The Experiences of Senior Teachers at Yekatit 12 Preparatory School: Longevity, Job

Satisfaction, Challenges and Coping strategies

By: Paulose Duressa

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Abstract

In Ethiopia, plenty of researches have been conducted on issues such as job satisfaction of teachers; retention and turnover of teachers. The research employed qualitative, descriptive phenomenological approach to examine reason senior teachers stay in the profession for thirty years and more, challenges they have faced and coping mechanisms they employed. Criterion based purposive sampling method was used to select Twelve senior teachers at Yekatit 12 Preparatory School who have been in the teaching profession for thirty and more years as research participant. Semi structured interview and focus group discussion were used to collect data. The study found out that for most teachers, teaching in their early year career was full of happiness and exciting; however, their current perception about implies that most participants are dissatisfied with their career. The love for teaching profession and working with students, and for some having limited access to join other professions were identified as a reason to keep teachers in teaching. Inadequate salary, deteriorating respect for the profession and political interference were identified as the major challenges in teaching profession. Families and colleagues as a resource used for coping with challenges while activities like reading books, spending time on internet and walking used to cope with challenges. Furthermore, improving financial benefit, recruitment system, refraining politics from school, working on students behavior and societies attitude were suggested as means of improving teachers satisfaction and minimizing challenges. This research will serves as a point of reference for studies to be conducted in related areas. In addition, the study finding implies the need for policy advocacy of social workers in relation to teachers' quest for better salary, detrainment of politics from school and in meeting other challenges. Beyond that, it also calls for social work intervention in providing scientific means of coping with the stresses and challenges inherent in the teaching profession.

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Acronyms and Abbreviations

CBT - Center for British Teachers

EDPM - Educational Planning and Management

ESLCE- Ethiopian School Leaving Certificate Examination

EWP- Ethiopian Workers Party

FGD- Focus Group Discussion

MDG- Millennium Development Goal

MOE- Ministry of Education

PSTA- Parent and teachers association

VSO- Voluntary Service Overseas

Chapter One

1. Introduction

This chapter presents an introduction to an overview of the study. The chapter begins with the background, the statement of the problem, rational, objective of the study. It continues with major research question and specific questions, followed by the significance of the study, and operational definitions of terms. The chapter concludes with the introduction related to organization of the remaining part of this thesis.

1.1. Background

Education has long been defined as a vital instrument for development. It is seen as "…a means to the sacred end of economic growth, social and political advancements" (Hutchins, 1970, p. 6). The strength of any educational system largely depends on the quality and commitment of its teachers. There is no greater factor for the social, economic and political advancement than a good educational system (Fafunwa, 1980), so "for successful school, teachers are very vital" (Afolabi, 2013, p. 138). In view of this, Adedeji (1998), Oguntoye (2002) and Omotayo (2007) agreed that teachers are very important to the success of the school system in achieving its goals and objectives.

A research in USA indicated, "Many teachers face a number of challenges throughout their teaching careers, and some choose to retire in their 50s, with 25 or 30 years in the educational system, taking with them their balance, maturity, character, perspective, insight, understanding, and wisdom" (Alvy, 2005, p. 171). Alvy's study indicated that many teachers believe that the benefits of their retirement packages outweigh the prestige and satisfaction that they would receive by remaining on the job.

Teacher retention and burn out are complicated issues that involve many factors and processes (Shen, 1997, p. 87). Several factors may be contributing to the longevity of teachers in the profession. According to Shen (1997), some reasons for their continued retention include: "Loving children, finding a purpose in which teachers can believe, believing that student achievement is possible, finding a school or community that has welcomed them, feeling a sense of belongingness, thinking they are making a difference, or being able to meet financial obligations (p.88)".

On the other hand, there are also reasons that contribute to teachers' decisions to leave the teaching profession, such as unreasonable expectations, too heavy workload, poor working conditions, too much responsibility, accountability scores, to teaching no longer being seen as rewarding (Billingsly,2004). Many teachers leave the profession within the first five years (Blank, & Kershaw, 2006; Darling-Hammond, 2003). Yet many teachers, with the same challenges and issues, return year after year and ultimately stay for 30 or more years. Senior teachers have similar issues as all teachers: heavy workloads, demanding parents, workshops, interruptions throughout the day, lesson plans, conferences, and, students who do not want to be in the classroom. Teachers, like other professionals, must balance their professional and personal lives, which can be a challenge. In addition, "senior teachers may need to work through health problems and stress from their work that may influence their work performances" (Cynthia 2014, p.4).

Other professions may seem attractive for different reasons. Some of those reasons may include better working hours, financial incentives, prestige, respect, and less stress (Public Schools of North Carolina, 2007). To choose the teaching profession is an admirable decision,

and the decision to stay in the teaching profession for 30 or more years, with all of its challenges, deserves attention as a research study.

Teachers make difference, they can change student's life, and teachers are responsible for more than just academic enrichment. According to Brennan (1996, as citedin Sachs, 1999) teachers have a wider responsibility than the single classroom tasks. This responsibility includes "contributing to the school, the system, other students, the wider community, and collective responsibilities of teachers themselves as a group and the broader profession." (p.3). Teachers are also expected to teach their community formally or informally (Van Veen, 2008). In general, the role of teachers for the community is beyond doubt, and teachers' work has a high social relevance due to the crucial function of education for the wellbeing of both society and the individuals themselves (Van Veen, 2008). Yet teachers are presented with many challenges with the fact that the teaching profession is not easy. Teaching is a profession that demands a collaboration of mind, heart, and spirit (Cynthia, 2014) so that it can be difficult and stressful (Albert and Levine, 1988).

According to Anderson and Iwanicki as cited by Cynthia (2014, pp 46-47),teachers are faced with the number and severity of discipline problems, an increase in community discontent with the operation of its school, the threat of job security and an increase in vandalism and violence. Even facing such challenges senior teachers has managed to stay in the profession. Therefore, I believe understanding their experience, challenges and coping mechanism is so important to be able to retain new teachers in the profession, increase their satisfaction with fewer complications and challenge so that we can continue to insure the wellbeing of individuals and society and sustain community development in the process.

1.2. Statement of the Problem

Teachers all over the world play a vital and multifaceted roles in their societies. They are the main actors in realizing educational objectives, aims and goals. They are often called upon in the process of developing and transforming their communities. Yet, teachers are often expected to shoulder all of these responsibilities without sufficient support (Jeylan, 2013). In Ethiopia, where teachers are considered as 'essential agents for positive societal change', it is questionable to what extent they are motivated and capable of accomplishing this national ideal under their present working and living conditions (Jeylan, 2013, ii).

Different researchers such as Gedefaw (2012), Hilina (2011), Jeylan (2013), Oguntoye (2002), Omotayo (2007), Shen (1997), Cynthia (2014) conducted researches at national, regional and international level on teachers' satisfaction and dissatisfaction, retention, burnout, teachers' efficiency, teaching environment and the like. A phenomenological research conducted by Cynthia (2014) indicated that teachers stay in the profession because they loved teaching. In addition, lack of parent's involvement, administrative support and supplies were pointed as the challenges the participant teachers face (Cynthia).

A study conducted by Gedefaw (2012) using a mixed methods sequential explanatory design indicated that salary and benefits as the primary dissatisfying aspect among the work related factors. Poor fringe benefits and opportunities for promotion, the management style of the principals, the lack of decision making opportunities for the teachers, as well as the opportunity to develop personally, and the poor relationships teachers have with the principals and the parents were also raised as other dissatisfying aspects. It also mentioned that teachers with 21 years and more experience were more satisfied with their work than the less experienced (Gedefaw). In the teaching community, teachers are constantly facing factors and situations that

shape their experience, and the way they choose to handle those situations may affect how they feel, the likelihood of their returning to the classroom each day and each year, So that teaching can be difficult and stressful (Albert & Levine, 1988).

One problem in schools today is teacher burnout (Corrigan, 1981) that has become a phenomenon of dramatic importance in education (Brouwers& Tonic, 2000). Extensive research can be found on why many have burned out and chose to leave the teaching profession (Cynthia, 2014), yet little research provides answers to why many teachers have chosen to stay for more than twenty, thirty years and what challenges have been faced.

This study revealed teachers challenges and acknowledges their contribution. Much attention of researches on teachers has focused upon those in beginning phase (Ingersoll, 2003). In contrast, relatively less is known about the nature of tension and challenges facing those who have a substantial amount of experience in teaching and how they have managed to continue to fulfill their role to teaching (Hanson, 1995). As been mentioned above, many researches were conducted why teachers leave the profession but not on challenges for those who choose to stay (Cynthia, 2014). This study was conducted with the objective of filling the existing gap related to the experience of senior teachers. With special focus on what encourages and enables them to stay in the teaching profession for 30 or more years, the challenges they face in their stay, and surviving strategies they employ were explored by the current study. This research also contribute in filling the existing gap in relation to teachers experience from social work perspectives and recommended that social work intervention is needed in schools in helping teachers face different challenges in cooperation with school psychologist. It connect social work practitioners with teachers calling for help, contribute in showing intervention mechanisms such as facilitating PSTA meetings so that parents and teachers could work together in resolving

school problems, hosting counseling sessions for students with behavioral problems. The study might serve us reference for further social work research to be conducted in the future.

1.3 Rational of the Study

Teaching is first profession I have joined. Teaching was not my first choice but I have been teaching since 2007 G.C. As a profession, I adore teaching. However, due to minimal wage I earn I decided to quit the profession. Having this in my mind for years, I always wonder how senior teachers maintain to teach for long time. A year before, while preparing to conduct a research for the partial fulfillment of masters program, my advisor gave me different idea on research areas for conducting my thesis. One of them was about senior teachers. While thinking about this research area, the first question come to my mind was how could I stay in teaching for long years like my senior colleagues? This question plants the main area of this study which is how do senior teachers stay in teaching profession for thirty and more years? Beside my personal intention for conducting research in the education sector, I believe social work practice is limited in Ethiopian school. Taking this in to consideration, as a teacher and a social work student now, I believe this research area deserve a research attention.

1.4. Objectives of the Study

The main objective of the research is to explore the experience of senior teachers at Yekatit 12 preparatory school, who have been in teaching profession for thirty and more years.

1.4.1. Specific objectives

This study has the following specific objectives

- ➢ Assess senior teachers' reason for their stay in the teaching profession for thirty and more years.
- ➢ Investigate senior teachers' experience of job satisfaction.

➢ Explore the challenges of senior teachers face in the teaching profession

➢ Explore coping strategy that senior teachers employ and explore enabling

environment to stay in the teaching profession

➢ Explore the senior teachers' suggestion for longevity in the profession with better

satisfaction.

1.5. Research Questions

This study answer the following research questions

Major research question. How do senior teachers at Yekatit 12 Preparatory School

describe their experiences of longevity, job satisfaction, challenges, and copying strategies in the

profession?

Specific research questions.

➢ What is senior teachers' reason to stay for 30 and more years in the teaching career?

➢ How do senior teachers describe their job satisfaction?

➢ What are the challenges of senior teachers in their teaching career?

➢ What mechanisms did senior teachers employ to cope with challenges?

➢ What are further recommendations of senior teachers for longevity in the profession and

for better satisfaction?

1.6. Significance of the Study

Considering the scarcity of Ethiopian studies in relation to teachers experience the

research is expected to fill the existing gap on the experiences of senior teachers in Ethiopian

context. In addition, the study provided significant facts about the reason teachers stay in the

profession for more than 30 years and more, challenges that prevailed in the teaching profession,

and strategies that senior teachers have used that enable them stay in the profession for more than 30 years. It also point out possible solutions that helps for longevity of novice teachers.

The study findings can also help in development of educational policies and decision making at local, state, and federal levels. In an effort to create a better educational system, listening to why and how senior teachers have successfully stayed in the teaching profession for 30 or more years could provide answers regarding why teachers persevere. Being aware of factors associated with retention in the teaching profession could help school districts and sub cities develop plans for professional development, school improvement plans, mentoring programs, and new teacher induction programs.

The findings of this study can be a base to researchers who are interested to conduct a study on teachers' experience. The study finding also helps governmental and nongovernmental organizations advocating on quality of education.

Education plays a vital role in bringing social, economic and political advancement in the society. As a community development practitioner I believe assessing the education sector helps in resolving social problems that in turn may contribute for better economic and social development. As a result, the study provides an insight on the challenges surrounding experienced teachers that would affect the quality of education. It also gives organizations working on bringing quality of education new dimensions of tackling educational problems. In addition, it will pave a way for social work advocates to pay a close attention to education, which is a key resource in empowering the community, and to prepare effective intervention methods for problems revolving teachers as well as the education sector as a whole.

1.7. Scope of the Study

The research is limited to the study of the experience, challenges faced, coping mechanisms employed and suggestion for longevity and better satisfaction of senior teachers, in Addis Ababa particularly at Yekatit 12 Preparatory School. The study explores the experience of senior teachers who spend 30 years or more in teaching profession. Regarding the issues included in the study, the study limits its scope at exploring the job satisfaction of senior teachers, the challenges faced in their career and the survival strategies they employ that enable them to stay in the profession more than 30 years. This study does not include teachers who stay in the profession for less than 30 years. The rationale behind selecting teachers with 30 years or more years of teaching experience is because these teachers have experience in two governments' regime. So their experience will not only be reflected with the present government's policy only but with comparison of the previous regime.

1.8. Organization of the Thesis

This research paper compiles six chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions and significance of the study. In addition, the scope of the study and operational definition are included. The next chapter presents literatures presenting the experience of other countries on the matter. It also consists of theories on job satisfaction, review of studies and articles on teachers' job satisfaction. In addition, review literature on stress and burn out and surviving strategies is included. The methodology of the study is described on the third chapter. It presents the research paradigm, research design, techniques of data collection, samples and sampling techniques and method of analysis. Trustworthiness and ethical consideration are also part of this chapter. Chapter Four presents the data presentation, themes identified in the research, which explains the

work experience and related life challenge of senior teachers are discussed. The themes

presented in chapter four are discussed in chapter five being compared with previous studies and

articles abroad and local. The last chapter describes the social work implication and conclusion.

1.9. Definition of Terms

➢ **Longevity:** the term longevity in this study refers to longer year stay in teaching

profession at least to the highest career level.

➢ **Senior teachers:** the term senior teacher used in the research is as one who taught or

stays in teaching profession for at least 30 years.

➢ **Job Satisfaction:** refers to the extent to which teachers like or dislike their job

➢ **Work Experience:** is referred as the progress and action taken by a senior teacher

throughout a lifetime related to persons' occupation.

➢ **Challenges:** refers to conditions that make staying in the school system in the teaching

profession to be stressing and conditions that make their stay in the profession difficult

experience.

➢ **Resilience:** refers to the process and means in adapting stress and challenges in teaching

profession.

➢ **Coping Strategies:** is referred as activities that help minimize the stress resulting from

stay in the school system or in the teaching profession.

Chapter Two

2. Review of Related Literature

Examining the literature and current research on factors that influence teachers to stay in the profession and the challenges they faced in their stay may provide insight and understanding regarding why and how they choose to remain, what challenges they face and what coping mechanisms were used. Investigating this literature may also confirm the current thinking on the factors that contribute to teacher retention.

This chapter will discuss the existing literature and research related Job satisfaction, Herzberg's Two-Factor Theory, stressors and challenges teachers face and Coping strategies and the ways in which existing research discuss how these factors are used to motivate senior teachers and contribute to their decisions to remain in the teaching while facing many challenges.

Teachers for different reason stay longer in teaching profession. Reviewed literature from articles, journals and different the studies reasons like monetary benefit in teaching, love for teaching profession, loving children and working with children and to see them grow in to better person were the main reason that lead teachers stay in the profession for long. In addition, having no alternative and access for other job is also one of the reasons for teachers' longevity in teaching profession.

2.1. Concept of Job Satisfaction

Job satisfaction is one of the most important and heavily researched areas of inquiry in the field of industrial -organizational psychology. Although a concise and consistent definition of job satisfaction is not an available (Bonner, Hayes & Pryor, 2010:805), there appears to be a high level of agreement among scholars in respect of its meaning (Okpara, 2006:225). Job satisfaction

refers to a person's affective relation to his or her working role (Zembylas, M. &Papanastasiou, E., 2004).

Evans (1997:833) views job satisfaction as a state of mind encompassing all those feelings determined by the extent to which the individual perceives his/her job-related needs to be met. Similarly, Schmidt (2007:483) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006:25). Au and Ho (2006:172), with regard to teacher job satisfaction in particular, viewed teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher.

