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EFFECTS OF WORKING CONDITIONS ON TEACHERS' PROFESSIONAL IDENTITY AS REVEALED THROUGH THEIR NARRATIVES AND EMOTIONAL EXPERIENCES: A CASE STUDY OF PRIMARY SCHOOL EFL TEACHERS

By

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN TEFL (TEACHING ENGLISH AS A FOREIGN LANGUAGE)

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This is to certify that the thesis prepared by **Jeylan Aman Tura**, entitled: ***Effects of Working Conditions on Teachers' Professional Identity as Revealed through Their Narratives and Emotional Experiences: A Case Study of Primary School EFL Teachers*** and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

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Abstract

Teachers all over the world play pivotal 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. 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.

Using this state of affairs and the teacher researcher's own lived experiences as a point of departure, this study set out to elucidate the effects of working conditions on professional identity of EFL teachers within the Ethiopian government, second cycle primary school system. Drawing on emotional and narrative experiences of individual teachers and descriptions of their entrenched professional perspectives, the study sought to understand the dynamic and complex interaction between teachers' working conditions, emotions arising from these conditions, and professional identity.

The participants of the study are seven experienced EFL teachers drawn from five government second-cycle primary schools in Adama and the neighboring towns. The research employed a qualitative research approach, drawing on Lazarus' social-psychological framework of emotion and Kelchtermans' perspective of professional identity in order to interpret the critical incidents and day-to-day encounters of the teachers. The research problem and the nature of the data sought prompted the use of two methods of data generation, namely, narrative interviewing and research journals. Data gathered through narrative interviews were transcribed, translated to English and coded to facilitate the process of analysis and interpretation. The research journals helped to document the researcher's personal observations of the participants' behaviors and of the research contexts and to supplement the interview data. Qualitative content analysis involving several stages was employed to analyze and interpret the data. Each participant's transcripts were analyzed individually so as to maintain unique feelings and

experiences of individual cases. Cross-case analyses were also made to discover shared experiences and commonalities.

The findings generally indicated a complex interaction between teachers' working conditions and their professional identity. The teachers revealed complex emotional responses, both in positive and negative terms, to challenges and opportunities embedded in their professional and social landscapes. The findings illustrate that the teachers experience positive emotions when their various concerns and aspects of their professional identity are reinforced by intrinsic factors within their career. By contrast, they experience a range of negative emotions when their concerns and professional identity are threatened predominantly as a consequence of extrinsic influences of their working conditions. In spite of this, all of them have displayed a highly positive perception of teaching, a strong sense of professionalism, and, for the majority of them, a tendency to stay in their profession. On the basis of the findings obtained and the conclusions drawn thereof, the study provides recommendations for key stakeholders and highlights implications for further research.

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Chapter One

Introduction

This introductory chapter gives an overview of teachers' professional landscape, with a view to setting the scene for the present study. Drawing on some personal accounts of the researcher, the chapter first attempts to describe the background of the study in order to give the reader an overall picture of the context in which the research problem is embedded. It then focuses on statement of the problem, drawing a conclusion of the issues and concerns described in the background section. Following this, the chapter presents the study objectives, research questions, significance of the study, limitations of the study, and operational definition of key terms and concepts used in the study.

1.1. Background of the Study

On the basis of individual teachers' narrative constructions and self-reported emotional experiences, this study attempts to understand the influence of working conditions on professional identity of EFL teachers in government, second cycle primary schools (grades 5–8) in an Ethiopian context.

Within the narrative research tradition, it is customary for researchers to tell their own stories and those of 'significant others' such as their colleagues as an approach (a background) to the research problem, or as a method of entry into explorations of issues such as teacher professional identity (e.g. Hay, 2004, in Hay & White, 2005). In the words of Clandinin & Caine (2008:542), "Narrative inquiries begin with inquiring into researchers' own stories of experience." Some researchers maintain this self-narrative approach throughout their enquiry, merging the accounts of their own experiences with those of their research participants (e.g. McKay, 2008). As evidence of how self-narrative is a familiar practice in a narrative inquiry as a way of setting background to the research problem in particular, I have presented here (see Appendix G, p.367) an adapted version of McKay's self-narrative, which she has used as a background to her inquiry of how

teachers of at-risk students (in a Canadian context) can alter their working practices in an alternative program.

In this section of my research project, I want to adopt this naturalistic approach and present some of my major teaching experiences. Although the two stories (McKay's and mine) are different in contents, they are similar in intents and in the sense that they are both situated in unfavorable working contexts, thereby reflecting a practitioner's challenging experiences in such contexts.

Some of my colleagues often wonder why I have entered into this kind of research area, and I tell them that it is my own lived experiences that triggered me into this research undertaking. Indeed, my personal experiences as a student and as a teacher have given me the real impetus to embark on this research project. Hoping that it would serve as a background to this study, I would like to, first of all, share with the reader some of my major career experiences (which I have accumulated in more than two decades as a teacher) and how these experiences prompted me into this research project. By way of retrospection and reflection, I will attempt to reconstruct and retell my major experiential accounts as a teacher, and those of other teachers whom I knew as colleagues, friends, or former student teachers, adding my personal impressions as much as I can. Assuming that the stories of my research participants will be predominantly stories of challenges and frustrations, I will also deliberate in my accounts on challenges and frustrations of the vast majority of teachers and how these challenges can influence their professional and personal lives. Yet, my aim is not to portray teaching negatively; I do not aim to make the impression that teaching is a job that should be avoided. My intention is to express my concerns with the current status of teaching within the Ethiopian context. By elucidating some straight truths inherent in the job, I want to voice my concerns and the concerns of teachers whose professional lives, I claim, my stories and experiences represent.

I was born and brought up in a culture where teaching is frowned upon, and teachers are regarded with less respect due to their low economic status, little prospect for personal and professional advancement, and challenges inherent in their professional life. As a student, I had observed the complexities of teaching from the work and life of my school

teachers—low social recognition, poor career opportunities, little chances for personal development, challenges and hard work inherent in teaching, and above all, poor motivation and low morale. I had also observed the plights of teachers for years, and I had seen many dejected teachers lost in hopelessness and indulged in heavy drunkenness of local alcoholic drinks. Therefore, I had never hoped to be a teacher.

However, my hopes of not becoming a teacher were shattered when I was a first year student at Addis Ababa University. At the end of my first year, I narrowly missed scoring the required CGPA to be entitled to the department of my first choice, and this small incident changed the course of my envisioned life. Despite my choice of the more 'prestigious' departments such as Law, Economics, and Management, I was assigned to the Department of Foreign Languages and Literature, which was my eighth choice. Having learned that it is a teacher producing department, I became so desperate due to my fate. As most of my fellow classmates and other freshmen I knew got their foremost choices, some of them despite scoring low CGPA, even much lower than mine, I wondered why fate treated me so differently. Indeed, it was this feeling of isolation that made me disappointed rather than joining the English Department. Luckily, time was kind and some friends were benevolent. They gave me consolation and I regained my composure gradually. The feelings of loneliness and desperation went away gradually and I was eventually determined to become a teacher.

Upon graduation, I was still left with one more but unlikely chance to escape from teaching—joining the Ministry of Information (I am now happy I did not). However, the recruitment was based on lots, and I missed that chance as well. When the lots were drawn and the results came out, there I was in the list of teachers (waiting to be deployed in remote areas). The incident was regrettable, but I really did not mind a lot this time.

Having nowhere else to resort to, I ended up in teaching. I soon started my teaching career as a high school teacher in Gursum, a small town found in East Hararghe. I worked in the same school for about seven consecutive years, surviving on a small amount of salary, like most of fellow teachers in a similar situation. When I was an undergraduate student, I had many dreams to attain when I graduated. Above all, I had promised my

family to change their life fundamentally when I was employed, and they had been assured that would happen one day. However, the salary, especially the net pay, was so meager that I was unable to keep my promise. This was an unexpected experience for me, for my family, and for our neighborhood as a whole, because we all had hopes that some changes would come into the life of the household after my employment. Some of the teachers in the school, including myself, were living on a credit basis, signing in a credit record for things we bought or for the foods and drinks we consumed, and we paid our debts monthly on the pay day. Honestly speaking, the pay days were paradoxically miserable days for most of us. Soon after we had received our salary and paid our debts, we would be left with little money in our pockets.

More challenging than the meager salary were the difficult state of affairs we used to experience at the end of the academic year in connection with students' promotion. How do you feel as a professional teacher when, at the end of the academic year, many people—students, their friends, parents, your own friends, and even strangers—turn up at your home one after another to beg for grades? This was the situation we actually used to face at the end of the academic year. No matter how hard you try to convince everyone, you often end up in futility for it is believed that adding free marks to a student's grade will cost you nothing. There were times when some of us asked our neighbors to lock the door of our houses on us and stayed the whole day inside the house in order to shun such intruders. There were also times when we ran away to nearby towns until 'the grade begging season' was over.

You may wonder what would happen to you, in some cases, if you refused to comply—you would be hated, insulted, humiliated, threatened, and even attacked. In fact, some of my colleagues actually suffered the worst of these consequences. I still remember a cruel act that happened to Amsalu, a teacher of Home Economics, who was battered in his head by stone in the school compound and recovered miraculously. And how would I forget poor Fantu, a mathematics teacher, who was brutally attacked in his eye and eventually lost it? I have recently heard that he has become downhearted, and his life has since been ruined. I feel I am a lucky fellow to have had a narrow escape from such

dreadful incidents. This unfortunate story is just one example of how teaching can be life-threatening to teachers and how many teachers live helplessly and dangerously.

Another frustrating experience I encountered in my high school teaching career was the total absence for teachers' personal and professional development. During my seven years of service in that school, I read nothing other than my students' textbooks and some grammar books, and regrettably, I never wrote anything. Consequently, the knowledge and skills I had acquired from my university studies began rotting, and the beautiful words and expressions I learned from literature and linguistics courses began failing me. There were also very few chances for promotion, educational opportunities, and transfer. Whenever there was an educational opportunity for teachers, be it a short-term training or a long-term study for self-upgrading, it never reached schools; instead, it was abused in the regional education office. The officials working there were always snatching the chances for themselves or for their relatives and friends. Similarly, transfers were highly bureaucratic and corrupted. Promotion was unthinkable (except for the two-year, small-scale salary increment). In short, we were neglected and downplayed by the authorities at that time, but I do not think we were the only victims of the culprits—the same situations might have happened to most teachers across the country.

If what I have recounted so far happen to a high school teacher like me, one can imagine how worse the situation can be for primary school teachers who often live and work under more adverse circumstances. Even though I was living in the capital of the district, I was not ignorant of the sufferings of primary school teachers in the rural villages. Some of them were my former high school students, who completed a one-year teacher training course and were assigned to teach in the first cycle of primary school (grades 1-4) in the district villages. Some of them were living in the same town where I was living, but they were commuting every day between home and school. Others, who were teaching in schools far away, were coming weekly or monthly. They all tell you stories of despondencies: lack of housing, absence of transportation, security problems (robberies and assaults by bandits), harassments from political appointees, problems of self-contained classes, challenges posed by some community members, and, of course, money related problems.

I always remember a humorous episode a primary school teacher told us. One day, while he was teaching his class, the father of one of his students makes his sudden appearance through the window of the classroom together with his younger son (who is not a student) and interrupts the class. After greeting the teacher, he asks him if he would give his son permission (for that particular day) but replacing him by his younger brother lest the student misses the 'government's assignment' or be punished for being absent! (Many people in the countryside used to consider sending their children to school as an obligation from the government, which may lead to punishment if it is not obeyed.) This innocent act of the farmer is more than a mere joke; it depicts the complex challenges teachers in similar circumstances can face.

Another challenge that the primary school teachers complained about frequently is the self-contained classes. In principle, the self-contained classes might not be so problematic, but I often heard many teachers complaining of their difficulties. The teachers were either not well prepared for accepting and managing self-contained classes or lacked the necessary resources and supports to handle such classes. Despite their complaints and unwillingness, the teachers were urged to continue with those classes. The situation might have affected the teachers' motivation and the effectiveness of the teaching-learning process at large.

In 1996, I got for the first time a chance that brought an end to my high school career, thanks to the opening of Jimma Teachers College as a new regional college. I competed for the post and succeeded. I joined the new college and was soon called an 'instructor' and later a 'lecturer'. Unlike the case in the high school, where you teach just English, I taught many advanced English courses to more responsible and mature students ('student teachers' or 'trainees', as they are often called). With this stimulus, my confidence was boosted and my status changed significantly. After a year, I got an opportunity to join Addis Ababa University to do an MA degree—the chance I would never have had otherwise. One year after I graduated, I got a transfer from Jimma Teachers College to the former Adama Teachers College, where I worked from 2001–2006. As a teacher educator in the two teacher education colleges (Jima and Adama), I had frequent contacts

with primary school teachers (2nd cycle) as I was teaching them, visiting them in their schools, and observing their classes. They all complain about their work overloads, overcrowded classes, lack of resources and facilities, students' disciplinary problems, and lack of freedom to decide on students' evaluation and promotion.

On my part, working in those colleges was much better than working in a high school in terms of occupational status, fringe benefits, resources and facilities, opportunities for professional development and upgrading (although not beyond a Master's degree). However, challenges and constraints still persisted. Political vulnerability, absence of promotion especially from the rank of a lecturer, absence of professional upgrading beyond a Master's degree, and work overload were some of the salient problems.

Unfortunately, Adama Teachers College, where I used to work as a teacher educator, ceased to exist as a teacher training college. A little before the closing down of this college, I got a transfer to Adama University (now called Adama Science and Technology University), where I now come from. The working conditions in this university are somehow similar to the working conditions at college, but there are also significant differences. In the university, the staff can get sponsorship to upgrade to any level, and they can be promoted to ranks above a lecturer if they are engaged in research, publications and administrative affairs. We also have more academic freedom and job security, and there is less political interference and tension in the university.

However, teachers' career life in the university is not always better than college life, and in some cases, it can be even worse. Let me highlight some of the noticeable challenges in university life. As a deemed center of excellence in the field of science and technology, Adama Science and Technology University had recently undergone new structures. A few years ago, the university had stopped enrolling students in the social sciences and language teacher education departments, resulting in some of these departments to phase out and others to exist only to offer service courses to the departments in other schools. Among the latter was the former Department of English and Other Languages (which was later merged with Afan Oromo, History, Civics, and Geography to form the Department of Humanities and Languages under the School of

Humanities and Natural Sciences). Since the department had stopped training English major students in the pre-service program, although it has resumed the training recently with some intake of students, over forty teachers of the department have been offering only a couple of courses (mainly freshman courses) to other departments. This condition seems to have frustrated many teachers who want to teach advanced major area courses and to develop their professional expertise. Many of these teachers consider teaching the same course(s) over and over again as a monotonous and uninspiring professional experience.

In this university, there is a general resentment among many of the teaching staff that an even distribution of resources between the teaching staff and the supportive staff is lacking. The disparity is noticeable particularly in allocation of offices, furniture and equipment. In fact, one only has to look at the difference in quantity and quality of offices and office facilities held by the two counterparts. While the vast majority of teachers are crowded together either in small, stuffy rooms or in wide but overcrowded, untidy hall-like rooms, the non-teaching staff are provided with comfortable offices equipped with facilities far better than those of their teaching staff counterparts. This disparity can be attributed to a number of administrative factors including the relatively much larger population of teachers, which makes it difficult for the university administration to provide sufficient office and equipment for every teacher. In any case, many teachers are often heard complaining about lack of attractive and inspiring working environment as long as the provision of offices and other facilities is concerned. Indeed, because too many teachers often share a room as an office, it is difficult to work with concentration, to arrange consultation hours for students, and to enjoy one's privacy.

Another source of disappointment for most teachers is the poor academic background of most students entering the university. In fact, most of them never qualify for university education. I often wonder how some students who may not compete well even at a secondary school level manage to squeeze through all the hurdles of examinations and reach university level. I also wonder who is to take the blame for this problem. Salient of all of their deficiencies is their English language command—unreasonably poor handwriting, spelling, accuracy, fluency and organizational skills. However, as many

teachers of other subjects also complain, students lack general academic competencies and skills, not just English skills. The problem is often exacerbated by lack of inattentiveness of many students inside and outside classes, and their reluctance to be committed to their academic duties and responsibilities. This is particularly true in common courses such English. What is more, it is not uncommon to observe many students wasting their precious time at unnecessary places when they should be in class or in library. It is not uncommon also to observe many university students being preoccupied with their dressing and hair styles and with various forms of entertainment rather than with their academic duties and responsibilities. The situation is very distressful for teachers, but it is also very difficult for them to reverse.

Still another problem we face from students is ill-discipline or unmannerly behavior of some of our regular students. Indeed, the way some of our students behave inside and outside the classroom is appalling. They may not mind if you see them doing silly things, or if you hear them using indecent language. They may not refrain from saying or doing unpleasant things in your presence, particularly if you are not teaching them a course. It seems to me that the usual courtesy, mannerliness, obedience, discipline and respect for teachers are now considered rather old-fashioned and gradually fading away.

To make the long story short, I have witnessed from my experience as a student, as a high school teacher, as a teacher educator at college, and as a university lecturer that teachers at all levels live with challenges, constraints, and dilemmas even though the degree may actually vary. I feel that the place given to teaching and teachers in our society has reached such a grievous stage that a more urgent attention than ever is required. A relative of mine who is a businessman in South Africa called me one day and asked me, "Are you still a teacher?" He might have soon forgotten his saying this, but his question always rings in my mind whenever I remember this person.

Recently, I have observed a growing trend of teachers leaving teaching. I often come across many of my former students, and they tell me they are now engaged in a different job. Of course, this is not a new phenomenon as previous studies (e.g. Tekeste, 1996; Menna & Tesfaye, 1998; Tesfaye, 2003; all in Tesfaye & Demewoz, 2004) and more

recent reports (CfBT, 2008; VSO, n.d) have indicated that the majority of teachers who have access to another job are leaving the teaching profession and others are intending to leave it. Most of my former students who have been studying in a university for their bachelor's degree (as self-sponsoring students) have changed their majors from teacher training fields to non-teaching fields. Four or five years ago, a number of self-sponsored teachers were enrolled in various teacher education departments at Adama Science and Technology University during the summer in-service program. Many teachers who had prior information about the existence of EdPM (Educational Planning and Management) Department were also enrolled in this department. Surprisingly, after hearing of this department, a large number of teachers who were already enrolled in teacher education departments such as the former Department of English and Other Languages turned up in masses at the faculty and at their respective departments to get a release from these departments so that they could join the EdPM. They used different strategies to leave these departments, from begging heads of departments to complaining to the office of the president. Similarly, evening classes in teacher education departments have already ceased to exist since only small numbers of new students apply to join them. In contrast, evening classes in many of the non-teaching programs have flourished in recent years.

I am convinced from my personal observations and some research findings that teachers want to gradually leave teaching. If situations continue in the way they are, I am afraid the profession may, sooner or later, suffer a brain drain and a serious shortage of the teaching force. Several years ago, I asked some of my summer in-service trainees to give a talk on whether or not they enjoy teaching. Most of them explicitly expressed their dissatisfaction with teaching and their intention to leave it in the future.

Starting from these accounts of teacher issues (and even more accounts I have not included here because of space constraint), I have felt it convincing and a matter of priority to address issues of teachers– their challenges, constrains, concerns, emotions, and professional identity– and conduct a study in order to gain more insights into teachers' professional and personal lives, focusing on teachers of the second cycle of primary education. The study targets teachers of the second cycle of primary school primarily because I had been involved for many years in the training of teachers at this

level and I still have contacts with many of my former students, some of whom I have also taught recently at Adama University (now Adama Science and Technology University).

Hence, on the basis of narratives of experiences and perspectives of individual teachers, this study seeks to understand (a) how second cycle primary school teachers of EFL currently working under unfavorable conditions perceive their work, (b) what difficulties and emotions they experience in these conditions, (c) what aspects of their professional identity are affected in these conditions, and, hence (d) the relationships among teachers' working conditions, their emotional experiences and their professional identity.

1.2. Statement of the Problem

Education is viewed as a cornerstone in an all-round and sustainable development of a nation. Because teachers are among the main actors in realizing educational objectives, aims and goals, their role in building a nation is multifaceted. Within school context, teachers are responsible for multiple teaching and non-teaching duties such as delivering quality education, ensuring their students' learning and shaping their personalities, running co-curricular activities, participating in administrative issues of the school, and generally working towards effectiveness and well-being of their students and the attainment of educational goals. Teachers are also responsible in the process of developing their own profession and in bringing about changes into and transforming their communities. According to Brennan (1996, cited by Sachs, 1999:3) teachers have a wider responsibility than the single classroom tasks and 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." Teachers are also expected to teach their community formally or non-formally, thereby demonstrating exemplary and role modeling behaviors and practices, promoting progressive thinking, and leading their communities socially, economically, and politically. In general, the societal importance of teachers is beyond doubt, and teachers' work has a high social relevance due to the crucial function of education for the well-being of both society and the individuals themselves (van Veen, 2008).

Ethiopian teachers are no exception in this regard; in fact, their roles and responsibilities are well recognized and clearly articulated in various educational documents. For example, as stipulated in the National Curriculum Guideline for Pre-service Teacher Education Programmers in Ethiopia (2003:2), teachers are "essentially agents for positive societal change". Generally, teachers play a decisive role not only in accomplishing educational goals but also in advancing the social collective good for all citizens.

Nevertheless, realizing these comprehensive roles and responsibilities is not an easy task for teachers. A crucial question one could ask is: "to what extent are teachers motivated, capable, and empowered to meet these ambitious institutional and societal expectations under the current low social status of their work and the poor working environments in which they operate?" Certainly, there are a number of factors that deter Ethiopian teachers from cherishing their job and carrying out their various roles successfully. Even though there is a claim that teachers' work is generally characterized by multifaceted challenges and difficulties in different parts of the globe (e.g. van Veen, 2008 in the Dutch context), the situation is categorically worse in most developing countries such as those in sub-Saharan Africa and South Asia (e.g. UNESCO'S Teacher Training Initiative for sub-Saharan Africa, 2006-2015, Bennell, 2004; Bennell & Akyeampong, 2007). Being a developing country, Ethiopia can be described as a nation where issues of teachers are particularly prominent. Earlier studies (Aklilu, 1967, in Manna & Tesfaye, 2000 & Anberbir, 1971) on the status of Ethiopian teachers have summarized their problems as follows: 1) economic and financial problems 2) administrative inefficiency 3) unfavorable working conditions 4) little chance for personal development and 5) low social status.

According to TGE (1993, as cited in Manna & Tesfaye, 2000), Ethiopian schools have been characterized by numerous inauspicious conditions such as low quality standards, poor working conditions, heavy teaching loads, shortage of student books, and absence of teaching manuals. These have been reiterated in the country's Education and Training Policy (1994:2-3), where the low quality of education is decried generally due to a number of "complex problems of relevance, quality, accessibility and equity", and because of specific problems such as "inadequate facilities, insufficient training of

teachers, overcrowded classes, shortage of books and other teaching materials…." These conditions, added to the low salary of teachers, seem to have diminished the motivation of teachers in the teaching career (Manna & Tesfaye, 2000).

In response to these challenges and to establish a more conducive and enabling environment for teachers, the Education and Training Policy has made a number of promises such as continuous professional development, professional career structures, incentives and motivations, institutional autonomy, educational support inputs, and proper management of teachers. Accordingly, several measures have been taken by the government to realize the policy premises and strategies through Education Sector Development Programs I, II, III, and IV (The Federal Democratic Republic of Ethiopia, 2004) and to redress the long-established and deep-rooted problems of teachers. For instance, increments in salary scales have been made to motivate teachers; in fact, the initial salary scale of teachers is currently one step ahead of that of other government civil servants with the same educational qualification. Additionally, professional development opportunities (workshops, school-based short term trainings, extension/evening classes, summer in-service courses, and distance education programs) have been made accessible abundantly to most teachers by government and private academic institutions. Furthermore, a number of packages such as School Improvement Program and School Grant Program have been initiated with the aim of improving quality of education and making schools more attractive learning and working environments.

In spite of these achievements, however, teachers' challenges seem to continue persistently and the virtuous circle seems far from achieving. In the light of theoretical and practical evidence in Ethiopian schools, it is plausible to assert that a large proportion of school teachers, especially those in government schools, currently operate under virtually unfavorable professional landscape. According to a report by a comprehensive study into teacher utilization in Ethiopia (CfBT, 2008) and a report on the motivation and morale of teachers in Ethiopia (VSO, n.d), insufficient salary and absence of fringe benefits (support for housing, transport, health and medical care, and accident insurance), a non-conducive working atmosphere, bad and incompetent school governance and leadership, large class sizes, heavy teaching loads and, above all, low regard of the

society for teachers and the teaching profession are among the features that characterize the present conditions of teachers' professional lives. Low status of the society for teachers is manifested in various ways, from talking about teachers disapprovingly to using obnoxious sayings which (although they appear to be deprecating and demoralizing) are used to depict the poor working and living conditions of teachers. It may be worthwhile to mention here a few of these sayings in Amharic along with their approximate English translations. The sayings were collected from trainees in the summer in-service program. They are only examples of many of such sayings which are found in our society.

1. **አስተማሪ ዛሬ ወስዶ ነገ ተበዳሪ** ('A teacher receives salary today but borrows money tomorrow.'). This is said to reflect the economic problems of teachers and their low social status.
2. **አስተማሪ ሥራ ሠሪ፣ ፆም አዳሪ** ('A teacher is a hard worker but has no dinner or spends the night without dinner.') This is said to reveal the disparity between the demanding nature of teachers' work and the economic rewards they get from their job in return, and to show the consequences they suffer eventually.
3. **አስተማሪና ትኋን ይከሳል እንጂ አይሞትም** ('A teacher and a bug become skinny but never die.') This saying depicts metaphorically the extent of teachers' economic problem, suggesting that their income barely helps them for their other needs than survival.
4. **የሴት ዕድሜና የአስተማሪ ደሞዝ አይጠየቅም** ('Don't ask a woman how old she is, and a teacher how much he/she earns.'). This is used to highlight the low amount of teachers' salary. It means that teachers, when asked, may not be comfortable to tell the amount of their salary for fear that they may be looked down on or treated with less respect.
5. **ዘመድ ከዘመዱ፣ አስተማሪ ከአመዱ** ('A relative is to his/her relative, as a teacher is to his/her ash or chalk.') This shows the negative social attitude for teaching because it is a tiresome and unattractive job in terms of its physical working conditions. Teachers teach, almost all the time, with chalk in their hands and writing on chalkboards, so there is no wonder that they get tired and dirty at the

end. Unfortunately, this situation is sometimes used to portray teachers negatively.

6. **አስተማሪ ችግር ጠሪ** ('A teacher is a complainer about problems.' This saying means that teachers complain frequently about many problems related to their job and personal life, yet their complaints are received with disapproval and criticism. It reflects that teachers may not be heard when they speak at a meeting place, and their concerns may be regarded as complaint or whining.

There is no doubt that these kinds of designations and labels, added to the generally unfavorable employment and working conditions, will impact on teachers' emotion, motivation, commitment and professional identity. Further, they could undermine the status of the teaching profession, a situation which will in turn lead to teachers' job dissatisfaction. Consequently, it is not uncommon to observe among many school teachers a sense of dissatisfaction with their teaching career and a tendency to leave the profession. The worst-case scenario is a growing decline in the number of people who choose teaching as their future career. Observations of the recent trends have indicated that most of the entrants to the teaching streams are either those who are assigned to the programs (in the case of teacher education colleges currently) or those who find teaching as their last resort. This problem is particularly evident in the low number of university students who prefer to join teacher education departments (Mogessie, 1998). A study conducted by Tesfaye and Demewoz (2004:51) at a college of teacher education reveals that about 75% of student teachers who participated in the study reported that they had no initial interest to join the teaching profession. According to them, the major factors contributing to the problem are "perceived low social status accorded to teachers, absence of economic incentives, low chance for career advancement, and low base salary". What seems more stunning is the fact that, according to the researchers, the students of the institution under their investigation made a strike in protest against the name of the degree to be offered to them, that is, 'Bachelor of Education' (B.Ed.) and the strikes spread to some other national teacher education colleges and faculties of education. In fact, the students in these institutions went on their protests to the extent of leaving their respective institutions (Teklehaimanot, 2000).

As stated earlier, many studies (e.g. Aklilu, 1967; Anberbir, 1971; Syoum, 1996; Getachew, 1999; Manna and Tesfaye, 2000; and Tesfaye and Demewoz, 2004) have already addressed the problems of Ethiopian teachers from various perspectives. However, to the best knowledge of the present researcher, there exists no study in the Ethiopian context which has thus far addressed teachers' problems with explicit focus on their emotional experiences and professional identity. By making an explicit focus on teachers' emotional experiences and by adapting a theoretical framework on emotions, the present study aims to shade lights on the missing understanding of emotional experiences of second cycle primary school teachers of EFL (English as a Foreign Language) and what aspects of their professional identity are at stake as a result of their unfavorable working and living conditions. In so doing, the study hopes to be different from previous studies within the Ethiopian context, and to contribute new insights to the existing body of research on teaching and teachers' professional lives.

Teachers of different subjects can have shared problems; likewise, they may also have problems peculiar to the nature of their subject(s). Teachers of English as a foreign language, for instance, may encounter additional challenges attributed to the nature of the subject itself such as their own limitations in the command of the language, subject-matter knowledge and teaching methodology. As Hailom (1993) states, the teaching of English is becoming more and more difficult in poor countries like Ethiopia, and English teachers shoulder the responsibility of facing the difficulties in teaching the language. In the present days, when the English proficiency of our students is said to be declining, teachers of the language inevitably face enormous challenges. They are often condemned as part of the intricate causes for the falling standards of English language education, and they are urged to resolve this deeply-rooted problem. Since English is one of the school subjects allotted more time and taught across-the-board, English teachers are likely to encounter heavy teaching loads and assessments and excessive materials to cover. Furthermore, large and often overcrowded classes, students' disruptive behavior, classroom management, and poor provision of resources can be considered as some of the major issues for English teachers.

Thus, the present study aims to look into emotional lives of individual EFL teachers who are confronted with such employment and work conditions as described above. In particular, the study intends to understand how, under these circumstances, teachers' emotions will reveal their professional identity and what coping strategies teachers employ to mediate their emotions. By so doing, the study hopes to show the relationships among teachers' working conditions, their emotional experiences, and their professional identity.

1.3. Objectives of the Study

General Objective

This study seeks to gain useful insights into the influences of employment and working conditions of primary school EFL teachers on their professional identity as revealed through their self-reported emotional experiences. The main assumption underlying the study is that teachers who work under the present conditions of constraints in Ethiopian government schools experience various unpleasant emotions, and that many aspects of their professional identity are 'at stake' (their personal, social, professional, and moral concerns are affected). The study claims that this issue has not been well addressed by previous studies on teachers. In light of this, the study aims to contribute to this line of research by exploring emotions of primary school EFL teachers who are under uninspiring working and living conditions, and what their emotions can tell us about their concerns and aspects of their professional identity.

Specific Objectives

- to explore English teachers' perceptions of their teaching career;
- to examine teachers' emotional experiences arising from challenges and opportunities in their job;
- to identify challenges and difficulties that individual teachers encounter in their day-to-day lived experiences and that trigger their negative emotions;

- to assess how teachers' emotions reflect aspects of their professional identity and concerns about their work;
- to identify coping strategies that teachers use to manage their emotional lives and stressful conditions;
- to identify teachers' reasons for continuing to stay in teaching and their future intentions.

In order to guide the study, these research objectives are reformulated in the form of research questions as follows:

1. How do primary EFL teachers generally perceive (a) their teaching career and (b) their lived experiences as teachers?
2. What positive and negative emotions do they experience in their teaching career?
3. What are the core issues that make teachers vulnerable to various negative emotions? How do teachers perceive these issues?
4. What do teachers' emotions tell us about the features of their professional identity and their various concerns about their work?
5. What coping strategies do teachers employ to deal with their emotional lives and to maintain their professional identity?
6. Why do teachers continue to stay in teaching despite the challenges and difficulties in the profession? What are their future intentions?

1.4. Significance of the Study

The questions to be addressed in this study have a wide scope of application, and they are expected to be relevant to complex issues of teachers which are in turn relevant to issues of teaching and quality education. Thus, it is hoped that the study will contribute towards improving teachers' professional wellbeing in many respects. Firstly, the findings of the study will call the attention of educational policy makers, teacher development programmers, and concerned authorities to consider teachers' issues more seriously and improve their living and working conditions on sustainable bases. In the light of this, the study will contribute not only to the ongoing efforts to safeguard the wellbeing of teachers and their students, but also to the advancement of the teaching profession.

Secondly, the findings of the study will have useful implications for school leadership. The study will bring to the attention of school leaders the fact that, by improving teacher support systems of their school and through proper school management, they can do their level best to curb various constraints that affect teachers' work and to boost their professional identity.

Thirdly, it is believed that research on teachers' emotions and professional identity is highly relevant to teacher educators. Teacher educators need to be aware of school realities, and they should consider these realities as part of teacher preparation programs. By exploring issues pertaining to teachers' emotions and their professional identity, the study will contribute to a better understanding of how EFL pre-service teachers learn to be teachers in the practical world.

The study can also be of particular significance to all stakeholders working on educational changes and innovations. As several international studies on teachers' emotions and professional identity indicate (e.g. van Veen et al., 2005; van Veen & Sleegers, 2006; Lasky, 2005; Zembylas, 2005; Hargreaves, 2005, all in van Veen & Lasky, 2005), several educational reforms suffer a setback because of their dictating nature and their failure to involve teachers in decision-makings, or to consider their educational philosophy (professional identity) against the proposed change.

Furthermore, the research is expected to benefit teachers and their students. As part of his definition of the term 'profession', Wallace (1991:5) holds the view that a profession "… is not simply engaged in for profit, because it also carries a sense of public service and personal dedication". From this perspective, it is evident that teachers should have strong sense of professionalism which enables them to invest themselves in teaching and endure challenges and difficulties they encounter in their teaching career. Based on Moore & Hofman (1988), Beijaard et al (2004:119) state that "A teachers' positive self-perception of his or her professional identity appears to override his or her dissatisfaction with poor working conditions." This clearly demonstrates that teachers' professional identity helps them to have a positive self-appraisal, value and favor their profession. Having this professional quality will enable teachers to live in harmony with their

knowledge and with their profession, and thus, to lead a stable professional life. By way of implication, the study will be beneficial also to students in developing positive thinking about teaching. In other words, teachers who have a strong sense of professionalism will benefit their students not just by transferring knowledge and skills to them. By going beyond knowledge and skill transfer, such teachers can more significantly benefit their students by promoting the profession to the students, modeling good educational practices and thereby influencing their students' positive attitudes towards the teaching profession.

Finally, the study will inspire other researchers who want to pursue this line of research and undertake studies on teachers' emotions and professional identity in the Ethiopian context under more specific context such as specific educational change or introduction of a new policy, as it has been the case elsewhere.

1.5. Limitations of the Study

This study has several limitations. As in the case of most qualitative research, it was difficult to include a large number of participants taking into account the intensive and laborious nature of the work and the time commitment involved in the study. Moreover, all of the seven teachers were drawn from basically the same geographical environment; they are all experienced teachers who have a long-standing service in teaching, ranging from 21 to 38 years. Furthermore, no cross-sectional comparison has been made on the basis of teachers' age and gender differences. From the generalizability point of view, this would mean that the findings of the research will be applicable only to the teachers who participated in the research (in terms of sample size and geographical and demographical diversity of the samples). Nonetheless, the researcher believes that the stories of the small number of participants will provide useful insights into the way teachers' professional identity and emotional lives are constructed within a context that is similar to the context of this research. Efforts have been made to enhance the transferability of the findings by making a thorough description of the research context and the assumption underpinning the research and by employing respondent validation.

1.6. Operational Definition of Terms

For the purpose of this study, it is desirable to define the following key terms, which are used in the study.

Teachers' working conditions: In this study, following Berry, Smylie and Fuller (2008), the term 'teachers working conditions' is understood as multi-level material and non-material conditions that are required for teachers to carry out their work successfully. These conditions involve a range of issues which are conceptualized as "a multi-level, interactive system of influences" that should be fulfilled at different levels, starting from the classroom up to the level of the wider community and the broader political and policy environments (Berry et al., 2008). These multiple aspects of working conditions include such important elements as the "structural and physical aspects of school and school district organization, social relationships among adults and students, school climate and culture…, the politics of the workplace, the presence of quality resources, the financial conditions of work…, and leadership and administrative practices" (Berry et al., 2008:29-30).

Teachers' Professional Identity: Professional identity can be generally defined as a set of teachers' self-perception or how they view themselves as teachers or teachers' sense of self (Beijaard et al., 2004). Lasky (2005:901) defines professional identity as ''how teachers define themselves to themselves and to others'. This would mean that teachers' professional identity refers to teachers' self-conceptualization, that is, their self-image as teachers, how they sense and articulate what it means to be a teacher, how they reflect on themselves as teachers, and what they find important in their professional work and lives based on their experiences and personal backgrounds. Kelchtermans (1993) refers to teachers' identity as their 'self understanding' and has distinguished five identity components: self-image (the way teachers present themselves as teachers), job motivation (teachers' reasons for entering and remaining in the profession), future perspective (teachers' expectations of their future as teachers), self-esteem (teachers' appreciation of their own job performance), and task perception (teachers' perceptions of what constitutes their teaching duties).

Teachers' Emotions: There is a general agreement on the definition of emotions as ''brief, rapid responses involving physiological, experiential, and behavioral activity that help humans respond to survival-related problems and opportunities…" (Keltner & Ekman, 2000, in van Veen, Sleegers, & van de Ven, 2005:919). Emotions occur in our interactions with our social environments, and they can be positive or negative. Positive emotions (e.g. happiness or enthusiasm) are caused when there is a beneficial relationship between the individual and the environment, whereas negative emotions (e.g. anger and anxiety) are caused when there is a harmful relationship (Lazarus, 1991, in van Veen et al., 2005).

Narrative Inquiry: It refers to the description of the lives of individuals, the collection of participants' stories of their experiences, and a discussion of the meaning of those experiences with a view to increasing understanding of central issues affecting the participants through the telling and retelling of their stories. In other words, it is a qualitative research design in which the researcher generates data through engaging participants in narrating their lived experiences and then writes an interpretative and informative narrative of their experiences. Hinchman and Hinchman (1997: xvi, as cited by Elliott, 2005:3) define narratives as "discourses with a clear sequential order that connect events in a meaningful way for a definite audience and thus offer insights about the world and/or people's experiences of it." This means that narratives are chronological, meaningful, and social since they are produced for a specific audience (Elliott, 2005).

Narrative Interview: Narrative interview is an in-depth interview in which the interviewer encourages and stimulates the informant or the participant to tell a story about some important events in his/her life and social context (Jovchelovitch & Bauer, 2000). Unlike the usual in-depth interview, however, narrative interview seeks to generate detailed stories of experience rather than generalized descriptions (Lewis-Beck, Bryman & Liao, 2004).

Teachers' concerns: Concerns of teachers can be defined as issues that teachers are not happy with because the issues are not going well (Vermunt 2009 in Both, 2010), or things

that teachers think about frequently and want to do something about them (George, 1978, in Both, 2010). In the context of this study, teachers' concerns are used to refer to teachers' worries or their cares about issues that they have at stake in relation to their work. They are understood as reflecting teachers' sense of themselves and the conditions of their professional identity. Four types of interrelated concerns of teachers have been identified in the current study: professional, moral, social, and personal concerns.

> **Professional concerns:** teachers' concerns about quality of English language education and the future of the teaching profession at large.
>
> **Moral concerns:** teachers' concerns about issues they perceive as morally wrong or unfair and which can affect the teachers themselves, professionally or personally, and their students' learning, behavior, and eventually their lives.
>
> **Social concerns:** teachers' worries about threats to their professional relationships with students, colleagues, school principals, parents, and local education authorities.
>
> **Personal concerns:** concerns of teachers about harms or threats that may happen to them individually or collectively, affecting their personal and professional well-being.

Coping Strategies: In the preset study, the term 'Coping Strategies' refers to individual teachers' efforts to deal successfully with difficult situations they encounter in teaching or to master demands (challenging, threatening or harmful conditions) that are perceived as exceeding their resources (Monat & Lazarus, 1991, in Chang, 2009).

Chapter Two

Review of Related Literature

As shown in Chapter One, the main objective of the current study is to understand the influences of working conditions of primary school EFL teachers on their professional identity. Towards this end, as part of the research convention, attempts have been made in this chapter to review some of the theoretical grounds that underpin the present study. Accordingly, key literature related to teachers' working conditions, emotions, and professional identity is reviewed, and a theoretical framework to be adapted to the study is discussed.

2.1. Teachers' Working Conditions

Getachew (1999), citing Dunham (1984) and Kyriacou and Sutcliffe (1979), states that teachers' working conditions are related to the availability and conditions of physical school resources such as equipment and furniture, buildings and classrooms, staff room, and general instructional resources. However, this seems a very narrow view of teachers' working conditions. Berry, Smylie and Fuller (2008) use the term more comprehensively to refer to both material and non-material conditions that are necessary for teachers to carry out their work successfully. These conditions involve a range of issues, and they should be conceptualized as "a multi-level, interactive system of influences", which should be in place at different levels, starting from the classroom up to the level of the "community and broader political and policy environments" (Berry et al, 2008:31). In this perspective, the authors claim that these multiple aspects of working conditions, which interact with each other, include such important elements as the "structural and physical aspects of school and school district organization, social relationships among adults and students, school climate and culture…, the politics of the workplace, the presence of quality resources, the financial conditions of work…, and leadership and administrative practices" (Berry et al., 2008:29-30).

In this study, teachers' working conditions are understood in this broader sense rather than simply as issues limited to school and classroom factors. In the light of this understanding, some relevant literature on working conditions of teachers worldwide, in sub-Saharan Africa and in Ethiopia has been reviewed in the remaining part of this sub-section.

Teaching is a demanding job that requires determination, dedication and self investment of those who are involved in it. It is a profession that demands the physical, mental, psychological and emotional engagement of teachers. Even though teaching is viewed as a cherished profession rhetorically and the various roles that teachers act in their schools and communities are regarded as rewarding from moral and professional points of view, objective realities demonstrate that teaching does not seem to be an attractive and stimulating profession for many teachers.

One possible explanation for this is, as stated above, the demanding nature of the job itself. However, a more significant reason appears to be the fact that teachers in many contexts are required to carry out their roles under difficult working conditions. Several international researches (e.g. Kelchtermans, 1993 &1994, in Kelchtermans, 2005; van Veen & Sleegers**,** 2006; Goodson and Cole, 1994, in Beijaard et al., 2004; Bennell & Akyeampong, 2007) and local studies (e.g. Getachew, 1999; Manna & Tesfaye, 2000; Aklilu, 1967, in Manna & Tesfaye, 2000; Anberbir, 1971; Tesfaye, n.d.) have attempted to substantiate the challenging and demanding nature of teachers' work especially under poor environment.

As Bullough (2005:23, quoted in Kelchtermans, 2005:999) asserts, ‘‘to teach is to be vulnerable (…) to be vulnerable is to be capable of being hurt.’’ Kelchtermans (1993; 1994; 1996, in Kelchtermans, 2005) writes about 'vulnerability' of teachers and he emphasizes the powerlessness of teachers in defending themselves and what they value as teachers, that is, what they personally find important (or unimportant) in their teaching career. Based on extensive narrative accounts he collected repeatedly on teachers’ career experiences, he finds "how teachers often felt powerless, threatened, questioned by others … without being able to properly defend themselves…. Yet, linked to it were also

accounts of not being in full control of the processes and tasks they felt responsible for as teachers". He refers to this dimension of teachers' work experience as ‘‘vulnerability’ (Kelchtermans, 2005:997). After a further analysis of teacher' career stories, he comes to the conclusion that the ‘‘basic structure in vulnerability is always one of feeling that one’s professional identity and moral integrity, as part of being ‘a proper teacher’, are questioned and that valued workplace conditions are thereby threatened or lost…." (Kelchtermans, 1996:319, in Kelchtermans, 2005:997). Thus, the experience of vulnerability, according to Kelchtermans, is the result of "the fact that teachers felt no control in what they considered to be valued working conditions…" (Kelchtermans, 2005:997).

On the other hand, van Veen and Sleegers (2006) are concerned with the ever increasing demands of teachers in taking active involvement in school organizational matters. While they appreciate this as a move aimed at increasing the autonomy of schools and teachers, they claim that many teachers find this as a challenge and additional organizational task. van Veen's (2008) observation and analysis of the working conditions of high school teachers in the Netherlands bring him to the following conclusions, which seem more or less similar to the working conditions of most teachers in the sub-Saharan countries including Ethiopia:

> *…teachers are rarely recognized or treated as professionals despite the rhetoric around teacher professionalism. The diminishing level of education for teachers, the lack of time available for their work and professional development, the absence of autonomy and recognition, and teachers’ roles in reforms also suggest that the professional status of the Dutch high school teacher is declining (van Veen, 2008).*

Many other international studies emphasize the role of work context in teachers’ professional lives. For instance, Goodson and Cole (1994:88, cited in Beijaard et al., 2004:113) perceive that teachers are persons and professionals “whose lives and work are influenced and made meaningful by factors and conditions inside and outside the classroom and school.” Reynolds (1996) maintains that a person’s identity as a teacher is influenced to a large extent by circumstances that surround the teacher, by what others expect from him/her, and by what the teacher allows to impact on him/her. She observes that teachers’ workplace is a ‘landscape’ "which can be very persuasive, very demanding,

and, in most cases, very restrictive" (cited by Beijaard et al., 2004:113). Furthermore, Moore, Edwards, Halpin and George (2002) claim that teachers' agency or active location in social space can be affected by impositions of policies or by institutions that demand conformities, a situation which could result in marginalization of teachers' positioning in that social space (cited in Tsui, 2007).

In the case of Africa, teachers' working and living conditions are considered issues of paramount importance although it seems that there is generally very limited quality and published work on these issues especially in sub-Saharan Africa (Bennell, 2004; Tesfaye, nd.). Recent studies conducted in eight countries of the region have highlighted the significance of the influence of teachers' working and living conditions on their morale and motivation and ultimately on their various roles and responsibilities. According to the study, the salient factors that frustrate teachers are workload (number of pupils and working hours), unfavorable classroom and school conditions, lack of collegial and management support, generally poor living arrangements such as housing problems (especially for rural teachers) and distance to work and travel costs (especially for urban teachers), which often contribute to teacher absenteeism and lateness in urban schools (Bennell & Akyeampong, 2007).

In addition to these issues, other studies and forums on teachers' working and living conditions in sub-Saharan Africa highlight issues of salaries and professional status of teachers. It is widely argued that the status of teachers in general, and in most developing countries in particular, has declined substantially during recent decades. This situation is observed noticeably in most low-income sub-Saharan Africa and Asian countries, where teachers are given low status and are seen as 'semi-professionals' because of their inadequate qualifications and professional training (Bennell, 2004; UNESCO'S Teacher Training Initiative for sub-Saharan Africa (TTISSA), 2006-2015), economic and social crisis, lower job security, generally lower standards of teaching and decline in the standard of living of teachers (Bennell, 2004).

Furthermore, teachers' salaries and incentives are recurring themes in discussions of teachers' working and living conditions. Bennell (2004, iii) observes that teachers are

paid considerably less than the 'mainstream professionals' such as doctors, engineers and lawyers and that "teaching has become ‘employment of the last resort’ among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation". In a report on Teacher Education Policy Forum for Sub-Saharan Africa (UNESCO-ADB-ADEA, 2008), it was pointed out that teachers' salaries have gone down due to a number of factors such as economic crisis, significant increase in the hiring of teachers, and lowering of teachers' qualifications. Besides, teachers are often paid poor compensations and insufficient incentives, which contribute to their job dissatisfaction and gradual attrition.

It may not be surprising, therefore, to observe a similar situation in the Ethiopian context. Practical observations and research findings in the country unanimously show that teachers generally experience unattractive working conditions and that teachers do not reportedly enjoy their professional lives. Consequently, a substantial number of teachers are often heard complaining about multiple and complex problems in their work and expressing (implicitly or explicitly) their dissatisfactions with their working and living conditions. This situation will compel teachers to develop negative perceptions of their profession, low sense of professionalism and eventually a tendency to leave the profession (Aklilu, 1967, in Manna & Tesfaye, 2000; Anberbir, 1971; Manna & Tesfaye, 2000; Tesfaye, 2003; CfBT, 2008; VSO Ethiopia, n.d).

A small number of studies on stress of school teachers in Ethiopia have found out that a large proportion of teachers undergo stressful working conditions. Asnake (1996, in Getachew, 1999) found out that a significant number of high school teachers in his study reported a high level of stress because of unfavorable conditions in their schools such as poor work conditions, poor school culture, time pressure, low pay and social status, curriculum demands and other problems.

Getachew (1999), in his study of stress (stress being understood as 'unpleasant emotions and experiences' in this study) in primary, junior and high school teachers, identifies similar problems in addition to ineffective administration and evaluation as the major sources of stress in teachers' career life. Comparing the findings of his study with

overseas studies on teachers' stress (e.g. Kyriacou & Sutcliffe, 1979; Manthei et al., 1996), he concludes that Ethiopian school teachers are more exposed to stressful conditions than overseas teachers possibly because of unfavorable work conditions and inadequate incentives.

Drawing on existing literature in Ethiopia on teachers' working conditions (e.g. Aklilu, 1967; G. Kiros, 1990; TGE, 1994) and on society's regard for the teaching profession (e.g., Aklilu, 1967; Tekeste, 1990; Getachew, 1999; Tesfaye & Demewoz, 2001), Tesfaye, (nd) reports that teachers' working conditions "have been seriously compromised … and society's attitude towards teaching has been severely eroded…." Consequently, teachers generally feel that they have less social recognition and status as opposed to civil workers in most other professions.

As a whole, personal observation and the empirical evidence cited above indicate that teachers experience a number of difficulties in their job. As a result of unfavorable conditions of employment, teachers may be exposed to negative emotional experiences, high level of stress, burnout and, consequently, work-related health problems (physical, psychological & behavioral) (Bayers, 1987, in Getachew, 1999). They may also develop frustration, low self-esteem, job dissatisfaction, low productivity, and a tendency to leave the profession (Manna & Tesfaye, 2000).

Thus, if teachers have to play their roles responsibly, it seems that there is no compromise to improving the living and working conditions of teachers and establishing a condition that would enable them to develop a positive self-image and self-conceptualization. In this regard, van Veen, et al., (2005:932) argue that discussions of teacher issues such as shortage of teachers should not concentrate only on the "short-term economic and managerial needs of how to attract more persons for the teaching profession, but also on the more long-term agenda to create attractive work conditions for existing and future teachers in schools". As Gaziel (1995) also observes, any efforts made and actions taken to improve teachers' working conditions may influence teachers' perceptions of their professional identity positively (in Beijaard et al., 2004). On the contrary, absence of or insufficient efforts to improve school working conditions and

teachers' personal and professional lives may eventually lead teachers to develop unwanted behaviors and negative emotions such as anger, frustration, anxiety, and fear. Consequently, teachers will be tempted to develop negative perceptions of their work, and they will gradually lose their professional identity and interest in the teaching profession.

2.2. Teachers' Emotions

According to Keltner and Ekman (2000:163, in van Veen et al., 2005:919), there is widespread agreement on the definition of emotions as ''brief, rapid responses involving physiological, experiential, and behavioral activity that help humans respond to survival-related problems and opportunities…". Emotions occur in our interactions with our social environments, and they can be positive or negative. Positive emotions (e.g. happiness or enthusiasm) are caused when there is a beneficial relationship between the individual and the environment, whereas negative emotions (e.g. anger and anxiety) are caused when there is a harmful relationship (Lazarus, 1991, in van Veen et al., 2005). In general, positive or pleasant emotions tend to reinforce one's identity, and negative or unpleasant ones tend to threaten one's identity (van Veen & Sleegers, 2006). In other words, the manner in which teachers react to their working conditions can be largely influenced by the extent to which they feel that their professional identities are being threatened or reinforced by these conditions.

In recent years, greater attention has been paid to the role of emotions in teaching and teachers' professional lives, and the relevance of the study of emotions in teaching and teachers' professional lives is increasingly recognized and appreciated in educational research (van Veen & Lasky, 2005). As these authors state, the relevance of such a study has also been recognized by other researchers (e.g. Hargreaves, 1998, 2001; Nias, 1996; Sutton & Wheatley, 2003). According to van Veen & Lasky (2005), recent works on teachers' emotions in the context of reform (Lasky, 2005; van Veen et al., 2005; Zembylas, 2005; Schmidt & Datnow, 2005; Hargreaves, 2005) have contributed to a more systematic understanding and conceptualization of emotions in teaching and teachers' professional lives. The authors have employed different theoretical approaches

in their study of teachers' emotions "to contribute to a more complex understanding of the ways teachers experience their work, especially in a context of reforms, and how their working conditions affect their professional identity" (van Veen & Lasky, 2005:896). Although the authors (Lasky, 2005; van Veen et al., 2005; Zembylas, 2005; Schmidt & Datnow, 2005; Hargreaves, 2005) have drawn on different approaches in their study of teachers' emotions, they have all avoided a tendency to understand emotions as "merely intrapersonal, psychological phenomena" (Kelchtermans, 2005:996). For these authors, emotions are the product of teachers' interactions with their environment. In Kelchtermans' words, "Emotions are understood as experiences that result from teachers' embeddedness in and interactions with their professional environment. They are treated as meaningful experiences, revealing teachers' sense making and showing what is at stake for them …." (Kelchtermans, 2005:996)

The aforementioned studies and more recent studies by van Veen and Sleegers (2006), and van Veen (2008) have focused on emotional reactions of teachers under reform or change contexts and how their working conditions affect their professional identity in these particular contexts. However, it seems that little research has addressed teachers' emotional experiences and professional identity under general and particularly poor working contexts. In van Veen's words, "What is still missing is a systematic overview of the role of emotions in teachers' professional lives/work and the manner in which their emotions are shaped by their changing working conditions...." (Nias, 1996; Hargreaves, 1999, 2001; Spillane et al., 2002; van den Berg, 2002, all in van Veen, 2008:2)

Drawing on Nias (1996), van Veen and Lasky (2005) discuss three main justifications for exploring emotions in teaching and teachers' professional lives. Justification one is the obvious, self-evident relationship of emotions with the nature of teaching and learning. As noted by Nias (1996, in van Veen & Lasky, 2005:895), teaching has an emotional dimension because it involves human interaction; it involves ''intensive personal interactions, often in crowded conditions, with large numbers of pupils who are frequently energetic, spontaneous, immature and preoccupied with their own interests''. Additionally, many teachers are professionally committed, investing their 'selves' in their work (Nias, 1996). Even though such teachers may enjoy teaching and receive

psychological reward of teaching (Day, 2002; Hargreaves, 1998; Lortie, 1975, all in van Veen & Lasky, 2005), their commitment to teaching can also be the source of their vulnerability (Nias, 1996, in van Veen & Lasky, 2005), thus involving them in emotional states.

Secondly, in most of the relevant studies it is estimated that teachers' emotions cannot be separated from their cognitions (Frijda, 2000; Nias, 1996, in van Veen & Lasky, 2005). Emotions can, in fact, provide useful insights into the relations between teachers and their surroundings. In other words, as some studies on teachers' emotions claim, taking teachers' emotions into account will enable us to gain a more complex understanding of teachers' learning and thinking. For instance, teachers may exhibit emotional reactions as they are required to implement educational changes or reforms that are introduced in their school. Analyzing their emotional reactions is necessary as it can provide "deeper understandings of the ways teachers experience their work and educational change, and can thus inform such areas as change theory and professional development" (van Veen & Lasky, 2005:895-896).

The third reason for studying teachers' emotions in teaching and their professional lives is that emotions have a social dimension. They are not merely the consequence of the nature of teaching or the result of personal nature and commitment of the teachers involved; they are also the result of the ways the teaching-learning processes or particular activities are organized within their school and how these might affect or shape their emotions. This means that emotions have social grounds since they are socially constructed and shaped by social forces, while in turn reflecting and shaping the social contexts. Thus, "exploring emotions from this perspective can also provide insights into the historical, social, and political environments in which teaching and teachers' work is embedded" (van Veen & Lasky, 2005:896). In general, analyzing teachers' emotional lives in the educational context is considered important to gain useful insights into how their emotions are related to and depict the complex nature of their work, and how their various concerns are affected.

2.3. Teachers' Professional Identity

Reviewing the literature on professional identity, Beijaard, Meijer, and Verloop (2004) have noticed that the concept of professional identity is used in different ways in the studies of teaching and teacher education. They have observed that most of these studies have employed different concepts such as 'self' and 'identity' to refer to the same thing; moreover, the studies have not indicated how the various concepts are related. In some of the studies (e.g. Knowles, 1992; Nias, 1989, in Beijaard et al., 2004), professional identity was associated with teachers' self-concepts or self-images. These studies have contended that teachers' self-concepts or images of self strongly determine the way teachers teach, the way they develop professionally, and the way they react towards educational changes. In other studies of professional identity (e.g., Goodson & Cole, 1994; Volkmann & Anderson, 1998), attention was paid to teachers' roles as conceived and expected by other people. Furthermore, professional identity refers "not only to the influence of the conceptions and expectations of other people, including broadly accepted images in society about what a teacher should know and do, but also to what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds" (Tickle, 2000, cited in Beijaard et al., 2004:108). Thus, it is clear to see that several studies have proposed various definitions: 'teachers' concepts or images of self", 'teachers' roles and conceptions and expectations of other people', 'accepted images in society about what a teacher should know and do', and 'what teachers themselves find important in their professional work' (Beijaard et al., 2004:108).

Kelchtermans (1993, in Kelchtermans, 2005:1000-1001) refers to teachers' identity as their 'self understanding', and he has distinguished five components of identity that emerged from his frequent and careful analysis of teachers' narrative accounts of their career experiences. These components are: self-image (the manner in which teachers see and describe themselves as teachers), job motivation (what motivates teachers to become teachers and to continue or discontinue as teachers), future perspective (teachers' expectations about their professional lives in the future), self-esteem (teachers' self

appreciation, the value they attach to their job performances), and task perception (the teacher's view of what makes his/her professional program, his/her tasks and duties in order to do a good job and to be a proper teacher).

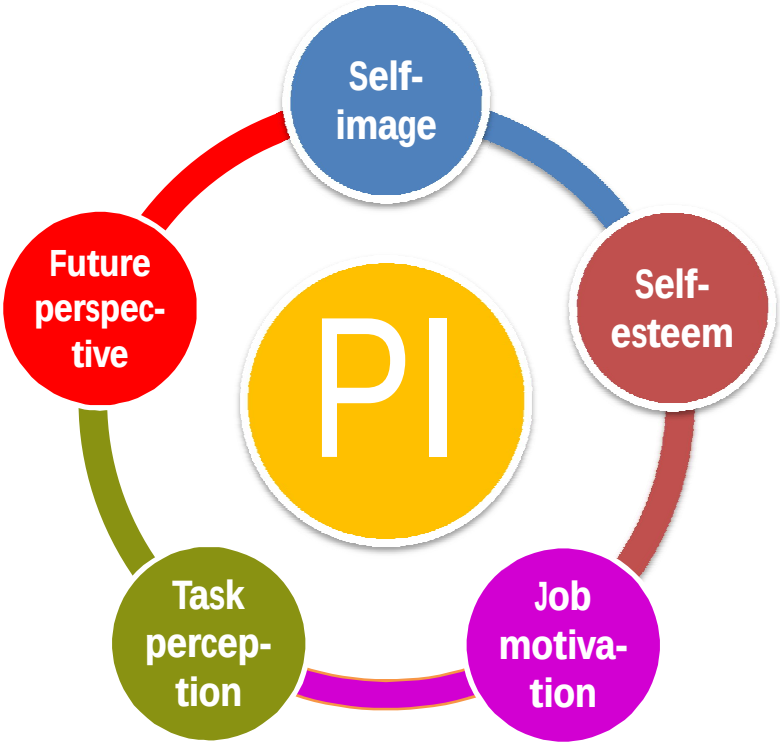

Fig. 1. Schematization of teachers' professional identity, based on Kelchtermans' (1993) concept of 'self-understanding'

These components of teachers' professional identity are distinguishable, but they are all interconnected, referring to each other (Kelchtermans, 2005:12). Because the concept of professional identity is elaborated in more concrete and operational terms, the present study has adopted a set of identity components distinguished by Kelchtermans (1993)

Drawing on their observations of lack of homogeneity in defining the concept of professional identity in the studies on professional identity they have reviewed, Beijaard et al. (2004:125) have concluded that there has never been a homogenous definition of professional identity and, in some cases, there has been no definition at all. From these various definitions, it is possible to draw out that teachers' professional identity refers to teachers' self-conceptualization, that is, their self-image as teachers, how they sense and articulate what it means to be a teacher, how they reflect on themselves as teachers and how they continue to cherish themselves as teaching professionals. Teachers' self-

conceptualization also refers to how teachers respond to their socially and institutionally situated demands, roles and responsibilities.

In general, the concept of professional identity refers to what teachers themselves find important in their professional work and lives based on their own experiences and their personal backgrounds (Schepens et al., 2009). Although the concept of professional identity is defined in various ways in many studies, their commonality lies in the view that teacher identity is not unchanging, or it is not a static attribute of a person, but a relational, inter-subjective and ongoing process.

According to Johnson (1996:24, in Pennington, 2002:3), teaching is "a socially constructed activity that requires the interpretation and negotiation of meanings embedded within the context of the classroom". As an essential part of this interpretation and negotiation, teacher identity is continually redefined. Thus, like teaching, teacher identity is socially embedded because the knowledge and understanding which teachers have for teaching is constructed through experience embedded within the social context of teaching and collaboration with fellow colleagues and students. As Hooley (2005:7) writes, "Professional identity for teachers … is a constant process of negotiating the many socio-cultural forces, trends and structures within which they work and the relationship they seek to develop with knowledge, with students and their families and with other professional colleagues." Because professional identity consists of essential components such as teachers' sense of professionalism, their self-image, and their perception of teaching competence, it plays a crucial role in their teaching career. Varghese, Morgan, Johnston, & Johnson (2005, in Tsui, 2007:657) view teachers' professional identity as "a critical component in the socio-cultural and sociopolitical landscape of the classroom and in teachers' professional development."

As stated above, it is believed that professional identity has a major impact on the way teachers teach, their professional development, and their ability to cope with changes in the educational system. According to Nias (1989, in Schepens et al., 2009), teachers' professional identity plays a crucial role in determining the way they teach, how they develop professionally, and how they respond to educational changes. As cited in Groin

and Varisco (2007), researchers like Korthagen (2004) and Korthagen & Verkuyl (2007) recognize professional identity as a valuable dimension in the search of the essence of the "good teacher".

2.4. Theoretical Framework

This study aims at understanding emotions of teachers who work under conditions of difficulties and constraints, and what these emotions can tell us about their professional identity. It attempts to identify and analyze teachers' emotions in their encounters with difficult circumstances in their professional and personal lives, how they perceive these encounters, and how the various components of their professional identity are 'at stake'. Since both the individual teachers and the environment that impacts on them are considered, the study has employed a social-psychological approach to emotions.

According to van Veen and Sleegers (2006), there are many different theoretical approaches in the literature on emotions in various fields: physiological, philosophical, historical, sociological, feminist, organizational, anthropological, and psychological. In the field of education, several researchers have employed different approaches to study teachers' emotions. For instance, researchers on teachers' emotions in the special issue of *Teaching and Teacher Education 21 (2005)* (e.g. Lasky, Zembylas, van Veen et al, all in van Veen & Lasky, 2005) have used different theoretical approaches to explore teachers' emotions during educational reforms. Lasky (2005) uses a socio-cultural approach to investigate the relation among teacher identity, agency, and context. In this approach, emotions are understood as being biologically and socially created, 'mediated by social structures, cultural tools, and identity' (van Veen & Lasky, 2005). Zembylas (2005) employs a post-structuralist approach to discover emotions 'as discursive practices' and how a teacher in the study plays a role in controlling her own emotions in accordance with emotional rules of her context. "Emotions in this approach are assumed not to be private or universal, but refer to a wider social life…" (van Veen & Lasky, 2005). van Veen et al (2005) adopt a social-psychological approach to emotions, in which emotions are understood as depending on how the individual appraises his/her environment in

relation to his/her personality and are, therefore, supposed to reveal a person's identity and how he/she perceives the environment.

Because of its emphasis on the interplay between the individual and the environment, and on how the individual perceives and appraises the environment, the social-psychological approach appears to be more relevant to the present study. van Veen and Sleegers (2006:87), referring to Kemper (2000), describe each component of the approach as follows:

> *Sociological approaches to emotions examine how emotions are triggered, interpreted, and expressed by virtue of human membership in particular groups, which may be social class, occupation, gender, family,… . Psychological approaches to emotions try to explain them in terms of the structure of the individual, stored information, and the dynamic interaction between the individual and environment…. Social-psychological approaches, thus, have a strong focus on the interactions and relations between the individual and the environment, and how these relations give rise to different emotions.*

According to this explanation, sociological approaches enable us to understand how emotions arise from interactions of the individual with their social environment (various social groups) while psychological approaches allow us to focus on the individual and be able to explain how they, based on their personality and cognition ('stored information'), perceive and appraise their interactions with the environment and experience various emotions. Thus, sociological and psychological (social-psychological) perspectives are found to be more applicable to the present study.

According to van Veen et al. (2005), van Veen and Sleegers, (2006) and van Veen (2009), the social-psychological approach focuses mainly on the individual identity (exploring what the individual has 'at stake'–how his/her concerns and beliefs are affected) and how the individual appraises his/her environment. Other approaches discussed above emphasize the environment and pay little attention to the identity of the individual. In other words, they "pay more profound attention to how teachers' emotions are influenced by the various contexts in which they work, and by their interactions with others who are part of their professional lives" (van Veen et al., 2005:918). Even in the socio-cultural approach, which seems an alternative choice to the social-psychological

approach, the focus is on the influence of the social environment on the individual; less attention is paid to the psychological aspect of the individual, how the individual perceives the environment and how his/her identity is affected (i.e., the dynamic interactions between the individual and the environment and how these interactions give rise to different emotions) (van Veen & Sleegers, 2006).

As stated elsewhere in this study, the present research seeks to understand the dynamic and complex relationship between teachers' working conditions, their emotions and professional identity; that is, how teachers appraise and emotionally experience their working environment, and how they think their professional lives are affected by their working conditions. The study has attempted to use teachers' emotional experiences as a means to understand how their professional, moral, personal, and social concerns or their various professional identity elements are affected (van Veen et al., 2005) as a result of the influence of their social and professional landscape. Hence, the social-psychological approach is found to be more applicable to the purpose of this research project. By using this theoretical framework on emotions, it is believed that an understanding of how individuals experience their situational demands and how they reveal their cognitions or beliefs in relation to their identity will increase (van Veen and Sleegers, 2006).

According to van Veen and Sleegers (2006), there are several different appraisal theories (e.g. Arnold 1960, Frijda 1986, Ortony et al. 1988, Lazarus 1991a, Oatley 1992, Roseman et al. 1996), all sharing a core assumption that emotions are caused as a result of the individual's cognitive appraisal of the events perceived relevant to the individual (Frijda 2000, in van Veen and Sleegers, 2006). Within these theories, emotions are understood as "the product of the appraisal of those environmental events that are perceived as most relevant to the individual's goals and well-being" (van Veen & Sleegers, 2006:87, based on Oatley, 2000). From a social-psychological perspective, emotions are assumed to provide insight into "what a person has at stake in the encounter with the environment or in life in general, how that person interprets self and world, and how harms, threats, and challenges are coped with" (Lazarus, 1991:7, in van Veen, 2008:3).

In what follows, a more detailed discussion of this appraisal theory will be made, and empirical research findings which suggest the application of this theory to teachers' thinking will be presented. The discussion is based on van Veen et al., 2005 and van Veen and Sleegers, 2006, who have drawn on Lazarus (1991 & 1999) for their description of the theory. According to them, Lazarus (1991a) identifies three processes that give rise to emotions. These involve relational, motivational, and cognitive aspects of emotion.

'Relational' implies that emotions always reflect relations between a person and his/her environment. These relations can either harm the individual concerned (making him/her feel negative emotions), or they can benefit the individual (causing him/her to experience positive emotions). These relations are dynamic, changing with circumstances and with time, and, thus, resulting in different emotions. 'Motivational' implies that emotions are reactions to the condition of our goals during an encounter, and this concept helps us to explain what makes a particular encounter relevant to us, either as a source of harm or as a source of benefit, thus giving rise to our emotion. 'Cognitive' implies that emotions involve some basic knowledge (situational and generalized beliefs about what is happening) and an appraisal (evaluation of the personal significance of what is happening during an encounter). Particularly relevant to the relational, motivational, and cognitive theory of emotions are: ‘the personality or self, the situational encounter, and the appraisal process’ (van Veen & Sleegers, 2006:89).

The concept of ‘personality or self’ involves the concerns of the individual—that is, the person’s goals, beliefs, and knowledge. In connection with teachers, Kelchtermans (1993, as cited in van Veen & Sleegers, 2006:89) defines the ‘professional self’ as "the individual teacher’s personal conception of himself or herself as a teacher". ‘The situational encounter’ refers to the demands, constraints, and resources that are involved in a situation. In the present study, this is taken to mean the various challenges and constrains that teachers are confronted with in their professional lives. The ‘appraisal process’ involves the individual's ongoing evaluations of the significance of an encounter for his/her well-being. These evaluations play a central role in the emotion process and indicate the concerns that the person has at stake.

To analyze the appraisal process, Lazarus has identified six components of the process, three of which are primary components and three secondary components (van Veen et al., 2005; van Veen and Sleegers, 2006). The primary components of the appraisal process concern whether and how an encounter is relevant to a person's welfare, and they are termed as 'goal relevance', 'goal congruence', and 'goal content'. 'Goal relevance' is the extent to which an encounter (a situational demand) affects personal goals (issues that the person cares about or is concerned with), while 'goal congruence' refers to the extent to which an encounter is coherent or incoherent with personal goals. The encounter may facilitate personal goals (congruence), leading to pleasant emotions, or it may hinder personal goals (incongruence), thus giving rise to unpleasant emotions. 'Goal content' refers to the type of personal goal that concerns the person; it may relate to the person's 'ego-identity' such as 'self-esteem, social esteem, moral values, ego-ideals, essential meanings and ideas, the well-being of others, and life goals' (Lazarus, 1991, in van Veen, et al., 2005).

The secondary components of appraisal refer to a person's evaluation of his/her options and resources for coping with the situational demands and for his/her future prospects. They are necessary to describe the full significance of the encounter but would determine the emotional intensity experienced by the person less than the primary appraisal components (Lazarus, 1991:145, in van Veen et al., 2005:920).

The diagram below represents the concepts in Lazarus' social–psychological theory of emotion.

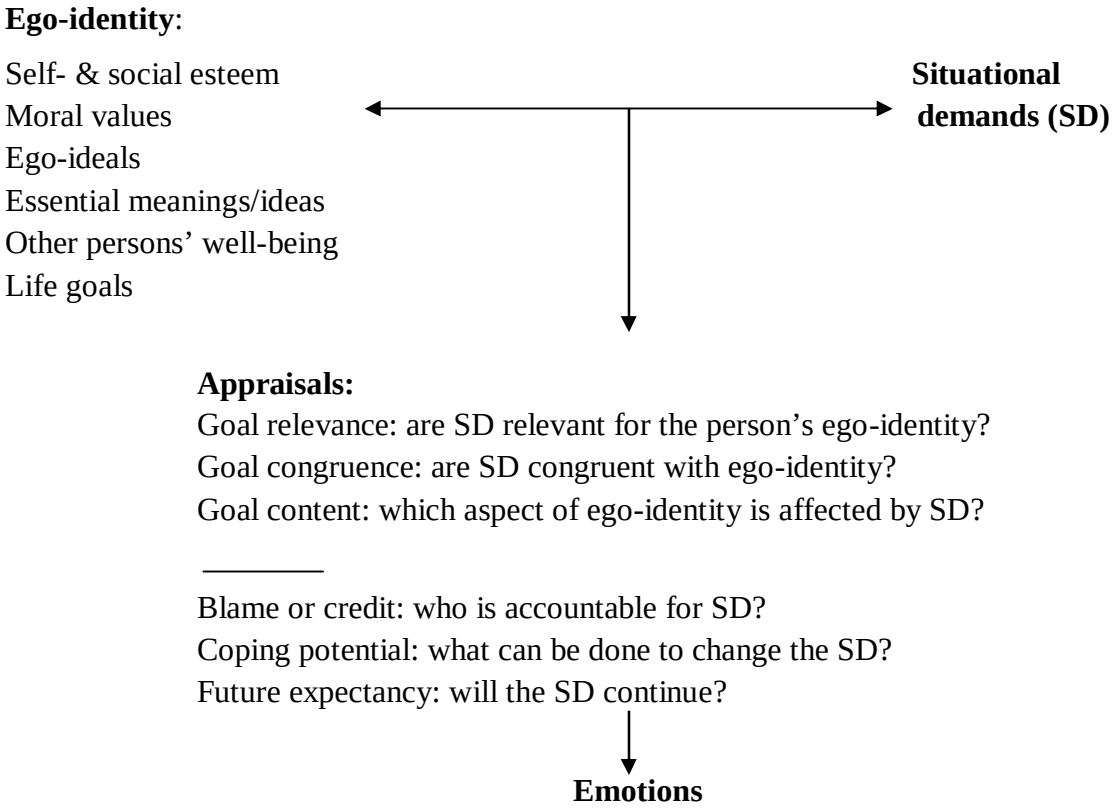

Fig. 2. Schematization of Lazarus' (1991) social–psychological emotion theory (in van Veen et al., 2005).

The diagram indicates interactions between ***ego-identity*** (the individual and his/her various goals and concerns in society) and ***situational demands*** (a set of encounters or challenges in the environment). Within these interactions, the situational demands may affect the individual's goals and concerns either positively or negatively, and this situation leads the individual to the process of ***appraisals*** or evaluation of the encounter in order to identify whether and how what is happening is relevant or irrelevant to personal goals. If the person perceives an encounter is relevant and affects him/her significantly, then the person experiences ***positive emotions*** (if the encounter is consistent with personal goals) or ***negative emotions***, otherwise.

There are some empirical findings which demonstrate the applicability of this theoretical framework to research on teacher emotion and professional identity particularly in the context of educational reforms (e.g. van Veen et al., 2005; van Veen & Sleegers, 2006; van Veen, 2008). According to van Veen et al. (2005:930), the framework has enabled

them to "analyze in depth what concerns a teacher can have at stake in a context of reforms and how the personal and professional identity is affected by the reforms".

van Veen and Sleegers (2009) have adapted the framework to their context more operationally and in a way that shows more clearly the relationship between situational demands and teachers' professional identity. As shown in Figure 2 below, they have made some modifications to Kelchtermans' (19993) aspects of professional identity by introducing some components of their own and leaving out some components proposed by Kelchtermans.

van Veen & Sleegers (2009) have adapted the framework as follows in relation to TPI to fit their research context:

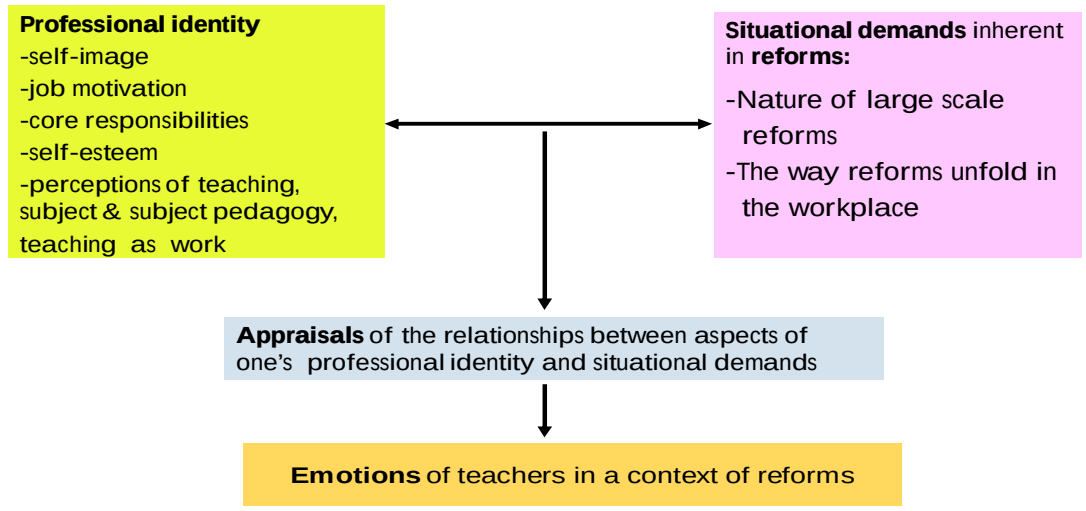

Fig. 3: Schematization of a social psychological approach towards emotions, derived from Lazarus (1991), applied to teachers' emotions in a context of reforms.

Following van Veen and Sleegers (2009), the framework has been adapted to the present study as follows:

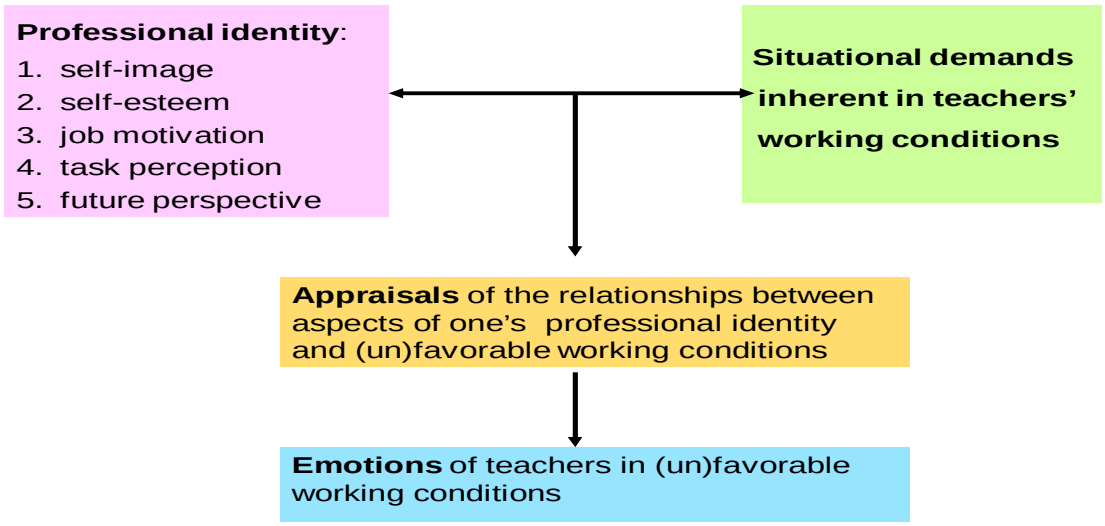

Fig. 4: Schematization of a social psychological approach towards emotions (adapted from Lazarus 1991, based on van Veen and Sleegers, 2009, and applied to teachers' emotions and professional identity under poor working conditions

As we can see from Figure 4, 'Ego-identity' and 'Situational demands' in Figure 2 are replaced by 'Teachers' professional identity' and 'Situational demands inherent in teachers' working conditions', respectively, with a view to adapting the framework to the purpose of this research. 'Appraisals' remain the same, presumably resulting in negative emotions. An attempt has been made in this version of the model to schematize the link between teachers' emotions and professional identity as the former can reveal what aspects of teachers' professional identify are affected in poor working conditions, and the latter help teachers overrule their dissatisfactions with poor working conditions (Beijaard et al., 2004), as in the case of some teachers who claim that they are contented with and proud of their profession, despite the disadvantages. Attention is also paid to the link between teachers' emotions and their working conditions to show the role of teachers' emotions in influencing their working conditions. This is because teachers may not only react emotionally towards their working conditions but can also play a major role in improving or worsening aspects of their working conditions. Teachers can, for example, contribute to improving the conditions within their school by mobilizing the school and the wider community. They can equally contribute to worsening the situation by disengaging and detaching themselves and other people from being part of the solution.

Thus, by revising the framework in this manner, the researcher hopes that a better understanding of the reciprocal relationships among teachers' working conditions, their professional identity and emotions will be made. In this regard, the primary aim of the present study is to use teachers' emotions as a means to understanding how teachers in poor working conditions understand and interpret their situations and what components of their professional identity are 'at stake' in these situations.

