teaching than those in the comparison group during the post-test while the result during the pre-test was just the opposite. More over, the percentage of trainee teachers in the intervention group who have said I would choose teaching if I were starting out and could choose my future profession over again moved from 33.3 before the intervention to 76.2 after the intervention. Yet, the percentage difference observed in the comparison group before and after the intervention is not as significant as that of the difference in the intervention group. This suggests that the intervention has helped trainee teachers develop more positive outlook towards the teaching profession and this must be the reason for the improvement in ranking of the teaching profession.

In view of perception on why people become teachers, larger number of students in both the intervention and the comparison group seem to consider that people become teachers because they have no other options. 66.7% in the intervention group felt that people become teachers when they have no other options before the intervention. Nevertheless, only 38.8% of students in the intervention group felt the same after the intervention. The intervention seems to help about 30% of the trainee teachers in the intervention group change their view that people become teachers when they have no other options. These students seem to be convinced that there are teachers who have chosen the teaching profession for reasons like love for children, love teaching or believe they can make a difference. These reasons are mentioned by Hussain (2004) and Holster (2005) as reasons for most people to become teachers despite the setback and challenges in the teaching profession.

When considering identifiable motivators to a teacher, trainee teachers in the intervention group identified intrinsic motivators as more important than the extrinsic motivators to a teacher after the intervention. Table 24 shows that the reverse was true before the intervention. In other words, after the intervention, the rank given to the extrinsic motivators decreased while the rank given to the intrinsic motivators increased. Hence, the intervention appears to convince trainee teachers in the intervention group to believe that intrinsic motivators are more important than extrinsic motivators to a teacher. This result is consistent with teachers view expressed in Awake! (2002). These teachers explained that the intrinsic motivators are more important to them (see page 31).

Regarding the level of respect to teachers and the teaching profession by professionals outside the teaching profession, the intervention could not make trainee teachers in the intervention group

feel so differently than those in the comparison group regarding this issue. However, the result shows that the percentage of trainee teachers in the intervention group who have considered the level of respect to teachers and the teaching profession to be very low has decreased from 71.4% before the intervention to 42.9 after the intervention. Clearly, the intervention positively affected this result. During the intervention, trainee teacher in the intervention group watched audio-video recorded views of different professional about teaching and teachers. From audio-video records, some trainee teachers must have learnt that teachers and the teaching profession have better respect than they think. Hence, the intervention appears to help trainee teachers correct their misperception about the level of respect by other professionals to teachers and the teaching profession. Teachers' misperception about the level of respect to teachers and the teaching profession is also reported by VSO RWANDA (2004) and Sida (2000). This research work has indicated that the misperception can be corrected by bridging the gap between the actual respect accorded to teachers or the teaching profession and the respect that teachers think the teaching profession is accorded.

If trainee teachers were starting out and could choose their future profession over again, the likelihood of consider becoming a teacher seem to increase in both the experimental and comparison group if things like salary, student behavior and their feeling that they can make a difference is improved. Yet, the likelihood of the trainee teachers in the intervention group to consider becoming a teacher (if they were starting out all over again) consistently increased while the likelihood of trainee teachers in the comparison group to consider becoming a teacher consistently decreased after the intervention. This suggests that the intervention has enhanced trainee teachers' outlook towards the teaching profession otherwise the observed difference between the experimental and comparison groups would be meaningless.

Generally speaking, from the qualitative and quantitative data, the intervention seems to enhance trainee teachers' positive outlook towards the teaching profession. The trainee teachers were observed to show significant improvement on their score for professional self-esteem, satisfaction, perceived status, interest to stay in the teaching profession and commitment. They are also observed to develop more positive outlook towards the level of respect towards the teaching profession. Clearly, there was misunderstanding and misrepresentation of the teaching profession by the trainee teachers and the intervention contributed to clear this. What can we conclude from the observations so far? The following chapter presents summary, conclusion and recommendations based on the results found.

## **Chapter five**

### **Summary, Conclusion and Recommendations**

#### **5.1 Summary**

In this study a quasi nonequivalent groups experimental design was considered to find out whether educational films and workshop enhance positive outlook towards the teaching profession. The films were intended to show trainee teachers the bright side of teaching and to inspire them become better teachers. The workshop was divided into three major parts. The first part involved PowerPoint presentations, group discussions, and evaluating true stories. The second part was experience sharing. Teachers with a teaching experience ranging from two years to twenty six years were invited to share their experience to the trainee teachers. The other part focused on watching the expressed positive views about teachers and the teaching profession.