The above seems to be in line with Saiyadain's (2007) view of job satisfaction, namely "as an employee's end-state of feeling after accomplishing a task". This feeling may lead him/her to have either a positive or a negative attitude towards the job. Accordingly, Armstrong (2006:264) defined the term job satisfaction as the attitudes and feelings people have about their jobs. For Armstrong, positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

Job satisfaction may also refer to the fulfillment acquired by individuals in respect of the various job activities, and the rewards for their jobs and job-related matters. According to Spector (1997:2), job satisfaction refers to the extent to which employees or individuals like or dislike their jobs and the various aspects of their jobs. For Spector (1997), job satisfaction can be a diagnostic indicator of how a person is doing in one of the major domains of his or her life -

role. Spector further stated that the absence of job satisfaction suggests that a problem exists either in the job or in the person, whereas job satisfaction is indicative of good work adjustment and positive wellbeing. Falkenburg and Schyns (2007:709) are in agreement with the definition given by Spector, and argue that the term job satisfaction is seen as satisfaction with different aspects of the job and the work environment/situation.

Teacher job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession (Hongying, 2008:11). It denotes the extent to which teachers are happy with their jobs and the different aspects thereof (Hongying, 2008:11). Therefore, it refers to the overall feeling they may have about their work when they evaluate their job and their job-related experiences or work factors. Work factors include salary and benefits, management, work characteristics, and interpersonal relationships (Gedefaw, 2012 p.12).

2.2. Theory on Job Satisfaction

2.2.1. Herzberg's two-factor theory.

Herzberg, Mausner, and Snyderman developed the Two-factor Theory (1959), following an investigation into the sources of job satisfaction and dissatisfaction, and included 200 accountants and engineers from Pittsburgh, America. Applying the critical incident technique, the study's subjects were asked to tell their interviewers about the times that they felt exceptionally good or bad about their present jobs or any previous jobs. They were also requested to provide reasons and a description of the sequence of events that gave rise to that feeling. The participants' responses were tabulated and categorized. These responses were consistent across the study, and revealed that there were two sets of factors affecting motivation and work. This led to the two -factor Theory of motivation and job satisfaction (Herzberg, et al., 1959)

The first set of factors, if present, caused happy feelings or positive attitudes. These factors, overall, were task related. The other set of factors, if absent, caused feelings of unhappiness, bad attitudes or dissatisfaction. These factors, Herzberg claimed, were not directly related to the job itself, but to the conditions that surrounded the execution of the job (Herzberg, et al., 1959).

Herzberg (1966) suggested that factors involved in creating job satisfaction were separate and distinct from factors that led to job dissatisfaction. According to Herzberg (1966), intrinsic factors such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personally advance and grow. He called these factors motivators, satisfiers or intrinsic factors, and posited that they led to job satisfaction. On the other hand, extrinsic factors were those elements that prevented job satisfaction and employee growth. The extrinsic factors such as working conditions, salary, job security, and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these factors hygiene, dissatisfies or maintenance factors, and proposed that, if absent, it led to job dissatisfaction (Herzberg, 1966).

2.2.1.1. Motivators or intrinsic factors.

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work,   or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003:60). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better.

Akyeampong and Bennell (2007:4) state that intrinsic motivators   such as responsibility, the challenging nature of a job, and achievement are motivators that come from within a person.

According to Herzberg , et al.,(1959) , motivation factors are internal factors that are associated with higher order needs , and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself (Amos, et al., 2008:181). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008:3).

Studies in different organizations have found that the absence of acceptable intrinsic factors in the work place leads to high employee attrition rates. Intrinsic factors are related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009:52). Their presence, on the other hand, is related to high job satisfaction.

Applying these concepts to teachers, Herzberg, et al. (1959:113 -117) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognized and not given responsibility for his or her high-quality performance in the work place will not necessarily quit teaching, as long as he or she is well -paid and has good relationships with colleagues.

In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti& Sharma, 2009:52). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as opportunities for promotion, for personal growth, recognition, responsibility and

achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period.

2.2.1.2. Hygiene or maintenance factors.

Hygiene factors are extrinsic satisfiers that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008:181; Bogler, 2001:665; Ellsworth, et al.,2008:49). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005:334).

According to Herzberg (1966), extrinsic hygiene factors, which are external to what a person does, do not contribute to job satisfaction when present, but rather to job dissatisfaction when absent (Perrachione, et al., 2008:3). In other words, when the hygiene factors are satisfied, they do not motivate or lead to satisfaction; they only prevent dissatisfaction (Herzberg, et al., 1959). If, however, appropriate or positive hygiene factors are provided, the employees will not be dissatisfied with their jobs, but neither will they be motivated and satisfied to perform at their full potential (Balkin, 2003:60).

Herzberg, et al. (1959) believed that hygiene factors do not cause satisfaction, but can help to prevent dissatisfaction (Furnham, 2005:334). As a result, Herzberg characterized conditions surrounding the job as quality of supervision, pay, company policies, physical working conditions, relations with others, and job security, as hygiene factors. Changes in these factors are short lived and they merely help in removing dissatisfaction in the teachers' work. They are not important in the overall satisfaction of the teachers with their work. If the teachers' working conditions at the school are improved, or if the relationship between the teachers and the

school principal in the school setting are enhanced, this will result in improved school performance, but will not necessarily enhance the job satisfaction of the teachers. Similarly, if motivator factors are present, they will bring about satisfaction, but their absence will not cause dissatisfaction, unless the hygiene factors are also inadequate. The theory proposes a dual continuum, the opposite of satisfaction being no satisfaction, and the opposite of dissatisfaction being no dissatisfaction (Amos et al., 2008, 181). It is possible for teachers to be satisfied with their work, while being dissatisfied with their conditions of work.

2.3. Teacher Job Satisfaction in Ethiopia

The education system in Ethiopia, at all levels, is challenged by a lack of quality, as indicated by the Study into Teacher Utilization in the Regions of Ethiopia [STURE] Report (Centre for British Teachers, 2008,69). The study showed that there has been a deterioration of quality in the education system because of the rapid rise in student enrolments, among others. This state of affairs is indicated by the low student achievements. Policy makers and other stakeholders also publicize the lack of quality in the education system. The State itself confirmed it (Ethiopian Television [ETV], in Bitew, 2008,160). Thus, one of the main challenges facing Ethiopia is to improve the efficiency and quality of the education system. This leads to the question of what the causes are of the poor quality of education.

The lack of quality in the education system has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers. In addition, problems such as de-motivation, low teacher morale and the poor quality of the teachers' working environment are also recognized (Abdo, 2000, 107-108; Centre for British Teachers & Voluntary Services Overseas [CFBT & VSO]. While many factors have been identified as contributing to the poor performance of education in Ethiopia, the problem has

largely been attributed to the low respect and status for f teachers. Inadequate salaries, weak

education reform, the poor standard of the teachers' living conditions, as well as failing school

management and leadership take their share too (Evans, 2000:173; Papanastasiou and Zembylas,

2006,230; VSO, 2008,9).

One of the most frequently mentioned contributing factor to the low morale and job

satisfaction of teachers in Ethiopia is the lack of respect for and the reduced status of the

teachers. In Ethiopia, teaching was considered as one of the most prestigious professions before

two and more decades. However, teaching seems to have lost its status. Currently it is one of the

professions given the lowest regard in Ethiopia (VSO, 2008, 33). Following the dramatic

expansion of education in the country in recent years, specifically since the1990s, teachers are no

longer highly respected by virtue of their education (VSO, 2008, 34). Their poor status is the

most often mentioned cause of de-motivation and low job satisfaction.   A VSO (2008, 34)

interviewee stated that "…being a teacher is not considered a respected job, whilst a bank

officer, who is the result of the teachers' effort, is greatly respected". This lack of respect for

teachers causes job dissatisfaction (Menon, Papanastasiou, and Zembylas, 2008, 78; VSO, 2008,

9).

In addition, teachers in developing countries, including Ethiopia, have experienced poor

management and leadership (Evans, 2001:291; VSO, 2008, 9). National policy -makers and other

stakeholders are becoming increasingly aware of the problem of low teacher morale, poor

teacher motivation and high levels of occupational dissatisfaction (VSO, 2002, 2). As stated in

the Education and Training Policy (Ministry of Education [MOE], 1994, 17), one of the

objectives in Ethiopia is "…to improve the working conditions of teachers, to evaluate their

status in the community, and to enhance their motivation and professional attitude". Yet, despite

the pivotal nature of the teachers' role and the objective stated in the policy, there is a tendency on the part of the policy-makers to avoid teachers in the decision-making, and to neglect their needs when considering new policy directions. Furthermore, often-inadequate attempts are made to understand the underlying causes of poor teacher motivation, the poor quality of education, and high levels of occupational dissatisfaction.

2.4. Challenges in Teaching Profession

Schools play an important role in preparing students for the changing and challenging world and teachers are crucial in ensuring the quality of education those students receive (Gemeda, F. &Tynjala, P., 2015). However, teachers are challenged and stressed with numerous factors. Insufficient salary, poor administrative support, students disciplinary problem and little input in to school decisions are among the most frequently mentioned reasons teachers give for leaving their profession or change their school (Ingersoll ,2001). In relation to this, Lack of planning time, too heavy workload, problematic students' behavior and lack of influence over school policy were cited as common source of dissatisfaction and stress leading teachers to leave teaching profession (Alliance for excellent education, 2005).

An Ethiopian study conducted by Gedefaw (2012) using a mixed methods sequential explanatory design also indicated that salary and benefits as the primary dissatisfying aspect of all the work factors. Poor fringe benefits and opportunities for promotion, the management style of the principals, the lack of decision making opportunities for the teachers, as well as the opportunity to develop personally, and the poor relationships teachers have with the principals and the parents were also raised as other dissatisfying aspects causing stress.

In general, challenges that schoolteachers face and held as a reason for dissatisfaction and stress in the profession manifest it in many ways. Thus, for this study the following possible

challenges or factor causing stress among teacher leading them leave their profession are reviewed from different literature.

2.4.1. Inadequate salary and benefit.

In any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words, inadequate salary can create dissatisfaction among employees, which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton &Herrman, 2006). Research conducted by Bame (1991, p.128) revealed that out of the list of eight reasons the most important factors which drive out teachers from teaching in Ghana; poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first.

Moreover, Research findings shows that teachers salary in developing counties and even in developed countries is less than that of equally qualified professionals in other fields of specialization (Croasmun, Hampton & Herrmann, 2006; Fineman-Nemeser, 1996; Ingersoll, 2001). Although teachers' salaries have improved in recent years, they remain low compared to those of other similarly educated workers. Thus, they leave the teaching career seeking higher paying jobs in other professions (Croasmun, Hampton & Herrmann, 2006, p. 3). In Ethiopia study findings revealed that, the inequality in salary between teachers and other professionals with similar qualification and service years has been as critical issue for teachers' dropout or turnover (Aklilu, 1967; Seyum, 1992; Getachew, 1999, Darje, 2002 and Gedefaw 2012).

2.4.2. Students' disciplinary problem.

Students' character and disciplinary problem is one mentioned cause for teachers' stress and even turnover in different literatures. Students' disciplinary problem can be manifested through disruptive behavior and rowdy (Dunham 1981). According to Dunham (1981), students disciplinary problem include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher. Similarly, Darge (2002) explained that students' disciplinary problem as deficient student academic background, misbehavior, and low motivation and he emphasize that these kind of behaviors lead to teachers' dissatisfaction and stress. In consequence, students' character and disciplinary problem is one of the major factors leading to teachers' exodus. Some teachers are stressed and dissatisfied with students' character and disciplinary problems, which inflict them to quit their job or move to different school. Furthermore, the current study findings also shows that senior teachers who stay in the profession for 30 years and more have found students misbehavior challenging and causing stress on their professional stay.

2.4.3. Administrative problems.

The general purpose of educational administration is to ensure that the school system function properly according to preconceived purpose and plan of action (Prestine and Thurston, 1994, p. 359). The school administrators have responsibility to create conducive working environment for teachers to do the job of teaching. Thus educational officials in different levels should have the quality such as the ability to communicate effectively with teaching staff followed by being supportive ,appreciable, fair and consistent (Hutchings et al. as cited in Cockburn and Hayden,2004, p. 138).Educational administrators should ensure a sense of fairness and efficiency particularly over the matters of posting appointments, promotions and

transfer (William, 1979, p. 56).The commitment of the organization to employee can be beneficial because high levels of perceived organizational support increases job satisfaction and decrease turnover. This is because when there is a good administrative support, teachers tend to stay in school.

On the other hand, lack of administrative support can create an environment of helplessness frustration and employee turnover (NCTAF, 2009). A teacher is more likely to leave teaching or indicate intent to leave in the absence of adequate support from administrators. Unfair and incompetent educational matters create teachers job dissatisfaction and great psychological stress, which facilitate teacher turnover (Getachew.1999, p. 41).

In a study conducted in the United States on urban teachers 25% of those who left teaching identified dissatisfaction with support from central administration and 20% indicate that dissatisfaction with principal support influenced their decision to leave (Billingsley et al., 1995). In Ethiopia recent research finding (Alazar, 2007; Temesgen, 2005) revealed that in different parts of the country administrative problem is one of the cause for teachers to quit their job. For instance Motuma (2006, p. 100) in his study of teachers' turnover in government secondary schools of Oromia regional state revealed that administrative problems are major reason contributing to teachers' turnover. Motuma pointed out that poor performance evaluation, unnecessary intervention, lack of clear unit of command and unity of direction, unfair power given to school principals and lack of democratic school management were problems that related to administrative problem.

Further more, participant in current study indicated that school principals who do not meet the prerequisite are appointed as school director. As a result, they fail to deliver effective administration and support for teachers. In relation to this participant mention, that the

appointment of the principals is not merit based rather it is political; thus, they tend to affiliate

politics in the education system. This in turn causes stress and dissatisfaction and even forces

teachers to leave their profession.

2.4.4. Low social status given to teaching and teachers.

Status plays an important role in attracting academically equipped and experienced

employees and encourages then to remain in the system (Darling - Hammond, 1990, p.278).

Teachers must have a status which is equivalent to their key role in the advancement of

education and the significance of their contribution to the development of the individual and the

society as a whole. However, teaching profession is characterized as low prestige occupation and

the desire to enter the profession is mainly the absence of other real alternatives Akaleweled and

Jung (1990 as cited in Dereje, 2007, p.27). Low social status noted by kyriacu (1989) refers to

teachers perceptions that their profession is held in a low self-esteem by the wider society this is

impart reflected by the level of salaries for teachers and how teaching is discussed by the wider

society.

It is widely argued in literatures that the status of teachers in most countries has declined

drastically during recent decades. As Kennedy (1998, p.32) indicated, as compared to the very

high status of teaching in the past it has now declined to level which can intimidate ones

decision to stay in the profession. In Ethiopia as Tesfay and Demoze (2004, p.51) noted before

the 1970's teaching career in Ethiopia had passed through a relatively high status and prestige.

The respect they held in the society was very high; teachers were taken as the symbol of

knowledge and skill, were respected by their pupil and held in high self-esteem by their

community. However, over the last few decades the societies respect for teachers and their

occupation appeared to have gradually worn out their social status. Thus, teachers as a social and

economic group and teaching as a profession are reported to be accorded low socio- economic

status in Ethiopia (Tesfay and Demoze, 2004, p. 51).The society has developed low opinion of

the teaching profession or to the professionals. As a result, this low social status accorded to

teachers by the society is one of the outstanding reasons that teachers compelled to leave the

profession (Manna and Tesfay, 2000, pp.5 - 6).

2.4.5. Poor working condition.

Poor working conditions includes inadequate administrative support, heavy work load

and inadequate instructional materials, living conditions such as housing and access to medical

services and others major areas of dissatisfaction of teaching conditions (Firestone & Panel,1993,

p. 509). Moreover, Getachew (1999, p. 20) states poor working conditions such as luck of

adequate resource and time to work, lack of opportunity to participate in decision making on

matters of teaching and work load were some of the conditions that interfere with their teaching

and which negatively affect their profession. Thus having Poor working conditions could lead

teachers to develop negative perceptions that could become obstacles, which affect teaching and

teachers' commitment to their work and their decision to stay or leave their profession or their

school. Duffrin (1999, p. 2) cited in Xaba (2003, p. 288) stated poor working conditions as

reason for high turnover especially among teachers leaving within the first five years of being in

the profession.