2.5. Conclusion

Attempts have been made in this section to review the literature related to teachers' working conditions, their professional identity and emotional experiences. As it were, the review of teachers' working conditions shows that teachers in sub-Saharan Africa in general and in the Ethiopian context in particular, live and work under an unfavorable professional environment. It is assumed that most teachers under such an environment experience stressful and thus emotional lives. It is also assumed that examination into their emotions can provide insight into the relations between the teachers and their social and professional environment. The relevance of exploring emotions in teaching and teachers' professional lives has been discussed as it is assumed that such an exploration can contribute to a more complex understanding of the ways teachers experience their work, especially under poor working conditions, and how their working conditions affect their professional identity. It has been implied that teachers' working conditions, professional identity and emotions are not separate entities; rather, they are closely linked and interact with each other in determining teachers' professional lives. In the light of this understanding and on the basis of the purpose of this research project, a theoretical framework that takes into account the dynamic interactions between teachers' working and living environment, their professional identity, and their emotions has been presented. Hence, this framework has been adapted to this study in order to understand the links among teachers' working and living conditions, their professional identity and emotional lives.

The research methodology and design discussed in Chapter Three have been employed towards this end.

Chapter Three

Research Methodology

This chapter presents the research methodology employed to study the effects of working conditions on teachers' professional identity. It deals with the general methodological approach and the research design, highlighting the study setting, participants, data generating instruments and procedures, procedures for data analysis and interpretation, and standards for enhancing quality and validity of the findings.

3.1. General Methodological Approach

The present study is concerned with exploring second cycle primary school EFL teachers' emotional experiences and professional identity in the context of demanding and challenging professional environment, involving complex individual, institutional and social interactions. Through the lens of teachers' emotions, the study hopes to reveal how various components of their professional identity are affected as a result of working and living under such a landscape. This has required the researcher to make an intensive investigation into the personal feelings, stories, and the lived experiences of the research participants. By so doing, the research attempts to gain a better understanding of the complex relationships among teachers' working conditions, emotions, and professional identity. Because of its concern with human experience, the study has adopted a qualitative research methodology employing narrative inquiry and case study research approaches in order to generate data that is hoped to provide an in-depth understanding of the phenomena under investigation.

3.1.1. Narrative Inquiry

Narrative inquiry is a component of qualitative approach in which the researcher generates data through engaging participants in narrating their lived experiences and then writes an interpretative and informative narrative of their experiences. It is based on the

understanding that we lead storied lives and that narratives can be a powerful way to locate and understand our values, experiences and learning (e.g. Clandinin, 2006).

Connelly and Clandinin (2000) recommend narrative inquiry as a way of capturing and investigating people's individual, social, and cultural identities as they live them. Reading their stories gives others the opportunity to hear the participants' voices and to critically reflect on their experiences. According to Connelly and Clandinin (1990), the stories that people tell reflect their hopes, fears, successes and failures, and often try to give meaning to their daily experiences. "The principal attraction of narrative as a method is its capacity to render life experiences, both personal and social, in relevant and meaningful ways" (Connelly and Clandinin, 1990:10). As Tsui (2007:658) following Connelly and Clandinin (1999) writes, "Stories provide a narrative thread that teachers draw on to make sense of their experience and themselves." Narrative enquiry also enables the researcher to sense participants' experience and to feel the way they feel.

Drawing on the various studies of teachers' professional identity they have reviewed, Beijaard et al. (2004:121) observe the relevance of narratives in research on teachers' professional identity. They notice that our teacher identity is "formed and reformed through the stories we tell and which we draw upon in our communications with others". They also indicate that the stories in the work of Connelly and Clandinin (1999) give us "a sense of what the narrators care about most, what motivates them, the conditions in which they carry out their work, and the dilemmas with which they live". They further point out that "Through storytelling, teachers engage in narrative 'theorizing' and, based on that, teachers may further discover and shape their professional identity resulting in new or different stories."

Hence, this approach has been found relevant to the present study, which seeks to get insights into professional lives of teachers through their stories told about their working and living conditions, their emotional experiences, and professional identity. In this study, attempts have been made to generate narrative data by engaging participants in narrating their stories of experiences, to construct, structure, and analyze their meanings, and to report their stories interpretatively.

3.1.2. Case Study

Case study is recommended as a useful method to obtain rich and in-depth insights into a phenomenon under investigation. Kvale (1996, in O'Connor & Scanlon, 2005) argues in favor of an intensive case study and claims that such a study is an effective way of investigating into a phenomenon in depth and hence of creating new knowledge. O'Connor & Scanlon (2005) believe that knowledge is subjective and context-based, and they argue that an in-depth investigation conducted with a small size of participants will enable the researcher to gain useful knowledge about a subjective phenomenon such as professional identity.

Stake (1995, in McKenzie, 2005) tries to demonstrate the importance of critical uniqueness of the case study research and suggests that the sense of uniqueness in the stories and experiential accounts of the case has the power to attract the attention of readers. In the same way, Burns (2000:326, as quoted by McKenzie, 2005:57) argues that "case studies are focused on circumstantial uniqueness and not the obscurities of mass representations".

Before it was conducted, the study had been expected to be labor-intensive as it would endeavor to address the complex interactions of teachers with their professional and social environments and how they perceive these interactions. Considerable amounts of labor and time were expected in the various research stages and activities such as intensive and continuous data gathering tasks, frequent formal and informal contacts with the participants, translations and transcriptions of interview data and rigorous procedures of data compilation and analysis, and other unforeseen tasks. Under such circumstances, it was felt that it would be impractical and unmanageable to draw data from a large number of participants. For these reasons, the study adopted a multiple case study involving seven cases. In this case, each participant was treated separately (as a single case), and the conclusions reached about each case were used as information contributing to the whole study (Soy, 1997). During data analysis, each participant's story and meaning was interpreted individually (vertical analysis) so as to consider each individual's unique feelings and experiences. However, comparisons between and across

the cases (horizontal analysis) were also made to discover shared experiences and commonalities (McKenzie, 2005).

3.2. Research Design

In this subsection, issues regarding study site, participants of the study, data gathering instruments and procedures, data analysis and interpretation, and criteria for enhancing trustworthiness of the study are presented in order to highlight the research design employed as shown below.

3.2.1. Research Setting

The research was conducted in Adama city, the present workplace of the researcher, and in the neighboring towns, primarily for practical reasons. Given the nature of the data to be generated, and the data gathering procedures intended to be employed, it became a matter of feasibility to choose a research site where the researcher can easily keep in touch with his participants on a regular basis. Because qualitative research is flexible and cyclical in nature, it was necessary to conduct several interview sessions whenever needs arose (Dörnyei, 2007) and to contact participants regularly for clarifications of doubts and validation of their ideas.

3.2.2. Participants

The participants of this study were seven EFL teachers drawn from five government second-cycle primary schools in and around Adama. Purposive sampling was employed as a guiding sampling technique and a convenience sampling was also used as a method of selecting participants on the basis of their ease of availability, willingness to participate in the study, good candidacy, and assumed ability to provide rich and varied insights into the phenomenon under investigation (Saumure & Given, 2008). In addition to being time- and cost-effective, convenience sampling had also provided the researcher a practical way to access teachers within a geographic location and distance from the researcher's workplace. All of them are experienced teachers, with 21 up to 38 years of

service, and they have taught in different geographical locations and diverse school environments in Ethiopia and could thus provide accounts of their professional interactions and emotional experiences throughout their long-established career life.

Before recruitment, fifteen teachers were contacted through recommendation and assistance of some of my former in-service trainees and, in some cases, by the help of school directors and/or English department heads. The teachers were contacted individually in their respective schools to socialize with them, to orient them, in general terms, about the purpose and the nature of the research, and to seek their initial oral consents. Out of the teachers who were originally contacted, seven of them who volunteered wholeheartedly to participate in the research were identified and retained. Subsequently, the volunteers were provided with an invitation letter (highlighting the project, participants' rights, the researcher's expectations of them, and so on) and a consent form to sign to guarantee their participation. They were further contacted to ensure their consent of participation and to arrange time and space for the first round interview.

3.2.3. Data Generating Instruments and Procedures

Narrative inquiry employs various data gathering techniques such as interviews, journals (participant diaries), field notes (research journals), letters, and autobiographies. Among these the present study has employed oral narratives guided by in-depth interviews in a manner that would allow teachers to narrate stories of their lived experiences. These stories were audio-recorded as they were unfolded by their narrators. In addition, the researcher's field notes of informal conversations with teachers and his personal observations and reflections were used as additional sources of data. In what follows, further discussions of these instruments are made.

3.2.3.1. Narrative Interviews

The narrative interview is an in-depth interview that creates a situation that encourages and stimulates the participant (called the 'informant' in narrative interviewing) to tell a

story about some important events in his/her life and social context (Jovchelovitch & Bauer, 2000). Unlike the usual in-depth interviewing, however, narrative interviewing seeks to generate detailed stories of experience rather than generalized descriptions (Lewis-Beck, Bryman & Liao, 2004).

Interview-generated narratives will allow participants to produce valuable data from their orally told stories. Semi-structured interviews were used to guide the teachers' narratives in the present research. Semi-structured interviews allow the researcher/interviewer to engage with the participant by asking the participant questions in a neutral way, listening attentively to his/her responses, and asking follow-up questions and probes based on those responses (Mack, Woodsong, McQueen, Guest & Namey, 2005). Narrative interview guides that focus on topics pertinent to the research questions and the conceptual framework were employed. These were supplemented with questions and probes that emerged spontaneously during the interviews on the basis of the informant's personal accounts and responses to the questions in the interview guides.

Because the primary school teachers may not be able to describe and interpret their experiences in English comfortably and extensively, the interviews were conducted in Amharic (as the majority of the participants happened to be Amharic speakers). They were audio-recorded, transcribed, and translated into English for analysis and interpretation (See Appendix D, p.252, for an abridged sample of the transcripts).

It is generally believed that conducting more than one interview with each participant is a means of allowing the participants to clarify their thoughts and opinions. For instance, Seidman (1998, in O'Connor & Scanlon, 2005) suggests that any researcher who aspires to generate data through interviewing needs to conduct more than a single interview. Thus, in this study the interviews with each informant were conducted twice. During the first round, general questions in the interview guides were asked to draw an overall picture of teachers' working context, their emotional experiences and professional identity, to familiarize informants and the researcher with the process of narrative interviewing, to get them to reflect on their lived experiences for the second-round interviewing, to build up a trusting relationship with the interviewees, and to make

necessary modifications in the interview guides to use their responses as input for more detailed interview items for the second stage. These interviews were not audio-recorded, but field notes were taken on emerging issues that were felt important for subsequent interviews. During the second stage, more issues and detailed probes were incorporated on the basis of the input gained during the first-round interviews so as to explore into the phenomena in greater details and at depth.

3.2.3.2. Research Journals

Research journals or field notes are diaries kept by the researcher during the course of the research project (Dörnyei, 2007). They are used by nearly all qualitative researchers, and they consist of "records of observations and commentary on what was observed, how it was observed, and what it might mean" (Solomon, 2004:6, citing Preissie & Diane, 19991:59). They are often used in conjunction with other methods such as interviews (e.g. Patrick, 2007; O'Brien, 2005) and participants' written narratives (e.g. Jeylan, 2008).

Using the researcher's journals, it is possible to capture useful and interesting data. Thus, the researcher had been taking notes of his personal observations and impressions during data generating process. Relevant data that emerged during casual conversations with the participants at any stage of the process were noted down and considered during data analysis and interpretation.

3.2.3.3. Data Gathering Procedures

Following is a summary of the steps and procedures employed during data gathering, some of which have been already indicated above.

- Preparing semi-structured narrative interview guides (1st version) in English and Amharic vis-à-vis research objectives;
- Preparing an invitation letter for informants outlining the nature and details of the study, informants' participation in the study and their rights, and the appropriate consent forms (both in English & Amharic);

- Contacting informants individually in their respective schools to socialize, to give them highlights about the study and to seek their initial oral consents;
- Issuing invitation letters and consent forms (Amharic versions) to informants individually with additional oral briefs;
- Meeting individual informants again to ensure their consent of participation, to give further clarification about the project as necessary, and to arrange time and space for the first round interview;
- Conducting one-on-one first interviews (in Amharic) (not audio recorded; notes were taken); Pseudonyms chosen by the informants themselves were used to represent them and their school.
- Revising interview guides based on the input gained from the first-round interviews;
- Conducting one-on-one second round interviews with revised interview guides by posing general questions and asking follow-up questions and probes based on informant's responses. These were audio recorded. The length of the interviews generally ranged from 1:30 to 2:15 hours.

3.2.4. Data Analysis and Interpretation

In a qualitative research, data analysis may take place even during the first interview session (Solomon, 2004; Dörnyei, 2007). In the present study, qualitative content analysis was employed. Drawing on Dörnyei (2007) partially, the process of analysis involved the following stages: transcribing the data, pre-coding and coding, and interpreting the data and drawing conclusions.

According to Dörnyei (2007), transcribing the audio-recorded data contains some elements of interpreting the data. Analysis can also take place during translation of the transcribed data.

The pre-coding prepares the researcher for the coding practice by engaging him/her in the reading and re-reading of the transcripts, reflecting on them and taking notes of his/her reflections in journal entries and in order to develop a general picture for the actual

coding of data. Coding involves the process of highlighting different parts of the transcribed text with multi-colored highlighters and labeling them systematically for the purpose of identification, retrieval, and grouping the data. This can be done several times and at different levels of coding, moving gradually from descriptive, low-inference codes (initial coding) to higher-order codes (second level coding) (Dörnyei, 2007).

During the initial coding, the interview transcripts are read through several times in order to make a general sense of the data. Then whilst reading through the texts again, extracts which are relevant to the research or which appear to be interesting in some way will be highlighted and given clear, descriptive labels on the margins of the page (possibly using keywords taken from the extracts). During the second level coding, the aim is to go beyond a simple descriptive labeling of the data segments and to search for common patterns that are likely to exist among various individual segments.

Interpreting the data and drawing conclusions is the final process where 'overarching' themes are selected for the writing-up and where the whole process is turned into final conclusions. In the process of drawing conclusions, the researcher examines the stock of data at hand, identifies and evaluates patterns and insights, and finally selects a limited number of themes for elaboration (Dörnyei, 2007).

The next section presents how the aforementioned stages were applied to this study.

3.2.4.1. Procedures of Data Analysis and Interpretation

Based on the stages of analyzing data as described above, the major processes employed during analysis of the data of the study are summarized as follows:

Transcribing and translating data

- Transcribing the interview tapes manually and verbatim (e.g. Miller & Brewer, 2003; Mackenzie, 2005; Seidman, 2006; Dörnyei, 2007). Transcribing the audio-recorded data contains some elements of interpreting the data (Dörnyei, 2007); (See Appendix D, p.252, for an abridged sample of transcripts. Note that, due to space constraints, only a sample of transcriptions is given in this appendix.)

- Writing the transcriptions on a word processor ;
- Translating the transcriptions into English (See Appendix E, p.265);
  This was done with the help of colleagues who have taken a course in translation.
- Sending copies of interview transcriptions and translations to the respondents for validation

Pre-coding and coding

- Pre-coding: Reading and re-reading each transcript in order to make a general sense of the data and to develop a general picture for the actual coding of data.
- Coding I: Reading through each transcript and assigning a descriptive code to those interview themes that appeared to be relevant to the different research objectives and questions or which appear to be of particular interest to the study; This was done by marking the relevant parts of the transcribed text and writing their respective codes on the right margin with multi-colored highlights electronically. The various segments of the interview transcription were coded mainly for aspects of teachers' professional identity, their various concerns, their emotional experiences, sources of their emotional experiences, and their emotion coping resources.
- Coding II (Refining): Reading each transcript again and revising coding themes (identifying and coding more segments of relevance, discarding codes of repetitious segments and of less relevant, less representative segments).
- Sorting out related segments and their codes together to observe patterns of similarity and difference and to look for meanings from the perspective of the research objectives (e.g. segments referring to sources of positive emotional experiences are brought together and examined in relation to one another).
- Creating a summary data matrix for individual cases (van Veen & Sleegers, 2006)

The summary data matrix for each case was analyzed separately from the other informants (vertical analysis). Then the data matrices from the different cases were summarized within a single data matrix for horizontal (cross-case) analysis.

Interpreting the data and drawing conclusions

This involves presenting the analysis in two parts using codes of main segments or themes as follows:

Descriptive case: summarizing the informant's salient professional situations so as to set the scene for the second, more interpretative part, and

Analytic case:

- Presenting an analysis of the informant's narratives of his/her experiences and views vis-à-vis the objectives of the research and the theoretical framework;
- At times, relevant direct quotes from the transcripts have been used as part of the analysis to discuss and elaborate on accounts and opinions of particular importance;
- Writing a summary of the results and drawing conclusions by making references to the data matrices, interview segments, and transcriptions

3.2.4.2. Criteria for Enhancing Trustworthiness of the Data

3.2.4.2.1. Credibility

Due to their philosophical assumptions, some qualitative researchers reject the framework of validity that is commonly accepted by their quantitative counterparts in the social sciences, declining the basic realist assumption held by the latter that there is a reality external to our perception (Trochim, 2006). Consequently, the issue of "truth" or "falsity" of an observation in relation to an external reality is not the concern of these qualitative researchers, who argue for different standards for judging the quality of research (Trochim, 2006).

Guba and Lincoln (1989), as cited in McKenzie (2005), have proposed the term 'credibility', as an alternative criterion to the more quantitatively-oriented notion of 'internal validity', as one of the criteria for judging the trustworthiness of qualitative research. Maxwell (2002), as quoted in McKenzie (2005:59), warns qualitative

researchers against using positivist concept of validity because, in his view, 'understanding is a more fundamental concept for qualitative research than validity.'

According to Polkinghorne (2007), in narrative-oriented research, researchers need to address the validity of the evidence they have gathered by means of clarification of what the narrative texts they have gathered are intended to represent. However, the evidence in the form of narrative texts differs in kind from evidence in the form of test scores (Polkinghorne, 2007). According to Polkinghorne (2007:9), "Storied evidence is gathered not to determine if events actually happened but about the meaning experienced by people whether or not the events are accurately described." He also maintains that 'storied texts' serve us as evidence for the informant's personal meaning, rather than for the factual occurrence of the events reported in the stories. Riessman (2002:704) takes a similar position when he states that his approach to narrative analysis values 'positionality' and 'subjectivity' rather than 'objectivity', emphasizing the perspectives of both the narrator and the researcher (analyst). According to this view, understanding the meanings that events have for the individuals involved is more fundamental than verification of facts in lives.

Yet, personal experiences should not be entirely viewed in isolation from the social milieu by which they are influenced and which they in turn reflect. The meanings conveyed by personal stories are, in fact, responses to life events experienced by the story tellers themselves. Bertaux (1995), as cited in Riessman (2002), holds the view that every story contains a great deal of factual data (such as dates and places of biographical events) that can be verified. The author argues that, by gathering many stories from a particular milieu, it is possible for a researcher to uncover recurrent patterns or shared experiences in the same milieu.

Lieblich, Tuval-Mashiach, and Zilber (1998, in Polkinghorne, 2007) take a 'middle-course' position in understanding story-based texts by avoiding both extremes–a claim that all narratives are fictional texts, on the one hand, and that narratives are complete and accurate representations of reality, on the other hand. Like Bertaux (1995), they believe that stories are often constructed around some facts or life events; yet, stories provide a

great deal of freedom for individuality and creativity in selecting, adding to, emphasizing on, and interpreting those facts or events.

In the present research, therefore, the notion of validity is understood as it is conceptualized by Polkinghorne (2007) and other authors as indicated above. As suggested by Guba and Lincoln (1989), the term ‘credibility’ rather than ‘validity, has been adopted. The credibility issue, according to Trochim (2006), involves the question of whether or not the results of qualitative research are credible or believable from the perspective of the research participants. In this regard, qualitative research aims to describe or to understand the phenomenon of investigation from the participants' perspective and, thus, the participants are the best judge of the credibility of the findings. Efforts have been made in the current research to enhance the credibility of the findings. Before the interviews, the participants were oriented about the importance of being truthful in their responses or narratives regardless of whether or not they think their responses will benefit the researcher. Ethical issues of participants such as their voluntary participation, informed consent, confidentiality and anonymity, and rights to withdraw from the research at any stage were also taken into due consideration. Based on these ethical considerations, the researcher attempted to establish professional rapport and trustworthiness with the participants. A pilot study had been conducted with the aim of ensuring the credibility of the entire research process. During data gathering, some documents and official letters presented by the participants were checked in order to support their claims, and the general conditions of their classes such as textbook distribution, students’ interaction, class size, and other issues raised in relation to students and resources were observed. Some teachers were also observed coming on Saturday and Sunday for tutorials, consultations, and meetings with parents. All of these observations were recorded in the researcher’s journal.

Furthermore, member or participant validation of their views was also sought constantly. Copies of interview transcripts, translations, and analyses were sent to the participants for validation. All of them agreed with the contents of transcripts, translations, and analyses of their interviews. The participants were contacted in person to clarify issues they would misunderstand, or find difficult to understand, or misinterpret due to linguistic barriers or

other factors. In this way, the participants were reassured that their ideas, beliefs and experiences were accurately presented by the researcher.

3.2.4.2.2. Transferability

In qualitative research, 'transferability' is concerned with the extent to which the research can be replicated in another context (Miles & Huberman, 1994, as sited in O'Brien, 2005). Although the conclusions of this study, as in other qualitative case studies, may not be transferred to other contexts or settings, attempts have been made to enhance transferability, for instance, by making a thorough description of the research context and the assumptions underpinning the research. Then it is up to the reader who wants to transfer the results to another context to judge how reasonable the transfer is (Trochim, 2006). Lincoln and Guba (1985, in O'Brien, 2005 & McKenzie, 2005) emphasize the point that, from a qualitative perspective, the researcher is not responsible for the task of detailing the transferability of the research; instead, "those who read and use the research might determine whether transferability was applicable" (O'Brien, 2005:135). Transferability can also be enhanced by respondent validation (Dörnyei, 2007).

3.2.4.2.3. Dependability

'Dependability' in qualitative research is proposed by Lincoln and Guba (1985, as cited in O'Brien, 2005 & Trochim, 2006) as an alternative term to 'reliability' in quantitative research. It is understood as a match between what we have gathered as data and what actually happens in the research context (McKenzie, 2005, citing Cohen et al, 2000). Attempts were made to ensure dependability of this study "through the consistency of the selected processes for the conduct of the research, including thoroughness in sourcing the relevant literature, the formulation of the research questions and the research design, the conduct of pilot study and the use of triangulation" (O'Brien, 2005:135). As in credibility, participant checks of transcripts, translations, and their comments on the analyses of their interviews were used to enhance dependability (McKenzie, 2005:61). The researcher has also kept field notes during data gathering and analysis by recording observations and highlighting salient issues. These research journals were used to enhance the

dependability of the research findings. Additionally, the opinions of the research supervisor, thesis reviewers, and peer checking were sought and their valuable feedback was used in subsequent steps to enhance dependability.

The following chapter will present the data, the analysis and interpretation of the findings.

Chapter Four

Data presentation, Analysis, and Interpretation

The aim of this chapter is to present, analyze, and interpret the experiences of the seven EFL teachers and to give meaning to their experiences. For the purpose of highlighting each teacher's subjective experiences, meanings, and nuances, the analysis and interpretation of the findings of individual case studies are presented separately. Even though the focus is on individual case analysis, comparison of findings between and among the cases is also made in order to highlight shared experiences, concerns and beliefs. As Clandinin and Huber (2002: 161, in McKenzie, 2005) contend, "(T)teachers' stories, their narratives of experiences, are both personal–reflecting teachers' life histories– and social–reflecting the milieu, the contexts in which teachers lie."

4.1. Individual Case Analysis

In this chapter, data analysis has been presented in two parts by considering the case of each informant separately. The first part, entitled 'Descriptive Case' (van Veen et al., 2005), presents a general description of the working context of the informant under consideration. The aim is to set the scene for the second, more interpretative part by summarizing the informants' salient stories and their beliefs. In the second part, which is entitled 'Analytic Case' (van Veen et al., 2005), an analysis of the informants' narratives of their professional experiences and views is presented, taking into account the objectives of the research and the theoretical framework, with a view to gaining insights into how they perceive their work and their working conditions and into their various concerns and professional identity.

The work of teachers itself positions them in multiple and complex (power) relations and interactions with various groups within and around the education system: students, colleagues, school leaders, parents, and significant others. In this complex network of relations and interactions, teachers are likely to have many concerns at stake that would give rise to their diverse and interconnected emotional experiences. Analyzing their

emotions and constructing meaning from them is an important task for understanding teachers' concerns and identity, but it will not be a simple undertaking. As Lazarus (1991, cited by van Veen et al., 2005:929) has observed, "The analysis of emotions is complex because of the multiple goals that are operating at any given time and in the changes taking place from one moment to the next." Similarly, Zembylas (2003) suggests that a great deal of interpretative task is needed in making connections between emotions and teacher identity.

The analysis has been made on the basis of a framework adapted from van Veen & Sleegers (2009, derived from Lazarus, 1991) and Kelchtermans' (1993) professional identity conceptualization. Different emotions (positive and negative) for each informant have been considered in relation to their various concerns (professional, moral, social and personal) and aspects of their professional identity. Attempts have been made to understand how the teachers' various emotional feelings reveal the relationship between the teachers' working conditions and their professional identity. The emphasis is not on the nature of the emotions themselves but on the use of emotions as a starting point to explore the influences of teachers' working conditions on their professional identity and to gain insights into how teachers perceive their working contexts and their professional lives.

The informants have reported both positive and negative emotions. They have sometimes referred to their emotional experiences directly using words of emotions such as 'happiness', 'anxiety', and 'sadness' or their synonyms such as 'pleasure', 'worry', and 'dissatisfaction'. In other words, they have not expressed all of their emotions in explicit terms. In fact, they have mainly focused on recounting their experiences and describing issues and challenges in their work rather than on their emotions. However, it is quite clear that most of their emotional experiences and feelings are embedded in their unfolding stories and descriptions of their lived experiences. Salient emotional experiences, whether expressed explicitly or alluded to, have been addressed in the analysis. Whenever necessary, references are made to their narratives and/or descriptions of events and relevant extracts are included for the purpose of validation and clarification. Because all of the teachers have always used the masculine pronouns 'he', 'him', and

'his' in their narratives and descriptions, the same forms have been used generically to refer to 'the teacher' (both male and female) in the analyses.

4.1.1. Zemen

Descriptive Case

Zemen has a teaching experience of 38 years as a primary school teacher. Although she holds a diploma and a B.Ed (Bachelor of Education) in teaching, she is still teaching at a primary school following a request from her school and based on her own willingness. She is also serving as a secretary of the English Department. The interview with her was conducted on the 20th of March, 2011 in her school and took about 1:30 hour (See Appendix E, p.265).

She admits that it was not her intention to join teaching at the start. She wanted to become a medical professional because of her disposition to help people. As that was not possible, she had to resort to teaching, which was the only option at her disposal when she decided to start out a career. She did not mind joining teaching, however, for teaching was an esteemed profession among the community and students at that time and, above all, it was the best alternative to medicine in order to satisfy her desire to help people, the very reason for which she had hoped to join medicine.

She describes teaching as an extremely honorable profession that molds the mind of human beings, equips humans with knowledge, and opens the door of life. She views it as a unique profession that requires mentality, ever-readiness, impartiality, respect and love for children. On the other hand, she describes teaching (especially teaching English as a foreign language) as a demanding job that requires self-investment, endurance, and devotion to children's wellbeing. A good teacher, according to her, is characterized as someone who is dedicated to the wellbeing of others, who is responsive to students' needs and abilities, who makes learning an enjoyable experience, and who enlivens education in order that a thirst for knowledge and enlightenment is created. When she

considers teaching from this perspective, she says that she has never regretted being a teacher and that she has been doing her job with a great sense of interest and satisfaction. She generally considers herself as a successful teacher both in terms of her job performance and her professional and personal growth. She thinks she has been performing her duties and responsibilities duly in her whole life as a teacher. She believes that she has received due recognition and encouragement for her contributions from relevant people particularly from her successful students. This condition, added to her caring nature for students, has encouraged her to stay in teaching.

She points out many issues and challenges which have made teaching a difficult job for her. Students' poor academic background and lack of interest for learning, resource constraints, and perceived lack of social respect, recognition and attention for teachers are some of the prominent issues that have often concerned her in her career life. She is particularly worried about the multiple and complex challenges related to the majority of students. In particular, she is frustrated with lack of students' interest in learning and their poor performances. She is rather pessimistic about improving students' performance in English because they have very poor background in the subject and pass from grade to grade without acquiring reasonably sufficient knowledge and skills. Consequently, she says that she would never choose to teach English if she could live her life over again.

Analytic Case

This part is intended to analyze Zemen's emotional experiences and perspectives and to give meaning to her experiences. Attempts will be made, through this analysis, to gain insights into how her interpretations of her working contexts and personal experiences yield useful meaning both from personal and social dimensions.

Positive emotions

Zemen's positive emotions about her teaching work are related to her intrinsic motivation for helping other people, her personal and professional growth, recognitions and awards

for her overall contributions, the respect and positive feedback from her students, and her contributions to the growth of her successful students.

Much of her satisfaction and happiness lie primarily in her inclination to help people, especially children, and in her relationship with them. Although she admits that her close interactions and relationships with her students are often full of tensions and conflicts, she still draws a great deal of satisfaction and happiness from working with children and helping them. This seems the main source of her job motivation and a reason to stay as a teacher: "…my desire to help children intensified no less than my interest in medicine, and I lived with my career until this stage, undergoing various experiences" (p.265). This seems consistent with Zembylas & Papanastasiou (2004), who discovered that working with children is the major contributing factor to the job satisfaction of the teachers in their study. Similarly, other studies of teachers' satisfaction (e.g. Nias, 1989; Dinham & Scott, 1997) have repeatedly shown that "teachers' most important rewards are gained from students in the classroom." (in Hargreaves, 2000:817) In addition, Zemen believes that she has got happiness and professional motivation because of the positive feedback and respect she receives from her students, the curiosity for learning and the success she observes in some of them (See Appendix E, p.273).

> *Even though I don't see changes in many students, the response I get from some students, their curiosity for learning and their progress have made me happy and encouraged me to stay in teaching. Whenever I come across some of my former students who have been successful in their life … they tell me that I was their teacher and they give me due respect. This makes me happy. There are also some students who write me a letter of gratitude…expressing their appreciation for me. This makes me happy and I feel like I have got the value of my hard work.*

This clearly indicates how she attributes her job motivation, satisfaction, and success to her former students in particular: "The other encouraging situation is the fact that my former students thank me whenever they see me on any occasion, in a taxi or on a road. Likewise, my students give me respect and welcome me in class" (p. 274). For instance, she tells a story of one of her former students who wrote her a letter (which Zemen had kept with her as a remembrance and read out partly during her interview as part of her narratives) appreciating and acknowledging her contributions to her successful academic

life. She feels very happy when she receives such a feedback from her students. As Lortie (1975, in Hargreaves, 2000:817) observed long ago (and as we can tell from our own experiences, for that matter), teachers "feel rewarded when students show affection towards and regard for them and when students demonstrate that they are enjoying (or have enjoyed) their learning. Receiving such affection tells teachers they are achieving their purposes."

Above all, Zemen seems to have students at the centre of her pleasant emotions, which according to her accounts, should be understood not only as outcomes of her concerns for and influences on her students but also as results of their influences on herself (by respecting her, valuing and recognizing her efforts, and being successful). She feels a great sense of happiness, satisfaction and success due to this reciprocity between her and her students. She feels rewarded, encouraged, and stimulated to stay in her job, and her self-image, self-esteem, job motivation, task perception, and future perspective are clearly reinforced even though we can learn from the rest of her interview that she has many concerns at stake which have challenged these aspects of her professional identity.

These parts of her narratives can also signify, though partly, how teachers can gain psychological and emotional rewards when they get respect, attention and recognition from students, parents, school leadership, the educational system, and the wider community, and how the presence and lack of these inducements can actually matter in teacher' decisions and actions either by boosting or discouraging their professional enthusiasm.

Another important factor that contributes to her satisfaction and pleasant emotional experiences is her professional advancement. She has been able to upgrade her qualification from a TTI (teacher training institute) certificate to a college diploma and recently to a university (first) degree. She views this as a remarkable success and a significant advancement in her personal and professional growth as it helped her to gain more knowledge and orientations on her teaching methodology and to improve the quality of her teaching: "The fact that…I gained different orientations and especially enriched my knowledge of teaching methodology is something that has given me high

satisfaction and particularly enabled me to help my students and to love reading. This is one thing I consider as a success in my career life." (p. 270). She further indicates that this is one of the factors that encouraged her not to leave teaching. Clearly, her great sense of success and satisfaction as a result of achieving her professional growth seems to have boosted her self-image, self-esteem, and job motivation. Zembylas & Papanastasiou (2004:13) observed that teachers in their study associated their sense of satisfaction in their career with their own professional growth and that when teachers found "excitement and stimulation in what they did, they loved both working with their students and growing professionally."

Furthermore, Zemen has been awarded prizes and certificates (which she showed to the researcher during her interview) at different times as an acknowledged professional in education and she thinks she has received due recognition for her hard work. She has been awarded different certificates of accomplishments as a praised professional starting from school up to 'woreda' (district) level for the good job she has done in learning and teaching, for organizing educational resource centers, for expanding experiences to do with educational development, and generally for the contribution she has made with her career. She is very satisfied with this and thinks that it would encourage her to love her job and not to lose hope. She views it as an important part of her professional accomplishments, as a source of her job satisfaction and as an impetus to remain hopeful in her profession.

We can see that her job motivation, self-image, self-esteem, and perception of teaching are all reinforced significantly. She claims that her main objective to initiate those activities was not to gain personal recognition and reward but to play her expected teacher roles and to contribute something useful to the school and to the learning-teaching process. She maintains that when teachers initiate a good practice in their job, they should not do so primarily for the sake of their personal rewards or incentives; rather, they should put the interests and benefits of their students and their school first of all. This indicates her task perception, (as a teacher who has multi-faceted roles and responsibilities) which is another aspect of her professional identify reinforced in this context.

Even though she reports many positive dimensions of her work and a general sense of success and job satisfaction, her self-reported emotional experiences reveal that her professional life is not always characterized by a state of buoyancy and lack of discontent. In fact, in most of her narratives and descriptions of experiences, Zemen predominantly focuses on unfavorable aspects of her working conditions which instigate her negative emotional state and which would ultimately threaten her professional identity.

Negative emotions

Zemen raises many job-related issues and challenges that trigger her unpleasant emotions. The most significant and recurring ones can be categorized as student-related problems, administration-related problems, and lack of status and value (low societal view of teaching and teachers), as described below. It is hoped that her accounts regarding these problems will help us understand the conditions under which she performs her work, her worries and concerns, and the dilemmas and tensions with which she carries on her professional life.

Student-related problems

Zemen seems highly obsessed with the challenges she has been facing in her relationship with students. She constantly refers to the intricate problems posed by students' behavior and how their situations have increasingly resulted in her emotional labor and made her feel a sense of vulnerability, stress and exhaustion in her teaching life. This is probably due to incongruence between her predispositions to help students and their lack of readiness to welcome and benefit from her efforts. She wants to create warm emotional relationship with her students and to have a deep caring for them, but lack of devotion on the part of students to her goals seems to undermine her confidence and impede her efforts. As shown above, students' educational wellbeing and success tend to be the main source of her positive emotional experiences contributing enormously to the enforcement of her professional identity. However, she finds the experience of catering for students' wellbeing, which she has chosen to care for, not only practically demanding but also

emotionally distressing and professionally frustrating. As she struggles subjectively to negotiate the challenges inherent in students' complex characteristics, she comes to the extent of developing a tendency to hate her job: "Among the things that make me hate my job is students' improper condition; it is something that is very, very, very difficult" (p. 269).

Student-related problems, such as late comings, missing classes, absenteeism, distracting hard-working peers, and unwillingness to do set class work and homework can also cause teachers to become stressed (Joseph 2000; Adams 2001; in Mousavi, 2007:34).The problems that Zemen raises in relation to students are complex, interconnected and have socioeconomic dimension. Negligence, lack of interest and attention for learning, failure to bring books to class, poor background in English, and negative attitude towards the subject are some of the major characteristics of students she is most concerned with. Above all, students seem to be highly affected with negligence. She tells a couple of episodes to highlight the extent of the problem (See Appendix E, p.266):

> *I once wrote for them their name in English and told them to practice how to write their name in English. Next time, I asked them, as a quiz, to write their name and submit it to me. Three-fourth of them didn't write their name correctly. In the same way, I once asked my grade 8 students to write the sentence 'I am a boy' or 'I am a girl'. What they gave me back was a mere cluster of letters.*

When they are given homework, they come to class doing or trying nothing. Let alone at home, they do not want to do anything even in the class; they are often engaged in their own business such as gossiping or talking about irrelevant topics rather than doing their tasks. When school reopens after an inter-semester break or after the long summer vacation, only a small number of students come to school in time. The rest turn up at their own time, and there is always something they miss in the meantime. What is more, only a negligible number of students (about 5-8 of them) bother to bring their books to the class. Zemen maintains that students' lack of responsibilities for their own learning and their reluctance to carry out their academic demands often trigger conflicts between students and teachers amid a situation of ordering and disobeying orders.

Consequently, she describes the situation of students especially their lack of interest for learning as annoying, frustrating, and provoking conflicts and disappointments. She

comes to a conclusion that students' interest in learning is generally in a critical situation. She says that this and other similar situations have caused her to develop a sense of anger and hopelessness. In fact, she seems pessimistic about bringing any change in students: "…except for a few of them, it is impossible to say that I can see improvement in English among the majority of students" (P. 269); "…I don't think whatever effort made at upper grades would bring about the required outcome" (p. 269); "…the question of what kind of students, what kind of generation we would have in the future does really concern me" (p.269).

In addition to students' own negligence and irresponsibility, she ascribes unfavorable characteristics of students to socioeconomic and institutional factors. Firstly, the majority of students struggle to survive and to win their daily bread. They go to school simply for the sake of going to school and getting temporary knowledge. There are also many orphans who are unable to support themselves economically and who are apparently frustrated. As a teacher concerned with students' wellbeing, Zemen goes beyond the call of her duty as an English teacher and tries to understand such problems of students. She recognizes this as part of her core responsibility, which is an aspect of her professional identify (van Veen & Sleegers, 2009). Although she is sympathetic to students in this regard, she is, nonetheless, unable to redress their problems other than advising, encouraging, and giving them extra classroom support (such as tutorials). The efforts she makes at an individual basis to deal with the problems may have some contributions, but the challenges she faces seem to continue persistently and so do her anger, dissatisfaction and frustration.

Secondly, according to Zemen, teachers who teach English in self-contained classes at lower grades and who are supposed to lay students' firm foundation are not trained in teaching the language based on their ability and preference. In the present situation in Ethiopia, teachers in the first cycle of primary education (grade 1-4) are trained to teach all subjects including English. This is in accordance with the country's educational policy that has been in place for years. On the basis of Zemen's personal practical knowledge (Clandinin & Connelly, 1996; in Beijaard et al., 2004), however, teachers' training in English that fails to take into account their ability and preference is one of the

contributing factors to students' poor background, performance, and lack of interest in the language.

The third factor relates partly to her experience with students' promotion. According to Zemen, starting from lower grades, some students often pass from grade to grade without understanding something properly. This situation, added to their inability to understand and their reluctance to improve themselves, puts pressure on students as they advance in their education. This shows her moral concern, that is, her perceived lack of commitment on the part of the school to enhance quality learning and appropriate student promotion. Her experience may imply a tendency of her school management to encourage students' promotion at the expense of proper assessment and evaluation and quality of students' learning. In other words, her concern may indicate preoccupation of school leadership with the quantitative aspect of students' promotion rather than its qualitative aspect or without maintaining quality in students' learning. This practice does not cohere with her perception of teaching and thus contributes to her emotional suffering and reduced job satisfaction.

These factors may not be so surprising but they can show how teachers' concerns are situated in institutional and social realties and how their emotions in their interactions with students are also embedded in these realities. Zemen blames students for their contributory negligence and holds them partially responsible for her immediate classroom disagreements and disappointments with them. She, nevertheless, attributes the ultimate source of the problem to a combination of many factors mentioned above: students' economic problems, perceived lack of proper primary teacher training, and students' promotion.

Her negative emotional experience as a consequence of dissatisfaction with students' situation is so intense that her sense of job satisfaction and motivation is greatly challenged. She comes to the extent of hating her job as she says she would never choose teaching English again. The psychic and emotional rewards (Lortie, 1975, in Hargreaves, 2000) she draws from her students do not relate to the whole students but to the successful individual students with whom she associates her own success or to some of

her former students from whom she receives her positive feedback. This appears to be contrary to Hargreaves (2000:834), who observed that teachers nowadays (at the time of his study) receive their "psychic and emotional rewards not just from exceptional breakthroughs with individual students, nor only from receiving positive student feedback once their teaching of them is over." He contends that, unlike the time of Lortie (1975), teachers now receive positive feedback not only from their former students but also from those whom they are teaching including whole class groups as well as individuals. "This is an indication of stronger emotional understanding between teachers and students than in Lortie's day." (Hargreaves, 2000:834)

Administration-related challenges

In addition to student-related factors, there are also administration-related issues that are connected to her personal and professional concerns and act as source of her unpleasant emotional experiences. They are particularly linked to teacher transfer, promotion, shortage of educational materials, and teachers' workload (engagement in tasks outside school).

In relation to transfer and promotion, she tells a problem that she had once experienced. Immediately after she had obtained her diploma (which she earned by attending evening classes through self-sponsorship and commuting between home, school, and college), they transferred her to another district despite her new qualification and many years of service. Not only did they transfer her to another school but they also demoted her from her rank of 'associate leading teacher' to the rank of a 'higher teacher'. She had to wait for at least four years to compete again and reclaim her former rank. She was annoyed by this situation as it happened to her at the time when she was expecting promotion and a better working condition after years of hardships to obtain her diploma: "The fact that I learned with my own expenses but was exposed to ups and downs has infuriated my colleagues as much as it has infuriated me" (p.266). This seems an unforgettable incident in her career and it has certainly caused her a lot of disappointments in her teaching experience.

Lack of educational materials (e.g. student's books, reference books, and visual aids) is one of the major challenges that appear to cause difficulties in her teaching. This would exacerbate the condition of most of the students who are not generally motivated to read on their own. This situation, added to student-related challenges, has resulted in her dissatisfaction with teaching English and her reduced job motivation: "I don't want to teach English in a context where the materials necessary for teaching the language are not fulfilled, where the number of students in a class is high, where there is no convenient classroom, and where there is no interest for the subject on the part of students" (p.274). This situation, added to her frustrations with student-related challenges, certainly challenges her job satisfaction and motivation, which she attributes partly to recognition and respect she receives from students and partly to her professional growth.

The shortage of students' textbook is, in particular, one of the major issues commonly raised by the teachers in this study. This is contrary to the statement by the Ministry of Education, which declares that "Textbooks will be provided in quantities that enable all students to access them effectively in the classroom. The federal target is a textbook: student ratio of 1:1 for all subjects and grades…." (MoE, 2006, quoted in VSO Ethiopia, 2009). The reality is, however, lack of adequate textbook is a big challenge to teachers such as Zemen affecting their job involvement, commitment, and motivation.

The fact that some teachers are engaged in multiple tasks outside school context is another concern that she has at stake with regard to educational administration and teacher utilization. Teachers are often away from their teaching duties for a long time due to their involvement in community or government affairs. While she believes that this is part of teachers' multifaceted roles and responsibilities, she is worried that teachers may not be able to do their teaching job properly. If the teacher overworks somewhere else, upon return to school, he will feel exhausted, bored, and disinterested to teach when he is supposed to compensate for classes and activities he has missed. Consequently, students will be victimized: "…students will miss classes of that teacher and there is no one else to replace him during his absence" (p.272). This implies that schools are not capacitated or they are not committed to bridge the gap created when teachers are away from their work for extra responsibilities. Thus, she asserts that teachers should give priority to their

teaching duties more than anything else. Even though this situation may not affect her personally, it has some significance for her from a professional point of view. It shows her moral concern (that students should not be the victims of teacher absenteeism) and her perception of teachers' core responsibility (that teachers' primary job should be to safeguard the wellbeing of their students), as an aspect of her professional identity.

Status and value

Lack of social value for teaching and teachers is a major concern for Zemen. The value given to teachers by various members of the society including students, parents, and even teachers is very low. She tells some episodes to illustrate how the value given for teachers by various social groups manifests itself and how teachers are often considered inferior professionals. She once asked her students who they want to be in the future and she found that no student was opting for teaching (See Appendix E, p.268):

> *... Some said 'engineer', others said 'doctor', 'pilot' and so on …I asked them why they don't want to become teachers. They said that the teacher is paid a low salary… and he is not given respect by the society or by us students. They particularly underlined the lack of respect for the teacher by the society. …as they observe teachers bothering, getting angry, and quarrelling with students for their own sake (for the sake of students), they never wish teaching. They also said that since students come from different families with different behavior, handling students' behavior itself is so demanding that it deserves a salary of its own. For these reasons…they don't want to be teachers….*

As a result, she comes to a conclusion that even school children do not say they will choose teaching as their future career. This signals an inauspicious future of teaching unless a comprehensive strategy is worked out to reverse the situation.

Surprisingly, even those who are inclined towards teaching are sometimes made to avoid it due to influences of other people including teachers themselves. In connection with this, she tells a story of a clever student of her who was determined to choose teaching as his career but was highly discouraged by his friends and teachers: "The teachers themselves wonder why he chooses teaching and they advise him to choose another profession (as the boy is clever)" (p.267). This may indicate not only the extent of those

teachers' dissatisfaction with their job but also the low status of teaching among teachers themselves. On the other hand, as Zemen has noticed, the determination and perseverance of the clever student to choose teaching defying his friends' and teachers' discouragements indicates the fact that there are still people who are determined to choose teaching as their future and long-life career despite the challenges inherent in the profession.

Another episode she heard from a teacher runs briefly as follows. An old woman who was walking with her jobless son meets this teacher and she asks him where he is coming from and the teacher tells her that he is coming from school, that is, from teaching. And the woman remarks derogatively: "Oh my son; is teaching a job, after all? Creating a clamor and having troubles with children … (**ከልጅ ጋ መንጫጫት·ና መዳረቅ**!)" (p.268). In Zemen's interpretation, the woman did not only underestimate the teacher's job by preferring the joblessness of her son to teaching but she also indirectly expressed her attitude towards children. For teachers like Zemen who have a strong sense of caring for children, such a remark can be highly offensive, dismaying, and incongruent with their professional identity.

Zemen has selected these episodes from her lived experiences to recount her perceived status and value given to teachers by society. From her point of view, the low level of teachers' occupational status can also manifest itself in terms of the level of attention given for teachers by concerned people within or outside the education system. For example, teachers are often demanded to assume an extra responsibility outside school, but they get little or no payment for their time and energy (perhaps except introducing themselves to the community). In fact, it is a disadvantage for them as they face an enormous amount of work awaiting them back at school. Whenever teachers are assigned to an extra duty such as invigilating a national examination, the amount of per diem they are paid seems unattractive: "…even when a teacher is assigned to invigilate a national examination, he is paid a per diem that doesn't exceed 20 birr. When it comes to teachers, and they are assigned to do something outside their regular job, the allowance they are paid is very small" (p.272). Therefore, teachers should be treated "in the same way

workers in other sectors are treated. Other workers are handled properly and they are well taken care of. Teachers too should be handled in the same way starting from their salary and other benefits" (p.268).This is a regrettable state of affairs and it poses a question of morality (moral concern) for Zemen as she claims that teachers are not fairly treated as compared to other civil workers. This concern has also been reiterated by all of the participants of the study, and some local studies (e.g. CfBT, 2008; VSO, n.d).

Overall, she holds the view that teachers have low social status and they do not receive proper attention despite their hard work and the demanding nature of their job. This situation gives rise to her professional concern as she is worried that such a situation will make the rest of the society dislike the teaching profession. One can easily infer from her narratives of experience that Zemen has many unexpressed negative emotions embedded in her professional landscapes because "experiences have emotional as well as rational and intellectual dimensions" (Schmidt, 2000, in O'Connor, 2008:121) and teaching experience itself is characterized by emotional experiences. Working in such circumstances, she also has her professional, moral, social, and personal concerns at stake.

Summary

Attempts have been made in this part to make an analytic and interpretative representation of Zemen's narratives, descriptions of her experiences, and professional perspectives. Using her self-reported emotional experiences and viewpoints as entry to her professional life, this study has tried to carry out an informative analysis to gain insights into her perceptions and interpretations of her working conditions and how these conditions affect her emotionally, shedding lights on her various concerns and aspects of her professional identity.

The analysis reveals that her positive emotions about her teaching work are closely related to her intrinsic motivation for helping other people (particularly children), her personal and professional growth, the recognitions and awards she has received for her professional contributions, the respect and positive feedback she receives from her (particularly former) students, and her contributions to the growth of her successful

students. As a result of these favorable conditions of her work, her self-image, self-esteem, job motivation, and perception of teaching are clearly reinforced.

The analysis also shows that she generally perceives her working conditions as predominantly full of challenges and impediments which pose a threat to her professional life and identity (such as her loss of interest in becoming a teacher of English if she were to live her life over again). Zemen raises many job-related issues and challenges that trigger her negative emotions, with student-related problems, administration-related problems, and low social status and value for teaching and teachers as her most important issues of concern.

Interestingly, however, she finds certain aspects of her job quite inspiring, satisfying, and coherent with her personal values and professional goals. By harmonizing her philosophy of teaching, her strong sense of professionalism, and the positive aspects of her working conditions, she attempts to cope with complexities in her job and to manage her emotional experiences in order to maintain her professional identity and her desire to stay in the profession.

4.1.2. Yomi

Descriptive Case

Yomi has served in the teaching profession for 28 years in different parts of the country. She holds a diploma in Amharic (English minor) but she has more experience and interest in teaching English than Amharic and basically describes herself as an English teacher. From her qualification point of view, she is a teacher of the second cycle (grade 5-8), but she has been recently teaching in the first cycle (grade 1-4), in self-contained classes (where one and the same teacher is usually responsible for all subjects taught to a class of pupils). She is assigned by the school to teach at this level because of her patience, ability, and commitment to deal with children. Even though she teaches many other subjects, she is more interested in teaching English than any other subject and devotes more of her teaching time to the subject (See Appendix E, p.276).

Her interview was held in her school on the 27th of March, 2011. It was the longest interview as it took about 2:15 hour (excluding the 15 minute break). The fact that Yomi was full of rich and useful ideas and she was curious to provide an in-depth account of her experiences contributed to the longer time than expected.

Like most teachers in this study, teaching was not the first choice of career for her; her becoming a teacher was a pure chance as she did not have any initial motivation to join the profession primarily due to the negative influence of the information and experience she had about teachers when she was at school. Her intention was to join college or university when she took a national exam at the end of her secondary education. That was not possible, however, as she did not manage to score the required GPA. The urge to start a career presented itself immediately, and she soon fell into teaching because there was no other choice and she did not want to waste her time for a year or two in search of a 'better job'. Then she joined the former Dessie TTI and became a teacher after completing the one-year teacher training program. Her intention was not, however, to pursue teaching as a career or as a long-term job but to use it as a transition to another job. In other words, she wanted to retake the national exam, improve her grade and continue with her education while teaching and eventually to change to another career. It is a common practice among many teachers in Ethiopia to enter teaching as a bridge to other occupations (VSO, n.d). Unfortunately, Yomi was unable to continue her education (because of family problems) and, thus, she is still in the teaching job.

However, she never regrets her decision. After she took up the teaching profession, she has been performing her job with great enjoyment and contentment. Regarding English, she likes the subject very much as it is the subject that she teaches with a high level of satisfaction. Even in the future, although her diploma is in Amharic, she intends to continue with English and do her first degree in teaching English. She has a highly positive self-image with regard to her job performance. She believes she has generally made a success in her career and considers herself dedicated to her duties, particularly to the educational safety of her students more than anything else. Likewise, she feels that she has a strong sense of willpower, and she stands firm in the face of challenges and difficulties. She can be characterized as a teacher who has a remarkable self-confidence

even in making her own decisions regarding educational choices and actions. She holds a different perception of teachers' personal lives. Unlike most teachers, she believes that the society has high respect and recognition for teachers, and the social value and status of teachers can be determined by teachers themselves.

She describes teaching as an inherently very demanding job, whose difficulty is often exacerbated due to unfavorable working conditions. She also describes it as a profession that is full of overlapping responsibilities and which demands shaping human beings and taking them to a good position. For her, teaching children is specially demanding as it means dealing with and trying to shape children with diverse and complex social and familial backgrounds. She also perceives teaching as a very difficult profession because it is closely related to various issues of a country, as the existence of a nation and its development agendas are based on education and an intellectual level of its citizens.
Unlike a factory work, teaching is a job whose products cannot be seen immediately. The outcomes of teaching cannot be weighed up with a scale or measured with numbers. Yomi believes that, although it is a difficult job and we see the outcomes only after a long time, teaching can be rewarding at the end of the day especially when we see those children we have taught reaching a good position in their life. According to her, a very important role of the teacher in this context is to equip students not only with knowledge and skills but also with ethical values. Again, the teacher has to be a positive role model not only for students but also for the wider community.

She experiences both opportunities and challenges in her working conditions. She finds her job satisfaction mostly in working with children, as they are innocent, pure and unadulterated, and in seeing their successes in specific and overall activities. On the other hand, she reports many unfavorable conditions that affect her emotional wellbeing and thwart the development of her professional identity. The major challenges she is concerned with are related to teacher allocation (placement), unfair transfers, meager resources, heavy workload, curriculum impediments, low salary, incentives and fringe benefits, and generally poor living and working conditions of teachers. Consequently, she is worried that the profession is at risk for, on the one hand, many competent and experienced teachers are leaving teaching, and capable and talented people are unlikely to

join the profession, on the other hand. Even though she has no intention to leave the job herself, she is determined not to allow her children to become teachers.

Analytic Case

After presenting the summary of Yomi's career life as described above, an analysis of the stories and descriptions of her professional experiences will be presented in this section. Her pleasant and unpleasant emotions are used as a starting point in order to have an in-depth understanding into how she perceives herself as a teacher and her work contexts, what concerns she has at stake, and what aspects of her professional identity are affected.

Positive emotions

Despite numerous problems in her work, Yomi claims that she has been enjoying her career life and that she has never hated her profession or blamed herself for being a teacher: "As far as I'm concerned, there is no time I cursed the time I became a teacher. So I'm happy for being a teacher" (p.279). Her positive emotions are closely associated with intrinsic factors such as her emotional bonds with her students, her perception of teaching as a moral activity, her interest in teaching English, and her perceived positive social attitude for teachers. Nevertheless, because she lays particular emphasis on students and she attributes the major sources of her positive emotions to factors related to students, more attention will be paid here only to her emotional experiences linked to her attachments with students.

She places students at the heart of her professional role and identity: "I mostly focus on something that is relevant to my students" (p.282). Teaching and nurturing children and helping to shape their future is her core responsibility. She frequently mentions her emotional bond with students, her caring nature for them, and her devotion to their educational wellbeing as sources of her satisfaction and happiness. As we have seen earlier in Zemen's narratives, studies of teacher satisfaction constantly show that teachers' most important rewards are gained from students (working with children/adolescents, caring for them, and developing warm, personal relationships with them) (e.g. Nias,

1989; Dinham & Scott, 1997, in Hargreaves, 2000; Zembylas & Papanastasiou, 2004) Yomi reports several student-centered sources of positive emotional experiences. Firstly, students' academic and overall success is central to her job satisfaction. Watching students succeed makes her not only pleased and satisfied; it also enables her to resist challenging circumstances in her job and to enhance her job motivation and morale.

> *…you sometimes forget all challenges you have gone through and you feel gratitude for being a teacher when you see the students you have taught achieving a good level of position in their life. As far as I'm concerned, there is no time I cursed the time I became a teacher. So I'm happy for being a teacher (p. 279).*

She calls this a 'long-term achievement' and indicates that we can equally derive satisfaction from the 'short-term achievement': "… if we also consider the short-term one, if we ask our students what we have taught them in a period or give them a test and they score good result, that is our satisfaction for us" (p.292).

Secondly, working with children by itself is a source of satisfaction and pleasure because children are lovely, innocent, uncorrupted, and free from bias. This is one aspect of her professional life that gives her inspiration to stay in her job despite its challenges and complexities: "…if you take teaching, you spend your time with children who have pure mind…. because they don't do something that reproaches my conscience, it is enjoyable to spend your time with children. Thus, I have no intention of leaving." (p. 296).

Thirdly, she takes a great deal of happiness and pride in her attempts to change the bad behavior of some students and to make them better citizens. She states that her attention is always to the outcome of her students and their behavioral change and that her interest is to see how much improvements they have shown in their conduct and to get satisfaction out of that. She tells some personal experiences of how she helped change the behavior of certain students. When she was first assigned to her present school, she found some of her students very difficult to deal with. Especially two of them were very difficult; they always wanted to leave the class and they wanted to disturb even in her presence. By advising those two students, she enabled them to become better persons and to achieve a better position in their life. Whenever she comes across them, they greet her

warmly and acknowledge her for the crucial role she has played in changing their life. She takes the case of those two students only as an example of her experience, and there are many other misbehaving students who have changed their behavior and become good students as a result of her influence on them. This is an indication of how she cares for students, not just as a group or as a whole class, but also as individual students with diverse academic or behavioral problems. As Hargreaves (2000) has shown, although teachers invest their energies on their classes, they also invest their hopes in individual students. Instilling a sense of right and wrong in the children and changing the lives of difficult students in this way gives Yomi a feeling of success, satisfaction, and pride in her job. This seems to cohere with Hargreaves (2000:818), who observed that "…individual cases of difficult or demanding students whom teachers had managed to turn around against the odds were easily the most frequently cited sources of positive emotion..."

Overall she claims that she is mostly dedicated to something that is relevant and useful to the changes and betterment of her students and that she is satisfied when she sees these changes actually taking place in her students: "I mostly focus on something that is relevant to my students. I feel satisfied when I see changes in my students; it is the change that I observe in my students that actually satisfies me" (p.282). Her sense of occupational satisfaction in this regard is purely an altruistic reward of teaching; it is a 'non-work' aspect of her work (Forrester, 2005:274, in O'Connor, 2008:118) as far as it is not associated with any material or economic gain. Referring to the motivation teachers can gain from their caring nature, O'Connor (2008:118) argues that teachers' work consists of what Forrester (2005) calls 'non-work' in the sense that "there is no economic benefit for caring, and such activities do not technically constitute work. However, the ethical and humanistic dimensions of teachers' work frequently act as source of intrinsic motivation for individual teachers and inspire them to remain committed to the profession." Indeed, it is not only her job motivation that is associated with her emotional bond with her students. Her positive self-image and self-esteem are also linked to the pleasure she draws from working with students and facilitating their learning and achievement. For instance, she sees herself as a dedicated and successful teacher in

relation to her contribution to students' overall wellbeing (her self-image), and she also thinks that her attention is always to the outcome of her students and their behavioral change (her self-esteem). Likewise, she perceives this aspect of her career as a core responsibility (her task perception) in her teaching because it has moral consequences as it is directly related to students' learning and achievement.

In relation to students, she alludes to the society's concern and respect for teachers as a source of satisfaction and pride in her work. It is interesting to find out that, unlike most teachers, she does not blame the society for low status of teachers. She holds a firm belief that the society has great respect and sympathy for teachers and recognizes them for their worth in social services especially in shaping children: "…when I live in the society, what I have noticed is that the society makes rather positive comments about us; I can say I'm in a society where people say that we teachers have shouldered their burdens on behalf of them, that we have reduced their burdens of parenthood, and that we are not given the right value we deserve" (p. 287). She strongly criticizes individual teachers for being responsible for teachers' low status and value. According to her, there are some teachers who go to school to teach children while their own children are lost anywhere without getting proper education and parental caring. There are also some who, after school, take 'tella' or 'arake' (local alcoholic drinks) and push each other with unnecessary people, thereby disgracing the personality of teachers as a whole and becoming shame for them. She argues that, as long as there are teachers who behave in this way, it is inevitable that the society views all teachers with low regard. She believes that teachers can maintain their status and value if they lead a programmed life, if they are content with what they have, and if they live according to their own home rather than attempting to live like that of their neighbors. Indeed, her concern reflects how teachers themselves are sometimes responsible for losing their face and social respect by practicing socially and professionally disapproved behaviors.

Having looked at some motivating aspects of Yomi's work (as perceived by her) and her positive emotional experiences (which are closely linked to aspects of her professional identity), attention is now shifted in the subsequent section to analyzing some unfavorable features in her teaching career (which reveal many of her unpleasant

emotions). Analyzing her experiences in this aspect of her work shows that Yomi has many concerns as a teacher with regard to her work and that several aspects of her professional identity are at stake.

Negative emotions

Unlike her positive emotions, which seem to be invoked mostly by her intrinsic and altruistic influences as shown above, Yomi's negative emotions appear to be rooted in factors extrinsic to the act of teaching. In the first place, the very reason why she did not have an initial motive for entering teaching was due to her negative prior experience about the living and working conditions of teaching. As a case in point, she refers to the discrepancy between teachers' salary and living costs and the plights teachers (especially female teachers) encounter when placed to remote and dangerous areas. As a result of this, she was not interested in becoming a teacher: "…there was nobody who had interest to be a teacher—I became a teacher at that time, not because I was interested in teaching but I was compelled by circumstances and I decided to enter it despite all difficulties" (p.279). After she entered the profession, she began to experience some of the difficulties she had heard and observed when she was a student. The major challenges and difficulties she reports are related to placement and transfer, school administration, resource provision, English syllabus, salary and other material benefits. These factors are interrelated and work together in affecting her emotions and professional identity, but for the purpose of organization and manageability, they are treated separately.

Placement and transfer

Issues pertinent to placement and transfer dominate her stories of challenges. With regards to placement, she is worried that beginning teachers are often placed to remote areas after training, and this situation often has a long-lasting effect on many of them particularly on the female teachers. When she was a student, she had heard some unpleasant stories of female teachers who were assigned to remote schools and found themselves at risks and vulnerabilities such as rape by peasants, unwanted pregnancy and marriage. Even after she had been assigned to her first school, she heard a story about a

female teacher who had been to that place before her and who gave birth to two or three children from a farmer. Her experience is compatible with a more recent report by a study on teacher utilization in Ethiopia (CfBT, 2008:42). According to this report, many teachers who participated in the study "...highlighted difficulties for women as the 'victims of harmful traditions', with unwanted marriage to local people, abduction, sexual assault and rape, while male students have been known to beat and insult female teachers, and in some instances (overage) students attempt to marry teachers".

With male teachers who are placed in remote and isolated areas, she has observed that many of them fall into a state of hopelessness and drunkenness, especially when they fail to get transfer after many futile attempts. Such teachers are unlikely to rehabilitate themselves even when they move to a town or an urban area (See Appendix E, p.288):

> *Teachers are often placed in a remote and wrong place. Then they begin drinking in order to identify themselves with the society or to avoid loneliness. There are also some who are frustrated and become hopeless…when they ask transfer… and are told…to stay there… If they are frustrated at that time, in no way will their hope be revived now. They will either…remain there, or…bear many children—four, five, or six children from their own servant, and when they eventually come to a town with their children, they can by no means adjust themselves to the living condition.*

Coming to her own stories, she indicates that she has faced potentially dangerous situations in the area of her first assignment. After completing her teacher training program, she was assigned to a very remote and inaccessible place called Dibi Gorgo together with another female teacher. It was a rural village reachable only on foot or on pack animals. In short, it was a place that female teachers rarely go to. When they reached there, they met two male teachers who had been already in the same school and had two so-called servants. The two male teachers were living together, and so were Yomi and her female colleague. Meanwhile, the two servants began to keep an eye on Yomi and her female colleague and even threaten to harm them. She narrates what actually happened to them as follows (See Appendix E, p. 274):

> *…we faced many unpleasant circumstances that other teachers whose stories we used to hear had faced. There were two of us female teachers and there were two male teachers at that area. The male teachers had two so-called servants with whom they also had affairs. Now those women began to keep their eyes on us or to see us with hostile eyes. We female teachers were living in the same house, and the male teachers were living in their own house. But the women were following us closely with a view to attacking us. …That was the time I had encountered a big problem.*

As the women kept harassing them, the situation got more and more serious for Yomi and her friend. What is more, there were also bandits in the area which made the matter even worse for them. Being anxious and fearful for her life, Yomi decided to leave that place at the end of the academic year and she never returned. She had even decided to leave her job forever if she could not have got a move to a better place. Fortunately, she managed to secure a transfer to another place and continued her teaching job. She actually faced many other difficult conditions as a result of her assignment to that undesirable place, but she considers the encounter with the two women as a significant moment in her professional life. Added to the stories she used to hear about teachers assigned to distant places, the situation she experienced herself has led her to hold the view that placement of teachers to remote areas is a major cause for many teachers to develop a state of frustration and hopelessness. Indeed, the issue of placement especially for the first time has become a major concern for her. It also seems to have caused a major impact on her job motivation and self-confidence. Her lack of initial motivation for teaching as well as her decision to abandon her first place of assignment and even her entire job is a manifestation of how her job motivation and self-esteem are greatly affected.

Yomi has also many concerns at stake in relation to transfers (both voluntary and involuntary) and she gives some accounts of how she experienced sufferings due to what she perceives as 'unfair transfers'. Although she was transferred from Dibi Gorgo (her first place of assignment) to a relatively better place in terms of safety and accessibility, her transfer required her to make some concessions. It was during the Derg Regime, and there was a German-introduced trial education being piloted in a similar fashion the self-contained classes are conducted presently. So many teachers were not interested in teaching those trial classes. Yomi had been told that her transfer request would be

effected on condition that she was willing to handle those unpopular classes. Because she needed the transfer desperately, she had to comply with their demands despite her lack of training and experience in handling such special classes. Even though that pilot program provided her the opportunity to depart from that remote area, she still considers the transfer as a concession and the trial program as a challenging and desperate experience.

She has indeed faced several problems in relation to transfers, but the most disappointing one took place in 1995, when educational decentralization was put into effect. After serving at different rural areas for many years, she was transferred to Adama, where she is now working. What happened at that time of implementing the decentralization program was, firstly, they moved those teachers who have upgraded themselves to a diploma level to other areas. Secondly, they also moved those teachers who have served for less than ten years. Yomi's service was 19 years at that time, but they also moved her even though the criteria were not applicable to her. They moved her to a place called Alemtena, where she worked previously and became sick due to an allergic problem. They admitted that her transfer was done mistakenly, but they told her that it could not be reconsidered despite their mistake. Even though she protested persistently, she was compelled to accept the transfer and went to her new school, but she continued to argue in the meantime. She kept commuting between home, school, and district education office every school day in order to fight for her right. To her further disappointment, however, there was nobody to address her request seriously. It was only after two months of successive complaints that they reconsidered her case and moved her to another place but not to Adama, where she was first moved from. That was a yet another decisive moment in her life as a teacher: "My morale was highly touched at that time because I was made to move unfairly… But the suffering I underwent during those two months was not simple" (p.280). Coincidentally, this happened at the time when, due to an illness from an allergy, she missed a distance education program that the government offered teachers to upgrade themselves. The fact that this transfer injustice happened to her at the time when she had been already under an unfortunate state of affairs seems to have exacerbated her distressful situations (See Appendix E, p.280):

> *That was a time when my head was tortured very much… First, I had missed the training and I was regretting that. Again, while I was in this condition, they moved me from my workplace without any fault. The criteria didn't concern me at all, but they transferred me for a reason that didn't concern me. Consequently, I was having a hard time for about three months. This has caused a sense of regret in me.*

Consequently, she was unable to do her job with a settled state of mind. She also became anxious and apprehensive in her life at that time because every night she was worrying about what kind of transport she would get in the morning to go to her workplace and to come back home (as there was also lack of transportation). She was also worrying about what problem she might face along her way and about whether her allergy would revive while she was going to that place, where she first picked up the illness. As a result of these and other challenges, she was so upset that she regrets the day she decided to become a teacher: "Due to all of those problems, I can say that it was a time when I really hated the day I was employed as a teacher. It was also a time when I realized that administrational situations can upset the teacher in his professional life." (p. 281). Fortunately, her perceived personal qualities such as her strong sense of patience and endurance enabled her to cope with, and squeeze through, those challenges and hardships.

In principle, she is not against a fair and reasonable transfer. She, in fact, believes that teachers must be transferred from school to school within or outside the same district not only at their requests but they must also be assigned whenever needs arise. What concerns her is the lack of clarity and transparency on the part of authorities at the district level when moving teachers from their posts involuntarily. She even indicates that, at times, transfers can be conducted unfairly to enforce non-educational purposes such as punishing teachers who complain or who resist or challenge authorities. For instance, she tells a story of what happened to one of her staff member who was strictly carrying out his teaching duties during his regular teaching time but was also doing some extra jobs during his free time in order to develop himself economically. According to her, the people in power at that time did not want teachers to do extra job during their spare time in order for teachers to improve their living conditions. They punished that teacher, under the cover of decentralization, inflicting on him an unfair transfer and sending him to a

very remote area. He protested in vain and consequently left his teaching job. As Yomi asserts, it was in search of such teachers that the authorities removed teachers like her from their posts in pretext of decentralization while the teachers had sufficient service and did not commit any injustice to their work: "…as we heard the reality later on, it was because of their attempt to punish teachers like him that they moved us from our schools in the name of decentralization and made us victims of those problems" (p.281).

Overall, her story can reveal the concerns she has at stake with regards to transfer. It shows how she perceives and interprets the teacher transfer system. Based on her experience, she seems to construe especially involuntary teacher transfer as a practice often suffering from lack of clarity, transparency, fairness, and educational end, thereby reflecting a hidden agenda of people in the district level management. She also implies that involuntary transfers that are initiated by those in authority at district level rather than by teachers themselves tend to be coercive in nature rather than convincing. As her stories show, imposed teacher transfer can be counterproductive in the sense that the teachers concerned may perceive the experience negatively, a situation which is likely to threaten aspects of their professional identity.

Because of her reportedly forced transfers from school to school, Yomi reports a number of negative emotional experiences such as fear, anxiety, regret, sadness, frustration and hopelessness which show how the encounter has caused instability in her work and undermined her aspects of professional identity noticeably her self-image and job motivation. But her strong sense of patience, perseverance, and self-determination seems to have helped her cope with various challenges and maintain these aspects of her professional identity.

School administrative challenges

In connection with school administration, issues such as lack of transparent teacher evaluation and recognition, lack of support for teachers, and heavy workload are of particular importance for Yomi. Most of these challenges were expressed in response to a question she was asked directly if she has ever been upset or dissatisfied in her career

because of something that is connected with the administration of her school, but other challenges emerged spontaneously else where during the narrative interview with her.

Lack of transparent performance evaluation and recognition is the major issue that concerns her with regard to school administration. She expresses her intense negative feelings over a lack of fair practice in her school with respect to teacher evaluation and prospects for promotion. In relation to administration, she tells two very similar and yet very different episodes which made her very angry. They are similar in the sense that both are experiences of unpleasant emotions and dissatisfactions with her school evaluation and rewarding system. They are also different in that the first episode is about her objections to an award proposed in her own favor, whereas the second concerns her disapproval following her exclusion from staff awards.

The first episode took place some months later, after she came to her present school in Adama from that place she was assigned to under the cover of decentralization. At that time, they used to meet every three or four months to give ranks (A, B, C, and so on) to teachers based on their performance. One day, all of the teaching staff of her school gathered in a meeting hall because it was said that ranks would be given to eligible teachers. The school criteria were clear about what makes a teacher entitled to each rank. They stated that teachers who get 'A' will be those who have done something obvious, concrete, and observable. There were other requirements in the criteria but she especially focused on these criteria while the directors were stating that a teacher has to do something observable, obvious, and permanent in order to get an 'A'. They began calling names; as they were calling names, her name was called in the list of teachers who got 'A'. Because she did not expect to get 'A', Yomi could not believe what she heard and she was saddened by what happened: "I was shocked; I was stunned very much. I just kept quiet and I couldn't pay attention to the meeting afterwards" (p.283). After the meeting, she immediately went to the office to discuss the matter with the director, but he had already been engaged in another meeting. She went home that day disappointed. She discussed the case with her husband, who is also a teacher and who wondered why she worried, after all, and advised her to rather accept the award with pleasure. She was angry with him for not being able to understand her feeling and insisted she would never accept

it. She met the director on the morrow and told him that she did not deserve an "A" under any circumstance for she had not served in the school even for a year and did not fulfill the criteria. She told him that she was not entitled for the "A" and that her mind could not accept it while there were other teachers who had served the school for long and had done everlasting things in the school. She told him to reconsider the matter and take corrective measures. The director was surprised by her unique position (for no other teacher had ever declined such an opportunity), and he thanked her for her frankness. He was surprised by such a decision while even those teachers who have not done their job properly would complain for not being included in 'A'. She assured him that she came to that decision for her own conscience as her mind was not able to accept it.

This seems an interesting finding as it is contrary to the usual practice. Customarily, it is unlikely to observe such a position among the majority of teachers. Her inclusion in level 'A' was obviously an advantage for her, but she viewed it as an unfair practice and was determined not to adhere to it. Her rejection of the reward signifies her deep-rooted interest to seek intrinsic rewards by inducing a fair and just school practice. Extrinsic rewards may not actually motivate teachers who question the validity of such motivators and the process of their selection for the rewards. As Bennell & Akyeampong (2007:5) have observed, "Improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts."

The second episode happened to her some years after her first experience. It was recounted as follows. On one of the school days, the school principals called a staff meeting in order to reward teachers (to give them certificates of recognition). Yomi did not have the information and did not attend the meeting, but she was in the school and was giving out students' cards to parents while other teachers were attending the awarding procedures. After the meeting, some teachers who were in the gathering came and told her about the occasion and asked her why her name was not called. She told them it might be because she had not met the criteria. With a sense of amazement, they counted to her the teachers who were rewarded undeservedly. According to Yomi, some of them were those who are unpunctual and who even did not respect their teaching time. She was, therefore, surprised why she was excluded while even those who did not respect

their time were rewarded. As the matter struck her, she went to ask the director. He claimed that her name was not called on the award ceremony by mistake, and he tried to apologize to her. She was so upset, however, that she bombarded him with questions asking him to justify why she was denied the certificate despite her hard work. She told him that she was tortured when she heard that he awarded the certificate to those who were not entitled to, to those who did not care at all about their work and about their students. She further told him that he killed her morale, that he should redress his wrongdoing, and that he should enforce fairness and good governance in the school.

She was so angry that she sometimes thought of refraining from teaching as diligently as before although she did not actually do it. As a whole, she considers this experience as a major encounter which made her very angry regarding administration.

The second episode may reveal her various concerns. Like in the first episode, her resentment stems from her perceived lack of transparent, fair and candid teacher evaluation and recognition system in her school. This shows her professional and moral concerns. Her concern seems reasonable because, as she shows in her narrative, there were also other teachers who objected to the rewarding of some teachers and to her exclusion from it. Besides, the fact that the director himself sought her forgiveness can show not only that her exclusion is indeed a mistake, as he claims; it can also indicate the malpractices that exist in school leadership practices. The reward given to the teachers was a mere certificate, but missing it has a significant meaning and personal concern for her; it would mean lack of recognition, appreciation, or even positive feedback for her performance and it can affect her personal and professional development in many ways.

Her grievance was prompted not because she had been particularly expecting such recognition but due to the fact she was denied it when even allegedly negligent teachers were awarded. This can be an indication of how, as Bennell & Akyeampong (2007:5) show, teachers' motivation is characterized by 'a collective, as well as an individual, dimension' and how teachers make a comparison between their own efforts and rewards with those of their colleagues. "Such comparisons are likely to influence teachers' perceptions of their own status…" and are relevant to their job motivation (Bennell &

Akyeampong, 2007:5). Her negative feelings of anger and dissatisfaction in this encounter may reveal that not only was her job motivation challenged but also her self-esteem and her task perception were also at risk. This is particularly evident in her thinking of reducing her usual dedication in teaching her students due to the anger and frustration that she experienced.

In the final analysis, the experiences she narrates in both accounts indicate how the contemporary evaluation and recognition system in her school has affected important components of her professional identity and made her experience negative feelings.

Another important issue she raises in connection with school administration is lack of support for teachers in their professional activities (e.g. lack of providing instructional materials and other facilities for teachers) and in their personal lives. The school where Yomi is currently teaching is labeled as a 'model school', yet lack of sufficient and necessary materials such as English textbook and other learning materials has created a difficult condition and a sense of frustration in her work. Due to lack of textbooks, students do not do their assignment, class work, and homework properly, and it is difficult for her to order them to do something at home. This is a very problematic condition for her as it directly affects students' learning, their ability and interest, thereby contributing to her heavy workload. Even though textbook provision is coordinated through Oromiya Education Bureau, zonal education department, and the local district education office, she feels that teachers do not get sufficient support from the school.

Lack of support for teachers is also manifested in lack of attention especially for teachers who are engaged in more demanding teaching responsibilities such as those who teach the self-contained classes. As Yomi is currently teaching this class, she reports lack of support from the school administration. She says that there is a problem with the administration even in the assignment of a mobile teacher (an assistant teacher assigned to help the self-contained class teacher by handling one or two of the subjects) because there is lack of fair and just practice in this regard as well: "The problem is that they even assign such a teacher for those who visit them in their office and run after them

frequently" (p.284). This situation has contributed to her work overload, exhaustion, and lack of enthusiasm.

A further issue that concerns her is the fact that teachers have free and subsidized education for their own children but not for those who depend on them for their living and education. She argues that such children are the same as her own children as long as they are members of her family and depend on her for their living and education. Therefore, she does not see any reason why she cannot educate them freely. The reality is, however, the school administration does not allow free education (exemption from registration fee at the beginning of an academic year) to such children: "That is not, however, done now. She must be necessarily a child I bore and she must be necessarily called by my husband's name" (p.297). In her opinion, such a support for teachers is only a minor favor as compared to the support for the general civil workers in other sectors or organizations. She finds the fact that even such small benefits are not allowed for teachers a discouraging aspect of the teaching career.

Heavy workload is another difficult aspect of her work. She attributes her workload to a number of interrelated factors such as lack of materials such as English textbooks, heavy teaching assignment and continuous assessment of students, lack of school support for teachers, and bulky nature of English materials (contents). Due to lack of English textbook, she often has to write exercises and other materials on the board. This act is certainly difficult, time-consuming, and tedious if it is done frequently. She also tries to minimize the problem by organizing students in groups to share a book especially when dealing with a material that is too big to write on the board. Grouping students helps her cope with the shortage of textbooks to a certain extent, yet she finds it difficult to cover large portions in this way, and she is obliged to arrange make up classes on the weekends in addition to her already heavy teaching load. Moreover, she ought to arrange tutorial classes to support academically weaker students.

As a self-contained class teacher, she currently teaches five subjects by herself and up to 30 periods a week. She finds this responsibility very demanding and tiring: "Teaching 30 periods alone is a very demanding job for a single teacher. There are 6 periods in a day, and it is the same teacher who teaches all of them without any gap and without any

respite" (p.294). Besides, there are about 55 students in one class. The activity, performance, and status of every child must be assessed regularly, and the results must be scored and documented. What is more, she is expected to conduct students' continuous assessment out of 300 marks, which is a very difficult task to achieve, in addition to teaching and many other duties (See Appendix E, p.295):

> *Let alone out of 300 marks, it is hardship to accumulate it even out of 200. Their homework must be seen and marked, and so should their class work. When they discuss something in group and explain it to the class, it must be recorded. The status and performance of every child must be scored and documented. But when will the entire of these activities be done? What will happen to the teacher as a result of these overloads?*

She feels that the situation is worsened by failure of the school to assign teachers to manageable teaching loads, to improve material provisions and facilities for them, and to assign a 'mobile' teacher for those who teach a self-contained class. Due to her perceived heavy workload demands, she experiences disappointment, stress and weariness. She is concerned that heavy workload causes a serious obstacle to the quality of her teaching and to her personal wellbeing as she tends to feel exhausted and demotivated. Yet, she feels a sense of guilt as she may not be able to carry out her teaching responsibilities in accordance with her roles as a teacher and her professional identity.