The trainee teachers were divided into two as intervention and comparison groups. Twenty one students were included in the intervention group and sixty five in the comparison group. The researcher has tried to randomly select third year (would be graduates) students from three departments namely from Geography, English, and Mathematics. However, only those students who were willing to participate in the experiment were considered for the two groups. Those students who were not willing to take either the post or pre test were not considered for any of the two groups.

The significant differences in outlook towards the teaching profession, based on the outlook scale, between the control and intervention group were tested using independent samples t-test and paired samples t-test. Percentage comparison was also made to see differences before and after the intervention. The quantitative data were substantiated by qualitative data obtained through observation, interview and picture analysis. Based on the data and the analysis made the following results were found:

1. Trainee teachers means score in the intervention group were observed to be better during the post test when compared to their pre-test results and the results of the comparison group during the post test on the Likert scale categorized as, professional self-esteem, satisfaction, perceived status, interest to stay in the teaching profession, and commitment.
2. Trainee teachers in the intervention group ranked teaching profession, in comparison to other professions, better after the intervention in comparison to their pre-test results and the results of the comparison group during the post test.
3. Before the intervention the trainee teachers thought that people join the teaching profession when they have no other option. However, after the intervention, the results suggests that some trainee teachers changed their view and said people join the teaching profession because they love teaching, children, or believe they can make a difference.
4. Trainee teachers in the intervention group identified extrinsic motivators as more important than intrinsic motivators to a teacher before the intervention. This result was just the reverse after the intervention.

5. Trainee teachers in the intervention group seem to develop more positive outlook towards the level of respect to teachers and the teaching profession by professionals outside the profession after the intervention when compared to their own outlook before the intervention or the outlook of trainee teachers in the comparison group during the post test or after the intervention.
6. The likelihood of trainee teachers to consider becoming a teacher increased during the post test or after the intervention given the chance that they choose their field over again.

## **5.2 Conclusion**

Based on the statistical and qualitative evidence, the following hypotheses are rejected:

- There is no significant difference in outlook towards the teaching profession, as measured by professional self-esteem, satisfaction, perceived status, interest to stay in the teaching profession and commitment, between an intervention group who have participated in a workshop and watched educational films and a comparison group who did not participate.
- Watching the educational films and participating on the workshops have no effect on students' perceived reasons for why people become teachers
- There is no significant difference in the way students in the intervention group evaluate the worth of the teaching profession, in the eyes of other professionals, as compared with students in the comparison group.
- The likelihood of trainee teachers to consider becoming a teacher, given the chance to choose their future profession over again, is not affected by watching the educational films and participating on the workshop.

### 5.3 Recommendations

Based on the results found the researcher recommends the following:

1. An appropriate use of the media can play an important role in enhancing positive outlook towards the teaching profession. The media should feature the stories of the thousands of teachers who are devoting their lives to education and working in vulnerable conditions. In addition to this, the Ministry of Education should monitor how teachers are featured in different radio or television dramas.
2. The Ministry of Education acknowledges that the teaching profession is not one of the most preferred programs chosen by students in all the universities. Thus, the Ministry of Education and all the other responsible bodies should give better attention to finding ways to make the teaching profession equally preferred, if not most preferred by young people.
3. It is so unfortunate that the teaching profession could not attract bright and motivated students. Yet, universities and teachers training institutes should find ways to make the training strong enough to overcome this unfortunate occurrence. The researcher suggests the following in this regard:
  - Teacher training institutes, colleges and universities should design courses which are helpful to make trainee teachers see the bright side of teaching and make them develop positive outlook towards the teaching profession. Most of all, this course should help trainee teachers to be well equipped with a skill to face and overcome challenges associated with the profession
  - The methodology used to train teacher should be modified so that trainee teachers do not learn only how and what to teach but also how to overcome challenges in the profession.

- A program should be organized where teachers in high schools or elementary schools share their experience to trainee teachers about the challenges and rewards of teaching thereby clearing any misperception or confusion about the profession.
4. Universities and teacher training institutes should closely work together with high school or elementary school teachers to get feedback from and give support to the teachers who were once their students
  5. A study should be conducted to identify the actual status of teachers and the teaching profession and the results should be available for all teachers there by bridging the gap between teachers actual status and the status that they think they are accorded.