Similarly Aklilu (1967, p. 13), in his study of brain drain in elementary schools of

Ethiopia stated that teachers have tremendously withdrawn due to unfavorable working

conditions in the schools. Recent studies done in different part of Ethiopia shows poor working

condition such as large class size, poor physical condition and poor school facility is among of

the frequently mentioned cause for teachers' turnover from a particular school or from their

profession (Alazar, 2007; Motuma, 2006; Temesgen, 2005).

2.5. Coping Strategies

How teachers cope with stress in school environment affects the impact of stress on their

psychological well-being and on physiological response (Griffith, Steptoe, &Cropley, 1999).

Coping behavior or resource come in the form of physical, psychological, social or material

factor and help teachers overcome job-related stressor (Blasé, 1982).

Common positive strategies teacher use to alleviate stress include exercise, social

resources, avoidance, reading, hobbies, movement and meditation (Gulwadi, 2006). These

coping strategies used by teachers affect their outlook on situation, thereby altering the

perception of stress (Griffith, Steptoe, &Cropley, 1999). According to Gulwadi, teachers could

invoke inward or outward coping strategies. In ward coping strategies, such as concentrating on

something narrow in the field of stimuli around oneself, including seeking stillness and focus.

Outward strategies, such as exercising, involve seeking connection, distractions and movement.

Social support can reduce the impact of stressor on teachers' well-being, job satisfaction

and physical illness risk. Teachers seek support from family, friends, and colleagues in order to

receive advice, discuss feeling, get emotional support, and get sympathy and understanding.

Teachers who have more support within their personal lives tend to experience less stress in their

work place (Griffith, et al, 1999)

Restorative coping mechanism also used to ease teachers stress. It refers to teachers being

able to release stress in places away from the school environment (Gulwadi, 2006). The place

teachers choose make them feel better when stressed include home, nature related environmental

features, that can help teachers alleviate stress. Along with restorative experience, teachers may

choose to employ environmental coping resources. The most common environmental resources that are easily available to teachers include time, money, social ties, organizational resources and physical environmental resources such as location that teacher's access and use for their spatial and sensory properties (Gulwadi, 2006).

Some people either intentionally or unintentionally employ negative coping strategies to deal with stress. Negative coping strategies are common response to stress and feeling of being overwhelmed. Although these coping strategies can provide temporary stress relief, they might cause more stress in the long run (Crisis Intervention & Suicide Prevention Center for British Columbia, 2010). Negative coping strategies can include unhealthy behavior, distractions, violence and withdrawal.

Kyriacou (2001) dichotomizes coping strategies into direct action and palliative techniques. Direct action refers to strategies teachers can do to eliminate sources of stress. For instance, if time pressures and deadlines create stress, a direct action to reduce the problem would be to seek a time extension, or to seek a change in deadline. Palliative techniques do not deal with the source of stress itself, but focus on reducing the feelings of stress from those sources. Some strategies may be physical in nature, such as relaxation training aimed at reducing feelings of tension and anxiety. Others may be mental and involve the teacher modifying how they appraise stressful situations. The direct action and palliative techniques suggested by Kyriacou (2001), as a strategy to cope with and survive stress include; trying to keep problems in perspective, avoiding confrontations and trying to relax after work. In addition, taking action to deal with problems, keeping feelings under control, devoting more time to particular tasks, discussing problems and express feelings to others, having a healthy home life, planning and prioritizing, recognizing one's own limitations.

This study confirms that most senior teachers experience at least one of Kyriacou direct action and palliative technique sometime during their teaching career. The senior teachers in the present study will share the strategies that they have found effective when coping with stressful situations found in the teaching profession.

Chapter Three

3. Research Methodology

This chapter presents philosophical stance, the study design and rationale of following the stated design, sampling techniques, description of study participants and sampling criteria, a presentation of data collection procedures and tools, data analysis strategies that are employed in the study, trustworthiness and ethical consideration.

3.1 Philosophical Stance

Given (2008) defined a paradigm as a set of assumptions and perceptual orientations shared by members of a research community. Paradigms determine how researchers view both the phenomena under study and the research methodology that should be employed to study those phenomena. According to Denzin and Lincoln (2005) paradigm is the net that contains the researcher's epistemological, ontological, and methodological premises.

Whether consciously or not every researcher works from some theoretical orientation or paradigm. According to Cohen, Manion& Morrison (2000), researchers have their own different worldviews about the nature of knowledge and reality that helps them clarify their theoretical frameworks. Perspectives can vary a great deal among researchers who see the world through different cultural, philosophical, or professional lenses (Fekede, 2010).

Qualitative researchers generally agree upon the assumptions attached to constructivism and interpretivism are interested in understanding how people give meaning to their lives by interpreting their thoughts, experiences, actions and expressions. Their analysis is geared toward the interpretation of human experience and behavior.

As this phenomenological qualitative study emphasize on exploring the lived experience of selected senior teachers, it holds the constructivism paradigm as a philosophical stance.

Constructivism examines the meanings individuals create to describe the world around them. Meaning occurs because of the individual's interaction with the world and the particular biases of that individual (Nancy Van Note Chism, Elliot Douglas, Wayne J. Hilson, Jr. 2008). The researcher believed that the reality in the experience of the senior teachers lies in the definition they provide. The goal of research, then, is to rely as much as possible on the participant views of the situation and construct meaning out of it.

3.2 Research Design

Research is conducted for the purposes of describing, explaining, exploring, analyzing or evaluating, in order to gain a deeper understanding of issues, arrive at informed decisions, and make predictions (Nardi, 2003). Qualitative research inquiry is to be used to explore the lived experiences of selected senior teachers in Addis Ababa city at Yekatit 12 Preparatory School. According to Mason (2002), the qualitative approach is flexible and exploratory. The qualitative research design is used to analyze significant statements, generate meaning, and develop descriptions that reveal the essence of the context (Creswell, 2003; Wolcott, 1990). The qualitative design also focuses on understanding the social setting (Denzin& Lincoln, 2000) and focuses on the phenomenon within the real world context (Bean, 2006). The strength of qualitative research is the ability to provide complex textual description of how people experience a given research issue. It provides information about the" human side "of an issue (Qualitative Research Methods Overview, p.1).

Phenomenological research design is employed to address the research questions developed for the study. Phenomenology is a qualitative research approach, a philosophy that concerns the phenomenon of human consciousness, inspires it (Van Manen, 1990). Phenomenology is the reflective analyses of life-world experiences (Von Eckartsberg, 1986;

Moustakas, 1994). Phenomenology is focused on individuals' meaning making, as the typical element of the human experience (Patton, 2002). It is a recommended main approach when the study goals are to understand the meanings of human experiences (Creswell, 2003) or to explore concepts from new and fresh perspectives (Sanders, 1982; Cohen, Kahn, &Steeves, 2000). The design allows the researchers to reveal the essence of things and provides insights into social phenomenon as described by participants (Embree, 1997).

The researcher advocate constructionist research paradigm. The objective of the study is exploring the lived experience of senior teachers, the reason for staying in the profession for more than 30 years, challenges faced in their stay in the profession for the year mentioned, searching for suggestions that the participant has to provide for successful retention in the profession and in coping with challenges. Therefore, as experience is expressed through words and meanings that people give for the world around them, qualitative research method best fit the research problem. As a result the researcher set aside any prejudges and prior experiences and only describe what the participant has to say. This is only be achieved by employing descriptive phenomenological approach, because it is in descriptive phenomenology the researchers could avoid any imposing of their assumptions on the data collection process or the structure of the data (Ahern, 1999; Gearing, 2004; Speziale& Carpenter, 2007).

3.3 Study Area

The fact that Yekatit 12 Preparatory School is one of the oldest schools in the city and the fact that the staff accumulates profusion of senior teachers, the researcher believed there is no better place to conduct this research than in school like Yekatit 12 preparatory school. Therefore, following the approval from Addis Ababa University, School of Social Work, the study was carried out in Yekatit 12 Preparatory School located in city of Addis Ababa, Gulele sub city

around Sidist kilo. The school was founded in 1916 G.C. At first, it was a girl's school and it was named Etege Menen Girls School. The year the research was conducted, it composes a total number of 142staffs. Out of these members, 92 of them are teachers, 78 male 14 female. The other composed 3 principals and 47 supporting staffs.

3.4 Sampling Technique

Sampling, as it relates to research, refers to the selection of individuals, units and/or settings to be studied. Purposive sampling technique is used to recruit senior teachers who had been employed in the profession in Addis Ababa at Yekatit 12 preparatory school for 30 or more years. Since it is essential that all participants experience the phenomenon being studied, criterion sampling should work well to show that all individuals in the study had experienced the same phenomenon (Creswell, 2013).

The rationale behind using criterion sampling is thinking that the participant under study could provide detail information about the phenomenon under study, and they all have experienced similar phenomenon, i.e. from longevity perspective they share similar characteristics. In addition, they all survived in the profession for 30 years and more. Furthermore, the inclusion criteria are presented as follows.

3.4.1. Inclusion criteria.

The following criteria are used to select participants;

➢ The senior teachers who had been teaching for the total of 30 years or more, (not necessarily all of their 30 years experiences had to be at their current school.

➢ Teachers, who can clearly express their opinion without any hesitation.

➢ Participants' inclusion in the study is based on their willingness to be interviewed. The researcher selected participants based on for their voluntary participation.

3.5. Study Participants

The participants of this study are twelve senior teachers who participated in one to one interview and focus group discussion, separately. According to Dr. Bonnie Nastasi (2001) researcher may estimate sample size based on the approach of the study or the data collection method used (pp.4). If the researcher believed it has reached saturation prior to assessing he/she may use fewer (Dr. Bonnie, 2001, pp.4). Creswell (2007) explained that qualitative research is highly intensive in terms of data and time requirement. Thus, twelve senior teachers participated are found enough in providing sufficient data in order to the research objectives to be achieved.

No attempts were made to balance the sample by ethnicity, or grade level the teachers are teaching. As the objective of the study is to explore the lived experience of senior teachers, the challenge they face in their stay in the profession and their survival strategies, the researcher speculates that race has no effect on the result of the study. However, due to the gender difference that exist in our community, the researcher thinks that gender may affect the research result and the challenges the female teachers and male teachers views be different, the survival strategies as well. So efforts were made to balance the participants based on gender. Despite the effort, female senior teachers were reluctant and not willing to participate. Most of them said they do not want to speak out about their experience because they do not feel comfortable talking about it. As a result, all participants were male teachers.

Working in the school as a teacher made things very easier. The bureau and the staff members were so cooperative and it was easy to identify the teachers eligible for the research.

The information acquired from the school human resource bureau used to identify teachers

having experience 30 years and more, which was the main criteria of the study.

3.5.1. Demography and background of participants.

The teachers provided information on their personal and professional background on the

consent form and demographic survey sheet provided during the rapport establishment. The

personal character of participant include the age, sex, marital status and number of children while

the professional character include their educational level, years of professional experience at

Yekatit 12 preparatory school and total years of experience. The data were summarized for

presentation in two tables. The first table presents the personal and professional background of

participants participated in one to one interview while the second table presents that of

participant in FGD. For anonymity purpose, the grade level and the subject they teach are not

included.

Table 1- Personal and professional background of participants in one to one interview

Name*	Age	Sex	Marital status	No. of children	Education	Experience at Yekatit 12	Total experience in years
Lesanu	54	M	Separated	One	BA	11	30
Samuel	54	M	Married	None	BA	14	34
Ketsella	54	M	Married	Four	MA	6	35
Tollosa	58	M	Single	None	MA	12	36
Tewodros	53	M	Married	Four	MSc	9	30
Michael	57	M	Married	Five	MA	12	36
Negash	56	M	Married	Four	BSc	18	36

* Pseudonyms

The participant ranged from 53 to 58 years of age. All participants were male and five of

them, were married, with a single teacher reporting his marital status as separated and with one

reporting as single. While three of the participant reported having five children, two reported

having none and a single teacher reported having only one child.

The professional character of the teachers include their educational level, years of

professional experience in the current school and total years of experience. All of the teachers

completed bachelor degree and four teachers reported holding their masters degree as their

highest educational achievement. Their years of experience in the current school ranged from six

(6) years to eighteen (18) years and their total years of experience ranged from 30 to 36 years.

Table 2- Personal and professional background of participants in FGD

Name*	Age	Sex	Marital status	No. of children	Education	Experience at yekatit 12	Total experience in years
Abeyot	54	M	Married	Two	Bed	13	34
Tatek	58	M	Married	Two	BSc	21	40
Teferi	57	M	Married	One	MA	14	38
Mohammed	56	M	Married	Two	MSc	20	34
Netsanet	58	M	Single	None	Med	28	32

The participant in the FGD ranged from 54 to 58 years of age. They were all male and

four of them reported their marital status as married, while a single participant reported as single.

Three of the participant reported having two children and a single teacher reported having one

child while another participant reported as having none. All participants completed bachelor

degree, and three participants reported Masters Degree as their highest educational achievement.

The experience at Yekatit 12 preparatory school ranged from 13 to 28 years, while their total

stay in teaching profession ranges from 32 to 40 years.

3.6. Data Collection Method

In all forms of qualitative research, the researcher is the primary instrument for data

collection and analysis (Merriam, 1998).Qualitative interviewing is based on the assumption that

the perspective of others is meaningful, knowable, and able to be made explicit (Patton, 1990).

With qualitative research, generally, there are different types of data produced such as; interviews, documents, field observations and focus group discussion (Merriam, 1998). The focus of this study was on interview and focus group discussion as a data collection tools. Thus, qualitative research methods that included qualitative interviewing techniques with semi-structured interviews and focus group discussion were used assuming the weakness in one method was compensated by another method.

3.6.1. Semi-structured interview.

The study used semi-structured interviews with seven senior teachers in order to gather a deeper understanding of the work related experience and challenges they have faced in their professional stay. As Weiss (1994, pp, 9-10.) claims, there are a number of important reasons to conduct qualitative interviews. These include developing detailed description, to integrate multiple perspectives, and to bridge inter-subjectivities (i.e. shared meanings constructed by participants).

The study used semi-structured interview guided with an open ended question to get information on the senior teachers' experience of job satisfaction, the challenge they have faced, the strategies they employ that enable them stay in the profession and if suggestions they have to forward for longevity and better satisfaction of teachers. The questions were prepared in a specific order to help participants develop ideas and speak more widely on the issues raised. According to Bruce, (2001), questions in semi-standardized interview are typically asked in a systematic and consistent order, but the interviewers are permitted to probe far beyond the answers to their prepared questions. The guiding questions prepared in line with the research objective, helped the researcher to follow up and probe responses that enriched the data. The researcher also referred different studies conducted in related issues (for instance, on teachers'

turnover, job satisfaction, factors affecting teachers' job satisfaction.) to prepare the interview questions.

The interview carried out raises basically four research questions, how do senior teachers stay in the profession, how they describe job satisfaction, what challenges they have faced, what survival strategies they employ that help them stay. The participant discussed in detail and probing help the researcher enrich data on the matter. All of the participant actively provide answers for each question.

3.6.2 Focus group discussion

With the aim of understanding the work related experience and challenge of senior teachers, focus group discussion was employed in this qualitative study. The primary aim of a focus group is to describe and understand meaning and interpretation of a selected group of people to gain an understanding of a specific issue from the perspective of the participants of the group (Liamputtong, 2009). According to Jenny Kitzinger (2005, p. 57) "focus group method is an 'ideal' approach for examining the stories, experiences, point of views, beliefs, needs and concerns in their own words and on their own terms" . The data collected from FGD used to triangulate the data collected from interview.

3.7. Data Collection Procedure

Prior to the beginning of data collection, support letter from Addis Ababa University, School of Social Work requesting cooperation was taken to Yekatit 12 Preparatory School. This was made in an attempt to follow formal circumstances and prerequisite to conduct a research in the school.

The title of the study, the purpose and significance was described for the school principal so that the school would grant all the support available. The fact that I work in the school

selected as a study area makes things easier. In addition, participants knowing me as their colleagues make it easy to earn their trust and puts pressure on the researcher on validating the data collected, as it is shown to participant after the transcription. The human resource easily grants me the information on teachers who have a thirty years and more teaching experience. Twenty-one teachers were identified as having thirty years and more experience, two being on leave left me 19 teachers to ask for their willingness to participate. However, 19 teachers meet the criteria only thirteen were willing to participate. Sadly one of them mentioned that he do not want his interview to be part of the study report after looking at the transcribed data. The researcher was able to make one to one interview and focus group discussion with twelve participants.

The interview was conducted in a place and time which is a choice of the participants. Most interviews were made in the participants' office and the focus group discussion was conducted in the office owned by the researcher. Amharic was used as a medium of communication. With the consent given by the participants, all interviews were tape-recorded. Most interviews took from 45 minute to one hour.