Concluding issues about administration, she says: "…it definitely causes injustice to work—I say on my part that administration deficiency will lead to injustice to work" (p.285). Thus, her negative emotions and various concerns (professional, moral, and personal) are evident in her stories of experiences with school administrative constraints. She attempts to cope with these constraints (which are the source of her negative emotions) with patience, by consciously ignoring provocative circumstances, and interestingly, by taking her classes as a means of getting relief from unpleasant situations, even from her illness (See Appendix E, p.285):

> *…if I see something unfair outside, I will completely forget it when I enter class. I will directly divert the whole of my attention towards my students. …even when I don't feel well, I will be relieved of my illness when I enter class. All that has been paining me will go away as soon as I start teaching and I stay the whole day well with my students.*

Issues pertaining to English

The main challenges that are directly connected with teaching English are ascribed partly to the weakness of the school leadership and partly to the time allocated to English and to the nature of the syllabus (which is apparently beyond the mandate of the school). As shown above, lack of teaching materials, particularly the textbook, poses a major constraint to the learning and teaching activities in her class. The textbook is full of pictures which the children are supposed to learn from. There are also radio lessons, but she is unfortunately unable to deal with those lessons due to absence of dry cell batteries and electric power sources. Despite her persistent request, the school has not yet provided her with these facilities, and students are missing those important radio lessons.

Mismatch between the weekly time allocated to English and the size of the contents is also of particular relevance for her. The scope of the contents is very wide and the textbook is full of exercises of different types, yet the time allotted to the subject is insufficient given the bulkiness of the contents. In addition to shortage of the book, the incongruence between the weekly periods allotted to the subject and the large size of the textbook has made it difficult for her to teach the subject properly. As a coping resource, she uses makeup and tutorial classes. She also 'steals' some periods from other subjects and uses them for teaching English in order to be able to finish the portion by the end of the academic year. On the other hand, makeup and tutorial classes contribute to her work overload and stressful conditions, causing a condition of dilemma in her professional choices and actions.

Another difficulty she reports regarding English is lack of smooth transition of contents from one grade to the next. In other words, the level of difficulty of the subject changes dramatically if we consider the change from grade 1 to grade 2, for instance. The gap is so wide that students find it difficult to cope with the new material when they enter the next grade. The situation is burdensome not only for students but also for the teacher too as the teacher has to find ways of creating smooth transition of contents from one grade to the next grade.

Salary and other material benefits

As Bennell & Akyeampong (2007:14) have observed, salary and other material benefits are the dominant concerns for teachers in developing countries especially among teachers in Sub-Saharan Africa. It is, therefore, not surprising to find out that the teachers in this study feel they are unprivileged in this respect.

By comparing the present situation with the time of her father, who was also a teacher, Yomi tries to show the difference in lifestyle (living standard) between teachers in the past and teachers in the present time as a result of the existing discrepancy between teachers' salary and the cost of living (See Appendix E, p.277):

> *Although their salary …was small, the cost of living was cheaper and they led a good life; they dressed up well and their personality was good… they ate what they wanted to; they drank what they wanted to; and they brought up their children in a good manner. However, if we look at the situation after that, we observe discrepancy between teachers' salary and the cost of living.*

She argues that teachers' salary should be doubled because it is their sole means of survival as they do not have any other income generating opportunities. In fact, what is more worrying for her than the salary is the lack of incentives and fringe benefits for teachers. She contends that teachers are given little value despite their hard work. If they work overtime, for instance, there is nothing they are paid for their overtime work: "…there is no five-cent payment if you do an overtime job" (p.296). Like the other teachers in this study, she compares teachers with other workers who, according to her, are better off in terms of attention they receive from their employers and for the economic attractions they enjoy. As Bennell & Akyeampong (2007:5) have also shown, it is customary for teachers to compare themselves regarding compensation for their own efforts not only with their fellow teachers but also with peers in other occupations. Yomi highlights the fact that, while most workers in other professions and sectors have additional benefits such as overtime payments, housing and travel allowances, and medical care services, teachers are not generally privileged to enjoy these benefits. Even in circumstances where there are signs of such benefits for teachers, the hurdles in the bureaucratic structures do not allow teachers to gain any real benefits. A case in point is

the complex process involved in an attempt to create a better medical access for teachers. The bureaucratic process actually impedes the access to medical services rather than facilitating it:

> *…we have to pay our own money in a teachers' self-help association to get medical services, but even that is full of bureaucratic processes as you have to produce a receipt only from a government hospital or a health centre and you have to queue up for everything to have your money refunded. So, there is no reason why we have to go there and beg them to give us our own money as far as we are treated with our own expenses (p. 297).*

She is deeply concerned that many teachers, including her, are unable to cope with the present situation of an increasingly rising cost of living and are consequently losing their job satisfaction and motivation. Thus, she strongly recommends that ways of increasing teachers' salary significantly and providing them with other pecuniary benefits must be sought. As Hertzberg (1966, in Bennell & Akyeampong, 2007:5) argues, the absence of such pay-related benefits (which are among what Hertzberg calls 'hygiene' factors) do create job dissatisfaction although Hertzberg contends that "their presence does not motivate or create satisfaction." Indeed, it is unlikely that teachers achieve a high level of job motivation, performance, and achievement if they have to grapple with their own survival needs. "Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, to be realized" (Bennell & Akyeampong 2007:14).

As a whole, Yomi maintains that, under the present circumstances, there are no favorable and motivating conditions for teachers so that they can discharge their responsibilities successfully. Hence, she is worried that those teachers who have built up their professional capacities and experiences are consequently leaving their teaching job, and even newly employed teachers tend to abandon teaching after working only for a few years as teachers. She is also worried that people may not even enter teaching unless teachers' living and working conditions change for the better, sooner or later: "I don't think people in this generation will enter teaching willingly unless the situation is improved for the teacher in the future" (p.297). Even though she reports she has never

thought of leaving teaching and has no intention to leave it, she insists that she will never allow her children to become teachers.

Summary

Attempts have been made above to present the analysis of Yomi's narratives and descriptions of her professional experiences by considering positive and negative aspects of her work (as perceived by her). Attentions have been particularly drawn to her pleasant and unpleasant emotional experiences resulting from her interactions with, and perceptions of, a set of encounters and circumstances in her specific workplace conditions and general professional contexts. It is hoped that examination of her emotional experiences will help to gain a better understanding of her various concerns, challenges and opportunities and how these affect her professional identity.

Her positive emotional experiences are situated mainly in her emotional bonds with her students (her choice to deal with children, seeing them as lovely and innocent), perceiving teaching mainly as a noble, moral, and virtuous activity, loving her subject (teaching English), and perceived social concern and respect for teachers. Surprisingly, the issue of social value and status, which is perceived as one of the major sources of dissatisfaction for the other participants in this study and perhaps for the vast majority of teachers in Ethiopia (e.g. CfBT, 2008; VSO Ethiopia, 2009), is understood quite uniquely in Yomi's experiences. She finds social value and status as positive aspects of her work, cohering with her teaching philosophy and reinforcing her professional identity.

On the other hand, her unpleasant emotional experiences are rooted in the intricacies she finds in her work in relation to placement and transfer, school administration, resource provision, English syllabus, salary and other material benefits, and other aspects of her job. She recounts many reflective and interpretative personal accounts, depicting her negative emotional experiences, the various concerns that she has at stake, and aspects of her professional identity that are affected.

Comparing the sources of her positive and negative emotional experiences, it is, thus, possible to generalize that intrinsic rewards within the teaching profession are far more important for her than extrinsic factors in maintaining her job satisfaction and taking teaching as a lifelong career. This seems consistent with previous research findings on teacher motivation (e.g. Zembylas & Papanastasiou, 2004; Mullock, 2009) which show that intrinsic rewards of teachers such as their "greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as a sense of personal power and motivation" are more satisfying and motivating (Zembylas & Papanastasiou, 2004:4).

4.1.3. Tagashu

Descriptive Case

Tagashu has been a primary school teacher for about 21 years. As a primary school teacher, he has taught many subjects but he has focused on English, especially since he earned his diploma in English. He reports that teaching was not his first choice of career, and it was not particularly his intention to be a teacher of English as he preferred to study geography and become a teacher of geography. Nevertheless, he had to resort to English in his college education because he was unable to secure his first choice. He has recently obtained his Bachelor of Education in English from Adama University through the evening program. He is currently teaching English at a school in the vicinity of Adama. The interview with him was conducted on the 2nd of April, 2011 at the researcher's house for the purpose of convenience, and it lasted about 1:30 hours (See Appendix E, p.299).

Tagashu became a teacher during the Derg Regime. His decision to join teaching was made as an escape from the then national military service, an often involuntary and notorious mission, particularly among most people of his age. After taking a teacher training course for one year, he began teaching in different parts of the countryside, where he taught for about 18 years before coming to town.

He has very positive perceptions of the teaching profession. He describes it as the beginning of everything, as a great and prestigious profession, as a profession by which the future of our country will be determined, and generally as a profession that is incomparable to anything else. He reports that he likes and respects his profession and that he is content for being a teacher even though he did not join it with interest initially. He regrets that this respectable profession is looked down upon and that this is an issue that is so saddening for him.

As a teacher, he has a very positive self-image and regards himself as a generally successful teacher in his teaching career. He believes he is the one who shapes the human mind and does not feel any sense of humiliation or degradation for being a teacher. He thinks that he has contributed his part to his country by teaching for a very long time in both rural and urban areas being paid a very small amount of salary. He thus believes that he is generally successful and that there is nothing he regrets in his career.

On the other hand, he considers teaching as a job full of challenges and complexities. He views working in rural areas for so long as a difficult and even life threatening situation in his career. As he came to a town, he finds the situation of urban students particularly difficult. He thinks that students do not attend their education properly, that they are weak at English and do not have interest in the subject. Even though this contention may not lead us to conclude that the attitude of urban students towards English is more negative than that of rural students, it spells out his personal and social concerns with urban students. For him, teaching English is difficult in comparison with teaching other subjects since it is necessarily related to students' characteristics.

He also reports some challenges that he has witnessed as a result of what he calls an 'administrative injustice'. He tells the story of two of his directors who were often absent from the school they were supposed to administer because of their engagement in multiple responsibilities outside the school. Consequently, he is concerned that the learning-teaching process was hampered seriously and that injustice was done to students.

Closely related to administrative issues, he raises lack of textbooks and other teaching and reference materials, heavy workloads, large class sizes, and mismatch between the vast portions, on the one hand, and duration of time and the number of periods allotted to the subject, on the other.

With regards to workload, he teaches outside his normal working hours, usually at the weekends, to conduct make-up classes and to give tutorial classes to help academically weaker students. He feels that this situation has added extra pressure on him besides his already heavy teaching load. He wonders why teachers, unlike other civil service workers, are paid nothing for something they are required to do during their free time. He complains that other workers have better allowances, and they have per diems whenever they attend meetings. To his disappointment, this is not the case when it comes to teachers who, as he says, often have to spend their own money to carry out an extra job in school outside their regular work hours.

He does not report much external interference into his work but criticizes the tendency of external bodies to impose illegitimate practices on schools and teachers under the cover of promotion policy. Although he says he is contented to be a teacher and very pleased for having made some contributions to his country by working in this respected profession, he is rather discontented for being a teacher when he considers his living conditions and particularly the low status that the society attaches to teaching and teachers. He observes that this situation has made many people have no desire for teaching. He seems deeply concerned because people with better potentials are seen avoiding the profession, and it is unlikely that better people will come to the profession. He is also worried that this situation will have an impact on the development of the country's education in one way or another.

When asked why he has stayed in the profession despite all these challenges he has been encountering, he admits that there is no time he has not thought of quitting teaching but he had to stay as he could not get a better job. He now seems determined to leave the profession mainly due to economic constraints. He makes this clear in his narrative: "…I have worked as a teacher for twenty years and I feel that there is nothing I regret. I think

it is a good idea if I now leave teaching, if I get another chance and return to my own life.… I want to leave in terms of economy. It is because my salary is clearly not enough to maintain my family….” (pp. 303-4).

Analytic Case

In the preceding section, an overview of Tagashu’s main accounts and perspectives of his professional life has been made. Attention is now shifted, in the following section, to a detailed analysis of his experiences using his emotions as a point of departure.

Positive emotions

Tagashu reports many instances of his pleasant (positive) emotions most of which are rooted in his cherishing of the teaching profession, in matters intrinsic to the role of teaching (such as helping students and contributing towards their achievement), and in his long service in the profession. As indicated earlier, he describes teaching as a prestigious and most important profession because it involves molding a generation with knowledge and making students all-rounded and useful individuals. He also sees teaching as a rewarding profession when he takes into account his students’ success in their immediate classroom context and in their whole life. Thus, he places his positive emotions in his perception of teaching as a cherished profession, in the success and breakthrough of some of his students in their life, and in his self-perception as someone who has contributed to the nation through his long-standing service as a teacher.

In relation to his perception of teaching, he describes his contentment as follows:

> *Teaching is a prestigious profession, and I am content for being a teacher. Even though I didn’t join the profession interestedly initially, from the experience and knowledge I have gained over many years as a teacher, I have now come to realize that teaching is a satisfying profession. So I am content with my profession… (p.309).*

Talking about his students’ success and his perceived contribution as a teacher, he says:

> *…I feel happy when I see my former students whom I have produced in various rural areas and who have reached a high level of success. And I am very pleased for having made some contribution to my country by working in this respected profession… (p.300).*

Again, when asked about his accomplishment in his career life as a teacher, he refers to his contributions towards the overall success of individual students in particular and to his long years of service in the profession in general. Having served for long in the profession, he feels a great sense of success when he sees some of his successful former students. He believes he is part of the professional community who has contributed towards their success. When he reflects on the fact that he has served in the countryside for many years, taught the rural community, and equipped them with knowledge, he feels that he has done a good job and achieved some success in his professional life.

As a whole, he describes himself as a successful teacher in relation to his job performance and his overall contributions as a teacher who has multiple roles and responsibilities (See Appendix E, p.308).

> *…I'm discharging this responsibility of mine, and … I have been successful in this regard. There is nothing that I regret about … I have never felt like I haven't done anything for this country. …I have taught for a very long time in both rural and urban areas being paid a very small amount of salary. So it is with confidence that I believe I have done a good job for my country. There is nothing that repents me in this regard.*

As we can see from the explanations and extracts above, Tagashu's pleasant emotions are grounded in his perception of teaching as a profession, his feelings of contributing to the success and growth of students and serving the community through education for long, particularly in the rural areas, and generally his presumptive contributions to his country through teaching.

Even though he did not choose the teaching profession for intrinsic reasons, he later discovers in the course of his career that teaching can be a satisfying and rewarding job despite its demands and challenges. The satisfaction that he derives from teaching is clearly a psychological and moral one rather than a material one. Also, it is not drawn from favorable workplace conditions. It is rather linked to his sense of his own worth and usefulness to others as a teacher, that is, his conviction of having made a positive effect on the lives of some of his students and of making an important contribution to his society and country. This seems consistent with Zembylas & Papanastasiou (2004:16), who find a similar trend in their study of teachers' job satisfaction in Cyprus. They

observed that teachers' perception of their job satisfaction was closely linked to "the joy from working with children, the growth and well being of their students, and their contribution to the society." This may not be surprising, however, as many previous studies in developed countries have produced similar findings (Zembylas & Papanastasiou, 2004).

Because of his conceptualization of teaching as an inherently rewarding job and his self-portrait as someone who has contributed to the welfare of others, he regards himself as a happy person for being a teacher. He feels a great sense of success and takes pride and happiness in his perceived accomplishments as a teacher. Thus, the most obvious emotions he experiences in this case are happiness and pride. In this context, some important aspects of his professional identity such as his self-image, self-esteem, and task perception are maintained. This condition would presumably reinforce his job motivation and performance.

However, as we would expect, his career life is not always characterized by a state of buoyancy. As he struggles to make a balance between his teacher values and multiple roles, and the multilayered constraints within his educational context, he experiences challenges and difficulties that result in his unpleasant emotions. In particular, the incongruence between his positive perceptions of teaching, his intrinsic motivation to shape his students' future life and to be useful to his country, on the one hand, and the extrinsic influences in his working conditions on the other, seems to have caused Tagashu to undergo some unpleasant emotional experiences in his professional life. In the following section, attempts will be made to present an analysis of this dimension of his emotional experiences and their causes, and how such experiences can reveal his various concerns and elements of his professional identity.

Negative emotions

Tagashu's episodes and descriptions of his experiences and beliefs provide many instances of his unpleasant emotional experiences and concerns attributed to the nature of his specific working conditions and to the aggregate professional and social landscapes.

They also reveal the complex and intricate nature of his emotions regarding his work. Since space does not allow presenting everything that he has at stake (and for the purpose of manageability), emphasis will be placed on recurring themes and those perceived more relevant to the present study. For practical reasons, the issues he raises in line with his various concerns and professional identity are grouped thematically under four headings: economic constraints, lack of social status and value, administrative impediments, and students' lack of interest for learning.

Economic constraints

Economic constraints (including salary) are given priority in this analysis on the assumption that they are the root cause of the other issues of concern to this informant, thus influencing his professional and personal lives directly and indirectly.

There are many instances of economic constraints in his narratives and descriptions of his working conditions that are pertinent to his personal and professional concerns. To mention some of them, first, in his response to a question about whether or not he regrets his decision to become a teacher, Tagashu says, "…when I see it economically and in terms of my living condition, I feel some regrets. There are times when I think I should have been a trucker instead of a teacher…by economic and living standards, I lead a low living condition in my profession" (p. 300).

Here, we can see the dilemma this teacher faces over his decision to become a teacher and the way he appraises himself and his work context. On the one hand, he views teaching as a potentially rewarding job offering him opportunities to exhibit his social relevance and importance in serving his student's wellbeing and the public good at large. These opportunities in turn provide him with happiness, pride and a general sense of success and job satisfaction. This situation seems to have boosted his self-image, self-esteem, and job motivation. On the other hand, he finds teaching an uninspiring job from economic points of view. He seems so concerned about his income that he sometimes wishes he had become a truck driver, implying that even some nonprofessional occupations are more attractive from the economic welfare point of view. Consequently,

he is dissatisfied with his low living standards to the extent of feeling regret for being a teacher, a tendency that poses a threat to his self-esteem and job motivation.

He recently read in a magazine that the salary of teachers around the world is generally lower as compared to the salary of other civil workers, and he wonders why teachers are paid less especially in our context (See Appendix E, p.305):

> *…I recently read in a magazine that the salary of teachers around the world is lower as compared to the salary of others. Of course, it may not be as meager as in the case of our country to the extent of being insufficient even for food. …. I wonder why the value given for teaching and teachers is lowered to this extent, and my feeling is a bit hurt by this situation.*

The news he read in a magazine enabled him to discover the fact that, according to the magazine, teachers' relatively lower salary is a universal phenomenon, but the news seems rather disappointing for him than comforting. He feels discontented and remains concerned with this situation, suggesting that lack of proper attention to teachers means lack of proper concern for the teaching profession itself.

He admits that there are many things that he has not done as much as he ought to, but he ascribes the failure to extrinsic factors, particularly to his low salary and living conditions. He reveals that this situation has reduced his commitment to his regular job and, consequently, forced him to search for an extra job in order to sustain his family:

> *…my morale is affected to some extent. ...the money I'm paid doesn't suffice to manage my family in connection with the current living costs. …I'm looking for another option currently and I'm not really devoting my full time to my teaching task. I'm obliged to seek an alternative outside my school time because it is a matter of life and death. I have children; I have a family and I have to sustain my family members …it is my obligation to do an extra job in order to sustain them. Because of this…my commitment to teaching is reduced…and it will continue to decrease… (p.308).*

He spells out very clearly the magnitude of the problem (particularly in its current context) and its impacts on his personal and professional life. As a coping potential, he considers doing an extra job, even at the expense of his regular teaching job, in order to supplement his salary. The extent of his frustration is evidently high and reveals how

some important aspects of his professional identity such as job motivation (dedication) and self-esteem are at risk.

Besides salary issue, Tagashu is also concerned with lack of incentives for teachers. He thinks that teachers are underprivileged in this respect as compared to the general public service workers in other ministries. He claims that workers in various offices have additional benefits besides their monthly salary. They may have allowances regularly or when attending meetings or when traveling for official duties. Teachers, on the other hand, do not often have such opportunities, or they may not be allowed to enjoy them.

> *…We teachers, on the other hand, cover expenses from our own pockets when we are called to attend a meeting. The meeting usually takes the whole day and we can't go home for lunch, so we have to eat lunch outside with our own expenses. Others have better allowances whenever they attend meetings and they have per diems. But this is not the case with us (p.310).*

He perceives this discrepancy as an unfair treatment of teachers. His intense emotional feelings embedded in this situation are self-evident no matter whether he states them explicitly or not. He seems to react to this discrepancy micropolitically (for emotions are social and political in their nature, Zembylas 2005, in Kelchtermans, 2005), and he directs the blame to the government. According to him, the government's justification for not paying teachers well is due to their large population, which makes it difficult for the government to pay an attractive salary or incentives for every teacher, given the economic capacity of the country. However, he is unconvinced with this rationale and does not subscribe to it. He asserts that though they are many, teachers perform a lot of important jobs for which they deserve an attractive payment: "We are many. Many as we are, we perform a lot of work. Because we do many and decisive works, I have a feeling that a lot of budget should be allotted, and we should be paid a salary that is enough to at least subsist ourselves" (p.306).

In the following quote, he makes it explicit that teachers' low income can affect them not only leading their personal life properly but also in performing their professional duties appropriately: "…some of us … have weakness in handling our students properly due to various reasons. Perhaps because our economy is weak, we are forced to search for part

time jobs in order to improve our living." (p. 301). In this quote, we can see his moral and personal concerns. He suggests that teachers should handle their students properly. This shows his task perception as a teacher or his awareness of teachers' core responsibility, but this aspect of his professional identity seems threatened as he also admits that some teachers (possibly including himself) fail to respect this responsibility (his moral concern). On the other hand, he seems to attribute the problem partly to teachers' economic constraints as teachers have to look for extra means of income in order to improve their living conditions (personal concern). This can illustrate the difficulty of separating the 'professional' from the 'personal' and how teachers link together their teaching lives and their personal lives (Overton, 2007).

Lack of social status and value

The influence of social respect and recognition on teachers and their work is a growing concern in studies of teachers' job satisfaction. In fact, the effect of social status and value on teachers' morale and motivation has been reiterated in many studies around the world (e.g. Overton, 2007; Dinham & Scott's, 2000a; Zembylas & Papanastasiou, 2004). However, the perceived causes and effects of this factor upon teachers and their work may vary depending on contexts and perceptions of individual teachers. It is, therefore, worthwhile to address how individual teachers personally appraise this component of issues that affect their job motivation.

For Tagashu, lack of social status and value appears to be at the heart of his stories of professional life. From his teaching experience, he discovers lack of harmony between a universal view of teaching as a cherished profession and the reality on the ground. In the interview, he was asked his opinion about why people generally tend to avoid choosing teaching as their future career and how he feels about this situation. His responses revolve around lack of social respect and recognition for teachers and their job, a tendency that is so disappointing for him (See Appendix E, p.299):

> *…this is an issue that disappoints me very much. Nothing is comparable to the teaching profession. It should have been a highly regarded profession, but this is not happening in reality. The starting place of anyone… is the school…. So the person who provides this knowledge (the teacher) is a very respectable person, and so is the teaching profession. Unfortunately, it is a profession that has been neglected…. Teaching is the beginning of everything, but it is a profession that is neglected. The fact that this profession, this respectable profession is looked down upon is an issue that is so saddening for me.*

He indicates his disappointment and regret for being a teacher because of the low estimation of the society for teachers due to lack of knowledge. According to him, due to lack of knowledge, our society judges a person by the amount of wealth he/she possesses. Because teachers do not have wealth, their acceptance among the society is low. His contention, in this regard, is a matter of debate, but it reveals his personal perception and concern regarding teachers' social status.

He describes the situation as dissatisfying, upsetting and humiliating (his negative emotions). The cause of this all is, literally speaking, the society's judgment of teachers on the basis of their material possessions. From his points of view, this is a misconception that is resulted from lack of awareness on the part of the society about the roles of teachers. In connection to the society's regard for teachers, he tells an experience he says he never forgets (See Appendix E, p.304):

> *The other thing that always rings in my mind is the comment made by a girl who once said to me 'It is better to be a shoe-shiner than a teacher.'…. We met on a certain occasion and she asked me what my occupation is. I told her I am a teacher. She asked me where I teach and I told her that I am a primary level teacher. She exclaimed 'uuu …' and then made this comment.*

The ground on which the girl based her comparison of a teacher and a shoe-shiner and eventually made her conclusion is clear: money. There is no other parameter, in this context, that makes a shoe-shiner any better than a teacher. But, in Tagashu's view, the good thing is the majority of those who degrade teaching and teachers are those who are inferior to teachers in terms of knowledge and education. He says that he is pleased and consoled by this. This view can be considered as a coping resource that he employs for self-motivating, for dealing with such a situation or for managing his emotional sate.

In a response to a question regarding how he generally feels when he hears such comments about teachers in the society, he reiterates and emphasizes lack of society's awareness about the role of teachers as the main issue of concern: "…I realize that there is no awareness on the part of the society about what the role of the teacher is. ...what I understand from comments made about teachers is how low regard the society has for knowledge and how ignorant the society is about the dignity and honor of the teaching profession" (p.305). His recurring and underlying argument with regard to lack of social respect for teachers is lack of societal awareness about the value of knowledge and, thus, about the value of teaching and teachers. By way of implication, he seems to send a message for those who are responsible to create this awareness in the society and safeguard the status of teachers. His intended message would be a challenge for government actors, stakeholders and agents in the education system, including teachers themselves, to promote the status of teaching and teachers by raising teachers' living standards significantly and by educating the society and changing its attitude towards teaching and teachers.

His emotional responses to what happens to teaching and to teachers evidently reveal his professional concern (that the teaching profession is not given due social consideration) and his personal concern (that teachers too are not given due social respect and recognition). He particularly shows his professional concern through his explicit statement that, if the social status and value of teachers continues in its present trend, the prospect of the teaching profession will be unpromising (See Appendix E, p.305).

> *The situation has made many people not to have a desire for teaching. Even children …don't want to be teachers. If we ask children … in a classroom, we can't find many students who say they will be teachers…. When the opinion given for teachers is low, I think the situation will have an impact on the development of the country's education…. Because this means that better people are not likely to enter the profession….*

Indeed, it appears to be a very critical situation when even children do not have a favorable opinion of teaching, and it signals the depth of the problem and its huge impacts on the future prospect of the profession. Overall, we can sense his concerns, his emotional tone of dissatisfactions, and frustrations as a result of the mismatch between

his high standards and beliefs of teaching as a profession, and the low status and value of the society for teaching and teachers. Consequently, some components of his professional identity including his perception of teaching as a prestigious profession and as a source of everything (every other profession) and his career commitment or job motivation seem to be at risk.

Administrative impediments

Tagashu reports many instances of administrative impediments that would trigger his unpleasant emotions and affect his professional identity. The most important of these impediments include uncommitted school principals, imposed promotion practices, scarce instructional resources, and disproportionate teaching time and curriculum contents.

With regard to principals, he tells a tale of two principals in his former schools to illustrate how their lack of commitment could affect the school and how this situation disappointed him. At one time, there was a principal of one of his former schools who was usually absent from school. He was coming once a fortnight and doing things flippantly, and he was soon leaving the school because of his engagement in other community affairs outside school such as 'kebele' (local administration) works, church affairs, and resolution of disputes. However, Tagashu describes this situation as a lack of commitment to one's core responsibility. Even though he is not essentially against the principal's involvement in community affairs, he argues that his primary or core responsibility should be school administration. He is concerned that, if the principal is not available in the school, some teachers and students may not carry out their duties and responsibilities appropriately, and the learning and teaching activity can be at stake. Consequently, the children may spend their days in school and return home without getting proper education.

Again, there was another principal who was also usually absent from school. He was supposed to teach some classes besides his administrative responsibilities. Since he was not usually in the school, students used to sit around idly outside the classroom during his

classes. He used to come once or twice a month and inflict on the children the portion of the month. The academic year ended in this way without students grasping anything. Tagashu says he is highly irritated when he observes these kinds of administrational injustices.

The school principals in his accounts might have been unable to take care of their school administration duties everyday because of their involvement in community and government affairs elsewhere. According to Tagashu, however, it was unfair to assume external responsibilities at the cost of their core responsibilities (school duties) or without ensuring that the school functions properly during their absence. This kind of unfairness, according to him, may also open doors for negligence of some teachers who tend to be authority-oriented and need an overseer.

As a result of appraising the practice of his principals in this way (which is incongruent with his notion and belief of a core responsibility), he feels angry when he observes such unjust practices happening to the learning-teaching process and, above all, to the well-being of the children at school due to lack of commitment of his school principals to their core responsibility. His emotional reaction in this case can be taken as an illustration of what Lazarus (1993) says about interconnection between personality variables and environmental variables in the way an individual makes sense of an encounter. As Lazarus has shown, "An emotion is aroused not just by an environmental demand, constraint, or resource but by their juxtaposition with a person's motives and beliefs."

In relation to principals, Tagashu also tells another story of how he came into conflict with his colleagues. He was once a unit leader of his school. As the school director was not usually available in the school, Tagashu was responsible for all school activities. However, he faced a serious clash with some teachers who were frequently absent from school or who were coming late or leaving the school early. What is more upsetting for him than the teachers' professional negligence is the fact that they chose him as their unit leader, and yet they fail to recognize his authority or to accept his criticisms of their behavior. Even though the targets of his criticism are colleagues, the contribution of the principal to Tagashu's challenges should not be ruled out. The fact that some of his

colleagues who have chosen him turned out to be disobedient and uncommitted to their duties and that the director himself was absent regularly from his core responsibility, leaving school burdens to him, made Tagashu experience a range of negative emotions. These emotions can reveal his important moral and professional concerns as he seems worried that some teachers tend to abuse their job and eventually harm their students' learning through their unprofessional conduct. They can also reveal his social concerns as his relationships with some of his colleagues were at risk during his clashes with them over their professional negligence. All of these concerns are very much related to some important components of his professional identify such as task perception and self-esteem.

Another experience he recounts which can be indirectly related to administrative impediments and which can threaten teachers' autonomy is external imposition on students' promotion practice. Although he does not describe this as a problem that happens to him frequently, he describes the challenge he and his colleagues once faced as follows (See Appendix E, p.304):

> *As usual, we evaluated our students and decided who should pass and who shouldn't. …. Then we were told that students' grade repetition is wastage and we should change the grades of those who failed either by reexamining them or by improving the grades in some way. But we didn't accept that order as we held a view that we have evaluated the students properly and have given them the right grades. Finally simply because an order from an upper hierarchy must be respected, we were forced to reexamine the students and made some of them pass by pushing them and adding marks in a way that was touchy to our feelings.*

Even though this seems an intervention from external body for the sake of reducing educational wastage, school administration cannot be neutral in this case. In fact, it was the school administration, not an outsider, which should have been an immediate supervisor of teachers' assessment and evaluation of their students and check whether or not students' promotion was enforced in a professional way. Tagashu does not oppose to the idea of reducing educational wastage due to students' repetitions, but he is against the way it was implemented. According to him, this particular imposition was not a genuine intention of reducing wastage; it was a deliberate move by the district education officers

to meet their projected students' promotion statistics for the academic year and to get an inflated figure for their end-of-the year report.

He finds the experience extremely upsetting and touchy to his feeling, and we can see his various concerns in this circumstance. In the first place, he believes that such an imposition can be counterproductive and we may end up producing students without quality and knowledge (his moral or professional concern). Secondly, he feels he is powerless in this power relationship (as he could not help doing as ordered) and questions his right or freedom of decision-making in his own work. He also questions his role and contribution to ongoing efforts to maintain quality education if authorities do not have confidence in his decision and practice (his personal concern). As a result, he experiences unpleasant emotions such as anger and unhappiness which tend to threaten his professional identity specifically his self-esteem, motivation, and task perception.

Another issue of concern he raises with respect to administration is lack of instructional resources that contribute to the difficulty of teaching English in his school. There is no doubt that the availability of learning and teaching materials is decisive in facilitating teachers' day-to-day teaching activities and in determining their outcomes. In particular, the sufficient availability of students' book is of paramount importance in maintaining quality learning and teaching especially in skill development subjects such as English. Unfortunately, despite a significant improvement at the national level, there seems a grave lack of student textbooks at the level of schools due to an ineffective distribution system and malpractice (Derebssa, 2006). Shortage of textbooks is the major resource constraint that Tagashu reports as making it difficult for every student to practice various exercises. It is his firm belief that practice is necessary for students in order to master the language, but this opportunity is hampered due to shortage of textbook. This has made teaching English a difficult job for him, and he sometimes feels guilty for not having taught the subject properly. He, thus, feels a great sense of dissatisfaction and regret, and these emotional states are likely to threaten his self-esteem and job motivation.

Discrepancy between the times allotted for English and the size of the contents (the demand of covering contents) is another administrative challenge that he faces in his

teaching. As a matter of fact, schools may not have the mandate presently to allocate their own time to subjects. However, they do have the mandate to report time issues and bring them to the attention of higher officials in the education system. According to Tagashu, the textbooks are usually voluminous and full of exercises. Teachers are supposed to check whether students have done these exercises properly, but the 40-minute period does not allow them to do so. Given the large number of students in one class (50-60 in his present case), it is very difficult to mark students' exercise books and teach the daily lesson within 40 minutes. On top of that, teachers are required to finish the book, and they have to rush for the sake of covering the bulky material without ensuring students' understanding of the lesson. This shows his moral concern, and it is the biggest challenge he is facing in relation to scarcity of resources. Because of these challenges, he has some aspects of his professional identity at stake. Specifically, his self-esteem, job motivation, task perception, and future perspective are affected.

Despite complaining of shortage of time, he still considers teaching English as a demanding job, unlike most other subjects, in terms of workload and intensity. There are five periods weekly and he handles 20-25 periods per week. Additionally, he has to conduct makeup and tutorial classes during his spare time in order to cover the portion and to support academically weaker students. Although he believes that this is one way of coping with the mismatch between time shortage and bulky curriculum, he still feels that the extra teaching assignments have caused him more pressure in his work. Hence, one can see his emotional dissonance and the dilemmas that he is faced with in the complex network of his working condition.

Students' lack of interest for learning

One of the main challenges for Tagashu as an English teacher is the difficult behavior of his students. He maintains that, as a language, English requires students to listen, speak, read, and write in order to develop these skills. However, practice of these skills is almost exclusively limited to classroom or school environment, and there is a rare opportunity and motivation for students to practice the language in their wider social context. This constraint has resulted in students' inability in the subject, and their lack of ability has in

turn contributed to their lack of interest to practice the language even in class. Consequently, they do not have a positive attitude to the subject and they also tend to hate the English teacher. According to his observation, lack of students' ability in English has resulted in their lack of interest in the subject and readiness to practice it, a situation which has in turn aggravated their low level of interest and performance in the subject.

This is a dissatisfying experience for him. As a coping potential, he attempts to engage students in the subject by encouraging them to practice voluntarily and by praising them with positive verbal reinforcements for their efforts. In this way, he manages to get some students to speak, but the problem persists with the vast majority of students. This situation leads to his disappointment and frustration, as he admits, and to the weakening of his commitment to his professional identity such as task perception and job motivation. His experience in this regard can illustrate how students' characteristics can be a source of teachers' job satisfaction or dissatisfaction and how they can reveal many complexities of teachers' emotions about their work. As Stenlund (1995) has observed, teachers "almost universally treasure student responsiveness and enthusiasm as a vital factor in their own enthusiasm, and conversely list low motivation in students as a discourager."

Summary

In this part, an analysis of Tagashu's narratives and descriptions of his lived experiences as a teacher has been made to understand how he perceives and appraises his general and specific working contexts. Attempts have been made to make sense of his various emotions, which are believed to be the outcome of interactions between his working contexts and his professional identity, and how his emotions can help us gain insights into his various concerns and aspects of his professional identity. His positive emotions are grounded in his view of teaching as a cherished profession and as a profession that is spiritually and morally rewarding. He feels a sense of honor, pride and satisfaction for educating his society and for contributing his part to his country and to the achievement of children who have made a success in their life. With this sense of success and accomplishment, he feels reinforced in his professional identify particularly in his job motivation, self-image, self-esteem, and task perception.

On the other hand, due to various constraints in his working conditions, his positive regards for teaching and his pleasant emotions seem to be overridden by his negative emotional experiences, which are ascribed to economic impediments (salary and benefits), lack of social status and value for teachers, problems related to school management and support, and students' characteristics, among other factors. As a result of the difficulties caused by these hurdles, he expresses his concerns, anxieties, dissatisfactions, and a generally reduced job motivation and commitment–indications of potential risks to his professional identity. Unable to negotiate issues and to cope with these complexities significantly and sustainably, he becomes desperate and decides to leave teaching, looking forward to another job.

4.1.4. Abdi

Descriptive Case

Abdi has been in the profession for over 31 years. Although he has taught many subjects, he has currently focused on teaching English as he holds a diploma and a bachelor's degree in teaching English. He is also presently serving as head of the English Department in his school. The interview with him was conducted in his school on the 12th of April, 2011. It began at 10:30 am and ended at 12:25 pm (with 15 minutes break).

He apparently had a professional love for teaching even prior to his entering the profession due to the influence of some of his former teachers who served him as role models. When he was a student, however, he was undecided which occupation he would choose in the future. His intention was to pursue a degree program after completing his secondary education at grade 12, but he failed to score the required GPA on the national examination and was, therefore, unable to join a higher education institution. He decided to retake the examination in the subsequent year to improve his grade and enter university or college. He wondered where he would, in the meantime, spend his time while studying for the re-exam. Discovering school as a source of knowledge and an ideal place for his purpose, he rejected other job options and was temporarily employed in a public school. Nevertheless, he could not afford enough time for reading since he had to also work in

part time and evening jobs in order to supplement his low salary. Time elapsed by, one year leading to the other, and his hope to enter college or university was eroded and gradually faded away. He, thus, decided to settle down as a teacher for he liked the profession and believed that school is the only place to stay with the world of education, to acquire knowledge and to stay closer with books.

His becoming an English teacher was stimulated by his apparently good performance of the language, beginning from his early years as a student, partly because he was taught the subject by good teachers. He was also encouraged by his colleagues and schools to concentrate on English although he claims that he equally enjoys teaching other subjects as well.

He makes many positive statements which reveal his self-image and his regard for teaching. In the first place, he sees himself as a person of passion for teaching and constantly mentions his professional love for teaching. He claims that his love for the profession by far exceeds the problems and frustrations he finds in the profession. He generally considers himself as a diligent and successful teacher, who never tires of teaching in order to satisfy students with the outcomes of his efforts. He says that he is particularly known in his school for his ability in establishing good rapport with his students, and he is encouraged by the school to keep up this good practice. He also considers himself different from his colleagues in his ability to exercise tolerance. He always tries to be useful to those who hurt him and to satisfy those who annoy him, attributing this quality to his contact with the Bible. Besides, he maintains that his life principles: ‘keep learning’ and ‘win with patience’ always ring in his head and help him to remain perseverant despite challenges and difficulties. It is through the power of patience, he claims, that he copes with difficult circumstances in his professional life.

He does not describe teaching as a difficult job to be avoided. Instead, he qualifies it as an ‘all-rounded profession’, a ‘source of knowledge’, the ‘mother of every sector’, and a ‘creator of base for any other profession’. He is absolutely certain that the profession that serves as a school of life for everybody, as a key to personal and social problems, and as a file or a sharpener of the mind is the teaching profession. He generally asserts that there

is no other profession like teaching and that teachers are undeniably the horizon of knowledge or the source of knowledge. This has made him love the profession and make it part of his life.

In spite of his high regard and motivation for the job, he reports a number of challenges and difficulties that affect his work. From the analysis of his interview, it is possible to identify three major categories of challenges: lack of respect and attention for the teaching force, administrative challenges, and difficulties in teaching English. These are presented in detail below (under 'Negative emotions').

Analytic Case

In this section, an analysis of Abdi's personal accounts and descriptions of his professional experiences and perspectives will be presented using his pleasant and unpleasant emotions as an interpretative frame so as to gain a richer understanding of how he perceives himself as a teacher and his work contexts, what concerns he has at stake, and what aspects of his professional identity are affected.

Positive emotions

The analysis into his personal accounts and descriptions of experiences reveal that his love for the profession is the major factor that constantly serves him as a source of positive feelings in his teaching career. His positive feelings are also closely linked to his commitment to students and caring for them and his sense of accomplishment in changing the behavior of many difficult students.

His love for the profession and his satisfaction for being a teacher are made evident by his recurring reference to his job motivation, that is, the positive aspects of teaching which have motivated him to become a teacher, to be a committed teacher, and to remain a teacher (Kelchtermans & Ballet, 2002:107). He was motivated in teaching even initially prior to his becoming a teacher due to some of his former teachers who have had a major influence on him. When asked what prompted him to enter teaching, he replied: "I had professional love for teaching as I was educated from the beginning by exemplary

teachers" (p.313). After entering the profession, he perceives himself as a committed teacher and as a teacher who is content with his job. He attributes his satisfaction mainly to the opportunity the job has offered him to read books and to remain intact with knowledge: "I have been content with my job. Because it opened a chance for me to read different books; I believe the source of knowledge is still with me and I am contented with it." (p. 313). Interestingly, he preferred to remain a teacher and to take teaching as his lifelong career irrespective of his exposure to many frustrations and despite his access to alternative and well-paid job opportunities (See Appendix E, p.321):

> *My love for the profession by far exceeds the problems and disappointments I have with the profession. I have never in my life said that I would leave it. Neither have I thought of leaving it, nor do I have a desire to leave it in the future…I am hundred percent willing to continue with this profession until the end of my life...I couldn't find any other job that better satisfies my crave for reading and knowledge than teaching.*

His positive emotional experiences are also located in his warm emotional relationship and professional rapport with his students and in his self-perception as a guardian and a 'moral guide' for his students **(**Cowie, 2011). His acceptance among his students, reinforced by recognition and encouragement from the school administration, gives him a sense of success and pride. It further stimulates him to help students with their various needs and problems to the extent of going beyond his task of teaching English. For example, he tells some of his experiences in which he has changed the lives of many misbehaving students by approaching and advising them as a father, as a brother, or as a friend and following them up. He has even managed to change the behavior of some students who were involved in juvenile delinquency like robbery and stabbing and who were a nuisance to the society. He has enabled them to attend their education, to be good students, and even to become rank students. Similarly, by advising and counseling students who have fallen in love and hated their education, he has helped them to change their attention to their studies.

Even though he did not get any material or moral support for this contribution, he receives great satisfaction and pride from the remarkable change he observes in the life of the students he had helped and from the respect they show him upon meeting: For him,

what is more rewarding and stimulating is the present condition of the students whom he had helped at that time and the respect they have for him: “Their respect for me and their greeting by itself is more than a million birr, and I am always proud of them thinking that they are the fruits of my work and effort. So this is my reward and there is nothing else I got other than this” (p.319).

Associating positive emotions particularly with success in bringing about a change in the behavior of difficult students has also been underscored by Yomi in her narratives above. Hargreaves (2000:818) observed a similar trend among his elementary and secondary school teachers who frequently referred to their success in changing demanding students significantly as a source of their positive emotions.

As a whole, his positive feelings, notably satisfaction (happiness), a sense of success and pride are linked to intrinsic factors such as his passion for teaching and his attachment with his students (his caring for them, his devotion to their learning, and his influence on their positive affect). These are among the five types of motivators which, according to Hertzberg (1966), “strongly determine job satisfaction – achievement, recognition, the work itself, responsibility and advancement” and which are connected with “long-term positive impacts on job performance…” (in Bennell & Akyeampong, 2007:5). In the light of his ideas and personal experience, all aspects of Abdi’s professional identity (task perception, self-image, self-esteem, and job motivation, and future perspective) have been brought to light and strengthened in this positive aspect of his work.

Negative emotions

Abdi’s narratives of experiences and descriptions of his professional perspectives show that his professional life is full of challenging experiences which trigger his negative emotions. The analysis of his interviews helped discover three major themes to which his negative emotional experiences are closely related: his perceived lack of attention for teaching and for teachers, administrative challenges, and difficulties pertaining to English. These will be presented briefly below.

Lack of attention for teachers

This is one of the most recurring themes in his accounts. In Abdi's view, there is generally lack of concern and attention for the teaching profession and hence for the teaching force as well. He maintains that teachers' problems lie primarily in the way the teaching profession is being handled, in the lack of proper attention for teachers, and in the low status given for teachers. He thus believes that the solution lies only in giving the profession itself due consideration, respect, and support and in creating favorable working and living conditions for teachers.

He tries to indicate that lack of attention and concern for teachers manifests itself in lack of payment for teachers and in their low social status and value. He feels that the present salary scale of teachers is insufficient and it must be increased much more significantly than the salary of civil service workers in other ministries. It is a common concern among the teachers in the present study to compare themselves against workers in other sectors in terms of their salary and other payments. In fact, this seems a national trend as a recent study into teacher utilization in the regions of Ethiopia shows a similar finding. The study found out that concerns about relativity with other professions were among teachers' salary questions: "…the general public service career structure is not implemented effectively or fairly – people with the same level of degree qualification get paid twice the salary in other ministries and the initial salary for teachers may be higher at the beginning but it falls behind later" (CfBT, 2008:40).

In addition to insufficient salary, he expresses his resentment with lack of incentives and additional means of income for teachers unlike other workers. According to him, teachers are still living with their persistent problems as they are not paid any compensation or remuneration, other than their salary, for their labor and hard work, for their extra work, and for their resourcefulness and creativity. He complains that teachers are often required to do additional work freely, for example, in 'kebele' (local public administration), but they do not get any payment for their time and work. There is no way in which they receive any sort of benefits or incentives. But things are different when it comes to other civil service workers: "Whenever they do anything outside their regular duties, they get

allowances and other benefits. This is not the case with us teachers. We do everything freely, so it is demoralizing and psychologically defecting" (p.320). More disappointing for him is his claim that teachers are even required to attend meetings during their personal time (spare time) by spending their own money for transportation, for refreshments, and for their lunch. He finds this quite contrary to what happens in other sectors, thereby alluding to lack of fairness to teachers on the part of responsible bodies. The following text from his interview better illustrates his deep concern over this situation (See Appendix E, p.320):

> *…we attended a meeting for 15 days during our vacation without getting five cents. We were even spending our own money for lunch and for transportation…. We are often called to meetings on Saturday and Sunday, but in no way can we get even five cents. We use up our own money expending what is left in our pocket…. We hear what happens in other sectors. They make fun of us by offering to buy us a cup of tea. This is something embarrassing for us, and…it is such factors that have lowered our status…. I believe that teachers are discontented and they are experiencing psychological and motivational suffering.*

The various concerns he has at stake with regards to salary and non-salary benefits are discernible: his professional concerns (that the profession is not gaining due consideration it deserves and teachers are not receiving proper attention they deserve), moral concern (that teachers are given low regard and are not treated equally with other workers), and personal concerns (elements of his professional and moral concerns are in a way relevant to his personal concerns).

The second issue of concern for him, which is also closely linked to salary status and other job opportunities, is his perceived lack of social respect for teachers. It is a shame for him that some people fail to show respect for teachers simply because teachers are paid small salary and they are economically underprivileged. What is more upsetting and dissatisfying for him is the use of derogatory and impudent remarks, such as those shown below, which portray teachers negatively and depict lack of respect for them: "…I feel a sense of dissatisfaction …by some derogatory remarks said to teachers such as asking someone questions like 'Have you joined the last resort (**ባጣ ቆየኝ ገባህ ወይ**)?', or 'Have

you become a goatherd (**የፍየሎች እረኛ ሆንክ ወይ**)?' or, 'Have you become an ash blower (**አመድ አብናኝ ሆንክ ወይ**)?'…." (p.317).

Such remarks are indeed offensive to the teacher and indicate how lack of respect for teachers and their job can often reach a critical level. The remarks above indicate that teaching is viewed as 'a career of last resort' (a job to be avoided as much as possible), and students (children) are portrayed metaphorically as 'goats' (restless, nuisance or troublesome). Teachers are described as 'goatherd' (someone engaged in an annoying job) and further as 'ash blower' (someone doing something useless). Such remarks are quite devastating for teachers like Abdi who have a strong sense of love for their job and for the children they work with.

As a consequence of his perceived lack of proper attention, concern, and respect for teachers, Abdi is worried that many teachers are discontented, and they are psychologically and motivationally frustrated, as a result of which they are on the brink of leaving their profession. The overall situation has led to his expressed negative feelings (if we leave out unexpressed or hidden ones) such as disappointment, frustration and shame, which are triggered by unfavorable conditions in his institutional and the wider social contexts. His disappointments and frustrations suggest a threat to important aspects to his professional identity such as perception of teaching, self-image, self-esteem, and job motivation.

Administrative problems

On the side of administration, he raises many issues and challenges that result in his unpleasant emotions and affect his identity as a teacher. Some of these issues and challenges were mentioned as a response to a question he was directly asked with regards to administration challenges, while others emerged spontaneously elsewhere in his interview. Most of them were expressed retroactively, as past personal experiences, but they have the potential to transcend personal and temporal limits and to signify a general circumstance that is likely to happen to teachers in a similar context.

As an example of his encounters, tensions, and conflicts with school administration, he tells some personal accounts to show how he was mistreated by his administrators (school directors) in his attempt to learn for a diploma. In fact, he recollects the influence that he sustained from them as his unforgettable memory. The director of one of his former schools once ordered him to drop his education and to become an archivist. Because Abdi refused to comply, the director retaliated by denying him permission to sit for his exams, by deducting from his salary whenever he was absent from school due to reasons beyond his control, and by harassing him in different ways. When Abdi was transferred to another school, he discovered that his former director passed on wrong information about him and tried to make the new school depress him. For example, he once intended to plant trees in his new school compound and bought thirty seedlings with his own money and paid for the water too. He coordinated his students to help him with the labor, and they prepared holes for the seedlings. To his disappointment, however, the director rebuked him for doing such a thing without getting permission from the school, and he forced Abdi to cover up more than 15 holes that he and his students had prepared with compost or with fertile soil. Similarly, he was once assigned to teach the level below his qualification, which Abdi considers as a deliberate act aimed at demotivating him. He was also denied his right to promotion twice as a result of which he missed the privileges he had deserved. These are the conditions which he believes have prevented him from doing his job as much as he should have done and caused him a great deal of dissatisfaction.

On the basis of his experiences with them, he characterizes school administrators as people who are usually incapable of identifying between conscientious and careless teachers, as those who deliberately distort policy directives to suit their personal interests and conveniences, and who live primarily for their own personal benefits. He further describes them as unfair and biased for they usually consider those who support their ideas as hard working, and those who argue with them or challenge them as mischievous; they facilitate and grant promotion and other benefits for those who cajole them and run after them around office; they fail to remember those who perform their job diligently. Such conditions, he concludes, have irritated and disappointed him in his career life. As a

whole, he has experienced some negative emotional feelings such as anger, sadness, and disappointment in relation to school administration. His personal, moral, and professional concerns are clearly reflected in his experiences with his administration.

Difficulties pertaining to English

Here, factors that have a direct bearing on English, according to Abdi, will be highlighted. Students' poor academic background, their lack of interest and motivation, lack of textbooks, and lack of parents' attention are mentioned as barriers to the learning and teaching of English. Although these obstacles are interrelated and they inform each other, students' academic background and their poor motivation seem to be of particular importance for Abdi. He believes that students' academic ability and interest for learning are interrelated, and they influence each other. He thinks that there are many factors responsible for these problems, but he mainly attributes the problems to economic factors. If students have economic problems, it is obvious that these problems affect their learning directly or indirectly. The case of students in Abdi's school is a typical example of how economic problems can impact on students' learning (See Appendix E, p.317):

> *…there are students who work at 'boloqe' (a bean-like edible seed) houses. There are those who spend the night working at somebody's house… but doze off in class due to fatigue. These and other problems work together to erode students' enthusiasm for learning. Students' economic problem seems to be the root cause of their lack of interest for learning because it is difficult to talk about learning unless favorable conditions are fulfilled for them.*

The fact that he situates students' learning problems in socioeconomic realities would indicate the intensity of his challenges and frustrations as a result of having to deal with the effects of multifaceted social problems on students' learning which are not in his power to settle and which, according to him, require all-rounded efforts to resolve. Whatever their causes might be, students' poor academic performance and their reduced level of motivation will certainly lead to his sense of dissatisfaction and frustration even if Abdi does not express his unpleasant emotions quite explicitly. These characteristics of students seem incongruent with his sense of commitment to their successful learning and with aspects of his identity such as task perception, self-image, self-esteem, and job motivation.

Summary

To sum up the analysis of Abdi's positive and negative emotional experiences, attempts have been made to highlight the role of his emotions in revealing his various concerns and his identity as a teacher. It can be generally said that his positive feelings are linked to intrinsic factors mainly to his strong passion for the teaching profession and to his attachment with and caring behavior for his students. The analysis suggests that, in this context of positive dimension of his work, aspects of his professional identity such as his task perception, self-image, self-esteem, job motivation and commitment are maintained and reinforced.

On the other hand, his unpleasant emotions are embedded in unfavorable employment and working conditions in particular and in the socioeconomic circumstances in general. Specifically, they are revealed through his perceptions of a relative lack of proper attention for teachers, lack of respect and recognition from society, school administration problems, and difficulties to do with the learning and teaching of English. Based on his personal observation and subjective judgment, he is generally worried that, due to various problems in the teaching career, those teachers who do not have complete perseverance in the profession are leaving the profession and others are considering leaving it. His unpleasant feelings would reveal his deep personal, moral, and professional concerns in his professional life and the impacts of unfavorable working conditions on aspects of his professional identity particularly his job motivation. As coping resources with his challenges and negative emotional experiences, he draws on his passion for teaching and helping students, his quest for reading and knowledge, and his principle that 'patience is a key to successes'. It is believed that these qualities would help him in preserving his strong sense of job motivation and his expectation that time and education will improve things in the future.

4.1.5. Araya

Descriptive Case

Araya has been serving in teaching for over 30 years and he has been teaching English for most of his career life. He holds a diploma in English from a teacher training college and he is currently teaching English in the second cycle of primary school. The interview with him was conducted on the 24th of April, 2011 at the researcher's home, and it lasted about 1:45 hours (See Appendix E, p. 323).

Araya did not go to teaching directly after he completed his secondary education. He used to be a merchant and had never thought of becoming a teacher. He joined the profession during the Derg Regime, which was a difficult time for young people like him. In order to escape from a risky situation that occurred in his area, he spent his time fleeing from one area to another to save his life. Being fed up and frustrated, he decided to apply for a vacancy in teaching that he came across. He competed for the post and succeeded. After a one-year training at a teacher training institute, he started his teaching career and has never tried any other job ever since. At the beginning of his career, he was assigned to teach all school subjects, but he was gradually limited to English because of his interest in teaching the language. After he had taught it for some years, he joined a college and chose English as his major stream to specialize in teaching English.

He reports that he loves the profession, and he is very content with his teaching life because he is free from self-reproach, and his conscience is always free. He feels a sense of satisfaction and pride when he reflects on what he has contributed as a teacher. In particular, he feels very happy whenever he comes across his former students who are now holding a good position in their life. He describes himself as a patient and tolerant teacher, who has the ability to pass many things with patience and to work with his students and colleagues peacefully and harmoniously. He maintains that handling students tenderly and delicately should be a core responsibility of the teacher. He claims that he does not have any difficulty in handling his students properly and that he is even considered exemplary among his colleagues in this regard. He also describes himself as

punctual and committed to his job although he admits that he is not recently engaged actively in extracurricular activities and other responsibilities due to his personal weakness.

He describes teaching as a job full of challenges and difficulties, and yet as a highly enjoyable and morally rewarding profession. According to him, teaching is a very demanding job because it requires shaping the mind of the student and making the student someone. At the same time, it is a job that provides boundless pleasure when one observes the youth learning properly, changing themselves, and reaching a high level of success. He views teaching as a different job or as a profession of morality, and the teacher as a person who is always free from guilty conscience and who will not go back home having done something that gnaws at his/her mind.

The challenges and difficulties he reports in his job are multidimensional and are related to the act of teaching itself, specific workplace conditions, and the wider professional and social contexts. The major challenges and difficulties he reports include school administrative constraints, difficult behavior of students, heavy workload, political threats, and unfavorable living conditions (economic constraints affecting both teachers and students and lack of personal facilities for teachers). These situations seem to have had a major effect on his professional life and job motivation. Consequently, he is one of the teachers who are on the brink of leaving teaching.

Analytic Case

After a general description of Araya's professional life as shown above, focus is now shifted in this part to the analysis of his experiences as a teacher to give meanings to his experiences and to understand his teaching world from his own perspectives. Attention is drawn to the significant moments, challenges and opportunities that he highlights in relation to his work as they affect him emotionally, giving rise to his pleasant and unpleasant emotions. Using his emotional experiences as an analytical frame, attempts will be made to gain a richer understanding of his various concerns and aspects of his professional identity that are affected.

Positive emotions

Araya's major sources of his positive emotions are rooted in his perception of teaching as a morally rewarding profession. He views teaching as an enjoyable and satisfying job when he regards it in terms of his contributions to students' learning and achievement and from the profession's ethical point of view. Like Tagashu and Zemen, he also attributes his psychological and emotional rewards to the successes of his former students. For him, teaching is a demanding job in the sense that it is a job that requires the teacher to shape the learner and to make him/her a better individual. Achieving this aspiration gives him a sense of being important to the wellbeing of his students and in shaping their future. He frequently refers to his former students who have made a difference in their life, attributing their success partly to his contribution towards their learning and advancement. Having this opportunity to contribute to the success of students provides him much happiness… "Teaching is, truly speaking, shaping the human being, and bringing a person to the good is not an easy task. If the youth learn properly, change themselves, and achieve a good status, you will feel boundless pleasure when you get them another time" (p.334). He takes the case of many of his former students who have become doctors, lecturers, and other professionals. They welcome him with great respect and hospitality whenever he happens to meet them, and this gives him a great sense of happiness and pride. He feels that this is a privilege that only teachers can enjoy, and he is highly satisfied with this aspect of his job (See Appendix E, p.332):

> *When we meet them and they help us with something, I feel very happy and proud of them. This is our outcome. A teacher will not be a stranger wherever he goes because he will find the boys he knows, and they know him too, and they will help him and make him feel at home. I am satisfied with this.*

He also regards teaching as a uniquely ethical or moral profession. From an ethical point of view, therefore, having served in this profession is mentally satisfying and rewarding for him in spite of the complexities involved in it: "Even though we may experience challenges and difficulties in different ways, if we reflect on our job deeply, what we have done …is very satisfying and delighting. We are free from reproach, and our conscience is always free. Because of this, I'm very content with my teaching life."

(p.335). He contends that, unlike some workers in other workplaces or offices, teachers live more happily and more satisfied because their mind is free from doing something that gnaws at their mind and distresses their conscience: "…what also makes teaching different is that you will not go back home having done something that gnaws at your mind. Your mind is always free. When your mind is free and your life is pure, you will have a big rest of conscience." (p. 334).

Other sources of his positive emotions are associated with his good relationship with his students and colleagues, his positive assessment of his current school leadership, and with his impression of teachers' appropriateness for multiple roles within their society. Because the issue of establishing professional rapport with his students and handling them properly is of particular interest for him, emphasis is paid here to this aspect of his job performance and source of his job satisfaction. For him, one of the most crucial aspects of good teaching is handling students with care. He argues that students want to be respected by their teachers, even though they are youngsters, and that teachers have to treat their students tenderly, kindly and respectfully rather than insulting and ridiculing them. As regards his own practice, he claims that he handles his students properly and he has positive relationship with them. He is even taken as exemplary among his colleagues in this respect: "As far as I am concerned, I don't have any sort of problem in handling students—even other teachers consider me as exemplary in this regard. So I have positive relationship with students and with teachers as well" (p.328). This would give him a sense of success and satisfaction, thereby increasing his self-image and self-esteem.

He maintains that nobody, young or old, should be told anything that can touch their feeling and personality. Even students who have disciplinary problems need to be handled with care; they should be approached gently and be advised even by contacting their parents. In connection with this, he tells a story of a disruptive boy whom he treated with care and eventually changed to a better student. The boy behaves absolutely out of order; he often speaks nonsense and performs unnecessary things in class. Araya tries to tell him several times to stop behaving badly, but the boy's behavior gets worse from time to time even to the extent of shouting and reacting negatively to his teacher. Araya asks him to bring his parents, but the boy refuses to comply and comes to class alone as

usual. Then the teacher takes him out of the class tactfully caressing and patting his back, and he gently convinces him that it is compulsory for him to bring his parents, either his father or mother. So the boy goes home and brings his mother. After discussing the matter with the mother seriously, Araya discovers the problem that lies behind the boy's misbehavior from the story the mother told him: family break-up. The mother bears this boy from another father with whom he used to live somewhere. The father is never willing to show the boy to her; eventually, however, he becomes a victim of epilepsy and subsequently brings the boy and throws him away to her.

Here, Araya wants to make the point that because he treated that boy tenderly and tactfully, he is now attending his classes properly. Therefore, he concludes, it is the way we treat youngsters that actually matters. He tells this experience as a success story because he thinks that he has been doing this aspect of his job successfully. In his observation, however, treating students with care is a responsibility that many teachers find difficult to manage. His self-realization as a teacher having the ability of handling all students with special care will enable him to take pride in his work and to live happily with it.

In general, his perception of teaching as a morally rewarding profession (in terms of one's contributions to students' learning and achievement and from the viewpoint of teaching as an ethical profession) as well as his perceived positive relationship with his students (and colleagues) are the major sources of his positive emotions in his career such as satisfaction, happiness, pride, and a general sense of success. These pleasant emotions correlate positively with his self-image, self-esteem, job motivation, task perception, and generally perception of teaching.

Negative emotions

Araya's sources of negative emotional feelings and professional dissatisfactions are related to a number of intertwined factors involving students (such as their behavioral and learning problems), teachers (such as their low economic status), and school administrators (such as their poor provision of school resources and unfair staff promotion practic

Students' behavioral and learning problems

Even though he claims that he has positive relationship with his students and he handles them with respect and care, he seems highly dissatisfied with the present situation of students' behavior. He is concerned that students' positive conducts, their interests for learning and their academic abilities have fallen sharply and appallingly nowadays. According to him, today's students are disapprovingly different in many ways from students in the past. The youth of today are chewers of qat (*chat*), an indigenous plant whose leaf is chewed as a stimulant; they are smokers and are found in *shisha* (a kind of drug) houses. He often comes across many of his students who have dropped their education from grade eight driving a *bajaj* (a small, motorized three-wheeled vehicle) and some of them idling in *shisha* houses. He is worried that these youngsters may even misguide the students who are attending their school now because they are either their brothers or sisters, or they live together in the same area.

In his opinion, the provision of education has improved remarkably at present. It is unfortunate that the youth are not benefiting from this opportunity. For one thing, they are given full rights as compared to students in the past. The problem here is they ask only their rights; they do not know their obligations. They do not know that it is their obligation to do their homework and assignment, to read and to work hard. He views this as a very grave problem, and he wonders how this difficult situation can be reversed.

In the past, students were inquisitive and eager for learning, and the teacher was busy entertaining their questions. This is no longer the case today. Today's students are pushed to learn; they are begged to learn. If the teacher criticizes them for their negligence, they may disappear from school, or they may even confront the teacher. According to him, entering a confrontation with students is even dangerous to the teacher's life; thus the teacher should avoid confrontations with students (See Appendix E, p.331).

> *We are even scared for ourselves because the situation is getting grave. For example, a teacher in our school has been stabbed by his own student, and he hasn't still resumed work… we are afraid for our own life. What I mean is, it is not necessary to have confrontation with students. We also have family, and in order to lead our family and for the sake of protecting ourselves, we have to ignore if something beyond our control occurs. …It is very difficult.*

As a coping strategy, he insists that teachers should refrain from insulting and mistreating their students. For him, the best way of dealing with students' behavior is to respect them and to treat them gently and tenderly.

Another source of his disappointments is students' lack of interest in their learning. He does not accept the often decried students' lack of base as the major factor contributing to their unsatisfactory performance and achievement. Although he believes that lack of firm foundation has its own contribution, what is more important for him is lack of interest of students in their own learning, and he observes a serious problem in this regard. For example, the vast majority of students are reluctant to do their homework and other assignments. There is no wonder that this kind of negligence of students would have a direct bearing on their day-to-day academic performance and on their advancement to higher grade levels.

However, he does not put all the blame on students only. There are school administrative and socioeconomic constraints that contribute significantly to students' low morale for learning and their lowered academic performance. On the side of school administration, he reports scarcity of students' textbook as a major problem that is creating a difficult situation both for him and his students. Due to shortage of the textbook, his job has become more and more laborious and tedious as he will have to often write materials on the board for students to read or to copy. There were times in his teaching when he was even writing reading passages on the board because there were only three textbooks for a class of more than sixty students. He is also worried that he cannot finish the portion, which he is supposed to, if he has to waste much of his time by writing things on the board. Frustrated by this situation, he concludes that "students' behavior can be corrected by encouraging and monitoring them and by contacting their parents…but the issue of the textbook is hard to bear" (p.330).

From the socioeconomic perspective, he contrasts the case of disadvantaged students and privileged ones and attempts to indicate how the two extremes can be responsible for students' lack of readiness for learning. In the first case, there are many orphans in his school who have many problems, and there are also many students who live with

relatives but who have serious family problems. According to him, the majority of students in his school are, in fact, those who grapple with their own survival and may not even have time and mental concentration for their learning. Obviously, this situation has a big impact on those students in their efforts to learn. Although those underprivileged students are being supported in different ways by charity organizations, they are not receiving enough support to divert their mind to their education entirely. On the other hand, he is surprised by the situation of some students who have everything fulfilled for them but who have little or no care for their learning. He also has a moral concern over the situation of such students as he observes them involved in different addictions, putting themselves at serious risks.

Even though the conditions of both groups of students pose various challenges and problems for him and for his colleagues, he says that they are doing their level best to bring together these extreme situations and to deal with them accordingly.

As mentioned above, he tries to cope with the shortage of textbook by being prepared always, by writing contents in the student's book on the board, by working 'without parting from the blackboard', and by grouping students when there are relatively more books in the class so that they can share the books and work together.

Teachers' low economic status

Another major aspect of his work that triggers his unpleasant emotions is linked to teachers' low economic status, which in turn leads to their low social status. He is saddened that teachers are not given the right place taking into account the difficulties of their work and their contributions to their country. Teachers mold the personality of others, while they do not lead a comfortable life themselves. Even those who lead the country are the products of teachers: "If we take the appointees the government has assigned in different positions, there is no one of them who has not been to school. If they had not been to school, those people would not have been placed in that position." (p.335). He regrets that teachers, who play decisive roles in their communities, are underprivileged in many respects.

In terms of living standards, he regrets the fact that he has spent his time as a teacher without living good and comfortable life. Especially today, he wonders if the salary he earns would be enough to take his family from month to month as the cost of living has become intolerable. He contends that, as a result of their low living standards, teachers have lost the social respect and dignity they used to enjoy many years back; they have lost their acceptance among the community and even among their own students. He, therefore, concludes that teachers are currently under a problematic state of affairs. Consequently, this situation will certainly affect their professional life, forcing them not only to lose their job motivation but also to show a tendency to leave their job. He has already observed this tendency of leaving their job particularly among young teachers, and he appreciates them for so doing: "Especially young teachers don't stay in school nowadays—I appreciate them very much. We senior teachers have almost finished our time in teaching, but beginning teachers will join another department after they have graduated in teaching, and they leave the teaching job soon" (p.333).

Administrative factors

Araya does not raise many issues regarding his school administration. He claims that he works with his colleagues (including leaders) peacefully and cooperatively. However, he has some concerns over resource provisions and teacher promotion practices. Since resource constraints such as lack of students' textbook and how they affect him and his students have been mentioned earlier, focus will be made on his complaints regarding staff promotion practices.

In relation to staff promotion, he tells his experience that he had once encountered in his school as a result of lack of good practice concerning the implementation of teachers' career development. At one time, the government allowed salary raise for all teachers. It also permitted promotion to be done for each teacher. During implementation, however, there were some upsetting situations, which could affect the popularity of the teacher and the school community as a whole. Under such a condition, it was necessary to implement what has been allowed instead of searching for who should get and who should not. Such

a situation upsets him very much: "…the effort to kill the teacher completely, on top of that meager income, is really very saddening to me" (p.326).

Summary

In general, Araya's positive emotions such as satisfaction, happiness, pride, and a general sense of success reflect the motivating aspects of his professional life. His positive emotions are closely linked with his perception of teaching as an ethically engaging and a morally rewarding profession as well as his claimed positive relationship with his students and colleagues. These pleasant emotions correlate positively with his self-image, self-esteem, job motivation, task perception, and generally his perception of teaching.

On the other hand, his career experiences reflect how his work is characterized by conditions of constraints embedded in his professional and social contexts. This part of his interview analysis has attempted to present only the dominant issues that give rise to his unpleasant emotions such as being upset/frustrated, sadness, fear and anxiety. He also has many concerns at stake as a result of his unfavorable working and living conditions: professional concerns, (e.g. tendency of teachers to leave teaching), moral concerns, (e.g. unethical behavior of some students such as their involvement in different addictions; lack of respect for their teachers), personal concerns (e.g. teachers' low living standards; their reduced value and status), and social concerns (e.g. socioeconomic situations affecting students' learning). When asked about his future intention, he says: "…I prefer to stop teaching if situations are suitable for me. In fact, my retirement itself is approaching, and when I reach 55, I would rather stop teaching. I want to engage the rest of my life in something different, because I don't want to be economically deprived hereafter again." (p.330). In fact, he makes it clear that he has stayed in teaching for so long not because he decided not to leave the job but because he did not have a favorable condition to think seriously about leaving his teaching job. Surprisingly, he also partly associates his decision to leave teaching with the condition of his students: "…the government has raised the retirement age to 66. But continuing together with these youngsters up to that gap has its own problem to some extent" (p.335). This reflects a tension between his desire to establish warm emotional bond with his students and to

handle them respectfully, on the one hand, and the reality he actually faces because of students' behavior, on the other. As he claims, this is one of the main causes for his intention to leave teaching earlier than the retirement age.

His unpleasant emotional experiences and his various concerns with his unfavorable working and living conditions reveal that some important components of his professional identity such as his self-image, self-esteem, and job motivation seem to have been weakened.

4.1.6. Tsion

Descriptive Case

Tsion is also an experienced teacher who has served for 30 years in the profession in Tigray and Oromiya regions. She has a diploma in teaching English, which she obtained by participating in a government-sponsored distance learning program called Project 17,000. She also has a bachelor's degree in teaching English, which she got through an extension program at Adama University. Despite this qualification, she is currently teaching English in the second cycle of primary school (grade 5-8). The interview with her took place on the 6th of June, 2012 at her school. It started at 09:00 am and ended at11:05 am, with 15 minutes break in between (See Appendix E, p.336).

She joined the teaching profession when she was a young girl. Unable to score a pass grade in the grade 12 national examination to join college or university, she had to start a career in teaching, which she says was the only easily available job at that time. Although teaching had more respect at her time and she had an interest in teaching herself, she actually did not opt for it. She had to be a teacher since she did not have any alternative job opportunities at her disposal. Following this, she entered the former Asmara TTI (Teacher Training Institute) in order to attend her teacher training courses and subsequently became a primary school teacher.

Despite lacking complete preference for teaching initially, Tsion has never considered leaving the job resolutely once she was employed as a teacher. She reports that she particularly likes teaching English and that she will never hesitate to choose it if she were to become a teacher again. Teaching English, she says, is an enjoyable experience and makes the teacher crave to learn more and more.

She describes herself as dedicated to her teaching responsibilities, always doing her job responsibly, interestedly, and being in the front line as she likes her job very much. She also describes herself as a successful teacher in the sense that she has been able to upgrade herself professionally to a diploma level and later to a first degree level. She feels a great sense of success particularly because she was able to pursue her studies while at the same time she was teaching and nurturing children at home. She has great respect for teaching; her attitude and respect for teaching seems unaffected by low social status of teaching, according to her.

In the same way as the other informants, Tsion has a highly positive perspective of teaching. For her, there is nothing as good as teaching primarily because it is a job in which people are free from corruption and they are protected from evil things and wrongdoings. It is a job that is particularly convenient for women as they can usually use the half-day time off work to manage their household and to send their children to school. In this regard, she considers teaching as a very convenient job despite unfavorable conditions involved in the profession. According to her, one of the bad sides of teaching is that all mistakes are attributed to teachers unfairly. Otherwise, no one actually hates teaching had it not been for such unfavorable conditions that characterize the job.

Tsion regards teachers as people who provide service to their communities individually and collectively on a scale unparalleled by any other group of civil servants. She holds the view that there is no place teachers do not enter in order to serve the society. Teachers are rendering very high service to their communities, the government, and the country at large, irrespective of all constraints in their profession. In her opinion, there is, in fact, no one who renders service to the society as much as teachers do. She regards this as a yet

another merit of teaching because it provides teachers with the opportunity to prove themselves valuable in achieving social utility value.

She has some stories to tell and experiences to share, thereby depicting the complexities of teaching. Switching between challenges and opportunities of teaching, she attempts to share with us her personal stories of experience. Through her longstanding experiences, which she has accumulated over the last thirty years as a teacher, she tries to tell us her important moments in her career life, beginning from the time she first moved into teaching up to the present. As much as she enjoys teaching and is enthusiastic about the prospects of teaching, she appears to be concerned constantly about issues and challenges that have the potential to distract her from her commitment to teaching and her enjoyment of the profession. Of particular importance to her are issues and challenges which emanate from the nature of teaching itself (such as first time placement in rural areas), administrational and colleague malpractices, economic issues, and dissatisfaction with students. On the whole, she reports issues and challenges that reveal several of her concerns (professional, moral, personal, and social) are at stake. Yet, she seems to have a strong sense of tolerance with, and resilience from, unfavorable working and living conditions in her job. In fact, she does not have a strong feeling of unfulfillment and desperation in her professional life. Instead, she attempts to employ a variety of coping resources to deal successfully with difficult and challenging circumstances. Furthermore, she perceives the current situation in the country as a positive trend in economic and overall social change; thus, she is optimistic that teachers' working and living conditions will be in a better position in the future.

Analytic Case

In the section above, the general situation providing the background to Tsion's professional life has been provided with a brief reference to her self-image, her perception of teaching and teachers, her challenges and opportunities as a teacher, the concerns that she has at stake, her coping resources, and her future expectancy. In this section, a more detailed and analytic discussion of her lived experiences and professional perspectives will be made in the light of her positive (pleasant) and negative (unpleasant)

emotional experiences. Attention is particularly drawn to her significant moments in time and her salient concerns as regards her teaching career. By using her emotional experiences as an analytical frame, attempts will be made to gain a better understanding of what concerns she has at stake and what aspects of her professional identity are influenced.

Positive emotions

No matter how many conditions of constraints she experiences in her job, Tsion is equally influenced by the virtues of teaching. In view of this, she has a good feeling about teaching, considering it as a profession of morality. This can be best illustrated by this extract from her interview: "Teaching is a good job. You are free (from corruption). …teaching doesn't involve you in doing evil things; it is a job in which you can protect yourself (from wrongdoings). …there is nothing good like teaching" (p.347). She also maintains that teaching is a profession which people can join freely and directly, unlike some other jobs which may require having a relative who is politically or economically powerful, especially in the old days when she was employed as a teacher. This perception of teaching has further encouraged her to have a positive feeling about teaching.

Teaching is also a profession of altruism and serving others. For one thing, there is no place teachers do not go to in order to serve the society. Tsion herself was posted to a remote area that was inconvenient for transport facilities. She actually faced some unforgettable challenges while she was serving there during her first two consecutive years in her teaching career. However, she perceives that experience as altruistic nature of teaching from which she derives satisfaction and a sense of success for contributing her part for the future good of the nation. Secondly, she believes that teachers are rendering very high service to the country despite unfavorable conditions in their profession. It is teachers who provide good services and great importance for the government as well as for the society at large. As stated earlier, she even goes to the extent of saying that there is no one who renders service to the society like teachers. This seems to provide her with positive feelings about teaching and with altruistic rewards from giving herself to serving children and the community at large. As previous studies

about teachers' motivation and job satisfaction have indicated (e.g. Mullock, 2009), teachers' major sources of satisfaction lay in factors intrinsic to teaching, and the same is true for Tsion and other teachers in this study.

From the view point of personal gains from teaching, she also feels gratitude to teaching because it is the job that was at her disposal when she was in need of a job. This can be well considered as one of the factors contributing to her contentment with teaching and to her tendency to stay in the profession. When asked if she would choose teaching again if she were to start a career afresh, she responded: "If I were to begin a career all over again, I would choose teaching again because I like the job as I am used to it…. it was teaching that came to my rescue at my time of difficulty, so I owe much to teaching. Although I sometimes have temporary unpleasant feelings about the job, I don't have anything inside me that hates it. I really like it very much" (p.348). She further indicates that teaching has completely become part of her blood and that she does not think of any job that she can enjoy other than teaching.

Thus, she explicitly states that she would never hesitate to choose teaching again, especially teaching English, if it were not an imaginary situation. She has come to learn from experience that teaching English requires much more energy and labor than some other school subjects. Yet, since she accepts it as her job, she does not see it uniquely from other subjects and she does not complain about its heavy workload. She reports that she likes her job very much and that she performs it with so much interest and continued involvement. She generally concludes that, in view of all of these reasons, teaching is a good job and nobody normally hates teaching had it not been for its unfavorable conditions.

Other important aspects of teaching that she finds favorable in teaching and that contribute to her positive emotions are related to her professional self-growth, job commitment, and concern for students' success and overall wellbeing. In particular, she feels a great sense of success and pride in her professional growth and she describes it as a major accomplishment in her life as a teacher. She considers the fact that she upgraded herself to a degree level by her own efforts and expenses (by attending in-service

extension classes despite all difficulties) as something that made her very successful and happy: “The fact that I earned my degree while I was teaching, nurturing children at home, and studying at the same time is indeed one of the achievements that have made me delighted in my career life. This is what I consider as my accomplishment” (p.347). In fact, the rewards of personal and professional growth identified as source of satisfaction and happiness among teachers in general education literature (e.g. Mullock, 2009; Dinhamand Scott 2000, in Mullock, 2009) are also reported by other teachers in this study.

Her positive feelings and sense of success are also embedded in her claimed job commitment. She frequently refers to her good performance of her teaching responsibilities, and she maintains that she always performs her job properly and responsibly, being in the front line. For instance, she believes that she completes her students’ continuous assessment ahead of time because she actually likes doing it and wants to implement it in her classes, and she prepares exams at the right time. She also reports that she always implements group work in her classes. She believes that conducting such activities as continuous assessment and group work properly can also improve her own professional practices besides fulfilling her teaching responsibilities. In general, she claims that she respects her job and her bosses, irrespective of their age, in accordance with expected professional behaviors. This self-construction as a committed teacher boosts not only her self-image, self-esteem, and task perception, but also her sense of success and pride in her teaching career.

Very closely related to her claim of job commitment is her concern for students’ academic needs and achievement. Even though she reports many challenges surrounding students, she tries to improve their learning performance and their behavior by advising them, by establishing positive relationship with them, and by supporting them with their learning difficulties. She tries to fulfill her duties as a teacher by informing students about school discipline, and she advises them to respect the school discipline and code of conduct although, as we are going to see later, she reports a number of dissatisfactions with students. In addition, she helps students outside her regular working hours by giving tutorial classes during her free time. She does so not because it is part of administrative demands but mainly with a view to helping students improve their knowledge and

performance, a practice which she considers as satisfying and rewarding by itself: “We give tutorials and we do similar activities freely by devoting our time and money. If our students score good grades, however, we consider that as our salary.” (p. 347). What is more, she views her relationship with students positively as a child-parent relationship. Even when she clashes with some of her students, she perceives the conflict positively as we can see from this quote: “The conflict with students is like the conflict between a mother and a child. It is something you face and forget soon. No matter how I upset them or they upset me, there is no grudging or taking umbrage and it is something you forget soon” (p.339). This suggests her healthy relationship with students, a positive condition that will in turn boost her positive feelings about them and about her entire teaching job. Her positive feeling about students is also reflected in her concern about students’ living conditions. She expresses her deep concern about the way many of her students lead their life. Most of these students come from economically disadvantaged families and they have many economic challenges. Consequently, they are engaged in work that does not match their age. In order to support themselves and their family, some of them work in garages, in woodwork shops, and in ordinary shops. Others spend their days selling plastic bags and wandering around bars and hotels in search of a piece of work. Still others live at somebody’s house or with relatives by giving labor service. All of them work half of the day or even more and attend their classes for the rest of the day. Of course, working and living in such conditions, they will be exhausted by the time they should attend their classes actively. Due to these reasons, Tsion sympathizes with these students indicating that they are forced into these situations due to their economic problems. It is regrettable that, according to her, concerned stakeholders have failed to discharge their responsibilities in this regard.