## References

- Adams, C. (2002). **Transforming Teacher Status; the Future of the Teaching Profession.**  
Retrieved on January 25, 2008 From, [www.gtce.org.uk/news/ippr.asp](http://www.gtce.org.uk/news/ippr.asp)
- Aleazar, A. (2007). **Teachers' Turnover in Government Secondary Schools of Addis Ababa City Administration, Thesis Research Submitted to School of Graduate Studies:** Addis Ababa (unpublished)
- Arega, G. (2007). **Major Causes of Teachers' Attrition in Government Secondary and Preparatory Schools in Selected Zones of Oromia, Thesis Research Submitted to School of Graduate Studies:** Addis Ababa (unpublished)
- Awake! (2002). **Teachers—What Would We Do Without Them?** New York: Watchtower Bible and Tract Society
- Bennell, P. and Akyeampong, K. (2007). **Teacher Motivation in Sub-Saharan African and South Asia.** Retrieved on February 12, 2008 from [http:// www.dfid.gov.uk](http://www.dfid.gov.uk)
- Brel, F. and Gendebien, D. (2005). **Focus on the Structure of higher Education.** Retrieved on December 17, 2007 from [www.eurydice.org/ressources/Eurydice/pdf/065EN/008\\_acknowledgements\\_065](http://www.eurydice.org/ressources/Eurydice/pdf/065EN/008_acknowledgements_065)

Brown, J. and Moffett, C. (1999). **The Hero's Journey: How Educators Can Transform Schools and Improve Learning.** Alexandria: ASCD

Burroughs, D. (2005). **Let's Make the Teaching Profession More Attractive.** Retrieve on November 27, 2007 From,  
[http://www.nsba.org/site/doc\\_sbn.asp?TRACKID=&VID=58&CID=1662&DID=35910](http://www.nsba.org/site/doc_sbn.asp?TRACKID=&VID=58&CID=1662&DID=35910)

Darge,W. (2002). **The Predominance of Different Sources of Stress among Teachers in Government Senior High Schools of Addis Ababa,** the Ethiopian journal of education vol. XXII, No. 1

DuFour, R.(2000). **Why teach?** American Journal of Staff Development, Vol. 21, No. 3

ESL IN CANADA (2008). **Don't Misjudge by Appearance.** Retrieved on February 23, 2008  
From [http://www.teachenglishblog.blogspot.com/2007\\_04\\_01\\_archive.html](http://www.teachenglishblog.blogspot.com/2007_04_01_archive.html) - 48k

Eurydice (2005). **Keeping Teaching Attractive For the 21st Century: Profile, Trends and Concerns.** Belgium: EURYDICE

FAWE (2002). **The Teaching Profession in Sub-Saharan Africa-Where are we? Where are we going?** The news magazine about the education of girls and women in Africa  
Volume 10 number 3

TGE (1994). **Ethiopia Education and training policy**. Addis Ababa: St. George printing press

Freedom Writers (2006). **True Success Stories**. Retrieved on February 23, 2008 from <http://www.freedomwritersfoundation.org/>

Getachew, H. (1999). **Stress in School Teachers**. The Ethiopian journal of education vol. XIX, No. 2

Hargreaves, L. and et al, (2006). **The Status of Teachers and the Teaching Profession: Views from Inside and Outside the Profession Interim Findings from the Teacher Status Project**. University of Cambridge

Hativa,N. and Barak, R. (2001). **Exemplary University Teachers: Knowledge and Beliefs Regarding Effective Teaching Dimensions and Strategies**. The Journal of Higher Education, Vol. 72, No. 6

Hollingsworth, S. (1990). **Prior Beliefs and Cognitive Change in Learning to Teach**. American Educational Research Journal, Vol. 26, No. 2.