Five senior teachers participated in the focus group discussion. In order to guide the focus group discussion, five issues were communicated. The discussion was tape recorded, and note were taken on memos. In addition, a modulator assisted the researcher by while the researcher was facilitating the group discussion. The modulator was a postgraduate student at Addis Ababa University, School of Social Work. The discussion was conducted in Amharic and letter translated in English in the analysis stage.

3.8. Data Analysis Techniques

Generating a rich and deep understanding of the work experience and related life challenges of senior teachers is the goal of this qualitative phenomenological study. Due to the nature of qualitative data collection tools employed, the data gathered in this study was detailed explanation of issues provided by research participants. Qualitative data are in the form of text, written word, phrases or symbols representing people, action and event in social life (Kruger and Nueman, 2006).

The data analysis of this research started along with the data gathering process through transcribing, observing important and emerging issues that needed to be included in the final draft, reviewing the gathered information, memos and cleaning data throughout the process. In conducting qualitative research, data analysis is continuous starting from the time of data collection (Creswell, 2009, p.184).

The data analysis of this research started with transcribing the gathered data. All interviews and FGD were tape recorded and then manually transcribed verbatim as soon as possible after the interview and FGD (Sandelowski, 1994) to ensure that the data available for analysis were an accurate record of the subjects' words. While performing this, attentive listening and careful note taking was employed in order to make a valid documentation. As the research is expected to be produced in English, the noted data was translated to English.

After the note taking and translating, coding procedure followed. To preserve anonymity of the participant, Pseudonyms were used. Then a highlighter pen was used to "identify significant words and phrases" (Bowling and Ebrahim, 2005, p. 524).

The transcribed and coded data was read thoroughly and organized to be familiar with the information, categories were developed, and the data was described under each categories. In this

stage, the coded data was categorized in to similar and related categories together. This categorization indicates how the different codes were constructed into similar categories of different types that gave a meaningful shape. Data categorization helps to sort out texts into meaningful groups, which make the data to be manageable (Tuckett, 2004).

The next step taken was categorizing the formulated meanings into clusters of themes that are common to all participants: referring these clusters to the original transcriptions for validation and confirming consistency between the investigators' emerging conclusions and the participants' original stories. According to Tuckett (2005), themes could be concepts that explain how categories are connected.

Validating the findings by returning to some participants to ask how it compares with their experiences was done before finishing the analysis and caring on to the discussion phase. Some changes offered by the participants were incorporated into the final description of the essence of the phenomenon. This step aimed to validate study findings using "member checking" technique (Creswell, 2003).

3.9. Trustworthiness

The researcher created a rapport with all participants. This is believed to reduce the gap between the researcher and the participants that in other hand affect the quality of data to be collected. Thus, all participants were contacted by the researcher discussing the purpose of the research the method of data collection, expectations from participant and the risk they might get in participating in the research and their right to be and not to be part of the research.

This research was conducted considering elements in pursuit of trustworthiness. According to Guba (1981), four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study are "credibility, dependability, transferability and

conformability. A peer checking was employed through distributing the data collection tools to check the credibility of the question guides. Member checking was also employed to validate the data and results of the study. Data triangulation was used to hold the different data sources and data collection techniques. Data collected through interview was triangulated with data collected through FGD. The triangulation helps in checking out consistency of findings and corroborate findings generated by different method of data collection, this in turn increase the validity of findings.

3.10. Ethical Consideration

Before beginning of the data collection, every participants of the study were clearly informed about the purpose of the study. Since the fundamental ethical principle of social work, research is never forcing any one into participating in the study and participation must be voluntarily (Kruger &Neuman, 2006, p.104). Therefore, the research was conducted only with the consent of the participants and the participants picked the time and place of the interview. Prior to conducting the study participant were given a consent and demographic survey form that includes the purpose of the study, the inclusion criteria, the time commitment, the risk of participating in the study, benefits for participating in the study and a place for signature mentioning that they are participating voluntarily with an address if more information is needed.

Efforts were made to maintain confidentiality in the study by not divulging information to any personnel apart from the researcher. In addition, the data was kept anonymous in the transcription process in the way that the participants were given an opportunity to adopt a pseudonym. Some choose their own pseudonym whereas others gave the chance for the researcher to assign pseudonyms.

The participants were well informed that the interview and discussion would be recorded in a secured way and to whom the transcribed data will be revealed after all. They were also told that there is no immediate benefit like monetary incentives and risk for participating in the research. Though the research holds great significance to academic institutions, it also provides information for policy advocates and for governmental and nongovernmental organizations interested in working in the education center.

3.11. Challenges and Limitations of the Study

While conducting the research, the researcher has faced numerous challenges. Out of these challenges, the primary challenge was female senior teachers being reluctant to be part of the research. This challenge resulted in the study to have limitation from gender perspective. Female senior teachers' abstinence resulted in the study to be gender blind; this is because if female teachers participated, the study could consist of the data that indicate the influence of gender on the teaching experiences of senior teachers. Therefore, though there were three female and 18 male, a total number of 21 senior teachers having the experience more than 30 years and more, only 13 were willing to participate in the study. During member checking one of the study participants informed me that he did not want to be part of the study and requested the data he provided not to be included in the research report. Therefore, the study discussed twelve teachers' experiences.

Non-generalizablity of the study findings to large population is also another limitation of the study. The study participants were only senior teachers with 30 or more years of teaching experience. Therefore, the study result does not represent the experience of novice teachers and teachers with less than 30 years of experience. In addition, as the study focused on exploring the

experience of senior teachers it only used qualitative research approach and does not present

statistical representation.

Chapter Four

4. Findings

Yekatit 12 preparatory school Senior Teachers reflection on their lived experiences related to their teaching careers were explored through semi structured interview and focus group discussion. The purpose of this part of the study is to present the senior teachers' reasons to stay in teaching profession,   their experience related to job satisfaction, indicating the challenges they face, and describing coping strategies and present their suggestion for better job satisfaction and longevity in the teaching profession.

4.1. Senior Teachers Experiences and Perceptions in Teaching Profession

This section explores senior teachers' experience in teaching profession for 30 and more years. The responses from one to one interview and FGD are presented in three sub-themes. The first discuss the early year teaching career experience of participant and the second discusses the teachers' perception of their present teaching career. The third sub theme discusses participants' reason for staying in teaching profession.

4.1.1. Early years teaching career experiences.

It is fact that people can experience their career in different stages. Having this in mind the researcher participants were asked to share their early year job related experiences. Participants' experience of their early year teaching career lies in different categories. For some their early years teaching career makes them feel happy and/or excited, while others feel unprepared and others feel challenged. The following parts briefly discuss these experiences.

4.1.1.1. Lack of teaching experiences and preparation.

As participants in FGD and one to one interview explained teaching in their early year experience was challenging for numerous reasons. Managing students, being assigned to new areas and adapting with new society makes teaching challenging in participants early year of teaching experience. In relation to this, Samuel explained his experience as follow.

When I start teaching and it was challenging. The students used to challenge novice teachers. I did not know how to manage students; the students were from different background, different behavior and interest. Some students tried to divert academic issues to politics; others had no interest to learn. In addition, the senior teachers also used to undermine me. As they were more experienced than I was, they were expected to mentor me on how to manage students rather they used to undermine me and see me as incompetent. This was why my early year experience was challenging, though gradually I was able to evade them.

Teaching in the early year experience was challenging for Ketsella also. For him teaching and managing students who were older than him was the challenging experience in his early years. He illustrates this as follow.

I was assigned to a port area "Asab". Most of the students there used to work and learn and most of them were older than I am. They did not respect me because I was younger. Therefore, it was hard to get their respect. This made it harder to manage them and deliver what I have planned. Most of them would not obey my order in the classroom. However, through time my efficiency made them believe in me and granted me the respect I deserved.

To be assigned to rural area and adopting the culture of the new society was a challenge for Tollosa. He also added insufficient infrastructures as contributing factor for teaching to be a challenge job in his early years. A quote from his experience presented as follow.

I was assigned to a rural area where there is a poor infrastructure. There was

sanitary problem; there was also road transportation problem, though

transportation was cheap, it was not easily accessible. In addition, adapting to the

new culture and teaching students who were from different culture of mine was

very challenging. As a result, it was really challenging me to.

In addition to the above, Teachers could feel not prepared when starting teaching for the first time. This could happen because of lack of training or not having practical experience in classroom. Participant mentioned that they feel unprepared in their early years of teaching career. For instance, Tollosa states that he used to feel not prepared to teach and to be a teacher. He states:

"*I was assigned to a rural area where the society and the culture were new to me. I*

was shy to see students. I was not prepared to manage the students, even to deliver

the subject matter. What I have learned in college and the reality was very much

different."

Similarly, Lesan shared his idea how his early year teaching career was challenging for him. *"I was not trained to be a teacher so I had no clue how to teach. At first, I could not see students' eye. I was too shy to teach and it was challenging to manage students.*"

 During the focus group discussion, similar ideas were also reflected. Participants of FGD mentioned that college training does not prepare them to become a competent teacher. FGD participant reflect and concurred on the idea that college education does not prepare them well

for the reality that existed in teaching profession. They discussed that courses in relation to

teaching methodology and classroom management were not given to the extent that could help

be efficient in classroom.

Generally, participant from both interview and FGD found teaching challenging and feel

that they lack sufficient experience and preparation to become a teacher. The challenge was due

to insufficient preparation that the teachers have in their college or university education. Data

from interview and FGD participant shows teachers in their early year career find managing

students challenging. On top of that adapting to new environment and community was also

challenging while for some lack of mentor in the school system makes their early year experience

challenging.

4.1.1.2. Feeling of excitement and happiness.

Study participant revealed that they were very excited and happy in their early year

teaching career. Awareness on the purpose of teaching, which participant express as "teaching

shapes human mind and bring change to the society" were pointed out as factors create happiness

and excitement. In addition, students' behavior and strong academic performance, societies'

respect for teachers were also mentioned as factors making participants happy in their early year

teaching career. In this regard, Tewodros share his experience as follows:

> *I started teaching in a technical and vocational school in regional area [out of*
>
> *Addis]. It was not my choice to be a teacher. However; I used to love my job. I*
>
> *think it was because of my background, my father used to tell me that I have to*
>
> *carry out all my responsibility I am assigned to do. In my early years of career, I*
>
> *was so happy. Teaching is all about investing on human mind, shaping*
>
> *generation. In addition, I was respected in the district where I used to teach, the*

students were very committed and disciplined. All these were sources of my

happiness.

Michael also expressed his happiness and excitement during his early year teaching career. He shared his experience as follows:

I did not want to be a teacher. Nevertheless, when I was assigned to become a

teacher, I respected the profession and loved it. I was so happy because the

students were disciplined, they used to value learning and they used to challenge

us academically. Teachers were very much respected in the society. Teachers'

economic status was also great; I use to live a good life with what I earned. All

this things brought happiness and made me love the profession.

Similar with the above interview results, the participants in focus group discussion reflect that they used to feel excited and/or happy during their early year experience. Participants stated that teachers were very much respected; back then, the society and students use to respect teachers so much. They also indicate that the monetary benefit at that time was better and teachers' hold high prestige in the society. In relation to this

Participant in the FGD mentioned that Students' bravery and respect for teachers were factors that used to make them excited and happy. Most participant, mention that they were assigned to a rural area where infrastructures were not fulfilled. However, people's treatment and respect for teachers used to make them happy. In addition, satisfactory monetary benefits were also pointed out as additional factors for teachers' early years experience excitement and happiness in their career. All participants concurred that the salary they used to get back then fulfilled their needs and they were happy about it.

In general, the teachers' response regarding their early year experience in teaching profession indicated difference in their initial expectation. Some felt unprepared although they still consider their jobs at first makes them happy and found it exciting and enjoyable. For others it was challenging and harder than expected.

4.1.2. Senior teachers' perception of their current teaching career: Job satisfaction in focus.

In participants current career experience in relation to job satisfaction two categories emerged. The first category indicated feeling of excitement with satisfactory factors while the second indicated feeling of disappointment with dissatisfying factors. As the data from participant shows watching students succeed, create a better generation, making difference in students life, knowing that teaching enrich peoples mind and being free from blaming thought were factors for satisfaction. However, minimal financial benefit and incentives, student negligence in learning, and lack of recognition were raised as dissatisfying factors. Below, participant experiences in their respective categories are discussed.

4.1.2.1. Enjoying Teaching as a Profession.

Participants in one to one interview revealed that they enjoy teaching. Finding with study participant named Negash indicated that working with children makes him enjoy teaching. He has shared his perception as follows:

I personally feel happy about teaching… There are factors that could negatively affect my perception to ward teaching. Like Society's disrespect for teachers, the administrators' interference and the like, but I always focus on the positive factors. For instance, working with children, watching them grow in to a good person always makes me feel good. In addition, teaching means shaping the mind

of kids. The kids are so innocent; there love satisfies me more than anything else

does. That is why I say am still excited with my current teaching career.

Though participant in FGD mention the monetary benefit does not make them happy they also feel happy about some aspects in teaching profession. They agreed that to see students grow and become a better citizen excites them the most in teaching profession. One participant mentions his experience as follow.

I see my former students in different sectors. Some are engineers, some are

doctors and others are engaged in different discipline. To see them succeed,

become a good citizen and being served by them makes me so happy. It is because

of my role in helping students change and grow in to good citizen so that I am

happy.

Satisfying factors. As has been discussed above teachers' feel excited and happy and feel satisfied in their job for different reason. Study participant such as Ketsella, Negash and Lesan mention that they are satisfied for different reason. For Ketsella, watching students grow in to better person is the source of his satisfaction. He shares his experience as follow.

I am satisfied. Teaching is a profession that builds human mind, it is a profession

that is do everything for the well-being of the society. I saw my students become a

better person, I have seen my students become a doctor, an engineer, a lawyer

and in many different sectors. This is the source of my satisfaction; to see them

change. I know that financial benefits are minimal in the profession,

administrators may challenge you also but that does not affect me to the extent

that it creates dissatisfaction.

Another participant, Negash said,

Knowing that I am making difference in the life of students satisfies me. What I

did, I just find it good. I promote my own thoughts, what I feel I say and do. I am

not dependent on others thought, every bad things happening in teaching and

creating grumble, I have no role in it. Therefore, I do not blame myself. I always

feel free and happy about what I am doing.

Lesan indicated that teaching enriches his mind and the mind of others and he is satisfied

with teaching. His experience is shared below.

I love teaching. Teachers need to master the subject matter before teaching

students. I always read because I have to bring updated information for my

students. While trying to enrich students mind I am enriching mine too. I am not

happy about the monetary benefit in teaching but I see students grow to a good

citizen and be appreciated latter. This is the source of my satisfaction.

Participants in one to one interview and FGD mentioned that their feeling of excitement,

happiness and job satisfaction were related with factors like working with children, knowing that

they are making difference in students' life and knowing that teachers enrich human mind.

4.1.2.2. Disrespect as Cause of Disappointment.

Study participant reported that they feel disappointed when thinking of their current

teaching career. The fact that teaching profession has lost its previous prestige and the fact that

teachers are being disrespected in the society were the major factors disappointing participants.

Students' misbehavior, insufficient monetary benefit and absence of incentives were mentioned

as additional disappointing factors. Regarding this, Lesan has indicated his experience as follow:

Currently the some members of the society does not respect teachers even some

the students disrespect us. If you look at the classroom walls, they are full of

abuses. Some read as "teachers are illiterate, teachers are arrogant, old teachers

for bid and more." I use to be happy, but now am disappointed. I am also not

happy about my salary in teaching profession.. I think if I had joined different

profession, I would have earned better.

Samuel asserted that he feels some members in the society and some government officials are disrespecting teachers. He added that he is not happy about his current teaching career. Samuel explains how he is feeling,

I think Government officials do not respect teachers. During Haile Selassie

regime teachers were very much respected. Teachers use to live a better life, at

that time to be a teacher is to be blessed. After DERG came to power, things start

to be bad and currently it is worse. Now the government does not care for

teaching profession. I think it is because the government disregards the

profession. The members of the society are also disrespecting teachers as well.

Therefore, how can I be happy if I am not respected? I am disappointed.

Tewodros and Michael states that years ago, teaching was respected profession, but from time to time its respect deteriorate. For instance, Michael experience briefly discuss his experience as follow

When I start teaching, it was the dearest profession, I was so proud of my

profession. Economically I was so satisfied. Now, I believe teaching profession

has lost its value and respect in the society and teachers have lost their prestige in

the society. Furthermore, Teachers' economic status descends every year. I have

MA degree and am still unable to fulfill my basic needs. Am poor and

disrespected and I believe it is because I am a teacher. Teachers take the lion

share for community development. Teachers are change agent; every other

professional are the product of teachers. The primary reward for what teachers'

deeds should have been respect but the reverse is the reality. Therefore, I am not

happy.