Obviously, teachers enter the teaching job with the goal of facilitating and ensuring students’ successful learning and making a difference in their lives (Lortie, 1977, in Darby, 2008). However, this can be, to a large extent, a matter of principle; in reality, many teachers may fall short of these expectations due to a number of reasons, thus resulting in their own disappointments. On the other hand, when teachers have a positive self-image and perceive themselves as responsible and committed to their job, they will

feel more satisfied and more fulfilled in their teaching duties. As indicated above, Tsion reports a sense of pride and contentment in her job partly because of her favorable opinion for teaching regarding it as a profession of virtues and altruism and partly due to her professional self-growth, perceived job commitment, and concern for students' academic success and their overall wellbeing.

On the whole, the positive conditions in teaching, as perceived by her, are important sources of her pleasant emotions in her work. As a result, aspects of her professional identity, namely, job motivation, self-image, self-esteem, task perception, and future perspective are strengthened in this context of positive dimensions of her job.

Negative emotions

Drawing on Tsion's experiences as a teacher and her professional perspectives, attempts have been made above to look into some favorable aspects of her job and how these are related to her positive emotional experiences and various aspects of her professional identity. Focus is now shifted to examining some negative features of her work, which are reported to be responsible for her unpleasant emotional experiences and appear to threaten her professional identity. As a matter of fact, her interview comprises, by and large, stories of challenges and disappointments as she raises several issues of concern that she has at stake. For convenience of analyses and discussions, issues of high importance for her are categorized as those related to initial placement, educational administration and teacher management, and students' characteristics.

Placement

First time placement to a remote school is one of the major concerns for Tsion as it is for Yomi. As soon as she was employed as a teacher, she was posted to a rural area. Although there are many challenges that she experienced in that area, she is most interested in talking about lack of transport facilities. She tells two incidents which she encountered as a consequence of the absence of means of transportation in the area. One day, a pickup came to the area, and she pushed her way into the vehicle and managed to

board it. A little before the car started moving, she remembered something she had forgotten, and she wanted to get out for a while. As she was getting out, however, the vehicle started moving all of a sudden and she fell down receiving a serious injury from the accident. She also tells a challenge that she faced on another occasion because of lack of transportation. She got a transfer to another area, but as there was no vehicle, she had to move to the new post on horseback with her two little children. Although she had never ridden a horse before, that was the only chance she had. In fact, she had to ride the horse together with the children, carrying one of the babies on her back and embracing the other in front of her on the horseback. As they were travelling, however, they lost their balance on the horseback and they would have fallen down if their companions had not rescued them from the danger. Then she gave one child to another person to carry him and they continued their journey. However, as they were travelling in the darkness, the horse was getting alarmed every time it saw a hyena or something else from a distance. She finally managed to reach a town after suffering a lot that day. These were the two important challenges that she encountered in her first place of assignment during the first two consecutive years in her teaching career. She describes them as unforgettable challenges in her life. She concludes that teachers face such challenges in their career when their workplace is not favorable. The situation can be of course worse for young women posted alone in undesirable remote areas in terms of their personal safety and job motivation. In teacher-focused studies conducted in Ethiopia (Sarton, et al., 2009; CfBT, 2008), it was indicated that female teachers allocated to rural areas without safety and protection are likely to be exposed to various risks and vulnerabilities and consequently their job motivation can be eroded.

Educational administration and teacher management

Tsion reports various issues that are put down to educational administration at different levels, starting from school up to the ministry level. They are related to promotion, supervision, career structure and incentives, grade assignment, and transfer. With regard to promotion, she tells an experience that she encountered some years ago and that she believes might have also happened to other teachers. At that time, there was a

competition among teachers for career promotion based on their performance appraisal. She competed for the promotion with two other teachers from her school and qualified for the promotion. She was the second in the selection while one of the competitors failed to qualify. Their selection for the promotion was also recognized by the district education office. Later on, however, they said the selection should be revised for a reason unknown to her. When revising it, however, they changed her rank to the third place and the teacher who failed to qualify in the first ranking became the second. She complained to the director referring him to her previous result of performance appraisal as indicated in the paper, signed and sealed by the director himself. However, he denied the fact that it was an evaluation result done by himself, with his own handwriting, signature, and the school seal. Then she went to the zonal education department in Asella (as she was working in Arsi Zone then) for a further appeal, but to her surprise, they had also completed everything there. They had even changed the result of the first teacher and made him second, next to the one who stood third in the normal evaluation. She describes this encounter as an attack that she suffered as a result of malpractices based on intimacy or friendship and as an experience that she will never forget. She believes that the reversal of the original decision was purely corrupt and prejudicial. According to her, they did that injustice to her irrespective of her performance because she is a woman and she was not their intimate friend: “They did that injustice to me despite my performance because I am a woman and I was not their intimate. If I were their close friend and I drank with them ‘tella’ (local drink) or visited bars with them, they wouldn’t have done that to me” (p.338). This indicates her personal and moral concerns. She also had social concerns as a result of her threatened relationship with those people whom she considers culprits. Consequently, she reports that she feels very regretful whenever she recalls that situation. She was so disappointed that she went to the extent of losing sleep for nights thinking about it. She also maintains that such a professional misconduct is very common even among teachers themselves. When asked how often she thinks a problem such as this happens to teachers, she replied (See Appendix E, p.339):

> *Obviously, there are some opportunists…. There are those who receive good performance evaluation without doing anything but by simply approaching the office. There are still teachers who just turn up, sign, and go away; yet they get high performance appraisal. On the contrary, there are innocent teachers who are hard workers and who respect their job but who do not get as high results as those artful ones. This is very common, and it is inevitable. There are gossipmongers who spread false rumors around administration and kill the teacher's morale.*

This indicates clearly that her moral and professional concerns are also at stake as a result of some teachers who contribute to school administration malpractices, which in turn erode the job motivation of innocent teachers.

The second major administration practice that she decries strongly is connected with supervision. She generally believes that supervision is never implemented in her school. As she studied educational management as a minor area and took a supervision course when she was doing her first degree, she says that she finds it difficult to accept an improper practice in supervision. On meetings, she always argues that supervision is not being implemented properly, and she questions why it is so overlooked in the school practice. For example, at one time, they rejected supervision in an attempt to introduce BPR (Business Process Reengineering), failing unfortunately to understand that supervision can help improve the BPR. She expresses her professional concern in this regard and suggests that supervision is something that all stakeholders have to follow up and exercise.

However, her major concern lies in what happened to her recently in relation to supervision. She tells a story about a challenge she has encountered from school supervisory group who are supposed to provide teachers with supervision services. It was in December last year (2011/2004 academic year). They came to supervise her in December although she calls that 'inspection' rather than supervision. They came unexpectedly without even informing her ahead of time that they were going to visit her class. She was returning papers of the test she had given the previous day when they entered the classroom. Before their arrival, she had taught the daily lesson and had done the comprehension check and told the students to do the class work. In the meantime, she was giving out the test papers when the supervisors came in and began checking out each

student's exercise book and investigating all of her documents. Meanwhile, she stopped giving out the papers and began moving in the class and assisting students with the class work. When they finished their inspection and left the room, they called her out for feedback, and they told her that they have not seen any teacher's or students' activity. She was surprised by their comment and told them everything that she had been doing before they came in and the reason why she stopped giving out papers and began making the rounds upon their arrival. She talked to them so strongly for saying that there was no activity at least while the students were doing class work. They said that the lesson had no voice, and she told them that it was because she had finished teaching before their arrival. A female teacher in the supervision team asked her why she did not repeat the lesson. Tsion's response was that they did not demand her to repeat it. Besides, they had not told her anything about their visit; they just turned up after she had finished teaching and when only ten minutes were remaining. They told her that she could have at least given a summary. She wondered how that was possible and why it was necessary, after all. In the first place, the students were doing class work and it would be interrupted if she were to give a summary. She wondered how she could give a summary while students were practicing class work. Her belief is that a summary is given by correcting students' class work and giving them feedback and correction focusing on their areas of problem. Later on, they all stopped talking to her completely. Because she suspected that they wanted to attack her, she continued greeting them and talking to them by calling their names. However, they were still indifferent to her greetings and ignored her altogether. Then she also decided not to talk to them any longer.

On another occasion, the issue of bringing about quality education was raised on a meeting, and she forwarded her idea on the meeting in connection with quality education and supervision. She expressed her doubts as to whether supervisors were doing their job properly. She commented that supervision, in its proper sense, makes a follow-up and gives support for the practitioner, that the practice that was being implemented then was an old form of supervision that does not go in line with the education policy of the present government, and that they were still exercising inspection rather than supervision. Furthermore, she pointed out that, in order to see some changes in quality of education

and to implement supervision properly, it was important to start implementing it right from September rather than in December, which is not the right time for supervision, according to her. Alternatively, she suggested beginning it from February and carrying it on until June. While she was making her points in this way, the woman who was in the supervision team that visited her class earlier raised her hand and remarked saying that it was a great shame to raise such an idea there. Tsion was very angry at hearing that remark from that teacher and reacted sharply to her criticism. She wondered how the idea she had suggested as constructive for quality of education could be called great shame. In a fit of temper, and to rise to the bait, she stood up quickly and defended her position.

This was, therefore, one of the challenges she encountered in her life as a teacher as far as administrational constraints are concerned. She describes it as a very haunting experience as she was always thinking about it even while in class. She indicates that she was actually sorry to have faced such people who downgrade her and kill her morale when they have to actually motivate her. This encounter made her be cautious, to mind only her own business, and not to worry about whether people like her or not. It can be seen clearly that she has several emotionally charged experiences regarding supervision. In this case, her unpleasant emotions that seem to surface more vividly are anger, fear, disappointment/frustration and unhappiness. These emotions can in turn enable us to gain a detailed understanding of what concerns she has at stake. In other words, from the sensitivity she feels in the face of what she considers a faulty supervision, we can understand her professional concern (e.g. her concern that supervision is overlooked and never implemented properly in her school) and social concern (e.g. the fact that she was involved in hostility with the supervision team and particularly with one of her colleagues). Because of these negative motional consequences, not only her professional and social concerns are at stake but also her aspects of professional identity such as job motivation and task perception are affected.

Another issue of concern for her is related to teachers' career structure and incentives. In line with this, she is particularly interested in the recent attempt of the government to adjust career structure for primary and secondary school teachers nationwide. She is dissatisfied mainly not with the amount of the money added but with the way the

information was announced by the mass media. In her opinion, there was lack of proper communication concerning the reinstatement of teachers' career structure that had been disallowed for years. She indicates that, when the new career structure was allowed, it was not because teachers had requested for it or because they had demonstrated in request of its reinstatement. Whatever the case, she thinks that broadcasting the message through television and radio actually benefited the merchants rather than the target population (teachers).

She asserts that whenever something is done for teachers, whether it is considerable or not, there is always a tendency to declare it emphatically. On the contrary, she wonders why something done for other civil service workers is not exaggerated or publicized unlike the case of teachers. In general, she has three issues of concern here. Firstly, she claims that there is a tendency to fulfill the rights of other workers covertly but to exaggerate when some favors are done for teachers. Secondly, rather than benefiting teachers, the new structure only aggravated the inflation, resulting in market pressure on the public as well as on the government itself because they (the traders) increased the price of goods and services immediately. This was particularly the consequence of lack of proper communication on the part of the government agents. According to her, the authorities in the Ministry of Education had to present the matter cautiously and transparently, but they made a mountain out of a molehill and the traders caused prices to rise immediately. She wonders why it was needed to publicize it by the media because it is through letters that increments are usually made for the civil service workers in other ministries, not through broadcasting. Thirdly, she argues that the increment made is so insignificant that it does not worth declaring.

Consequently, she considers this state of affairs as something that has disappointed her recently because she found it very upsetting. In fact, it is not only upsetting, according to her, but it has also touched the life of the society by affecting the market. These negative emotional states clearly reflect her personal concern (that teachers were made victims of inflation as a result of inflated broadcasting of the career structure) and moral concern (that teachers are not treated equally with most other employees in other ministries and they do not have equal opportunities with them). As also indicated previously in the

sections of the other participants in this study (e.g. Abdi &Yomi), this dimension of their moral concern seems to be an issue of importance shared by all teachers. The fact that teachers often compare themselves with other workers in the non-teaching sectors is also reiterated in both local studies (e.g. CfBT, 2008) and in international literature especially related to developing countries such as those in sub-Saharan Africa and South Asia (e.g. Bennell& Akyeampong, 2007).

Closely related to career structure is the issue of incentive, which is one of the shared concerns among the participants of this study. She points out that teachers are not privileged from the view point of fringe benefits. In her opinion, it is the teacher who gives great importance for the society and, in fact, there is no one who renders service as teachers do. Yet, they even do not get what they deserve in accordance with the nature of their work. In her school, for example, teachers give tutorials and do similar activities freely by devoting their time and money, but they get no remuneration. According to Tsion, since tutorials are considered as teachers' obligatory tasks, they are not entitled to any additional payment despite investing their own time, energy, and money. What is more, there is generally no per diem paid for teachers when they participate in government meetings. She indicates that, even when there is a payment, it is so small that it is rather discouraging. She thinks that even that small amount of money is no longer paid these days. Thus, teachers do not earn additional payments other than their regular monthly salary. The reason usually mentioned for not paying allowances for teachers is the large number of teachers that makes such payments beyond the capacity of the country. Since teachers also accept this, she says, they generally do not expect such a payment. Unless they are convinced of the problem, however, teachers may wonder why this disparity occurs, and they may feel emotional and psychological distress.

Likewise, teachers do not virtually enjoy other benefits such as medical services, health insurance, residence, and transport facilities. In particular, she describes the fact that teachers do not have any insurance in case of physical injury around school or elsewhere as an unfortunate and highly demoralizing circumstance. She claims that workers in other professions have an institution that either enables them to receive compensation that they deserve or guarantees them of their rights to insurance in case of emergency.

Unfortunately, teachers are not entitled to enjoy such opportunities and they have no guarantee in situations of difficulties probably because of their large population, which is likely to make it difficult for concerned stakeholders, from the viewpoint of economic viability, to provide such a privilege for all teachers. Yet, it is her firm stands that certain conditions can be fulfilled for teachers regardless of their population. For instance, it is possible to provide cheaper transport facilities for teachers working in big towns and cities so that they can commute cheaply and arrive at school in time. As a consequence of their low income and lack of incentives, teachers lose not only their economic advantages but also their social status because people have low regard for teachers due to their low income resources.

Another important issue of concern for Tsion in association with school administration is grade assignment. In response to a question she was asked about what challenges and difficulties she experiences particularly as an English teacher, she mentioned grade assignment as one of her major worries. She complains that she always faces challenges in grade assignment in teaching English even after she has graduated in a first degree (her personal concern). Linking the problem with gender disparity, she describes the situation as follows (See Appendix E, p.344):

> *In my teaching of English, I always face challenges in grade assignment. We females are…victims of influences. At school, those teachers who are less qualified and less competent than us are assigned to upper grades … because they are male. No matter how frequently you request them, they don't often assign you to upper grades. For example, while I'm here with a first degree, it is those who don't have even a diploma who teach up to grade eight.*

She always begs them to give her upper grades (grade seven and eight). They have assigned her to grade seven because she begged them saying that she was going to conduct a research on this grade. Because she has a degree in teaching English, she asked the director to assign her to grade eight so that she would learn more, build her experience, and become more proficient in the language. Despite her earnest request, he assigned a first year summer student to grade eight, whereas she was assigned to grade seven. As a consequence of this perceived partiality, she feels disappointed and considers grade assignment as one of her encounters in teaching English.

As stared above, she puts down the problem partly to gender-based attachment. Her dissatisfaction is best reflected by the way she tries to describe the situation when asked why female teachers are not allowed to teach in upper grades: "…it is because they are birds of the same feather, and they are companions. They assign those who go to sleep in classroom leaving the students alone and those who are gossipmongers. That is the reason. They assign those who collect lies and the like and submit to them and those whom they fear." (p. 344). Here, we can also see her professional and moral concerns, as she believes that grade assignment is based on unprofessional and unethical grounds which have a direct bearing on healthy learning and teaching activity. Likewise, we can understand her social concern as she is potentially not on good terms with school administrators and colleagues whom she condemns for promoting unfair practice in grade assignment.

Also important for Tsion in connection with educational administration and teacher management is the case of transfer particularly after she has received her bachelor's degree. After she got her degree, she immediately got a salary increment, but she has not been assigned to a high school, where most first degree holders are customarily posted. She has requested them to assign her to a high school near her house on grounds of her poor health condition, but they refused to give her the chance on the pretext that there is no teacher to replace her. Indeed, her disappointment arises from this perceived pretext because, irrespective of their claim that they have shortage of teachers and consequently they are unable to consider her application, they are actually observed taking teachers from schools. What is more, Tsion is diabetic and she suffers from a disc problem. She had told them of her health problems hoping that they would be sympathetic to her and permit her to move to the school of her preference, but they asked her for evidence. Although she showed them the evidence, they neglected her and allowed the transfer for another applicant who was less entitled to the opportunity than her. She believes that she deserved the transfer to a high school both professionally (as a degree holder she expects to be placed in more advanced level of education) and medically (as it is more healthful for her to work in a nearby high school). While other teachers who upgraded themselves like her were being transferred to a high school immediately upon receiving their degree,

she has been unable to secure the chance that others have enjoyed. To her dismay, however, they eventually disallowed transfers in general. Feeling a sense of hopelessness, on the one hand, and as a form of resistance and self-defense, on the other hand, she finally resorted to a medical certificate so as to be transferred to a nearby school on medical grounds. Now that she has managed to obtain a medical certificate, she expects them to comply with her transfer request and take responsive actions. Even so, she still has doubts as to whether her hopes will come true. On the whole, she describes the practice of transfer in the structure of educational administration in her working environment as being unfair and lacking transparency. Within such circumstances that are beyond her control, she experiences feelings of disappointment and hopelessness. In this regard, she also has moral, personal, and social questions which in turn reveal that some aspects of her professional identity are challenged in this situation of encounter with authorities in the education system.

On the whole, Tsion has many concerns that are embedded in a context of power relations. Central to her concerns are issues of immorality and malpractices of administration as manifested in inducing some kind of bias in teacher management to which she reveals her complex emotional responses.

Dissatisfaction with students

Tsion's unpleasant emotional experiences are also associated considerably with students. In the discussion of her positive emotions under the section above, it was indicated that she derives a good deal of satisfaction, a sense of success and pride from her claimed commitment to students' successful learning and her effort to contribute towards their success in other aspects of their life. Nonetheless, as much as she relates some of her positive emotional experiences to students, she also reports some major and minor challenges relevant to students. Her dissatisfaction with students can be considered in terms of students' low level of interest in learning, their lowered performance in English, and their behavioral problems. In what follows, these student-related challenges are further elaborated.

Students' lack of interest for learning is reported as a serious threat to her career motivation and other aspect of her teacher identity. According to her, this is a general problem that is true not just for English but also for other subjects. If students lack motivation in English because it is a foreign language and it can be difficult, she wonders why they are growing worse in subjects taught in local languages. Since their educational discipline is not good, she tries to advise them in the middle of her classes but only in vain. No matter how much time she spends advising them, they violate it soon. Frustrated by the situation, she comes to a conclusion that they are not at all the sort of students who can be corrected by advice. Her disappointment with students can be well explained through this quote from her narrative: "I'm afraid we are teaching very naughty children. They even spoil those who have aims and can divert them from achieving their aims. There are many problems with the students. They never hear what they are told" (p.345). She further expresses her dissatisfaction with students indicating that they kill her morale as they do not come with the readiness she expects from them. They do not even do their homework despite her regular advice, and they are not generally interested in learning. As a result, she sometimes feels as if she merely talks on and on in vain and she gets annoyed by this situation of students. Luckily, however, she comforts herself as she observes that it is a general problem that happens not only in English subject and that she is not the only teacher who faces this challenge.

According to Tsion, many factors collaborate in diverting students' attention from their learning thereby leading them to be poorly motivated and incompetent learners of English. The major factor responsible for this problem is embedded in the social environment in which these students spend their time when they are off school. For one thing, they know a lot about undesirable aspects of the world prematurely since, as stated by Tsion, they go to video houses using the money they get from working somewhere: garages, woodwork shops, ordinary shops, and so on. While working in such places, they count the money that does not actually belong to them. While counting other people's money, they feel that they are counting their own money and they become inflated with vanity and self-deception. When they come to school, they bring with them some undesirable behaviors such as an inflated self-opinion, lack of respect for others,

premature sexual orientation and interaction with the opposite sex, and above all, disengagement from their academic duties. Thus, they have such negative influences that thwart them from following their learning properly.

On the other hand, there are other factors such as family living conditions for which students are not held responsible. For example, there are students who live at somebody's house by giving their labor service. Some of them work half of the day and attend school the rest of the day. This means that they will be tired when they come to school and they may not be inclined towards their learning. Because they experience exhaustion, some of them consider their education as entertainment or leisure activity rather than as a source of knowledge. Thus, the ultimate cause for the entire problem is the economic handicaps of their family, which forces the children to be engaged in such activities prematurely. This regrettable state of affairs in turn diverts their attention from their academic duties, gradually leading them into a state of poor motivation and low morale for learning. For Tsion, the fact that they are engaged in physical works that do not match their age by itself is something that should be taken into account. However, she contends that there is a failure on the part of concerned stakeholders to discharge their responsibilities in this respect.

Very closely related to students' lack of interest for learning is their low level of performance in the subject. Tsion says that her students fear English although they actually do not hate the language. For instance, when there is a passage and she reads and explains it for them, they enjoy it; yet, they find it difficult when she asks them to do something practically. Their performance and achievement is generally poor due to a number of intertwined factors. She feels frustrated when she observes students' situation leading them to poor results, despite all of her efforts. What is more upsetting for her is, however, the fact that people tend to point their fingers to teachers for students' low standard of English. Such a challenge worries her so much that she sometimes wishes she could leave teaching and be employed in a different job.

Another issue of concern for her in connection with students is their misbehavior. As stated above, the educational discipline of some students (although not all) is not good.

Even worse, it is their resistance to her advice and efforts to correct them that causes her a sense of despair. She complains that, no matter how many times she spends advising them, they violate it immediately. She is so frustrated that she comes to the extent of believing that it is difficult to correct students by advising. She is worried that they may even transmit this misbehavior to decent students. In general, she finds students' behavior appalling and difficult to deal with, but she hopes they will be better gradually as they learn from time.

When asked how she and her colleagues manage these challenges, she says that they have begun not to worry about students' behavior once they are accustomed to it. Since they advised students so many times and failed to change them, they have learned not to be fed up of their misconduct and they live by enduring their behavior. Secondly, they try to handle individual students according to their individual characteristics. If it is beyond their capacity to correct them, they try to handle individual students as per their behavior and gradually involve them in learning. More importantly, they organize students in groups (called development force) in accordance with the current practice in primary schools. In each group, students monitor each other, and they expose an irresponsible student. In this way of monitoring, the principle is that a student who has not done something or who has not participated in group work is not allowed to get marks. In this way, they are more or less bringing students to participation and involvement in learning.

Summary

Tsions' discursive narratives and descriptions of her personal perspectives have provided an insight into the multiple and complex nature of working conditions in her professional life. They clearly reflect both favorable and unfavorable dimensions of her professional landscape, as perceived by her and communicated through her emotional experiences. It is hoped that an investigation into the emotional components of her career experience yields a richer understanding of her teacher identity and concerns that she has at stake.

When she evaluates and reflects on her job, she finds some positive and rewarding features of teaching that cohere with her sense of identity and enhance her positive self-image and job motivation. Throughout the interview, she reflected a highly favorable

attitude about teaching and being a teacher. Tsion is strongly influenced by the virtues of teaching, which she describes as a profession of morality and integrity. For her, teaching is also a profession of altruism and serving others, and teachers are people who give themselves up to working for the cause of serving others. These are some of the ideals of teaching to which she ascribes her contentment and a sense of having social utility value. In addition, the professional self-growth that she has enjoyed in teaching, her perceived job commitment, and her concern for students' success and overall wellbeing are major aspects of teaching with which she identifies her positive emotions. The pleasant emotions which are reported explicitly or implicitly include a sense of success and pride, satisfaction (contentment), happiness, and a feeling of being professionally rewarded. On the whole, the positive conditions in teaching, as perceived by her, are important sources of these pleasant emotions in her work. Accordingly, important aspects of her professional identity, namely, job motivation, self-image, self-esteem, task perception, and future perspective are strengthened.

On the other hand, Tsion seems to have a major concern about various issues in her working context. She reports several negative emotional experiences as she is faced with the intricacies inherent in the educational and social contexts in which she lives and works. Most noticeable and relevant issues of concern for her include initial placement, educational administration, teacher management, and students' characteristics. Her encounters with educational administration particularly at district and school levels mainly center on ethical issues such as professional misconducts, malpractices, perceived lack of fair and transparent practices. Throughout her interviews, Tsion refers to administrational practices as major causes for the challenges she experiences in her career. These challenges manifest themselves mainly in the areas of teacher promotion, supervision, career structure and incentives, grade assignment, and transfer. In relation to these administrative duties and responsibilities, she has been unable to find with some administrators values and attitudes that support her notion of good deeds and practices. Unable to negotiate some of these issues individually and successfully, she develops negative emotional reactions such as disappointments /frustrations/discontents, unhappiness, hopelessness, anger, fear, and regret. Her experiences clearly highlight the

possible impacts of unsupportive governance on individual teachers and how it also impacts on their professional identity. It can be argued that the way in which teachers react to administrational decisions and practices is largely determined by whether they believe various components of their professional identity are being reinforced or threatened by such decisions and practices.

Tsion also expresses dissatisfactions with students in terms of their lack of interest in learning, their poor performance in English, and their behavioral problems. No matter how many repeated efforts she has made to advise and correct students, she seems unable to reconcile her expectations of students and their actual situations. Event though she blames students for these problems partly, she ultimately attributes the real source of the problem to overall family and social conditions which are partly responsible for the way the students are cultivated. She expresses unpleasant emotions which include anxieties/worries, disappointments/frustrations, and annoyance.

All of these emotional experiences (related to administration and students) reflect her various concerns that she has at stake (moral, professional, personal, and social), which in turn, reflect the influence of her working conditions on aspects of her professional identity. Despite her deep concerns and frustrations surrounding her career life, her sense of professionalism seems to override her entire issues of concern. She seems rather determined to clear all the hurdles along her ways in her professional journey and to continue staying in her teaching profession.

4.1.7. Kirubel

Descriptive Case

Kirubel has more than thirty years of experience as a teacher in primary schools. He was born and bred in Addis Ababa, but he has served for many years in different rural villages in Bale Zone, where he had spent the vast majority of his service years before he was transferred to his current workplace a couple of years ago. He has a diploma in teaching English, and he is currently pursuing his first degree in teaching English through

summer-in-service program at Madawalabu University. He had taught several subjects before he specialized in English. He is currently teaching English in a second cycle of primary school (grade 5-8) in his present school. The interview with him was conducted on the 11th of June 2012 at his school from 4:05–5:20. (See Appendix E, p.351).

When asked what motivated him to join teaching, he admitted that he had lack of inspiration or he did not have positive reasons to join the profession initially. As for most of the teachers in this study, and perhaps for the vast majority of teachers as a whole, the teaching profession was not his first choice of career. As he completed his secondary education, he did not score enough results in the ESLCE (Ethiopian School Leaving Certificate Examination). The Grade Point Average (GPA) he attained at the end of his high school education determined his fate and, consequently, he was unable to join college or university. Determined to free himself from dependence on his family and to lead his own life, he decided to search for a job. He found a vacancy in teaching, which is considered by many as a 'default option for those with low levels of academic success' (CfBT: 97). He applied for the post and joined a one-year certificate course, better known as TTI (Teacher Training Institute). Upon completing his TTI course, he was posted in one of the districts (formerly known as 'awraja') in Bale Province, where he started his teaching career.

He admits that he did not have any interest for joining teaching at the beginning because, firstly, he had unfavorable and uninspiring orientations of teaching imparted to him by the culture in which he was brought up. Secondly, he was well-informed about the realities inherent in teaching (especially during his time): deployment and confinement to the countryside, unwanted marriage and bearing children, a steady corrosion of morale and falling into addictions, and lack of opportunities for self growth. Since this was also the outlook about teachers reflected in the society, he did not take any interest in becoming a teacher. Despite this, he had to join teaching as he had no alternatives due to the prevailing situation at that time.

Yet, once he was actively involved in teaching and accustomed himself to the conditions in the job, he gradually discovered that teaching is actually an enjoyable profession. He

now has no regrets for becoming a teacher for he feels that he has attained remarkable achievements during his entire years of service as a teacher. Primarily, he is proud to have played a part in contributing to the success of some of his former students who are now in authority. He indicates that he feels immense pleasure and satisfaction when they still call him 'Gashe' (Sir) and show him great respect in recognition of his usefulness to them. Secondly, he is of the opinion that teaching is the only job that does not tempt people to wrongdoings such as bribery and dishonesty. Teaching is also a profession that provides with an opportunity for those who take interest in serving the society. He also believes that nothing is inherently comparable to the profession of teaching particularly in terms of moral integrity. Teaching is even a healthful job both physically and mentally, and teachers tend to live longer due to the nature of their job. With respect to English, he expresses his satisfaction for teaching this subject and asserts that it is a job that enables the teacher himself to draw lessons from his own teaching experiences. He also perceives English as a useful subject that paves the way for students in their successful learning of other subjects such as physics.

On the other hand, he says that we should not deny the fact that teaching has its own negative dimension. In his view, teaching is still characterized as an unattractive profession for most people particularly when viewed from its economic benefits for teachers and the social value and status they expect to enjoy.

He has a highly positive self-image in relation to his job and personality. He refers to himself as a truthful person, stating very frequently that he always speaks the reality. He also claims that he is not usually desperate in the face of challenges in his career; rather, he strives to get solutions through discussions and negotiations. He describes himself as a successful teacher in terms of serving the society and contributing to students' success including his own sons, whom he is proud of for their academic success. He also perceives himself as a dedicated teacher to his teaching duties, a quality that he believes has helped him avoid conflicts with school administration throughout his entire years as a teacher.

Analytic Case

As a prelude to an in-depth analysis of Kirubel's professional life, the preceding section has mainly highlighted his academic qualification, his motivations for joining teaching and staying in the profession, his perception of teaching in general and teaching English in particular, and his self-image as a teacher. Using his emotional experiences as a starting point, the present section will focus on a more detailed analysis of Kirubel's working conditions as revealed by his narratives and professional perspectives. Through his emotional experiences, both positive and negative, attempts will be made to understand how he makes sense of working conditions and what concerns ha has at stake in his professional life.

Positive Emotions

An investigation into Kirubel's interviews reveals that his positive emotions are mainly rooted in his perception of teaching, self-perception as a successful teacher, task perception, and future perspective. Above all, his highly favorable perception of the teaching profession as a whole and of teaching English in particular can be seen as important sources of his pleasant emotions. Despite his initial reservation to join teaching as a career and his intention to leave it towards the beginning years of his job, he admits that, as time went on, he has found teaching an enjoyable and interesting profession. As a matter of fact, he believes that nothing is comparable to teaching primarily due to his perceived cleansing, wholesomeness and dignity with which the profession is inherently endowed. This can be clearly indicated by a quote from his interview (See Appendix E, p.362):

> *…there is nothing comparable to the profession… it is also protected from everything. You are not mischievous in this profession, and you pass on only the right thing. There is nothing that harms your relation and exposes you to theft. It's a good job. There is nothing like your job that dignifies you so much…It's a very interesting job.*

By closely looking into his self-image and self-esteem, we can also understand his positive feelings about teaching. Primarily, he discovers in teaching some essential

qualities of the job that are personally rewarding. As mentioned earlier, he believes that he has attained remarkable achievements when he considers his contribution to the success of his former students who have now reached a high level of success in their life. He refers to many workers whom he has taught, who are now in power, and who have a master's degree or even a PhD. They all address him respectfully and attribute their success to his contributions. This gives him so much pleasure and satisfaction, thereby encouraging him to remain committed to the profession. Again, he thinks that, as much as he could, he has also contributed his part to the welfare of the society. When he considers teaching in terms of serving the society, he feels a great sense of worth, claiming that he has paid many sacrifices in this regard. In a nutshell, he displays evidently his sense of pleasure and pride for his overall service in the teaching profession.

Additionally, he describes himself as a committed teacher who has always respected his job and completed his professional responsibilities duly throughout the entire years of his teaching career. He claims that he discharges his actual teaching duties responsibly and handles students properly by approaching them and advising them. For instance, he indicates that, at one time, people brought their children to school, influenced by the way he treats students. They were reportedly encouraged to admit their children to the school deliberately after they have seen the way he was handling students. Again, he considers this as an experience that has given him so much satisfaction. He was pleased for being a teacher at that time and by the very fact that the parents themselves chose him as an exemplary teacher, and being influenced by him, enrolled their children to the school. His perceived commitment to his job and his treatment of his students, he believes, has enabled him to live in harmony with his students and to do his job peacefully without any disagreement or conflict with school administration.

He also feels proud of having educated his own children successfully. He has now succeeded in enabling one of his sons to graduate from university with a first degree. This is his additional success as a teacher, and it is also something for which he feels so grateful to the teaching profession for he believes that it is because he is a teacher that he is able to achieve this opportunity. So, he is very happy in his teaching life for enabling his son to be successful in his academic endeavors and for seeing his successors too

attending and performing well in their education. According to him, what is especially satisfying in teaching is that the teacher's children and family will also get knowledge. He believes that this is the opportunity that teachers are often fortunate to enjoy. This indicates how teachers' professional life and personal life are interconnected and how they reciprocally influence each other.

His pleasant emotions are also reflected by his perception of teaching English (and by the very fact that he is an English teacher), overall task perception, and future perspective. In the first place, he perceives teaching English as a useful and enjoyable experience. For him, teaching English means learning so many things. He holds the opinion that English is a cornerstone even for other subjects such as mathematics and physics, which are useful subjects in the field of technology. In a nutshell, he asserts that English is a language that is useful for those who wish to upgrade themselves. As a result, he feels pleasure and satisfaction for being an English teacher.

He makes many positive remarks about the multiple roles of teachers in their teaching and related tasks. To cite some instances, he maintains that activities such as giving supplementary classes, giving extra support for slow learners, and encouraging students to attend both regular and supplementary classes are important components that constitute proper teaching and learning activities. More importantly, he believes that, as citizens, teachers have moral and professional obligations to serve the society with the knowledge and experience they have gained from education. They have to work hard and pay the price for the sake of the society and the generation to come. For him, the present conditions of teaching will change and the future is promising for teachers. He indicates that so many changes are taking place evidently and that teachers can be part of this change if they work diligently and with mutual understanding, discussion, love, and consideration for each other.

In general, his positively perceived conditions in teaching such as his perception of teaching, self-perception as a successful teacher, perception of roles of teachers, and optimistic perspective of teachers' future working and living conditions are major factors contributing to his pleasant emotions, either stated explicitly or inferred from implications. As a result, all aspects of his professional identity, namely, job motivation,

self-image, self-esteem, task perception, and future perspective are strengthened in this context of positive dimensions of his job.

Negative emotions

We have seen in the section above that Kirubel reports various pleasant emotional experiences as a result of his perceived positive aspects in teaching, which seem to constitute the bases of his job motivation and sustainment of his work. Since his positive emotions coexist with his negative or unpleasant emotions, focus is now shifted to analyzing factors in his job that seem to have negative implications for him, thus giving rise to his unpleasant emotions. It has been stated earlier that he had no intentions to continue with teaching towards the beginning of his employment due to the prevailing situations then. When he was employed, he had a plan to teach for a couple of years and then change to another job as he was not interested in teaching due to its perceived unprofitability. However, after staying in the profession for four or five years, he gradually became accustomed to teaching and continued living in the profession. The analysis below focuses on issues of concern for him both during early years of his career, when he was undecided to stay or to leave teaching, and during the rest of his career life, after he has made up his mind to remain committed to the profession. According to the analysis of his interview, the major issues that are relevant to his negative emotional experiences can be categorized as initial placement, administrative impediments, student-related problems, and teachers' social status and value.

Initial placement

Like Yomi, Tagashu and Tsion, Kirubel highlights the issue of placement for the first time as being a key issue in his career life. Like these teachers and probably like the vast majority of teachers in our context, he had no choice regarding his first place of assignment. Upon graduating from a teacher training institute, he was posted to a remote village in Bale Zone and consequently experienced a number of challenges. Fear of placement in remote rural areas was, in fact, the main reason why he was frustrated at the beginning (when he was in dilemma to enter teaching). First of all, he had prior perceptions that rural and distant locations are unsafe, especially in that part of the

country where he was first assigned. For instance, he had an assumption that the local people are unwelcoming, inhospitable to strangers and even life threatening: “I myself used to have misconceptions about the society. I had heard a prejudice that, if you go to Bale, they will exclaim ‘ujolle Bale’ (boys of Bale, as an exclamation of bravery) and stab you” (p.352).This indicates the level of anxiety he used to experience towards the beginning of his career life even though he gradually discovered that the Bale Oromo are actually very friendly and innocent people and that he had misconceptions about them. Yet, he had many other important concerns in relation to his placement in the rural villages. In the first place, as he was born and bred in Addis Ababa, he found life in the countryside very strange and difficult to adjust to. Besides, it takes about eight hours from a town to reach his workplace; travelling for such a long distance was a challenge that he had never experienced. Due to the remoteness of the place, he also felt so lonely, isolated, and marooned that he became very hopeless and worried. He even thought that he might never return to Addis and meet his family again. More importantly, the language barrier (as he did not speak Afan Oromo, the language of the indigenous people) had made it difficult for him to mix, interact, and socialize with the society in which was working. The place was also inhabited by different types of wild animals, a situation which left the young and inexperienced teacher scared and worried about his new life. Above all, he considers lack of opportunities for education and self-growth as the worst and most horrendous of all challenges he had encountered when he was serving in the countryside. They (himself and his colleagues) just went there and started a job, but there was nothing they could anticipate about their future progress. According to him, it was just eating, drinking, and living (marrying a wife and producing children), and there was little chance for self growth. His sense of hopelessness at that time is best illustrated through this quote (See Appendix E, p.351):

> *Unfortunately, there was no access to further education at those times, and the chance for joining college or university was very rare. There were no universities that offer chances for continuing education, so there was no possibility for upgrading yourself academically. Secondly, we were not farsighted at that time. Being content with what we had, we were simply eating and drinking. Beyond that, we didn’t have to worry about the future, and in fact, we had a bleak future.*

Generally, he reports many problems that he encountered in his attempts to adjust himself to the new life in the new environment. While he was working in this way, he was always thinking of leaving his job sooner or later. Later on, however, he came to learn that everything will become better gradually. Step by step, he adapted himself to the job and grew accustomed to the life in the countryside. He also began socializing with the local people, working and living together with them harmoniously.

Administrative Impediments

There are several concerns that Kirubel has at stake in relation to 'woreda' (district) level administration and school administration in particular. His salient concerns about administrative impediments are related to unfair transfers, maladministration of school officials, and students' disruptive behavior. Regarding transfer cases, the customary practice is that teachers are transferred from one school to another within the same district or in another district based on their own request. Sometimes, however, they can be transferred without their request as deemed necessary by higher officials. Kirubel has experienced both types of transfers, but he reports some dissatisfaction with both, especially with the latter type of transfer. He describes the years between 1983 up to 1986 EC as a time characterized by a situation of frustration and despondency primarily due to unwanted and forced transfers he experienced during those years. When he was working in his former region, he was transferred from places to places without his interest or without seeing the necessity of the transfers. He indicates that many teachers including himself were made to transfer from place to place because they are not Afan Oromo speakers (personal concern). According to him, there was some discrimination because they did not speak the regional language and consequently they were transferred from place to place. Consequently, there was a sense of frustration and hopelessness among those teachers who were the victims of unfair transfers. Because of this, he admits that he did not perform his teaching duties wholeheartedly at that time, particularly in 1985 and 1986 EC as the local authorities themselves were not willing to let him do his job steadfastly. He maintains that the situation happened as a result of some wrong assumptions held by people at that time. According to him, it was something

that happened as a result of a mismatch between directives and their implementations. He believes that, if the measures had been taken on the basis of negotiation and persuasion, there would have been no problem because he would still serve the society no matter where he teaches. As he thought he was transferred unfairly, he discussed the matter with concerned officials and, through reaching mutual understanding with them, he succeeded on one occasion to return to his previous workplace.

On the other hand, Kirubel has been granted a transfer (from Bale) to his present workplace (Adama area) upon his request, but they have not transferred his spouse with him. He is worried that this has an impact on his personal and professional life. He, thus, insists that they must transfer his wife in accordance with the transfer regulations. The customary procedure is that, if one of the spouses gets a transfer, the privilege is automatically granted to the other partner as well. Alternatively, what the education office should have done is to avoid transferring both of them rather than separating the couple. Whatever the case, he finds separating from his family and missing them personally unbearable and professionally distracting (personal and professional concerns). Fortunately, he is optimistic that he can also overcome this problem gradually by applying for it.

Another administrative issue that he is concerned with is to do with his perceived unfair practice in assigning teachers to various responsibilities and to professional training opportunities. With respect to this concern, he claims that there is a tendency on the part of school leaders to prioritize their own interests and benefits and those of their friends rather than putting the interests of their staff first. In the first place, while there is a knowledgeable and appropriate person to do something, the directors allow an inappropriate person to do it. Secondly, there is a tendency to choose their friends when there is some training opportunity sent from the district (moral concern). In his opinion, this discrimination causes influences on the majority of teachers, and eventually it has an impact on what they teach (professional concern). He argues that it is illegitimate to involve an inappropriate teacher while there is the right person entitled to participate in subject-specific professional training. For example, sending a mathematics teacher for a training or workshop related to English while there is an English teacher is not a

legitimate practice. Priority should be given to an English teacher who has the knowledge (specialty) in the area as it is this teacher who should develop in that area. However, simply because the mathematics teacher speaks the language and the director knows him, he (the director) informs him to go and participate in the training. Based on their intimacy, they arrange training opportunities for each other, and they send not the right person but someone who is not appropriate for the training and who does not actually deserve it (moral concern).Yet, this has an impact on the profession and on the subject teacher concerned whether he is a language or any other subject teacher (professional concern). He is concerned that this situation may also significantly impair the working relationship the teacher has with his school leaders and colleagues, (social concern) and the quality of teaching and commitment he is able to display.

For him, the cause of this problem is lack of maturity on the part of some administrators. There are some people who are assigned to administration without maturity simply because they have knowledge. Some people follow only general knowledge and principles when they come to administration. In his view, knowledge alone is not enough in school administration. Administration, according to him, is not an undertaking that we deal with directly; it is not a responsibility we discharge straightforwardly. Thus, he suggests that people who look at things from different angles and those who believe in discussion rather than in the use of power should be assigned to school administration.

Students' disruptive behavior is another disappointment that Kirubel attributes partly to school administration. He maintains that there is a problem on the side of administration to monitor disruptive students and take disciplinary measures against them. Their justification for not disciplining students is that, if they take actions against such students, the students will run away from school and get involved in even more personally and socially harmful practices. They also claim that dismissing students from school decreases the number of students. On the other hand, Kirubel argues that leaving disruptive and misbehaving students with impunity will encourage younger and decent students to imitate the behavior of these students and be engaged in similar behavior. This situation, he argues, will increase the number of disruptive students and it will exacerbate the problem of disruptiveness rather than resolving it. He further argues that

students are sometimes spoilt when there is too much and unnecessary treatment for them and it is actually this unnecessary treatment of students by school management that has partially affected the Ethiopian education. From his point of view, the right thing to do is to advise troublesome students for a couple of days. If they do not discipline themselves, it is appropriate to take disciplinary measures against them rather than allowing such students to spread disorderliness in the school. This, he argues, will teach them the right thing because people can learn only if they are regretful. In his belief, it is schools' failure to take equitable penalty measures against undisciplined students that has partially contributed to the seriousness of students' disruptiveness.

Dissatisfaction with student-related problems

As shown above, students' characteristics such as their disruptive behavior are among the factors that contribute to his unpleasant emotional experiences in his teaching career. In addition to disciplinary issues discussed above, he is concerned with students' poor attitude towards (lack of interest in) their learning and their poor academic background. Primarily, he is disappointed with students' lack of motivation for learning particularly in his present workplace. He is even more concerned with this problem of students than their disruptiveness. He compares the students in his present school with students in his former schools and discovers a complete disparity between them in their readiness for learning and in their discipline. His former students are found to be better off with respect to their academic engagement; they ask the teacher questions exhaustively in every subject and even questions about their own rights. However, the situation of his current students is quite different: "The situation of students in this area is very very very appalling and frustrating even to work here" (p.357).Their aim, as he says, is only to complete grade 8th and get a license for driving 'bajaj' (a motorized three-wheeled vehicle).

Another major source of his dissatisfaction with students is their poor performance in English. He sometimes finds teaching English as a difficult job because his students find it difficult even to introduce themselves and to write their name correctly. This is true not only for lower grade students but also for those attending the upper 2nd cycle grades

(grade 7 and 8), where he is currently teaching. The problem lies in the lower grades, according to him, where the students should have acquired all the basic skills. Because the students have reached upper grades without having sufficient knowledge and skills at lower grades, he finds it difficult to remedy all of their skill gaps. The fact that the children have not come by being well nurtured starting from the base has an impact on them at higher grades. Therefore, this gap has in turn brought an impact on the learning-teaching process in terms of producing competent and skillful students (professional concern).

In connection with students' low academic competence, he holds the present Ethiopian education responsible for giving more emphasis on quantity rather than on quality, a situation which has produced quantity-minded education administrators at all levels including schools. He believes that education has actually grown in terms of quantity; for instance, the effort of enabling literacy has almost hit its target. However, he is concerned that, when we promote all students for the sake of quantity, people began adapting themselves to this condition. For example, he contends that the aim of the present generation is simply to pass examinations and advance from one grade to the other, but this situation has in turn contributed to lack of quality in the development of education (professional concern). It has allowed the present generation to be promoted without having basic knowledge; that is why we have poor-quality students in our schools. If the situation continues in this way, he is afraid it would lead to killing the generation directly or indirectly rather than shaping it. He thus argues that it is high time we avoided quantity and yield quality students.

As we have seen, he ascribes the problem partly to the present, quantity-oriented Ethiopian education. Likewise, he also ascribes it partly to teachers and other stakeholders concerned with students' promotion. There is a wrong practice particularly by some teachers who say that they are ordered not to detain students and simply let incapable students pass from grade to grade (moral and professional concerns). He also criticizes some teachers who link their profession with the government, always ascribing the success and failure of the profession to the government. The questions that these

teachers should ask themselves are: what have I done and what should I do on my part in order to improve the situations of my students in the future?

He has a firm stand that students who are not eligible should not pass and that the practice of promoting unfit students should be corrected. He actually accepts the rational view that is often put forward from economic point of view; that is, if a student is made to repeat in certain grades, he may not have the capacity to afford for his education and he may eventually become a dropout. Yet, he is concerned that this situation will affect the future of the student: "… in my belief, I'm certain that this can have its own impacts for the future. What will happen to the student in the future if he simply passes and passes without being eligible?" (p.357). Again, he is concerned that some teachers abuse the idea of supporting students and they allow students to pass freely by giving them marks without actually teaching them properly or giving them the right support (moral concern).

He also accepts the idea of supporting students by arranging supplementary classes and makeup classes so that they will improve their current status of performance. Again, the main challenge he encounters in this regard is lack of students' interest to come back to school and attend such extra classes. If he wants to teach on Saturday, for instance, and comes to the school accordingly, the students do not come as per their appointment. For example, there are now an NGO supported tutorial classes intended for female students and academically disadvantaged students in his school. The classes are scheduled on Saturdays, but the target students come rarely. To his astonishment, only very interested and capable students show up for the tutorials. Students who have good academic performance do come even if they are called frequently, but the weaker students and the female ones, for whom the programs are intended, do not come. This happens not only in his present school but also at other places as a whole. He has now become fed up of trying to convince students to come and attend tutorial or supplementary classes because students will be tired of him and some of them will go to the extent of complaining.

He holds the society responsible for this particular problem, which he thinks may not go away unless the attitude of the society changes in this regard. He claims that people are not willing to send their children to school on the weekends because they think that

students go there for idle reasons and for passing their time aimlessly. Although he blames the society for not sending their children to school on the weekends, he believes that the underlying cause of the problem is the economic condition of the society. The living condition of the society living around his school is particularly challenging. Some people can get their children only on Saturday and Sunday and they want their children to help them with some income-generating activities. Again, when the school orders teachers to help female students, these students themselves are found to be useful for their family and they are not allowed to come for make-up and tutorial classes. The people living around his school, in particular, work for long hours of their days in order to earn their daily bread. Even the students themselves have to work hard outside their school time, and they find it difficult to attend weekend classes or other extra classes (See Appendix E, P.359):

> *If you approach them and ask them the details, there is a possibility that you actually cry. There are children of our school who work half of the day in a garage, and there are those who spend half the day working in the market. So, if we ask them to come on Saturday and Sunday while they are in a situation like this, they find it difficult to come. Thus, this is a big challenge.*

He concludes that the very fact that the society is economically poor has an impact in this respect, so to speak. This state of affairs has an overall impact on the students in that they lack the knowledge and skills they need to possess at certain grade levels, a situation which in turn has an impact on the teacher. If they are simply allowed to pass and continue with the next grade, they do not grasp the basic knowledge and their academic inadequacy becomes more and more serious as they advance to higher grades. His experience in this respect reflects how students' socioeconomic status can hamper their school attendance thereby exacerbating their already low academic performance and achievement. It also reflects his concern and care for students of lower economic status, his identification with them, and his desire to change their situations. Nevertheless, he experiences a state of dilemma and frustration as he faces with these difficult circumstances and as he is unable to negotiate individually to help these students improve their academic status in meaningful ways.

Teachers' social status and value

Also important for Kirubel in affecting his teacher identity negatively are issues of social status of teachers. He perceives that, theoretically, the public in general places high value on the teaching profession in terms of its role and contribution to individual and societal welfare. In the same way, he observes that the society recognizes the role of teachers and their contributions to children's welfare. He has come to learn from his experience that, when parents come to talk to him about their children, they approach him respectfully and acknowledge his role in shaping their children. He has also observed parents making positive remarks about teachers such as 'the teacher is a father'.

Nevertheless, when he considers the reality of social status of teaching and of teachers, he generally perceives teachers' status and value as very low. He feels that teachers' low regard among the society reveals the fact that teaching is, in reality, a profession that is undervalued in terms of its high demands and due to its uninviting material, financial, and other opportunities. Low status of teachers manifests itself in several ways, according to Kirubel, attitude towards teaching itself being an important indicator of teachers' position in their communities. Even his lack of initial motivation to join teaching was the result of low social regard for teaching as he had been hearing unpleasant remarks from people regarding teaching, some of which are the realities inherent in the profession in the Ethiopian context. For instance, the teaching life is believed to confine teachers to the countryside, especially in the past, forcing some of them into unplanned marriage, bearing or producing many children, and other undesirable lifestyles, ultimately corroding their motivation and opportunity for professional self-growth. Since this was also one of the concerns reflected in the society about teaching and about teachers' lives, Kirubel was not interested in becoming a teacher.

Teachers' low social status also manifests itself in the way the society perceives teachers on the basis on their economic status. For Kirubel, this is, in fact, the main reason why people have not still changed their attitude towards teachers. He indicates that, even to date, people are not generally interested in teaching (professional concern) because it is not an attractive job when we consider it from the view point of economic advantages.

People believe that teaching is not "… a profitable job because what a person can earn as a daily laborer is greater than what he can earn by teaching" (p.353).The consequence of this circumstance is his perceived low social regard for teachers, as the following extract from his interview demonstrates (See Appendix E, p.358):

> *Everybody, young and old, considers teachers as inferior people. A dropout from grade five wants to look down upon you simply because he has accumulated a small amount of birr. People approach you very well initially, but when they ask you where you work and you tell them that you are a teacher, they begin to express their displeasure.*

Because of the low benefits teachers get and unsatisfactory level of life they lead, (personal concern) the majority of people do not even allow their children to go to the teaching job (professional concern). Despite his optimistic view that situations are now better for teachers than in the past, he maintains that the issue of status is still frustrating for most teachers.

According to him, this problem is long-standing; it is not something the community began recently. It has been in existence even when he was employed. Teaching had no acceptance even at that time, and there has been negative attitude towards teachers since early times. His perception that teachers are appraised on grounds of their economic and material possession rather than on the basis of their professional merits reveals his professional and personal concerns that are at risk. It also suggests the steady corrosion of his teacher self-image, job motivation and the value he assigns to himself and to his work.

Summary

Through the analysis of Kirubel's subjective experiences, attempts have been made above to gain greater insight into how he perceives his work and his professional life. His experiences highlight the many issues that are of concern for him and that affect him emotionally, either positively or negatively. On the positive dimension, his perception of teaching, self-perception as a successful teacher, task perception (duty consciousness), and future perspective are found to be salient aspects of his work which act as constant sources or reflections of his pleasant emotions notably his sense of success, satisfaction,

pleasure (happiness), and pride. Having these positive feelings and sustaining them is essential for him to maintain and reinforce the components of his professional identity.

On the other hand, his career life can be apparently characterized by challenges and unfulfillment. He reports many conditions of constraints and impediments resulting from a set of interconnected circumstances situated in overall socioeconomic and sociopolitical landscapes and from situation-specific events. The challenges and constraints that he is most concerned with can be summarized as those related to his initial placement, education administrative impediments, student-related problems, and issues of social status and value. Due to the influence of these factors on him, he experiences some negative emotions such as disappointment, frustrations, hopelessness, fear, and anxiety or worries. These emotions in turn reflect that Kirubel, as a teacher, has many interrelated concerns at stake: professional concerns (e.g. students' lack of basic skills in English; general lack of interest in teaching), moral concerns (e.g. tendency of school principals to send their friends for training; attempts of some teachers to let ineligible students pass examinations by raising their marks), personal concerns (e.g. unfair transfers; teachers' low benefits, incentives, and standard of living), and social concerns (e.g. his threatened working relationship with his school leaders and colleagues due to perceived professional misconducts). His concerns are reflections of incongruity between his set of professional identity and the working conditions in which he leads his professional and personal lives. As a teacher, he considers a number of coping potentials to mange the difficult situations in his job and tries to employ such coping resources as handling students carefully and winning their attention, having a sense of willpower, patience, and resistance to challenges, and belief in solving problems through discussion and negotiation.

In spite of all sorts of dissatisfactions, he has not considered leaving teaching except for the first few years of his employment. Once he became accustomed to the teaching life, he just continued living in and enjoying the profession. As he had served in the countryside for many years, he had little or no opportunity that would motivate him to consider leaving teaching. With respect to his future plan, he indicates that he has no intention of leaving teaching until he retires. For on thing, he feels that he has lived in the profession for so long and it is too late for him to leave it hereafter and search for an

alternative job. He is also cautious about leaving it hastily as he believes that it is advisable to wait for a better thing to happen while continuing doing his present job. However, when asked whether he would choose teaching if he were to begin his career all over again, he admits that, although he likes the profession, he would not choose it again because of the influence of his current living conditions.

4.2. Discussion and Conclusion of the findings

In the above section, the vertical analysis of the stories of each of the seven participants has been presented discretely by highlighting significant challenges and opportunities as perceived by each individual teacher in relation to his/her professional identity. A similar organizational pattern comprising two parts has been adopted for each case. In the first part, an overview of the professional characteristics of the informant such as educational profile, reason for joining teaching, perception of teaching, self-perception as a teacher, and future intention has been made. In the second part, each informant's stories, experiences, and viewpoints have been presented interpretatively highlighting issues the informant is most concerned with in his/her professional life. The analyses are conducted on the basis of a social-psychological framework adapted from van Veen & Sleegers (2009, derived from Lazarus, 1991). Attention is paid to details pertinent to the teachers' working conditions, professional identity, concerns and emotional experiences.

In this section, salient experiences of individual teachers and the meanings these experiences have for them are presented. Comparison of findings between and among the informants is made in order to highlight shared experiences, concerns and beliefs. Parallel to these, conclusions will be made for the chapter with major findings drawn from the data and with the researcher's own reflections and observations. The findings have been presented parallel with the major research questions or the specific objectives of the study.

Although it is not the intention of this study to make generalizations by emphasizing commonalities at the expense of individual teachers' lived experiences and personal perspectives, it would be important to address shared issues and experiences between and across the cases in order to shed lights on how experiences can often transcend the

boundaries of individual lives and become communal and social properties. Also, it would be important to note here that, even in the case of shared experiences, events and circumstances, these teachers tend to maintain their sense of individuality and uniqueness by the ways in which they experience, interpret, and express an issue of concern to them.

As Kelchtermans (2005) has stated, teachers are happy to tell their own narratives. All of the teachers in this study were very willing to share their experiences and their professional beliefs with the researcher when he first approached them. As they became more informed about the purpose of the research, they became more enthusiastic to participate in the study. They all told their stories of experiences and shared their professional perspectives extensively, sometimes going even beyond the researcher's expectations. This in turn reveals the unfolding and discursive nature of their narratives and experiences that they drew on to describe their lived experiences and professional viewpoints.

In what follows, the findings for each of the research questions of this study are discussed and summarized.

Research Question 1: How do primary EFL teachers generally perceive (a) their teaching career and (b) their lived experiences as teachers?

Regarding (a), the intention was to learn teachers' perception of teaching in general and their EFL career in particular under challenging circumstances and conditions of constraints. Firstly, all of them expressed their lack of initial intention or motivation for teaching. That is, they all indicated that they joined the teaching profession unintentionally or without preplanning. They also mentioned different reasons for their lack of initial motivation in choosing teaching as their future career: intention to join higher education institutions upon completion of secondary education (Abdi), intention to join medicine (Zemen), past negative experiences of teachers' work and life (Yomi,Tagashu & Kirubel), and preference to do a private job (Araya). They also expressed various reasons that motivated them to eventually enter teaching:

- failure to join college or university due to low GPA in Ethiopian School Leaving Certificate Examination (ESLCE) (All);
- to use the only available option as a career of first choice or other alternative jobs were unavailable (Zemen, Tagashu,Tsion & Kirubel);

  These are in line with the findings of a recent study on teacher utilization in Ethiopia (CfBT 2008), which reports that four out of every ten teachers who participated in the study had indicated that their employment as teachers was due to negative reasons such as lack of a better opportunity, finding teaching as the only option to have a paid job, failed attempts to join other training centers, and having a low GPA score in the national exam.
- to use teaching as a 'bridge' to higher education after scoring a low GPA in the national exam or as an opportunity for preparing oneself for another round of a national exam (Abdi & Yomi);

  This is also consistent with the findings of some studies on teachers in Ethiopia and some other low-income countries (e.g. Bennell, 2004; CfBT 2008; VSO, n.d.). According to these studies, many teachers in low-income countries entered teaching because it was the only way to higher education for those who were unable to score sufficient GPA at the end of their secondary education.
- not to waste time by searching for another job (Yomi);
- to free oneself from dependence on family (Kirubel);
- to escape from a national military service (Tagashu); and
- to flee a political tension (Araya).

From these responses, it would appear that teaching was the most readily available job for these teachers in order for them to satisfy their immediate needs. Concerning teaching English, most of them indicated that they became English teachers due to:

- their interests in teaching the language (Yomi, Abdi, Araya, Tsion, Kirubel);
- influence of former teachers as role models (Abdi);
- influence of colleagues (Abdi); and
- good background in the language (Abdi).

Five of the teachers also indicated that they would still choose teaching English if they began their teaching job afresh. Two of them (Zemen & Tagashu) reported that they would never choose teaching English again.

Secondly, all of the teachers reported that, once they joined the profession, they have developed intrinsic motivation for teaching despite lacking such a motivation initially and that they have found great moral and psychological satisfaction in their work. They all describe teaching very positively using value-laden descriptions: 'honorable profession', 'great and prestigious profession', 'enjoyable and morally rewarding job', 'incomparable profession', 'source of knowledge', 'the beginning of everything', 'the mother of all professions', 'a profession of ethics and morality', 'a profession of altruism', and so on. Yet, teaching is highly demanding for most of them mainly because it is a job that requires 'molding humans' or 'shaping students' mind', a responsibility that they consider impossible to discharge with little efforts and within a short period of time, but one that can be very rewarding when achieved eventually. In this regard, the teachers exhibit pleasant feelings about teaching and they describe many positive emotional experiences.

Thirdly, in spite of describing teaching positively, they also view it unfavorably due to challenges and complexities involved in their working conditions. As suggested by van Veen and Lasky (2005), the ways teachers experience their work conditions can impact their perceptions of teaching. Perceived low social status, impediments in educational administration, economic constraints, lack of material incentives, resource constraints, student-related problems, and curriculum constraints are among the core issues that characterize their professional lives. As shown in more details below, in relation to teaching English (Research Question 3), administrative challenges, student-related challenges, resource constraints, time shortage, heavy workload, and curriculum factors are the major challenges confronting the teachers in their EFL career. Being unable to solve the complex institutional and social problems they are faced with, in spite of their reported hard work and goodwill, they find themselves vulnerable to unpleasant emotional experiences.

Although they have many frustrations and challenging experiences in their career, the teachers still maintain their positive perceptions of teaching regarding it as a prestigious profession, the mother of all professions, morally satisfying, and so on. As we have seen above, they also experience a set of competing, yet coexisting positive and negative feelings, a situation which exhibits the dilemmas and ambivalences under which they carry on their professional life. The specific positive and negative emotions they experience are summarized under the next research question.

The second part of Research Question 1, which is closely linked to the first, was intended to understand the participants' perception of their lived experiences as teachers. In general, the teachers describe their teaching life in terms of positive and negative experiences. Regarding their positive perception of their career life, they believe that they have had enjoyable and successful teaching experience in terms of contributing to students' academic achievement and success in life, serving their communities, and enjoying their own professional growth. They feel a great sense of satisfaction and pride when they see some of their former students who have achieved high level of success in their life. Some teachers have indicated that their teaching experiences have given them the opportunity to prove themselves valuable and capable, not only in shaping the lives of individual students but also in serving their communities in multifaceted roles and responsibilities. Others have shown that they are mentally satisfied with their teaching life because they are free from wrongdoings such as bribery and corruption. As a whole, they have all indicated that they have enjoyed teaching and they are pleased for being teachers. For example they have made statements such as 'I'm very very much pleased and satisfied for being a teacher' (Kirubel), 'I am content for being a teacher' (Tagashu), 'I personally work being interested in the job, and I like it very much' (Tsion), 'I'm happy for being a teacher… I'm doing my job enjoyably and very contentedly' (Yomi), and '…I have been doing my job with interest and satisfaction until this moment of my service in the profession' (Zemen). These examples illustrate their positive perceptions of their lived experiences as teachers which they mainly attribute to intrinsic factors within their job such as their positive attitude for teaching, their satisfaction from working with students, their sense of achievement in helping students, experiencing recognition from

students, colleagues and administration, a sense of responsibility for their work, and professional advancement. These findings appear to be compatible with some previous research findings on teacher motivation and job satisfaction (e.g. Zembylas & Papanastasiou, 2004; Mullock, 2009).

Contrary to their positive perception of their career life indicated above, the teachers describe their teaching experiences as very difficult and full of persisting challenges and constraints which pose a threat to their professional life and teacher identity such as loss of interest for some of them in becoming a teacher of English if they were to become a teacher again (e.g. Zemen), temporary temptation to quit teaching when faced with everyday challenges (e.g. Tsion)**,** and decision to leave teaching for good in the near future (e.g. Tagashu & Araya). The teachers often find it difficult to maintain their intrinsic motivation to teach due to assortment of challenges and difficulties they are faced with in their every day teaching experiences. In general, all of them show that they have been living in their career until this stage, undergoing various challenging experiences. Their negatively perceived experiences emanate partly from the very nature of teaching itself such as the fact that it is physically demanding and tiring especially at large primary school classes where the teacher is likely to teach for many hours each school day and is expected to do additional school activities. More importantly, however, the teachers associate their negative experiences with dissatisfactions in their overall working conditions. Details of their workplace and overall working conditions reported as contributing factors to their negative experiences are outlined under Research Question 3 below in connection with job-related conditions that make teachers vulnerable to various negative emotions.

In relation to teachers' perception of teaching and their teaching lives under challenging circumstances, it is important to study their feelings and emotions. Thus, Research Question 2 below will address some emotional experiences reported by the participants of the study.

Research Question 2: What positive and negative emotions do the teachers experience in their teaching career?

Teaching and learning are socially situated practices that are deeply embedded in emotional experiences (Hargreaves, 1998, in O'Connor, 2008:118), and teachers in particular experience intense emotions in their teaching life (Nias, 1996, in Kelchtermans, 2005). Examination into teachers' emotions can be a valuable source for understanding the professional lives of teachers (van Veen & Sleegers, 2009) and the nature of their working conditions. In the current study, both positive and negative emotions of the teachers involved are addressed in order to show what aspects of their professional identity and concerns are affected.

Positive emotions

Positive emotions can have a number of benefits for teachers. For instance, they can help teachers to be emotionally stable and physically healthy thereby maintaining their own professional and personal well-being and that of their students. They enable them to attain healthy interpersonal relationships and to create capacity for generating new ideas and ability to handle challenges and difficulties (Frederickson, 2001, cited by Raquel Palomera et al., 2008).

The major positive emotions that are reported by the teachers either explicitly or implicitly are satisfaction/happiness/pleasure (all), pride (Yomi, Tagashu, Abdi, Araya, Tsion & Kirubel), love for teaching (Zemen, Abdi & Tsion), love for children (Zemen), and a general sense of success and being mentally rewarded (all). Such emotional states are believed to enhance key components of teachers' professional identity and to motivate them to remain committed to their work. The analyses of the teachers' interviews revealed that most of their positive emotional experiences are attributed to intrinsic factors within their work. The teachers exhibit positive emotions mainly when these factors in their teaching are maintained. Important sources of positive emotions as revealed through their self-reported emotional experiences include:

- inclination to help people (e.g. Zemen, Abdi, Yomi, Tsion);
- working with children, helping them, creating emotional bonds with students (All);
- perception of children as lovely, innocent, uncorrupted, and free from bias (Yomi);
- self-perception as a guardian and a 'moral guide' for students(e.g. Abdi, Yomi, Zemen);
- helping misbehaving students become better individuals (Yomi, Abdi);
- positive feedback from students and others (Zemen);
- respect from students (Zemen, Abdi, Araya Kirubel);
- curiosity of some students for learning (Zemen);
- contribution to students' achievement (All);
- achievement of students (seeing students succeed) (All);
- professional advancement (Zemen, Tsion, Kirubel);
- recognitions and awards (Zemen);
- having positive perception of teaching (All);
- having passion (love) for teaching (Abdi);
- perceived high social value for teachers (Yomi);
- loving the subject (teaching English) (Yomi, Abdi, Araya; Tsion, Kirubel);
- long service in the profession (Tagashu, Kirubel);
- sense of career accomplishment (contribution to students, community, and the nation (All); and
- attachment with reading and knowledge (Abdi, Zemen)

In this respect, these findings are essentially in line with some local research reports on utilization of teachers (CfBT, 2008) and teachers' motivation and morale (VSO, n.d), and with studies on teachers' job satisfaction and/or motivation elsewhere (e.g. Zembylas & Papanastasiou, 2004; Mullock, 2009). These studies have generally suggested that teachers' satisfaction with their job lay primarily in intrinsic rewards within their work. Regarding students as source of teachers' job satisfaction and reward, Hargreaves (2000) indicates that teachers' most important rewards are gained from students in the classroom, as studies of teacher satisfaction have repeatedly shown (e.g. Nias, 1989; Dinham &

Scott, 1997). “Teachers feel rewarded when students show affection towards and regard for them and when students demonstrate that they are enjoying (or have enjoyed) their learning. Receiving such affection tells teachers they are achieving their purposes” (Lortie 1975, in Hargreaves, 2000, p.817).

Negative emotions

Negative emotions can affect teachers in many respects. They can result in teachers’ low morale, decreased career motivation, and maladjusted behaviors. They can also lead to ‘illness, burnout, and early departure from teaching’ (Vandenberghe and Huberman 1999, Calderhead 2001, cited in van Veen & Sleegers, 2006).

As much as they perceive and describe teaching as a generally enjoyable and morally rewarding profession, the teachers in this study also describe it as inherently demanding and as a job that is characterized by constraints and unfavorable working conditions. Indeed, their stories of personal experiences appear to be predominantly stories of challenges, difficulties, and constraints reflecting how their positive experiences exist in juxtaposition with conflicts and tensions within objective realities of their professional and the wider social contexts. This situation has given rise to their various negative emotions such as *disappointments /frustrations* (all), *sadness/unhappiness* (Yomi, Tagashu, Abdi, Araya, Tsion), *anger* (Zemen, Tagashu, Abdi, Tsion), *anxiety* (Yomi, Tagashu, Abdi, Araya, Kirubel), *fear* (Yomi, Abdi, Araya, Tsion, Kirubel), *regret/guilt* (Yomi,Tagashu, Tsion), and *hopelessness* (Zemen, Yomi, Tagashu, Tsion, Kirubel). Indeed, as Emmer (1994) has observed, it appears that teachers experience negative emotions more frequently than positive ones (cited by Palomera et al., 2008).

These negative emotions include only emotions that were explicitly expressed by the teachers. Under such circumstances, as described above, it is likely that the teachers experience more unpleasant emotions than they have expressed and that many such emotions were left unexpressed but embedded in the multiple encounters that teachers confront in their lived experiences. However, the teachers did not generally emphasize their emotions, and they did not exhibit a strong sense of emotionality during the

interviews, possibly an indication of normalizing their situations due to their exposure to and familiarity with these situations over long years of their career life.

As we can see, all of the teachers have reported experiencing mixed negative emotions, which suggests that several of their concerns (professional, moral, personal, and social) are at stake. As Frijda (1986, in van Veen et al., 2005) has emphasized, several concerns can be affected, in most cases, and the same concern can result in different emotions. As a whole, their negative emotions would reveal that their concerns are affected and that various aspects of their professional identity, their job motivation in particular, are constrained in the face of unfavorable working conditions in their career.

In what follows, the general working conditions which give rise to the various negative emotions of teachers are presented.

Research Question 3: What are the core issues that make teachers vulnerable to various negative emotions? How do teachers perceive these issues?

From the analysis of their unpleasant emotional experiences, it is evident that the teachers' challenges and difficulties are multidimensional and intertwined, resulting in a state of intricacies. They are mainly ascribed to extrinsic factors from which a number of important themes have emerged. Even though these themes are categorized as shown below for the sake of presenting them in accordance with the participants' perspectives and nuances, they interact and influence each other. For example, economic constraints can act as barrier to provision of sufficient and appropriate resources and facilities for teachers in school. Insufficient and inappropriate resource provision in school can in turn lead to many other constraints including difficulties in conducting proper learning and teaching activities.

1) Perceived low social status and value especially as opposed to the civil workers in most other ministries;

This was emphasized by all teachers except Yomi. It is surprising that, while other teachers unanimously consider social value and status as their major concern, Yomi

strongly argues against this contention. She maintains that she is privileged for living among the society that gives due respect for teachers.

2) Economic constraints (all):
    - Low salary (which is initially higher than the salary paid to their equivalent counterparts in other civil service jobs but whose perceived advantage gradually disappears with an ever-increasing gap, VSO, n.d.);
    - Lack or absence of non-salary benefits and perceived lack of attention for teachers in general;

The teachers compare themselves with other workers who, according to them, are better off in terms of attention they receive from their employers and for the economic attractions they enjoy. As Bennell & Akyeampong (2007:5) have also shown, it is customary for teachers to compare themselves regarding compensation for their own efforts not only with their fellow teachers but also with peers in other occupations.

3) School and/or district educational administration impediments:
    - Placement problems (Yomi, Tsion, Kirubel);
    - Transfer challenges (Yomi, Zemen, Tagashu, Kirubel);
    - Poor governance: power abuse, lack of transparency, unfairness and bias (Abdi, Tsion, Kirubel, Yomi);

In particular, lack of transparent and fair staff evaluation and promotion practices has been decried (Yomi, Araya, Zemen, and Tsion). In this respect, Yomi has two interesting but contrasting stories in which she tells how she protested against what she terms as 'unclear and unfair staff evaluation and promotion practices' at different times: once against a rank proposed to her own advantage which she rejected thinking that she did not deserve it, and once against staff awards which she felt she deserved but from which she was excluded unfairly.

- Poor resource provision (All); and
- Lack of support for teachers (Yomi, Tsion, Kirubel, Abdi)

4) Student-related issues:
    - Students' behavioral problems (Araya, Zemen, Kirubel, Tsion, Tagashu);
    - Poor academic background (All); and
    - Lack of interest in learning (All)

As much as they relate their positive emotions to students, teachers also regard students as causes of their negative emotions. Students' related problems, such as late coming, distracting others from their work, missing classes, refusal to do set work, failure to do homework, and rude remarks, can also cause teachers to become stressed (Joseph 2000; Adams 2001, in Mousavi, 2007:34).

5) Issues raised in connection with English:
    - Socioeconomic problems of students (Abdi, Zemen, Araya, Tsion, Kirubel);
    - Students' poor background in the subject (Abdi, Tagashu, Zemen, Kirubel);
    - Students' lack of interest, commitment, and poor motivation in English (All);
    - Students' behavioral problems (Araya, Zemen, Tagashu, Kirubel, Tsion);
    - Negative attitude towards English and the subject teacher (Tagashu, Zemen);
    - Lack of teachers' proper training in English (Zemen, Kirubel, Tsion);
    - Lack of textbooks and other teaching materials (All);
    - Lack of support for teachers (Yomi, Kirubel, Tsion);
    - Mismatch between teaching periods and bulky teaching contents (Tagashu, Yomi);
    - Shortage of time (for conducting classes, for checking students work, and for covering curriculum portion) (Yomi, Tagashu);
    - Pressure due to demand to finish the portion (Araya, Tagashu, Yomi);
    - Lack of smooth transition of contents from one grade to the next (Yomi); and
    - Heavy workloads (Yomi, Araya, Tagashu, Zemen, Tsion)

As a result of the dynamic interplay among these factors, the teachers report experiencing considerable challenges and difficulties within their work in terms of achieving their deeply held beliefs and their various educational purposes. These factors are perceived by

the teachers as barriers in their professional lives and as major sources of their unpleasant emotions, some of which are indicated above (under Research Question 2). The next question will address the role of the teachers' emotions in revealing aspects of their professional identity and their various concerns.

Research Question 4: What do teachers' emotions tell us about aspects of their professional identity and their various concerns about their work?

The analysis of teachers' emotions can provide deeper understanding of the ways teachers experience their work, and their thinking about their job and working conditions. By way of describing and interpreting their emotional experiences, teachers can reveal their professional identity and their concerns about their work (van Veen et al., 2005; Kelchtermans, 2005; Darby, 2008; O'Connor, 2008). The subsection below will present (A) aspects of the teachers' professional identity (self-image, self-esteem, task perception, job motivation, and future perspective) and (B) various concerns of the teachers (professional, moral, social, and personal) as revealed through their emotional experiences and personal narratives.

(A) Aspects of Teachers' Professional Identity

The analysis of emotions illustrates how many different aspects of the professional identity of teachers are affected by their working conditions. As implied above and elsewhere in this dissertation, the teachers' working conditions have both positive and negative influences on their professional identity and this situation can be reflected through their emotions and in their stories told about their working and living conditions.

On the positive side, the analysis of their emotions and their interviews in general has shown that all of the five aspects of teachers' professional identity adopted in this study have been reinforced as a result of favorable aspects of their career life. Yet, variations may exist among the teachers as regards which aspects of their identity or constituents of each aspect are reinforced.

Self-image: This refers to how teachers generally characterize themselves as teachers (what sort of teacher am I?) (Kelchtermans, 2005). Some of the characteristics or personal qualities against which the teachers in the present study describe themselves and which reflect their positive self-image include:

- desire to help children; enjoying working with children (Zemen & Yomi);
- perceived job commitment (All);
- sense of professional success (All);
- having social utility value (All);
- self-possession or tolerance with administrators, colleagues, students, etc (Abdi, Yomi, Araya, Tsion, Kirubel);
- patience and optimism (Abdi & Yomi, Kirubel);
- satisfaction with teaching/for being a teacher (All);
- perseverance (Yomi, Zemen, Kirubel, Tsion);
- love for reading and knowledge (Abdi & Zemen);
- ability to adjust oneself to new circumstances (Abdi, Kirubel); and
- being a leader and educator (Yomi, Araya)

Self-esteem: This is a self-evaluative component of teachers' professional identity and refers to teachers' appreciation of their actual job performance. It is related to self-image so closely that sometimes the difference between the two components is not discernible. Despite the difference in their definition, it is difficult to easily identify whether a teacher's practice or behavior or statement reflects his/her self-image or self-esteem. The following instances of the participants' practices are believed to reflect their positive self-esteem:

- professional growth and rewards (Zemen, Tsion, Kirubel);
- commitment to core responsibility; ensuring students' learning (All);
- helping students with behavioral problems (Abdi, Yomi);
- interest and performance in teaching English (Abdi, Yomi, Araya, Tsion, Kirubel);
- ability in handling students with care and respect (Abdi, Yomi, Araya, Kirubel);
- rapport with colleagues and students (Araya, Abdi, Yomi, Zemen, Kirubel);

- sense of career accomplishment; social utility value (All);
- contribution to students' overall achievements (All); and
- participation in co-curricular activities (Araya & Zemen)

Task perception: This component of a teacher's professional identity refers to the teachers' perception of their everyday teaching tasks and related responsibilities, and it is closely related to their self-esteem. It encompasses the teachers' idea of what makes their professional program, their tasks and duties in order to do a good job or what the teachers think they must do in order to be a good teacher (Kelchtermans, 2005). The following specific and integrated activities indicate some task perceptions of the teachers in the current study that are supposed to be reinforced by favorable aspects of their work, thereby increasing their self-esteem at the same time.

- identifying students' individual and group needs and problems (Zemen, Araya, Yomi);
- helping students that need extra academic support (All);
- giving tutorials and enrichment classes (All);
- helping students with non-academic problems (Araya, Yom, Abdi);
- motivating students in learning (e.g. practicing English) (Tagashu, Kirubel, Tsion, Zemen);
- facilitating students' cooperative learning (Araya, Yomi, Tsion, Kirubel);
- making learning an attractive and enjoyable experience (Zemen, Tsion);
- producing and using teaching aids (Yomi, Zemen);
- assessing students' learning and performance regularly (Abdi, Yomi, Tsion);
- committing oneself to teaching duties (All);
- prioritizing the actual teaching task (Zemen, Yomi, Tagashu);
- implementing government directives (Kirubel, Abdi);
- respecting students and handling them with care (Abdi, Araya, Yomi, Zemen, Tsion, Kirubel);
- participating in school co-curricular activities (Araya, Zemen);
- being a role model for students and the community (Yomi, Kirubel);

- equipping students' with ethical values (Yomi, Tsion);
- reading and self-updating/upgrading (Zemen, Abdi, Kirubel, Tsion, Kirubel);
- involvement in community affairs (Araya, Tagashu, Kirubel); and generally
- enhancing students' academic achievements; cultivating the whole-person development of students (All) (Lee & Yin, 2011)

Job motivation: This refers to the teachers' reasons for entering, remaining in, and leaving (tending to leave) the profession. It also refers to their motives for becoming an English teacher. Both positive reasons (e.g. having interest in the job) and negative reasons (e.g. choosing teaching as a 'fallback' job, Mullock, 2009) for joining the profession have been given by the participants. The positive motives of the teachers under consideration for joining teaching and remaining in the profession include:

- relative initial motivation in the profession for some (Abdi, Zemen, Tsion);
- later interest in the profession (after entering the profession) (e.g. Yomi, Tagashu, Araya, Kirubel), and
- many other factors mentioned under 'self-esteem' above and under 'positive emotions' (See p. 181). Reasons of teachers for staying in teaching are more elaborated under Research Question 6 below (See page 209).