Holster, D. (2005). **An Investigation of ESOL Teachers' Attitudes towards Teaching about English in the Second Language Classroom**. Retrieved on May 13, 2008 from [\\_http://www.auckland.ac.nz](http://www.auckland.ac.nz)

Holt-Reynolds, D. (2000). **Prospective Teachers' Beliefs and Teacher Education Pedagogy: Research Based on a Teacher Educator's Practical Theory.** Michigan State University

Ingersoll, R. and Smith, T. ( 2003). **Educational Leadership: The Wrong Solution to the Teacher Shortage.** Alexandria: ASCD

Kelly, M. (2007). **Secondary Education: Top 10 Reasons to Become a Teacher.** Retrieved on March 21, 2008 from [http// www. About/Education/Secondary Education/Teacher Resources](http://www.About/Education/Secondary Education/Teacher Resources)

Laura, B. (2007). **Initiative on educational excellence: reasons to become a teacher.** Retrieved on March 4, 2008 from <http://www.TeachForAmerica.org>

Lena, M. and Charlene, M. (2001). **Teachers' Beliefs about Accommodating Students' Learning Styles in Science Classes.** Retrieved on March 2, 2008 from <http://Www.Umanitoba.Ca/Publications/Cjeap/Articles>

Lisa, C. (2006). **How to Become a Teacher - A Complete Guide.** Boston: Pearson Education, Inc.

Manna, O. and Tesfaye, S. (2000). **Determinants of Teachers' Decision to Leave or Stay in the Teaching Profession.** The Ethiopian journal of education vol. XX, No. 1

MoE (2007). **A policy Whit Paper on Undergraduate and Graduate Degree Programs Mix and Student Placement in the Expanding Higher Education System:** Circulated for comments. (Unpublished)

Pajares, M. (1992). **Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct.** Retrieved on November 13, 2007 from <http://www.jstor.org>

Rebecca, S. (2004). **Assessing Prospective Elementary School Teachers' Beliefs about Mathematics and Mathematics Learning: Rationale and Development of a Constructed-Response-Format.** Retrieved on November 13, 2007 from <http://www.jstor.org>

Sida (2000). **Teacher Education, Teachers' Conditions and Motivation.** Stockholm: department for democracy and social development, education division.

Hussain, S. (2004). **Effectiveness of Teachers Training in Developing Professional Attitude of Prospective Secondary School Teachers.** Pakistan: University of Sindh

Tesfaye, S. and Demewoz, A. (2004). **Beginning Teacher Education Students' Attitude towards Their Future Profession: The Case of Dilla College of Teacher Education and Health Sciences.** The Ethiopian journal of education vol. XXIV, No. 1

UBC (1998). **People Resisting Teaching** . Retrieved on January 3, 2008 from  
<http://www.publicaffairs.ubc.ca/ubcreports/2006/06may04/cardinal.html>

VSO NEPAL (2005). **Valuing Teachers: A Policy Research Report on Teachers' Motivation and Perceptions In Nepal**. Katmandu: VSO

VSO RWANDA (2004). **Seen But Not Heard? Teachers' Voice in Rwanda**. Kigali: VSO.

Wubbels, T. (1998). **Taking Account of Student Teachers' Preconceptions**. *Teaching And Teacher Education*. Retrieved on November 23, 2007 from <http://www.jstor.org>

## APPENDIX A

# ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES INSTITUTE OF EDUCATIONAL RESEARCH

**Dear students,**

This questionnaire is intended to identify trainee teachers' outlook towards their future profession. The finding of this study will be used to suggest what teachers' training institutions can do to improve their teaching methodology. To this end, your genuine response to this questionnaire is invaluable. All the questionnaire you fill out are anonymous and the information collected will be treated confidentially and used only for the purpose of this study. **Please don't write your name or I.D. number any where on this questionnaire.**

### **General instruction**

This questionnaire contains three parts: General information, a range of statements, claims and descriptions which can be considered as being appropriate or not in various degrees (Likert scale) and multiple items. After giving general information about yourself, please state if you personally strongly agree, agree, can not decide, disagree or strongly disagree on the table that follows immediately after the general information part. And read the instruction for the third part. I sincerely ask you to give me your honest opinion.

### **General information**

1. department \_\_\_\_\_
2. age \_\_\_\_\_
3. sex \_\_\_\_\_
4. What is your experience in teaching?
  - a. No experience (0 year)
  - b. Between one and five years
  - c. Above five years