Ketsella's experience was similar with that of Tewodros, Michael, Samuel and that of

Lesan. He indicated that currently teachers and teaching profession is being disrespected and that

makes him disappointed.

Similar ideas were also reflected in focus group discussion. Participants in focus group

discussion mentioned that their current teaching career is disappointing for different reason. Lack

of respect for teachers and teaching profession was mentioned as the main disappointing factor.

Lack of financial benefit was also indicated as another disappointing factor. All FGD participant

mention that other professionals earned better than what teachers are earning. They feel that the

government is responsible for the low benefit in teaching profession and should take the blame

for teachers' disappointment.

Participants' reflection shows that teachers are not happy about the change in the social,

economic and political arena of the country and they all blame the government for every change

happening neglecting the fact that population growth has affected the economic situation of the

country and globalization affecting the culture and attitude of the people to ward numerous social

aspects.

Dissatisfying factors. Study participant mentioned that they are disappointed in

teaching profession and feel dissatisfied for different reason. For some absence of reward and

minimal financial benefit was dissatisfactory factor while for others lack of recognition from the

government, students' incapacity and disrespect from the society were factors creating

dissatisfaction. Their experience in relation to these dissatisfying factors is presented as follow.

Tollosa, a one to one interview participant said he is not satisfied with teaching because

of the financial constraint existing in the profession. He also mentions that he is not able to

satisfy his basic needs because of minimal financial benefit. In relation to this Tewodros said

> *I am happy that I am a teacher, I adore the profession and I know what I do*
>
> *contribute for the development of the society. Nevertheless, I feel that I am not*
>
> *rewarded well. The monetary benefit and incentive is minimal, it does not match*
>
> *with the burden we teachers carry. That has affected my satisfaction. In addition,*
>
> *the respect we teachers are receiving does not match with the role we are playing.*
>
> *Therefore, all this reasons all together creates the dissatisfaction.*

Participant in focus group discussion indicated that he is dissatisfied because teachers are

being discriminated. He said, "I am humiliated because of my profession. My friends undermine

me. The fact that teaching has lost its prestige affects my satisfaction. In addition I am

dissatisfied with the monetary benefit."

For Samuel paycheck was an issue too. He mentions that the paycheck is upsetting.

However, the real dissatisfying factor was not it. His perception is shared below.

> *I am here because I have no choice. If I had advanced my education with other*
>
> *discipline, I would not have stayed here for a day. In addition, some students'*
>
> *incapability makes me desperate. Some of the students accepted in the school are*
>
> *not qualified for the level and teachers are blamed if they fail to join university.*
>
> *For me the curriculum has problem and the government should internalize its*
>
> *fault and take the blame.*

Participants in the focus group discussion indicated that they are dissatisfied with different factors. They all mention that their contribution to the society is high and they added that they are proud of their deeds. Nevertheless, the absence of incentives and minimal financial benefit has been a dissatisfactory factor.

In summary, participants mention that they feel disappointed because teachers are disrespected in the society. In addition, their disappointment originates from factors that participant indicated as dissatisfying factors, which include minimal benefit, lack of recognition from government for teachers and teaching profession, disregard from society, students' disciplinary problems and incapacity and lack of interest to learn.

4.2. Reason for Staying in Teaching Profession

Reason for choosing to stay in certain profession could vary from person to person. Some choose to stay in particular profession by choice; attracted by benefits or for the love they develop for the profession. Others may choose to stay in a particular profession for reasons that are out of their control or beyond their capacity. Participants' reasons for staying in teaching profession are presented in three categories below such as loving the profession, lack of access or having no alternative and freedom in the profession.

4.2.1. Loving the profession.

Study participant indicated that loving the profession was the main reason that they have stayed in teaching profession for more than 30 years. According to the participant working with young students, looking them grow in to good citizen, engage in different discipline makes them love-teaching profession, and affect them to stay teacher for all the years. In relation to this Negash's experience showed

Working with students always makes me feel fresh. The more time I spend with

them the more I feel younger. Students' brain is like a white paper and as a

teacher; I leave my print on it. Then I see them grow and become a good citizen,

this brings me a joy that can never be measured.

Tollosa, one to one interview participant mention that he feels that he is not benefited much in teaching profession monetarily but he is still teaching because of the love he have for the profession. His perception is presented as follow,

One of the reasons that kept me here is the love I have for the profession. I believe

teaching is the most important profession in the world. It is about building human

mind. Every professional are the outcome of teachers. Knowing this and believing

that teaching is a great profession makes me fall in love with it and stick in the

profession for more than 30 years.

Loving the profession was also the reason for Ketsella and Michael to stay in the profession for more than thirty years. Ketsella mentioned that he was offered a job as administrative in "woreda", but he refused to leave teaching. He added that he wanted to be a teacher when he was a kid, to be a teacher is a dream comes true for him, and he wants to retire as teacher. Similarly Michael share his idea as follow,

I completed my postgraduate education (i.e. MA) in non-teaching field and I had

a chance joining other profession with better salary. Once I had a chance to a job

in Dire-Dawa that pays almost three times my current job, but I refuse. I am still

in teaching profession because I love it, because I love watching my students

grow and become a better person.

Except one, all participant in focus group discussion mentioned they wanted to leave teaching profession and they are still teaching not out of interest because it is beyond their capacity. The experience of the participant saying he loves teaching is shared as follow.

Teaching is my career. I loved it. I get to change the life of hundreds of children every year, who would not love this? My colleagues mention that they are still in the profession because of having no choice but for me the love of the profession kept me here. Whatever challenge I face, whatever problem prevail in the profession I still love it.

4.2.2. Lack and/or absence of alternative career.

Participants indicated that senior teachers remained in teaching for reasons that are beyond their capacity or control. These include academic preparation and lack or absence of access for changing profession or join other profession. In relation to this, Samuel shared his experience as follow,

To change, profession you need to learn other educational programs and my academic background will not let him join other profession. Even if chances present themselves, I am not ready, because my academic background only allows me to engage only in education sector. Therefore, I stay in teaching because I have no choice.

To join a certain profession one needs to posses the required academic requirement or training. According to participant, many have thought about leaving the profession, but because of their academic preparation and lack of access for further higher education to other discipline, they are still in teaching profession. A focus group participant chance for leaving the profession

happens in his early year career and he was reluctant to take. He indicated his experience as follow

> *I taught for more than thirty years, I am still teaching and I believe I will continue*
>
> *to the day I die. However, it is not because I never thought about leaving the*
>
> *profession. I still want to change to other profession but I could not. Because my*
>
> *BA was in education, I can only join the education sector. I had a chance to*
>
> *change a profession but it was to be a soldier. To be a soldier is worse than being*
>
> *a teacher, so I choose to stay in teaching and here I am I am still a teacher.*
>
> *Therefore all I can say is I am still teaching because I am educated only to be a*
>
> *teacher.*

For other focus group discussion participant, staying in teaching profession was not their primary choice. The participants mention that they are still in teaching profession because their academic background is an education field. It was also indicated that in their early year career the number of governmental and private colleges and universities were limited so they could not advance their education. Now most of the participants think they are too old and too close to retirement to advance academically.

4.2.3. Benefit.

Three teachers mention financial benefits associated with working in the teaching profession and time freedom as a reason for remaining in the teaching profession. However it was not presented as a primary reason for staying in teaching profession. Tolosa indicated that the salary is not so bad. He indicated that after teaching for intrinsic reason getting paycheck was a benefit. He share his perception by saying

I have been in teaching for more than 30 years and at first the salary was

considered as one of the highest in the civil service. I use to lead a good life with

it. Nevertheless, through time it starts degrading. On the other hand, if I took my

academic qualification to other sectors than teaching I would not be paid as I am

paid now. Therefore, On top of other reasons I can say I am here for the financial

benefit.

Financial benefit was also a reason for staying in teaching profession for Leasn. He indicated that love of teaching was the major reason that he stayed in teaching but he mentioned that if he had not accumulated financial benefit he would not stay for a day. Similarly, Tewodros recognize time freedom in teaching profession as a benefit and as one of the reasons that kept him in the profession, he share his perception in detail bellow.

... I love my job. It is the greatest job of all. However, the financial benefit is

minimal, to the extent that a teacher could not satisfy his/her basic need and that

of its family. Often I complain about the financial benefit in teaching but not the

time freedom. My colleagues and I got much spare time than professionals in

other sectors. As a result, I use this spare time to engage in other businesses and

do part time job. That in return enable me satisfy my needs and wants. If it were

not for the time freedom, I would not stay until now.

4.3. The Challenges of Senior Teachers

This section presents the challenges that senior teachers faced in their stay in the profession. The findings showed that lack of support from the administrators, student misconduct, political interference in teaching profession, financial shortage and lack of respect

for teachers in the society are the challenges study participant face in their stay in teaching for 30

years and more.

4.3.1. Students' behavior.

Participant mentioned that in recent year students' behavior is changing. According to

participants, students' misconduct or misbehavior is challenging teachers. Regarding this

Michael shared his experience as follows,

> *Teaching is an art! A good teacher knows how to present lessons in different*
>
> *manners, but I can only implement what I have planned if the students are*
>
> *disciplined. In my early year, I was assigned to regional area where I am new to*
>
> *the people's culture and it was hard to handle the students. In addition, in recent*
>
> *year students' misbehavior intensify in classroom. The number of misbehaving*
>
> *students in classroom relatively increased. This affects me.*

Tewodros said students' misbehavior affects his feeling and challenged him a lot. He

reflected as follow,

> *As a teacher, I came to school well prepared having in mind that I will carry out*
>
> *many lessons, but with students misbehaving I find it really hard and challenging.*
>
> *I feel sad to say this but students at this time, their behavior is worsening from*
>
> *time to time, I find it very hard to handle.*

According to Lesan, nowadays students misbehave a lot. He asserted that sometimes

students might insult teachers even try to hit or fight too. He added that such incidence has

happened to him personally and that has affected his interest and motivation over his job. He

shared his experience as follow,

Students' misbehavior is a distraction and a challenge in teaching profession,

some students would not obey you, some may insult you, some may try to fight you

and few students came to class drunk. My colleagues and I encounter such

incidence often that is why I pointed out students' misbehavior as a challenge.

Another interview participant, Ketsella also mentioned students' misbehavior as a

challenge innate in teaching profession. He mentioned that "especially after the year 2000 E.C

students behavior become challenging". He share his insight as follow,

Student behavior affects teaching learning process; if students misbehave, it will

be difficult for teachers to communicate with students. Sometimes I get in quarrel

with them and I might suspend them from class.   This makes me feel bad.

Students misbehavior makes you feel bad about students, even teaching

profession. That is why I am saying it is a challenge.

Participant in the focus group discussion indicated Students' misbehavior as one of the

challenges in teaching profession. Relatively higher number of students' misbehaving incidents

has been encountered and it was hard to bear. Participants mentioned that senior teachers being

challenged by students' behavior is the result of generation gap between them and students. They

also indicated that this challenge might have occurred because of miscommunication between

senior teachers and the students, fearing that they might not understand the way the students see

things.

4.3.2. Political interference.

All participants indicated that political interference in the education system and

administrative structure is the main challenge they face. Participant asserted that most School

administrators lack the ability to lead the school and provide support for teachers. Participants

also indicate the reason why most administrators fail to provide support for teachers is the fact

they are appointed for their political efficiency. In relation to this Tewodros and Ketsella

mentioned that the school administration and the system has sank in politics to the extent that

annually the school provides training which is political than academic. Both said that school

principals are appointed based on their political affiliation not academic background indicating

that one of the criteria for appointing school principals is political efficiency. As a result, it is the

politics in the education system that is their headache and biggest challenge.

> Samuel reflected,

> *Education should be free from politics and religion, but the fact is political*
> *interference prevail in school. This affects the teaching learning process in many*
> *ways. For instance, the school hosts meetings and trainings throughout the*
> *academic year and much of the trainings and meetings are political, these*
> *meetings affect the time that teachers have planned to perform academic deeds. In*
> *addition, politics disturb me.*

Michael mentioned that numerous challenges exist in his teaching career and for him the

major challenge was political interference. His experience is presented as follow,

> *Numerous challenges exist in teaching career and political interference is one of*
> *them. I believe the administration lacks the ability to lead the school, I said this*
> *because I saw them fail to solve school problem. In addition, I saw many teachers*
> *who were criticized for their capacity to execute educational objectives in*
> *classroom becoming or appointed as directors. Seniority in the profession is not*
> *the criteria to become a director or vice director, rather active political*
> *participation is. As their political affiliation is the reason they are appointed they*

communicate political issues rather than academic. That is why I say political

interference is the major challenge in my career.

For Negash also political interference is the biggest challenge in his teaching career. He

said

Our school administrators do not acknowledge teachers effort and achievements.

They do not recognize teachers' role. Sometimes they may attack teachers

personally. I think they value political participation and achievements more than

academic proficiency. I think this is because the system who appointed them

values their political affiliation.

Focus group participants similarly reflected that political interference in the education

system is a big challenge. The focus group participants' concurs with what one to one

interviewee shared. The participant mentioned that questioning administrators' decision and

action is considered as resistance and teachers' requests and new agendas are taken as political

opposition. In addition FGD participant indicated that they feel school administrators are

appointed for their political affiliation or because they are member of the ruling party, not for

their academic background or efficiency.

Findings show that political interference prevails in the education system. As participant

express that administrators are appointed for their political affiliation rather than their merit and

experience in education field, as a result educational institutions have been one of the places that

political intentions are imposed. Therefore political interference in the educational institutions

has become one of the biggest challenge experienced academia has to face with, according to the

participant. On top of that, participants' reflection shows that the trust bond between the

administration and the staff is somehow weak and teachers feel that they are being judged

4.3.3. Financial constraint.

Participants raised financial problem as one of their biggest challenge and dissatisfying factor in teaching profession that they have faced and still are facing. For instance, Tewodros said

My salary is minimal; as a result, I had to work a par-time job so I could satisfy

my family basic needs. This has affected me in many ways; my family members

are not proud of me being a teacher and wish I quit. This is all because, my salary

in teaching profession is minimal.

Participant such as Ketsella, Michael and Tollosa mention economic or financial problem as one of the challenge they faced as a teacher. All indicated that monetary benefit in teaching is minimal and it is challenging to satisfy their basic needs. Concerning this Tollosa shared his experience as follows

Food, shelter, and clothes are basic needs. It is must we have them fulfilled. I am

failing to do that. This is because of insufficient monetary benefit in teaching

profession. So all my time in teaching I am worried about it. Therefore, I say

financial problem is a big challenge that I have to deal with.

Michael also point out financial problem as a challenge in relation to teaching profession, saying

Other professions pay better than the education sector and they have salary raise

frequently. In teaching, we have to wait two or three years to get two hundred or

three hundred birr salary rise while the inflation rate is higher. Financial

problem affects teachers life experience starting from the café you have cafe to

the hotel you have meal. From time to time, the problem is getting worse.

According to ketsella, the society values people based on their earnings. He said, "Those whose wages are higher are respected more and those who earn less are accepted less". He indicated that teachers earn minimal wages, live low life, and they are less respected. For him such societal perceptions are discouraging and challenge him a lot. Similarly Samuel share his experience as follow,

> *Financial problem is the biggest challenge I am facing because I am a teacher. I am living a poor life and it is because of my wage. Sometimes what I earn will not last for month. I have to get loan from my friends so I could finish the whole month. Am ashamed, I worked for more than 30 years yet am not satisfying my needs entirely.*

Financial problem was a big issue for all participants. They indicate minimal salary and lack of incentives as a challenge in teaching profession. For Lesanu, the demands that reside in teaching profession and the monetary benefit do not match. He indicated that teachers are under paid. He also mentioned economic or financial problem is one of the challenges that discourage him as a teacher. Likewise, participants in the focus group discussion also concurred on economic problem as a challenge. Abeyot said, "Teachers are poor"; all the members of the group cheered and approve him right. According to the group, economic problem is teachers' instant challenge. In relation to this, FGD participant reflected that they are happy about their earnings when compared to other professions. They feel that if they had been in other profession they would have been paid more and they would have been satisfying their needs better.