Future perspective: The future perspective shows teachers' expectations about their future in their teaching career such as they way they feel about their future, how they see themselves as future teachers, and their feeling of whether or not things will improve in the future. In the current study, only Abdi makes reference to his future as a teacher in quite optimistic and explicit terms through statements such as "I am hundred percent willing to continue with this profession until the end of my life."

Other teachers also make statements revealing their positive expectations and a partial enhancement of their future expectation. Following are examples of such statements:

- …it is enjoyable to spend your time with children. Thus, I have no intention of leaving (Yomi);
- I think I will continue with teaching English when I do my degree (Yomi);

- The other thing that makes me stay in the profession is the concern of my students (Zemen);
- … the future of our country will be determined by education and only by education (Tagashu, emphasizing the importance of valuing teaching and teachers);
- I just hope, actually, because people live with hope. I have an assumption that it will probably be improved (Tagashu, in response to whether he thinks teachers' working and living conditions will improve);
- I think we can change if we work diligently (Kirubel);
- I don't have an intention to leave it hereafter. I will leave it when I reach the retirement (Kirubel);
- I think it (*the living and working condition of teachers*) will change because I haven't seen anything that hasn't changed (Kirubel);
- I rather want to continue with teaching and retire from my career life. So, I don't have intention to leave (Tsion);
- If I were to begin a career all over again, I would choose teaching again because I like the job…(Tsion); and
- …it seems to me that there will be a bright future (*for teachers*) if we sustain the present condition (Tsion)

As stated earlier (at the beginning of Research Question 3), teachers can, by means of their emotional experiences, reveal themselves as teachers or their professional identity and whether their teacher identity elements are enhanced or challenged by favorable or unfavorable conditions of their work. Attempts have been made above to show the various aspects of the current teachers' professional identity (along with some of their constituent elements) that are apparently sustained as a result of perceived positive dimensions of their career.

On the negative side, we can see that many important aspects of teachers' professional identity are also at stake, as indicated by the analysis of the teachers' negative emotional experiences. As stated above (Research Question 3) and elsewhere in this study, the

participants describe a number of challenges that trigger their negative emotions in the process of exercising their teacher roles and in response to the multifaceted challenges situated in their professional and social contexts. Through describing and interpreting their emotional experiences, the teachers reveal that important components of their professional identity are also challenged. Below, sample texts from the teachers' transcripts are used to illustrate some of the difficulties the teachers identified as barriers to each aspect of their professional identity. It is important to note here that the same concern or issue can affect different components of professional identity, given the fact that these components are intertwined and they refer to each other (Kelchtermans, 2005). For instance, teachers' perceived lack of social status and value may reduce their self-image, self-esteem, task perception, and job motivation.

Self-image: The teachers' realization of the following instances of unfavorable conditions in their work can challenge their self-image and lower their self-esteem and job motivation.

- "Oh my son; is teaching a job, after all? Creating a clamor and having troubles with children!" (**ከልጅ ጋ መንጫጫት‹ና መዳረቅ**!) (Zemen, referring to a derogatory remark made by an old woman to a school teacher);
- But by economic and living standards, I lead a low living condition in my profession (Tagashu);
- We have lost our respect among the community, be it urban or rural community (Araya);
- I feel a sense of dissatisfaction by the teacher's own self underestimation and by some derogatory remarks said to teachers such as asking someone questions like 'Have you joined the last resort (**ባጣ ቆየኝ ገባህ ወይ**)?', or 'Have you become a goatherd (**የፍየሎች እረኛ ሆንክ ወይ**)?' or, 'Have you become ash blower (**አመድ አብናኝ ሆንክ ወይ**)?' I feel very frustrated when I hear such remarks which let the profession down to this extent (Abdi);
- … I think that frequent misbehavior of students, their lack of interest and attention for learning and similar situations have caused me a sense of hopelessness and anger (Zemen);

- The impacts that this situation has caused me are, firstly, it has made me not to do my job with a settled state of mind… I was not thinking about my job but I was contemplating around my own life (Yomi, talking about the impacts of transfers on her);
- I was sorry to have faced people who downgrade you and kill your morale when they have to actually motivate you (Tsion, expressing her disappointment with what she calls unfair supervision);
- …they kill your morale as they do not come with the readiness you expect from them (Tsion, disappointed with students);
- …because of the low benefits we get and unsatisfactory life we lead, the majority of people don't even allow their children to go to the teaching job (Kirubel); and
- The situation of students in this area is very very very appalling and frustrating even to work here (Kirubel)

Self-esteem: The self-esteem component of teachers' professional identity (how well am I doing my job?) suggests the balance between self-image and task perception (Kelchtermans, 2005). This would mean that if teachers operate under conditions that support their positive self-esteem, they would be motivated to create an appropriate balance between their self-image (what am I doing?) and their task perception (what should I do or shouldn't do to be a good teacher?) and vice versa. The following are examples of workplace conditions assumed to play a role in reducing teachers' self-esteem.

- Because of these and other problems, it is difficult for me to claim that I have done everything properly and completely (Zemen, referring to student-related problems such as indiscipline and poor economic backgrounds);
- To tell you the fact, there is a problem with administration. As much as the teacher works hard, the administration on its part should give the necessary support (Yomi);
- This is because if students reach higher grades without understanding lessons that are interrelated, both students and teachers will face problems. It will be a very,

very challenging and difficult condition for me to make students grasp something unless there is an overall change in this issue (Zemen);

- … simply because an order from an upper hierarchy must be respected, we were forced to reexamine the students and made some of them pass by pushing them and adding marks in a way that was touchy to our feelings (Tagashu, referring to an imposition of an external body on his freedom of student evaluation);
- … I sometimes feel I haven't taught properly due to shortage of student book (Tagashu);
- Students can be corrected by encouraging and monitoring them and by contacting their parents and so on, but the issue of the textbook is hard to bear. So this is what I consider as a problem (Araya);
- …the fact that I was assigned to the level below my qualification, and I was denied my right to promotion twice and … missed the privileges I had deserved are the conditions which have deterred me from doing my job as much as I should have done and caused me a great deal of dissatisfaction (Abdi);
- Whenever they *(workers in other ministries)* do anything outside their regular duties, they get allowances and other benefits. This is not the case with us teachers. We do everything freely, so it is demoralizing and psychologically defecting (Abdi);
- Their *(students')* educational discipline is not good. I try to advise them or motivate them whenever I teach them. No matter how many times you spend advising them, they violate it soon when you turn away to write on the blackboard. They are not at all the sort of people you correct by advice. (Tsion);
- I was sorry to have faced with people who downgrade you and kill your morale when they have to actually motivate you (Tsion, disappointed with school supervision team);
- Because I was frustrated for certain years, I can't say I worked very well especially around 1985 and 1986 (Kirubel, exasperated by transfer cases); and
- The situation of students in this area is very very very appalling and frustrating even to work here. Sometimes it is difficult to enter a class and teach a subject such as English (Kirubel).

Task perception: Teachers' task perception is particularly related to their self-esteem. In other words, if teachers are motivated in their self-esteem, they will also be motivated to exercise their task perception and they will improve their task performance; otherwise, the reverse of this will normally take place. Below are examples of teachers' experiences that can challenge their self-esteem and, thus, lower their task perception and performance:

- I often call academically weaker students for tutorial classes. It is, however, the better ones who come for tutorial classes; the weaker ones don't come (Zemen);
- … the insufficiency of time allotted to English, the absence of the textbook, and lack of teaching materials have to some extent created a problem on the teaching of this subject.… On top of that, they *(students)* don't have interest in the subject as they do in Amharic or in the other subjects (Yomi);
- As a language, English requires speaking, reading, writing, and listening. This means that students should practice the language in each lesson. Students are not, however, willing to practice because of their poor ability in the language. Consequently, they hate the English language. If they hate the English language, it means that they also hate the English teacher. This condition discontents me to some extent (Tagashu);
- Today's students are different—they are given full rights. The problem is they ask only their rights; they don't know their obligations…that it is their obligation to do home work and assignment, to read and to work hard (Araya);
- Concerning materials, it is difficult to teach properly because of lack or absence of student's book, reference book, charts, and different activity-focused books (Zemen);
- …some of us teachers have weakness in handling our students properly due to various reasons. Perhaps because our economy is weak, we are forced to search for part time jobs in order to improve our living (Tagashu);
- The time allotted is not enough to mark the exercises– it is only 40 minutes. And there are 60 students in the class–from 50 to 60 in my present condition. So it is difficult to mark the exercise books of 50 students and teach the rest of the lesson within 40 minutes (Tagashu);

- There are…some intervening difficulties. First, students don't come to class being ready. Second, it is very difficult to teach a language if students do not have a textbook (Araya);
- Because we are required to finish the book, there is a tendency to rush in order to finish that book without ensuring students' understanding of the lesson–we just rush to cover each exercise for the sake of covering the portion, given the time shortage and the vastness of the book. That is the biggest challenge we are facing (Tagashu);
- Today students are pushed to learn; they are begged to learn. If you reproach them for not having done something, they may disappear from school or they may even confront you. Therefore, it is very difficult (Araya);
- I asked her to work together in order to share skills and knowledge and improve our performance results as women and carry out our many responsibilities so that our grade eight students score good grades. But she didn't take the matter seriously and gradually became unresponsive (Tsion, blaming an uncooperative colleague);
- Concerning students' behavior, we began not to worry about it once we have become accustomed to it. It is up to them to follow if they want to, or let them sit around if they don't want to (Tsion, frustrated by students); and
- I have to work when I lose something, and I have to give supplementary classes…Nevertheless, especially the students don't like when you do this. Surprisingly, they don't like coming back again when you call them for extra classes (Kirubel)

Job motivation: This component is reflected in what teachers consider to be positive or rewarding in their job (Kelchtermans, 2005). When teachers perceive their working conditions as disappointing or discouraging, as in the following cases, it is likely that they gradually lose their stronger sense of job motivation.

- Due to all of those problems, I can say that it was a time when I really hated the day I was employed as a teacher (Yomi, condemning her forced transfers);

- Among the things that make me hate my job is students' situation– it is…very, very, very difficult….except for a few of them, it is impossible to say that I can see improvement in English among the majority of students (Zemen);
- …the money I'm paid doesn't suffice to manage my family in connection with the current living costs. Because of this I'm looking for another option currently and I'm not really devoting my full time to my teaching task. I'm obliged to seek an alternative outside my school time because it is a matter of life and death. Because of this, therefore, my commitment to teaching is reduced to some extent and it will continue to decrease in the future (Tagashu);
- I don't want to teach English in a context where the materials necessary for teaching the language are not fulfilled, where the number of students in a class is high, where there is no convenient classroom, and where there is no interest for the subject on the part of students. **….**As a whole, since the job is full of complexities and challenges, I will never choose to be an English teacher again, if I have to (Zemen);
- If you ask me about my own choice, I prefer to stop teaching if situations are suitable for me….I want to engage the rest of my life in something different, because I don't want to be economically deprived hereafter again. I personally have this stand now because there is no good thing for teachers (Araya);
- Whenever they *(workers in other ministries)* do anything outside their regular duties, they get allowances and other benefits. This is not the case with us teachers. We do everything freely, so it is demoralizing and psychologically defecting (Abdi);
- …when certain responsibilities are imposed on teachers, when faults are attributed to teachers, when irrational criticisms of teachers are heard here and there, and when students' situation leads to poor results despite all of your efforts and you feel frustration and lack of motivation, I sometimes wish I would be employed elsewhere or do a different job (Tsion); and
- I wouldn't choose it (*teaching)* again because of the conditions of my life now. I like the profession, yet I wouldn't choose it again. All of us are not interested…because we have to develop (Kirubel)

Future perspective: Teachers may have positive or negative expectations about their future as teachers based on their past and present experiences. Their expectations may involve anticipations about their own or personal trajectories, their hopes or aspirations, and a wide range of perspectives and concerns in relation to their job. The following statements may reflect negative future perspective of the participants in the current study:

- Can the newly employed teachers build up their experience like their predecessor and bring up those children equipping them with ethics? Are they the ones who tend the children with advice? Whether they are tolerant enough, bear the behavior of youngsters, and continue to stay in the teaching profession is a questionable matter (Yomi);
- I don't think people in this generation will enter teaching willingly unless the situation is improved for the teacher in the future (Yomi);
- …the question of what kind of students, what kind of generation we would have in the future does really concern me (Zemen, complaining about students);
- Because of this (*economic problem*) my commitment to teaching is reduced…and it will continue to decrease in the future… I think it is a good idea if I now leave teaching…and return to my own life (Tagashu, explaining economic influence on him);
- I won't let my children to become teachers (Yomi, suggesting that teachers' situations are unlikely to improve);
- I don't want to teach English in a context where the materials necessary for teaching the language are not fulfilled, where the number of students in a class is high, where there is no convenient classroom, and where there is no interest for the subject on the part of students…since the job is full of complexities and challenges, I will never choose to be an English teacher again…(Zemen);
- I would rather stop teaching. I want to engage the rest of my life in something different, because I don't want to be economically deprived hereafter again…because there is no good thing for teachers. If there were good things, I wouldn't take this position (Araya);

- …because of the low benefits we get and unsatisfactory life we lead, the majority of people don't even allow their children to go to the teaching job (Kirubel)

(B) Teachers' Concerns

In the context of this study, 'concerns' (of teachers) are used to refer to teachers' worries or their cares about issues that they have at stake in relation to their work. They are understood as reflecting teachers' sense of themselves and the conditions of their professional identity.

The analysis of various negative emotions of the current teachers also shows that they have many of their important concerns at stake as these concerns are closely related to the key components of their professional identity. Although their concerns are categorized as professional, moral, social, and personal concerns for the sake of discussion, they are so closely related to each other that drawing a clear distinction between them is hardly possible.

a) **Professional concerns**: These are understood as issues or worries of teachers about quality of English language education and the future of the teaching profession at large. Most of these concerns are associated with the current status of the teaching profession, teachers' social value and status, students' general lack of interest in learning and their generally declining academic performance in English, and lack of instructional resources, particularly textbook. Among many of their issues, the teachers appear to be most concerned that:
   - the teaching profession is at risk as teachers (both experienced and novice) are leaving their teaching job (Yomi, Araya, Abdi);
   - people with better potentials are seen avoiding the profession, that people of this generation are unlikely to join the profession interestedly, and that if situations continue in this way, education in Ethiopia will be at risk in the future (Tagashu, Araya, Yomi, Kirubel);

- newly employed teachers are unlikely to be willing, tolerant, and able to build up their experience, equip children with ethics, bear the behavior of youngsters, and continue to stay in the teaching profession (Yomi);
- even school children do not have a favorable opinion of teaching and that they say they will not choose teaching as their future career (Zemen, Tagashu);
- students' interest in learning English and their performance in the language is generally in a critical situation, which is a potential threat to the quality of English language education in particular (All);
- students' behavior and discipline problems are disappointing (Zemen, Tagashu, Araya, Tsion, Kirubel) and their involvement in unwanted and harmful practices is appalling (Araya, Kirubel, Tsion); and
- successful learning and teaching of English is in jeopardy due to poor resource availability, particularly students' text books (Tagashu, Zemen, Yomi, Abdi, and Araya).

b) Moral concerns: These are related to issues perceived by teachers as 'wrong' or 'unfair' (based on certain professional standards or behaviors) and which can affect students' learning, behavior, and eventually their lives. They are mainly raised by the teachers in relation to the following impediments:

- abusing students' learning such as wasting their class time as a consequence of individual teachers' negligence (Yomi, Tsion), teachers' prolonged absenteeism due to their assignment to extra responsibilities outside school (Zemen & Yomi);
- teachers' professional misconduct such as negligent and unjustifiable absenteeism, late comings, early departure from school (Tagashu), mistreating and ridiculing students (Tagashu & Araya), faulty assessment of students (Abdi, Kirubel), and addiction to alcoholic drinks (Yomi);
- school administration malpractices such as faulty student promotion practice (Zemen, Tagashu, Kirubel), lack of principals to focus on their core responsibilities (Tagashu), and unjust teachers' evaluation and promotion

practice (Zemen, Yomi, Abdi, Tsion); unequal treatment of teachers (Kirubel, Tsion)

- perceived lack of equal attention for teachers with other civil service workers in terms of fringe benefits (All); and
- students' misconduct such as their lack of respect for teachers and their involvement in addictive habits (Araya, Tsion).

c) Social concerns: These refer to teachers' concerns with regard to the management and maintenance of their appropriate professional relationships with students, colleagues, school principals, and local education authorities. Possible and significant concerns about their relationship with parents and other members of the community have not been raised by the teachers.

- **Teacher-student relationship**: As shown in the analysis, most of the teachers identify their job motivations and satisfactions with students. They display a caring nature for their students and they want to establish an emotional bond with them. Yet, they are concerned that their healthy relationships with their students are endangered when searching for a balance between discipline and rapport with the students and due to many other factors attributed to students' characteristics. These noticeably include students' negligence (Zemen, Tagashu, Araya, Tsion, Kirubel), negative attitude to English and the teacher of English (Zemen & Tagashu), misbehavior and disciplinary issues (Zemen, Tagashu, Araya, Kirubel, Tsion), and involvement in unwanted and harmful practices (Araya, Tsion);
- **Teacher-colleague relationship**: This is not apparently a major concern for the teachers. Yet, they report devious and opportunistic nature of some colleagues (Yomi, Tsion), and professional misconduct (Yomi, Tagashu, Kirubel, Tsion) as potential threats to their collegial relationships.
- **Teacher-principal relationship**: There are certain practices of principals that seem to conflict with the teachers' beliefs and perceptions of good teaching and leadership and which cause resentments of the teachers thereby damaging their relationships with their school principals. The main causes of teachers'

resentments include various forms of school leadership malpractice such as unfair evaluation and promotion of teachers (Yomi, Abdi, Araya, Tsion), negligence and lack of commitment to core responsibility (Tagashu), partiality for loyal teachers and disfavoring those who refuse to conform (Yomi, Abdi, Tsion, Kirubel), and lack of providing equal support for all teachers (Yomi, Tsion).

- **Teacher-authority relationship**: This means the relationship of teachers with local education officers and other concerned authorities. This relationship might be affected due to a number of factors attributed to authorities. According to the teachers' reports, major factors that are responsible for unhealthy relationship between teachers and authorities include: unfair transfers (Yomi, Zemen, Kirubel) and demotions (Zemen), interference into teachers' job such as students' evaluation and promotion (Tagashu, Kirubel), and harassment from political authorities (Araya, Tsion).

d) Personal concerns: These are concerns of teachers about harms or threats that may happen to teachers individually or collectively. They refer to job-related issues perceived by teachers as hazard to their personal and professional well-being and to that of other fellow teachers, posing a threat to their motivation, self-esteem, opportunities for professional advancement, and other aspects of their personal and professional life. The personal concerns of the teachers in the current study are mainly expressed in terms of the following themes:

- Transfer: Transfer concerns are mainly expressed in terms of forced transfer or reassignment from a higher level despite the teacher's professional upgrading (Zemen) or irrespective of many years of service (Zemen, Yomi, Kirubel). They are also expressed in terms of lack of transfer opportunities at the teacher's request despite many years of service (Tagashu, Kirubel, and Yomi). What is more, transfers are often not transparent and are sometimes put into effect as a demotion or punishment of complaining and/or opposing teachers (Yomi). It generally seems that these teachers are concerned about being posted to a different school, be it in the same or different district, after

settling in one school, or about having their transfer requests rejected by local officials.

- Placement: First time placement to a remote school is a major challenge according to Yomi, Tagashu, Tsion, and Kirubel for they have tasted the experience themselves. Yomi and Tsion underscore that allocation to remote rural schools puts newly qualified young teachers, particularly women, at various types of risks.
- Salary and incentives: Unsurprisingly, all of the teachers complain that teachers work hard but they are not privileged in their basic salary and other incentives. They unanimously emphasize the need to pay teachers equal consideration with the civil service workers in other ministries in terms of salary and other benefits.
- Social status: Status issues are also very important among the teachers, who perceive that teachers in general have low regard among the community, a situation that leads to their low job satisfaction and motivation. Their concerns are closely linked to a number of intricate issues such as low salary and incentives, inflation and cost of living, generally unfavorable living and working conditions of teachers, and lower status of teaching.
- Others: There are several other concerns that the teachers have individually or as a group including demotion when a teacher deserves promotion (Zemen), lack of promotion after upgrading qualification (Tsion), workload and related concerns (Tagashu, Araya, Yomi & Zemen), political harassment (Araya, Tsion), and confrontation with ill-mannered students (Araya).

In the discussions made above (Research Questions 1–4), the teachers' perception of teaching and their teaching experiences, emotions they experience in their career life, major causes of their emotional experiences, and the implications of these experiences to aspects of their professional identity and concerns have been presented. In the light of these, it becomes a matter of relevance to address what coping resources the teachers draw on directly or indirectly in order to handle challenging and difficult situations in their job.

Research Question 5: What coping strategies do teachers employ to deal with their emotional lives and to maintain their professional identity?

In the preset study, the term 'Coping Strategies' refers to individual teachers' efforts to deal successfully with difficult situations they encounter in their teaching life or to master demands (challenging, threatening or harmful conditions) that are perceived as exceeding their resources (Monat & Lazarus, 1991, in Chang, 2009). Although the teachers appear to be powerless and have no control over many of their challenges and difficulties, they tend to employ various problem-focused coping resources (Chang, 2009) to deal with various encounters and to become resilient to potential harms, threats, and negative emotional experiences in their job. The coping resources they employ range from strategies drawn on by the teachers based on their firmly held general ideas or principles to context-specific activities applied to tackle specific encounters. Some of these resources were indicated by the teachers themselves while responding to the questions they were asked directly about how they handle certain difficulties, while others emerged spontaneously elsewhere and inferred from the contexts of their narratives. The major coping resources identified for individual teachers are:

- emphasizing positive aspects of teaching, having a sense of professionalism, using one's philosophy of teaching, and conducting make-up and enrichment classes (Zemen);
- patience, perseverance, self-determination, conducting make-up classes and tutorials, grouping students for resource sharing, and writing materials on blackboard to compensate for the shortage of student book (Yomi);
- accepting realities and self-adjusting, treating students carefully and respectfully, doing an extra job in order to supplement salary, conducting make-up classes and tutorials, and grouping students for resource sharing (Tagashu);
- passion for teaching, power of patience, search for knowledge (reading), and hope and optimism (Abdi);
- patience and tolerance, treating students with care and respect, grouping students for resource sharing, and writing materials on the board to cope with shortage of student book (Araya);

- having a sense of resistance and resilience, self-encouragement (e.g. It doesn't happen only to me), facing the reality (tolerance of students' behavior, handling them as per individual behavior, approaching them like a parent), having strong sense of professionalism, and organizing students for resource sharing (Tsion);
- Handling students tactfully and winning their attention, sense of optimism, resistance to challenges, belief in discussion and negotiation (Kirubel)

Unfortunately, while helping the teachers cope with their challenges and difficulties in some way, some of these problem-focused coping strategies or activities appear to be counterproductive and may even worsen their situations, thereby increasing the intensity of their unpleasant emotional experiences. For instance, writing many materials on the board frequently is reported as tiring, boring, and time-consuming, thus contributing to their already heavy workload and shortage of time to finish the curriculum. Conducting make-up classes and tutorials is felt as an extra load particularly since they do not receive any incentives for their weekend classes. For Tagashu, doing an extra job outside school supplements his salary, but he admits that it is causing him a sense of passivity in, and lack of devotion to, his teaching task. Thus, he feels guilt or shame due to this situation.

As a whole, although these teachers appear to employ certain strategies consciously or subconsciously, it is difficult to claim that they manage their emotional lives systematically, in a way that is more important to their personal and professional wellbeing. Nevertheless, despite their many challenges in their working conditions and irrespective of their powerlessness to improve these conditions, they have all served in the profession for a very long period of time, five of them for three decades or more. One may, thus, wonder what has motivated these teachers to keep their teaching career intact and remain as teachers for so long. Their motivations to remain teachers will be presented in their responses to Research Question 6 below.

Research Question 6: Why do teachers continue to stay in teaching despite challenges and difficulties in the profession? What are their future intentions?

A logical question one may ask on the basis of these teachers' working and living conditions would be: why have these teachers remained teachers for so long despite difficulties and constraints in teaching? In connection with this, the teachers were asked if they have ever thought of leaving teaching and what their future intentions are. Their responses show that a variety of motives lies behind their decisions to stay in their profession. Since their responses vary, it is desirable to present them separately for each teacher through a direct quote from their interviews, followed by a brief commentary.

1. Zemen: *I've thought of leaving, but I didn't get favorable conditions; since it is also my living I didn't leave; the concern of my students, the responses I get from some of them, their curiosity for learning and their progress, the respect I get from my former students, professional growth opportunities, and the recognitions and prizes I received at different times have all encouraged me to stay in the profession (P.273).*

Clearly, Zemen mentions a number of intrinsic factors that she claims are reasons that have kept her in the teaching job. However, the major reasons for Zemen to stay appear to be lack of favorable conditions to leave and fear of losing her job since it is her living, after all, as she prioritizes these reasons over others.

2. Yomi: *There is no time I thought of leaving teaching because I entered it decisively from the very beginning. After I decided and joined it, there was a narrow condition to get educational opportunity. Because I had personal problems, and I didn't get educational opportunity, where shall I go leaving it? So, I have never thought of leaving it. Nevertheless, I don't allow my children to become teachers (P.295).*

Although Yomi says that she has never thought of leaving teaching, she suggests that conditions did not allow her to leave. This indicates that she might leave teaching if those conditions were fulfilled for her. Furthermore, the fact that she has decided not to allow her children to become teachers reveals her dissatisfaction with her job and her tendency to leave it if she had favorable conditions.

3. Tagashu: *Yes, of course. …I have thought of leaving the teaching profession quite many times and I'm still considering it. ... it is a good idea if I now leave teaching … and return to my own life. There is no time I hadn't thought of leaving the teaching job, to tell you the truth, if I had been able to. The reason why I couldn't leave is because I couldn't get another chance. …I couldn't find a better career… (p.310).*

Tagashu's reason for staying is crystal clear and very straightforward: lack of access to a better job. This may represent a common reason for which many teachers actually stay in the profession.

4. Abdi: *My love for the profession by far exceeds the problems and disappointments I have with the profession. I have never in my life said that I would leave it. Neither have I thought of leaving it, nor do I have a desire to leave it in the future. I am optimistic that time will come when God sends those who serve the truth and who love this profession (p.321).*

Abdi's reason for staying is purely an intrinsic one. Besides, he has a positive future expectancy, that is, situations will improve for teaching in the future.

5. Araya: *Well, you know, I didn't work under convenient circumstances earlier. In the first place, I worked in rural areas for many years, and I didn't have favorable condition to think seriously about leaving the teaching job. So I have never worried much about leaving it (p.334).*

Like Yomi, Araya indicates that he did not have favorable conditions to seriously think of leaving teaching. This would indicate how inconveniencies in teaching can force teachers not only to leave their job but also to stay in it when teachers are discouraged by such inconveniences from considering other job opportunities.

6. Tsion: *No, I've never really thought of it clearly and resolutely. However, when certain responsibilities are imposed on teachers, when faults are attributed to teachers, when irrational criticisms of teachers are heard here and there, and when students' situation leads to poor results despite all of your efforts and you feel frustration and lack of motivation, I sometimes wish I would be employed elsewhere or do a different job…Otherwise, I have never thought of leaving teaching with determination. It has completely become part of my blood, and I don't think there is a job that I can enjoy other than teaching. Therefore, I have never searched for another job decisively (p.348).*

Tsion has remained committed to her job primarily because she has intrinsic motivation for teaching. As we have also seen at the beginning, she has hinted that being generally interested in teaching is one of the reasons that had stimulated her to join the teaching profession although it was the only job at her disposal and she did not actually opt for it. Despite her decision to join teaching and remain committed to it, she has been constantly challenged by conditions of constraints in her job and she has often been tempted to search for another job.

7. Kirubel: *Yes; it was at the beginning of my employment due to the existing situation then… I didn't actually think I would continue with teaching. I had a plan to teach for a couple of years and then change to another job because I was not interested in teaching due to its unprofitability. Later on… I just carried on with teaching as I continued… living in the profession... Little by little, I became familiar with the job… I became to respect the job and just continued with it although there is nothing I can improve. What is more, there is no alternative (p.362).*

Here we can clearly see that the reason for Kirubel to stay in the profession is not one of interest. Rather, adaptation and self-adjustment to the nature of the job and lack of alternative job considerations (due to his longtime rural life, which provided little or no opportunity for leaving) are mentioned as the major reasons for sticking to teaching as his lifelong career.

In general, the responses of the teachers indicate that most of them have been staying in the profession for reasons other than job satisfaction or favorable working conditions in their work. Three teachers, Zemen, Abdi, and Tsion, attribute their reasons to stay in teaching to intrinsic aspects of their career. Some of the literature on teachers' motivation for staying in the profession generally reveals that many teachers attribute their reasons for remaining in the profession to intrinsic and altruistic factors such as a desire to work with children and to help students and make a difference in their lives Claeys (2011).

As far as their future intentions are concerned, Abdi, Zemen, Tsion, and Kirubel have made it explicit that they want to continue as teachers for the remaining part of their career life. Abdi has indicated very precisely that he loves the job very much and he would continue with teaching on his own even after retirement if he got the opportunity. Zemen also wants to end her career life in teaching because of the same reasons for which she has stayed so far and due to the fact that her retirement is approaching and she has to face with unavoidable situations. Tsion claims that, despite being disappointed frequently, teaching has completely become 'part of her blood', and she does not think of any job that she can enjoy other than teaching. Thus, she has no intention of leaving teaching until her retirement from her career life. Similarly, Kirubel has clearly indicated that he will stay in the profession until his retirement but apparently for reasons other than job satisfaction. In the first place, he has served for more than thirty years; thus, he

feels that it would be too late for him to leave hereafter. He also feels a sense of missing the job after such a long time of living in it. What is more, he seems unprepared to consider leaving teaching as he suggests that hasty leaving is unwise decision.

Yomi has a similar position as Abdi and Zemen; unlike them, however, she has not yet made up her mind to stay as she says that she might leave if she gets a job with an attractive salary. However, she will virtually stay as she reports that she enjoys working with children and, thus, has no intention of leaving.

Tagashu and Araya are the two teachers who are on the brink of leaving. As shown above, Tagashu believes that he has served enough in the teaching career, that there is nothing he regrets if he leaves, and that he should now return to his own life by considering some other options. Likewise, Araya is planning to leave after some years and do something different. He wants to retire at the age of 55 (he is now 49), many years earlier than the retirement age ceiling and to live doing a private job.

To conclude this section, by addressing the research questions presented above, attempts have been made in this study to show the interactions among primary school EFL teachers' working conditions, their professional identity, and emotional experiences. Drawing on narrative interviews with 7 experienced EFL teachers, the study has highlighted how aspects of their working and living conditions can act as sources of their pleasant and unpleasant emotions, and how these emotions in turn reflect the influence of the teachers' working conditions on their various concerns and components of professional identity. All of the teachers expressed lack of initial intention or motivation for teaching, mainly due to some negative reasons associated with the nature and status of teaching. They also indicated mostly negative factors that eventually led them into the teaching profession. However, all of them reported that, after they had joined teaching, they have enjoyed teaching and that they have gained a great deal of mental satisfaction from intrinsic rewards from teaching to which they attribute their positive emotional experiences. Thus, the findings have shown that teachers mainly associate their positive emotions and the enhancement of their professional identity with intrinsic rewards within their work such as working with students, seeing students' academic and overall success,

sense of career accomplishment and being useful to the society. As a result, they describe teaching as enjoyable and mentally rewarding profession.

On the contrary, the teachers view teaching as a very demanding and challenging job due to high responsibilities it entails and the complexities it involves. By and large, they characterize their career lives as full of unfavorable working conditions and unpleasant emotional experiences. In contrast to their positive emotions, the teachers attribute their negative emotions, concerns, and threats to their professional identity mainly to extrinsic factors such as perceived low social status and value, economic constraints (low salary, lack or absence of non-salary benefits, and perceived lack of attention for teachers as opposed to other civil service workers in other ministries), educational administration impediments, student-related challenges, and generally unfavorable working conditions.

It remains unclear under the present circumstances whether or not these teachers would be more rewarded and motivated by intrinsic or extrinsic rewards if the missing extrinsic factors were fulfilled for them. However, studies generally show that teachers tend to acquire higher levels of satisfaction and motivation more from intrinsic rewards than from extrinsic ones (Hertzberg, 1964, in Zembylas & Papanastasiou, 2004; Hertzberg, 1966, in Bennell & Akyeampong, 2007; Mullock, 2009) although Bennell (2004) suggests that economic benefits are likely to be dominant among teachers in low-income countries where salary and other material benefits are too scanty for teachers to meet their individual and household survival needs. Bennell (2004: iv) further suggests that "Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, to be realised."

Although 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 and constraints. Consequently, important aspects of their professional identity are threatened and their various concerns are at stake.

In spite of the core challenges they have been facing throughout their teaching life, the teachers have stayed persistently in teaching for decades. While most of them report that they have remained teachers for so long mainly due to lack of access to alternative jobs, they still indicate that they have never made up their mind to leave teaching. Some of them have claimed that they have stayed in the job primarily because of their satisfaction with the profession of teaching. Concerning their future intentions, five of the teachers seem to have decided to continue as teachers for the remaining part of their career life while two of them have reported that they are determined to leave teaching sooner or later.

On the whole, their narratives of experiences reveal not only conditions of challenges and constraints under which they lead their professional and personal lives, but also their competing sets of beliefs or tensions with which they live: tension between rhetoric of teaching and its realities, between job satisfaction and dissatisfaction, between caring for students and being dissatisfied with them, between seeking more time for their subject and facing heavy workload or tight schedule, between feeling a sense of success and a sense of failure upon unfulfilled expectations, and between leaving their job and staying in teaching. These tensions would in turn reveal emotional dissonances, ambivalences, and dilemmas with which they live as teachers.

Chapter Five

Summary, Conclusions, Recommendations, and Implications for Further Research

In Chapter Four, focus has been made on analysis and interpretation of the data of individual cases as well as on discussions and conclusion of the findings. Chapter Five aims to recapitulate the basics of the study by highlighting the major findings, to draw conclusions from the findings, to forward some recommendations to relevant stakeholders, and to point out certain implications for further research.

5.1. Summary

On the basis of individual teachers' narrative constructions and self-reported emotional experiences, this study sought to illuminate the effects of working conditions on professional identity of EFL teachers in government, second cycle primary schools (grade 5–8) in an Ethiopian context. The present researcher claims that there exists no study in the Ethiopian context which has thus far addressed teachers' problems with explicit focus on their emotional experiences, various concerns, and professional identity. By making an explicit focus on teachers' emotional experiences and by employing a theoretical framework on teachers' emotions and professional identity, the study aimed to contribute to this line of research, thereby shading lights on the missing understanding of teachers' emotional experiences, various concerns, and components of their professional identity. Through the lens of teachers' emotions, the study hoped to reveal how various components of their professional identity are affected as a result of working and living under demanding and challenging professional landscape. By so doing, the research attempted to gain a better understanding of the complex relationships among teachers' working conditions, emotions, and professional identity.

Seven EFL teachers participated in the study. They were drawn from five government second-cycle primary schools in Adama and the surrounding areas. Purposive sampling

was employed as a guiding sampling technique and a convenience sampling was used as a method of selecting participants on the basis of their ease of availability, willingness to participate in the study, and assumed ability to provide rich and in-depth data about the phenomenon under investigation (Saumure & Given, 2008). In addition to being time- and cost-effective, convenience sampling had provided the researcher a practical way to access teachers within a geographic location and distance from the researcher's workplace. All of them are experienced teachers, with 21 up to 38 years of service, and they have taught in different geographical locations and diverse school environments in Ethiopia and could thus provide accounts of their professional interactions and emotional experiences throughout their long-established career life.

The teachers were formally invited to participate in the study through a letter of invitation highlighting the nature of the project, participants' rights, the researcher's expectations of them, and so on. A consent form was issued to teachers who volunteered wholeheartedly to participate in the research with a view to guarantee their participation in the study and to get their permission to record and report their ideas.

Upon getting their informed consents and commitments to participate in the study, the interviews were conducted with the informants individually at the time and venue found convenient for them (mainly at the school where they were working). To ensure anonymity of the participating teachers, their names and the name of their school were replaced by pseudonyms in the interviews, transcriptions, translations, and analyses.

Narrative interview guides that focus on topics pertinent to the research questions and the conceptual framework were employed. The interview guides were supplemented with questions and probes which emerged spontaneously during the interviews. These spontaneous questions and probes were used to encourage the teachers to talk in depth about an issue under consideration and about their everyday life as teachers. The interviews were all audio-recorded and transcribed verbatim. The transcribed texts were then translated into English providing data for various themes that were sought during data gathering and for the themes that emerged spontaneously during data analysis. These

interim research texts (transcripts, translations, and analyses) were shared and negotiated with the participants (Clandinin & Caine, 2008) as part of the research validation.

The narrative interviewing was supplemented by research journals kept by the researcher during the course of the research project. They consist of notes that the researcher had been taking of his personal observations and impressions during data generating process. Relevant data that emerged during casual conversations with the participants at any stage of the process were noted down and considered during data analysis and interpretation. The journals also comprise documentation of participant behaviors, for instance, when the participant appeared distracted from a point of interest, or was suspected of not being truthful regarding an issue. Thus, the researcher has also kept field notes during data gathering and analysis by recording observations and issues that were not dealt with by the interviews. In this way, the research journals were also used to enhance the dependability of the research findings.

After transcriptions and translations, the data were made ready for analysis. Qualitative content analysis was employed in the present research. Drawing on Dörnyei (2007) partially, the process of analysis involved the following stages: transcribing the data, pre-coding and coding, interpreting the data and drawing conclusions with each stage in turn involving several steps and procedures. During data analysis, each participant's transcriptions were interpreted individually (vertical analysis) so as to consider his/her unique feelings and experiences. However, comparisons between and across the cases (horizontal analysis) were also made to discover shared experiences and commonalities (McKenzie, 2005). A summary data matrix was first created for individual cases (van Veen & Sleegers, 2006). The summary data matrix for each case was analyzed separately from the other informants. Then the data matrices from the different cases were compared and summarized within a single data matrix.

The individual case analysis of the stories of each of the seven participants has been presented by highlighting issues of importance to each individual teacher in relation to his/her professional identity. A uniform organizational pattern comprising two parts has been adopted for each case. In the first part, an overview of the professional

characteristics of the informant (e.g. educational profile, reason for joining teaching, perception of teaching, self-perception as a teacher, and future intention) has been made. The aim is to set the scene for the second, more interpretative part by summarizing the informants' salient stories and their beliefs. In the second part, each informant's stories, experiences, and viewpoints have been presented interpretatively highlighting issues the informant is most concerned with in his/her professional life. Attention was paid to details pertinent to the major themes of the study: teachers' working conditions, professional identity, concerns and emotional experiences. The analyses were conducted on the basis of a social-psychological framework adapted from van Veen & Sleegers (2009, derived from Lazarus, 1991) and Kelchtermans' (1993) conceptualization of professional identity.

5.2. Conclusions

Teachers' perceptions of their teaching career and their lived experiences

The findings generally indicated complex interactions between teachers' working conditions and their professional identity and how the former can affect the latter both positively and negatively. The key findings, which were presented parallel with the major research questions or the specific objectives of the study, are summed up as follows. All of the participants reported lack of initial intention or motivation for teaching. That is, they all indicated that they joined the teaching profession unintentionally or without preplanning. They mentioned different reasons for their lack of initial motivation in choosing teaching as their career with 'past negative experiences of teachers' work and life' most frequently reported as a reason for teachers' lack of initial motivation in teaching. They also expressed various reasons that motivated them to eventually enter teaching. Failure to join college or university due to low GPA in Ethiopian School Leaving Certificate Examination (ESLCE) was reported as the prime reason for all teachers to enter teaching. Another reason of great importance is the fact that teaching was the most available option to resort to when a career of first choice or other alternative jobs were unavailable. Some reported joining teaching provisionally with an intention to use teaching as a 'bridge' to higher education after scoring a low GPA in the national

exam or as an opportunity for preparing themselves for another round of a national exam. Most of them, except two, indicated that they became English teachers being inspired by their own interests in teaching the language. These teachers also indicated that they would still choose teaching English if they began their teaching job afresh.

All of the teachers reported unanimously that, once they joined the profession, they have developed intrinsic motivation for teaching despite lacking such a motivation initially and that they have found great moral and psychological satisfaction in teaching. They all described teaching very positively using value-laden descriptions such as 'honorable profession', 'prestigious profession', 'morally rewarding job', 'incomparable profession', 'the mother of all professions', 'a profession of ethics and morality', 'a profession of altruism', and so on. In this regard, the teachers exhibit pleasant feelings about teaching and describe many positive emotional experiences. These teachers predominantly reported a general sense of success and psychological reward from teaching. As a result, they feel a sense of satisfaction, happiness, and pride for being teachers and for what they believe they have gained from teaching and for what they have contributed to their students and communities. Such emotional states are believed to enhance key components of teachers' professional identity and to motivate teachers to remain committed to their work. They can help teachers to gain emotional stability and physical wellbeing, thereby maintaining healthy professional and personal life. Their positive emotional experiences are mainly attributed to intrinsic factors within their work. Most commonly and frequently reported sources of their positive emotions include perceived contribution to students' achievement, seeing students succeed, working with children and creating emotional bonds with them, having positive perception of teaching, sense of career accomplishment, loving the subject (teaching English), and professional advancement.

On the other hand, teaching is characterized as a demanding job, primarily in terms of high responsibilities it entrusts upon teachers such as 'molding humans' or 'shaping students' mind'. Teaching is also viewed as a difficult job, due to complexities inherent in the profession, as a consequence of which the teachers find themselves vulnerable to unpleasant emotional experiences. Indeed, their experiences appear to be characterized by

stories of challenges and constraints that reflect the objective realities of their professional and the wider social contexts. Consequently, they experience a set of unpleasant emotions in their teaching life. The major negative emotions reported by the participants of the study are disappointments, frustrations, unhappiness, anger, anxiety, fear, regret/guilt, and hopelessness. These emotions can result in teachers' low morale, reduced job motivation, and a tendency to depart from their career. The fact that all of the teachers reported experiencing mixed negative emotions suggests that several of their concerns (professional, moral, personal, and social) are at stake. Their negative emotions would also reveal that various aspects of their professional identity are constrained due to unfavorable working conditions.

The general and workplace conditions which give rise to the teachers' various negative emotions are mainly ascribed to extrinsic factors which include perceived low social status and value (especially when compared with their counterparts in other ministries and institutions), economic constraints (low salary, lack of non-salary benefits, perceived lack of attention for teachers in general, and socioeconomic problems of students), administrative impediments (e.g. unfavorable placements and transfers, authoritarian management and poor governance (e.g. power abuse, lack of transparency, unfairness and bias), student-related challenges (e.g. disruptive behavior, poor academic background, and lack of interest in learning), and curriculum constraints (e.g. students' poor background and motivation in English, lack of proper training on the part of English teachers, bulky curriculum portions, and heavy workloads). These factors are perceived by the teachers as barriers to their professional practices and as main sources of their unpleasant emotions indicated above.

Teachers' emotions, professional identity, and concerns

Teachers' emotions can tell us a lot about the features of their professional identity and their concerns. They can provide a deeper understanding of the ways teachers experience their work, about their thinking regarding their job, and about their working conditions. By way of describing and interpreting their emotional experiences, teachers can reveal their professional identity and the concerns that they have at stake in relation to their

work (van Veen et al., 2005; Kelchtermans, 2005; Darby, 2008; O'Connor, 2008).With regard to the teachers in the current study, the analysis of their emotions illustrated how the various aspects of their professional identity are affected positively and negatively by their working conditions.

On the positive side, all of the five aspects of teachers' professional identity adopted in this study have been reinforced as a result of favorable conditions in their career. In the first place, the teachers display a positive self-image, or the way they generally describe themselves, in connection with their positive emotions. All of them describe themselves mainly in terms of these and other perceived personal qualities: job commitment, sense of professional success, social utility value, satisfaction with teaching (for being a teacher), perseverance, and self-possession or tolerance. As revealed through their positive experiences, their self-esteem, that is, their self-appreciation because of their actual job performance, is also influenced positively due to favorable aspects of their career. The teachers describe their self-esteem in terms of many of their professional practices. Some of the participants' practices that are expressed by all or most teachers and that reflect their self-esteem include: commitment to core responsibility, ensuring students' learning, interest and performance in teaching English, respecting students and handling them properly, professional growth and rewards, career accomplishment, and social utility value. The teachers' task perception, which is a component of their professional identity that refers to their perception of their everyday teaching tasks and related responsibilities, is also believed to be reinforced by their perceived favorable working conditions. The teachers have reported various professional practices that reveal their task perception. Some of the most commonly reported practices that show their task perception are: committing oneself to teaching duties, enhancing students' academic achievements and cultivating the whole-person development of students (Lee & Yin, 2011), respecting students and handling them with care, helping students that need extra academic support, giving tutorials and enrichment classes, and many other tasks. Teachers' job motivation, which refers to their reasons for entering, remaining in, and leaving the profession, is one aspect of their professional identity enhanced by perceived favorable conditions in their work. The positive motives of the teachers under consideration for joining teaching and

remaining in the profession include relative initial motivation in the profession (for some of them), later interest in the profession after joining it, and many other factors stated earlier that caused their positive emotions and boosted their self-image, self-esteem, and task perception. Finally**,** the participants' future perspective (their expectations about the future) appears to be reinforced, for some teachers, as can be understood from statements they made about their future expectations (e.g. I believe that, as much as it is hated, teaching will be a profession that people long for; It is enjoyable to spend your time with children. Thus, I have no intention of leaving; it seems to me that there will be a bright future for teachers if we sustain the present condition). Even though most of them indicated that they have no intention to leave teaching, they seem to be inspired by factors other than their job satisfaction or their favorable working conditions.

On the other hand, the participants raise a number of issues that trigger their negative emotions in the process of discharging their teacher responsibilities and in response to the multifaceted challenges situated in their professional and social contexts. Through their negative emotional experiences, the teachers reveal that important components of their professional identity are challenged as a consequence of unfavorable conditions in their career. It is important to note that the same concern or issue can affect different components of professional identity, given the fact that identity components are intertwined and they refer to each other (Kelchtermans, 2005). For instance, teachers' perceived lack of social status and value may reduce their self-image, self-esteem, task perception, and job motivation. Example quotes from the teachers' transcripts are given here to serve the purpose of illustrating some of the issues that the teachers identified as challenges to each aspect of their professional identity.

Self-image: Teachers' self-image, or the way they present themselves as teachers, can be affected in the context of unfavorable working conditions. The teachers in the current study have many concerns at stake that threaten their self-image. E.g.: "… by economic and living standards, I lead a low living condition in my profession" (Tagashu). "I was sorry to have faced with people who downgrade you and kill your morale when they have to actually motivate you" (Tsion, dissatisfied with supervisors). The teachers' realization

of such instances of unfavorable conditions in their work can actually affect not only their self-image but also their self-esteem and job motivation.

Self-esteem: Teachers' self-esteem, that is, their appreciation of their own job performance, can be reduced when they are faced with difficult situations such as the following: **"**Because of these and other problems, it is difficult for me to claim that I have done everything properly and completely" (Zemen, referring to student-related problems); "I sometimes feel I haven't taught properly due to shortage of student book" (Tagashu). Teachers' self-esteem (how well am I doing my job?) indicates the balance between self-image (what am I doing?) and task perception (what should I do or shouldn't do?) (Kelchtermans, 2005). If teachers operate under conditions that weaken their positive self-esteem, they would be demotivated to create an appropriate balance between their self-image and their task perception.

Task perception: This component of teachers' professional identity refers to teachers' perception of their everyday job that they have to accomplish. When teachers face challenges and constraints in their work, they may lose confidence in their task perception and they can be discouraged from accomplishing it. Below are two examples of teachers' experiences that can threaten their task perception: "I often call academically weaker students for tutorial classes. It is, however, the better ones who come for tutorial classes; the weaker ones don't come" (Zemen). "Concerning students' behavior, we began not to worry about it once we have become accustomed to it. It is up to them to follow if they want to, or let them sit around if they don't want to" (Tsion, frustrated by students). As we have seen above, teachers' task perception is particularly related to their self-esteem. This would mean that, if teachers are discouraged in their self-esteem by such situations as shown above, they will also be discouraged from fulfilling their task perception and from improving their task performance.

Job motivation: This concerns teachers' reasons for entering and remaining in the profession. Some of the teachers' working conditions that reduce their job motivation are illustrated by the following quotes: **"**Among the things that make me hate my job is students' situation– it is…very, very, very difficult….except for a few of them, it is

impossible to say that I can see improvement in English among the majority of students" (Zemen). "Because of this (*economic problem*) my commitment to teaching is reduced…and it will continue to decrease in the future… I think it is a good idea if I now leave teaching…and return to my own life" (Tagashu). This component of teachers' professional identity is reflected in what teachers consider to be positive or rewarding in their job (Kelchtermans, 2005). When teachers perceive their working conditions as disappointing or discouraging, as in the above examples, it is likely that they gradually lose their stronger sense of job motivation.

Future perspective: Teachers' expectations about their future as teachers are their future perspective. Many factors in teaching can lead teachers to develop a negative perspective about their future as in the case of these teachers, for instance. "I won't let my children to become teachers" (Yomi); "…the question of what kind of students, what kind of generation we would have in the future does really concern me" (Zemen); "I don't think people in this generation will enter teaching willingly unless the situation is improved for the teacher in the future" (Yomi). From these examples, it is clear that these teachers may have negative expectations about their future as teachers based on their past and present experiences. Their expectations may involve not only their personal hopes and despairs but also a wide range of perspectives and concerns in relation to their job.

The analysis of the teachers' negative emotions has also shown that they have many of their important concerns at stake as these concerns are closely related to the key components of their professional identity. The teachers' various concerns are categorized as professional, moral, social, and personal concerns for the sake of discussion, but they are interrelated and influence each other. Sample quotes from the teachers' transcripts are used to serve the purpose of illustrating some of the issues the teachers identified as challenges to each aspect of their professional identity.

Professional concerns (teachers' concerns over issues that affect quality and status of education): Most of these concerns are associated with the current status of the teaching profession (e.g. they feel that teachers, both experienced and novice, are leaving or intending to leave their teaching job, people with better potentials are seen avoiding the

profession, and so on). They are also linked with students' general lack of interest in learning, generally declining academic performance in English, and misbehavior as well as poor provision of instructional resources.

Moral concerns (teachers' concerns with unethical and unfair practices particularly those which hinder students' successful learning): The teachers express their moral concerns in connection with professional misconducts of colleagues (e.g. absenteeism, faulty assessment of students, and unfair treatment of students), malpractices of school leadership (e.g. unjust teachers' evaluation and promotion practices and faulty students' promotion practice), and misconducts of students (e.g. their lack of respect for teachers and their involvement in addictive habits).

Social concerns (teachers' concerns with regard to the management and maintenance of their appropriate professional relationships with various stakeholders involved in teaching): The participants' various social concerns can be categorized as concerns related to teacher-colleague relationship (e.g. due to some opportunist colleagues), teacher-student relationship (e.g. due to negligence and disruptive behavior of some students), teacher-principal relationship (e.g. as a result of perceived partiality and bad governance), and teacher-authority relationship (e.g. unfair transfers)

Personal concerns (concerns of teachers about harms or threats that may happen to teachers individually or collectively and that are likely to affect their personal and professional well-being): The personal concerns of the teachers in the current study are mainly expressed in terms of transfers (forced or denied, and lacking transparency) deployment or first placement, especially for young female teachers, salary and non-salary benefits, issues of social status, and other personal concerns such as unfair demotion, workload, political harassment, and harassment from ill-mannered students.

Teachers' coping strategies

The teachers seem to have little control over many of their challenges and difficulties, but they reportedly employ various problem-focused coping resources (Chang, 2009) to deal

with their various encounters. Their coping resources consist of a range of strategies drawn on by the teachers based on their firmly held principles to context-specific activities applied to tackle specific encounters. Some of these resources were indicated by the teachers themselves while responding to a question(s) they were asked directly about how they handle certain difficulties, while others emerged spontaneously elsewhere and inferred from the contexts of their narratives. The major coping resources commonly identified by the participants include having a sense of professionalism, patience, tolerance, perseverance, self-determination, hope and optimism, organizing students for resource sharing, handling students with care and respect, and conducting make-up and tutorial classes. Yet, some of these coping resources appear to have side effects and they are perceived as counterproductive. Conducting make-up classes and tutorials, for instance, is felt as an extra load particularly in the absence of any incentive for the teachers for conducting such classes during their personal or free time.

Teachers' reasons for staying in teaching and their future intentions

The participants of this study are experienced teachers with many years of teaching service in primary school. One may wonder why they have continued to stay in teaching for so long despite their challenges and difficulties in the profession. The participants indicated that a variety of motives lies behind their decisions to stay in their profession. The most commonly reported reasons of teachers for remaining in teaching are: lack of opportunities for a better job (despite their wish to leave), lack of favorable conditions to consider quitting teaching (e.g. due to working in rural areas for long), indecisiveness and lack of determination (e.g. due to fear of losing the job, being accustomed with challenges in teaching), passion for teaching, and other intrinsic factors. In general, most of the teachers indicated that they have been staying in the profession for reasons other than job satisfaction or favorable working conditions in their work.

With regard to their future intentions, the majority of the teachers have made it explicit that they want to continue as teachers for the remaining part of their career life. They mentioned different reasons for their decision to remain as teachers: approaching retirement, lack of enthusiasm to leave teaching (having a feeling of 'too late to leave'),

sense of missing teaching after living in the job for so long, enjoying working with children, and love for the job. As we can see, these teachers have decided to stay in the profession mainly for reasons other than their job satisfaction or favorable working conditions in their job. Two of the teachers are on the brink of leaving; they have explicitly expressed their determination to quit teaching within the years to come and to be engaged in alternative jobs.

Overall, the findings have shown that teachers' career lives are mostly characterized by unpleasant working conditions and emotional experiences, and the stories of their professional lives are predominantly stories of challenges and frustrations. In spite of this situation, they value teaching very highly, and they describe it in very positive terms. Apparently, they also emphasize that they have enjoyed their teaching job and that they are mentally rewarded for being a teacher. On the other hand, their narratives reveal not only conditions of constraints under which they carry out their work but also their competing sets of beliefs or tensions with which they live: tension between rhetoric of teaching and its realities, between job contentment and discontentment, between caring for students and being dissatisfied with them, between seeking more time for their subject and facing heavy workload or tight schedule, between feeling a sense of success and a sense of failure upon unfulfilled expectations, and between leaving their job and staying in teaching. These tensions would in turn reveal their emotional dissonances, ambivalences, and dilemmas with which they live as teachers.

5.3. Recommendations

By drawing on the informants' emotional experiences and personal narratives, this study sought to gain insight into how teachers' working conditions affect their professional identity. The findings generally indicate that the teachers who participated in the present study lead their professional and personal lives under generally unfavorable working and living conditions. Having worked and lived for years in such conditions, they consequently report a range of negative emotional experiences that reveal their various concerns and aspects of their professional identify that they have at stake. The findings of the study also indicate that the teachers find many positive dimensions of teaching with

which they identify their positive emotional experiences and which they rely on in order to maintain important aspects of their professional identity. Yet, they all feel inadequately supported in their teaching endeavors, poorly rewarded for their contributions, and even undervalued for being teachers who lead low living standards. Unsurprisingly, they want their working and living conditions to be improved holistically, and their social status and value to be raised substantially.

Thus, the findings of the study entail a set of key recommendations and implications for stakeholders whose roles and responsibilities have a direct bearing to the issues that the teachers in the current study are most concerned with. In the light of the findings summarized above and the conclusions reached thereof, the following recommendations are put forward to various groups believed to be pertinent to the findings of this study. Although some of these recommendations may not be claimed as original ideas since similar suggestions might have been already made in previous studies (e.g., VSO Ethiopia, n.d.) and various documents, the researcher hopes that they can contribute to ongoing efforts to improve teachers' working and living conditions. Again, it is evident that these recommendations are based on the analyses and interpretations of the experiences of only a small number of participants. Yet, it is important to note that the challenges that they experience and the concerns that they have at stake can have implications for the vast majority of teachers working in similar professional landscape.

Recommendations to the Ministry of Education (MoE)

It is clear that one of the objectives of the Ministry of Education is to ensure teachers' welfare by improving terms and conditions under which they carry out their teaching duties and by improving their overall career lives. This will benefit not only teachers but, more importantly, their students, their communities, and eventually the nation. However, since teachers are professionals who operate under complex professional and social landscapes, their various needs (Zembylas. & Papanastasiou, 2004) and demands may not be satisfied, to a reasonable degree, unless a comprehensive and systematic strategy is worked out by a governing body such as the Ministry of Education and sustained efforts are exerted, step by step, to bring about meaningful changes in teachers' professional

lives. In the light of this, some of the alternative measures that could be taken by the Ministry of Education, in concert with pertinent government agents, are:

1. Paying greater attention to teachers' issues, creating more favorable working environments for them, and working towards ensuring their welfare;
2. Considering non-salary incentives for teachers (e.g. incentives for their weekend or extra time activities and all benefits that are given for civil service workers in other occupations);
3. Revising teachers' salary scale as occasionally as required and in a way that responds successfully to the ever-growing costs of living. Research suggests that monetary rewards are the strongest incentive for teachers in Africa, especially salary increases or performance-based awards (Guajardo, 2011);
4. Developing a system which ensures the practice of good governance at all levels in the education system so that fair and transparent practices could be exercised in teacher deployment, transfer, evaluation, promotion, and so forth;
5. Making public campaign on the value of teachers and promoting teachers and their profession in various ways to create a more favorable image of teachers and teaching (e.g. in collaboration with the media, popularizing and promoting the roles of teachers in their communities and in nation building)

   This may contribute towards gaining a more favorable attitude and respect for teachers and their profession in the eyes of students, parents, and the wider community.

Recommendations to Regional Education Bureau (REB)

Regional Education Bureaus play key roles in mediating between centrally mandated educational policy directions and regional contexts by localizing educational programs based on objective realities in their respective regions. To this end, while many of the points made for MoE can also be applicable to REBs, the latter could still take the following suggestions as some of their most important considerations for improving the situations of their teachers.

1. Establishing, through proper and regular training, capable, fair, and transparent leadership and management at 'woreda' (district) and school level and ensuring that educational leaders at these levels are appointed on professional merits and competencies rather than politics and that they fulfill their leadership roles with professional responsibilities;
2. Improving provision and distribution of instructional resources and ensuring that curriculum guides, syllabuses, teachers' guides, and student books are evenly and fairly distributed among schools;
3. Ensuring that teacher transfers are fair, transparent, and effected based on official guidelines;
4. Establishing ethics and good governance office at least at the 'Woreda' (District) Education Office;
5. Listening to teachers' voice: creating free-speech environment where teachers can have their says regarding issues and concerns that they have at stake in their profession

Recommendations to 'Woreda' Education Offices (WEO)

1. (In collaboration with the local communities) Providing support for teachers;
   Such support may include housing, social amenities, school instructional resources and other facilities, supervisory activities, social empathy and receptiveness, protection for teachers, and so on.
2. Recognizing and rewarding teachers for their improved professional practices and achievements;
3. Promoting exemplary teachers among the community by organizing teacher recognition activities and events;
4. Ensuring teacher allocations, transfers, evaluations, and promotions are conducted fairly and transparently;
5. Recruiting English teachers who are competent in language skills and language teaching methodology;
6. Ensuring that teachers' workload is reasonable and manageable; recruiting sufficient staff, reducing teachers' non-school duties, and providing sufficient motivational

supports for teachers who, under unavoidable circumstances, face heavy workloads (Guajardo, 2011);

7. Listening to teachers' voice: conducting teacher forums, holding discussions with teachers, valuing their collective and individual voices, and involving them in decision-making processes

Recommendations to school leadership

It is clear that school leadership plays a key role in influencing teachers' professional identity and their job performance. In light of this, some of the possibilities that school leaders can take into account in order to improve their teachers' morale and job satisfaction are:

1. Exercising good governance; avoiding authoritarian style of leadership and unfair teacher evaluation, subject assignment, selection for training, and other malpractices; ensuring school codes of conduct and codes of practice are well observed;
2. Listening to teachers' voice: conducting regular staff meetings, discussing teachers' challenges, and encouraging their voice; reporting teachers' challenges to concerned officials and making follow-ups; advocating teachers' causes on relevant occasions;
3. Motivating high-performing teachers by recognizing their contributions and providing them with merit-based awards; popularizing such teachers on community gatherings (e.g. on parents' day);
4. Improving school facilities and resources in collaboration with WEO and by mobilizing the community to provide financial and non-financial supports;
5. Encouraging collegiality among teachers to enable them to share resources, discuss issues, and generate solutions to shared problems;
6. Working hard on raising students' motivation for learning; collaborating with teachers, motivated students, students' council, and parents to stimulate students' interest in learning; as much as possible, creating enjoyable learning experiences for students;
7. In collaboration with WEO, finding ways of supporting economically disadvantaged students;

The findings of the study indicate that one of the causes of poorly motivated and poorly performing students is their poor living condition. It is, thus, a challenge for school leadership to support such students by mobilizing the local community and by soliciting monetary and non-monetary aids from charities, generous individuals, NGOs, and other donors.

8. Maintaining students' discipline in school; advising and disciplining poorly behaving students; providing teachers with sufficient administrative support in advising, counseling, disciplining, and correcting disruptive students;
9. Paying greater attention to students' learning at lower grades and building students' literacy skills to reduce the number of poorly performing students at higher grades; ensuring proper leaning, assessment, and promotion of students at all grades

Recommendations to teachers

As indicated elsewhere in this study, teachers do not remain uninvolved with challenging and threatening circumstances in their teaching life. They make individual and collective efforts so as to master the demands placed on them. They also employ various coping resources to manage their challenging conditions, harms, and threats. The suggestions below are meant to help teachers think of alternative ways of coping with their unfavorable working and living conditions.

1. Using attractive and effective methods of teaching and engaging students in learning by winning their attention;
2. Respecting students and handling them with care; avoiding any behavior that degrades students and discourages them from learning;
3. Being willing and ready to solve students' learning difficulties and, individually or jointly, to help students with other problems;
4. Taking a portion of their class time to advise students on ethical issues, motivate them in learning, and promote positive values among the student community;
5. Advocating the teaching profession and the role of teachers in their communities to school children so that they grow cultivated with positive images of teaching and teachers;

6. Avoiding any behavior that can undermine their public image and erode their credibility among their students and the public at large;
7. Making their voice heard: organizing themselves under autonomous local teachers' association; claiming their rights and obligations confidently and publicly;
8. Creating their own free time jobs in order to supplement their monthly salary (e.g. tutorship and small businesses)

The aforementioned recommendations are hoped to provoke more serious debates among stakeholders regarding teachers' welfare and to work out plausible strategies to upgrade the status of teachers and their profession. Given the current economic standard of the country, we may argue that some of the aforementioned suggestions are easier said than done. Of course, it would be unrealistic to expect some of these recommendations to be realized now or within a few years to come. As some of the teachers who participated in the current study have indicated, teachers are cognizant of the realities in the present Ethiopia, and they do not demand or claim immediate and all-inclusive solutions to their problems. Nevertheless, there are many teacher-related issues that require equal and timely attention as some of the priorities in the nation's system of education. It is clear that changes have been already taking place and some are probably underway. The good start and the promising trend need to continue steadily. Efforts began today will take the issue one step further tomorrow. Certainly, step-by-step measures will ultimately bring about fundamental changes in teachers' professional and personal lives.

5.4. Implications for Further Research

This study is an attempt to investigate into the influence of working conditions on teachers' professional identify. The study sought to understand how experienced individual teachers working under mostly unfavorable professional landscape reconstruct, interpret, and report their lived experiences, thereby revealing their important concerns and aspects of their professional identity. In the light of this framework, some questions pertinent to the objectives of the research have been identified and investigated to come up with relevant findings.

By introducing relatively new concepts such as 'teachers' professional identity', 'teachers' emotions', and 'teachers' narratives' to research endeavors on Ethiopian teachers, the study is hoped to provoke further research into these areas. However, given the complexities of teaching and teachers' lives and the multiple and dynamic nature of teachers' professional identity, the contribution of this research can be metaphorically described as 'the tip of the iceberg'. Numerous questions can be raised and many areas of investigation can be considered for further research.

Firstly, further research can take interest into how new teachers form and reform their professional identity once they have began working and living in practical school realities. As novice teachers are customarily placed in rural and remote parts of the country, where they experience and learn about the complexities of being a teacher, it might be interesting to study how they feel about being a teacher in such contexts, how they negotiate the identities they have brought with them from their student life, how they cope with the new life, and how they integrate themselves into school culture.

Secondly, an alternative area of investigation is to focus on teachers' 'critical incidents' (Tripp, 1993) or 'critical events' in teaching (Kitching, Karl, Morgan, Mark and O'Leary, Michael, 2009). These are major and highly influential events that do not happen to teachers frequently but, once they occur, can leave a significant impact on teachers' identity and their occupational motivation. Typical examples are major educational reforms externally imposed on teachers. Many studies on educational changes and teachers' emotions indicate that teachers are often found to receive such reforms with negative reactions and resistance (e.g. van Veen & Sleegers, 2006; Kelchtermans, 2005; van Veen, & Sleegers, 2009; Lee, & Yin, 2011). Similar studies can also be conducted in the Ethiopian context to investigate into teachers' emotions and identity in the context of major educational reforms.

Thirdly, a comparative or intergenerational study can be conducted among teachers with different service years in teaching. The researcher(s) can group teachers into a category of generations on the basis of their career stages (e.g. beginning teachers, mid-career teachers, and late career teachers) and study their lives and careers, emotions

((Hargreaves, 1994, in Kelchtermans, 2005), concerns, and professional identity. A similar study can also be conducted by focusing on gender-based differences and on different geographical backgrounds.

Lastly, various theoretical approaches (other than the social–psychological approach employed in this study) to studying teachers' emotions and identity such as sociocultural, post-structuralist, and social-constructionist (van Veen et al., 2005) approaches can be tried out. As suggested by van Veen, et al., (2005), these approaches can be alternatively integrated into one framework (as they share similarities) in order to have a more comprehensive tool for understanding teachers' emotions and identity. This could be a possible area of focus for future research.

As a whole, there is an enormous body of research options that can be embarked on in the field of teacher professional identity, teacher emotions, and teacher narratives. The researcher believes that the research options suggested above could provide further insights within this field of research. To broaden the scope of the current study, more and varied research is clearly required into our teachers' working conditions, emotional lives, and narrative teacher identity.

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Appendices

Appendix A: Information Letter (English & Amharic)

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

INFORMATION LETTER TO RESEARCH PARTICIPANTS

Research title: Effects of Working Conditions on Teachers' Professional Identity as Revealed through Their Self-reported Emotional Experiences: Narratives of Primary School EFL Teachers

Name of student researcher: Jeylan Aman Tura, a PhD student, Department of English, Addis Ababa University

Name of research supervisor: Dr. Abebe G/Tsadik, Department of English, Addis Ababa University

Dear teacher,

I am writing to invite you to participate in a main study of the research project indicated above. The research is being carried out to write a dissertation for a doctoral degree that I am doing at Addis Ababa University. As indicated in the title, the study aims to understand the effects of working conditions on teachers' professional life with particular reference to government 2nd cycle primary school EFL teachers.

The data will be gathered mainly through in-depth interviews. You will be interviewed and asked a number of questions, most of which encourage you to tell your stories and experiences to the researcher in relation to your career. You will be talking in depth about your experiences, challenges, difficulties, concerns and emotions, and how all of these encounters affect you in your work and in your daily life. You are expected to respond to all questions and issues arising, but you may choose not to answer some questions if you so wish. The interview will be audio-recorded, and it may last up to one and half hour. The interview will seek only your personal experience and perspective on the issues under consideration, and you are not required to represent your school or your colleagues although some of the questions you are asked may concern your school and your colleagues. Hence, you do not require obtaining consent from your school to participate in this interview. Participation in the study is voluntary, and it is entirely left to your discretion. You may even withdraw from the study at any time, if you wish, with no negative repercussions. The interview will take place at a convenient place and time for you and also at a suitable place for the audio-recording.

After the interview, the audiotape will be transcribed and translated to English. The transcripts will be analyzed to discover the major themes which emerged during the interview. You will be

allowed to check the transcripts and translations and you can change or modify if there is something that does not represent or that misrepresents your views. You may even tell the researcher to delete or leave out anything you do not want to be quoted in the study. You may also make clarification and add further information as needed. Furthermore, you will have the opportunity to review the analysis of this study and check if your ideas are correctly interpreted.
Even though there are no material benefits for you, I hope you will gain a great deal of psychological and professional satisfaction from participating in a study which is concerned with your own professional life. You will also contribute significantly to the body of knowledge in the literature about teachers' professional life.

There are no anticipated psychological and social risks in participating in this study. However, your identity will still remain anonymous; pseudonyms will be used for your name, and both your name and the name of your school will not be identified in the data analysis and the reporting of findings. Similarly, your ideas will remain confidential and will be used only for research purpose. The results of the study will, of course, be reported in the PhD thesis and may be disseminated at scholarly seminars, conferences, and in journal articles.

If at any time you have any questions about this study or your rights as a participant, you may contact me through the following address:

Jeylan Aman Tura
09-11-97-04-08 (mobile)
(221)-11- 84-32 (Home)
E-mail:- jeylanam@yahoo.com

If you agree to participate in this study, please sign both copies of the consent form, one copy for your records and the other for me.

I do appreciate your participation in the study.

Sincerely,

Jeylan Aman Tura, a PhD student

አዲስ አበባ ዩኒቨርስቲ
የድህረ ምረቃ ትምህርት ቤት
የቋንቋዎች ጥናት ፋኩልቲ
የእንግሊዝኛ ትምህርት ክፍል

ለጥናት ተሳታፊዎች የሚላክ የመረጃ ደብዳቤ

ማስታወሻ፤
ለአጻጻፍ ይመች ዘንድ ቋንቋው የወንድን ፆታ ታሳቢ በማድረግ የተዘጋጀ ነው፡፡ ቃለ-መጠይቁ የሚቀርብለት ተሳታፊ ሴት ከሆነች የተባዕታይ ፆታ ገላጮች ሁሉ በቃለ-ምልልሱ ወቅት ወደ አንስታይ ፆታ ገላጮች የሚቀየሩ ይሆናሉ፡፡

የጥናቱ ርዕስ፡- Effects of Working Conditions on Teachers' Professional Identity as Revealed through Their Self-reported Emotional Experiences: Narratives of Primary School EFL Teachers

ጥናት አድራጊ፡- ጀይላን አማን ቱራ (የ PhD ተማሪ) ፣ የእንግሊዝኛ ትምህርት ክፍል፣ አዲስ አበባ ዩኒቨርስቲ፣

አማካሪ፡- ዶር አበበ ገ/ፃዲቅ፣ የእንግሊዝኛ ትምህርት ክፍል፣ አዲስ አበባ ዩኒቨርስቲ

ውድ መምህር፣

ይህን ደብዳቤ የጻፍኩበት ምክንያት እላይ በተጠቀሰው የጥናት ፕሮጀክት ላይ በሚደረገው ዋና ጥናት (main study) **እንድትሳተፍ አንተን ለመጋበዝ ነው፡፡ ፕሮጀክቱ የሚካሄደው በአዲስ አበባ ዩኒቨርስቲ እያጠናሁ ላለሁ የዶክቶሬት ዲግሪ የማሟያ ፅሁፍ** (dissertation) **ለማቅረብ ነው፡፡ የፕሮጀክቱ ዋንኛ ዓላማ በማስተማር ህይወት ውስጥ የሥራ ሁኔታዎች** (working conditions) **በመምህራን ሙያዊ ማንነት ላይ ያላቸውን ተፅዕኖ ለማጥናት ነው፡፡ ጥናቱ የሚያተኩረው በመንግስት የአንደኛ ደረጃ (2ኛ እርከን) ትምህርት ቤቶች ውስጥ የሚያስተምሩ የእንግሊዝኛ ቋንቋ መምህራን ላይ ሲሆን፤ መምህራኑ በሙያዊ ህይወታቸው ውስጥ የሚያጋጥሟቸውን ችግሮችና እንቅፋቶች፣ ፈታኝ ሁኔታዎች፣ እንዲሁም ሙያዊ ገጠመኞቻቸውን፣ ስጋቶቻቸውንና ስሜታቸውን** (emotions) **ለመረዳትና ታሪካቸውን** (stories) **በጥናቱ ለመዘገብ ነው፡፡**

የጥናቱ መረጃ (data) **የሚሰበሰበው በዋናነት በቃለ-መጠይቅ ነው፡፡ ሥራህን አሰመልክቶ በቃል የምትመልሳቸው የተለያዩ ጥያቄዎች ይቀርቡልሃል፡፡ የጥያቄዎቹ ጭብጦች ትኩረት ያደረጉት በሥራህ ላይ የሚያጋጥሙህ ዘርፈ-ብዙ ችግሮች፣ ፈታኝ ሁኔታዎችና** (challenges) **ገጠመኞች ላይ ሲሆን፣ እነዚህ ሁኔታዎች በዕለት ተዕለት ሥራህና በግል ኑሮህ ላይ የሚያሳድሩትን ተፅዕኖ፣ እንዲሁም በሙያ-ነክ ጉዳዮች ዙሪያ ያለህን ግላዊ እምነትና አስተያየት በተመለከተ ነው፡፡ ለሚቀርቡልህ ጥያቄዎች ሁሉ በጥልቀትና በበቂ ደረጃ ምላሽ መስጠት ይጠበቅብሃል፡፡ ነገር ግን ምላሽ ወይም ሀሳብ ልትሰጥበት የማትፈልገው ጥያቄ ካለ እንድትመልስ ወይም ሀሳብ እንድትሰጥበት አትገደድም፡፡ ለቀጣዩ የጥናት ሥራ ሂደት ይመች ዘንድ ቃለ-መጠይቁ በሙሉ በቴፕ ይቀረፃል፡፡ በቃለ-መጠይቁ የምታስተምርበትን ትምህርት ቤትና የሥራ ባልደረቦችህን በቀጥታም ሆነ በተዘዋዋሪ የሚመለከቱ ጥያቄዎች ሊቀርቡልህ ይችላሉ፡፡ ነገር ግን አንተ በጥናቱ የምትሳተፈው ትምህርት ቤትህንና የሥራ ባልደረቦቸህን በመወከል አይደለም፡፡ በጥናቱ የሚፈለገው የግል አመለካከትና አስተያየት እንደመሆኑ መጠን በጥናቱ ለመሳተፍ ከትምህርት ቤትህ ፍቃድ መሻት አያስፈልግህም፡፡ በጥናቱ መሳተፍም ሆነ ያለመሳተፍ ሙሉ በሙሉ በፈቃደኝነት ላይ የተመሠረተና ያንተና ያንተ ውሳኔ ብቻ ነው፡፡ ካሸህ ተሳትፎህን በማንኛውም ጊዜ፣ ከቃለ-መጠይቁ በኋላም ቢሆን፣ የማቋረጥ መብት ይኖርሃል፡፡ ለዚህም የሚደርስብህ**

ምንም ዓይነት ችግር የለም። ቃለ-መጠይቁ የሚፈጀው ጊዜ ከ 1፡00—1፡30 ሊሆን ይችላል። የሚካሄደውም ላንተ በሚመች ጊዜና ቦታ ሆኖ ለድምጽ ቀረፃም አመቺ በሆነ ሥፍራ ነው።

በቴፕ የተቀዳው ቃለ-መጠይቅ ቃል በቃል ወደ ፅሑፍ (transcript) ከተገለበጠ በኃላ ወደ እንግሊዝኛ ይተረጎማል። ትራንስክሪፕቱንና የእንግሊዝኛ ትርጉሙን እንድታየውና ሀሳብህን የማይወክል ወይም አዛብቶ ያቀረበ ሁኔታ ካለ አስፈላጊውን እርምትና ማስተካከያ እንድታደርግበት ዕድል ይሰጥሃል። ለመጨመር ወይም ለመቀነስ ወይም ለማብራራት የምትፈልገው ሀሳብ ካለ ለማየትና በጥናቱ ውስጥ እንዳይካተት (እንዳይጠቀስ) የምትሻው ጉዳይም ካለ ለመሠረዝ ትችላለህ። ትራንስክሪፕቱ በቃለ-መጠይቁ ውስጥ የተካተቱትን ዋና ዋና ጭብጦች ለማግኘት (ለይቶ ለማውጣት) ትንተና (analysis) ይደረግበታል። በትንተናውም ውሥጥ የሠጠኸው ሀሳብ በአግባቡና በትክክል መተርጎሙን የማየት ዕድል ይኖርሃል።
በዚህ ጥናት መሳተፍ ላንተ የሚያስገኘው ቁሳዊ ፋይዳ ባይኖርም፣ ሙያዊ ህይወትህን በሚመለከት ጥናት ውሥጥ መሳተፍ ስነ-ልቦናዊና ሙያዊ እርካታ ይሰጥሃል የሚል እምነት አለኝ። ከዚህም ባሻገር፣ በመምህራን ሙያዊ ሕይወት ዙሪያ ላለው የዕውቀት አካል (body of knowledge) የማይናቅ አስተዋጽኦ ልታበረክት ትችላለህ። ይህ ደግሞ የመንፈስ እርካታ ይሰጥሃል ብዬ አምናለሁ።

በዚህ ጥናት መሳተፍ ባንተ ላይ የሚያስከትለው ስነልቦናዊና ማህበራዊ ችግር ወይም አደጋ አይኖርም። ሆኖም ግን ማንነትህ በጥናቱ ውስጥ አይገለፅም። ጥናቱ ሲካሄድም ሆነ ውጤቱ ለሚመለከተው አካል ሲቀርብ ያንተም ሆነ የትምህርት ቤትህ ስም አይገለፅም። በእውነተኛ ስምህ ምትክ የፈጠራ ስም (pseudonym) ተሰጥቶህ ለዚህ ዓለማ እንዲያገለግል ይደረጋል። እንዲሁም ለጥናቱ ያበረከትከው ሀሳብ በምስጢር የሚያዝና ለጥናቱ ዓላማ ብቻ የሚውል ይሆናል። ነገር ግን፣ አንተም እንደምትገምተው፣ የጥናቱ ውጤት በዲግሪ ማሟያ ፅሑፍ (dissertation) ላይ ይዘገባል። በትምህረታዊ ጉባኤዎችና ስብሰባዎች ላይ ለህዝብ ሊቀርብ ይችላል። በሙያዊ መጽሔቶች (journal articles) ላይም ሊታተም ይችላል።

ጥናቱንና የተሳታፊ መብቶችህን በተመለከተ ተጨማሪ መረጃ ማግኘት ካስፈለገህ በሚቀጥለው አድራሻ ልታገኘኝ ትችላለህ።

ጄይላን አማን ቱራ፣
09-11-97-04-08 (ሞባይል)
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በዚህ ጥናት ለመሳተፍ ፈቃደኛ ከሆንክ ከዚህ ደብዳቤ ጋር ተያይዞ ያለውን የስምምነት ፎርም (consent form) ሁለቱንም ቅጂ መፈረም ይጠበቅብሃል። አንዱ ቅጂ አንተ ጋ የሚቀር ሲሆን ሌላኛው ለኔ የሚመለስ ይሆናል።

በጥናቱ በመሳተፍህ ላንተ ያለኝ አድናቆትና ምስጋና ከፍ ያለ ነው።

ከሠላምታ ጋር

ጄይላን አማን፣ የፒኤችዲ (PhD) ተማሪ

Appendix B: Consent Form (English & Amharic)

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

CONSENT FORM (developed by the researcher)

Research title: Effects of Working Conditions on Teachers' Professional Identity as Revealed through Their Self-reported Emotional Experiences: Narratives of Primary School EFL Teachers

Research student: Jeylan Aman Tura (PhD student), Department of English, Addis Ababa University

Supervisor: Dr. Abebe G/Tsadik, Department of English, Addis Ababa University

I, ……., have read and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction and sufficient clarifications have been made on all my doubts. Thus, I agree to participate in the above study realizing that I am entitled to withdraw at any time. I also agree that the data collected from me for this study may be published or may be provided to other researchers in a form that does not identify me in any way.