## Part II- Likert Scale for Outlook towards the Teaching Profession

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
<b>Professional Self-esteem</b>						
1	I am proud to be a teacher and feel proud to express it					
2	teaching is as good job as any other jobs					
3	teaching requires less intelligence than most of other professions					
4	I would encourage able and sincere individuals to enter the teaching profession					
<b>Satisfaction</b>						
1	I am sure I would enjoy teaching					
2	I think teaching becomes boring after some time					
3	Teaching is less satisfying job when compared to other jobs					
4	teaching is one of the best means of serving humanity					
<b>Perceived status</b>						
1	teaching profession is not socially ranked high					
2	a respectable status can be enjoyed in teaching profession					
3	Other professionals respect teachers					
4	Teachers are not considered among professionals rendering important service					
5	The general public respect teachers (parents for instance)					
<b>Future likely decision</b>						
1	I plan to remain in teaching until I am eligible for retirement					
2	I will leave the teaching profession as soon as I can					
3	I'll continue teaching unless something better comes along					
<b>commitment</b>						
1.	I love teaching					
2.	I am not willing to invest my time outside of contact hours with students					
3.	Satisfying students' emotional need is parent responsibility. Teachers should focus only on their academic need					
4.	It is teachers' role to prepare students for the future.					
5.	Given the opportunity, I will continue taking professional courses after graduation (pedagogy or ...)					
6.	Teachers professional responsibility is only to their students in the classroom					

### Part III

**Please read the following statements carefully and give your answers on the space provided on the left side of each questions or statements**

1. If you were just starting out and could choose your future profession over again, which one of the following would be your decision?....satisfaction
  - A. I would choose teaching
  - B. I would never choose teaching
  - C. I would choose teaching if I have no other option
  - D. I don't know
  
2. Please give number to the following professions in an order that best reflects your satisfaction if chosen by some one close to you (say your siblings or children): in other words, give number **1** the profession that satisfies you most and **9** to the one that satisfies you least.

Professions to ranked								
Physician	Engineer	Sociologist	Politician	Teacher	Software engineer	Accountant	Lawyer	manager

You may include, on the list above, if you have any other profession than the ones mentioned

**If you were just starting out and could choose your future profession over again, how would you react to the following questions?**

3. Suppose teaching paid a lot more than it does now. Would this make you a lot more likely to consider becoming a teacher, a little more likely or would it make no difference?
  - A. A lot more likely
  - B. A little more likely
  - C. No difference
  
4. Suppose you would be making a difference in the lives of at-risk kids headed for failure in school. Would this make you a lot more likely to consider becoming a teacher, a little more likely or would it make no difference?
  - A. A lot more likely
  - B. A little more likely
  - C. No difference
  
5. Suppose you knew you'd be teaching kids who were well-behaved and eager to learn. Would this make you a lot more likely to consider becoming a teacher, a little more likely or would it make no difference?
  - A. A lot more likely
  - B. A little more likely
  - C. No difference

6. What do you think is the level of respect to teachers and teaching profession by professionals out side the profession (lawyers, physicians, engineers...etc)?
  - A. Very high
  - B. High
  - C. Low
  - D. Very low
  - E. I don't know
7. Why do you think people become teachers? Because they
  - A. have no other option
  - B. love teaching
  - C. believe they can make a difference
  - D. want to experience the joy of seeing children on a path to success in school and in life
  - E. believe can affect the future
8. Please, put the following in an order of their power to motivate a teacher. (give **1** to the most powerful motivator and **9** to the least motivator)

<b>Motivators to be ranked</b>								
Money	Students discipline	Desire to help others	Working environment	School leadership	Social status	Love for students	Making a difference	Students progress

## APPENDIX B

## ADDIS ABABA UNIVERSITY

# **SCHOOL OF GRADUATE STUDIES INSTITUTE OF EDUCATIONAL RESEARCH**

## **Interview guide for students**

The following questions were used as a guide to conduct interview with trainee teachers and the information gathered through these questions were used to substantiate the quantitative data obtained in this study

1. What do you think is the bright side of teaching?
2. What do you think is the dark side of teaching?
3. How do you evaluate the program (the intervention)?
4. Do you think you have benefited from this program? If yes, how?
5. Why do you think people join the teaching profession?
6. What motivators do you think are important for a teacher? Is it money or love for his students or the subject he teach (for instance)?
7. Why do you think teachers leave their profession?

## APPENDIX C

Total Score of Respondent on the Outlook Scale during the Pilot Study

Respondent	Total Score
1	47.00
2	53.00
3	58.00
4	61.00
5	63.00
6	66.00
7	67.00
8	68.00
9	69.00
10	69.00
11	69.00
12	75.00
13	76.00
14	76.00
15	81.00
16	81.00
17	82.00
18	84.00
19	85.00
20	87.00
21	89.00
22	89.00

Cronbach alpha reliability test was employed using SPSS to determine the reliability of the outlook scale. The instruments proved to be reliable with a correlation coefficient of 0.81.