Generally, as Tewodros, Ketsella, Michael, Tollosa and Samuel from one to one interview and the FGD participant indicated financial problems due to minimal salary and absence of incentives in teaching profession is considered as challenge that makes their stay in

teaching for 30 years difficult. Most participants indicated that financial problem exist to the extent that teachers find it hard to satisfy their basic needs. However, participants ignored the fact that some teachers worked hard and manage to escape the so called "poor life" and the researchers believes that lack of incentive and the prevailing minimal salary in the teaching profession affects teachers negatively from economic aspect but there are lots of things to be done if this situation needed to be dealt.

4.3.4. Lack of respect.

On the discussion on the challenges that senior teachers have faced in their profession and challenges due their being teacher lack of respect was repeatedly mentioned. Participant indicated that lack of respect for teachers from some members of the society, students and administrators is a challenge prevailing. Participants mentioned that this challenge is worsen at present. Regarding this Tewodros said

> *When I start teaching, teachers were respected; they hold higher prestige and*
>
> *acceptance in the society. With time passing, things start to change and get bitter.*
>
> *Now with no doubt, I can say teachers and teaching profession are undermined in*
>
> *the society. Disrespect starts within my own family. My family does not respect*
>
> *my profession; they do not respect the choice I made to stay a teacher. This is all*
>
> *happening just because I am a teacher. I believe the teaching profession and*
>
> *teachers have lost their past prestige. Knowing that I am doing so much for the*
>
> *society and in return, to be disrespected hurts a lot.*

According to Negash respect for teachers and teaching profession has diminished, he mention his experience as follow

I was giving test early this month and I saw a statement written on the wall, which

read as "learn hard so you would not become a teacher." The statement shows

that students hatred being teacher. Such thoughts are reflected in the society.

Currently to be a teacher is seen as something bad or disrespected. Comparing to

the respect in my early year I feel bad now.

Lesan's expression was somehow different; he states that because of lack of respect for

teachers in the society it is hard for him to get a life partner or wife. Samuel also mention that the

society does not respect teachers and he claim that minimal income is the primary reason that

teachers are not respected. Similar thoughts were reflected in the focus group discussion;

particularly Tatek mentioned that the disrespect has reached its pick point. He share his

perception as follow,

In my neighborhood, I sometimes get insulted. If I were a General, or wear a

military uniform, no one would insult me. So does it mean I get to be insulted

because I am just a teacher? My contribution is greater than the soldiers are but I

am less respected than they are. The respect toward teachers is minimal.

Focus group participant such as Abeyot, Mohammed, Teferi and Netsanet, all concur that

respect for teachers and teaching profession has diminished. All mention that in their early year

experience teachers use to be very much respected and now the reality are so much different. As

a result, the disrespect has been a dissatisfying factor and that it has been a challenge in their

stay. Their experience include working in rural area where people used to respect teachers so

much, the people there even take care of teachers' chores at home for free and all this, just out of

respect. Despite such experience, the participants feel that the society's bad treatment now is out

of respect. Participant like Abeyot even felt that the government also disrespects teachers.

Participants' reflection shows that teachers feel some members of the society disrespect teachers. This in turn affects teachers' feeling negatively. It is fact that people may develop negative feelings toward other for different reason. However all participants felt that the disrespect is related with their profession and the wage they earn.

4.4. Coping Strategies

There were different strategies and resources used that enable participants stay in teaching profession for thirty years and more. Participants indicated that colleagues and families as the resource turned to during time of difficulty or when facing challenges. In addition discussing bothering issues with colleagues and family members, reading books and praying were used as coping strategies by participant. In relation to this, participants' detail experiences are discussed below.

Study participants mention that their colleagues have been a great help in overcoming stress they face in teaching profession. All participants indicated that they approach their colleagues for help and discussing bothering issue with them gives them relief. Samuel, a one to one participant says his colleagues are so positive and help him feel good when he feel frustrated and stressed. He added, "My colleagues help me gain confidence and help me do the right thing." Regarding this, Tewodros share his thought as follow.

> I have different hobbies. I read books and watch movies. These habits help me
> relieve certain amount of stress from my profession. However, my colleagues
> were the main resource that helps me survive stress. My colleagues were the one
> to give me support in the school environment that would help me relieve stresses
> and provide me support at time of challenges. When I feel stress and face

challenge, discussing the issue with my colleagues is the first thing I do. They

might not give me solution but at least they give me time to hear my problem.

Ketsella mention that the attempt he made to find support and solution for his problems from the administration brings him even more stress. He said, "When I face problem I prefer approaching my colleagues for advice. They are the one who provide me support and ease my pain". Michael also concurred with Ketsella's perception saying, discussing his problems with his friends and colleagues help him reduce stress inherent in teaching profession. He said,

I have friends who have more experience in teaching profession than I do. When

facing problems or my mind is filled with stress, I always approach my colleagues

for advice. I feel that the administrators lack the experience and educational

background to provide me help. I said this because for almost a decade principals

assigned to our school were very young and in experienced. As a result, I prefer

talking to my colleagues to my problems and ease my stress.

Participant in focus group mentioned that discussing their problem with colleague is the strategy that they use to avoid stress. They discussed that, in the absence of substantial benefit, efficient administrative organ and comfortable working environment; only their colleagues can cheer them up and makes them feel good. In relation to this, Abeyot shared his perception as follow.

The strategy I use to ease or manage stress in teaching is to talk to colleagues

whom I trust. My colleagues always support me at time of difficulty, boredom, or

stress. We discuss issues that we find challenging and try to find solution. We

chat, make fun, spent time together and try to make each other happy. I think that

is what keeps me strong and go on in teaching profession.

Study participants also mentioned that different hobbies that they have developed through time help them ease the stress inherent in teaching profession and help them stay long. Tewodros mention that reading books and watching movie help him relieve stress. In relation to this Michael indicated,

> *Most of the time when I feel stressed I do three things. The first thing is talk to my*
>
> *colleagues. The other thing is pray to God. The moment I feel down, I pray. I tell*
>
> *my God what I am feeling and ask for way out of my problem. Besides that, I read*
>
> *books. I am attracted to psychological books. I believe they will help me see*
>
> *different issues from different angle. Therefore, I believe the books I read helped*
>
> *me survive the stress in teaching profession.*

Negash was the only one to mention that he turn to his family for support at time of challenges and stress. He said,

> *If it were not for my family, the stress in teaching would have affected me a lot.*
>
> *For me financial problem is the hardest challenge that I have to face with in my*
>
> *stay in teaching profession. It is difficult to survive the economic problem,*
>
> *especially if you got no support or if you are not working a second job. My family*
>
> *provides me support if I face problems. Beside my family, no one is providing me*
>
> *support.*

Lesanu from one to one interview mentioned that he have turned nowhere for support. He reveled that no one is ready to give support; he added that he was mistreated when turning for support before. He said,

> *I keep my problems to myself. I have turned for support to school principals and*
>
> *the response was not satisfying. They fail to provide me any support. I always try*

to read as many books I can. In fact, I can say books are my friends and they

helped me a lot to ease my stress.

From participant experience, it can be summarized that senior teachers face different challenges in their professional stay and social collegial relationship and families were resources used to cope up with the challenges. Activities outside of school like watching movie, reading fictions and passing time on internet and other activities were indicated as coping mechanisms that senior teachers use.

4.5. Suggestion for Longevity and Better Satisfaction

Study participants forwarded suggestions that they think might help for teachers' longevity and better satisfaction in teaching profession. Participants' suggestion lies in five categories that include improving teachers' recruitment method, improving benefit, refraining politics from school, attitudinal change and boycotting teaching. These categories are presented below.

4.5.1. Improving teachers' recruitment method.

Study participants insisted that the current teachers' recruitment method needs a reform. Most participants criticized the current teachers' recruitment system that allows students with low grade to join teachers training education. They indicate that the system is the reason for degrading teachers' prestige. Concerning this, Tollosa insist that the system that allows students with low grade join teaching profession should be banned. This way teaching will earn back its respect; teachers will become happy and stay in the profession long. In relation to this Tewodros said,

I am against the current recruitment system. Students with low grade are

becoming teacher; they are not joining teaching profession by choice it is either

because ministry of education assigns them or because their grades are low. As a result, teaching considered us unwanted profession, with low prestige and people are disrespect it. Therefore, students who choose to be teachers should only become a teacher and high achieving students should be assigned as a teacher. If the current recruitment system continues to function teachers' prestige will continue to deteriorate and that in turn creates dissatisfaction among teachers.

Negash perception was similar with what Tewodros and Lesanu suggested. His suggestion is presented below.

For teachers' longevity and better satisfaction, the government needs to work from the beginning. Means, students who have the knowledge and the interest should only be assigned as a teacher. I believe it is not right to assign a person to do a job that he/she does not love if they are forced to do so they will always look for way to leave the profession or feel dissatisfied. Therefore, Students do not have to be assigned to teachers collage against their will, they should insist to become a teacher. That is the only way we could preserve the respect of teaching profession and that of teachers too."

Focus group participant also mention the need to reform teachers recruitment method. They claim that the method of recruitment is accountable for the loss of respect in teaching profession and teachers' prestige also. In the discussion, the issue of students with low grade joining teaching profession was raised a lot. All participant mention, they feel humiliated knowing that students with low grade are joining teaching profession. People think that all teachers join the profession because they have low grade as a result, people disrespect the profession and the professionals. In relation Netsanet said,

In my neighborhood when students grade low in their national exam they join

teaching. Then my friends will tell me that the kids join teachers collage because

they have low grade. They also mention that after they graduate they will advance

in to another field of study so that they would not stay in teaching profession.

Hearing all this makes me feel sick. I sometimes curse the day I become teacher.

Therefore, the ministry of education should revise its recruitment system and let

only high achievers join teaching. I believe this will restore teachers respect and

people will start to value teaching profession and teachers as well. If so, teachers

will be satisfied and stay long in the profession.

4.5.2. Improving benefit.

As lack of benefit and absence of incentives were mentioned as one of the challenging

situation in teaching profession, participants suggest that benefits in teaching profession should

be improved. Most participants raise the issue of minimal monetary benefit and suggest that their

salary should be improved. They insisted that their salary should be increased to the extent that it

could satisfy their basic needs. In addition, a suggestion to take measure against shelter and

transportation problem was also raised.

Suggesting for improvement of benefit, Ketsella mentioned that teachers are playing a

great role for bringing social change and achieving social development. As a result, they should

be paid more than any professionals should. He indicates that government should raise teachers'

salary scale. In relation to this Lesanu said,

Benefits in teaching profession are minimal and the government should provide

more benefits and increase the incentives in teaching profession. The government

should provide low price shelter or help teachers own a house, as shelter is the

major problem teachers are facing. Otherwise, teachers should be paid well or

their salary should be raised to the extent that they could satisfy their basic needs.

Then I think teachers can stay long in the profession.

When talking about improvement of benefits, participants raise the issue of salary, shelter and transportation. Most participant states that in their earlier experience the benefit was satisfactory. They mention that teachers' were one of the highly paid professionals and their salary use to satisfy their needs. Considering this, Tollosa share his perception as follow,

When I start teaching, I was able to live a good life with the salary I was paid, I

used to satisfy all my needs. However, now with the income I am earning, I am

not satisfying my basic needs and I believe salary raise is mandatory. If the

government does not raise teachers' salary, the attrition rate will get worse and

teachers dissatisfaction also. Therefore, improving benefit is the primary

obligation the government has to carry out in improving teachers' satisfaction

and longevity.

Teachers' satisfaction is affected by minimal benefit they are attaining from their profession. Most participants believe teachers will be less dissatisfied if they attain more benefit. It is also mentioned that teachers respect in the society will improve if they were earning higher. Considering this Negash said the following,

Who respects the poor? We teachers are disrespected for our economic status. I

am poor and I am not happy about it. I am not satisfied with the wage I am

getting. Therefore what the government has to do is, increase salary to improve

economic status of teachers. That is how teachers will be happy and satisfied and

stay long in their profession.

Improving teachers' benefit was suggested as a means for teachers' longevity and better satisfaction in teaching profession. In relation to this, Netsanet mentioned that the salary of teachers should be raised and different incentives should be provided for them. According to other participants in the group improving teachers benefit is the key for improving teachers' satisfaction, quality of education, and keeping experienced teachers in the profession.

For Mohammed, the major teachers' challenge is related with minimal monetary benefit. He said that teachers are not satisfied with their job because they are not benefiting well. He added that teachers respect diminished in the society because of the low living status teachers are leading. Therefore for him improving benefits is the key solution for teachers' retention and job satisfaction.

4.5.3. Distancing direct political interference in the school system.

Indicating that schools are institutions that are supposed to be free from politics and mentioning that politics is one of the challenges that makes teachers' stay in the profession tough, participant suggest that politics should be refrained from the education system. Participants' mention that the school objective is not preaching politics and teachers should be left alone to do their work which is only academic. Concerning this Michael said, "Political interference in the education system is killing the quality of education and forcing teachers to hate their profession, therefore throwing out politics from the education system will be a wise thing to do." Tewodros also concurs with Michaels suggestion and said

Politics is an obstacle for education. Teachers are bored with their job because of existing political interference in the education system. Many factors stress teachers mind and I think politics should not be added. Therefore, the first step in improving teachers' satisfaction and better longevity in the profession should be

un-politicizing education. That way a teacher only has to worry about academic

issues. If the government could do this teachers will be happy and stay longer in

the profession.

In the focus group discussion, all participants were very emotional mentioning that

politics is one of the major professional hazards they have to face. Structural change in the

education sector, ban of politics from the education sector, changing the system that appoints

administration based on political merit was the suggestions that focus group participant

forwarded. Participant mentions that in their early career though the regime was dictator,

schools were free from politics. They clearly reflected that they are bored with political

interference in school. In addition, participants insisted for structural change; for politics to be

desisting from education and for system change that allows appointment of principals based on

political merit.

For Teferi also, political matters should be excluded from school. He added that political

interference makes teaching profession uncomfortable and stressful. In his view, teachers lose

comfort when political issues came up in the school. Most participants mention that they feel

unhappy when administrators raise political issues in school and that happens almost every day.

All members of the focus group discussion mention that political interference makes their job

hard and dissatisfying. Therefore, the government has to exclude politics from school to improve

teachers' satisfaction and make them stay longer in the profession.

4.5.4. Attitudinal change.

Study participant feel that teachers hold low prestige in the society and less respect is

given for them. All participants mention that teachers' are being disrespected due to teachers'

minimal wage. Society's attitude toward teaching profession and teachers need to change.

Teachers should be respected for the job they are doing and for the role, they are playing for society's wellbeing. In relation to this Tewodros said the following.

> *These days' society disrespect teachers, as a result, novice teachers do not feel*
>
> *like staying in the profession. Members of the society need to pay respect for*
>
> *teachers and the profession. Their attitude should be changed. The government*
>
> *has to work on promoting teaching profession and teachers as well. I believe this*
>
> *would help in retaining teachers in the profession for longer.*

Study participants such as Negash and Samuel indicated that some government officials do not pay respect for teachers. As a result, members of the society would do the same. If people should respect teachers first the government officials should respect them. For Samuel, "it is because the government disrespects teachers that the society is doing so. The first attitudinal change should be that of the government officials, from then we work on the society." Similarly, Lisanu said

> *Teachers should be respected more than any professionals should. Teachers are*
>
> *the one who bear a doctor, an engineer, lawyer and so on. Disrespecting teachers*
>
> *is like betraying the one who help you. Therefore, government organizations,*
>
> *nongovernmental organizations should work in restoring teachers respect and*
>
> *bringing thought change within the society. It is when teachers are respected and*
>
> *prestige, their satisfaction will increase.*

In conclusion, participants feel that major system change and attitudinal change in the society could help teachers stay longer in teaching profession with better job satisfaction. Change; in the recruitment method of teachers, the salary scale in teaching profession, political affiliation in the school system were among the majors changes participants suggest for teachers

better satisfaction and longevity. Bringing attitudinal change about teachers and teaching

profession in the society was suggested by participant teachers as means of restoring teachers'

prestige and respect that in turn brings satisfaction for teachers.

Chapter Five

5. Discussion

In this section, the research will discuss finding in the context of existing literature and from multiple data collection methods. The use of multiple data collection methods provides insight in too many facts of participant experience, challenges and coping mechanisms.

The findings of this study indicate that that teaching in their early year is different from their expectation and what they have been taught in universities. They feel they were not prepared well for the classroom management or discipline that would be required in teaching profession and find teaching challenging. However, they were excited about teaching, the students' commitment and the prestige they had in the society. The description of these early year career experience differs from what they indicated about their current experience. Most participants mention that they feel disappointed and disrespected while few mention that they still feel excited. The repeatedly mentioned disappointing factor was the disrespect from members of society toward teachers and the low return/payment.