_____	_____	_____
Participant's name	Signature	Date
_____	_____	_____
Researcher's name	Signature	Date

አዲስ አበባ ዩኒቨርስቲ
የድህረ ምረቃ ትምህርት ቤት
የቋንቋዎች ጥናት ፋኩልቲ
የእንግሊዝኛ ትምህርት ክፍል

የስምምነት መግለጫ ፎርም (CONSENT FORM)

የጥናቱ ርዕስ፡- Effects of Working Conditions on Teachers' Professional Identity as Revealed through Their Self-reported Emotional Experiences: Narratives of Primary School EFL Teachers

ጥናት አድራጊ፡- ጀይላን አማን ቱራ (የ PhD ተማሪ) ፣ የእንግሊዝ ትምህርት ክፍል፣ አዲስ አበባ ዩኒቨርስቲ

የጥናቱ አማካሪ፡- ዶር አበበ ገ/ፃዲቅ፣ የእንግሊዝኛ ትምህርት ክፍል፣ አዲስ አበባ ዩኒቨርስቲ

እኔ፣ .....፣ በተሳታፊዎች ደብዳቤ ላይ የተሰጠውን መረጃ በሚገባ አንብቤ ተረድቻለሁ፡፡ ለነበሩኝ ጥያቄዎችና ጥርጣሬዎችም በቂ መልስና ማብራሪያ ተሰጥቶኛል፡፡ እንዲሁም፣ አስፈላጊ ሆኖ ካገኘሁ በማንኛውም ጊዜ ከጥናቱ ለመውጣት መቻሌን ተገንዝቤያለሁ፡፡ ስለዚህ፣ በጥናቱ ለመሳተፍ ፍቃደኛ መሆኔን እገልፃለሁ፡፡ ለዚህ ጥናት የሰጠሁት መረጃ (data) **ቢታተም፣ ማንነቴን በማንኛውም መልኩ በማይገልፅ** (በማያጋልጥ) **ሁኔታ ለሌሎች ተመራማሪዎች ተላልፎ ቢሰጥ የማልቃወም መሆኔንም እገልፃለሁ፡፡**

የተሳታፊ ስም	**ፊርማ**	**ቀን**
የአጥኚ ስም	**ፊርማ**	**ቀን**

Appendix C: Interview Guides (English & Amharic)

1. Can you tell me in detail how you became a teacher in general and a teacher of English specifically? Do you think you have made a right decision to become a teacher?
2. Can you tell me about difficult and challenging situations in your career life since you have been a teacher? What was the most difficult period in your life as a teacher? Please tell me what happened to you and how you dealt with it.
3. Can you tell me about times in your teaching (recently or earlier) when you have been upset or disappointed by your school administration? Tell me what happened and how you felt.
4. Can you tell me about times in your teaching (recently or earlier) when you have been upset by your colleagues and your students? Please tell me what happened to you and how you felt.
5. Could you please tell me about times in your teaching, if any, when you have been upset by a political situation or interference or harassment from political authorities? Please tell me in detail what happened to you, how you felt about it, and how you dealt with it.
6. Please tell me about times in your teaching when you have been upset or disappointed by your working and living conditions in general and by the social status of your job. How did you feel? How often do you experience these kinds of situations?
7. Can you think of something unpleasant that you have read, seen or heard recently about teaching or teachers and that offended or disappointed you as a teacher (anything related to teachers or teaching, not necessarily about yourself)?
8. Now, can you tell me about some challenging situations and experiences that you have had as an English teacher and how you dealt with these situations? Please tell me what being a teacher of English as a foreign language is especially like, comparing it with the teaching of other subjects.
9. What accomplishments are you most proud of in your life as a teacher so far? Please share with me your experiences or your stories of success.
10. In the light of teachers' multifaceted roles and responsibilities, how would you describe yourself as a teacher? Can you describe yourself as having contributed enough as a teacher who has multi-faceted roles and responsibilities? (For example, how well would you say you are doing your job as a teacher, and how important do you think you are in terms of your job performance and your contribution to your profession and your community?)
11. Given what you have said so far about your life as a teacher, how do you understand teaching in your life? Or, what sense does it make to you and how would you describe the teaching profession, in general terms?
12. Have you ever thought of leaving this profession (teaching)? Could you tell me a little more about that time– what prompted you to this?
13. If you think that teaching is a difficult job, full of challenges, what inspired you to stay in the profession until now?
14. What about your future intention, would you leave teaching if you get another job? Why? Do you think teachers' working and living conditions would be better or worse in the future?
15. Would you choose teaching in general and particularly teaching English if you could live your life over again (if you were to start your career life all over again)?
16. What important steps would you say must be taken to improve teachers' working and living conditions in Ethiopia?
17. If you have any additional comment, you are welcome.

የቃለ-መጠይቅ መሪ ጥያቄዎች

1. የማስተማር ሙያን እንዴት እንደ ጀመርክ ታሪኩን ዘርዘር አድርገህ ልትነግረኝ ትችላለህ? አሁን ላይ ሆነህ ስታስበው ትክክለኛ ውሳኔ ነበር ብለህ ታምናለህ?
2. በመምህርነት ህይወትህ ውስጥ ያጋጠመህን ዋና ዋና ፈታኝና አስቸጋሪ ሁኔታዎች ልትነግረኝ ትችላለህ? እስኪ የሆነውን ሁሉ ዘርዘር አድርገህ ንገረኝ፡፡ በጣም አስቸጋሪ ጊዜና ሁኔታ ነበር የምትለውና ችግሩን እንዴት እንደ ተወጣኸው/ተቋቋምከው ልትነግረኝ ትችላለህ?
3. በማስተማር ሥራህ ውስጥ በትምህርት ቤት የአስተዳደር ሁኔታ የተነሣ የተከፋህበት ወይም የተበሳጨህበት ጊዜ ካለ ልትነግረኝ ትችላለህ? ጉዳዩ ምን እንደ ነበርና በወቅቱ ምን እንደተሰማህ ንገረኝ እስኪ፡፡
4. ከመምህርነት ሥራ ጋር በተያያዙ ጉዳዮች የተነሣ ከሥራ ባልደረቦችህና ከተማሪዎችህ ጋር ግጭት/ ቅራኔ/ አለመግባባት ውስጥ የገባህበት ጊዜ ካለ ልትነግረኝ ትችላለህ? ጉዳዩ/ችግሩ ምን እንደ ነበርና በወቅቱ ምን ተሰምቶህ እንደ ነበር ዝርዝሩን ብትነግረኝ?
5. በማስተማር ሥራህ ላይ በፖለቲካ ሁኔታ ወይም በባለሥልጣናት ጣልቃ-ገብነት፣ ዛቻ/ማስፈራራት (harassment) ደርሶብህ ከሆነ እስኪ ታሪኩን አጫውተኝ፡፡ ጉዳዩ/ችግሩ ምን እንደ ነበርና በወቅቱስ የተሰማህ ስሜት ምን እንደ ነበር ብትነግረኝ፡፡
6. በማስተማር ህይወትህ ውስጥ በሥራና በኑሮ ሁኔታዎች፣ እነዲሁም ህብረተሰቡ ለማስተማር ሥራ በሚሰጠው ቦታ/ዋጋ የተነሳ የተከፋህበት/ቅር የተሰኘህበት ጊዜ ካለ እስኪ አጫውተኝ፡፡ የተሰማህ ስሜት ምን ነበር? እንደዚህ ዓይነት ሁኔታዎች ምን ያህል ጊዜ ያጋጥሙሃል?
7. በቅርብ ጊዜያት ስለመምህራን ወይም ስለማስተማር ሥራ ያነበብከው፣ ያየኸው፣ ወይም የሰማኸው ጥሩ ያልሆነና እንደ መምህርነትህ ያስከፋህ/ ቅር ያሰኘህ ነገር ካለ ልትነግረኝ ትችላለህ (አንተን በግል በቀጥታ የሚመለከት ባይሆንም)?
8. እንደ እንግሊዝኛ መምህርነትህ ያጋጠመህ አስቸጋሪና ፈታኝ ሁኔታዎች፣ ገጠመኞች ካሉ እስኪ ታሪኩን አጫውተኝ፡፡ እነኝህን ሁኔታዎች እንዴት ተወጣኻቸዉ? በአጠቃላይ እንግሊዚኛ ማስተማርን እንዴት ትገልጸዋለህ? ሌላ ትምህርት ከማስተማር በምን ይለያል?
9. በመምህርነት ህይወትህ ውስጥ በጣም ተሳክቶልኛል ብለህ የምታምንበት ጉዳይ አለ? እስኪ ስለ ስኬታማ ገጠመኞችህና ታሪኮችህ በዝርዝር አጫውተኝ፡፡
10. መምህራን ካለባቸው ዘርፈ ብዙ ኃላፊነቶችና ግዴታዎች አንጻር አንተ እራስህን እንደ መምህር እንዴት ትገልጸዋለህ (ምን ያህል ሥራዬን በትክክል እየሠራሁ ነው ብለህ ታምናለህ? ምን ያህልስ ተሳክቶልኛል/ጠቀሜታ ያለው ሥራ አበርክቻለሁ ብለህ ትገምታለህ)? መሥራት የሚገባኝን ያህል አልሠራሁም ብለህ የምታምን ከሆነ ችግሩ ከምን የመነጨ ነው?
11. እስካሁን ስለመምህርነት ህይወትህ ካነሳኻቸው ጉዳዮች በመነሳት የማስተማር ሥራን እንዴት ትረደዋለህ ወይም ስለ ሥራው ያለህ ጠቅለል ያለ አስተያየት ምንድ ነው)?
12. የማስተማር ሥራን ለመልቀቅ ያሰብክበት ጊዜ ነበር? እስኪ ስለዚያ ጊዜ ትንሽ ብትነግረኝ፡፡ ለምን ነበር ለመልቀቅ የፈለከው?
13. በአጠቃላይ ሥራው በአስቸጋሪ ሁኔታዎች የተሞላ ነው የሚል እምነት ካለህ እስካሁን በሥራው ውስጥ ለመቆየት ያስገደደህ/ያነሳሳህ ነገር ምንድ ነው?
14. የወደፊት ዕቅድህስ ምንድ ነው? ሌላ ሥራ ብታገኝ ለመልቀቅ ሀሳብ አለህ? ለምን? የመምህራንን የወደፊት የሥራና የኑሮ ሁኔታ እንዴት ትመለከተዋለህ? አሁን ካለበት ደረጃ ይሻሻላል ወይስ ይብስበታል ብለህ ነው የምትገምተው?
15. እንደ ገና (እንደ አዲስ) ሥራ ብትጀምር መምህርነትን በተለይም የእንግሊዝኛ መምህር መሆንን በድጋሜ ትመርጣለህ?
16. በአንተ እምነት የመምህራንን የሥራና የኑሮ ሁኔታ ለማሻሻል መወሰድ አለባቸው የምትላቸው የመፍትሔ እርምጃዎች ምን ምን ናቸው?
17. ሌላ ለመጨመር የምትፈልገው ጉዳይ ካለህ…

Appendix D: Sample Transcript

Interview 2: Yomi

Teacher's pseudonym: Yomi
School: Edget
Age: 47
Service: 28 Years
Qualification: Diploma in Amharic (English minor)
Other subjects teaching: Amharic and others (self-contained classes)
Date of the interview: 27-03-2011
Place – school compound
Starting time – 10:30am
Finishing time – 12: 50pm

Researcher: - እሺ በቅድሚያ ቃለመጠይቅ ለመስጠት ተባባሪ ሆነሽ በሰዓቱ ስለመጣሽ አመሰግናለሁ።።

Informant: - **እሺ እኔም አመሰግናለሁ።።**

Researcher: - እስኪ በቅድሚያ ስምሽንና የምታስተምሪበትን ትምህርት ቤት ብታስተዋውቂኝ?

Informant: - እሺ ስሜ መምህርት ዮሚ እባላለሁኝ፤ የማስተምርበት ትምህርት ቤት ዕድገት ትምህርት ቤት ይባላል።።

1. Researcher: - እሺ እስኪ የማስተማር ሥራን እንዴት እንደጀመርሽ ታሪኩን ብታጫውቺኝ።።

Informant: - እሺ የማስተማር ሥራን የጀመርኩት ፈልጌው ወይንም ሆነ ብዬ መጀመሪያ ፈልጌው የገባሁበት ሳይሆን በኋላ ላይ ግን መሆን እንዳለብኝ ወስኜ የገባሁበት ሙያ ነው።። ይኸውም የ12ኛ ክፍል ፈተና በምፈተንበት ጊዜ ወደ ኮሌጅ የሚያስገባ ነጥብ ስላላገኘሁ ወደ ኮሌጅ ገብቼ መማር የማልችል ከሆነ በዚያን ጊዜ መምህርነት ከዚያ በታች ያለውን ውጤት ስለሚቀበል በቀጥታ ወደ መምህርነት ሙያ ለመግባት ወስኜ ነው የገባሁት።። … በ1975 ዓ.ም … 'ዶክመንቶቹን' ምኖቹን ሁሉን ነገር አሟልቼ ደሴ መምህራን ማሰልጠኛ ተመድቤ ጥሩ ውጤት አግኝቼ ለመምህርነት ሙያ በቅቻለሁ።። …

Researcher: - ፈልጌው አልነበረም የገባሁት ብለሽኛል፤ ለምንድ ነው ግን ያልፈለግሽበት ምክንያት ምንድ ነው? ማለት በትምህርቱ ለመቀጠል ነበር ሀሳብሽ ይታወቃል፤ ግን ያህ አልተሳካም።። ከትምህርት ሥራ ውጭ ሌሎች አማራጮች በዛን ጊዜ ቢኖሩ ኖሮ ሌላ ሥራ ሌላ መሥሪያ ቤት የመቀጠሩ ዕድል ቢኖር ኖሮ ከሁሉቱ የትኛውን ነበር የምትመርጪው?

Informant: - እውነቱን ለመናገር ከሆነ ከሁለቱ ሌላውን ዕድል ነው የምመርጠው፤ ከመምህርነት ይልቅ በሌላ መሥሪያ ቤት ተቀጥሮ መሥራቱን ማለት ነው።። በዛን ጊዜ ግን ያው ወደ ኮሌጅ መግቢያው በኮታም እና በነጥብ በጣም ጥቂት ቦታ ነው ዩኒቨርስቲዎችና ኮሌጆችም የነበሩት።። ስለዚህ በጣም ጠባብ ነው ኮሌጅና ዩንቨርሲቲ መግባት፤ የማልችል መሆኔን ሳውቅ ግን ቀጥታ መምህርነትን ነው የመረጥኩት በቃ።። ሌላም ሥራ ለመፈለግ አልፈለግኩኝም፤ እና ጊዜዬን ለማባከንም አልፈለግኩኝም።። ወደ መምህርነት ገብቼ ከዚያ በኋላ ግን ትምህርቴን ለማሻሻልና ለመቀየር ነበር ሀሳቤ፤ ያው ሀሳቤ ሊሳካልኝ አልቻለም፤ ያው በዚሁ በመምህርነቱ እስካሁን ድረስ አለሁኝ።። በተለያዩ ችግሮች ምክንያት ማለት ነው ትምህርቴንም ለመቀጠል ያልቻልኩት፤ የቤተሰብም ችግር ነበር ይህንን ስገባ።። አንድ ዓመትም መቆየት ያልፈለኩት በዛ ምክንያት ነው።። … ግን የመምህርነት ሙያዬን ከገባሁበት ወዲያ ደስ ብሎኝ ነው የምሠራው።። በጣም ደስ ብሎኝ ነው የምሠራው።።

Researcher: - ከመምህርነቱ ሙያ ውስጥ ሳይገባ በፊት ብዙ ጊዜ ሰው ፍላጎት የለውም።። ያንቺም እምነት እንደዚሁ እንደነበረ ነው የምገነዘበው።። ለምን ይመስልሻል ግን ይሄ?

Informant: - … ከአባቴ ያገኘሁት ነው ለማለት እችላለሁ።። ግን በዚያን ጊዜ አሁን እነሱ ደሞዛቸውም ትንሽ ቢሆንም የጊዜው የኑሮ ሁኔታ ዝቅተኛ ስለሆነ በጥሩ ኑሮ ላይ ነው፣ አለባበሳቸውም፣ 'ፐርሰናሊታቸውም' ጥሩ ነው።። 'ፐርሰናሊታቸውን' ጠብቀው፣ የፈለጉትን በልተው፣ የፈለጉትን ጠጥተው፣ ልጆቻቸውንም በጥሩ ሁኔታ ነው ያሳደጉን አሁን።። ግን ከዛ በኋላ ያለውን ማለት ነው፣ ከዚያ በኋላ ያለውን ስመለከተው በኛ በተማሪነታችን ጊዜ ወደ high 'ስኩሉ' ስንደርስ ከዚያ በኋላ ያለው ግን የመምህር ደሞዙና የኑሮ ሁኔታ በፍፁም የማይገናኝ ዓይነት ሆነ፣ አንድ።። ሁለት፣ መምህር እንደሰለጠነ፤ ከሰለጠነ ወዲያ እልም ያለ ገጠር ውስጥ ተመድቦ እዛ የተመደበበት ቦታ የማይሆን ነገር ሆኖ በቃ ወይ ራሱን አያሳድግ፤ ወይ

ጥሩ ደረጃ ላይ አይደርስ፤ ወይ ጠጪ ሆኖ፣ ሰካራም ሆኖ፣ እንደገና ደግሞ ሴቶቹም ያልሆነ ባል አግብተው ወይም ደግሞ በገበሬ ሁሉ ተደፍረው ከገበሬ ጋር እስከ መኖር ድረስ ያኔ ተማሪ ሆነን ይሄን ይሄን ስለምንሰማ ፍላጎቱ የለኝም ነበር። ግን ያው ችግር ስለሆነ በኋላ ግን ወሰንኩኝ ጊዜዬን ማባከን እንደሌለብኝ ብዬ ወስኜ ነው የገባሁበት፤ እና በዚህ ምክንያት ነው ይኔን እንትን ልል የቻልኩት።

Researcher: - የእንግሊዘኛ መምህርስ እንዴት ነው መሆን የቻልሽው? ሌሎች ትምህርቶችንም አስተምረሻል፤ የበለጠ ደግሞ ትኩረት ያረግሽው እንግሊዘኛ ላይ ነው። እንዴት ነው የእንግሊዘኛ መምህር ልትሆኚ የቻልሽው?

Informant: - እንግዲህ የእንግሊዘኛ መምህር ልሆን የቻልኩት አንደኛ፣ ፍላጎት አለኝ በትምህርቱ ላይ። ሁለተኛ፣ በማስተምርበት ጊዜ ደግሞ በጣም ደስ ብሎኝና ረክቼ የማስተምርበት ትምህርት ስለሆነ ብዙ ጊዜ አስተምሬዋለሁኝ። ሌላ ሳይንስ፣ ህብረተሰብ፣ አማርኛ ከማስተምር ይልቅ እንግሊዘኛን በጥሩ ሁኔታ ባስተምር ደስ ይለኛል። እስካሁንም ድረስ ደግሞ እያስተማርኩ ያለሁት በዛው ላይ ነው፤ ባለፉት ጊዜያቶች 5ትም 6ትም 4ትም ብዙ ጊዜ አስተምሬያለሁ። አሁን ደግሞ self contained ከሆነ ሌላ ረዳት መምህር እንኳን ቢጨመር እንግሊዘኛ ትምህርትን አልሰጥም ለረዳት መምህር፤ ሌላ ትምህርት ውሰዱ ነው እንጂ የምለው እንግሊዘኛ ትምህርትን ራሴ ነኝ የማስተምረው። ስለዚህ ማስተማሩ ደስ ይለኛል እረከበታለሁ፤ በዚህ ምክንያት ነው እንግሊዘኛ ማስተማርን የፈለኩት። አሁንም ወደ ፊትም ቢሆን፣ አሁን ዲፕሎማዬም 'ሜጀሬ' አማርኛ ቢሆንም እንግሊዝኛን ባስተምር ደስ ይለኛል። እንግሊዘኛ መምህር ብሆን ማለት ነው። ዲግሪዬንም ብቀጥል በዛው የምቀጥል ይመስለኛል።

Researcher: - **በአጠቃላይ መምህር በመሆንሽ ተፀፅተሻል ወይም** regret **አድርገሻል**?

Informant: - መምህር በመሆኔ ምንም የተፀፀትኩት ነገር የለም። ያው በመምህርነት ሙያ ላይ በምንሰማራበት ጊዜ ወይንም በመምህርነት ሙያ ውስጥ እስካሁን በ 28 ዓመት አገልግሎት ውስጥ ብዙ ችግሮችን ተቋቁመን ነው ያሳለፍነው። ከመጀመሪያ ከተመደብንበት ጊዜ ጀምሮ ማለት ነው። እና እነዚያ ችግሮች ያን ያህል እኔን የመምህርነትን ሙያ እንድጠላውና እንደው ለምን መምህር ሆንኩ ያልኩትን ጊዜ፣ የረገምኩበት ጊዜ የለም።

2. Researcher: - እሺ፣ ብዙ ችግሮችን ተቋቁመን ነው ያሣለፍነው ብለሸኛል። እስኪ እነኝህ ችግሮች ምን ምን ናቸው ዋና ዋናዎቹን ጥቂቶቹን ወደ ኋላ ሄደት ብለሽ እስኪ አንዳንድ ታሪኮችን ብታጫውቺኝ።

Informant: - እሺ። እንግዲህ ከምደባ ይጀምራል። የመምህርነት ሥራ ከምደባ ይጀምራል፤ ምደባ በመጀመሪያ ከማሰልጠኛ እንደወጣን በመጀመሪያ የተመደብኩት በሰሜን ሸዋ፣ ከፍለ ሀገር ነበር ያኔ የሚባለው፤ በሰሜን ሸዋ ተጉለትና ቡልጋ አውራጃ አንኮበር የሚባል ቦታ፣ አሁን እንኳን በ tourism በምን እየተዋወቀ ነው ያለው። እዚያ ቦታ ላይ፣ ከዚያ ቦታ ተነስተን እንደገና አልዩ አምባ የሚባል ቦታ፣ አልዩ አምባ ከሚባል ቦታ እንደገና ደግሞ ዲቪ ጎርጎ የሚባል ቦታ፤ በእግርና በከብት የሚኬድበት ቦታ ላይ ነው የደረሰኝ። ... አሁን ማታ ገባን እዛ፤ ቢቃ እኔ አሁን ሰኔ ካልሆነ በስተቀር ሰኔም ስመለስ አሁን ሥራውን ለመልቀቅ ነው ፍላጎቴ፤ ካልቀየሩኝ ማለት ነው፤ ወደዛ ቦታ ላለመመለስ። ሰኔ ካልሆነ በስተቀር ከዚህ ተነስቼ አልሄድም አልኩኝ፤ ... እንዳልኩህ በሰው ላይ የጠላነው ነገር እዚያ አካባቢ ሴት አስተማሪዎች ስለሄድን አሁን ወንዶች አስተማሪዎች ደግሞ እዚያ ሥራተኛ ብለው የሚይዟቸው አሉ። ሁለት ወንዶች አስተማሪዎች አሉ፤ እኛ ሁለት ሆነን ሄድን። እዛ እነዚያ ሴቶች፣ እዚያ ቤት ውስጥ ያሉ ሴቶች እኛን አሁን በዓይነቁራኛ መከታተል ጀመሩ፤ በከፋት ማለት ነው። እኛ ሁለት ሴቶች አንድ ቤት ውስጥ ነው ያለነው፤ ወንዶቹ እዛው ነው ያሉት ግን በከፍተኛ ደረጃ አጥምደው ይከታተሉን ጀመር እኛን ለማጥፋት ማለት ነው። ... አሁን እንግዲህ ይሄንን ችግር አሳልፈናል እዛ፣ የመጀመሪያው ዓመት ማለት ነው። ከዛ ሄጄ እኔ እዛ ቦታ አልሄድም፣ ከቻላችሁ ሌላ ቦታ መድቡኝ ብዬ አመለከትኩ። እውነትም ያመለከትኩትን ነገር ተቀብለውኝ ሌላ ቦታ መደቡኝ። ያህ ከፍተኛ ችግር በዛን ጊዜ ያጋጠመኝ ችግር ነበር፤ ቅያሬ ላይ በጣም ችግር ስለነበር አሁን ያን ጊዜ ደግሞ የጀርመን የሙከራ ትምህርት እየተሰጠ ነበር በደርግ ጊዜ። በጀርመን አማካኝነት የሚካሄድ የሙከራ ትምህርት ተብሎ ይሰጥ ነበር። ... ያንን ብዙም መምህሩ ፍለጎት የለውም ያንን መለሥራት። አሁን እዚያ የጠየቅኩት ቦታ ሰው ስለሌለ ያንን የሙከራ ትምህርት ገብተሽ ታስረምሪያለሽ? አሉኝ። ፍቃደኛ ነሽ? ሲሉኝ፣ አዎ እኔ አስተምራለሁ፤ የማስተማር ሥራ እስከሆነ ድረስ ምንም የሚያቅተኝ ነገር የለም፤ ... በዚያ በሙከራ ትምህርት ማስተማር ሰበብ ተመደብኩኝ መንዲዳ የሚባል ቦታ ነው። ... እዚያ ተመደብኩኝና በዚያ በሙከራ መምህርነት ሳቢያ ከዚያ ቦታ ላይ በጣም remote የሆነ area ... ተቀይሬ እዚህ መንዲዳ የሚባል ቦታ ገባሁኝ። ... ከዚያ ወዲያ ወደዚህ ሀገር ስመጣ ነው፤ ወደዚህ ሀገር በሚመጣበት ጊዜ ያኔ ደርግ የወደቀበት ጊዜ ነበር። ... እናም ያን ጊዜም በዛ ቦታ ላይ እያለን ያው ያኔ በደርግ ጊዜ ደግሞ የግዴታ እዚያ አካባቢ መምህራኖች ማንኛውንም ሥራ መሥራት አለባቸው፤ የወጣቶች ማህበር አለ፤ የሴቶች ማህበር አለ፤ ገበሬ ማህበር እየሄዱ ገበሬውን ማንቃት አለ፤ ይሄ የሰፈራ ፕሮግራም የሚባል አለ፤ እሱን የሰፈራ ፕሮግራሙን ተግባራዊ ማስደረግ አለ፤ ብዙ ሥራዎች ነበሩ። እናም ያን ጊዜ በዛ ምክንያት አንለቅም የሚል ነገር ሁኔታ ተነስቶ ነበር፤ ያው ጊዜ ፈጅቷል፤ አንድ ዓመት ቆይቼ ወደዚህ አካባቢ ተቀይሬ መጣሁ። ....

Researcher: - ምንድ ነው የሚያመለክተው አሁን ይሄ የነገርሽኝ ታሪክ ሁሉ ስለመምህራን የስራና የኑሮ ሁኔታ የሚያመለክተው ወይም የሚሰጠን ትርጉም አለ ብለሽ ታስቢያለሽ?

Informant: - እንግዲህ እስካሁን የተናከርኩት ነገር ወይንም አሁን እነዚህ እኔ አየሁዋቸው ያልኳቸው ችግሮች፣ ብዙም አይደሉም እኔ ያየኋቸው ችግሮች:: ሌሎች ደግሞ ከዚህ የበለጠ ብዙ ችግር ያዩ ይኖራሉ:: ያንን እኔ ስፍራው የነበረውንም ችግር ገፈት የቀመሱም ይኖራሉ:: አሁን እዛ ቦታ ላይ፣ እኔ ትቼው የመጣሁት ቦታ ላይ ከኛ በፊት የሄደች ሁለት ይሆን ሶስት ልጆችን ወልዳለች ከገበሬ ብለው ነግረውናል:: ከዛ ፍርሃት የተነሳ ነው አሁን ያንን ጥለን የመጣነው:: እና ከዚህም የበለጠ ችግር ያሳለፉ ይኖራሉ:: ... እና እኛም ተማሪ ሆነንን ያንን ነገር ስንሰማ ስለነበር መምህር ለመሆን ፋላጎቱ ማንም ያለው የለም:: ያን ጊዜም እኔ አሁን ወስኜ የገባሁበት ነገር ስለሆነ ነው:: ነገር ግን እነዚያን ሁሉ ችግሮች ተወጥቶ ያስተማርካቸው ተማሪዎች ደግሞ ጥሩ ደረጃ ላይ ደርሰውልህ ስታይ ያንን ሁሉ ነገር ትረሳውና መምህር መሆንን የምታመሰግንበት ጊዜ ይኖራል:: እኔ ግን መምህር የሆንኩበትን ጊዜ የረገምኩበት ጊዜ የለም:: እና መምህር በመሆኔ ደስ ይለኛል::

3. Researcher: - እሺ እንግዲህ በዚህ ሂደት ውስጥ ምንድ ነው አንዳንድ የሚሰሙሽ ስሜቶች ወይም የሚሰሙሽ say እንደ ንዴት፣ ሀዘን፣ ተስፋ መቁረጥ፣ ፍርሃት፣ ስጋት፣ ቁጭት ወይም ፀፀት የመሳሰሉ ስሜቶች ተሰምተውሽ ከሆነ በዚያን ጊዜም ይሁን አሁን በቅርብ ጊዜም ይሁን እስኪ እንደነኝህ ዓይነት ስሜቶች ማስተማር ሥራሽ ላይ ኢጋጥመውሽ ከሆነ ብታጫውቺኝ::

Informant: - ... ሌላው ደግሞ በ 1995 ዓ.ም ላይ ያኔ decentralization የተተገበረበት ጊዜ ነበር በ1995 ላይ:: እና ያኔ እዚሁ ከተማ ውስጥ ነበርኩኝ:: ከዚያ በፊት ግን ወንጂ ብዙ ጊዜ አንድ አምስት አመት አገልግዬ ነው እዚህ ከተማ የገባሁት:: ያን ጊዜ በ 95 ዓ.ም decentralization ሲተገበር ምን ሆነ አንደኛ፣ ትምህርታቸውን ያሻሻሉ ዲፕሎማ የያዙ ሰዎችን ነው ከቦታቸው ሲያንቀሳቅሱ የነበረው:: ሁለተኛ ደግሞ፣ የአገልግሎት ጊዜያቸው ከ 10ዓመት በታች የሆነ ሰዎችን ነው ፈልገው ያንቀሳቀሱት:: እኔ ያን ጊዜ አግልግሎቴ 19 ዓመት ነበር:: ... እንዴ፣ እንዴት ሊሆን ይችላል? በምን መሥፈርት ነው እኔን ወደዛ ልትልኩኝ የቻላችሁት? እስኪ ምንድ ነው የኔ መስፈርትና የናንተ መሥፈርት ደግሞ ምንድ ነው? ብዬ ሄጂ በማረጋግጥበት ጊዜ፣ አንደኛ፣ አገልግሎትሽ 9 ዓመት ነው አሉ፤ ሁለተኛ፣ ጋብቻ የለሽም፤ ስለዚህ በዚህ ምክንያት ነው ያነሳንሽ አሉ:: እንዴ፣ እኔ እናንተው ተመልከቱ፤ መረጃዬ አዚህ አለ አገልግሎቴ 19 ዓመት ነው:: የጋብቻ ማስረጃም አለኝ:: እኔ በጋብቻ ምክንያት ነው ከሌላ ቦታ ከነበርኩበት ቦታ የመጣሁት:: ስለዚህ እኔ የዚህ መነቃነቅ ተጠቂ ልሆን አይገባኝም፤ እና ይሄ ይታይልኝ ስል፣ አይ አሁን ይሄ ነገር ስለተሠራ ሄደሽ እዚያው እየሠራሽ ነው ተመልሰሽ የምትመጪው፤ አሁን አይሆንም አንዴ ተሰርቷል አሉ:: ... ያን ጊዜ በጣም ነው ሞራሌ የተነካው፤ ለምን፣ ከ 5 ዓመት አገልግሎት 4 ዓመት አገልግሎት ካላቸው ጋርና ደግሞ ትምህርታቸውን ያሻሻሉ ሰዎችና ደሞዛቸው ከተጨመረላቸው ሰዎች ጋር ነው የተነሳሁት:: ... እየተመላለስኩ ተመልከት፣ ከቤት ልጆች ማሳደግ አለ፤ ሌሊት 11 ሰዓት ተነስተን መኪና ይዘን እዛ ደርሰን እየተመላለስን ወር ያህል እዛ አገለገልኩኝ:: እንደገና አሁንም እየተከራከርኩ ነው ተመልከት:: ከዚያ አንስተው ቀጥታ ናዝሬት አናስገባሽም ነው ያሉኝ:: ከዚያ አንስተው የት ይመድቡኛል ገፈርሳ፣ ወንጂ ገፈርሳ:: ... ከ 2 ወር በኋላ ነው አንስተው እዚህ የመደቡኝ፤ እዚህ እድገት ማለት ነው:: ... ግን በዛች በ 2 ወር ውስጥ የተሰቃየሁት መሰቃየት ቀላል አይደለም:: እዚያ ሄጂ ተመልሼ እዚህ ፅ/ቤት ለአቤቱታ እቀርባለሁኝ:: እዚህ ለአቤቶታ በምንቀርብበት ጊዜ በጥሩ ሁኔታ የሚያስተናግደን የለም:: ባለቤቴም በአንድ ወገን ይጮህል፤ እኔም እንደገና በዛው ላይ ለምሳዬ አልገባም:: ከሥራ መጥቼ እዛው ነው ለአቤቱታ የምሄደው:: እና ያን ጊዜ በጣም ጭንቅላቴ torture የሆነበት ጊዜ ነበር:: ምን መሰለህ፣ አንደኛ ስልጠናውን አጥቼዋለሁ፤ በዛ በማጣቴ ሲቆጨኝ እንደገና ደግሞ ከቦታ ላይ ያለምንም ጉድለት ማለት ነው፣ 'ከራይቴሪያው' እኔን የሚመለከተኝ አይደለም፤ ግን በማይመለከተኝ ጉዳይ ላይ ከዛ ቦታ ላይ አንስተው ለ 2 ወር 3 ወር ያህል አንከራተቱኝ:: ያህ የቁጭት ስሜት ይፈጥርብኛል፤ ሌላ ግን እንግዲህ::

Researcher: - እሺ ምን ነበር ባንቺ ላይ ያሳደረው ተፅዕኖ ይሄ ሁኔታ?

Informant: - ይሄ ሁኔታ በኔ ላይ ያሳደረው ተፅዕኖ አንደኛ፣ ሥራዬን ተረጋግቼ እንዳልሠራ አድርጎኛል:: በዛ መጀመሪያ የተመደብኩበት ቦታም ተመድቤ አልሠራሁም፤ ለምን፣ ሄጂ ፈርሜ በቀጥታ ለአቤቱታ ወደ ጽ/ቤት ስለምሄድ ብዬ ነው ትቼ የምመጣው ወደዚህ ሥራዬን ማለት ነው:: ሌላው ደግሞ እዚህ ማታ ገብቼ እንደገና ጧት እንዴት ያለ transport አግኝቼ እሄድ ይሁን፣ የ transport ችግር ስለነበረ ማለት ነው:: በመንገድ ላይ ምን ይገጥመኝ ይሆን፣ ስመለስ ደግሞ እንዴት ዓይነት transport አገኝ ይሆን፣ ... ብዬ በጣም ከፍተኛ ችግር ውስጥ ነበርኩ በዚያን ጊዜ ማለት ነው:: ስለዚህ አሁን ያን ጊዜ ስለሥራው ሳይሆን የማስበው በራሴ ህይወት ዙሪያ ነበር ሳስብ የነበረው፤ በፅ/ቤቱም በኩል ብዙ አመላልሰውናል፤ ስናነጋግራቸውም በቀና አያናግሩንም ነበር:: ያህ ያህ ሁሉ ያን ጊዜ ይልቅ እኔ ያን ጊዜ መምህር ሆኜ የተቀጠርኩበትን ጊዜ እና የአስተዳደሩ ሁኔታ፣ ያለው የአስተዳደሩ ሁኔታ ደግሞ እንደገና በተጨማሪ ሰውን የሚያበሳጭ መሆኑን የተገነዘብኩት ያን ጊዜ ነው:: ... ከዚያ ወዲያ ግን ያው በሰላም ነው እየሠራን ያለነው፤ የደረጃ እድገትም ቢሆን ያለፈብኝ ጊዜ የለም፤ ለምን፣ እኔ ያው ራሴን ማመስገን ሳይሆን ሥራዬን አከብራለሁ የማስተማር ሥራዬን:: ማስተማሬንና ተማሪዎቼን ብቻ ነው የምመለከተው:: አሁን በዚህ በውጤት ተኮር ዕቅድ ላይም እኔ ተማሪዎቼን የሚመለከት ነገር ነው በብዛት የማተኩርበት:: እና በተማሪዎቼ ላይ ለውጥ ሳይ፣ በተማሪዎቼ ላይ የማየው ለውጥ ነው የሚያረካኝ:: ከዛ ባለፈ ነው ሌላ ተጨማሪ ሥራ ለትምህርት ቤት መሥራት የምፈልገው:: ግን ሌሎች ሥራዎችን እየሰራሁ አሁን አእምሮዬ የማይቀበለው ነገር፣ ወደ ሌሎች ሥራ አትኩረው ተማሪዎችን መበደል አላስፈላጊ ነገር ነው:: አንደኛ፣ ተማሪዎችም በዚህ ከፍተት ውስጥ ሊበደሉ ይችላሉ:: ግን አሁን የመምህራን ድርሻ፣

ከፍተኛውን ድርሻ መያዝ ያለበት፣ የተማሪዎቻችን የትምህርት አቀባበል የት ድረስ ነው? ተማሪዎቻችንን በምን ዓይነት ሁኔታ እናብቃቸው? የሚለውን ሁኔታ ካጠናንና ተግባሪዊ ካደረግን በኋላ ነው ወደ ሌላ ሥራ፣ ወደ ክበባትም ወደ ሌላም ማለት ያለብን:: ስለዚህ አሁን በእድገት ሁኔታ ላይ እኔ ምን ጊዜም እኔ ቀርቶብኝ የሚያውቀው ነገር የለም:: ባለኝ ነጥብ እድገት ቀርቶብኝ አያውቅም:: እና ሌላ ምን ያጋጠመኝ ችግር የለም::

Researcher: - እንግዲህ እንደማየው በውጣ ውረዶች የተሞላ ነው እንግዲህ የማስተማር ህይወትሽ፤ እና ብዙ የሚያናድዱ፣ ተስፋ የሚያስቆርጡ ፈታኝ ሁኔታዎችን አሳልፈሻል:: እነኝህን ነገሮች እንዴት ነው handle የምታደርጊያቸው ስሜቶቹን ማለት ነው የቁጭቱን፣ የንዴቱን፣ ተስፋ የመቁረጡን ሁኔታዎች እንዴት ነው ያሳለፍሻቸው? እንዴት ነው የተቆጣጠርሻቸው?

Informant: - እሺ ያው ነገሮችን ከገባሁበት በኋላ ለመወጣት ራሴን ዝግጁ አደርገዋለሁኝ:: አልፈራም፤ አልንቀጠቀጥም፤ ነገሩ ከመጣብኝ በኋላ ማለት ነው:: እና ብተወውስ የሚል ነገር አይመጣብኝም:: ያንን ነገር ተቋቁሜ የሚመጣውን ነገር በፀጋ ተቀብዬ ዳሩ ድረስ መድረስ ነው ፍላጎቴ፤ ምንም አልፈራም:: ለምን መሰለህ፣ ከመጀመሪያው ነግሬሃለሁኝ ከተቀጠርኩበት ጊዜ ጀምሮ እዚያ remote area አልሄድም ስትል ነው እኔ እሄዳለሁ ብዬ የወሰንኩት ውሳኔ:: ስለዚህ አሁንም እስካሁንም ድረስ አሁን ይሄ በራሱ ቆራጥ ውሳኔ የመውሰዱ ልምድ አለኝ:: ማንኛውም፣ ማናቸውም ዓይነት ችግር ቢመጣ፣ ወይ ይህንን ነገር እስኪ እንደው ሰዎች ያደርጉልናልና እነዛን ሰዎች እስኪ እንደዚህ ሄጂ ልበል የሚል እንትን ፍላጎቱ የለኝም:: በምችለው አቅሜ ራሴ እወጠዋለሁ:: ችግርም ቢደርስብኝ ያለውን ችግር ተቀብዬ የምደርስበት ደረጃ እደርሳለሁ:: ... ያንን ሁሉ ነገር እስከሚደረግ፣ ነገሮችን ከሆነ በኋላ በትዕግስት፣ሁኔታው እስከሚፈፀም ድረስ በትዕግስት እጠብቃለሁኝ፤ በትዕግስት ነው የተቀበልኳቸውና ያሳለፍኳቸው፤ በፅናት ማለት ነው::

4. Researcher: -እስኪ አሁን ደግሞ የማነሳልሽ ጥያቄ፣ በማስተማር ህይወትሽ ውስጥ በትምህርት ቤትሽ የአስተዳደር ሁኔታ የተነሳ የተከፋሽበት ወይም የተበሳጨሽበት ጊዜ ካለ እስኪ ታሪኩን አጫውቺኝ::

Informant: - እሺ ... አሁን እዚህ ትምህርት ቤት ከመጣሁኝ፣ ... እና ያን ጊዜ ... የተወሰኑ ወራትን ነው የሰራሁ፤ 96ም የተወሰኑ ወራቶች ናቸው፤ አዲስ ነኝ ለዚህ ትምህርት ቤት እኔ:: ... እና ያን ጊዜ ደግሞ የመምህራን በየሶስት ወሩ ነው በየአራት ወሩ እየተሰበሰብን ደረጃ፣ የሥራቸው ደረጃ ይሰጣቸዋል፤ እከሌ 'A' ነህ፣ እከሌ 'B'፣ እከሌ 'C' ነህ የሚባል ደረጃ የሚሰጥበት ጊዜ ነበር ያኔ:: ... አሁን ቁጭ ብለን እንደዚህ ደረጃ ይሰጣል የመምህራን፤ ስለዚህ ይነገራል ስም ተባለ:: አሁን ተሰብስበናል ሁለችንም፤ እና 'ክራይቴሪያው' 'A' የሚሰጠው ክራይቴሪያው ይሄ ይሄ ይሄ ነው፤ እና ግልፅ የሆነ ነገር የሠራ፣ የሚታይ ነገር የሠራ ይላል:: ከሌሎቹ እንዲያውም stress አድርጌ ልብ ብዬ የወሰድኳትን የሚታይ ነገር፣ ግልፅ የሆነ ነገር፣ ቋሚ የሆነ ነገር የሠራ፤ ሌሎችም ሌሎችም 'ክራይቴሪያዎች' አርገው 'A' ውስጥ የሚገባው ይሄ ነው አሉና አሁን ስም ዝርዝር መጥራት ጀመሩ:: ስም ዝርዝር ሲጠሩ እዛ 'A' ውስጥ የኔ ስም ተጠራ:: ከው ነው ያልኩት፤ በጣም ደነገጥኩኝ:: እና አሁን ዝም አልኩና በቃ ከዚያ በኋላ እኔ ምን ዓይነት ስብሰባም እንደተካሄደ አላዳመጥኩኝም:: ቀጥታ ስብሰባው እንዳለቀ ወደ ቢሮ ነው የሄድኩት:: ቢሮ ስሄድ ሌላ ስብሰባ ውስጥ ገብቷል ዳይሬክተሩ:: ... ጧት ተነስቼ መጣሁኝ:: አሁንም ያህ ዳይሬክተር ስብሰባ ላይ ነው ያለው:: የሆነች ትንሽ ወረቀት ቀደድኩና እናንተ የሰጣችሁት 'A' ከ 'ክራይቴሪያችሁ' አንፃር ለኔ አይገባኝም:: ትምህርት ቤት ውስጥ ትንሽ ቆይቼ የሥራዬን ሁኔታ አይታችሁ ከዚያም በኋላ እዚያ 'A' ውስጥ ብታስገቡኝ ወይም 'B' ውስጥ ብታስገቡኝ የተሻለ ነው:: ለአሁኑ ግን አስተካክል እሄን ነገር አይተህ ብዬ ለዳይሬክተሩ ወረቀቱን ሰጠሁትና እኔ ተመልሼ ወጣሁኝ:: ከዚያ በኋላ ጠራና አነጋገረኝ:: አዎ ብዬ ነገርኩት ይህንን አሁን የነገርኩህን ነገር ሁሉ ማለት ነው:: እሺ ጥሩ ነው፤ ሀሳብሽ ጥሩ ነው፤ ሌላ ሰው ቢሆን ግን እንዲህ አይለንም:: የማይሠራው ሰው እንኳን ለምን 'A' ውስጥ አልገባሁም ብሎ ይከራከረናል እንጂ እኔ ለምን ተሰጠኝ ብሎ የተከራከረ ሰው የለም፤ አመሰግናለሁ አለ፤ አይ እኔ ለአዕምሮዬ ነው በቃ፣ አዕምሮዬ ስላልተቀበለው ይህንን አድርጌያለሁ ብዬ አልኩት:: ... ከዚያ በኋላ ያው ሥራችንን በጥሩ ሁኔታ እየሠራን እያለን፣ ሌላ ጊዜ ደግሞ ሁለት ዓመት ነው ሦስት ዓመት ይለፈው እኔ እንጃ፤ መምህራንን ለማነቃቃት ሽልማት ተባለ:: ሽልማት መሸለም ስላለበት የትምህርት ቤቱ መምህር ሁሉ ይሸለማል አሉ:: አሁን እኔ ያን ያህል ትኩረት አልሰጠሁትም አሁንም ለዛ ነገር:: ... አሁን ስም ይጠራል፣ ይጠራል፣ ይጠራል ለካ፤ እዚህ ወላጆች ተሰብስበዋል፤ አንድ ሁለት ካርዶች የተበላሹ ነበሩ እነሱን እያስተካከልን እኔ staff ተቀምጫለሁኝ፤ ለካ መምህራኖች እየተጠሩ ይሸለማሉ፤ የምስክር ወረቀት ነው የሚሰጡት:: አሁን መምህራኖች መጡ:: እንዴ! ምን ነው ለምንድ ነው ስምሽ ያልተጠራው ምናምን አሉኝ:: ምን፣ ለምን፣ ምኑ ላይ? ሽልማት ላይ:: እኔ ምን አውቃለሁ 'ከራይቴሪያውን' አላሟላሁም ይሆናል አልኳቸው:: እንዴ! እከሌም፣ እነ እከሌም፣ እነ እከሌም፣ እነ እከሌም ተሸልመው አሉኝ:: አሁን እነዚያን እነ እከሌ፣ እነ እከሌ፣ እነ እከሌ የተባሉ መምህራን፣ በእውነት ነው የምልህ፣ ሰዓት እንኳን አክብረው የማይገኙ ሰዎች ናቸው:: እንዴ፣ እኔስ ታዲያ ለምንድ ነው ይሄ የማይሆነው? አሁን ትንሽ ጭንቅላቴን መታኝና ሄድኩ ዳይሬክተሩ ጋ:: ዳይሬክተሩም ጋ አልሄድኩኝም:: መጀመሪያ ጠራኝ፤ እሱ አስጠራኝ:: እኔ ካርድ እየሠራሁ ነበርኩኝ ቆይ መጀመሪያ ካርዴን ሰጥቼ ሥራዬን ጨርሼ ነው የማነጋግረው ብዬ:: ከዚያ ሽልማት ላይ ስማችሁ አልተጠራም፤ በስህተት ነው ይቅርታ አለ:: ... ግን ከኔ፣ እንደው ከኔ ምንም ስለሥራው ምንም ደንታ የሌላቸው ሰዎች፣ ስለ ተማሪ ምንም ደንታ የሌላቸው ሰዎች ናቸው የተሸለሙት እኔን ለምንድ ነው ይህችን ወረቀት የነፈግከኝ አልኩት:: እና ብዙ አምናም አግበስብስ ሽልመናል ስላልከ እነዚህ እነዚህ የተናገርካቸው ነገሮች ሁሉ በጣም torture አድርገውኛል፤ ...ግን ብዙ የደከምኩበትንና ወረቀቱ ላይሰጠኝ የቻለበትን ምክንያት ብቻ ዘርዝርልኝ አልኩት:: በስህተት ነው፤ እና ስማችሁ ዝርዝራችሁ ሳይተላለፍ ስለቀረ ነው እንጂ ሌላ ድክመት ኖሮ ምን ኖሮ አይደለም፤ ... እነዚህ ሁለቱ ጉዳዮች ናቸው የአስተዳደርን ሁኔታ

በተመለከተ፡፡ ሌላ ሌላው እንግዲህ በቀን በቀኑ አለ የአስተዳደር ሁኔታ፡፡ አለ፤ የ period ምደባ አለ፤ አሁን ይሄ mobile አለ፤ mobile መምህር ይመደብልናል፡፡ እና እንዴት ብዬ ልንገርህ…..

Researcher: - Mobile **ስትይ ምንድ ነው**? Mobile ***መምህር ማለት ምን ማለት ነው***?

Informant: - Mobile ማለት፣ አሁን እኔ እዚህ self-contained ነኝ አይደለም? ማለት አማርኛ፣ እንግሊዝኛ፣ሂሳብ፣ አካባቢ ሳይንስና ሥነ-ውበት የሚባል፣ የባህል ትምህርት የሚባል አለ፡፡ አምስቱንም ትምህርት እኔ ነኝ የማስተምረው እዚህ ክፍል፤ ሌላ መምህር አይገባም፡፡ ግን ረዳት ተብሎ ወይ አንድ subject ይይዝና ቅድም እንዳልኩህ፣ mobile ሲመደብ እንግሊዘኛ ትምህርት አልሰጥም እንዳልኩህ፣ ወይ ለሒሳብ ወይ ለአማርኛ ወይም ደግሞ ይህንን የባህል ትምህርት ስፖርት ሙዚቃ ምናምኑን የሚረዳ አንድ መምህር ይመደባል፡፡ እሱን እንኳ ሲመደብ እሱ እነሱጋ ሄዶ እንዲህ እንዲህ እነሱ ጋ ሥር ሥራቸው ላለ ሰው ነው ተወስዶ የሚመደበው እንጂ እስኪ እነኚህ ሰዎች ሲለሚለፉ ለተማሪዎች ለውጥ ስለሚያሳዩ እስቲ ለነሱ ረዳት እናርግላቸው የሚል የለም፡፡ እውነቴን ነው የምልህ እንግዲያውስ እቅጩን ልንገርህ ካልኩ እና አስተዳደር ላይ ችግር አለ፡፡ መምህሩ የሚለፋውን ያህል አስተዳደሩ ደግሞ ድጋፍ ማድረግ አለበት፡፡ … እና በዚህ በዚህ ጉዳይ ላይ minor minor በሆኑ ጉዳዮች ላይ ብዙ አሉ፡፡

Researcher: -ግን በናንተ ላይ ያለው የሚያሳድረው ተፅዕኖ ምንድ ነው? እንደዚህ ዓይነት የአስተዳደር በደል ሲኖር ሥራችሁን እንዴት እየነካ ነው ከምታዩት ሁኔታ?

Informant: - አዎ፣ አንዳንዴ ምን አባቱ ብለህ ‘ሌዘፌር’ እንድትሆን ያደርጉሃል፡፡ ለምን? እኔስ ከሌላው የተለየሁ በምን ምክንያት ነው ያሰኛል፡፡ አንዳንዴ ደግሞ በተፈጥሮ ጉዳይም sensitive የሆነ ሰው አለ በቃ፡፡ አሁን እኔ፣ ለምሳሌ፣ ውጭ አይቼው ያንን በደል ምናምን ቀጥታ ክፍል ውስጥ ገብቼ እረሳዋለሁ፡፡ በጭራሽ እረሳዋለሁ፤ ቀጥታ ‘አቴንሽኔ’ በሙሉ ተማሪዎቼ ላይ ነው ያለው፡፡ … ስለዚህ እነዚህን እነዚህን ነገሮች እዚያው ውጭ ነው እንጂ፣ እኔ በበኩሌ አሁን እዚያው ውጭ ነው አይቻቸው ከቻልኩ ተናግሬ ካልቻልኩም ንቄው ትቼው በንፁህ አዕምሮ ግን ወደ ክፍል ገብቼ፣ ልጆቼን በንፁህ አእምሮ ነው የማስተምረው፡፡ ግን ለሌሎች ለሌሎች አሁን ይሄ ነገር ካልተደረገልኝ ይህን ነገር አላደርግም ብለው የሚያደርጉ ሰዎች ሊኖሩ ይችላሉ፡፡ ገብተው ለግመው ክፍል ውስጥ ቁጭ ብለው ልጆቹን አጥኑ ብለው ቁጭ የሚሉ ሊኖሩ ይችላሉ፡፡ ስለዚህ የሥራ በደልማ ያስከትላል፤ የአስተዳደር ጉድለት የሥራ በደል ያስከትላል እላለሁኝ እኔ በበኩሌ፡፡

5. Researcher: -እሺ ከመምህርነት ሥራ ጋራ በተያያዙ ጉዳዮች የተነሳ ከሥራ ባልደረቦችሽና ከተማሪዎችሽ ጋር ግጭት ወይም ቅራኔ ወይም አለመግባባት ውስጥ የገባሽበት ጊዜ ካለ ልትነግሪኝ ትችያለሽ?

Informant: - እሺ እኔ እንኳን እንግዲህ አለመግባባትን የሚያመጡ ነገሮች ትዕግስት ማጣት ነው፤ አንድ፡፡ ከተማሪዎችም ጋር ደግሞ ተማሪዎችን እንደ ፀባያቸው አለመያዝ ነው ከተማሪዎች ጋር የሚያጋጨው፡፡ መምህራኖችም ቢሆኑ እንደ አቀራረብ ነው ግጭት የሚያመጣው፡፡ ከተማሪዎቼ ጋር ምንም ዓይነት …፤ አንድም ጊዜ ከተማሪዎቼ ጋ ተጋጭቼ አላውቅም፡፡ ለምን፣ ተማሪዎቼን እንደ ፀባያቸው አድርጌ ነው የምይዛቸው፡፡ ረባሽም ከሆነ ቀስ ብዬ ጠርቼ፣ አነጋግሬው፣ ለምን ትረብሻለህ? እንዲህ ብታደርግ፣ ይሄ ጥሩ ነው፤ ይሄ ነው የሚሻልህ፤ ያህ ነው የሚሻልህ፤ ብዬ እመክረዋለሁ እስከምችለው ደረጃ ድረስ እመክረዋለሁኝ፡፡ ከዚያ በኋላ ግን ይመለሳል፡፡ ይመለስና ያንን ነገር ሳያደርግ ከሌሎቹ እኩል ተስተካክሎ ፀባዩን አገኘዋለሁኝ፡፡ አሁን እንደው ጎርምሰው እንኳን ያስቸገሩ አሁን በየመንገዱ ሲያገኙኝ teacher ደህና ነሽ? እንደ ምን ነሽ? ነው የሚሉት ጠርተውኝ:: በጣም ያን ጊዜ ልክ የጦርነት ያህል፣ ትምህርት ቤት ሆነው የጦርነት ያህል ነው ሁል ጊዜ አንተ ይህን አድርግ፤ ይህን አድርግ የሚባሉት፡፡ በጥል ሳይሆን በምክር ነው፡፡ ከመምህራኖቹም ጋር እንደዚሁ ነው በቃ፡፡ አብረን ተሳስበን በተለይ ይሄ self-contained አሁን ሁል ጊዜ አብረን ነው የምንሠራው፡፡ እኔ ያደረኩትን ነገር እነሱም እንዲያደርጉት እነሱ ያደረጉትን ነገር ደግሞ እኔም እንዳደርገው፣ አንድ ዓይነት ደረጃ ላይ ስላለን የምንሰራቸውን ነገሮች ሁሉ አብረን ስለሆነ የምንሰራው አብረን በምንሰራበት ወቅት ደግሞ ማናቸውም ነገር እኔ በ positive side ነው የማየው እንጂ በ negative side የማየው ምንም ነገር የለም፡፡ ስለዚህ በሰላማዊ መንገድ ነው ሁሌም ሥራዬን የምሠራው፡፡ እንግዲህ በዚህ ትምህርት ቤት በተመደብኩበት ጊዜ፣ አዲስ መጥቼ እንደ ተመደብኩት ነው፤ ልጆቹ ትንሽ አስቸጋሪዎች ነበሩ፡፡ …ግን በጣም አስቸጋሪዎች ናቸው፡፡ ሁለቱ በተለይ ደግሞ ማለት ነው፡፡ ግን እነዛን ሁለት ተማሪዎች መከሬ፣ ሁል ጊዜ ከክፍል መውጣት ይፈልጋሉ፤ አስተማሪ ሲኖርም መረበሽ ይፈልጋሉ፤ እነዛን ሁለት ልጆች መከሬ ጥሩ ሁኔታ ላይ እንዲደርሱ አድርጋለሁኝ፡፡ አሁን እነዚያ ልጆች በትምህርታቸው ገፍተው ባይሄዱም መንገድ ላይ በማገኛቸው ጊዜ ሌላ ሥራ ላይ ለጊዜው ራሳቸውን የሚያስተዳድሩበት ሥራ እየሰሩ ነው፤ መንገድ ላይ በማገኝበት ጊዜ ግን teacher ደህና ነሽ? እንደ ምን ነሽ? አሁንም ያንን ፀባይህን አልተውክም? ስለው አይ ትቻለሁ አሁንማ ትልቅ ሰው ሆኛለሁኝ እያሉ የሚሉኝ ልጆች አሉ፡፡ ፀባያቸው በጥሩ ሁኔታ የተቀየረ ማለት ነው፡፡ ጥሩ ልጆች የሆኑ እና እንግዲህ ሌሎችም ሌሎችም ብዙዎች አሉ፡፡

Researcher: - እስኪ አሁን ሌላው የማነሳልሽ ጥያቄ በማስተማር ሥራሽ ላይ በፖለቲካ ሁኔታ ወይም በባለስልጣናት ጣልቃ ገብነት ዛቻ ወይም ማስፈራራት ደርሶብሽ ከሆነ እስኪ ታሪኩን አጫውቺኝ፡፡

Informant: - አይ ምንም የለም፡፡ ያው ቅድም እንደነገርኩህ እኔ ትኩረቴ ብዙውን ወደ ተማሪዎቼ ነው ብዬሃለሁኝ፡፡ ስለዚህ ብዙንም ትርፍ ጊዜዬን ወደዚህ አሁን ወደ ጠየከኝ ሁኔታ ላይ ተሳትፎ የለኝም፡፡ ስለዚህ የምገናኝበት ሁኔታ ስለሌለ እኔንም በዛ ጉዳይ አያገኙኝም፡፡

Researcher: - አሁን፣ ለምሳሌ፣ ከውጭ አንዳንድ *መመሪያዎች* ይመጣሉ፤ ለውጦች ይመጣሉ፤ እነዛ ለውጦች አንዳንድ ጊዜ ያንቺን ዕቅድ ሊነኩ ይችላሉ፡፡ ያልገመትሺው አዲስ ነገር ሲመጣ ቀደም ብለሽ አንቺ ካቀድሺው *ጋራ* ያንን የሚያፋልስ ሁኔታ አንዳንዴ ከውጭ ሊመጡ ይችላሉ፡፡ ለምሳሌ፣ የተማሪዎች የ promotion policy በተመለከተ *ተማሪዎች* መውደቅ የለባቸውም የሚል አዝማሚያም አለ፤ ያህ ጥሩ ነገር ሆኖ ግን ደግሞ ከነባር፣ ትምህርት ቤት ውስጥ ካሉት objective realities፣ ነባራዊ ሁኔታዎች *ጋራ* ያልተገናዘቡ ሊሆኑ ይችላሉ፡፡ እንደዚህ ዓይነት ሁኔታዎች፣ ከውጭ የሚመጡ አንዳንድ ጉዳዮች *መ*ምህራንን ያላሳተፉ ሊሆኑ ይችላሉ፤ *መ*ምህራኖች ያላመኑባቸው ሊሆኑ ይችላሉ፤ እንደዚህ ዓይነት ሁኔታዎች ሲኖሩ ማለቴ ነው፡፡

Informant: - እሺ እንደዚህ ዓይነት ሁኔታዎች ሲኖሩ፣ ከ*ሥራ ጋ* ቀጥታ ግንኙነት ያላቸው ማለት ነው፣ የምችል ከሆኑ ከዕቅዴ *ጋራ* ከ*ሥራዬ ጋራ* እንዲስተካከል አድርጌ እ*ሠራዋለሁኝ*፡፡ የማይሆን ከሆነ ደግሞ ያንን ነገር ለመ*ሥራት* እሞክረዋለሁኝ፡፡ እሞክረውና positive side የሞኖረው ከሆነ፣ ጥሩ ጎን የሚኖረው ከሆነ ያንን ጥሩ ጎኑን እቀበለዋለሁኝ፡፡ ጥሩ ጎን የማይኖረው ከሆነ ግን አልቀበለውም፡፡ ለምሳሌ አሁን የዚህ የ promotion ጉዳይ ስታነሳልኝ አምና 48 ተማሪዎች የምችለውን ያህል በጥሩ ሁኔታ ይገፎ እያስተማርኩኝ፣ tutorial በየሳምንቱ ቅዳሜ ቅዳሜ እሰጣቸዋለሁኝ፡፡ አርብ ዕለት ከሰኞ እስከ ሐሙስ አስተምራቸውና ዓርብ ዕለት ቴስት እሰጣቸዋለሁኝ፡፡ ያንን ቴስት እያንዳንዳቸውን ያገኙትን ውጤት እመዘግባለሁኝ፡፡ እና ያንን ያገኙትን ውጤት እመዘግብና የደከሙበትን ጉዳይ የት *ጋ* እንደሆነ እመለከተዋለሁ፡፡ ከዚያ በኋላ በዛ ቦታ ላይ ጥንካሬ እንዲኖራቸው ማጠናከሪያ እሰጣቸዋለሁ tutor፡፡ ያንን ከሰጠሁዋቸው በኋላ በሚቀጥለው ጊዜ ሌላ ማሻሻያ ፈተና እሰጣቸዋለሁ፡፡ ያንን የማሻሻያ ፈተና ጥሩ ውጤት ያገኙበትን ነጥብ እይዝላቸዋለሁ፡፡ … እንግዲህ ያንን ሁሉ አድርጌ ግን አስር ልጅ ቢወድቅ ኖሮ አስሩንም እጥላቸዋለሁ፡፡ ለምን፣ እያንዳንዱ የለፋሁበትን document እነሱን ለመለወጥ የለፋሁባቸውን ‘ዶክመንቶች’ አስቀምጣለሁ፤ ከዛ በኋላ ይህንን ይህንን ነገር ለፍቼላቸዋለሁ፤ ይህ አልሆነም፤ *መ*ውደቅ አለባቸው፤ ይውደቁ ብዬ ያንን ነገር ለሚመለከተው ክፍል አሳውቃለሁ፡፡ … ስለዚህ አሁን ከውጭ ለሚመጣ *መመሪያ* ከኔ *ሥራ ጋራ* ተገናዝቦ የሚሄድልኝ ከሆነ አስኬደዋለሁኝ፤ እንዲሄድልኝ አድርጌው አስኬደዋለሁኝ ለ*መፈፀም*፡፡ የማይሆን ከሆነ ግን የማይሆንበትን ጉዳይ አሳውቄ አልሆነልኝም ብዬ አሳውቃለሁ፡፡ … ግን ያንን ከዚያ የሚመጣ ነገር አይምሮዬን አሳምኜ እቀበልና ለመ*ሥራት* እሞክራለሁ፤ የማይሆን ከሆነ ግን በዚህ በዚህ ሁኔታ fail አድርጎል ብዬ አሳውቃለሁ በቃ፡፡ በዚህ ሁኔታ ነው እስካሁን ድረስ ያው ያለውን ሁኔታ እያስታረቅን ከ*ሥራችን ጋር* የምንሠራው፡፡ በዚህ በዚህ ጉዳይ ግን ያው ምንም ችግር ያስከተለብኝ ነገር የለም እስከ ዛሬ ድረስ፡፡

6. Researcher: - እሺ በማስተማር ህይወትሽ ውስጥ በ*ሥራና* በኑሮ ሁኔታዎች እንዲሁም ህብረተሰቡ ለማስተማር *ሥራ* በሚሰጠው ቦታ ወይም ዋ*ጋ* የተነሳ የተከፋሽበት ወይም ቅር የተሰኘሽበት ጊዜ ካለ እስኪ አጫውቺኝ፡፡

Informant: - እሺ፤ እንግዲህ እኔ በህብረተሰብ ውስጥ ስኖር እንዳውም ህብረተሰቡ የነሱን ሽከም እንዳቀለልንላቸው፣ የነሱን ሽከም እኛ እንደተሸከምንላቸው፣ እና ለናንተ ዋ*ጋ* አነሳችሁ የሚል ህብረተሰብ ውስጥ ነው ያለሁት እኔ በበኩሌ አሁን፡፡ ማለትም ለምሳሌ፣ ከረምት ላይ ትምህርት ቤት ሲዘ*ጋ* ወይም ደግሞ በ break ላይ ትምህርት ቤት በሚዘ*ጋ*በት ጊዜ ልጆቻቸው እቤት ውስጥ በጣም በሚያስቸግ*ሯ*ቸው ጊዜ በተለያዩ አ*ጋ*ጣሚዎች ስንገናኝ ለናንተ *መ*ምህራኖች ዋ*ጋ* አነሳችሁ፡፡ እነዚህን እንዲህ ዓይነት ፀባይ ያላቸውን ልጆች እያስተማራችሁ ተሸክማችሁ *መ*ቀመጣችሁ ነው የሚሉት፤ የገዛ ልጆቻቸውን ማለት ነው፡፡ ስለዚህ እንደው ይሄንን *መ*ያውን አንቋሸው የሚናገር ወይም ደግሞ ዝቅ አርጎ የሚናገር አ*ጋ*ጥሞኝም አያውቅም፡፡

Researcher: - ሌሎች አንዳንድ *መ*ምህራን ደግሞ የተለየ ሀሳብ ነው ያላቸው፡፡ ህብረተሰቡ ለኛ በጣም ዝቅተኛ አመለካከትና ግምት ነው የሚሰጠን፤ ባለን ሀብት ኢኮኖሚ ነው የሚመዝነንና የህበረተሰቡ ለመ*ምህራን*፣ ለትምህርት *ሥራ*፣ ለማስተማር *ሥራ* ዝቅተኛ አመለካከት *መ*ያዝ *ሥራች*ን ላይ ከፍተኛ ተፅዕኖ እያመጣብን ነው የሚል አመለካካት ያላቸው አሉ፡፡ አንቺ ይህን ጉዳይ እንዴት ነው የምታስቢው?

Informant: - እሺ እኛም እኮ ችግር አለ፤ ከ*መ*ምህራን ማለት ነው፡፡ ያለችንን ገንዘብ ኢኮኖሚያችንን ጠብቀን በስርዓቱ ካልኖርን ድህነት ላይ *መ*ውደቃችን አይቀርም፡፡ ለምሳሌ አንድ ቤት የሌለው *መ*ምህር፣ ወይም ‘ፕርሰናሊቲውን’ የማይጠብቅ *መ*ምህር፣ *መ*ሰደቡ አይቀርም፡፡ ለሌሎችም *መ*ሰደቢያ ይሆናል እንዲያውም፡፡ ሰክሮ የሚንገዳገድ ከሆነ፣ አሁን ምን አስተማሪዎች ሰካራሞች ናቸው ነው የሚባለው፡፡ ሌላውም አብሮ ነው የሚጨፈጨፈው፡፡ ‘ፕርሰናሊቲውን’ ጠብቆ የማይሄድ ከሆነ ወይም ደግሞ ሌላ አረቄ ቤት ገብቶ፣ ጠላ ቤት ገብቶ ከሌሎች *ጋ*ር ያማይሆን *ሥራ* የሚ*ሠራ* *መ*ምህር ካለ በሱ *መ*ሰደብ አይቀርም፡፡ ግን እኔ ራሴን ማንነቴን አውቄ ጥሩ መልካም የሆነ ግንኙነት ካለኝ፣ ኢኮኖሚዬን አውቄ፤ ራሴን ችዬ፣ በዛችው ባለችኝ ገንዘብ ማለት ነው፣ እራሴን ችዬ፣ የራሴን *መ*ኖሪያ ቤት ኖሮኝ፣ ልጆቼን በጥሩ መልካም *ሥነ-ምግባር* አንጬ ካሳደግኩ፣ ማንም የኔን ስብእና ሊነካው አይችልም፡፡ ነገር ግን አንዳንድ *መ*ምህራን የራሳቸው ልጆች የትም ተዝረክርከው ወድቀው፣ አስተምረው ጥሩ ቦታ ሳያደርሷቸው፣ እዚህ በ*መ*ምህርነት የሚያስተምሩ አሉ፡፡ ከ*ሥራ* በኋላ ሄዶ ጠላ እየጠጣ ወይም አረቄ

እየጠጣ ከባለጋሪ ከምናምን ጋ የሚጋፋ፣ ከተማሪ ጋር የሚጋፋ፣ ያህ አሁን የሌሎችንም ስብዕና ሊያስነካ ይችላል። ስለዚህ አስተሳሰቡ እንደ ራሱ እንደ ባለቤቱ ሊለያይ ይችላል። ያህ ሰው እንግዲህ እንደዛ የሚሆን ከሆነ፣ ልክ ነው ህብረተሰቡ ዝቅ አርጎ ሊገምተን ይችላል። አንድ ባለጋሪ የሚኖረውን ያህል ኑሮ እኔ ካልኖርኩኝ፣ ያንድ ባለጋሪ ልጆች የሚደረግላቸውን እንክብካቤ ያህል የኔ ልጆች እንክብካቤ ካልተደረገላቸው፣ በጣም በዝቅተኛ ግምት ነው የሚያየኝ ያህ ህብረተሰብ። ግን ልጆቼን በጥሩ ሥነ-ምግባር አንጬ እኔም ከህብረተሰቡ ጋር እኩል ሆኜ ለመኖር ያራሴን ጥረት የማደርግ ከሆነ፣ ህብረተሰቡ አክብሮኝ ነው የምኖረው። እኛ ደግሞ መምህራኖች model መሆን አለብን ለህብረተሰቡ። ያንን ብዬ ነው የምገምተው እኔ። እና የኔ አስተያየት ይሄ ነው።

Researcher: - ግን ለምን ይመስልሻል መምህራኖች፣ አንዳንድ መምህራኖች እንደዚህ ራሳቸውን የመጣል አዝማሚያ የሚታይባቸው? እንዳልሽው በየጠላ ቤቱ በየአረቄ ቤቱ የሚገኙ ሊኖሩ ይችላሉ፤ ቤተሰባቸውን ጭራሽ የሚረሱ መምህራኖች ሊኖሩ ይችላሉ፤ ለምንድ ነው መምህራን እንደዚህ ዓይነት ህይወት ውስጥ የሚገቡት?

Informant: - እሺ ያን እንግዲህ የመጀመሪያ ሁኔታ ላይ ተመልሼ ልሄድ ነው መሰለኝ። ማለት የምደባ ቦታ ማለት ነው። አሁን ከዛ የተያያዘ ሊሆን ይችላል። ብዙው ደግሞ ከዛ የተያያዘ ነው የሚሆነው። ያልሆነ ቦታ ሩቅ የሆነ ቦታ ላይ ይመደባሉ፤ ህብረተሰቡን ለመመሳሰል ሲሉ መጠጥ መጠጣት ይጀምራሉ። ብቸኝነትንም ለማስወገድ ሲሉ መጠጥ መጠጣት የሚጀምሩ አሉ። ተስፋም የሚቆርጡ አሉ። ... እና ያን ጊዜ ተስፋ ከቆረጡ አሁን ተስፋቸው በምንም ዓይነት መንገድ አይመለስም። ወይ እዚያው ይቆይና ይቀርና ወይ ከሥራተኛው ይወልድና ልጆች ያበዛና አራት አምስት ስድስት ልጆች ይዞ ከተማ በሚመጣበት ጊዜ በምንም ዓይነት ሁኔታ ሊያስተካክለው አይችልም የኑሮውን ሁኔታ። ስለዚህ አሁን ይሄ እኔ እንደሚመስለኝ፣ ነውም ደግሞ፣ ሥሩ መሠረቱ ከየት ነው ከመጀመሪያው ከምደባ ቦታ ነው። እነዚህ በመጀመሪያ ምደባ ቦታቸው ያልተስተካከለላቸው መምህራን፣ ያልሆነ remote area የወደቁ መምህራን፣ ይህንን ብቸኝነቱን ከህብረተሰቡ ጋር ተመሳስሎ ለመኖር ሲባል፣ ምን ሲባል፣ አረቄ ጠላ ያልሆነ ነገር ይለምዱና ያልሆነ ሁኔታ ላይ ደርሰው ወደ ከተማ በሚመጡበት ጊዜ ሊያስተካክሉት አይችሉም። ...ስለዚህ የሁኔታዎች አለመስተካከል በዚያን ጊዜ የነበሩ የሁኔታዎች አለመስተካከል ወደ ከተማ በሚመጡበት ጊዜ አብሯቸው ስለሚመጣ ይመስለኛል።

Researcher: - እሺ ግን አሁን በአንቺ እምነት መምህራን እንደማንኛውም የማህበረሰቡ ክፍል ጥሩ ለብሰው፣ ጥሩ በልተው፣ ቤት ሰርተው ልጆቻቸውን በሚገባ አስተምረው፣ መኖር ይችላሉ ነው የምትይው?

Informant: - እንግዲህ በራሴ እንደምመለከተው መኖር ይችላሉ ነው የምለው። ማለት አቅማቸውን፣ አሁንም ሰው እንደቤቱ ነው እንጂ እንደጎረቤቱ አይኖርም ይባላል። እኔ ጎረቤቴ የሚኖረው ሰው ፎቅ ቢሰራ እኔ ፎቅ ካልሰራሁ በስተቀር ቤት አልሰራም አልልም። በካርቶንም ቢሆን በላስቲክ አድርጌ የአቅሜን፣ ያችን ለኔ የሚትኖረኝን፣ የሚያስፈልገኝን፣ ለቤተሰቤ የሚያስፈልገኝን ነገር ፕሮግራም። እንግዲህ መምህር ነን፤ ምሁር ነን፤ ልጆችን የምንቀርፅ ነን። ስለዚህ ቀርፀን ጥሩ ደረጃ የምናደርስ ነን ካልን፣ ሥራችንን በፕሮግራም ነው የምንሰራው። አይደለም የማስተማር ሥራችንን፣ የዓመት ዕቅድ የሳምንት ዕቅድ አውጥተን በፕሮግራም እስከምንሰራ ድረስ ኑሯችንንም ደግሞ በፕሮግራም የምንመራ ከሆነ፣ ያንን የማናደርግበት ምክንያት የለም። እኔ አንድ ትንሽ የመኖሪያ ቤት አለችኝ። እንግዲህ አሁን በዛች የመኖሪያ ቤቴ ልጆቼን ይዤ ያለ ኪራይ በሰላም እኖራለሁኝ። ኤጭ የመኖሪያ ቤት የላትም ብሎ ማንም ዝቅ አድርጎ የሚመለከተኝ የለም፤ በአካባቢዬ ካሉት ህብረተሰቦች እኩል የሚያኖረኝ ቤት አለኝ። ልጆቼን አስተምሬ ጥሩ ደረጃ አድርሻለሁ ተከታትዬ። እነዚህን የማስተምራቸውን ልጆች ትምህርት ቤት የማስተምራቸውን ያህል፣ የወለድኳቸውንም ልጆች ተከታትዬ አስተምሬ ጥሩ ደረጃ ላይ አድርሻለሁ። ስለዚህ ያንን እኛ ባለችን አቅማችን በፕሮግራም የምንመራ ከሆነ ሌላው ህብረተሰብ የሚኖረውን ኑሮ መኖር የማንችለው ለምንድ ነው? ይሄ ወደ ላይ ከፍ ብሎ ያለው እሱ ሌላ ችግር ነው። እኛ መምህራኖች ያችኑ ንፁህ ላባችንን ጠብ አድርገን የምናገኛት ነች እንጂ ሌላ የምናገኘው ነገር የለም። ግን ያችኑ ደግሞ በፕሮግራም ከያዝን ቪላ ቤት ባንሰራ የጭድና የጭቃ ቤት ሰርተን መኖር እንችላለን፤ ቦታው ከተገኘ ማለት ነው ደግሞ። ከእንግዲህ ወዲያ እላለሁ። ያህ ነው እንግዲህ የኔ ሀሳቤ።

7. Researcher: - Ok፣ እስኪ አሁን ደግሞ እንደ እንግሊዝኛ መምህርነትሽ ያጋጠሙሽ አስቸጋሪና ፈታኝ ሁኔታዎች ወይም ገጠመኞች ካሉ እስኪ ዘርዘር አርገሽ አጫውቺኝ።

Informant: - እሺ፤ እንግዲህ እንደ እንግሊዝኛ መምህርነቴ ያጋጠመኝ ችግር በማስተማር ሙያው ላይ ማለት ነው፤ብዙውን ጊዜ የእንግሊዘኛ መፅሐፍ ለተማሪዎቹ በበቂ ሁኔታ አይገኝም። ለምሳሌ ከ1ኛ ክፍል አሁን ብንጀምር አንደኛ ክፍል ላይ ብዙ ሥዕሎች ናቸው ያሉት። ሥዕሎቹን እያዩ፣ 'ማቴሪያሎችን' የሚገኙ 'ማቴሪያሎችን' ደግሞ እነዛን በማሰባሰብ፣ በማሳያነት ነው የምናስተምረው። እና 'ማቴሪያሎች' እንደልብ አይገኙም፤ ለማስተማር ማለት ነው። እና በእንግሊዘኛ ቋንቋው 2ኛ ቋንቋ እንደመሆኑ መጠን ነው ደግሞ እዚህቸው ክፍል ውስጥ በምናስተምረው ነው እንጂ ውጭ ወጥተው የሚሠሩት ሥራ የለም በዛ። ወላጆቻቸውም ያናግሯቸው እንዳንል ወላጆቻቸው ሊያናግሯቸው አይችሉም። ስለዚህ እንደው አንደኛ፣ የእንግሊዘኛ period በሳምንት ወደ 6፣ 7 period ቢኖረው ጥሩ ነው። ሁለተኛ፣ መጽሐፍ እንደ ልብ ቢኖር ጥሩ ነው፤ መፅሐፍ ለእያንዳንዱ ልጅ እንደው ቢኖር መፅሐፍ ጥሩ ነው። መፅሐፍ የለም። ከ1ኛ ክፍል እስከ አሁን 8ኛ ክፍል ብንመለከት መፅሐፍ በቂ መፅሐፍ የለም። ያህ ሌላው ነገር ነው። ሌላው ደግሞ የትምህርቱ ስፋት እንደ 2ኛ ቋንቋነቱ አይደለም፤ ትንሽ

ይሰፋል ትምህርቱ፡፡ ለምሳሌ አሁን አምና 4ኛ ክፍል፣ እኔ ልንገርህና እውነቱን፣ አሁን ይሄ የባህል ትምህርት ሥዕል፣ ስፓርት፣ ሙዚቃ የሚባል አለ፡፡ ከሱ period እያስቀረሁ ነበር እንግሊዘኛ የማስተምራቸው፡፡ ሁሌ 1st period ላይ እጀምርና የራሱን period አስተምርና ተጨማሪ እንደገና ሌላ አንድ period ጨምሬ ነው የማስተምራቸው፡፡ ያን ሥዕሉን በሳምንት አንድ ቀን ባስተምራቸው በ 15ም ቀን አንድ ቀን ባስተምራቸው ብዬ ያንን እንግዲህ አሁን በ‘ፓሊሲው’ ስንመለከተው የተሰጣቸውን period ነው መማር ያለባቸው፡፡ … ግን እኔ ያንን መፅሐፍ፣ ሰፊ ነው መፅሐፉ፤ ደግሞ ይገርምሃል ‘ኤክሰርሳይሶቹ’ ደግሞ ብዙ ናቸው፡፡ አሁን ያንን exercise፣ listening አለ፤ ከዛ speaking አለ፤ ከዛ reading አለ፤ ከዛ writing አለ፡፡ አቀራረቡ ቆንጆ ነው ግን ‘ኤክሰርሳይሱ’ ብዙ ነው:: ብዙ exercise መሆኑም ጥሩ ነው፡፡ ‘ኤክሰርሳይሱን’ በየጊዜው ሲሠሩት፡፡ ግን የተሰጠው ጊዜና የመጽሐፍ ይዘት አይመጣጠንም፡፡ አሁን እንግዲህ የተሰጠው ጊዜ ማነስ፣ የመጽሐፍ አለመኖር፣ የ‘ማቴሪያሎች’ እንደልብ አለመኖር በዚህ በትምህርቱ ላይ ትንሽ ችግር ፈጥሮአል፡፡

Researcher: - Ok የተማሪውስ ሁኔታ እንዴት ነው? ትምህርት አቀባበሉ ላይ፣ ችሎታ ላይ፣ ‘አሳይመንታቸውን’ በሚገባ በመሥራቱ ላይ፣ በዚህ በዚህ በኩል ምንድ ነው ያለው challenge?