The current study support findings of prior research conducted by Cynthia (2014) and Gedefaw (2012). Cynthia's study on lived experience of veteran teachers in primary school, mentioned that teachers who were not prepared for classroom management find teaching different from what they expected though, teachers were excited about teaching and being creative in planning and presenting their lessons. Participant teachers were motivated and enthusiastic at the beginning. However, participants indicated that the children and their families had changed over the years. The respect for teachers had declined in recent years. The teachers indicated that the students were not as interested in learning, were less creative, and as a result they were not as happy as they were in their early year experience. Results in Gedefaw's study

mention that teachers are significantly unhappy with their salary, too. The finding in the current study differs with the finding in prior research by Zembylas and Papanastasiou(2006), on teachers' job satisfaction in Cyprus, reflects that when teachers' age in teaching increases, their satisfaction level increases as well. Nevertheless, the current study reflects that as teachers' experience increase their feeling of happiness and satisfaction decline.

Therefore, this chapter discusses the major findings of this study under two major themes. Firstly, factors affecting senior teachers' job satisfaction with particular emphasis on challenges such as students' disciplinary problem, direct political interference, financial constraint and lack of respect and low social status are discussed. Secondly senior teachers' resilience in the teaching profession in spite or despite of job satisfaction including contribution for children development and love for teaching profession are discussed.

5.1. Factors Affecting Senior Teachers Job Satisfaction: Challenges in Focus

As the findings of this study from interview participants indicate, participant primary factors that affect job satisfaction are students' disciplinary problems, political interference in the academic structure and administration or schools being managed by administration appointed for their political affiliation, financial constraints and lack of respect and low social status. It is participants' consensus in FGD that school should be free from direct political interference and administrators should only focus on academic issues rather than politics. Minimal financial benefits, lack of recognition from government and disrespect in the society were identified in the study from FGD in relation to dissatisfying factors. Participants mention that teachers are not well benefited, as they are paid low salary. They also indicated that the role teachers' play for the well-being of the society and the benefit they get does not match.

The lack of respect and recognition of teachers causes a lot of disappointment among teachers. Most comments from one to one interview and FGD indicated that the disappointment resulting from unfulfilled expectations for respect and recognition gives rise to dissatisfaction and low morale. On top of that, students' performance was raised as an issue of dissatisfaction. As one of source of teachers' satisfaction is students high achievement and growth, to see them fail and act badly disappoints teachers. Study result shows that teachers think that students' performance is declining from time to time and teachers are dissatisfied with that.

Findings Zembylas and Papanastasiou (2006), Jeylan (2013) and Gedefaw (2012), support results in current study. Zembylas and Papanastasiou (2006) found out that the effects of social problems, student failure and lack of discipline, lack of respect, status and recognition from society and poor salary are factors creating dissatisfaction among teachers.

Finding in this study is also consistent with findings from previous studies conducted in Ethiopia by Jeylan (2013) and Gedefaw (2012). Perceived low status and value, economic constraint and student related issues were indicated as dissatisfying factors in both studies.

Students' disciplinary problems. Teachers' work can be organized and carried out in many ways, but all teachers teach students. Teachers' desire to be effective in the classroom and students are in the powerful position of enabling or limiting accomplishment of that goal. Current study result from one to one interview shows that inappropriate behavior that students inhabit is a great deal of challenge that teachers have to face in their career. Most participants in FGD also indicated that in recent years students' behavior has become challenging. Such behaviors include talking in classroom, lack of respect for teachers, using verbal abuse on teachers and showing aggressive behavior, unresponsiveness and negligence. Similarly, Public Agenda survey (2004) in Washington, DC for which 725 middle and high school teachers were

interviewed, 34 percent of teachers reported they have "seriously considered quitting the

teaching profession because student discipline and behavior was such a problem" and equal

proportion of teachers claimed that they knew someone who has actually left for these reasons

(Public Agenda, 2004, p. 43-44). A guideline for teachers, published by Irish national teachers'

organization (2004) also confirms that children's behavior often poses job dissatisfaction to

teachers and sometimes these challenges cause irritation to the teachers. The findings in this

research were consistent with study conducted in Ethiopia by Gedefaw(2012), Jeylan (2013) and

Hilina (2011)who reflects that teachers in the study were disillusioned by undisciplined and

unmotivated students (Gedefaw, 2012:150) and disruptive behavior, poor academic

background, and lack of interest in learning are student related challenges teachers

face(Jeylan, 2013,220). This study result also corroborate with results in a comparative study that

used descriptive survey research method to explore and describe major causes of teachers'

turnover by Hilina(2011) which confirms that Students' character and disciplinary problem had a

diverse effect and is the major cause on teachers' turnover.

   Political interference. Educational System in government school can be part of

political system of the country; however, study participants insisted that direct political

interference in the school administration process is one of factors affecting their job satisfaction.

These teachers are claiming for politics free environment in the teaching -learning process and

related support system with the fact that teaching is merely professional job. As the participant

claim, school administrators are appointed for their political loyalty for ruling party rather than

their academic efficiency and managerial ability. As the finding indicates because of the political

interference principals with less experience and efficiency to manage school are appointed. As a

result, the administration lacks the ability to manage the school and provide sufficient support for

teachers. Study result indicates administrators not providing support and politically harass teachers have been one of the biggest challenges that has been inflicting stress and making teaching hard. Participants also blame politics inherent in the school system and administrators imposing political issue in the school for the failure in quality of education and for teachers leaving the profession. Similarly, Ibrahim (2016) also indicates that political interference in African academic institution is not a new phenomenon and his research findings show that most African politician uses academic institution as a critical outpost for building political clients. Lack of leadership support was indicated as challenge that teachers face in their work environment, (Cynthia, 2014)

In addition, not only is direct political interference is mentioned in the school setting, but also Frazier (2013) study indicate that political interference by government affect the educational research and even affect educational policy formulation.

On top of that, prior research conducted in Ethiopia indicated that lack of support from administrators is one of the challenges teachers face in their professional stay. Hilina (2011), Jeylan (2013) and Tewedaj (2014) reveled that in different part of the country administrative problems is one of the cause for teachers to quit their job. Administrative impediment: unnecessary interventions and unfair power given for school management were indicated problems in relation. Gedefaw (2012) also indicated that political interference exists in school by pointing the promotion practices were unfair, and were based on political party affiliation or ethnicity.

Financial constraint. In Ethiopia, teachers are the one who are the most disadvantaged civil servant in terms of low wage "The issue of salary and missing link between performance and reward were the biggest motivational challenge for teaching in Ethiopia"

(Gemeda and Tynjala, 2015 p.181) that most dissatisfy senior teachers at Yekatit12 Preparatory School . The participants in one to one interview mention low pay and absence of incentives in teaching profession is being the primary factor that affects their job satisfaction. Most participants in FGD also mention a great deal of stress has been inflicting them due to low wage earned. Study result identifies those minimal financial benefit unable teachers to satisfy their basic needs and that of their family. As a result, it cause stress on teachers and is being dissatisfying factor for most teachers in the profession.

Similar to the finding of this study, numerous studies conducted in Ethiopia identify lack of financial benefit in teaching profession as the major push factor for teachers leaving the profession. Hilina (2011) expressed that dissatisfaction of teachers by teaching salary; inadequate salary increment and insufficiency of teachers' income to meet their financial obligation to support their family were major areas of dissatisfaction of teachers that can result in turnover. Similarly, Gedefaw (2012) showed that the absence of satisfactory salary and benefits were negatively affecting the teachers' satisfaction with their job. It was also indicated that the 2011 salary increment and the introduction of a new career ladder in 2012 did not seem to satisfy and motivate the teachers. A study by Gemeda and Tynjala (2015) indicated that teachers not only received salary below the living wage but also low compared to other profession that de-motivated and drive them away from the profession. In contrary to the above researches and the findings of this study, study result by Zembylas and Papanastasiou (2006) found out salary and benefits were mentioned as the primary source of satisfaction in teaching profession.

Lack of respect and low social status. In many developing countries, teaching has historically enjoyed a large degree of prestige, today; however, many teachers feel the respect for their profession is decreasing in the eyes of students, parents, government, and the larger society

(Guajardo, 2011). The study findings also indicate that the low status and respect teaching

profession and teachers hold in society is one of the major factors that negatively affect teachers'

job satisfaction. The participant mention that the respect and regard given for teachers and

teaching profession is deteriorating from time to time and teachers are being dissatisfied with

that. In the research finding it is mentioned that low salary earned, disregard from the

government officials for teaching and teachers are of the reason for teachers disrespect in the

society. This research finding is shared by other studies too. Hilina (2011), Gedefaw (2012),

Zembylas and Papanastasiou (2006), Jeylan (2013) and Tewedaj (2014) identified low status and

respect given for teachers as discouraging and stressing factor. According to Zembylas and

Papanastasiou (2006), the lack of respect and recognition of teachers causes a lot of

disappointment among Cypriot teachers, a tendency noted in several societies around the world

in the last few years (p.15). Similarly, Gedefaw (2012) indicated that teachers were dissatisfied

with the lack of the public's regard for teachers, and observed a lack of respect from the

education leaders (p.154).

In summary, as this study results and finding from prior studies indicate; students'

misbehavior or disciplinary problems, direct political interference in the school system, financial

constraint and lack of respect and low social status are dissatisfying factors creating stress and

challenging teachers who choose to stay in teaching profession for long period.

5.2 Senior Teachers Resilience in the Teaching Profession

In this part of this chapter, senior teachers' reason to stay despite the challenges they face

in the school system and the copy strategies to overcome the burnout due to the challenges they

face are briefly discussed.

5.2.1. Why senior teachers remain in the teaching profession?

As it is indicate above, senior teachers in the Yekatit 12 Preparatory School have a lot of challenges that negatively affect their job satisfaction. Despite the challenges, teachers remain in the school due to different reasons. This includes experiences related to longevity and copying strategy and also further suggestion recommended for longevity. There are some alarming positive factors that makes teacher to stay in the school such as love of the profession, contribution to children development and also lack of alternative opportunity, time freedom and benefit in teaching profession makes teachers being resilient in the school system

The study found out, despite the challenges and minimal benefit inherent in the profession, teachers use to stay in the profession for the love they develop for teaching and students. It was mentioned in FGD that knowing that teaching affect the life of many and help children grow in to a better person were the primary reasons for developing love for the profession. Senior teachers' response reflected motivation and hygiene factors (Herzberg, 1966) that were influencing their experience of job satisfaction. Participant in one to one interview talked about loving the children, enjoying watching the children grow and develop and knowing they are making difference. The findings mentioning teachers were significantly satisfied with hygiene factors corroborate the findings by Cynthia (2014) that indicate hygiene factors like working with children and students' parents, watching students grow and develop under their supervision motivate and brought satisfaction to teachers. Gedefaw's study result also shows that teachers are concerned for their students and they believe that their teaching developed the children and this motivates and brings satisfaction. Similarly, a study conducted in Cyprus by Michalinos Zembylas& Elena Papanastasiou (2006) indicated the satisfaction of working with

children and seeing them grow and achieve and contributing to the society are the main sources of teacher job satisfaction.

A case study by Jeylan (2013) mention, sense of missing teaching after living in the job for so long, enjoying working with children, and the love for the job were mentioned as a reason teachers remain in the profession. Study by Susan, Victoria, & Gerald (2006) on an insight of experience teachers on the profession mention that the teachers emphasized their work with young people as a powerful motivator for keeping them in the profession.

Result in current study also shows that teachers are annoyed with teaching profession and the reason they are still working as a teacher because they have limited access to join other profession or they lack the academic background to join other profession. Different Studies by Jeylan (2013), Zembylas and Papanastasiou (2006) and Fekede (2015), share the result in current study indicating that significant number of teachers indicate lack of opportunity for better job, lack of favorable working condition as the reason for staying in teaching profession.

Although monetary benefit is not mentioned as a primary reason for staying in teaching profession, few participants in one to one interview indicated that they stay in teaching profession for the benefit. Salary and time freedom were indicated in FGD as a kind of benefit existed in teaching profession, which led few participants stay for more than thirty years in teaching. The finding match the study results by Cynthia (2014) who indicates that salary, summer time off as a benefit and factor for teachers to stay in teaching profession. Zembylas and Papanastasiou (2006) also confirmed that the salary, the hours, and the holidays associated with this profession are significant sources of satisfaction and reason for staying.

5.2.2. Coping strategies.

The major factors that dissatisfy senior teachers were discussed in the first part of this chapter; despite the presence of challenges, they are resilient with the teaching profession due to the absence of alternative job opportunities, love for teaching as well as satisfaction on their contribution to the overall development of children in the school system. Therefore, while facing challenges that are disgusting and stressing in their stay in the profession, they use different copying strategies to keep their resilience; that is discussed in this part of discussion chapter.

Findings from FGD indicate that colleagues and family members are important social capitals that study participants are turned to during stressful situation. . The finding implies all participants used discussion with their colleagues as a key strategy for surviving the stress job satisfaction.

During time of difficulty, brothers and sisters (siblings) and for some, their children were there to provide financial support and advice as indicated by participants. The study finds families being helpful for participants in facing challenges because their being in the school system. One to one interview participants also mention that family members were there to share their stress and provide financial support. Studies by Cynthia (2014) support this finding indicating external support often came from families and friends outside of teaching profession. It also mentions, "Family members were able to provide distraction and help the teachers focus on matters unrelated to their student and classrooms" (p.135).

Finding also shows hobbies like reading book, watching movie and activities like praying have been used as a means of relieving stress that have been identified in prior researches also. Teachers' increasing reliance on colleagues is also apparent in survey data collected from a random sample of teachers every five years by the National Education Association. Teachers in the survey identified colleagues among the top six factors(i.e. help from administrator, positive

attitude of pupils and parents, opportunity of rendering service, school environment and organization freedom to teach and cooperative competent teachers colleagues) that help teach with interest (National Education Association, 2003). The study result from both FGD and one to one interview participant shows in the absence of administration to provide support, colleagues were the one who grant a great deal of advice and professional support during the time of difficulty and stress. This study result corroborate with studies by Cynthia (2014) indicating that teachers often turn to colleagues as support when workplace stress become problematic and colleagues can act as a sounding board and give advice on handling difficulty situation (p.141).

Anderson (2003) finding also indicate that teachers cherished recognition from others, especially peers and recommended that professional dialogue across experience levels should be encouraged to alter job related distress and dissatisfaction. Gedefaw (2012) also mentioned collegial relationships as a strong satisfactory aspect of teaching job and the job satisfaction of the secondary school teachers in Addis Ababa was intimately connected to the joy gained from working with their colleagues.

Cynthia, (2014, p.136-137) indicated: Strategies like exercising and going out with friends, decompressing by listening to music on drive to home, spending quiet time, thinking about the day during drive home, writing things down, communicating with parents, changing teaching strategies, spending time with families and spouses, vacationing, maintaining a sense of humor, talking to the principal, developing a community of learners in his/her classroom, participating in yoga and meditation, putting a time limit on school work at home , working on a hobby, researching using the Scholastic website , using the internet to find new teaching

strategies, resources, and interventions and attending workshops were used to alleviate stress by teachers.

Anderson (2003) also indicated that teachers use reading, watching movie, travel, back garden work and spiritual activities as favorite pastime and means of rejuvenating themselves. The current study finding also indicates that teachers rely on their hobbies and activities outside the profession to survive the stress related to teaching profession. The study finding indicates that teachers to ease stress used reading, watching movie and praying. Participant mention they use to hide and look for ways to cope with problems in their books.

In contrary to this study finding, different studies indicate that teachers discuss their problem and get support from school administrative or educational leaders at district level. These study result indicates that teachers gain significant satisfaction and motivation by working and discussing their problems with administrators. In relation to this Cynthia (2014) mention, teachers listed administrators as one of the resource providing support. Mark (2007) indicated that teachers in the study are happy about the support and care from school administrator and immediate supervisors. However, Participants in this study feel that administrators create stress on teachers trying to impose political issues on the school system. In addition, the finding in this study indicated that teachers feel disappointed about lack of support from the administration.

5.2.3. Suggestions for longevity and better job satisfaction.

In addition to their personal experiences, study participant were requested to forward suggestions that may help in retaining teachers in the teaching profession and satisfying them better. The findings on suggestions for longevity and better satisfaction looks as participant forward every single of them as means of tackling their challenges. The suggestions forwarded

were in line with the challenges that participant find stressing and making teaching profession stressful and dissatisfying.