Informant: - … 2ኛ ቋንቋ፣ የሌላ ሀገር ቋንቋ ነው አይደለም የምናስተምራቸው? አዚህቸው ክፍል ውስጥ ብቻ በምናስተምራቸው ነው፡፡ እና ቤት ሄደው የሚያነጋግሯቸው የለም፡፡ በዛ ሁኔታ የትምህርት አቀባበላቸው በጣም ደካማ ነው፡፡ Assignment ለመሥራት፣ class work ለመሥራት፣ home work ለመሥራት ደግሞ መጽሐፍ እንደልባቸው የላቸውም፡፡ የማንበብ ተለማምደው ለመምጣት፣ እያንዳንዳቸሁ እየተነሳችሁ አንብቡ ለማለት አሁን እጁ ላይ መፅሐፍ የሌለን ተማሪ አሁን አንዴት አድርገን ነው ያንን አድርግ የምንለው? የ‘ማቴሪያሎች’ አለመሟላት ልጆቹ assignment፣ class work፣ homework እንደልባቸው እንዳይሠሩ አድርጓቸዋል፡፡ ይሄ ነው እንግዲህ ያለው ችግር፡፡ እና የትምህርት አቀባበላቸውም ላይ ተፅዕኖ ያደርጋል፡፡ ያቸው እዚቸው በአንድ period የሚማሯት ነች፤ እዚያ ሄደው እቤታቸው ያንን ለመሥራት ‘ማቴሪያሉም’ የላቸውም፤ ከዚያ በተጨማሪ ደግሞ ልክ እንደ አማርኛው፣ እንደ ሌላው ትምህርት ብዙም ፍላጎት አይኖራቹውም፡፡ ለምን መፅሐፍም አይኖራቸውም፤ ሌላ ደግሞ እዚያ ሄደው እቤታቸው ሄደው እዛም የሚያግዛቸው አይኖርም፡፡ ስለዚህ ያንን እንትን ለማለት ትንሽ አስቸጋሪ ሁኔታ ይሆናል፤ ትምህርቱን ለመስጠት ማለት ነው እንደልብ፡፡

Researcher: - የሥራ ጫና አለው? ምን ያህል ነው የሥራ ጫናው እንግሊዘኛ ላይ፣ ከማስተማር ጀምሮ እስከ መጨረሻው ማለት ነው፣ ምን ይመስላል የሥራው ሁኔታ?

Informant: - ጫና አለው፡፡ እንግዲህ አሁን የማስተማሩን ሁኔታ በምንመለከትበት ጊዜ ያው በደረጃ ነው መጽሐፉ ላይ የሚቀርበው ማለት ነው፡፡ Listening አለ መጀመሪያ፣ ከዚያ speaking አለ እነሱ የሚናገሩት እየሰሙ የሚናገሩት ማለት ነው፤ ከዛ reading አለ፤ ከዛ writing አለ፡፡ እነዚህን እንግዲህ ደረጃ በደረጃ ለማሳወቅ አሁን listening እና speaking period ውስጥ እንኳን አብሮ የሚሄዱ መሆን ይኖርባቸዋል፡፡ ግን እኛ ዕቅዱን በምናወጣበት ጊዜ እነዚህ አራቱም ክህሎቶች ባንድ period ውስጥ እንዲሰጡ የሚሆንበት ሁኔታ አለ፡፡ እነዚህን ደግሞ አራቱንም ክህሎቶች ባንድ period ውስጥ ለመስጠት ጊዜው በቂው አይሆንም፡፡ አሁን ቅድም እንደነገርኩህ ማለት ነው፤ የጊዜው ማነስና የመፅሐፍ የትምህርት ይዘቱ መብዛቱ ማለት ነው፡፡ አሁን የዘንድሮውን ደግሞ የ1ኛ ክፍልን ብንመለከት ትንሽ በዛ ያለውን ጊዜ የሚወስደው የሬዲዮ ትምህርት ነው ብለውናል፡፡ ግን ይገርመሃል፣ እኛ እስካሁን ድረስ የሬዲዮ ትምህርት አላገኘንም እንጂ 3 ይሁን 4 period የሬዲዮ ትምህርት ይሰጣል ነው ያሉት አምና ያስተማሩት፡፡ ግን የሬዲዮ ትምህርቱ ደግሞ ጥሩ አድርጎ እያስተማረ ነው ብለውን ነበር፤ እስካሁን ድረስ እንግዲህ ድንጋይ ግዙ እያልን ነው ያለነው፤ … ምን እንደሆነ አልገባኝም፤ ድንጋይ እስካሁን አልተገዛም ነው የተባለው፡፡ ሌላም ሌላም ተርታውን ያሉ ክፍሎች እንደዛው ናቸው፡፡ እና ያህ የሬድዮ ቢኖር፣ በሬድዮ ብንጠቀም፣ የተለያዩ ‘ማቴሪያሎች’ ደግሞ ትምህርት ቤቱ ቢኖረውና እነዛን ‘ማቴሪያሎች’ እያቀረብን ብንሰራ አንደኛ ክፍል ላይ ትንሽ ደህና ነው፤ ቀላል ነው፡፡ ግን አሁን አንደኛ ክፍል ይህችን ቀላሏን ተምረው ወደ ሁለተኛ ክፍል በሚያልፉበት ጊዜ ቀስ እያለ አይደለም የሚሄደው ትምህርቱ፡፡ ከ1ኛ ወደ 2ኛ የተያያዘ ነው፤ listening፣ speaking፣ reading፣ writing አንድ ክህሎቶቹ እንደዛው ሆነው፣ ግን እንዴት ነው፣ ከፍተኛ ነው ለውጡ፡፡ ከ 1ኛ ወደ 2ኛ ሲያልፉ እንደዛው የዚያኑ መጠን የ1ኛ ክፍሉን መጠን ይዞ ትንሽ አደግ እያለ ቢሄድ የትምህርቱ ይዘት ጥሩ ነበር፤ ግን በጣም ልዩነቱ የሰፋ የሰፋ እየሆነ ነው የመጣው፡፡ ስለዚህ እሱ በትምህርት አሰጣጡ ላይ ችግር ይፈጥራል ብዬ ነው የምገምተው፤ እንዳየሁትም ከሆነ ማለት ነው፡፡ እና ልጆቹ አሁን 1ኛ ክፍል የገባቸውን ያህል 2ኛ ክፍል ገብተን ስናስተምራቸው፣ ደግሞ የግዴታ መፅሐፉን እየሸፈንን መሄድ አለብን በ ‘ሌሰናችን’ በ ‘ፕላናችን’ መሠረት፤ ሌሎች ልጆች ደግሞ ወደ ኋላ፣ ፈጣን ተቀባዮች አሉ፡፡ እነሱ ፈጣን ተቀባዮች የግዴታ በመካከለኛው ተማሪ ነው የምንሄደው፡፡ ከሱ የዘገየን ከሆነ ከ‘ፕላናችን’ እንስታለን፤ ለዓመቱ ለልጆቹ የተመደበው የትምህርት ፕሮግራም ደግም መሸፈን አለበት፤ እነዚህን ስንል ሌሎቹ ሊጎዱ ስለሚችሉ አሁን ግዴታ በመሀከለኛው ተማሪ እየሄድን እንዲያውም ሰኔ ላይ የማንደርስበት ሁኔታ ሁሉ ይፈጠራል፡፡ እንዲሁ በ tutor እና በ make up የምናደርሰው ሁኔታ አለ፡፡ ስለዚህ ከ 1ኛ ክፍል ወደ 2ኛ፣ 3ኛ የዕድገቱ ሁኔታ፣ የይዘቶቹ የዕድገት ሁኔታ ተከታታይነት ቢኖራቸው፤ ስፋቱ ‘ጋፑ’ ባይሰፋ ማለት ነው፡፡ እሱን ነው የተመለከትኩት እኔ፡፡

Researcher: - እሺ እንግሊዘኛ ማስተማርንና ሌላ ትምህርት ማስተማርን እንዴት ነው የምታወዳድሪው?

Informant: - እንግሊዘኛ ያው ማስተማርን ‘ማቴሪያሎች’ የተሟሉ ከሆኑ ከሌላ ትምህርት ከማስተማር ጋር ምንም እንትን የሚለው ነገር የለም፡፡ ምንም፣ ተዘጋጅተህበት ከገባህ፣ ሌላውን ትምህርት እንደምታስተምረው ሁሉ ሌጆቸህን በጥሩ ሁኔታ ከቀረፅካቸው መጀመሪያውኑ፣ ከሌላ ትምህርት ከማስተማር ጋራ ምንም ልዮነት የለውም በቃ፡፡ ሌላውን ትምህርት እንደምታስተምረው እሱንም በጥሩ ሁኔታ ማስተማር ይቻላል፡፡ ያው እንደነገርኩህ ግን የጊዜ ማነስ አለ፡፡ … የእንግሊዘኛ ትምህርት ይዘቱ እንደው በጣም አይብዛ ፡፡ የሚደጋገሙ ‘ኤክስርሳይሶች’ እነሱ እነሱ ባይደጋገሙ መፅሐፍ ላይ፡፡ ለምን፣ ካለው የጊዜ ሁኔታ ማለት ነው፡፡ አለበለዚያም ደግሞ መብዛቱ ጥሩ ነው የ‘ኤክሰርሳይሱ’ ግን የ‘ፔሬዱ’ ሁኔታ እንደው 6ና እንዲህ ከዛ በላይ ቢሆን ጥሩ ነው ነው የምለው እኔ ፡፡

Researcher: - ግን ሁኔታዎቹን ማስተካከሉ ላይ ምንድ ነው ያለው ችግር? ለምሳሌ ‘ማቴሪያል’ የለም ነው የምትይኝ በተለይ መፅሐፍ:: እንደዚሁም ደግሞ የ ‘ፔሬዶች’ ማነስ አለ:: ይህን ይህን ማስተካከል አልተቻለም? አይቻልም?

Informant: -እንግዲህ እሱን ያለውን ሁኔታ እኛ እናሳውቃለን፤ ያው እንግዲህ የሚያስተካክለው ክፍል እንግዲህ ችግሩ ምን እንደሆነ እሱን እኔ አላውቅም፡፡ ግን ያሉትን ሁኔታዎች አሁን እኛ ስብሰባ፣ department ስብሰባ በሚኖረን ጊዜ እነዚህን ያሉትን ሁኔታዎች እናነሳቸዋለን፡፡ እና ያንን በ report መልክ እናቀርባለን፡፡ ግን ሌላው ቀርቶ መጽሐፍ ገምግሙ እንባላለን፡፡ መጽሐፍ ስንገመግም፣ ሌላውን እንኳ ባንገመግም ስህተቶች ይኖራሉ፤ እነዛን ስህተቶች እዚህ እዚህ ቦታ ላይ አሉ ስንል በዓመቱም ሲመጣ ያህ መፅሐፍ እንደዛው ሆኖ ነው የሚመጣው፡፡ ስለዚህ ከዚህ የምናስተላልፈው ከዛ ተግባራዊ ካልሆነ ዋጋ የለውም፡፡ እንደዛ እየሆነ ነው፡፡ ስለዚህ ‘ፕሬዶች’ ቢጨመሩ፣ መፅሐፉ እንደው እንደገና ታይቶ፣ ባይታይ እንኳን ለእያንዳንዱ ተማሪ ቢኖረው ግማሹን ታስተምራለህ ግማሹን ደግሞ homework ሰርታችሁ ኑ ወይም ለነገ ተዘጋጅታችሁበት ኑ ቢባሉ እያንዳንዱ ተማሪ ካለው እያንዳንዱን ተማሪ ትይዘዋለህ፡፡ … ስለዚህ በተለይ የመፅሐፍ ሁኔታ ከፍተኛ ትኩረት ያስፈልገዋል፡፡

Researcher: - ታዲያ እንዴት ነው መወጣት የሚቻለው? እናንተ እንዴት ነው handle የምታደርጉት ይሄን ሁሉ ያልተስተካከለ ሁኔታ? እንዴት ነው የምታካክሱት?

Informant: - እኛ እንግዲህ ያው እንደነገርኩህ ‘ኤክሰርሳይሶችን’፣ በጣም አስፈላጊ ናቸው የምንላቸው ‘ኤክሰርሳይሶች’ ሰሌዳ ላይ እንፅፍላቸዋለን፡፡ አለበለዚያም ደግሞ መፅሐፍ ለአንድ ቡድን፤ ለአንድ ቡድን የሚበቃ ከሆነ በቡድን እናደርግና አንድ መፅሐፍ መሀከል እናደርግላቸዋለን፤ በቡድን እንዲሠሩ እናደርጋለን፡፡ አሁን ችግሩ ምን ላይ ነው ያልኩህ፤ የቤት ሥራ ላይ ግን አሁን ያህ የቡድን ሥራ ሊኖር አይችልም፡፡ እንጂ ክፍል ውስጥማ በቡድን እናደርጋቸዋለን፤ ግዴታ መፃፍ ያለበትም ከሆነ እንፅፋለን መፃፍ ያለበትን፡፡ አይ የሚጻፈው ደግሞ ሰፊ ከሆነ በቡድን እናሰባስብና አንድ መፅሐፍ መሀከል እናረጋለን፤ የቡድን ሥራ እንዲሠሩ እናረጋለን፤ tutor እንሰጣለን፣ ራሱን አሁን እንግሊዘኛ tutor እንሰጣለን፡፡ ሂሳብ tutor እንሰጣለን ስለማይገፋልን ማለት ነው፡፡ … እንግዲህ ባለን ጊዜ በመጠቀም ያለውን portion በሙሉ ለመጨረስ የቻልነውን ያህል እንጥራለን፡፡ ያህ ማለት እንግዲ tutorial በመስጠት የተለያዩ የክፍል ሥራዎችን፣ የቤት ስራዎችን በመስጠት የግዴታ ‘ፓርሽኑ’ መሸፈን አለበት፡፡ …ምንም ነገር ላለማስቀረት የእንግሊዘኛ ትምህርት በተለይም ምንም ነገር ላለማስቀረት የተቻለንን የህል ቅዳሜም በማስተማር ከዚያም ውጪ ደግሞ ሌሎች ‘ፔሬዶችንም’ እንደው ሰረቅ በማድረግ በመጠቀም ለመሸፈን እንሞክራለን፡፡ ይሄ ነው እንግዲህ፡፡

8. Researcher: - በጣም ጥሩ ነው፤ እስካሁን እንግዲህ ለረጅም ዓመታት ነው በማስተማር ዓለም ላይ ያገለገልሽው፤ ምንድ ነው ተሳክቶልኛል ብለሽ የምታምኚው ወይም የምታስቢው ጉዳይ? ተሳክቶልኛል ብለሽ ታስቢያለሽ ባጠቃላይ?

Informant :- እሺ እንግዲህ በዚህ በማስተማር ሥራ ላይ ስኖር 28 ዓመት ሆኖኛል፡፡ እና በዚህ በ28 ዓመት ሥራዬ ውስጥ እንግዲህ ለኔ ለአዕምሮዬ፣አዕምሮዬ የሚፈቅድልኝን ያህል ሥራዬ ነው ብዬ ከያዝኩበት ጊዜ ጀምሮ ተማሪዎች ጥሩ ደረጃ ላይ እንዲደርሱ፣ ዕውቀት እንዲይዙ የምችለውን ያህል ጥራለሁኝ፡፡ ስለዚህ እንደው እኔ ለአዕምሮዬ ይህንን ጊዜ በትክክል ትምህርት ሳልሰጥ ያሳለፍኩበት ጊዜ አለ ብዬ አልልም፡፡ እናም እንግዲህ የኛ ሥራ ያው ቀስ ቀስ ብሎ የሚታይ ሥራ ነው፤ እንደ ፋብሪካ ሥራ አይደለም፤ ውጤት በኪሎ የሚመዘን ወይም በቁጥር የሚለካ አይደለም፤ የሰውን ልጅ መቅረፅ ስለሆነ ውጤት ቆይቶም ቢታይና ቆይቶም ብናየው እነዛ ልጆች ጥሩ ደረጃ ላይ ደርሰው ስናያቸው በጣም ደስ ይለናል፤ ከዚያ ከሩቁ ወዲህ ደግሞ የአጭሩን ጊዜ ብትመለከት በአንድ period ውስጥ ያስተማርናቸውን መልሰን ስንጠይቃቸው ወይም test በምንሰጣቸው ጊዜ ጥሩ ውጤት ሲያመጡልን ያህ ለኛ እርካታችን ነው፤ ተሳክቶልናል ብለንም የምንልበት ሁኔታ ነው ማለት ነው፡፡ እና እኔ በማስተማር ሙያዬ ውስጥ እንግዲህ ያስተማርኳቸው ተማሪዎች ያው የሚፈለገው ደረጃ የደረሱ አሉ፤ በመሀልም በችግር በተለያዩ ምክንያት ያቋረጡ ይኖራሉ፡፡ እንግዲህ ይህንን እንደው ይሄ ነው ተብሎ ማለት ባልችልም እኔ ግን በአዕምሮዬ ስመለከት በሥራዬ ተሳክቶልኛል ብዬ ነው የማምነው፡፡

Researcher: - እሺ፤ ግን እንደው ይቀረኛል ብለሽ የምታስቢው ነገር ካለ፤ ከአንቺ ጥረት ማነስ ላይሆን ያችላል፤ የነገሮች አለመመቻቸት ምክንያት ሆኖ እንደው እዚህ ቦታ ይቀረኛል፤ ይህን መሥራት የነበረብኝን ሳልሰራ ቀርቻለው ብለሽ እንደው ትንሽ የምታስቢው ሁኔታ ካለ ፡፡

Informant: - **እራሴን በተመለከተ ወይስ በሥራው**……..?

Researcher: - አዎ፣ በሥራሽ ላይ፡፡ ሁኔታዎች፣ አንቺ ታታሪ ሰራተኛ፣ ሥራሽን የምታከብሪ ሆነሽ ቀርበሽ፣ ሥራሽን በጥራት እየሠራሽ፣ ሁኔታዎች ግን ላይመቻቹ ይችላሉ፤ ያሰብሽውን ነገር ሁሉ ለመሥራት ላትቺይ ትችያለሽ፡፡ በዚህ የተነሳ፣ በሁኔታዎች አለመመቻቸት፣ አለሚሚሏት የተነሳ፣ አንደው አልሠራሁም ብለሽ የምታስቢያቸው ጉዳዮች ካሉ፣ ቅር የሚሉሽ ነገሮች ካሉ ለማለት ነው፡፡

Informant:- እሺ፡፡ እንግዲህ ለምሳሌ አሁን እዚህ ትምህርት ቤታችን የ model ትምህርት ቤት ነው፡፡ በዚህ በmodel ትምህርት ቤት ውስጥ በማንኛውም subject በተመለከተ ለልጆቹ የትምህርት መርጃ መሳሪያ ያስፈልጋቸዋል፡፡ በጊዜውም በወቅቱ በምናስተምርበት ጊዜ ይዘን መገኘት አለብን፡፡ ይሄ አስፈላጊ ነገር ነው፡፡ ለልጆቹም ትምህርት ለውጤታቸውም ጥሩ ነው፡፡ ነገር ግን በሁኔታዎች አለሚሚላት ምክንያት፣ ለምሳሌ አንድ ጊዜ teaching aid ሳይያዝ የሚገባበት ሁኔታ አለ:: ከራሴም አሚልቼ ልሥራና ልቅረብ ብል የኢኮኖሚ ጉዳይ አለ፡፡ ለምሳሌ አንድ marker ገዝቶ አንድ teaching aid መሥራት ዛሬ ብዙ ገንዘብ ያስወጣል፡፡ አሁን ያንን ያንን ያንን በራሴ በዕውቀቴ መፃፍ፣ ማስታካከል ስችል ግን በዚህ ሁኔታ ሳላስተካክል የምቀራቸው ብዙ ነገሮች አሉ፡፡ ይሄ አሁን ከራሴ አውጥቼ ብሠራ ደስ ይለኛል፡፡ ግን የኢኮኖሚ ጉዳይ ስለማያወላዳ ይሄን ባረኩ ኖሮ እያልኩኝ እና እንደው በወዳዳቁ ነገሮች ሠርቶ ያችን ለጊዜው በማቅረብ ያንን ሁኔታ የሸፈንኩበት ሁኔታ አለ፡፡ ግን ለልጆቹ ቁልጭ ብሎ የሚታይ፣ colorful የሆነ ነገር፣ በተለይ ለትንንሾቹ ማለት ነው፤ የሚስባቸው ነገር ባቀርብላቸው በ teaching aid በኩል በተለይ ደስ ይለኝ ነበር፤ ግን እርሱ አሁንም ድረስ ማሚላት ያልቻልኩት ነገር ነው፡፡

9. Researcher: - እሺ፤ አሁን አንድ አጠቃላይ የሆነ ጥያቄ ለመጠየቅ ያህል፣ የመምህራን ሀላፊነቶች ናቸው ብለሽ የምታስቢያቸው ሥራዎች ምን ምን ናቸው? ባጠቃላይ ለመምህራን የተሰጡ ሀላፊነቶች በትምህርት ቤትም፣ ከትምህርት ቤት ውጭም፣ በማህበረሰቡም ውስጥ ማለት ነው፣ ምን ምን ናቸው መምህራን የሚሸከሚቸው ሀላፊነቶች?

Informant:- እንግዲህ መምህራን ሲባሉ፣ ያው መምህር ማለት መሪ ነው፤ አስተማሪ ነው፡፡ ስለዚህ መሪ አስተማሪ እስከሆነ ድረስ በማንኛው ቦታ ደግሞ እርሱ ራሱ መልካም ምሳሌ ሆኖ መገኘት አለበት፡፡ ስለዚህ በህብረተሰቡ ዘንድ ይሁን፣ በትምህርት ቤትም ዘንድ ይሁን፣ በተማሪዎች ዘንድ ብዙ ሀላፊነት አሉበት፡፡ እና እነዚህ ሀላፊነቶች ለመወጣት ሲል ራሱ በመጀመሪያ በሞራልም ቢሆን፣ በሥነ-ምግባርም ቢሆን፣ በማንኛውም ነገር ቢሆን የታነፀ መሆን አለበት፡፡ ብዙ ሀላፊነቶች አሉበት፡፡ በተለይ በተማሪዎቻችን ተማሪዎች እነዚህ ህፃናት ልጆች ነው ቤተሰብ ለእኛ የሚሰጠን፡፡ ስለዚህ እነዛን ህፃናት ልጆች ቤተሰብ ለኛ አምኖ ሲሰጠን እኛ ደግሞ እነዛን ልጆች በጥሩ ስነ-ምግባር ተኮትኩተው እንዲያድጉ እና ለወገን ጠቃሚ፣ ለሀገር ጠቃሚ እንዲሆኑ ያለንን ሀይል ሁሉ አሚጠን መሥራት አለብን ማለት ነው፡፡ ስለዚህ እኛ ለነዚያ ሕፃናቶች መልካም ምሳሌ መሆን አለብን፡፡ የመምህራን ኃላፊነት ፈርጀ- ብዙ ነው፡፡ በየትኛውም በኩል ቢሆን ማለት ነው፡፡ ስለዚህ ይህም ስለሆነ ነው ደግሞ መምህር የማይገባበት ቦታ የለም፤ የትኛውም ቦታ ቢሆን፡፡ ከፍተኛ ስልጣን ላይ የሚገኝም መምህር ነው፤ በማህበራዊ ጉዳዮችም ቢሆን በአስፈፃሚነት የሚገኘው መምህር ነው፡፡ ይህ የሆነበት ምክንያት እንግዲህ መምህር በየትኛውም ቦታ ቢሆን ከፍተኛ ሀላፊነት እንዳለበት የሚገልፅ ነው ማለት ነው፡፡

Researcher: - እንግዲህ መምህራን ከተግባር እንደምናየው ከትምህርት ቤት ውጪ በህብረተሰብ ውስጥ በብዙ ሥራ ተስማርተው ሲሰሩ እናያለን፡፡ በቀበሌ አካባቢ ከዚያም አልፎ በተለይም በመስተዳድር ደረጃ በመምህርነት ሥራቸው ላይ እያሉ በተደራቢነት ብዙ ስራዎችን ይሠራሉ፡፡ እሄን ሁኔታ አንቺ እንዴት ነው የምታይው? በትምህርት ቤት ውስጥም ብዙ ሥራ መስራት እያለባቸው እንደነና ከትምህርት ቤት ውጭም በብዙ ሃላፊነት ላይ መሰማራት እንዴት ነው ጥሩ ነው ወይስ ጉዳት አለው ብለሽ ነው የምታስቢው?

Informant:- የመምህራን በሌላ ቦታ ላይ መመደብ ለዛኛው ሥራ፣ ለሌላው ሥራ ማለት ነው፤ ለሌላው ስራ የተቃና እንዲሆን ያደርገዋል፡፡ ለምን፣ መምህር የግዴታ ሃላፊነቱን ለመወጣት የሚጥር፣ ሃላፊነት የሚሰማው ማለሰብ ነው መምህር:: በዚህም ምክንያት ነው መምህራኖች በተለያየ ቦታ ላይ የሚፈለጉት፡፡ ነገር ግን እነዚያ ሰዎች፣ እናዚያ መምህራን እዚያ ቦታ ላይ በሚሠሩበት ጊዜ እዚህ በትምህርት ቤት የትምህርት ቤቱ ሥራ ይበደላል፡፡ አንድ Period እንኳ መቃጠል ማለት በጣም ከባድ ነገር ነው፡፡ ለምን፣ በአንድ Period ውስጥ መማር የሚገባቸው ከቀረ ያህ መማር የሚገባቸው ነገር እነዛን ተማሪዎች ይጓትታቸዋል፡፡ ስለዚህ እዚያ ቦታ ላይ ሄደው በመሥራታቸው ለቦታው ጥሩ ሲሆን የትምህርቱ ሥራ ግን ይበደላል፡፡ ስለዚህ መምህራን አንድ ልብ ሆነው የተማሪዎቻቸውን፣ ከተማሪዎቻቸው ጋር ያላቸውን ግንኙነት ቢያጠናክሩ ነው ተማሪዎች የበለጠ ጥሩ ደረጃ ላይ ሊደርሱ የሚችሉት እላለሁኝ እኔ፡፡

10. Researcher: - በጣም ጥሩ፡፡ እሺ አሁን እስካሁን ስለ መምህርነት ህይወትሽ ካነሳሻቸው ጉዳዮች በመነሳት የማስተማር ሥራን ወይም teaching Profession እንዴት ትገልጭዋለሽ ወይም ደግሞ ስለ ሥራው ያለሽ ጠቅለል ያለ እስታያየት ምንድ ነው?

Informant:- እሺ የማስተማር ሥራ ከባድ ሥራ ነው፡፡ በጣም ከባድ ሥራ ነው፡፡ ይህም የሆነበት ምክንያት ህፃናት ልጆችን ቀርጾ ለጥሩ ደረጃ ማድረስ፣ እነዛን ማስተካከል፣ በተለይ አሁን ህፃናቶችን ማስተማር ማለት በአንድ ክፍል ከሦስት አራት አይነት

በላይ ደረጃ ያላቸው ተማሪዎች ይኖራሉ፡፡ እነዛን ተማሪዎች እስተካክሎ ቢያንስ አንድ አይነት ደረጃ ላይ ባይሆኑም አጠጋግቶ ወደ ሁለት ዓይነት ደረጃ ወይም ወደ ሦስት ዓይነት ደረጃ ለማጠጋጋት ከባድ ሥራ ነው፤ ከባድ ፈተና ነው፡፡ …በሌላ ወገን ድግሞ በአስተዳደሩም በኩል ችግር ይኖራል፤ መሟላት የሚገባቸውን ነገሮች፣ መፅሐፍቶች አሉ፤ የመማሪያ መሳሪያዎች አሉ፤ እነዚህ እነዚህ ሁሉ አለመሟላታቸው ሌላ ችግር ነው፡፡ ያንን ሁሉ ችግር ግን ተቋቁሞ የማስተማር ሥራን መሥራት ማለት በጣም ከባድ ነው፡፡ እና የማስተማር ሙያ ደግሞ ብዙ ሃላፊነቶች የተደራረቡበት ስለሆነ፣ አንድን የሰው ልጅን ያህል ቀርፆ ጥሩ ደረጃ ላይ ማድረስ የሚሠራበት የሙያ ዘርፍ ስለሆነ እንደሌላው በግድየለሽነት የሚታለፍ ሳይሆን ቀን ከቀን በሀላፊነት የተሞላ ነው፡፡ ስለዚህ ቀን በቀን ደግሞ ያህ መምህር ለዚያ ለሚያስተምረው ተማሪ፣ ለዚያ ለሚቀርፀው ትውልድ ሁል ጊዜ በሀሳብ ላይ ነው ያለው ማለት ነው፡፡ ዛሬ ይህን ባደርግለት፣ ነገ ይህን ባደርግለት፣ ተነገወዲያ ይህን ባዳርግለት ይሻላል በሚል ሀሳብ ሁል ጊዜ በሥራ ውጥረት የተያዘ ነው ማለት ነው፡፡ ስለዚህ የመምህራን ሥራ ወይም የመምህርነት ሙያ በጣም ከባድ ነው፡፡ ለምን፣ የሀገር ጉዳይ ወይም የአንዲት ሀገር ህልውና፣ የዕድገ፟ት ጉዳይ የሚመሰረተው በአንድ በተማረው ኃይ፟ል ወይም በትምህርቱ፣ በሕዝ፟ብ የውቀት ደረጃ ላይ የሚመሰረት ስለሆነ ያንን ሃላፊነት የሚሸከም ስለሆነ ከባድ ሀላፊነት ነው፡፡ ሙያውም ከባድ ነው፡፡

Researcher: - ግን እሺ ለመምህራን ምን የተመቻቹ ሁኔታዎች አሉ እነኚህን፣ ይህንን ሃላፊነት ለመወጣት፣ ይህን ከባዱን ትውልድ የሚያህል ነገር የመቅረፁን ስራ በአግባብ እንዲወጣ ሁኔታዎች ምን ያህል የተመቻቹ ናቸው፤ በትምህርት ቤት ጊቢ ውስጥ ያሉትም ከዛም ውጭም ያሉ ሁኔታዎች ምን ያህል ኢ/ዥ ናቸው ብለሽ ታሲቢያለሽ?

Informant:- ምንም የተመቻቹ ሁኔታዎች የሉም፡፡ በርግጥ ከበፊቱ አሁን ይሻላል፡፡ ማለት የእነዚህ የትምህርት ጥራት ‘ፓኪጆች’ ፕሮግራም ውስጥ አንዱ ትምህርት ቤቶችን ማሻሻል የሚለው ነው:: ትምህርት ቤትን ማሻሻል የሚለው አሁን ጥሩ ሆኗል፡፡ ክፍሎች ተከፍተዋል፤ ተማሪዎች እንደ ልባቸው አንድ ወንበር ላይ፣ ይህች አሁን ለአንድ ተማሪ ነች፤ …ሁለት ሦስት ከሆኑ ደግሞ desk ላይ በጥሩ ሁኔታ ይማራሉ፡፡ ይህ በጣም ጥሩ ነው፤ ቆንጆ ነው፤ የትምህርት ቤት መሻሻል የሚለው ማለት ነው፡፡ የሙያ ማሻሻልን በተመለከተ ደግሞ አሁን መምህራን በዲግሪ እየሰለጠኑ ነው፡፡ የዲፕሎማው እንኳ ትንሽ ችግር አለው፡፡ እሱ አልተገኛም በተለይ ለአማርኛ ተናጋሪዎች ችግር አለ፤ … ያም ሆነ ይህ ግን የዚህ ሁኔታ ብቻ ይስተካከል እንጂ ሌላ ግን ምንም የተስተካከለ ነገር የለም፡፡ ለምሳሌ አንድ መምህር አንድ 30 Prided ይዞ ማስተማር ማለት በጣም ከአቅም በላይ የሆነ ነገር ነው፡፡ ለምን፣ የአንድ ተማሪ ደብተር መታረም አለበት፡፡ በአንድ ክፍል ውስጥ 54፣55 ተማሪዎች ናቸው የሚኖሩት፡፡ ነግሬሃለው፤ የነዚያ የ54 የ55 ተማሪዎች ችግር 54፣55 ዓይነት ነው፡፡ የመጡበት ቤተሰብ ጭምር ማለት ነው፡፡ ስለዚህ ያንን ለማስተካከል ያህ መምህር በ‘ካሪኩለሙ’ ደግሞ የተነደፈውን ለዓመቱ የተሰጠውን ትምህርት ለመጨረስ ሲል በጣም አስቸጋሪ ሁኔታ ነው፡፡ እና ቢያንስ አሁን ይሄ self-confined የሚባለው የትምህርት አሰጣጥ ሁኔታ ሁለት መምህር ቢሆን፡፡ በሁለት መምህር መሆን ያለበት ነገር ነው በአሁን በአንድ መምህር፣ አንድ መምህር 30 Period ማለት እንግዲህ በአንድ ቀን 6 period አለ፤ 6 ቱንም Period የሚያስተምረው እሱ ነው፡፡ ያለ ምንም ‘ጋፕ’፣ ያለ ምንም እንደው ትንፋሽ መመለሻ ማለት ነው፡፡ ለምሳሌ አሁን እኔ እስከ 4ኛ Period ድረስ በጥሩ ሁኔታ ካስተማርኩ በኋላ ከ4ኛ Period በኋላ ይደክመኛል፡፡ ይደክመኛል፤ ስዚህ ምን እየሆንኩ ነው የምሄደው፤ እየደከምኩ ስሄድ የምሰጠው ትምህርትም እየቀነሰ እየቀነሰ ነው የሚመጣው፡፡ ያን ጊዜ ግን ሌላ ረዳት ቢኖር፣ አንድ Period ትርፍ ቢኖር፣ የማርፍበት ሁኔታ ይኖራል፡፡ እነዚህ እነዚህ ሁኔታዎች በፍፁም አልተመቻቹም፡፡ በተለይ የload ነገር፣ የperiod ብዛት ነገር ምንም የተመቻቸ ነገር የለውም፡፡ ሌላውም ቢሆን አሁን የኑሮ ሁኔታ ራሱ ሌላ ፈተና ነው፡፡ በቤት ውስጥ ያለው የኑሮ ሁኔታ ማለት ነው፡፡ ደሞዙን ብንመለከት ያለውን የኑሮ ሁኔታ ጋር ስናስተያየው እሱ ራሱ እንደገና ሌላ ፈተና ነው፡፡ ስለዚህ እንግዲህ መምህር የተሰጠውን ሃላፊነት በጥሩ ሁኔታ እንዲወጣ በ ‘ሞራልም’ ይሁን በ ‘ማቴሪያልም’ ይሁን የተስተካከለ ነገር ሊኖረው ይገባል፡፡ እነዚያ ነገሮች አሁን የተ፟ሟ፟ሉ አይደሉም፤ በትግል ነው፡፡ ግን እንደዛም እየታገልን አሁን በዚኛው እጃችን ይዘን፣ በዚኛው እጃችን እየረሳን ነው ያለነው፡፡ ብዙ ‘ዶክመንቶችን’ ደግሞ ማስቀመጥ አለብን፡፡ ለምሳሌ አሁን አንድ ተማሪ ወደቀ ለማለት የግዴ፟ታ ‘ዶክመንቶች’ ያስፈ፟ልጋሉ:: ይህንን፣ ይህንን፣ ይህንን አድርጌለት ይሄ ልጅ በዚህ ምክንያት ነው የወደቀው ብሎ ለማለት ማለት ነው፡፡ ያንን እነዚያ ‘ዶክመንቶች’ መች ነው የሚጠናቀሩት? ጊዜ የለም፡፡ አስተምራለሁ ወይስ እዚህ ጋ ‘ዶኩመንት’ አስተካክላለሁ? አስተምራለሁ ካልኩኝ ‘ዶኩመንት’ የማስተካክልበት ጊዜ የለኝም፡፡ ‘ዶኩመንት’ አስተካክላለሁ ካልኩኝ ደግሞ አላስተምርም ማለት ነው፡፡ ስለዚህ እነዚህ ነገሮች አሁን ለኛ ከፍተኛ አጣብቂኝ ነው የሆኑት:: በጣም፡፡ ይሄ ይሄ ሁኔታ አሁን መምህሩን ሃላፊናቱን በትክክል እንዲወጣ የተመቻቸለት ነገር ምንም የለም ::

Researcher: - እሺ፤ መምህራን ላይ እያመጣ ያለው ተፅዕኖ ወይም impact ምንድ ነው? ለምሳሌ የራስሽን case መውሰድ ትችያለሽ፡፡ እንግዲህ ባልተመቻቸ ሁኔታ ውስጥ እንደምትሰሪ ነው እየነግርሽኝ ያለሽው፡፡ እና ምንድ ነው የሚሰማሽ አንቺ በዚህ ሁኔታ?

Informant: - …ከፍተኛ የሆነ ድካም አለ፡፡ Fed up መሆን አለ፡፡ ‘ዶክመንቶችን’ በትክክለኛው ሁኔታ አስተካክሎ ለማስቀመጥ ያለመቻል ሁኔታ አለ፡፡ ክፍል በጥሩ ሁኔታ ለተማሪዎች ምቹ እንዲሆን አድርጎ አስተካክሎ ለማስቀመጥ፣ ለምሳሌ teaching ‘ኤዶች’ በአስፈላጊ ቦታ እንዲደረደሩ ለማድረግ፣ እነዚህን እንደዚህን ሁሉ ለማስተካከል ጊዜ ያስፈ፟ልጋል፡፡ ለምሳሌ lesson plan ብንመለከት፣ lesson plan ብንመለከት አሁን አራት lesson plan እንዳውም ‘ባህል’ የሚባለውም ትምህርት አለ አምስት lesson plan ነው የምናወጣው፡፡ ምን ጊዜ ነው የምናወጣው ያንን lesson plan? የተማሪዎች continuous

assessment ነው የሚሰጠው ከ300 Mark: አይደለም እንኳን ከ300 mark ሊጠራቀም ቀርቶ የ200 ውንም በመከራ ነው:: የቤት ሥራቸው መታረም አለ፤ የክፍል ሥራቸው መታረም አለበት:: ውይይት ተወያይተው፣ ወጥተው ሲያስረዱ እሱ መያዝ አለበት:: የእያንዳንዱ ልጅ ሁኔታ እያንዳንዷ በውጤት መያዝ አለባት:: መመዝገብ አለባት:: ያህ ነገር ሁሉ ሞች ነው የሚሠራው? እንግዲህ ይሄ ሁሉ መምህሩን ምን ያደርገዋል ማለት ነው? Fed up ያደርገውና እንዲያውም እስከ ጭራሹ 'ኤጭ' እስከማለት ደረጃ ይደርሳል:: ... እና በጣም አስቸጋሪ ሁኔታ ነው:: የሁኔታዎች አለመመቻቸት ሀላፊነቱን አንዳይወጣ ያደርገዋል:: ያህ ሰው የግዴታውን ቢፍጨረጨር እንኳ በፈለገው ደረጃ ላይ እንዳይደርስ ያግደዋል፤ የሰውዬው መፍጨርጨር ቢኖርም ማለት ነው:: እንግዲህ ይሄ ነው::

11. Researcher: - እሺ፤ የማስተማር ሥራን ለመልቀቅ ያስብሽበት ጊዜ ነበር?

Informant: - እኔ እንኳን የማስተማር ሥራን እንግዲህ ለመልቀቅ ያሰብኩበት ጊዜ የለም:: ለምን መሰለህ፣ መጀመሪያውኑ ያው ነግሬሃለሁኝ ወስኜ ነው የገባሁበት:: ስለዚህ ወስኜ ከገባሁበት ወዲያ የትምህርት ዕድሎችንም ለማግኘት ትንሽ የተጣበበ ሁኔታ ነበር፤ የራሴም ችግር ስለነበረ የትምህርት ዕድሉን ካላገኘሁት ወዴት ነው ለቅቄ የምሄደው? እና እኔ ያሰብኩበት ጊዜ የለም:: ሥራዬን ከገባሁበት ጊዜ ጀምሮ ወድጀ ነው የምሠራው:: እውነቴን ነው የምልህ፤ እኔ ወድጀ ነው የምሠራው:: ... ባይሆን ልጆቼ ግን አስተማሪ እንዲሆኑ አልፈቅድም:: ለምን፣ አስተማሪነቱ፣ ሙያው መጥፎ ነው ማለት ሳይሆን የሚለፋው ልፋትና የሚከፈለው ከፍያ አይመጣጠንም:: በቃ በዚህ ሁኔታ ነው እንጂ እኔ የመምህርነት ሙያን እወዳለሁ፤ አከብረዋለሁ:: ለምን፣ መምህር ነው ሁሉንም የሚቀርፀው:: ግን ይህን ያህል ተለፍቶ የሚሰጥ ዋጋ የለም:: ዋጋ የለውም:: ምንም እዚህ ግባ የምትለው ነገር አይደለም:: ሌሎች ሥራዎችን ብትሠራበት፣ በትርፍ ጊዜ ብትሠራ አምስት ሳንቲም ከፍያ የለም በትርፍ ጊዜ ብትሠራ:: በትርፍ ጊዜ ሠራህ፤ ሠራህ በቃ አበቃ:: ... እና ያህ ያህ ስለሚሆን እኔ ልልቀቅ ብዬ ያልኩበት ጊዜ የለም፤ እስከዛሬ ድረስ በመምህርነቴ ያው ቆረጥ ብዬ እየሠራሁ ነው፤ ሙያዬን አክብሬው እሠራለሁኝ፤ አዕምሮዮ የሚችለውን ያህል እሠራለሁ:: ግን ከእንግዲህ ወዲያ ያሉት ልጆቼ ወደ ሌላ ሥራ ቢሳተፉልኝ ወይም ቢመሩልኝ ደስ ይለኛል:: እንግዲህ ያው እንደነገርኩህ የክፍያው ሁኔታ፣ የሚሰጠው ትኩረት፣ ያሉት ማበረታቻዎች ስለማያረኩ ብቻ ነው ይህንን ልል የቻልኩት ማለት ነው::

Researcher: - እሺ፤ አሁን ሌላ ሥራ ብታገኚ ወደ ፊት የመልቀቅ አዝማሚያ የለሽም ማለት ነው?

Informant: - ጥሩ ደሞዝ የሚያስገኝ ከሆነ እለቃለሁ:: ግን አሁን በዚህ በመምህርነት ደሞዜ ላይ ያለ ሥራ ቢሆን፣ በርግጥ ሌላ ሥራ ቢሆን ዕረፍት አለው:: ግን ደግሞ፣ አንዳንድ ጊዜ ደግሞ መምህርነትን ስታየው የምትውለው ከልጆች ጋር ነው:: ንፁህ አእምሮ ካላቸው ልጆች ጋር ማለት ነው:: እና ምንም ቢደክመን፣ ምንም ሕፃናቶቹ ቢያናድዱን ሌላ አልፎ ነገ እኔን የሚቆረቁረኝ ነገር የሚሠሩ ስላልሆኑ ከልጆች ጋር መዋል ደስ የሚል ነው:: ስለዚህ እኔ ለመልቀቅ ሀሳቡም የለኝም::

12. Researcher: - እስኪ አሁን ድግሞ እንደ አዲስ ሥራ ብትጀምሪ መምህርነትን በተለይም የእንግሊዝኛ መምህር መሆንን በድጋሜ ትመርጪዋለሽ?

Informant: - ሌላ፣ እንግዲህ ባለፈውም ስጀምር ያው ስላጣሁ ነው የገባሁበት ብዬሃለሁኝ:: እና እንደ አዲስ ሆኜ፣ እንደ ድሮ እንደ ወጣትነቴ ሆኜ ሥራ ማግኘት እና ሌላ ሥራ ባገኝ ወደ ሌላ ሥራ ዓይኔን ሳላሽ ነው የምገባው:: ግን መምህር፣ ያንን ሥራ ትቼ መምህር መሆን ካለብኝ የእንግሊዘኛ መምህርነትን አሁንም እወደዋለሁኝ፤ እመርጠዋለሁኝ ::

Researcher: - አሁን ያለው አዝማሚያ ትንሽ ጥሩ አይመስልም በመምህራን አካባቢ:: ማለት በብዛት እየለቀቁም ያሉ አሉ፤ እንደገና ደግሞ ለመልቀቅ አዝማሚያ ያላቸው መምህራን እንዳሉ ይታወቃል:: ይህ ሁኔታ፣ ይህን ሁኔታ አንቺ እንዴት ነው የምታይው? በሙያው ላይ፣ የሙያው የወደፊት ዕጣ ፈንታ ምን ይሆናል በዚህ ዓይነት ብለሽ ትገምቺያለሽ?

Informant: - እሼ፣ እንግዲያውም በጣም የሚያሰጋኝ ነገር እሱ ነው:: ማለት እንግዲህ በሙያው ላይ ያሉት ሰዎች መጀመሪያ ራሳቸው ምሳሌ መሆን አለባቸው፤ ሀላፊነታቸውን መወጣት የሚችሉ መሆን አለባቸው፤ ሁል ጊዜ ሀላፊነት የሚሰማቸው ሰዎች መሆን አለባቸው መምህር የሚሆኑት:: ... በትምህርት ቤት ውስጥ አንደኛውና ትለቁ ነገር የቀለም ትምህርት መሰጠት ብቻ ሳይሆን ተማሪውን ደግሞ በስነ ምግባር ማነፅ:: ጥሩ ትውልድ ሆኖ እንዲያድግ ኮትኩቶ ማሳደግ ራሱ አንድ ትልቅ ሃላፊነት ነው:: ግን ያንን የሚወጣ ትውልድ እየተቀረፀ ነው ወይ የሚለው ሁኔታ አጠያያቂ ነው:: ሰዎች አሁን እየለቀቁ ነው:: ሙያ ያካበቱ ሰዎች፣ ልምድ ያካበቱ ሰዎች እየለቀቁ ነው ያሉት:: እና እነዛ ሰዎች ያካበቱትን ልምድ ያህል የሚያካብቱ አዲስ ተቀጣሪዎች እነዛን ወጣቶች አንፀው ያሳድጓቸዋል ወይ? ልጆቹንስ በምክር የሚንከባከቧቸው ናቸው ወይ? ትዕግስት ኖሯቸው፣ ያንን የወጣቶች ፀባይ ተሸክመው፣ ያንን የመምህርነት ሙያ የሚዘልቁበት ነው ወይ የሚለው አጠያያቂ ነው:: ለዚህም ነው አንድ ዓመት፣ ሁለት ዓመት መምህርነት ከሠሩ በኋላ ለቀው ጥለውት የሚሄዱት:: ስለዚህ እኔ እንግዲህ ወደፊት ለመምህሩ ሁኔታው የተስተካከለ ካልሆነለት በስተቀር እንግዲህ መምህርነት እንደው ስለ እውነት ለመናገር ከሆነ ፈልጎ ይገባበታል የሚል ሀሳብ የለኝም፤ ከአሁኑ ትውልድ ማለት ነው:: ስለዚህ ወደ ፊት የመምህርነት ሙያ ለማስከበር ማናቸውም ነገሮች፣ ሁሉ ነገሮች የተመቻቹ መሆን አለባቸው:: ተማሪው ገና ከተማሪነቱ ጀምሮ ለመምህር የሚሰጠውን ክብር አይቶ እሱም

መምህር እንዲሆን የሚፈልግበት ሁኔታ የተመቻቸ መሆን አለበት፡፡ ለመምህራኖች የሚደረግ ነገር የተመቻቹ መሆን አለባቸው፤ ልንገርህና፡፡

13. Researcher: - አዎ፤ እስኪ ለምሳሌ፣ አዎ እንደ መፍትሄ፣ እንደ መፍትሄ፡፡

Informant: - እንዲያውም አሁን ለምሳሌ ማስተማር፣ አንድ ማስተማር አሁን፣ አንድ መምህር ልጁን ሲያስተምር በነፃ ያስተምራል፡፡ ለምሳሌ የግዴታ የወለድኳት ልጅ መሆን አለብኝ? የማሳድጋትስ ልጅ ብትሆን? ልጂ ናት በቃ፡፡ አስተምራለሁ፣ ሁሉን ነገር እችላለሁ እስካልኩ ድረስ፣ ልጂ ናት ብዬ እስካመጣሁ፣ እኔ የምረዳት ከሆነች ለምን በነፃ አትማርልኝም? አሁን ያህ አይደረግም፡፡ ግዴታ የወለድኳት መሆን አለባት፡፡ ግዴታ በኔ ባለቤት ስም መጠራት አለባት እንጂ አለበለዚያ ያንን እንኳ ለማስተናገድ ደስ የማይላቸው ሰዎች ናቸው ያሉት እኮ በየትምህርት ቤቱ ቢሮ ብንሄድ፡፡ …ለመምህር ግን የሚደረገው ነገር ምንም ስለሌለ አሁን እኔ ልጂ መምህር ልሁን ብትለኝ አትሆኝም ነው የምላት፤ በቃ አትሆኝም፡፡ …አሁን ባለፈው ተመርቃለች፡፡ ትቀጠር ሲሉኝ፣ ልጂማ መምህር አትሆንም ገና በዚህ በልጅነቷ ነው ያልኩ በቃ፡፡ ለምን፣ ያለውን ሁኔታ ሳየው ምንም የሚያስደስት የለም፡፡ … እስቲ አንድ ዓመት ቆይታ በተማረችበት field ትግባ እንጂ መምህር አትሆንም ብዬ እኔ ራሴ ነኝ የከለከልኳት፡፡ ለምን፣ የሚደረጉት ነገር ሁሉ ምንም የሚያረካ ነገር ስለሌለ ማለት ነው፡፡ ስለዚህ ለመምህራን የሚደረጉ ነገሮች በሙሉ መስተካከል አለባቸው::

Researcher: - አዎ እስኪ ለምሳሌ ምን ምን ናቸው መደረግ ያለባቸው?

Informant: - ለምሳሌ የደሞዝ ጭማሪን በተመለከተ፣ በማስተማሩም ላይ ቢሆን ዘመዶቻቸውንም ይሁን በሥራቸው የሚያስተዳድሯቸውን በሀላፊነት ልጆቻቸውንም ይሁን ለምን እስከ ዩኒቨርስቲ ደረጃ አይሆንም በነፃ ቢያስተምሩ፡፡ በህክምና በኩል ቢሆን አሁን የተመቻቸ ነገር ቢኖር፡፡ አሁን ሌላ መሥሪያ ቤት መ/ቤቱ ነው የሚያሳክማቸው አይደለም እንዴ? እኛ ግን ይሄ የመረዳጃ የመምህራን ማህበር ብለን የራሳችንን ገንዘብ የምንከፍለው ገና ካርኒ አምጥተን፣ ሰልፍ ብለን ምናምን እሱም ደግሞ ከመንግስት ሃኪም ቤት የሚል ጣጣ ፈንጣጣ ስለሚያበዙብን እሱንም በገንዘባችን ታከምን ወዲያ ሄደን ገንዘብ ስጡን የምንልበት ሁኔታ የለም፡፡ እነዚህ እነዚህ ሁሉ የተመቻቹ ቢሆኑ፤የመኖሪያ ቤት ቢሰጠው፤ቤት የመስሪያ ቦታ ቢሰጠው፤ እነዚህ እነዚህ ሁሉ ቢመቻቹለት መምህር ለመሆን ማን ነው የሚጠላው? ማንም የሚጠላ የለም፡፡ መምህር ማለት ሁሌ እየተማረ የሚኖር ነው አይደለም እንዴ? ስለዚህ መምህርነት የሚጠላ የለም፡፡ መምህርነት የተጠላው ለምንድ ነው? የሚሰጠው ክብር በቃ፡፡

Researcher: - እሺ መጨረሻ ላይ የምትጨምሪው ሀሳብ፣ ለመጨመር የምትፈልጊው ሀሳብ ካለ፡፡ የተለየ ነገር ተጨማሪ እንደ conclusion ማለት ነው፡፡

Informant:- እና እንግዲህ የመማር ማስተማሩ ሁኔታ በጥሩ ሁኔታ ይካሄድ ከተባለ መልካም አስተዳደር መኖር አለበት፡፡ በየትኛውም ቦታ ላይ መልካም አስተዳድር መስፈን አለበት፤ ከት/ቤቱ ጀምሮ ማለት ነው፡፡ ሌላው ለመምህሩ የሙያ ማሻሻያ course ቢሰጠው በየጊዜው፡፡ ደረጃውን የሚያሳድግበት ትምህርት ቢያገኝ፡፡ ለሚሠራው ሥራ ደግሞ ሁል ጊዜ ማበረታቻ ቢሰጥ፤ሁሉንም የሚያነቃ ቢሆን፡፡ የደሞዙ ሁኔታ እንደው በእጥፍ ቢያድግ፡፡ በእውነት አውነቴን ነው የደሞዝ ሁኔታ፡፡ ዋናው ኢኮኖሚ ነው ለሁሉም፤ ‘ፐርሰናሊቲም’ ለመጠበቅ ሁሉንም ነገር ለማስተካከል ኢኮኖሚ ደግሞ ወሳኝ ነው፡፡ ስለዚህ አንድ መምህር አሁን አዕምሮው free ሆኖ ከሠራ ጥሩ ትውልድ ይቀርፃል፡፡ አዕምሮው free ካልሆነ ግን ወዳልሆነ ሁኔታ ስለሚሄድ ሙያውንም የሚያረክሰው በዚሁ ጉዳይ ነው፡፡ ስለዚህ እነዚህ እነዚህ ነገሮቸ ቢሟሉለት፡፡ የመኖሪያ ሁኔታ ቢሟላለት፤ የቤት መሥሪያ ቦታ ቢሰጠው፡፡ …እና ኑሮውንም የሚያሻሽልበት፣ በትምህርት ቤትም ምቹ ሁኔታ፣ በቤቱም ውስጥ ምቹ ሁኔታ ቢመቻችለት መምህር ንፁህ በሆነ ልቦና ነው የሚሠራው፡፡ ንፁህ በሆነ ልቦና የበለጠ ሠርቶ ጥሩ ትውልድ፣ ጥሩ ዜጋ ሊቀርፅ ይችላል ብዬ ነው የማምነው::

Researcher: - እሺ መምህርት ዮሚ፣ ለቃለመጠይቁ ፍቃዳኛ ሆነሽ፣ ረጅም ጊዜ በመውሰድ በጣም የበሰለ ሀሳብ ሙያዊ ህይወትሽን በተመለከተ ስለ ትምህርት፣ ስለ መምህርነት ሥራ ያለሽን አመለካከት በተመለከተ ሰፊ ጊዜ ወስደሽ በጣም ጠቃሚ ሀሳብ ስለሰጠሽኝ ከልብ አመሰግናለሁ፡፡

Informant: - እሺ እኔም አመሰግናለሁኝ፡፡ ለሌላ ጊዜም ሙያዊ አስታየትን በተመለከተ፣ ሙያችንን በተመለከተ ማንኛውንም ጥያቄ ለመጠየቅ ዝግጁ ነኝ፤ የምችለውን ያህል መልስም ለመስጠት ዝግጁ ነኝ፡፡ እኔም አመሰግናለሁኝ፡

Appendix E: Translations

Interview 1: Zemen

Informant's pseudonym: Zemen
School code name: Wosen
Sex: Female
Age:
Teaching experience: 38 years
Qualification: B.Ed in English (Minor Amharic)
Additional task: Department Secretary
Date of the interview: 20-03-2011
Place: Informant's home
Starting time: 8:30
Finishing time: 10:00

Researcher: - Can you please introduce yourself to me first?

Informant: - My name is Zemen, and I'm from Wossen School.

1. Researcher: - Fine; could you please tell me in detail the story of how you began the teaching career?

   Informant: - I started teaching unintentionally. As it is known, 30 years ago, teaching had been an unarguably respectable profession among the community and students. This being the case, in one of the recruitments then, I decided to train in the teaching profession. Basically, because my aim was to help people, I had a desire to be a medical professional. That didn't come true, and I had to resort to the only available field of training at that time, that is, teaching. I trained in vocational and non-vocational education at the former Jimma Teachers Training Institute for two years and continued my teaching career. Even though my initial preference was medicine, my desire to help children intensified no less than my interest in medicine, and I lived with my career until this stage, undergoing various experiences.

   Researcher: - Ok, is there something you regret when you think back now? Do you think you have made the right decision or you have made a mistake?

   Informant: - You mean in my teaching profession?

   Researcher: - Yes, for being a teacher. You became a teacher by chance as your choice was medicine; because situations didn't allow you to join medicine at that time, you entered the teaching profession. Do you now believe that the decision you made then is the right decision, or do you regret it?

   Informant: - I don't regret at all, given my interest to help people. Certainly, there are many challenging situations in the teacher's life, as I have witnessed myself. These situations may have harmed me personally, but I have been doing my job with interest and satisfaction until this moment of my service in the profession. However, I think that frequent misbehavior of students, their lack of interest and attention for learning and similar situations have caused me a sense of hopelessness and anger. In any case, because the profession by its nature requires

undergoing many obstacles, I have been able to overcome all the hurdles by exerting efforts on my part.

2. Researcher: - Very good. Now what are these problems? In other words, what are the major challenges that you have experienced in your career life as a teacher? From your very long experience as a teacher, what challenges are there in the world of teaching– you have already touched upon some of them–what stories of challenges can you tell me about yourself drawing on examples from your own experience?

   Informant: - In the first place, just to mention some of the situations I underwent, I was employed for the first time as a teacher of primary level. After teaching for ten years, I tried to compete for self upgrading by fulfilling the necessary requirements. However, I was unable to compete because of the contemporary criteria. As I was so curious, I was then enrolled privately in a diploma program and attended evening classes, commuting from a distant place until I completed my study. This time was challenging and difficult for me since I was learning by commuting regularly between home, school, and college. After obtaining my diploma, I was transferred from the school where I was teaching to another district despite my service of many years. I was demoted from the rank of associate leading teacher to the rank of higher teacher and I waited for four years earning the salary of a higher teacher, not that of an associate leading teacher. It was four years later that I competed again and reclaimed my former rank of associate teacher and my former salary. The fact that I learned with my own expenses but was exposed to ups and downs has infuriated my colleagues as much as it has infuriated me. It has also made them to stay aback in their work. Experiencing these situations, I have now earned a degree so as to upgrade to the next rank of promotion. This is one of the challenging experiences in my career life. Added to these is the situation of students, which I have found to be annoying, frustrating, and provoking conflicts and disappointments. Students don't have internal motivation and aims. As a rule, they are told by the school and by their teachers to improve their academic performance and to behave decently, but they never do it. Their interest is low. They spend their time joking and playing. They don't make their own efforts to learn; they don't pay attention to their learning. They are affected by negligence. For example, I once wrote for them their name in English and told them to practice how to write their name in English. Next time, I asked them as a quiz to write their name and submit it to me. Three fourth of them didn't write their name correctly. In the same way, I once asked my grade 8 students to write the sentence 'I am a boy' or 'I am a girl'. What they gave me back was a mere cluster of letters. I normally explain the lesson to my students, give them examples and exercises, modify the same exercises and tell them to do the exercise as home work. They come to class doing or trying nothing. Let alone at home, they don't want to do anything even in the class. When I tell students to do something individually, in pairs, and in groups during reading and speaking sessions, they are engaged in their own business. They gossip or talk of irrelevant issues rather than doing their tasks. They don't speak, question, respond, or discuss. They are not far-sighted; they don't show improvement in order to change themselves. Even though I tried to provide them with supplementary materials by purchasing a pictorial display with my own expense and displaying it in the classroom so that students would have a look at it frequently, practice it and benefit from it, they don't bother to see and use it. When school reopens after break or vacation, only a small number of students come to school. The rest come at their own time, and there is something they miss in the meantime. If they are given books by the school, it is only 5-8 students who bring their books to the class. Since students are not willing to do the things mentioned above, conflicts and disappointments arise amid a situation of ordering and disobeying orders. In general, students' interest in learning is in a critical situation. Because

of their carelessness, students fail to understand something right from its base and they continue missing related contents, as educational contents are interconnected. This means that they don't have good foundation in their learning, as a result of their negligence, and they can't be successful. Just like a house being built without firm foundation– it will collapse sooner or later as it builds up. So the teacher's work will fall down and it will become fruitless. This is one of the things that lead up to conflict, discontent, and frustration, and I understand that there are many other types of problems.

Researcher: - Ok, very good. But what do you think is the source of the students' problem? Why do you think students are so weak and lack responsibility in their learning?

Informant: - Basically it is difficult to identify the problem exactly. But we can clearly see that the majority of them struggle for existence and to win their daily bread, and they come to school just for the sake of getting temporary knowledge. So it is the living condition, the fact that there are parentless students and those who are unable to support themselves economically and who are apparently frustrated. I think all of these problems make students not to pay attention to their education.

Researcher: - Ok; now, what does this story you have just told me teach us about teachers' work and life–what does it indicate?

Informant: - Well, the problems I mentioned above clearly indicate the extent to which the teacher undergoes difficult conditions, how much he passes through difficult circumstances, and how much he lives with challenges and difficulties. By the same token, it is difficult to say that the teacher gets the reward he deserves for his tiredness. It is known how much anger can disrupt one's health condition. There are sixty to seventy or even more students in a class and the teacher will have to suffer in order to understand the problem of every individual leaner and to check whether or not each student is learning properly. Despite making all of these efforts, it is difficult to claim that the teacher is being paid his due and the right value of his efforts and hard work. Well, I don't know, I think such situations will make the rest of the society dislike the teaching profession.

3. Researcher: - Alright, the question I want to ask you now is: could you please tell me about times in your life as a teacher, if any, when you were disappointed by your working and living conditions and by the status the society attaches to your job?

   Informant: - Yes; in the teaching job, the value parents, society, and students give for teaching is low. Even when students themselves are asked their future intention, the majority of them don't choose the teaching profession. Even those who choose teaching are made to hate it by the influence of others be it their parents or the society or their friends. For instance, if I tell you about a student whom I know well, the boy is poor economically and he somehow reaches secondary school. Then he is asked his inclination and he says 'teaching'. The teachers themselves wonder why he chooses teaching and they advise him to choose another profession (as the boy is clever). However, he refuses and chooses the teaching field, and he informs me that he has chosen it. This being as it is, this very student passes the national examination but fails to get his first choice, which is teaching and is assigned to his sixth choice, which is medicine. Then he tells his friends that he is assigned to medicine and that he wants to exchange it with someone assigned to teaching as medicine is not his first choice. At this time, he says, one of his friends threatens to catch him by the throat and yells at him saying: you will only peel off your throat; if you want to live peeling off your throat

for ever and being poor without benefiting from your salary, you can go ahead and choose teaching. Despite this, the student told me that he will still change to teaching if possible. I asked him why is so keen on teaching after all, and he said that he likes education very much. He told me that he who is a friend of education chooses teaching, and he who is a friend of money chooses another job. This shows that there are some people who still choose teaching despite problems inherent in the profession. Conversely, the community, parents, or we teachers ourselves demote the profession and, thus, prevent people from joining this career. Therefore, to attract people to this profession, parents and teachers should be role models, and anyone else should be exemplary in promoting teaching. Another story I heard from a teacher is: an old woman walking with her jobless son meets this teacher and she asks him where he is coming from and he tells her that he is coming from school, from teaching. And the woman says: Oh my son; is teaching a job, after all? Creating a clamor and having troubles with children! In this way, she underestimated his work, preferring the idleness of her son to being a teacher. The society itself considers teaching as an inferior profession. I once asked my students about their preferred career. Some say 'engineer', others say 'doctor', 'pilot' and so on, and I asked them why they don't want to become teachers. They said that the teacher is paid a low salary, in the first place, and he is not given respect by the society or by us students. They particularly underlined the lack of respect of the teacher by the society. The other reason they mentioned for not wanting to be teachers is because, they said, they observe teachers bothering, getting angry, and quarrelling with students for their own sake (for the sake of students), they never wish teaching. They also said that since students come from different families with different behavior, handling students' behavior itself is so demanding that it deserves a salary of its own. For these reasons, they said, they don't want to be teachers, and they told me this explicitly. On another occasion, it was an exam preparation time and students were made to stay outside the school compound. One of the students became angry, simply because the school gate was closed, and she said: these teachers have become spoilt. Haven't they gone beyond limits? This time a teacher who was behind her overhears her and says to her: hey, you! Who is nonsense and how come you say such a vulgar thing? Criticizing her, he pats her and enters the compound. Minutes later, two persons come from nowhere and beckon the teacher to come to them. They insult and humiliate him in front of students without considering the fault of the girl. Finally, the quarrel cools down by mediators. This situation clearly shows that a disgraceful and demoralizing act happened to that teacher, and I found it trivializing his profession. In general, for the teaching profession to have due respect, it is necessary to push parents, teachers themselves, and the society at large to develop a sense of love and respect for the profession. Teachers are the ones who lay necessary foundation in one's education. We shouldn't forget that university professors who advanced education and knowledge by devoting their time and effort are also teachers. Every worker, be it low-level or high-level, was once a student and was shaped by teachers. In order for the teacher to be popular, and for his/her profession to be acceptable, he/she should receive due consideration by students and the society.

Researcher: - What impacts will have this situation on teacher's career and their professional life? And what do toy think must be done regarding this?

Informant: - Teachers should be treated in the same way workers in others sectors are treated. Other workers are handled properly and they are well taken care of. Teachers too should be handled in the same way starting from their salary and other benefits. By raising the salary of the teacher significantly more than others', by enforcing respect for the teacher through promotion and advocacy, it is possible to enable teachers to gain respect. Realizing

that a teacher is a base for everybody, parents should be the first to teach about this fact and they should encourage their children to develop respect for their teachers.

4. Researcher: - Now if you please tell me about some difficulties that you have encountered as an English teacher. If you have difficult and challenging situations and experiences as an English teacher, please tell me.

   Informant: - Yes, teaching English differs from teaching another subject. Since it is a foreign language, it is necessary to fulfill many materials required and to have competent and interested teachers. The teachers who teach English in self-contained classes at lower grades and who are supposed to lay students' firm foundation are not trained in teaching the language based on their ability and preference. Concerning materials, it is difficult to teach properly because of lack or absence of student's book, reference book, charts, and different activity-focused books. Students themselves don't develop the habit of reading inside and outside class by making their own efforts. They don't use the language for communication, and they don't participate in opportunities outside class. Of course, the exposure itself is not available, but they don't even use the opportunities they have. They don't participate and discuss in pair and group works. Starting from lower grades, students pass from grade to grade without understanding something properly. This situation, added to their inability to understand and their reluctance to improve themselves, puts pressure on them as they advance in their education. Thus, they are not fit for the given lesson, and their understanding is low. Because the students, due to aforementioned reasons, pass to the next grade without understanding and enriching what they have learned form the beginning, it is very difficult to get them understand the materials intended for the level they are attending since, as we mentioned earlier, contents at various levels are interconnected and something previously learned will aid the understanding of the new material. Anyway, in order to overcome the problem, I often call academically weaker students for tutorial classes. It is, however, the better ones who come for tutorial classes; the weaker ones don't come. I also give them simple notes, exercises, and materials for speaking, reading and writing, but they don't use them. I prepare supporting materials and teaching aids and try to show them in class, but they don't bother to see and use them. In short, except for a few of them, it is impossible to say that I can see improvement in English among the majority of students. It is doubtful that even those who enter secondary school and university have mastered the language to the extent of using it as an international language and for expanding their knowledge and reading different books. This is, thus, my concern; the question of what kind of students, what kind of generation we would have in the future does really concern me.

   Researcher: - Ok; how is the workload for teachers?

   Informant: - Teaching English is very very difficult. Incidentally, I teach in the 2nd cycle, but as I told you earlier, the students that I meet are the ones who come to this level with poor academic background. In the first place, they come with negative attitude towards English. Once they hate the subject, it is very difficult to remedy the problem and get them to like it for they don't have base in the subject. Among the things that make me hate my job is students' improper condition; it is something that is very, very, very difficult. I think we are teaching a subject matter that doesn't match the ability of the students. It is a demanding work and a futile exercise for the teacher. What may work well, in my opinion, is to equip students with firm base at lower grades. Only if they develop strong background at lower grades can students compete when they come to upper grades. Otherwise, I don't think whatever effort made at upper grades would bring about the required outcome.

Researcher: - So are you of the opinion that English teachers bear more challenges than teachers of other subjects?

Informant: - Yes. Very much. Very much. I myself always work irritably. Everyday I work irritably because of students' situation. There are different interactive issues in the book, and I try to engage students in those activities. However, what type of lesson can be taught to a class where there are students who can't identify and read letters? So I'm really working by irritating and harming myself. The situation of students is very very difficult. Of course, I'm not the only teacher with these problems; teachers of other subjects too have similar problems. In fact, they wonder why I'm surprised by students' poor performance in English. They tell me that there are students who know nothing in other subjects, let alone English, and they wonder how these students manage to reach a particular grade. Out of sixty or seventy students in class, only about five or six students may be found who know the subject very well. Otherwise things are very difficult with the rest of the students.

Researcher: - What do you think can be the solution for this?

Informant: - The number one solution is, as I said earlier, as soon as students are enrolled in the first grade, the teachers who teach them English should be recruited based on their interest and trained for teaching the subject only. Those who aspire to become teachers must be first identified while in school and they must be recruited based on their inclination and interest, and they should receive sufficient training in teaching. If things are done this way, the existing problems may not happen when students proceed to upper grades. This is one basic thing to be acted upon.

5. Researcher: -Alright; please tell me in detail if there is something you believe you have accomplished in your career life as a teacher.

Informant: - Something I believe I'm successful at in my teaching life is, as I mentioned earlier I first studied in a teacher training institute. Then I managed to hold a diploma and later a first degree. The fact that, in this process, I gained different orientations and especially enriched my knowledge of teaching methodology is something that has given me high satisfaction and particularly enabled me to help my students and to love reading. This is one thing I consider as a success in my career life. The other thing is I have been awarded certificates of accomplishments at different times as a praised professional in education during my years of service in the profession. I have got different certificates starting from school up to 'woreda' (district) level for the good job I have done in learning and teaching, for organizing educational resource centers, for expanding experiences to do with educational development, and generally for the contribution I have made with my career. I'm very satisfied with this, and I think there is a condition that would make me love my job and not to lose hope.

Researcher: - OK; but to what extent are situations around school encouraging in order for teachers to be engaged in additional, creative and special works outside their normal teaching time?

Informant: - Basically, it requires the interest of the teacher too in order to do something. I don't believe in an initiation merely targeting prize or incentive. When a teacher does his job, he should first of all prioritize the benefits of his students and school; he should develop an internal motivation to do something that can change his students and school. If his

contribution to his profession is obvious and recognized by others, then he will, of course, deserve a reward of certificate or money. I think this kind of opportunity will also stimulate those teachers who lack initiatives and will open the way for them to work more diligently.

Researcher: - Talking of incentives, is there something else given to teachers other than certificates? For example, promotion–something that can promote the teacher to a higher rank or something that can motivate the teacher, other than the certificate?

Informant: - There is nothing. As far as promotion is concerned, there are actually some teachers' career structures such as 'leading', 'higher', and 'associate' teacher. These are titles which any teacher is entitled to. Otherwise, there is no special monetary reward or salary increment or a shift in position for the teacher who did something different. But if that happened, I think there would be more inspiration and stimulation for work.

6. Researcher: - In the light of teachers' multifaceted roles and responsibilities, how would you describe yourself as a teacher? In other words, to what extent do you think you are doing your job properly and how successful would you say you are or made useful contributions as a teacher who has multi-faceted roles and responsibilities?

   Informant: - As a teacher, I believe that I have done as much as I should during my period of service. The working of teaching isn't just teaching students in class; it involves organizing students in various clubs and performing different activities. In addition to teaching, we have to also produce different teaching aids during our spare time and arrange tutorials and enrichment classes. Generally, it is apparent that my colleagues and I are preoccupied with various activities and I can say the job is being done although the outcome is not always satisfactory. On the one hand, we see highly successful learners who have reached higher position. There are many students from this school itself who have become engineers, doctors, lecturers, and other high level professionals. On the other hand, we see many students dropping out of their education due to different factors such as their poor academic background, lack of their own interest and commitment, and living conditions. These stumbling blocks may thwart students from continuing their learning. Otherwise, as far as I am concerned, I think I am performing my deities and responsibilities duly and I have contributed my part in my whole life as a teacher.

   Researcher: - But if you please tell me something you think you haven't done satisfactorily. It may not be necessarily because of your lack of effort–sometimes you may not be able do something you ought to do when situations are not favorable or fulfilled. Please tell me just in case there is a situation in which you think you haven't done as much as you should have to, because of various constraints.

   Informant: - Things like these may exist. First, students' disciplinary issue itself may prevent the teacher from carrying out his duties appropriately. Second, I think preoccupation of the teacher with multiple tasks, as in the case of some teachers, will disable the teacher not to do his job properly. Another constraint is the living condition of the learner itself. If a person doesn't eat well or is in short of food, his desire for learning will be low. This situation will directly or indirectly affect the teacher's efforts as well. It may be possible to support one or two children at an individual basis but it is impossible to change the general situation. Because of these and other problems, it is difficult for me to claim that I have done everything properly and completely.

Researcher: - Please describe to me in your understanding what we mean when we say 'teachers have multifaceted roles and responsibilities'.

Informant: - When we say multifaceted, for example, there are many clubs within school itself. Club leaders can be department heads, and they may have a role in educational resource centre. The teacher can be preoccupied in different ways. This is one thing. During public elections, it is teachers who are needed for election purposes, not workers in the other organizations. The teacher may be away from school for a month or more and involved in the process of election as the priority goes to the election. In the meantime, however, students will miss classes of that teacher and there is no one else to replace him during his absence. The fact that the teacher is preoccupied in this way is one problem by itself, and there are these kinds of situations in teachers' work.

Researcher: - But is this good? What can be the advantage and disadvantage for teachers in being involved in many tasks within school and again assuming various responsibilities within the community outside school, and to what extent can they be successful in their work? Or, what do you think is the positive and negative effects of this situation?

Informant: - Concerning advantages, I don't think there is any benefit the teacher can gain unless he is made to work compellingly. There is no benefit at all. Let alone other benefits, even when a teacher is assigned to invigilate a national examination, he is paid a per diem that doesn't exceed 20 birr. When it comes to teachers, and they are assigned to do something outside their regular job, the allowance they are paid is very small. So in terms of benefits, there is nothing the teacher can get by working there leaving his work except perhaps introducing himself to the community. On the other hand, its negative side is, first of all, students will miss the lesson they should learn because of the teacher's absence. The other thing is the teacher being overworked there, will feel exhausted, bored, weary and uninterested upon return to school when he is supposed to make up for the tasks he has missed in school. Generally, I think it will affect students.

7. Researcher: - Taking into consideration the issues you have raised so far about your life as a teacher, how do you understand teaching in your life, or how do you generally describe teaching?

Informant: - Teaching is an extremely honorable profession that molds the mind of a human being, equips humans with knowledge, and opens the door of life. It is a unique and great profession. Teaching is a profession that requires mentality, ever readiness, impartiality, and it is a job that grants a person due respect and love. The message I have once read in a magazine says that people teach because they consider themselves as gift given to others. I also teach, says the writer, because I have a hope that I may able to make the world a better place to live. This is to show the greatness of the profession. Teaching profession is not a simple. Teaching is a vocation that demands overcoming obstacles, thoughtfulness, devoting oneself to the life of students, and enabling them to develop self-confidence. It also requires giving love for the children and striving to bring about changes in children's lives. In addition to making students develop self-confidence, a good teacher also makes learning itself an enjoyable experience. He enlivens education in order that a thirst for knowledge and enlightenment is created. He adapts his teaching to the needs and abilities of students and makes learning attractive, participatory, and sensitive to the feelings of the learner. A piece of writing I got somewhere reads as follows: 'As professional teachers we don't want any conflict with the students. Students could be affected if they have problems with their

teachers.' Again, another quotation which I got somewhere else says, 'As my cross explains in lives in boundaries… an educator must be an open-mind person that must respect the students' diversity and give love and caring attitudes towards students.' Therefore, a teacher should be someone who, being ready always, paves the way for the future success of students' life by showing them loving and caring attitudes and helping them in the right manners. Another material that I got in the past says, 'The teacher needs to show respect towards the students, so the students also respect the teacher. Students come from different families.' Since students come from families having different behavior, they too will have different culture and behavior. I therefore believe that teaching requires an understanding of students' situation and background. Still another writing that I read in a magazine entitled 'The mind of Man' states that, by taking the learner to the road that leads to success, teachers can produce the learner who has willingness for self-confidence. Generally, it is possible to say so many things about the essence of the teaching profession. Here I have just tried to describe what I have got about this profession.

Researcher: - Yes; but these ideas you have just mentioned, especially about the role of the teacher. Are teachers implementing them properly–do situations allow to do so?

Informant: - What I have stated is something every teacher or every prospective teacher is supposed to do as ethics. Based on his individual difference, the teacher may do some of these duties or may not do them at all. It is the individual teacher who decides this. What should be the right practice is, however, any teacher is called a good teacher only if he fulfills these issues.

Researcher: - You mean fundamentally or in principle?

Informant: - Yes, yes, it means in terms of principles. Otherwise, it can be the individual teachers who should check themselves as to whether they are fulfilling these things.

8. Researcher: - Alright. Have you ever thought of leaving the teaching profession? If so, please tell me a little bit about that time.

Informant: - Even though there is time when I thought of leaving the teaching job (which means I have thought of leaving it), I haven't got a favorable conditions. Since it is also my living, I didn't leave the job. The other thing that makes me stay in the profession is the concern of my students. Even though I don't see changes in many students, the response I get from some students, their curiosity for learning and their progress have made me happy and encouraged me to stay in teaching. Whenever I come across some of my former students who have been successful in their life and who have held an important position, they tell me that I was their teacher and they give me due respect. This makes me happy. There are also some students who write me a letter of gratitude. Some write me a letter expressing their appreciation for me. This makes me happy and I feel like I have got the value of my hard work. For example, there is a letter which a student of mine who was standing the first of firsts wrote me when she entered secondary level and it reads as follows: 'To dear and respected teacher, the mother of knowledge. Except longing for you and missing your voice from which sweat melody of knowledge comes out…. Teacher, if only we had met and you saw my result and the fruit of your hard work. Even though I know that you will be discontent for not having shared my happiness, we couldn't meet due to inconveniences. Teacher, you shouldn't be doubtful that you hold the biggest position out of the people who paved the way for me to reach the highest level of my success. I am looking forward eagerly

to a day when, if I become an engineer by God's will, you receive a design of a beautiful apartment for your residence from the hands of your student whom you once taught counting letters, and you say that the end of your labor has truly bore fruit. Among English teachers who lay my foundation for the position I have now reached, your share takes a wide place. That invaluable and life-spicing advice of yours is still echoing. Your advice turned into a never ending fuel which has given me power, and it continues to give me power. Teacher, you have done everything expected from you….' In this way she wrote me the letter in detail. So I feel happy when I get letters of this type. The other encouraging situation is the fact that my former students thank me whenever they see me on any occasion, on a vehicle or on a road. Likewise, my students give me respect and welcome me in class. Furthermore, as I have mentioned already, I have got prizes in school at different times, as an acknowledged professional in education, and so I think I have received recognition for my hard work. I also realize the chance of educational improvement course I have had to upgrade myself. All of these situations have encouraged me to stay in the profession. As a whole, since the job is full of complexities and challenges, I will never choose to be an English teacher again, if I have to.

Researcher: - You have said that you have thought to leave teaching. Why did you consider leaving it?

Informant: - Well, basically I said that I didn't get a convenient situation although there is time when I thought of leaving. The reason why I thought of leaving is because—well, I am an English teacher, but I said I will never choose it again. I don't want to teach English in a context where the materials necessary for teaching the language are not fulfilled, where the number of students in a class is high, where there is no convenient classroom, and where there is no interest for the subject on the part of students. The other reason is, (I have mentioned this too earlier) teachers who teach English at lower grades themselves must be trained in teaching the language from the beginning in order to teach those grades. This is because if students reach higher grades without understanding lessons that are interrelated, both students and teachers will face problems. It will be a very, very challenging and difficult condition for me to make students grasp something unless there is an overall change in this issue. Therefore, when I think of this situation, I am forced to long for leaving; the situation forces me to leave.

Researcher: - So how is it, what are you planning for the future?

Informant: - There are still things that tied me down. I have talked of my awards, and I have mentioned my students' gratitude to me. These being as they are, because I am now approaching my retirement, I want to end my career life with my teaching profession.