The study finding shows improving benefit, improving teachers' recruitment method, refraining politics from school and bringing attitudinal change in the society as suggestions by participant that might help for longevity and better satisfaction in teaching profession. These research findings were shared by numerous educational studies. For instance, Hilina (2011), Jeylan (2013), Tewdaje (2014) and Gedefaw (2012) identified improving teachers' salary, recruiting interested and qualified teachers to the profession, working condition, providing incentives, increasing teachers' recognition, administrative and management styles, un-shouldering politics from school principals , providing access to advance education and to work on improving students behavior as strategies to improve teachers satisfaction and increase retention.

All study participants in one to one interview suggested for improving the teachers' recruitment method. Findings from FGD shows that teaching has lost its prestige in recent years and one of the reasons for that is the student teachers recruitment method. Students who graded low in the ESLCE (Ethiopian School Leaving Certificate Examination) are allowed joining teaching profession and this makes teaching look like undesirable profession. Participant suggested that this have to be reformed. The study finding indicates teaching might restore its prior respect when high grading students join to be a teacher. This finding corroborate with other prior study findings. For instance, Jeylan (2013) mention teachers who participated in his study mention they join teaching due to low grade in ESLCE and because they fail to join college and university. Hilina (2011) suggested recruiting interested and qualified teachers to the profession

as a strategy to minimize teachers' turnover and increase retention in line with significant salary increment.

As lack of benefit and incentive were mentioned as dissatisfactory factors and challenges that make teaching profession stressful, interview participants recommend that the government consider revising the salary scale. On top of that most FGD participant were indicating the question is not making teachers' salary higher than other professionals but it is about making it equivalent with other professionals with similar qualification as the teachers. Gedefaw (2012) indicate that teachers are dissatisfied with salary and the government and other concerned stakeholders should work on improving the salary so as the teachers' satisfaction will improve. Hilina (2011) also recommend, "teachers' salary should be improved because inadequate salary is major reason that teachers give to quit their job" (p.72).

To work on the society's attitude toward teaching was also another major finding that is shared by different Ethiopian studies. Study finding indicate that societal perception toward teaching is so bad to the extent that is affecting teachers satisfaction and creating stress. In this regard Tewedaje(2014) indicate that public education by government and concerned bodies is required to counter the wrong perception about teachers among the society. Jeylan (2013) also call for making public campaign on the values of teachers and promoting teachers and their profession in order to create more favorable image of teaching and teachers believing that might contribute for the respect of teachers and teaching profession in the eye of the students, parents, and the wider community (p. 229). While teachers are important actor for social change, however as the study findings show that society today does not quite value their role as the level it deserve. The teaching profession suffers from a negative image and lack of social prestige.

Therefore, concerned educational leaders and stakeholders should facilitate continuous programs to be transmitted in different Medias focusing on building positive image about teachers.

In summary, senior teachers' experience in teaching profession were discussed in two major headings. Political interference, lack of respect and low social status, students' disciplinary problem and financial constraint were identified and discussed as factors affecting teachers' job satisfaction and holding challenge for teachers in their career. While aspects like reason for staying in teaching profession(i.e., loving teaching profession, enjoying working with children, and benefit in teaching profession),coping strategies and suggestion for longevity and better job satisfaction were part of teachers' resilience in teaching profession. In this part of the discussion improving salary and benefit, improving recruitment method, refrain direct political interference in the school system and attitudinal change in the society were discussed as senior teachers' suggestion for teachers longevity and job satisfaction.

Chapter Six

6. Conclusion and Social Work Implication

This chapter discusses conclusion and implication for social work, which consist of implication for research, policy advocacy and intervention and conclusion drawn from the findings of the study discussed in the previous chapter.

6.1. Conclusion

This study examines the longevity, job satisfaction, challenges and coping strategies of senior teachers at Yekatit 12 preparatory school, who have stayed in teaching profession for 30 years and more. .

Finding of this study indicates that senior teachers in their early year career use to enjoy teaching and feel excited about the job. It is revealed that the source of the joy and excitement was perceived respect and high prestige in the society, disciplined and eager students. However, this excitement seems to deteriorate in their current career. The findings show increasing disappointment due to declining prestige and respect of teaching profession among the society is one of the factors that dissatisfy teachers in their professional career.

The study revealed student misbehavior, financial problems, political interference and perceived low status and respect as challenges creating stress on senior teachers and making their stay harder. Students' misbehavior is becoming a common phenomenon, possessing challenge for teachers. Teachers every day have to deal with such behaviors, which challenges their ability to provide education and their interest to stay in teaching. On top of that, low income earned make staying in the profession very hard. It was found out that due to absence of incentive and minimal benefit teachers are not able to satisfy their needs and that of their family too. Finding also implies teachers' social status is being affected due to the low wage they are getting.

Political interference was also found as another factor challenging senior teachers. As the study finding shows teachers are dissatisfied and heavily challenged by administrative appointed for their political affiliation and by lack of support from them. Despite the challenges, loving the profession and working with children, to see them grow in to better person was the most important factor for participants to be resilient in the teaching profession. Contrary to this, heavily dissatisfied and disappointed with teaching, the study reveals that absence and/or lack of choice was another significant factor that led teachers keeps resilience in teaching profession.

This study discloses that participant teachers are not necessarily motivated by Herzberg's hygiene factor like supervision, salary, administration, working condition, etc; rather, interpersonal relation, achievement, the work itself were motivators with colleagues playing major role in teachers to keep resilience in teaching profession. The study findings also revealed that teachers have used different strategies and social capital to survive the challenges and stress inherent in teaching profession which enable them avoid burnout. Social capital unifies individual, strengthen networking, and help to act in cooperation with each other and social capital has an important effect on job satisfaction. Colleagues were the primary resources available and discussing stressing issue with their colleagues was what most teachers used as a strategy to avoid or ease stress. Families were also significant resources that teachers mention that they went for support. Focusing on activities outside of teaching and passing time on different hobbies were also means of easing stress and challenges.

Improving benefit and incentive, working on students' discipline, striving for attitudinal change in the society and banning direct party politics interference from the education system were some suggestions that the study participant forward. The study finding indicated that teachers feel that benefits that exist in teaching profession should be improved and incorporation

of new incentive should be considered. The study finding also shows that teachers feel for reform in the administration; one who have the capacity and who can provide support for teachers should possess the administrative power. This indicates that in order to maintain teachers in the school system, school administration should be merit based rather party political affiliation.

In general, job satisfaction and challenges are the two sides of the same coin in the senior teachers' experiences in the teaching profession since both have reverse relationship. When challenges increase, job satisfaction decreases and the reverse will be true if their voices could be heard by the concerned bodies since most of their suggestions are political in nature. Satisfactions of teachers as well as level of challenges are determined by the level of solution provided by the government of the country. However, social work implication can also be derived from the finding and discussion of this study that will be discussed next

6.2. Social Work Implication

The social work field arose as an advocating voice for the most disadvantaged and oppressed person in society, those unable to find a voice on their own, and has traditionally been charged with creating condition with social reform, ameliorating poverty and injustice. This study aims at making the voice of senior teachers to be heard. Considering the fact that "community development and change are particularly related to education" (Turkkahraman, 2012), and as this study participant are senior teachers who are believed to play a great role in accomplishing the goal of education, the finding of the study have implications on social work. These implications are implications for practice or intervention, implication for policy and implication for future research and knowledge.

6.2.1. Implication to practice

The teachers in this study tend to employ certain mechanisms in an attempt to cope with these conditions and their negative emotional experiences; it appears that they lack systematic and coordinated coping resources to manage their emotional lives. Being unable to cope with the complexities in their job meaningfully, they still find themselves vulnerable to various unpleasant emotional experiences, as reflected in their stories of challenges. This finding has a very important implication for the needs for social work intervention and practice in order to address the challenges and focus on schools to address such problems. For instance, social workers could council teachers under stress, try to organize social capital in the school and contribute in forwarding systematic stress reduction or coping mechanism. Social workers could also try to build relationships with outside agencies that are interested in working with teachers. However, before taking any kind of action, social workers have to create discussion network to set important strategies to address teachers' challenges. Therefore, social workers has to give attention for teachers community building in the schools through establishing association or any other strategy that school teachers can help each other.

In addition to the above, one of the finding about teachers suggestion for better satisfaction and longevity in the profession implies for attitudinal change on the societies perception on teachers and teaching profession. This also shows the need for social work intervention. It is clear that social work advocacy to improve the society's perception toward teacher is unquestionable. Social workers could work with concerned governmental and nongovernmental organization in programs that can magnify the positive aspects and role of teachers and teaching profession using different Medias. In addition, the need for social work intervention is also seen in the findings that indicate students' misbehavior is being a challenge

to teachers. Here social workers could strive for programs or sessions in improving students'

behavior. For instance, social workers could facilitate a study team, skill groups and counseling

sessions for students in order to try improving students' behavior and academic performance,

which in turn makes teachers happy.

6.2.2. Implication to policy

The primary aim of education is to sustain individual and societal improvement.

Educational programs and policies play a vital role in the social and individual progress.

Therefore, the teachers' recruitment method should be improved and stakeholders in this

dimension might find this study helpful in their future program amendments. In order to make

teaching a respected and valuable profession, Ministry of education has to set definite criteria for

teachers' recruitment and provide better payment for teachers. This criteria has to be included in

the education policy of the country-this in turn imply the revision of educational policy or

establishing related rules and regulation

The ministry of education and USAID and other donors has prioritized improving the

quality of education in Ethiopia (USAID fact sheet, 2016). For programs under previously

mentioned organizations and for concerned governmental and nongovernmental organizations

that working on or planning to work on, the findings in this study posses rich information that are

very helpful in achieving their goals.

6.2.3. Implication for research

The finding of this research implies that the issue of senior teachers and the reason they

stay in the profession remains largely unexamined. However, there are researches conducted on

the satisfaction of the gap is clearly seen on the challenges of teachers on different level so that

finding implies that this important area could benefit from further researches. Therefore, as this

research is phenomenological study and considering the small size of the participant further assessment at primary and secondary school level and in higher education is needed to confirm and enrich the finding with larger sample in order to provide generalize-able findings, solution and derive important social work implications.

In addition, in the future research, intersection perspective of teachers' experiences such as the influence of gender and ethnicity on the job satisfaction and related challenges in the teaching profession should be given attention. Moreover, the impact of the current salary increment on the satisfaction of teachers and quality education has to be studies since low wage is one of the reasons for teachers' low satisfaction in their teaching profession.

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Annexes

Appendix I

Consent Form

Title of Study: Experience of Senior Teachers at Yekatit 12 Preparatory School: Longevity, Job Satisfaction, Challenges and Coping strategies

You have been invited to participate in a research project titled "Work Experience and Related Life Challenges of Senior Teachers at Yekatit 12 Preparatory School." This project will serve as Paulose Duressa's thesis for the requirements of the Masters of social work. This consent document will explain the purpose of this research project and will go over all of the time commitments, the procedures used in the study, and the risks and benefits of participating in this research project. Please read this consent form carefully and completely and please ask any questions if you need more clarification.

What are we trying to find out in this study?

The purpose of this study is to (a) explore senior teachers' experience of job satisfaction (b) to explore senior teachers' reason to stay in the profession (c) to understand the challenges of senior while staying in the profession (d)explore the survival strategies that senior teachers employ and (e) to state senior teachers' suggestion for better longevity and satisfaction in the profession .

Who can participate in this study?

The participants in this study will be senior teachers with at least 30 years of experience. There are no other inclusionary requirements for participation in the study.

Where will this study take place?

The interviews will be conducted at a place that is agreeable to the teacher being interviewed. For example, the interview can be conducted in their school compound after class time, a library, or in a cafe.

What is the time commitment for participating in this study?

The interviews are expected to last from 45minutes to one hour. The interview is a one-time only, but the teachers will also be expected to review their individual transcripts and make changes as they feel are necessary. If there is a need for second interview, it will be based on the willingness of the participants.

What will you be asked to do if you choose to participate in this study?

The volunteers will be asked to read this consent form and then participate in the interview. The interviews will be audio taped. After the interview is transcribed, the teacher will be asked to read the interview transcript and made any changes that are relevant. If no changes are needed, no action is necessary.

What information is being measured during the study?

The teachers will be asked to discuss their experiences the challenges they face and strategies that have helped them remain current in their professions. Nothing is being measured or evaluated.

What are the risks of participating in this study and how will these risks be minimized?

There are no known risks to participating in the study.

What are the benefits of participating in this study?

There is no known benefit to participating in the study for the volunteer teachers. However, the results of the study may be useful in determining reasons why teachers remain in

the profession. Future teachers may benefit by being aware of the reasons and strategies that senior teachers use to reduce stress and burnout.

Are there any costs associated with participating in this study?

There are no known costs associated with participating in the study.

Is there any compensation for participating in this study?

There is no compensation for participating in this study.

Who will have access to the information collected during this study?

The only people who will have access to the information collected during this study are the researcher and his advisor at Addis Ababa University.

What if you want to stop participating in this study?

You may choose to stop participating in the study at anytime for any reason. You will not suffer any prejudice or penalty by your decision to stop your participation. You will experience no consequences either academically or personally if you choose to withdraw from this study. The researcher can also decide to stop your participation in the study without your consent.

Should you have any questions prior to or during the study, you can contact the researcher, Paulose Duressa +251-913-36-84-71/ pds.duressa@gmail.com if questions arise during the course of the study.

By participating in the interviews with Paulose Duressa, I am giving consent to participate in this study.

Signature_____

Appendix II

Interview Guide

1. Background characteristics of teachers

  ➢ How do you join teaching profession?

  ➢ When you join Yekatit 12 preparatory school

  ➢ Can you tell me your teaching experience in your early years?

2. Teachers reason for staying in the teaching profession for more than 30 years.

  ➢ How do you think about teaching career now?

  ➢ What has led you to stay in the teaching profession for more than 30 years?

  ➢ Have you ever thought about leaving?

      ➢ Why or, Why not?

3. Teachers experience: special focus in job satisfaction.

  ➢ Can you tell me about your job satisfaction? Are you satisfied?

  ➢ If yes, what factors brings you satisfaction?

  ➢ If no, what factors dissatisfy you?

4. Challenges senior teachers faced in their professional stay

  ➢ What do you consider the challenges of the teaching profession?

      ➢ What cause the challenges?

  ➢ Are there any challenges that are related to your being a teacher?

  ➢ If yes what are the challenges and what cause them

4. Senior teachers' coping strategy

  ➢ Where to have you turned for support when you encounter professional challenges?

SENIOR TEACHERS' EXPERIENCE

➤ How do you manage stress that can be inherent in the teaching profession? Or what mechanism do you employ?

5. Senior teachers' suggest for longevity in the profession and better jobsatisfaction

➤ Do you have any suggestion that enables longevity of teachers in the profession?

➤ What do you think should be done to better job satisfaction of teachers?

Thank you for your time.

Appendix III

Demography Form

Please answer the following questions as they apply to you. There is no right or wrong answers and all information will be confidential. No individual teacher will be identifiable in the final report.

Name (pseudonym) _____

Age_____

Gender_____

Educational Level_____

Marital Status

☐ Single, Never married

☐ Married

☐ Divorced

☐ Separated

☐ Widowed

Number of dependent children

☐ None

☐ One

☐ Two

☐ Three or more

Total years of experience as a teacher _____ years

Years in this school _____ years

Appendix IV

Guideline for Focus Group Discussion

1. Background characteristics of teachers.

   ➢ How and when do you join teaching?

   ➢ How you experience teaching in your early career year.

2. Reason for remaining in teaching profession for more than 30 years

   ➢ How do you think about current teaching career?

   ➢ Why you remain in teaching profession?

   ➢ Have you thought about leaving?

   Why or why not?

3. Teachers experience: special focus in job satisfaction.

   ➢ How you experience job satisfaction? Are you satisfied?

   ➢ What factors brings you satisfaction.

   ➢ What factors dissatisfy you?

4. Challenges of senior teachers in their professional stay.

   ➢ What are the challenges in teaching profession? What cause them?

   ➢ Are there any challenges in relation to you being a teacher? What causes them?

4. Senior teachers' coping strategy

   ➢ Where to have you turned for support when you encounter professional challenges?

   ➢ How do you manage stress that can be inherent in the teaching profession? Or what

      mechanism do you employ?

5. Senior teachers' suggest for longevity in the profession and better job satisfaction

   ➢ Do you have any suggestion that enables longevity of teachers in the profession?

SENIOR TEACHERS' EXPERIENCE

What do you think should be done to better job satisfaction of teachers?