9. Researcher: - Ok, in your opinion, what measures would you say must be taken to improve teachers' working and living conditions?

Informant: - In order to improve teachers' working conditions, I think the following actions must be taken. First, it is necessary to give training for teachers by considering their interest, ability and inclination. Realizing that teaching without capability and interest results in stress and failure, it is necessary to recruit teachers right from school on the basis of their ability, interest and inclination. Second, it is necessary to build the morale of teachers by giving them recognition, awards in money or in kind, promotion, and salary increment. Third, through collaboration between the government, the society, and students, it is necessary to give

teachers due respect and attention and to make the public grasp awareness of this as a big issue. Fourth, it is important to give on-job training for teachers and to distribute supportive books for students. Furthermore, teachers themselves should play their part by giving respect for their students in order to be in turn respected by them, producing confident students, being determined, discharging responsibility, and working with sufficient preparation. Finally, because teaching requires a wide horizon of knowledge, competence, skill, thoughtfulness, weighing up the pros and cons, I think teachers' working conditions will improve if these conditions are fulfilled. In order to improve the living condition of teachers, the initial salary of teachers must be better off. Teachers who are assigned in remote countryside and desert areas should be paid allowances. The society must provide housing for teachers; the government should provide fringe benefits such as healthcare and various incentives, and teachers must be promoted professionally in different fields. In these ways, it is possible to improve the living condition of teachers.

Researcher: - Do you have something else to add?

Informant: - Well, this is it. But what should be an important thing is 'attention for the teacher', like a slogan. Because the words 'respect and attention' are comprehensive and can encompass all that is said now, it is necessary to think of only ways of correcting those things. I thank you.

Researcher: - Ok; I am also very thankful to you for telling me your personal story and perspective with regards to your professional life.

Interview 2: Yomi

Teacher's pseudonym: Yomi
School: Edget
Age: 47
Sex: F
Service: 28 Years
Qualification: Diploma in Amharic (English minor)
Other subjects teaching: Amharic and others (self-contained classes)
Date of the interview: 27-03-2011
Place – school compound
Starting time – 10:30am
Finishing time – 12: 50pm

Researcher: -First of all, thank you for your willingness to participate in the interview and for coming on time.

Informant: - Ok, I thank you too.

Researcher: - Could you first tell me your name and where you are teaching?

Informant: - Ok. My name is teacher Yomi and I teach in a school called Edget School.

1. Researcher: - Please tell me the story of how you began teaching.

Informant: - Ok; I began teaching unintentionally; I started it not because I was interested in it initially, but later on I found it necessary that I should be a teacher and I decided to enter the profession. This happened when I took grade 12^{th} examination but didn't succeed in scoring a grade that would enable me to join a college, so I decided to directly join teaching, because it was possible at that time to enter teaching with a lower grade, so I used the chance and joined it. After I decided to enter teaching, I was unable to get the chance in my district because there were so many competitors. Meanwhile, I went to Addis Ababa to visit relatives and they asked me about my education. I told them I have completed grade 12^{th} but I haven't earned a grade enough to enter a college and, therefore, I wanted to start a job if I could find one. A person who was there at that time asked me if I was interested to become a teacher and I said I was. At that time there was an office called Shoa Province Schools Office and it used to send the quota of applicants for the then Shoa Province. He said he would include me in the quota of the then Office of Shoa Province Schools located in Addis Ababa. So, I submitted my documents and I was recruited to be enrolled in the former Dessie Teachers Training Institute in 1975 and graduated with good results and became a teacher. So this was how I became a teacher.

Researcher: - You have told me that you were not initially interested in joining teaching. But why weren't you interested? It is clear that your intention was to pursue your studies but that was not possible. If you had had other options or if you had had an opportunity to be employed in another office or organization, which one would you have chosen– teaching or the other option?

Informant: - To tell you the truth, I would have chosen the other option or being employed in another workplace rather than teaching. There was a narrow chance for entering college and

university in terms of quota or grade because universities and colleges had low accommodation capacity at that time. Once I realized that I wouldn't be able to join college or university, I didn't hesitate to choose teaching. I didn't want to look for another job because I didn't want to waste my time. My intention was to improve my education while teaching and then to change to another career, but I was not successful and, therefore, I'm still in the profession, teaching. I was unable to continue my studies because of different reasons. There was family problem when I was joining teaching, and that is why I didn't want to stay idle for a year. After finishing my high school learning, I didn't want to stay for a year and retake the exam and improve my result the following year, but I wanted to enter teaching directly and then to improve my grade points while teaching. I didn't succeed, though; I had to help my younger brothers and sisters with their education, so I was unable to educate myself and improve my exam results and, consequently, I'm still working in the teaching profession. After I took up my teaching profession, however, I have been performing it with pleasure. I'm doing my job enjoyably and very contentedly.

Researcher: - Many people don't have an initial motivation to take up teaching, and I understand that you had had the same belief before you started teaching. But why do you think this is so?

Informant: - During our time—by the way, my father was a teacher and I can say I inherited teaching from him. Although their salary at that time was small, the cost of living was cheaper and they lead a good life; they dressed up well and their personality was good. They kept up their personality; they ate what they wanted to; they drank what they wanted to; and they brought up their children in a good manner. However, if we look at the situation after that, when we were at high school and then after, we observe discrepancy between teachers' salary and the cost of living. This is one thing. Secondly, after completing training, the teacher is assigned to a totally remote area where he may develop unwanted behavior; he may not develop or improve himself, or he may become drunkard. Again, the female teachers may marry wrong husbands, or they may even be raped by peasants and live together with them as husband and wife. Since we used to hear about such stories when we were students, I didn't have any interest to be a teacher. In spite of this, however, I later decided to join teaching because of personal and family problem and because I didn't want to waste my time in search of something else. It was because of these reasons that I didn't have an interest in teaching initially.

Researcher: - What about being an English teacher–how did you become an English teacher? You have been teaching other subjects as well, but you have focused more on English. How did you become an English teacher?

Informant: - I was able to be an English teacher because, in the first place, I have an interest in the subject. Second, because it is the subject that I teach with high interest and satisfaction, I have taught it many times. In stead of teaching science, Amharic, or social science, I would rather teach English in a good way and I have been teaching it until now. I have so far taught it many times in grade 4, grade 5, and grade 6. Now I'm teaching it in the 'self contained' class. Even when an assistant teacher is assigned for me, I won't give him the English subject; I will tell him to take another subject and I will teach English myself. Therefore, I enjoy teaching English and I am satisfied with it. This is why I preferred to teach English. Even in the future, although my diploma is in Amharic, I will be glad to continue with English. I think I will continue with teaching English when I do my degree.

Researcher: - Have you generally regretted being a teacher?

Informant: - There is nothing I regretted for being a teacher. In my 28 years of service in teaching so far, I have passed many problems with endurance since my first assignment in teaching. Despite these problems, there is no time I hated this profession or blamed myself or cursed my being a teacher.

2. Researcher: - ok, you have said that you have passed many problems with determination. What are those problems? Please think back to your major challenges and tell me some of your stories.

   Informant: - Ok; well, it begins with my first placement. After we had left training, I was placed in North Shoa, which was then called Shoa Province, Tegulet and Bulga District, at a place known as Ankober (It is being promoted in tourism now). From Ankober, we had to go to a place called Aliyu Amba and from there to another place known as Divi Gorgo, a place you can reach only on foot or pack animals. That was the place to which I was assigned for the first time. During our placement, a girl who was assigned with me to that place came and informed me that we had been assigned to this place and she asked me if I would go. I told her I would go once I had entered into it determinedly form the beginning. I told her firmly that I would go as far as it is a place where people live. By the way there was nothing I knew about countryside and about riding a horse or any other pack animal because I grew in a town. But I told her I would go no matter where it might be. Then she said she would go too if I went, and we set off together. We went on horsebacks, but I preferred to go on foot as it was a very difficult area–you have to climb up hills and go down hills. So I said I had never ridden a horse and I would go on foot. We spent the day going on foot and reached there in the evening, and we were welcomed by peasants. After we had reached there, I decided to work there only until June and never to return to that place afterwards or to leave the job if they didn't transfer me to another place. After a month, they held my salary by mistaking my name for someone else's. The cashier told me my salary was held. Within a month of my placement, I went back to a town called Debre Berhan and returned to my workplace. Now I got a bit accustomed to riding a horse but I had to still be supported on the back of the animal. I now decided to go on horseback and I didn't mind come what may, even if I would fall down from it because I was so frustrated by the complexities of the road. The place is alright, but people are a bit weak, as you might say. As I told you, we faced many unpleasant circumstances that other teachers whose stories we used to hear had faced. There were two of us female teachers and there were two male teachers at that area. The male teachers had two so-called servants with whom they also had affairs. Now those women began to keep their eyes on us or to see us with hostile eyes. We female teachers were living in the same house, and the male teachers were living in their own house. But the women were following us closely with a view to attacking us. I told my colleague that I would leave that place and that she could stay if she could. We somehow stayed until the beginning of June. As we finished our exams, the women were troubling us and the situation was getting very serious. Besides, there were bandits in that area, so the situation was bad. Then I told the director that I had finished marking the exam and I had done the roster and that I wouldn't stay there until the school was closed. I told him he could deduct from my salary if he wanted to. I added that I had worked there until that time but I would never be back to that place again. Then I loaded my belongings and left that area. So we had experienced this challenge there during our first year of teaching. After that I applied for a transfer to another place saying that I wouldn't return to that area. There were many problems in connection with transfer, but they still considered my application and transferred me to another place. That was the time I had

encountered a big problem. Again, that time was a time when the German pilot education was being piloted, during the Derg Regime. We were doing that trial education in exactly the same way we are doing the self-contained classes now; so many teachers were not interested in teaching those classes. Because there was shortage of teachers at this new place, they asked me if I was interested in teaching those trial classes. I complied with their demand saying that nothing would be difficult for me as long as it is the teaching job and that I would be prepared and teach the class. Because of that pilot education, I was transferred from that remote area where female teachers rarely go to, and I was assigned to a place called Mendida. It has transport and other facilities. There at Mendida, we taught the pilot classes for four years. We taught it for four years and we were given a course during the summer. This was the problem I faced while teaching at Mendida. Another problem I faced happened when I was coming to this country; it was when the Derg Regime collapsed. My husband was transferred here earlier, before the downfall of the Derg and I followed him a year later. My transfer was delayed because during the Derg, the teachers in that area were made to do everything. There were youth association and women's association; we had to go to farmers' association and awake the peasants; there was what was called settlement program, and we had to ensure the implementation of that program. Generally, there were many works, and because of this, they were unwilling to let me go, and it took me more time than I expected. Finally, I waited for a year and was transferred to this area. When I came here, I faced no other problem except that I was unable to get used to the weather and I was getting sick many times. It was because of that I missed the distance education program that the government offered us to upgrade ourselves. I developed an allergic reaction on my face, on my leg and all over my body–I still have that problem to some extent but, thanks God, I'm alright now. So at that time, I faced a health disorder. But I have passed through that health disorder with the help of God and I'm now doing my job happily and properly.

Researcher: - What does this entire story you have told me indicate about teachers' working and living conditions? Is there a meaning that we can draw from it?

Informant: - What I have said so far or the problems I said I have encountered are not many. There are others who have faced more problems than me. There are those who have also tasted the kind of problem at my former workplace, which I talked about earlier. People have told me that a female teacher who had been to that place before us had borne two or three children from a farmer. That is why we left that place. So there are those who have undergone more challenges than me. At that time there was lack of development of infrastructure; there was no road, no transportation, no electric light, no water, and generally no civilization. All of these problems made teaching an unwanted profession at that time. This is one thing. Secondly, I have told you the issue of salary. When we were employed, our salary was 202 or so birr. Immediately came what they called—was it rehabilitation or what? There was money contribution for those affected by drought during the Derg. Mind you, they had been deducting certain percentages from that small salary. Now the situation of that salary has made us seen with low regard among the community; it has also made us lose social respect at that time. We used to hear the same thing about teachers when we were students; as a result, there was nobody who had interest to be a teacher–I became a teacher at that time, not because I was interested in teaching but I was compelled by circumstances and I decided to enter it despite all difficulties. However, you sometimes forget all challenges you have gone through and you feel gratitude for being a teacher when you see the students you have taught achieving a good level of position in their life. As far as I'm concerned, there is no time I cursed the time I became teacher. So I'm happy for being a teacher.

Researcher: - Ok; what emotional states do you experience in this process? Please tell me if you have experienced emotions such as anger, unhappiness, frustration, fear, anxiety and regret at that time or even recently in your teaching career.

Informant: - Ok. I have told you earlier that I was sick from allergy when I came to this area. Around 1992—well, I don't remember the year exactly—when the government provided all teachers with training opportunity through distance education, I missed that opportunity. I missed it because I was ill at that time. Because I was seriously ill, I missed that opportunity and I now feel regret for missing it. The other is, it was in 1995, when decentralization was put into effect. I was here in this town at that time. Before that time, however, I had served in Wonji for some five years and then transferred to this town. What happened in 1995 at the time of implantation of decentralization was, firstly, they moved those teachers who have upgraded themselves to a diploma level to other areas. Secondly, they also moved those teachers who have served for less than ten years. My service was 19 years at that time, but when they were preparing that decentralization, I also received a letter announcing that I was also moved from my place. I still don't know where that form was done, whether it was done in school or somewhere else, but I received a letter telling me that I was transferred from my school. The place where I was assigned was, there is a place called Wonji Shoa, where I taught previously and past this place, there is a small town called Alemtena. They told me that I was assigned to this place, and it was at this place that I first became sick. I wondered how that could happen. When I went to the office and asked them what criteria they had used to send me there, they said that, firstly, my service was nine years and, secondly, I was unmarried. They said they moved me because of those reasons. I was amazed and told them to have a look at my document, which was there with them; my service was 19 years and I had marriage certificate. I told them that I had come to that area from where I had been because of marriage and, therefore, I shouldn't be a victim of that move and asked them to reconsider it. They refused to reconsider it claiming that the transfer had already been completed and couldn't be changed and that I should go and work there for sometimes and would come back some times afterwards. So I went there but refused to take any period. My morale was highly touched at that time because I was made to move unfairly together with those who had four or five years of service and with those who have upgraded their level of education and earned salary increment. Therefore, I told the director not to give me periods because I was arguing to reverse the decision. He agreed not to give me periods. I served there for a month commuting daily and experiencing challenges—there was caring for children at home; I used to leave home at 5:00 am to take a bus to go there and to come back after work while arguing at the same time with the officials to reconsider my case. Finally, they moved me from Alentena but instead of assigning me directly here in Nazareth, they placed me at Gefersa— Wonji Gefersa, where I served for about a month, because they had shortage of teacher there. I complied with their decision because it was better for me than Alemtena as it was nearer to my home and I could work with relaxed state of mind. It was after two months that they moved me and assigned me here at Edget. They didn't assign me to my former school but they placed me here at Edget. But the suffering I underwent during those two months was not simple. I was commuting everyday between school and the educational office to follow up my appeal. What is more, there was nobody to serve us properly whenever we went there. My husband complains on his side, and on top of that, I didn't go home for lunch. After work, I had to directly go to the office for my complaint. That was a time when my head was tortured very much. Do you know why? First, I had missed the training and I was regretting that. Again, while I was in this condition, they moved me from my workplace without any fault. The criteria didn't concern me at all, but

they transferred me for a reason that didn't concern me. Consequently, I was having a hard time for about three months. This has caused a sense of regret in me.

Researcher: - Ok; what impacts has this situation imposed upon you?

Informant: - The impacts that this situation has caused me are, firstly, it has made me not to do my job with a settled state of mind. I haven't done any job at that place where I was moved first; I was simply going there for signature and returning to the office for application. The other is, every night I was worrying about what kind of transport I would get in the morning to go to that place and to come back home because there was also transportation problem. I was also worrying about what problem I might face on my way. Again, I was bothering about whether my allergy would revive while I go there. I was, therefore, in a very big problem at that time. So I was not thinking about my job but I was contemplating around my own life. Again, the people in the office have made us commute so much, and they were not talking to us positively whenever we went there. Due to all of those problems, I can say that it was a time when I really hated the day I was employed as a teacher. It was also a time when I realized that administrational situations can upset the teacher in his professional life. The other thing is, you know, those who were in power at that time did not want teachers to do extra job during their spare time in order to improve themselves. For example, there was one of our staff members who was strictly carrying out his teaching duties during his regular teaching time, but he was also doing some other jobs during his free time in order to develop himself economically. However, as we heard the reality later on, it was because of their attempt to punish teachers like him that they moved us from our schools in the name of decentralization and made us victims of those problems. Where do you think they placed that teacher at that time? They placed him at a place called Mukiye Adama, a place reachable only on foot. They troubled him so much and harassed him continuously, but he countered them so much too. After that he left the job for them; he left teaching because he had another job for his livelihood. So it was in search of those teachers that the authorities hit us too together with those teachers. They moved us from our place in pretext of decentralization while we had sufficient service and didn't commit any injustice to our work that would remove us from our school. Mind you, there is Wonji; after Wonji there is Wonji Shoa and after that there is Alemtena. Assigning someone to that place means too much for that person, a person who served 19 years elsewhere and just came to a town, who just started to settle down— this is a very difficult thing. I also faced another problem while I was at that place. We were living in a house that belongs to an organization (a factory). My husband was a school director when we were displaced from our workplace. Then they discharged him from his post and replaced him by another person, and we requested them to transfer us to another place. They didn't transfer us; they told us to stay as teachers. When we stayed as teachers, however, we didn't have a rented house, in the first place; we used to live in a house that belongs to the organization. Secondly, the organization didn't have another house. Meanwhile, the new director kept nagging us to leave the house, but we refused arguing that we had nowhere else to go. We insisted that we wouldn't leave the house unless we were transferred to Nazareth. We urged them to release us because we would be able to rent a house there in Nazareth and live doing our job, or we might build our own house, at least a room or two, as we had a small plot of land, but they still didn't release us. Then they firmly decided in our favor saying that we were entitled to stay in the house until we got a transfer to Nazareth. It was after that we stayed there settled. Now, after we had faced all of that challenge, they directly transferred us to Nazareth since they wanted to overtake that house. As a result, we moved to Nazareth. While we were saying that we began living a stable life, however, I was reassigned to that place (Alemtena), where that illness of

mine began to affect me afresh and, consequently, I came to the extent of hating my job at the time. After that time, however, we have been doing our job peacefully. There is no time I missed promotion because, not to thank my self, I respect my work, my teaching duties. I pay attention to my teaching and to my students. Now in this product-oriented plan (**ውጤት ተኮር ዕቅድ**), I mostly focus on something that is relevant to my students. I feel satisfied when I see changes in my students; it is the change that I observe in my students that actually satisfies me. It is only after that I want to do an additional work for the school. But when I perform some other tasks, there is something that my mind does not accept—it is unnecessary to shift our attention to other works at the expense of our students. First, the students may be treated unfairly due to this gap. The main role of the teacher is to ask how much students have progressed in their learning and to what level of competence we should take them. It is after we have addressed these issues and made them practical that we should consider clubs or other activities. Therefore, I have never missed anything regarding promotion issue with my performance records.

Researcher: - Well, as I see, your teaching life is full ups and downs, and you have passed through many disappointing and frustrating conditions. How did you handle these things, I mean, these emotions of anger, regret, and frustration? How did you deal with them or control them?

Informant: - Ok, once I get involved in challenges, I prepare myself to overcome them. I don't fear or tremble once I have encountered something. I don't feel like avoiding it or ignoring it. My preference is to endure a challenge, to be ready to accept whatever comes, and to reach the last point of the thing I'm engaged in. I'm not afraid at all. As I have told you, from the very beginning of my employment, I made a firm decision to go to that remote area while my colleague was refusing to go. So, until now I have an experience of taking a firm decision. Whatever problem I encounter, I don't want to rely on other people or look forward to others to solve it for me. As much as I can, I try to overcome it myself. Even if I face a problem, I welcome and accept that problem and reach where I can reach. Therefore, I have accepted the situation I have encountered at that time. I was told that I must go to that place, and I did go. I used to go in the morning and comeback in the evening. When my shift was in the afternoon, I was going in the morning and, as I told you, I had to go to the education office to talk to the head and I had to come back home in the evening without even having my lunch. So I coped with all the challenges I have encountered with patience. Once things happened to me, I wait with patience until the end of the situation. So it is with patience and endurance that I managed to squeeze through those challenges and hardships.

3. Researcher: - The question I would like to ask you now is, please tell me about times in your career life as a teacher when you were upset or discontented because of something that is connected with the administration of your school.

   Informant: - Well, although it is not something that happened earlier, it was after I came to this school—I think it was in 1996—I came here in 1995 from that decentralization in February or March. I worked only for some months in 1995 and in 1996 because I was a new teacher for the school. However, as I told you, I do my job with due attention even though I may be new. At that time, we used to meet every three or four months to give ranks to teachers based on their performance. Teachers were given ranks called 'A', 'B', 'C' and so on at that time. So we met here, I mean in the staff room. In the staff there were some great teachers—there are teachers who are great here in this staff even now. There are those who have stayed in this school for long and who have done many things such as planting trees and

seedlings, keeping the general situation of the school, and many others. I have observed each of these during my stay here. As I was saying, we all gathered because it was said that teachers would be given ranks, and those who are qualified will be announced. The criteria states what makes a teacher entitled to each rank. It states that those who get 'A' will be those who have done something obvious, concrete, and observable. There are other requirements in the criteria but I especially focused on these while the directors were stating that a teacher has to do something observable, obvious, and permanent in order to get an 'A'. They began calling names, and as they were calling names, my name was called in the list of 'As'. I was shocked; I was stunned very much. I just kept quiet and I couldn't pay attention to the meeting afterwards. As soon as the meeting was over, I directly went to the office. When I went to the office, the director had already started another meeting. Then I went home and told this thing to my husband. I told him about the criteria for getting an 'A' level and that I didn't deserve it for I hadn't served in the school even for a year. He wondered and asked me why I was concerned if they put me in 'A'. I said my mind couldn't accept it because I didn't fulfill the criteria. I told him that, if they consider my work, there is actually nothing I haven't fulfilled in my work since I came, but under no circumstances would I get an 'A' while there are others who have done everlasting things in the school. He still said that was none of my business and advised me not to worry about it and to forget it. But I said I would never ignore it and I went to the school in the morning the next day. The director was again on a meeting. I got a piece of paper and wrote him a note stating that, according to the criteria, I was not entitled to the 'A' they awarded me and it would be a better idea if I stayed in the school for some more times and if they evaluated me and then included me either in 'A' or 'B' based on my work performance. I told him to reconsider the matter and correct it for the time being. Then I gave him the paper and left. Afterwards, he called me to his office and talked to me about the matter, and I told him everything I have just told you now. He said my idea was good and that nobody else would have said that, and even those who haven't done their job properly would complain for not being included in 'A' and no one else had argued for being given this rank. He appreciated my decision and thanked me for that. I said I did so just for my own conscience, and I came to that decision as my mind was not able to accept it. Now, I have told you that this situation happened in 1996. Later on, however, as we were carrying out our duties in a good condition, I don't recall whether it was two years or three years ago, it was said that rewards would be given to teachers in order to motivate them. It was said that rewards should be given to teachers, and every teacher of the school will be rewarded. Nevertheless, I didn't pay attention to it at the beginning. You may be surprised—my attention is always to my work, to tell you the truth. My attention is always to the outcome of my students and their behavioral change, and my interest is to see how much improvements they have shown on their conduct and to get satisfaction out of that. Unlike some people, I usually don't like going to the office and greeting or talking to the director. Of course, I will go if I have got some issues or if I want to get reports signed by the director. Otherwise, I don't go there for the sake of going. So, to come back to my point, they were calling names of teachers for the reward, but I had no information about it and I wasn't at the place— I was correcting some student cards in the staff room, and there were parents waiting to collect the cards while teachers were being called and given certificates. Then some teachers came and told me about the occasion and asked me why my name wasn't called. I told them it might be because I have not met the criteria. With a sense of amazement, they counted to me the teachers who were rewarded undeservedly. To tell you the truth, some of them were those who are unpunctual and who even don't respect their time. I was, therefore, surprised why I was excluded while even those who don't respect their time were rewarded. The matter stroke my head and I went to the director. No, I didn't go to the director first—he sent someone and called me to his office. I didn't go immediately as I was giving out students' cards. When I

went, he said my name wasn't called on the award ceremony by mistake and he apologized to me, but I bombarded him with these questions: how on earth are you mistaken? How come you made a mistake? Who else should know me more than you? Who knows me more than my department head? After all, who evaluated me and deprived me of getting even this paper? Who evaluated me, and, tell me, by what aspect of my work I was evaluated? Can you tell me what gaps I created in my work? I told him that my mind was tortured when I heard that he awarded the certificate to those who didn't deserve and that I began questioning if I have done anything wrong. I listed to him my accomplishments and told him that I'm confident in myself and I wouldn't come and ask him if I was not eligible for the award. However, I told him, there are people who don't care anything about their work and who don't care anything about their students but who were awarded. And I asked him again why he denied me that piece of paper and told him that I was really tortured by what had happened and by his mentioning of the certificate I had got the previous year. I told him I could even return that certificate, if he liked and if he thought I didn't deserve it. I asked him once again to give me a list of reasons why the certificate was not given for me despite my hard work. He again said that it was a mistake as the list of some teachers was not sent for certification, but I still continued condemning him saying that I didn't perform less than those who were awarded and telling him that, under normal circumstances, it wasn't me who should witness my own behavior—he should have witnessed it for me. I told him that he should think over the matter again and that there should be good governance. I also told him that he made that injustice to me in June and I doubted if I would be able to stand in front of students and teach in September. I asked him again: where would you see me if I simply sat idle like those who sit around all day doing nothing or if I shut the door of my classroom and simply sat in? If I hang around, where would you see me? I told him again that he killed my morale but I wouldn't do that simply because of what he did to me because my mind wouldn't let me do that. Even at home, whenever I got angry and said I wouldn't teach as diligently as before, my daughter criticized me, wondering what wrong the students had done to me. But I said that because I was angry. So I told her it was not from the bottom of my heart and I wouldn't actually do it to my students. Thus, these are the two issues which have made me very angry regarding administration issues. Well, there are many administration issues in our day-to-day activities; there are problems in period allocation, there is mobile—they assign a mobile teacher for us— how would I tell you? …

Researcher: - What do you mean by 'mobile'? What does 'mobile' teacher mean?

Informant: - 'Mobile' means, as I told you, I'm a self-contained class teacher; that is, there is Amharic, English, Mathematics, environmental science, and there is also a subject called aesthetics or cultural education. It is me who teach these five subjects in this class. No other teacher enters this class, but there is an assistant teacher who will handle one or two subjects, like I told you earlier saying that I wouldn't give away English to a mobile teacher. One assistant teacher is assigned to help the self-contained class teacher, to help in mathematics or Amharic or this cultural education such as sport, music, and the likes. The problem is that they even assign such a teacher for those who visit them in their office and run after them frequently. No one considers the case of other teachers and thinks to assign an assistant for them because they work hard and bring about changes in their students. To tell you the fact, there is a problem with administration. As much as the teacher works hard, the administration on its part should give the necessary support. In this school, for example, all of the teachers are those who guide themselves in their work. First, they are all aged and mature. They lead themselves by their own program and they do every task without the administration telling them to do or not do something. Sometimes, however, there is injustice when you look at

things, but we just ignore things like these. For instance, I wouldn't be worried for not having a mobile teacher. I can teach up to thirty periods, and I will jut rest if I'm tired. I teach two periods continuously and on the third period, I will tell the children to rest for some time and I will rest too. Then I continue teaching with another subject. So under no circumstance would I go to the office and clash with them over assigning a mobile teacher for me, but I would tell them calmly to assign for me if they can. This year I returned to grade one after taking my previous class up to grade four. I have, thus, asked for a mobile teacher telling them that a lot of energy must be invested on the first grade. Generally, there are problems on such issues and many other minor issues.

Researcher: - But what impacts does it have on you? From the existing situation, how does such injustice of administration affect your work?

Informant: - Yes; sometimes they make you laisser-faire and carefree. You question yourself what makes you different from others. Again, sometimes there are people who are naturally sensitive to issues. If you take me, for example, if I see something unfair outside, I will completely forget it when I enter class. I will directly divert the whole of my attention towards my students. Let alone other affairs, even when I don't feel well, I will be relieved of my illness when I enter class. All that has been paining me will go away as soon as I start teaching and I stay the whole day well with my students, but that sickness will come back again when I go home. Therefore, if I face something bad outside class, I will just leave it behind the door when I enter class. If I can, I will react to it outside; otherwise, I will just take it easy; I ignore it and enter my class and teach my children with pure mentality. But there can be some people who say they won't do anything unless something is done for them. There can be those who simply sit in class idly telling students to study. Therefore, it definitely causes injustice to work—I say on my part that administration deficiency will lead to injustice to work.

4. Researcher: - Ok; can you tell me about times in your teaching, if any, when you have been in conflict or disagreement with your colleagues and your students due to matters related to your teaching job?

   Informant: - Ok. First, in my view, misunderstandings are caused by lack of patience. Concerning students, it is a failure to handle them according to their behavior that clashes you with them. With teachers, it is your approach that causes conflict between you and them. I have never had any conflict with students in my teaching life. I have told you that I have served for 28 years; I have never clashed with my students even for a single time because I treat them according to their behavior. With a disturber, I call him calmly, and ask him why he disturbs. I also advise him as much as I can by telling him what is good and what is not good for him. After that he changes himself, and I find him behaving decently like other students. Even those who used to be difficult because of their juvenile behavior call me and greet me warmly whenever they come across me on the street. At that time, when they were at school, they had a very difficult behavior and dealing with them was almost like a battle. So students should be handled with advice, not by fighting with them. It is the same with teachers too. We work together considerately, especially in these self-contained classes. I advise them to do what I have done and they also encourage me to do what they have done. Because we have the same status and do our job together, I consider everything from a positive side, not from its negative side. Therefore, I always do my job peacefully. When I was first assigned to this school, I found the students very difficult to handle. I remember, they were fourth grade students, but they were very difficult to deal with. Especially two of

them were very difficult; they always want to leave the class and they want to disturb even in the presence of the teacher. By advising those two students, I have enabled them to reach a good condition. Even though they have not progressed well in their education, they tell me when I come across them that they are temporarily engaged in something to lead their life. They greet me warmly, and I ask them if they have not still dropped that behavior of theirs. They say they have now come of age and become mature persons. This means that their behavior has changed in a good condition. There are also many others who have changed their behavior and become good students.

5. Researcher: - Now, please tell me if, in your teaching job, you have ever been threatened or intimidated by a political situation or interference from political authorities into your work.

   Informant: - No, there is nothing. I have told you earlier that my attention is usually towards my students. I don't often devote my spare time to what you have asked me now and I don't have much involvement in it. Therefore, since there is no situation in which we can meet, they don't get me on that issue.

   Researcher: - Now, for instance, some directives and changes can come into school. Those changes may sometimes affect your plan. Unexpected and new things may sometimes come to school and they may disrupt what you had already planned. Concerning students' promotion policy, for example, there is a tendency to dictate that students should not repeat grades. That being a good thing, it might not be, however, considered against the objective realities within school. Such issues that come to school form outside may not have involved teachers in the first place and, therefore, they may not be favored by teachers. So I meant to ask you about these kinds of situation.

   Informant: - Ok. When there are such a situation, I mean those which have relevance to my work, I try to adapt it if possible in a way that suits my work. If not, I still try my level best in order to implement it. I will try it out and, if it has a positive and good side, I will accept and adopt that side. Otherwise, I won't accept it. For example, concerning the issue of promotion you have just raised, I was teaching forty-eight students last year in a good condition as much as I could. I give them tutorials every week on Saturday, and every week on Friday, I give them a test on what I taught them from Monday up to Thursday and I record the result of each student. From that record, I try to identify what aspect of the test the students did weakly. Then I give them a tutorial class to reinforce that area. After giving them a tutorial class, I give them another exam and keep a record of the exam in which they get a better result. As a result, only one student failed in 4^{th} grade last year. Even if ten students fail, despite all of my efforts, I will detain them all. I have kept all the records that I have prepared with hard work in order to change them. I will report the case to the concerned body and I will show them the documents I have kept to justify what I have been doing for those students. I will argue strongly that they are unable to benefit from all opportunities I have provided them, and therefore, they should fail. Concerning that boy who failed, the director complained saying how on earth even a single student fails. I told him that the boy failed because he had to fail and that there are documents indicating the time I invested on him, and I could show him the document if he wanted to. The boy himself came to me in June weeping and asked me if he had passed or failed. When I saw his condition, his trembling, I said I would tell him after he has returned the book which he had borrowed but didn't return. He insisted on begging me to tell him the fact. I asked him to tell me what he had expected, but he just kept quiet. Then I told him he has failed and that there was nothing I regretted because I had invested on him much of my time. I advised him to fail and repeat the same grade, but he just turned away

weeping. I told him to stop weeping and to remember what I had advised him and how many times I had troubles with him, and he said he could remember everything. I told him again that he has failed because he had to fail and that he has to learn again and become a clever student. I didn't feel guilty about it at all. Therefore, if a directive that comes from an external body is compatible with my work, I will just make use of it, or I will adapt it to my work in order to implement it. If it doesn't fit my purpose, however, I will report that it doesn't work for me and why it doesn't work. Therefore, I haven't faced any conflict so far regarding this issue. But there are other classes in which ten or fifteen students failed, and the school was decried on a meeting because of the number of failures. Because of this external criticism, the administration criticized teachers saying that this shouldn't have happened because the director himself wants to be rewarded and not to be blamed. There is a teacher, for example, who was excluded from teaching in the night class because she was said to have detained certain number of students. On my part, if I face a similar situation, I will present my testimony and I will show him how much I have tired with them, how much time I have spent on them, what I have discussed with parents, and I will tell him that they have to fail because they are unable to change themselves despite all of my efforts. Even if he may not accept it, there is nothing I feel guilty about. Regarding something that comes from higher authorities, I will convince my mind and accept it, and I will try to implement it. If it doesn't work, however, I will notify the school that it doesn't work and why it fails to work. It is in this way that we reconcile things with our work and carry out our job. But I haven't faced any problem regarding such issues until today.

6. Researcher: - Alright; please tell me about times in your career life as a teacher, if any, when you have been depressed or disappointed by your working and living conditions and by the social status of your job?

   Informant: - Ok. Well, when I live in the society, what I have noticed is that the society makes rather positive comments about us; I can say I'm in a society where people say that we teachers have shouldered their burdens on behalf of them, that we have reduced their burdens of parenthood, and that we are not given the right value we deserve. This means, for example, when schools are closed in the summer or during a short break and when the children trouble them very much in the house, some parents I come across say to me that we teachers are given less value than we deserve because of our ability to teach such students (referring to their own children), bearing their difficult behaviors. So I have never come across someone who despises the profession or speaks of it contemptuously.

   Researcher: - Well, but some teachers have a different idea. They say that the society has a very low regard for them and evaluate them in terms of their money or economic status. They think that the society's low regard for teachers and for the teaching career has caused a big impact on their work. How do you see this issue?

   Informant: -Ok; it should be known that there is a problem also with us teachers. It is inevitable that we suffer poverty unless we handle what we have in the right way and live properly. For example, it is inevitable that a teacher who doesn't have his own house or who doesn't keep his personality well will be insulted. He even becomes shame for others. If he drinks and staggers, then it will be said teachers are drunkard. Other teachers too will be trashed with him. If there is a teacher who doesn't keep his personality well or who goes to 'arake' or 'tella' houses and engaged in unwanted activity with others, it is inevitable that teachers are collectively insulted because of him. However, if I know my identity and have good relationship with people, if I know my level of economy and depend on myself with what I have, if I have my own house and bring up my children with good ethics and morals,

nobody can touch my personality. There are some teachers, however, who teach in this school, with their own children lost anywhere messily and without educating and leading them to the right place. A teacher who, after school, goes and drinks 'tella' or 'arake' and pushes each other with cart drivers or with students can also disgrace the personality of other teachers. Therefore, the view about this issue can vary according to the individual himself. If that teacher behaves in that way, it is right that the society can judge us with low regard. If I don't live the kind of life a 'bala-gari' (a cart owner) lives, if my children are not cared for as much the children of a cart owner are cared for, the society will see me with a very low regard. However, if I equip my children with good ethics and make my own efforts to live equally with the society, then the society will treat me with due respect. After all, we teachers should be models for the society. This is how I think about it. So this is my opinion.

Researcher: - But why do you think teachers, some teachers, show a tendency of losing themselves? As you said, there can be those who are found in 'tella' or 'arake' house; there can be teachers who totally forget their family. Why do teachers enter into this kind of life?

Informant: - Ok. I think I have to return to the situation I told you about at the beginning; that means, my first place of assignment. I think the problem can be related to that kind of situation, and I'm sure most of it will be connected with that. Teachers are often placed in a remote and wrong place. Then they begin drinking in order to identify themselves with the society or to avoid loneliness. There are also some who are frustrated and become hopeless. They give up hope when they ask transfer to another area and are told that is impossible and they have to stay there. There are many discouraging situations when they live in that part of countryside. If they are frustrated at that time, in no way will their hope be revived now. They will either stay or remain there, or they will bear many children—four, five, or six children form their own servant and when they eventually come to a town with their children, they can by no means adjust themselves to the living condition. Therefore, as I think, and it is indeed, the root of the cause begins from the first place of assignment. Those teachers who are placed to unwanted first place of assignment or thrown to a remote area habituate themselves to drinking 'arake' or 'tella' and so on for the sake of avoiding loneliness or associating themselves with the society. When they come to a town, being addicted to an unwelcome situation, they find it difficult to correct their situation. For example, let us consider the young teachers who are newly assigned to teaching nowadays. Once they are directly assigned to teaching, it is not to an 'arake' house that they go after school; rather, they go to a night class in order to learn a different field of study and change their profession. Hence, I think the problem is due to lack of adjustment in conditions at that time which may come with them when they come to a town.

Researcher: - Ok, but do you really say that, like any other members of the community, teaches can live dressing pleasantly, eating well, building their own house, and educating their children properly?

Informant: - Well, in my view, I say yes they can live. It is said that one lives according to his own home, not like his neighbor. If my neighbor has built a storey, I won't say I don't build a house unless I also build a storey. I should make my house even from plastic or carton, depending on my capacity to afford. If I'm programmed, I believe I can have a shelter within my reach and that is necessary for me and for my family. After all, we are teachers and intellectuals who mold children, and we if we have to shape our children and take them to a good position or status, we do our job in a programmed way. In the same way as we carry out our teaching job with annual and weekly plans, if we also lead our life with a program, there

is no reason why we can't also do that. As far as I'm concerned, I have a small house of my own. I live with my children in that house peacefully without paying for a rent. Nobody looks down on me saying she doesn't have a house. I have a house that makes me live equally with the members of the society living in my area. I have educated my children and enabled them to reach a good position. As much as I teach my students here in the school, I have also educated my own children and helped them to reach a good position. Thus, if we live in a programmed way according to our ability, why can't we live the kind of life other members of the society live? I don't mean the case of those who live a high standard of living; that is another issue. We teachers get nothing else other than what we get by a drop of our pure sweat. However, if we still handle whatever we get carefully, we can live by building a house from mow and mud although we cannot build a villa. I mean if there is a land from hereafter, for that matter. So that is my idea.

7. Researcher: - Ok. Now, please tell me in detail about some difficult and challenging situations and experiences that you have had, if any, as an English teacher.

   Informant: - Ok; the challenges I have faced in my teaching career as an English teacher are the English textbook is not sufficiently provided for students most of the time. If we start from the1st grade, for example, there are many pictures in the student's book. We teach students by telling them to look at those pictures and by collecting available materials and showing them to the students. But, we can't get materials as we want in order to teach properly. As English is a second language for our students, other than what we teach them in the class, there is nothing they do with it outside the school. We can't expect their parents to talk to them in English as they can't do it. So, first, it will be good if English has 6 or 7 periods per week. Second, it is good if the student's book is available sufficiently and for every student. There is no textbook; if we take grade one up to grade eight, there are no adequate textbooks. That is one thing. The other thing is the scope of the lesson is not like a foreign language— it is somewhat wide. Last year, in the 4th grade, for example, I was stealing periods, to tell you the truth, from what is called cultural education such as sport and music and using them to teach English. Always, I start teaching English at the 1st period and then add one more period from the cultural education thinking that it will be enough if I teach that drawing lesson once a week or twice per two weeks. According to the policy, however, students should learn each subject in accordance with the weight and time allotted to it. Drawing as drawing and every subject should be treated in its own period. But I take away periods from other subjects to teach English because the textbook is bulky and the exercises are many. In the exercises, there are listening, speaking, reading, and writing. The approach is good, but the exercises are many. The presence of many exercises is also good, in a way, if the students do those exercises frequently. But the contents of the textbook and the time allotted for them do not match. Now, the insufficiency of time allotted to English, the absence of the textbook, and lack of teaching materials have to some extent created a problem on the teaching of this subject.

   Researcher: - Ok; what about the condition of students? What challenges are there on the side of students in terms of readiness to learn, performance, doing assignments properly, and the likes?

   Informant: - Well, isn't it as I told you? We teach them a 2nd language, a language of another country, don't we? And they learn only from what we teach them here in the classroom. Nobody speaks to them in this language at home. In this situation, their comprehension ability is very weak. To do an assignment, class work and homework, they don't have the

textbook as they want. How can we order a student who doesn't have the textbook to practice reading something at home and every student to stand up and read something out to the class? Due to unfulfillment of materials, students don't do their assignment, class work, and homework properly. Well then, this is the problem that exists. It also causes influence on their ability. It is only what they learn in one period here in the classroom; when they go home, they don't have materials to do something. On top of that, they don't have interest in the subject as they do in Amharic or in the other subjects. The other problem is there is no one to help them when they go home. Therefore, it is a bit difficult to correct this situation and to deliver the lesson as we would like to.

Researcher: - Does it have a lot of pressure? What is the level of work pressure in teaching English from beginning to end? How is the condition of the work generally?

Informant: - It has pressure. If we consider the teaching condition, the skills are structured sequentially. There is listening, first; then there is speaking followed by reading, and finally there is writing. So, there is the task of dealing with each of these skills step by step. Speaking and listening should be treated together, but there is a practice of dealing with these four skills in one period when we prepare the lesson plan. However, the time itself can not be enough to conduct all of the four skills in one period. It means like what I told you earlier, that is, the shortage of time allotted despite the bulkiness of the contents. If we take the case of the 1st grade this year, they have told us that it is the radio lesson that takes most of the given time. To your surprise, however, we haven't got the radio program until now. But those who taught this grade last year told me that 3 or 4 periods are devoted to the radio lesson. It was also said the radio program teaches very well, so we have been requesting them to buy batteries. As I told you earlier, it could have been also possible to use sockets. They said the battery is not yet bought, and I don't know the reason. All of the rooms in this line do not have power. If that radio lesson is available and we use it, and if the school has different materials and we work with those materials, the pressure will be somewhat easy in the 1st grade. But when students pass to the 2nd grade after learning relatively easier materials in the 1st grade, they find it difficult to cope with the new materials and the situation is burdensome for the teacher as well. This is because the transition of the lesson from grade 1 to grade 2 is not smooth, and the level of difficulty changes dramatically. The organization of the contents in both grades is the same: listening, speaking, reading, and writing continue in grade two in the same way as in grade one, but the change in the level of difficulty is so sharp. The content of the lesson is good if it changes gradually and step by step when students enter grade two, but the difference has become very much wider and wider. Therefore, I think that creates a problem on the provision of the lesson, as I have also witnessed practically. Again, we have to finish the portion of the book necessarily based on our plan but there are fast learners and slow learners. We follow the pace of medium learners obligatorily, not that of the fast learners or the slow ones. If we pace with the slow learners, we will fall behind our plan, and the program assigned for the children to learn within a year must be covered. Because the other students will be disadvantaged and we may not cover the portion if we proceed at the pace of the slow learners, we must necessarily move by the pace of the average learners. There is still a situation where we cannot finish the portion by June and we only manage to finish by conducting makeup and tutorial classes. Thus, it will be fine if the development of contents from the 1st grade to the 2nd and 3rd is gradual and has continuity; that is to say, it is good if the gap is not so wide. That is what I have observed.

Researcher: - How do you compare teaching English with teaching another subject?

Informant: - There is actually nothing that makes teaching English different from teaching another subject if materials are fulfilled. If you enter your class prepared, and if you shape your students well from the beginning as you might do in another subject, there is no difference at all between teaching English and teaching another subject. As you teach other subjects, it is also possible to teach it in a good condition. But as I have told you, there is time shortage. To teach Amharic, for instance, especially as students advance to the 2nd and 3rd grade, the number of periods allotted to it and the contents of the book do not match. There are times when I use Amharic periods to teach English. So if it is done that way—let's not also make the content of the English subject too bulky. Let's not repeat the exercises in the book, taking into account the time available. On the other hand, the plenty of the exercises available is good, but I say it is a good idea if the number of periods is increased to 6 or even more.

Researcher: - But what problem is there in correcting the situations? For example, you tell me that there are no materials especially student's textbook. Similarly, there is shortage of periods. Wasn't it possible to correct such things? Is it impossible?

Informant: - Concerning this, we inform the school about the existing situation. I don't know the problem of the body responsible to correct it. But we raise these issues when we have a department meeting, and we present them in the form of a report. However, we don't see any change. Let alone other things, we are told to evaluate textbooks. When we evaluate books, we can at least identify errors although we may not be able to evaluate other aspects of the book. We identify the errors and where they are found, and we report them, but when the book comes the following year, those errors will be still there. Thus, it is useless if what we send from here is not implemented there. That is what is happening. So, if periods are added on, if the book is revised, or simply made available for each student although it may not be revised, you will teach half of the lesson and order students to do the rest as homework or to get ready on it for the next day. It is always possible to monitor every student if every student has the book and reproach him for not doing something. Now if you ask him why he hasn't done, he will say, 'teacher, I don't have a book', and if you ask him why he doesn't borrow from a neighbor or from someone else, the answer is, 'they don't have too'. Therefore, especially the issue of the book needs due consideration. That is what I say.

Researcher: - So, how is it possible to overcome it? How do teachers handle this entire messy situation? How do you improvise it?

Informant: - Well, as I told you, we write on the board the exercises that we think are very necessary. Otherwise, we group students and, if possible, put one book in the center of the group and get them to work in a group. Now the problem lies in doing homework where that group work is not possible. In the classroom, we try to minimize the problem by organizing students in groups especially to deal with a material that is too big to write on the board. If it is obligatory to write something, we just write it on the board. In addition, we give tutorials in order to push the portion forward. That is what I do on my side, and it is in that way that I dealt with the challenges in the 4th grade. In the 1st grade, however, I don't think it creates a problem since the size of the portion is smaller, as I have seen it. But most of the time is covered by the radio lessons when I look over the book now. In the textbook, there is 'lesson 1' followed by 'lesson 4'. This means that 'lesson 2' and 'lesson 3' must be the radio programs. It is because I haven't got the radio program until now; otherwise, the radio program covers 2 or 3 periods. If the radio program takes this much time, the book is a bit bulky for the 1st grade itself, as I think. So, that is what I'm saying. As much as possible, we

make every effort to finish the entire portion within the time we have. That means the portion must be covered by using tutorials and by giving different class works and home works. This is because the portions in a particular grade are interconnected with the portions in the subsequent grade. If we look at each lesson contents, we see that the contents of the 1st grade are interconnected with those of the 2nd grade, the 2nd with the 3rd, and so on. Also, the size of the contents and their level of difficulty go on increasing as the grade level increases. Thus, in order not to leave out anything, especially from the English subject, we try to cover the portion as much as we can by teaching on Saturday and even by stealing additional periods from other subjects. So, this is it.

8. Researcher: - Very good. As we can see, you have served for many years in the world of teaching. What is the issue you believe you have accomplished in your career life as a teacher? Do you think you are generally successful in your teaching career?

   Informant: - Well, I have now lived in the teaching job for 28 years. In the 28 years of my career, since I took up teaching as my job and as much as my mind has allowed me, I have done my level best to equip my students with knowledge and to enable them to reach a good level of success. Therefore, I can't say there is time I have passed without educating my students appropriately. It is clear that ours is a job whose outcomes are seen gradually. It is not like a factory work; it cannot be weighed with a kilo or measured with number. Because it is a job shaping the human being and although we see the outcome only after a long time, we will be very much happy when we see those children we have taught reaching a good position in their life. This is a long-term achievement, and if we also consider the short-term one, if we ask our students what we have taught them in a period or give them a test and they score good result, that is our satisfaction for us. It is a moment when we also say we have succeeded in our specific work. In my teaching profession, therefore, there are students of mine who have reached the required level; there are also those who have dropped their education in the middle because of problems and different reasons. I can't specify and list out things, but when I visualize mentally, I believe I have generally made a success in my job.

   Researcher: - Ok; But if there is something you think you haven't done satisfactorily—it may not be because of your lack of effort. Inconvenience of things being the cause, please tell me if there is an area you think you haven't accomplished satisfactorily, or if there is something you should have done but failed to do due to various constraints.

   Informant*:* - Concerning myself or my work…?

   Researcher: - Yes, on your work. While you are a diligent worker, respect your job, and do your job qualitatively, situations may not be convenient, however, and you may not be able to do everything you have thought to do. In other words, I want you to tell me if there are issues that you think you haven't accomplished or if there are things that you are discontented with because of inconvenience or unfulfillment of situations.

   Informant*:* - Ok. For example, our school is a model school. In a model school such as this, the children need teaching aids on every subject, and we have to take them with us when we teach. This is a necessary thing, and it is good for the children's learning and for their results. However, because of lack of necessary materials, there will be a situation in which we enter class without a teaching aid. There is an issue of economy if I want to prepare and fulfill it myself. For example, to buy a marker and to prepare a teaching aid, it requires you to spend a lot of money these days. While I can prepare teaching aids using my own knowledge, there

are many things I am unable to correct because of this problem. I would be glad if I do something even with my own expense, but the issue of economy is discouraging. Actually, there is a situation in which I prepared aids from locally available waste materials and used them tentatively for my immediate requirement. However, I would be happy if I was able to present a teaching aid that is clearly visible, colorful, and attractive to the children, especially to the little ones. But it is something that I couldn't fulfill until now.

9. Researcher: - Ok. Now, let me ask you one general question. In your opinion, what counts as teachers' responsibilities? In general, what are the responsibilities assumed by teachers within school and outside school or within their communities? What are the responsibilities that teachers shoulder?

   Informant: - Well, it is obvious that the teacher is a leader and he is an educator. As long as he is a leader and educator, he must be exemplary everywhere. Therefore, he assumes many responsibilities among the society, within the school, and among students. In order to carry out these responsibilities, he must equip himself with morality and ethics. The teacher has many responsibilities especially as far as students are concerned because parents have confidence in us when they send their little children to us. Thus, if parents trust us and give us their little children, it means that we should, on our part, use all of our energy exhaustively in order to enable those children to grow cultivated with good ethics and to make them useful for their fellow citizens and country. Therefore, we should be role-models for those children. Teachers' responsibilities are multifaceted in every aspect. That is why there is no position that the teacher doesn't assume, no matter what post it might be. It is the teacher who holds a high level of authority; it is also the teacher who is in charge of executing social affairs. This describes that the teacher has a high responsibility everywhere.

   Researcher: - As we see from practice, we observe teachers engaged in many activities outside school within the society. Around the 'kebele' and at the higher level of public administration, they carry out many works in addition to their teaching duties. How do you see this situation? Do you think it is good thing or it is disadvantageous for teachers to be engaged in many responsibilities outside school while they have many things to do in school?

   Informant: - The fact that teachers are assigned to other places will help the other work to be successful; that is, the work to which they are assigned outside school will be successful. This is because the teacher is an individual who makes efforts to discharge his responsibility and who feels responsible for his duties. It is because of this that teachers are wanted at different places. The problem is, however, while those teachers are engaged in some external works outside school, the school work will suffer here in the school. Even wasting a single period is a very difficult thing because if students miss what they have to learn in a period, it will make them fall behind. Therefore, while their going and working there is good for that place, the learning job will be at risk, on the other hand. Thus, I say that it is only if teachers are focused wholeheartedly on strengthening their relationship with their students that students are able to reach a good level in their academic endeavors.

10. Researcher: - Very good. Ok, on the basis of the issues you have raised so far about your life as a teacher, how do you understand teaching in your life, or how do you describe teaching, in general terms?

    Informant: - Ok; teaching is a very demanding job. It is indeed a very difficult job. The reason for this is shaping small children is not an easy task. Teaching children is especially

demanding as there are children with three or four levels in one class. Correcting those students and narrowing their differences to at least two or three levels, although not to the same level, is a very difficult undertaking. It is a big challenge. For example, a boy comes without having his meal. We have to ask that boy who came without eating and understand his problem, and we have to feed him if he is hungry. Or if he has faced a problem and we call his parents, there is a condition in which they do not come. So, there is a possibility of shouldering such responsibilities in the society. On the other hand, there is problem on the part of the administration. There are many things such as books, learning materials, and the likes that should be fulfilled. The fact that these are not in place is the other problem. Coping with the entire of these problems and carrying out the teaching job is very difficult. Because the teaching profession is full of overlapping responsibilities and it demands shaping a human being and taking him to a good position, it is not a profession that is dealt with carelessly; rather, and it is a profession full of day-to-day responsibilities. This means that the teacher is always in the process of concern and day-to-day caring for the students he is teaching and the generation he is shaping. This in turn means that he is always preoccupied in an effort to provide the better for his students in his everyday activities. Thus, teaching is a very difficult profession because the issue of a country, its existence and development agendas are based on education or its educated force and the intellectual level of its population, and for the teacher it is a matter of bearing this responsibility. The profession itself is very demanding by its nature.

Researcher: - But what favorable conditions are there for teachers to be able to carry out this responsibility? To what extent do you think conditions inside and outside schools are conducive and supportive for teachers in order for them to discharge the difficult task of shaping a generation properly?

Informant: - There are no favorable conditions at all. Actually, things are better now than before. That is to say, one of these packages of quality of education program is 'School Improvement Program'. School improvement has now become good. More classrooms are open, and students have chairs individually. (Pointing to a chair) This one, for example, is for one student. A little boy sits on this and attends his lesson comfortably, or if they are three or four, they share a desk and attend their classes properly. So, what is called school improvement is very good; it is beautiful. With regards to professional upgrading, teachers are training in a degree program although the diploma program has some problems. There is no chance of getting it as yet—there is a problem especially for Amharic speakers. This year, they took some three or four teachers. Anyway, although these situations are improved, nothing else has been corrected. For example, it is very unbearable for a teacher to teach 30 periods because a student's work must be seen and corrected. There are 54 or 55 students in one class, and as I have told you, the types of the problem of those 54 or 55 students are as many as their number including the family they have come from. The teacher faces a very difficult situation to solve these problems and to complete the lesson designed for the year in the curriculum. Therefore, it is a good idea if there are two teachers at least for this method of teaching called 'self-contained'. It is what should be managed by two teachers that is handled by a single teacher. Teaching 30 periods alone is a very demanding job for a single teacher. There are 6 periods in a day, and it is the same teacher who teaches all of them without any gap and without any respite. For example, after I have taught until the 4th period effectively, I get tired after that. So, the consequence is, the more tired I get, the less effective lessons I give. If there was an assistant at that time or if I had one period off, however, there is a possibility for me to rest. Such situations are not made conducive at all, especially the issue of load or the large number of periods. There are many others, for examples, the domestic

living condition itself is another challenge nowadays. If we take the salary and compare it with the existing living condition, again this is itself another challenge. Therefore, for the teacher to carry out his duties and responsibilities properly, he has to have something that is amended morally and materially. Those things are not fulfilled under the present circumstances. We are striving at everything, but still we hold something with one hand and forget to do so with the other. Again, we have to keep a record of many documents. For example, to claim that a student has failed, it is necessary to have documents in order to justify what you have been doing for that student and to give reason for his failure. But the question is: when are these documents organized? There is no time for that. Should I teach or arrange a document? If I say I have to arrange documents, it means that I won't teach as much as I should. So, these things have become very much overwhelming for us. As I said earlier, if there are two teachers in one grade, while one teacher conducts lessons, the other will arrange things such as displaying teaching aids in the right place. All of these things cannot be fulfilled unless one works day and night. If we consider such situations, we can generally say that there is no favorable condition for the teacher to discharge his responsibilities successfully.

Researcher: - What influences or impacts does it have on teachers? For example, you can take your own case—you are telling me that you are performing your job under unfavorable condition. So, how do you feel as a result of this?

Informant: - Well, I feel like what I told you earlier. There is high exhaustion and being fed up. There is also inability to arrange documents and keep them in the right way. You need time to arrange the classroom and its materials properly and in a suitable manner for students. For example, you need time to display teaching aids in the necessary place and to adjust many other things. If we take the lesson plan, for instance, we prepare five lesson plans including the subject called cultural education. What time shall we prepare those lesson plans? We are expected to conduct continuous assessment of students out of 300 marks. Let alone out of 300 marks, it is hardship to accumulate it even out of 200. Their homework must be seen and marked, and so should their class work. When they discuss something in group and explain it to the class, it must be recorded. The status and performance of every child must be scored and documented. But when will the entire of these activities be done? What will happen to the teacher as a result of these overloads? Well, he will be definitely fed up and he will reach the extent of being disengaged. But we haven't' gone to that extent so far, and we are struggling to deal with situations. So, there is a very difficult situation. Lack of favorable conditions makes the teacher not to carry out his responsibility, and it will prevent him from reaching the level he has intended to reach even though the individual strives to do so. So, this is it.

11. Researcher: - Have you ever thought of leaving the teaching job?

Informant: - As far as I am concerned, there is no time I thought of leaving teaching because, as I have told you, I entered it decisively from the very beginning. After I decided and joined it, there was a narrow condition to get educational opportunity. Because I had personal problems, and I didn't get educational opportunity, where shall I go leaving it? So, I have never thought of leaving it. I do my job with enjoyment starting from the time I joined it. I really mean it; I do it with enjoyment. Actually, there are many hurdles, and there are many frustrating situations. But I have reached this level by finding solution to those frustrating things. Nevertheless, I don't allow my children to become teachers. This is not to mean that being a teacher or the profession is bad; it is to mean that the demanding nature of the job and

the payment it offers for teachers are not equivalent. It is because of this situation I say I won't let my children to become teachers. Otherwise I like the teaching profession and I respect it because it is the teacher who molds everyone. Despite his hard work, however, there is no value given for him, or it is so negligible. If you work overtime, you are paid nothing for that; there is no five-cent payment if you do an overtime job. You just do it and that is that. It might even be said you haven't done unless you present a report. Well, writing and teaching are two different things. For example, if I give tutorials on Saturdays, writing a report for that tutorial is as difficult for me as cracking stone. Even if I don't report it, there is no one who comes and checks whether I have done or not. I just do it for my own mental satisfaction. Despite all of these challenges, there is no time I thought to leave this job. I have been working resolutely in my teaching until today and respecting my profession. But I will be glad if my children take up or engaged in another job because, as I have already told you, the condition of payment, the attention paid to the job, and the incentives available are not satisfactory.

Researcher: -Ok; what if you get another job— don't you have a tendency to quit in the future if you get another job?

Informant: - Well, I will leave if I get a job with an attractive salary. But I won't leave if it is simply a job that earns me a similar salary to that of teaching. Of course, it has rest if it is another job. Sometimes, however, if you take teaching, you spend your time with children who have pure mind. Even though we are tired and the children may make us angry, because they don't do something that reproaches my conscience, it is enjoyable to spend your time with children. Thus, I have no intention of leaving.

12. Researcher: - Would you ever choose teaching and particularly teaching English if you could live your life over again (if you were to start your career life all over again)?

Informant: - As I have told you, I started teaching because I couldn't find another job at that time. If I were like my youth time and got another job anew, I would join it without any hesitation. But if I were to reject that job and become a teacher, I would still like teaching English and I would choose it.

Researcher: -The tendency with teachers doesn't seem good these days. This means that there are many teachers who are quitting teaching. Again, it is also known that there are those who have a tendency of leaving it. How do you see this situation? If things continue this way, what do you think the fate of the profession will be in the future?

Informant: - Ok; this is even something that makes me worried. As we know, those who are already in the profession must be exemplary to others in the first place. They must be able to carry out their responsibilities. Those who newly enter the profession must be the ones who always feel responsible for their job. Even getting someone who gives you a good piece of advice is a big thing. What is very important in school is not only giving academic knowledge but also equipping students with ethics. Cultivating them so that they grow as good generation itself is a very big responsibility. However, it is questionable whether a generation that can accomplish this responsibility is being shaped. People are leaving teaching nowadays. Those who have built up their professionalism and experience are leaving it. Can the newly employed teachers build up their experience like their predecessors and bring up those children equipping them with ethics? Are they the ones who tend the children with advice? Whether they are tolerant enough, bear the behavior of youngsters, and continue to

stay in the teaching profession is a questionable matter. This is why they leave and abandon teaching after working for a year or two as a teacher. Therefore, truly speaking, I don't think people in this generation will enter teaching willingly unless the situation is improved for the teacher in the future. Thus, everything must be fulfilled in order to make the teaching profession respectable in the future. There should be a favorable condition which shows students the respect given for the teacher and which motivates them to become teachers themselves. Whatever done for teachers must be favorable, let me tell you.

13. Researcher: - Yes. What, for example, as a solution, as a solution?

    Informant: - For example, if a teacher has a child of his own in school, the child gets education freely. But should it be necessarily a child whom I bore? What if it is a child whom I brought up? That is just my child. As long as I say I will educate her, do everything for her, took her as my own child, and she is under my auspices, why can't I get her to learn freely? That is not, however, done now. She must be necessarily a child I bore and she must be necessarily called by my husband's name. If we go to every school office, there are people who are not happy to entertain even this issue. It is by struggle that we even give them a paper requesting for an exemption from paying that 100 or 120 or 130 birr, and they take it from us blackening their face. There was a time when we felt aggrieved and said it is better for us to pay that amount. If it were another workplace or office, there would be many things done for its workers, let alone this small favor. Since there is nothing done for the teacher, however, I wouldn't allow my daughter if she asks me to be a teacher. That is what I have actually said. She graduated last time, and people told me to let her go to another place and be employed. But I said my daughter won't be a teacher at this young age. This is because there is nothing appealing when I observe the existing situation, and a salary won't be enough for today's youth. We live restricting ourselves from many things because we have lived experiencing the problem from the beginning, but if you tell today's youngsters to go to a certain place, they don't have the ability to bear challenges. As a result, I prevented her from becoming a teacher so that she will wait up for a year and be employed in the field of her training. I did so because there is nothing satisfying in whatever done for teachers. Thus, all of the things done for teachers must be corrected.

    Researcher: - Yes; could you please mention some examples of what must be done for teachers?

    Informant: - Concerning salary increment, for example. Even regarding teaching, it is good if they allow free education, even up to university level, for the children administered under teachers and for whom they are responsible, no matter whether they are their biological children or their relatives. Concerning medication, there is nothing favorable now. In another organization, it is the organization which provides its workers with expenses for medication, isn't it? When it comes to our case, however, we have to pay our own money in a teachers' self-help association to get medical services, but even that is full of bureaucratic processes as you have to produce a receipt only from a government hospital or a health centre and you have to queue up for everything to have your money refunded. So, there is no reason why we have to go there and beg them to give us our own money as far as we are treated with our own expenses. So, it is better if all of these situations are adjusted. It is also good if teachers are given a house or a land to build their house. If all of these conditions are fulfilled, who hates to become a teacher? Nobody will hate being a teacher. A teacher means someone who ever lives learning, isn't he? So, there is no one who dislikes being a teacher. Then why is teaching disliked? Simply because of the low respect given to it, finished.

14. Researcher: - Ok. Finally, you are welcome if you have an additional and a different idea as a conclusion.

    Informant: - Well, there should be good governance if the learning-teaching condition has to be conducted properly. Good governance must prevail everywhere starting from school. The other is teachers must be given professional improvement courses frequently, and they should get training to upgrade their status. Again, incentives that motivate all should be always given for teachers for their work and contribution. Their salary should be doubled if possible—I really mean it, the condition of salary must be considered seriously. It is the economy that matters for all. The economy is decisive for the teacher to maintain his personality and to correct everything. Therefore, if a teacher works with a free mind, he will help to mold good generation. If his mind is not free, however, he will go to unwanted situations and, consequently, he will cheapen his profession. Therefore, it is a good idea if these things are fulfilled for the teacher. It would be fine too if a housing situation is also fulfilled for him, or if he is given a piece of land for making his own house. Concerning this, last time they said they would give us a place, and now some teachers are given while others are not given. This must be corrected. Generally, if a favorable condition is created for the teacher in school and at home in order to improve his living and working conditions, he will do his job wholeheartedly and sincerely. I believe that, by working better wholeheartedly and genuinely, he can mold a good generation and good citizens.

    Researcher: - Ok, teacher Yomi, I thank you very much for your willingness to participate in the interview and for devoting much of your time and giving me your very much mature and useful ideas and your views with regards to your professional life, education, and teaching career.

    Informant: - Ok, thank you too. I'm ready any time to be asked any question regarding my professional views and concerning our profession. I'm also ready to give answers as much as I can. I also thank you very much.

Interview 3: Tagashu

Informant's pseudonym: Tagashu
School code name: 05
Sex: Male
Teaching experience: 21 year
Qualification: B.Ed in English
Additional task: Unit leader
Date of the interview: 02-04-2011
Place: Researcher's home
Starting time: 4:30 pm
Finishing time: 6:00 pm

1. Researcher: - Could you first introduce yourself to me please?

   Informant: - Ok. My name is Tagashu and I teach in No. 5 School.

   Researcher: - Can you tell me in detail how you joined the teaching profession?

   Informant: - Ok; I joined teaching in order to escape from the national military service. It was during the Derg Regime when young people were recruited in masses for military services. So, in order to avoid this, I directly joined a TTI (Teachers Training Institute) and graduated with a certificate after attending one-year training on teaching. After graduation, I was directly assigned to a rural area, to a place eight hours trek from a town and full of uphill and downhill environment. That is where I started my teaching job.

   Researcher: - So does this mean you didn't choose teaching but entered it incidentally?

   Informant: - Yes; I joined it by chance. I never preferred it.

   Researcher: - Why didn't you want it?

   Informant: - The reason why I didn't want it was, because there wasn't anything good about teaching earlier. There was nothing good about teaching in our mind especially economically. Because it was said that teachers are poor, miserable, and needy, I couldn't choose teaching at the time. This was my reason.

   Researcher: - So how do you see this situation–what is your concern about the fact that the profession is not preferred and it is a job that many teachers start just by chance and as a last resort? How do you perceive this tendency and how do you think it affects the profession?

   Informant: - Ok, this is an issue that disappoints me very much. Nothing is comparable to the teaching profession. It should have been a highly regarded profession, but this is not happening in reality. The starting place of anyone, whatever level he/she may reach, is the school. Unless a person is educated, it is difficult for him/her to do anything. So the person who provides this knowledge (the teacher) is a very respectable person, and so is the teaching profession. Unfortunately, it is a profession that has been neglected–can I say by the government? –I don't know exactly who should take this responsibility. Teaching is the beginning of everything, but it is a profession that is neglected. The fact that this profession, this respectable profession is looked upon is an issue that is so saddening for me.

Researcher: - Ok, you have told me how you joined teaching. Do you now think that it was the right decision?

Informant: - I now consider my decision in two ways. On the one hand, when I see it economically and in terms of my living condition, I feel some regrets. There are times when I think I should have been a trucker instead of a teacher. On the other hand, I feel happy when I see my former students whom I have produced in various rural areas and who have reached a high level of success. And I am very pleased for having made some contribution to my country by working in this respected profession. But by economic and living standards, I lead a low living condition in my profession. So I see it in two ways.

2. Researcher: - Alright. Now one question: can you tell me about difficult or challenging situations in your career life since you have been a teacher?

Informant: - There are many problems which confronted me when I was assigned to teaching. Just to cite some of them, I was, in the first place, assigned to a rural area. It was a place of eight hours trek from a town. But I was born and grown up in a town and I didn't know the countryside. So I was in a very challenging situation at that time. I stayed for three consecutive years at that place, and that was difficult for me. The other thing was, there was disorder and unrest in our area during the government change, when the Derg Regime collapsed and was replaced by the EPRDF. We, the teachers who were there, were attacked because of that disorder. We were robbed our properties. I have even escaped death narrowly because the turmoil was very high. So it is this condition that I consider as the biggest challenge in my teaching career.

Researcher: - It means that you have raised this problem as an example and I guess from your response that there can be many more. How did you deal with them? How do you often deal with such difficult circumstances?

Informant: - In the first place, I had to convince myself to be accustomed to the rural environment. Hoping that I would be working in that area only for some years and then I would be transferred to a town after some years, I taught for three years with high morale as I was then a youngster and hoped that there would be a transfer after some years of service. The chance was, however, I stayed in the rural area for many years. The other thing was, I fled away during government change abandoning my house and my belongings. I ran away and came to town. I never returned to that place afterwards. As to my properties, I worked again and replaced them. It was in this way that I could cope with the problems.

Researcher: - What does this story of yours indicate? What meaning does it convey for you and for others?

Informant: - It indicates the underdevelopment of the rural areas when I was there. It signifies the poverty and backwardness of our country. Why, because people don't want to stay in the countryside because it is very backward in information; there is no light (electricity) and there is no water. Most of the necessities for humans are not found in the rural areas of our country. What this means to me is that we have got a mission to accomplish in order that we overcome our poverty and bring about proportional development in both our urban and rural areas. This is what I feel. As far as the looting of our property I have mentioned earlier is concerned, it shows the political unrest occurred then. It shows how much people, especially rural people,

are deeply affected by a political unrest. But I don't think that situation will happen again, given the present tranquility and peaceful condition in the country. Because the government has acted to a great extent on this matter and it has endeavored to maintain the rights of nations and nationalities, I don't expect this kind of situation to happen in Ethiopia from now on. It also shows that, if there are still issues undone in this regard, we must work very hard and settle them in order to prevent political unrest from happening.

Researcher: - Ok; now that you work in a town, what challenges do teachers in urban areas face with regards to their work? Can you tell me what challenges you have faced yourself as a teacher in an urban area?

Informant: - OK; after serving for eighteen years by moving through different parts of the countryside, I have come to an urban area. The problem with urban area is that students don't attend their education properly. They make a lot of noise when we enter the classroom. Their effort to attend their lessons enthusiastically and their willingness to study and to consider their education as their priority is very weak in urban areas. As a teacher, I won't be happy if I teach well and my students don't pass or don't score good grade. So this is our major problem in urban area. The effort of parents to influence their children to develop interest in education is very negligible and many parents don't even monitor their children. The other thing is some of us teachers have weakness in handling our students properly due to various reasons. Perhaps because our economy is weak, we are forced to search for part time jobs in order to improve our living. The learning teaching process will, of course, be weakened to some extent at this time. So this is what I faced in urban area.

3. Researcher: - Ok; another question I want to ask you now is: can you tell me about times in your teaching when you were exposed to emotions such as anger, sadness, frustration, fear, anxiety, guiltiness, regret and shame and what their causes were?

   Informant: - Yes, there are some, of course. As it is known, an elementary school teacher teaches all subjects despite being trained or not and due to shortage of teachers. So I was once assigned as sport teacher and I was practicing students a physical exercise called 'rolling'. I was getting them to roll, demonstrating the exercise by rolling myself. As the students were rolling, one student hit her teeth with her ankle and consequently her front teeth came off. As she was bleeding, I rushed to her only to see two of her front teeth had come off. I was shocked very much. I was completely shocked thinking that it would be a very dangerous matter for me if the case is heard around her parents. So I directly went to the staff room and consulted some teachers about this incident. Some of the teachers calmed me down telling me to take the matter easy. Others tried to criticize me for not having listened to their advice previously. There were some of my colleagues who said: we have told you not to do rolling without fulfilling the necessary conditions and here comes what we have feared for. Finally, however, a small boy came to me and told me not to worry because, as he said, the girl's teeth had been removed already and not because of rolling; she simply leaned them to keep them on their place. So he calmed me down by telling me this story. On the morrow, I asked the girl about the situation of her teeth and she told me the same story and not to worry about what had happened. This was one of the challenging experiences I encountered as a teacher. The other story happened, I think, around 1986. Although I hear the language of the region, Afan Oromo, to some extent, I can't speak the language. There was a rumor spreading around that those teachers who don't speak the language will be excluded from their job. So I was very worried by this rumor. I wondered what would happen to me and where I would go if I

was dismissed. This was an issue that concerned me very much. Fortunately, it remained only an anxiety and nothing bad has actually happened to me. Here I'm still working.

Researcher: - Ok; what emotions do you often experience in relation to teaching in addition to the ones you have just mentioned–emotions are of different types such as unhappiness, fear, regret for not having done something, frustration and other similar emotions. Teaching is especially related to emotion–teaching and emotions are inseparable. Just like any other career–any work, any life is connected with emotion. But teaching is uniquely linked to emotion. Which of the emotions we have just mentioned do you usually experience or observe among your colleagues?

Informant: - Yes; I feel very unhappy whenever I give a test and my students fail to do as per my expectation. I also feel a sense of regret because I feel the results may imply that I haven't taught them very well or I haven't worked hard and so the students have not understood. Sometimes I enter class without being prepared very well. When I come out of class in that circumstance without properly passing the required knowledge to the students, I feel a sense of regret. There are times when I feel guilty after leaving class thinking that I should have said something or I should have delivered certain message to my students which I actually haven't. I talk to myself and express my regret or shame thinking that if I had said or done this thing, the students would have gained a better understanding of the lesson, but unfortunately I haven't done it. So I feel these emotions and the likes.

4. Researcher: - Now, can you tell me about times in your teaching when you have been upset or annoyed by the administration of your school?

   Informant: - Yes, there are many times when I become angry because of school administration. To cite an example, the principal of the school where I once worked doesn't come to the school. He comes one a week or once fortnightly and he leaves soon after doing things flippantly. That condition was irritating me very much because some teachers and students don't perform their tasks properly if the principal is not available in the school compound. I feel a sense of anger when the children spend their days in school and return home without attending their classes. What is the reason for that principal to absent himself from school? Well, it is because he works outside school. For example, he is involved in 'kebele' (local public administration) activities; he is a member of the 'kebele' jury. In the church, he is a coordinator of the church. He is also a conciliator of local disputes. Since he is engaged in multiple tasks, he is not usually present in the school. So this situation was irritating me very much. I also faced a similar experience in another school. The school administrator doesn't present himself in the school. At that time administrators (principals) should teach some classes. But that administrator doesn't cover his teaching duties and students stay outside during his periods. Since he is a director, students don't complain at all. After all, who will they complain to, as he is a director? He comes once and pours the portion of the month to students at once. The academic year ends in this way without students grasping nothing. Consequently, they are the once who will be in trouble. So I am highly irritated when I observe these kinds of administrational injustices.

   Researcher: - But why? Why do these things bother you or irritate you as long as they do not directly affect you personally? Why do you suffer or feel angry because of their absence?

   Informant: - Of course, there is nothing that concerns me personally. But we are teachers and our profession is a great profession. We have shouldered the responsibility of molding the

human mind. I feel a sense of concern when those children come to school and return home without getting any knowledge. Because of this I feel these emotions.

Researcher: - Ok; what influence or pressure do you think these situations have on teachers' work?

Informant: - If there is this kind of unfairness on the part of administration, it will open door for negligence of some teachers. Because some of us are authority-oriented, we expect someone to order us to do our job; we need an order telling us to go to one or the other class. So if there is no administrator in the school compound, some teachers may not enter their classes. This means that the learning-teaching process will be affected. In short, this situation will happen.

5. Researcher: - Ok; can you tell me about times in your teaching when you have been in conflict or disagreement with your colleagues and your students, if any, due to matters related to your teaching job?

   Informant: - Yes, I have many incidents. I was once a unit leader in my school. The school principal was not usually available in the school, so I had to bear the burden all by myself. The teachers absent themselves from their work, and they come late or leave school early. Whenever I raise these problems to them, there was a tendency of not accepting me as a leader. They elected me as their unit leader, but they don't accept my complaints to their negligence. Consequently I had serious clashes with them at that time. There was time when we even exchanged words of insult and the like with some teachers. Another incident happened when I was working in the countryside. The teachers of the school reside in the same neighborhood in a row. We work together and we live together. We meet frequently in school and outside school. As a result of this frequent interaction, we sometimes clash over certain issues. For example, we clash due to our wives. When one teacher's wife has a row with another teacher's wife, the husbands may join the confrontation in favor of their respective wives. I have actually experienced this situation myself. I remember an incident in which I exchanged blows with a teacher because of the conflict initiated between our wives. We reached the extent of exchanging blows, but finally our neighbors mediated between us. This is something that happened to me in my life–I still remember it.

   Researcher: - How about with students? Do these kinds of situations happen with your students?

   Informant: - Yes. Regarding students, I was giving an exam on one occasion. Meanwhile one of the students finished doing the exam quickly and went out. He then began announcing answers through the window saying the answer of the first is A, the second is B and so on. As I couldn't control my anger, I went out and, in a fit of temper, hit that boy with a stick. The boy, big as he was, wondered why I hit him, and preferred charges against me. Since I had evidence, he couldn't beat me in the case. Then he organized a group of local hooligans and began waiting for me outside to beat me up. But I was always cautious and ready to protect my self. The dispute with that student lasted very long, for about a year. So this is one encounter I had with student.

   Researcher: - Ok, what does this condition –having disputes and conflicts with teachers and students– imply? What conclusion have you drawn from this experience?

Informant: - Well, it has taught me a lesson. If I had reported the case of that student and got him penalized legally rather than hitting him myself, I may not have been involved in that kind of unnecessary confrontation. With regards to the teachers, I should have been tolerant and I should have considered things calmly. These experiences have taught me the importance of avoiding conflicts with people, driven by emotion and anger

6. Researcher: - Ok, could you tell me about times in your teaching, if any, when you have been threatened by a political situation or interference from political authorities into your work?

   Informant: - Ok. Actually, there is no much political intimidation, but there is one experience that happened to me. At one time there was a position that students should not fail or repeat classes. As usual, we evaluated our students and decided who should pass and who shouldn't. Then we were told that students' grade repetition is wastage and we should change the grades of those who failed either by reexamining them or by improving the grades in some way. But we didn't accept that order as we held a view that we have evaluated the students properly and have given them the right grades. Finally simply because an order from an upper hierarchy must be respected, we were forced to reexamine the students and made some of them pass by pushing them and adding marks in a way that was touchy to our feelings.

   Researcher: - How did you feel at that time?

   Informant: - I felt that I have no mandate or voice to decide things in my work and that everything is determined by the people in power. It was me who taught and evaluated the students, but they were the once who decided whether students should pass or fail. This condition upset me extremely at that time.
   Researcher: - So what are your personal concerns about such circumstances–what concerns or anxiety do you have?
   Informant: - People do have their own plan. The 'woredas' (districts) also have their own plan. They plan about students' promotions and repetitions–how many students should pass and how many should fail within a year. In order to succeed in their plan and to avoid blame from their bosses when reporting, they tend to interfere into instructional process. But I have concerns that we may end up in producing students without quality and knowledge.

7. Researcher: - Could you please tell me about times in your teaching when you have been dejected or disappointed by your working and living conditions as a teacher and by the social status of your job?

   Informant: - Sure, I have some disappointments for being a teacher–I mean, in terms of the regard the society has for us. The society has a low estimation for us. Due to ignorance, our society now judges a person by the amount of wealth he/she possesses. But we teachers don't have wealth; our life is difficult. So, because we are judged economically, our acceptance among the society is low. This is something that upsets me and humiliates me as a teacher. The other thing that always rings in my mind is the comment by a girl who once said to me 'it is better to be a shoe-shiner than a teacher.'

   Researcher: - Please tell me–on what occasion did she say this? Is she a student or simply a member of the community–on what incident was she able to make a comment like this?

   Informant: - She is a resident in the community. We met on a certain occasion and she asked me what my occupation is. I told her I am a teacher. She asked me where I teach and I told

her that I am a primary level teacher. She exclaimed 'uuu …' and then made this comment. The good thing that makes happy though is that the majority of those who degrade teaching are those who are lower than teachers, I mean in terms of knowledge and education. Those who are inferior to teachers in terms of knowledge tend to underestimate teaching. And I am consoled by this.

Researcher: - What do you feel usually when you hear such comments? How do you feel when you hear individuals making such a demoralizing comment or when you generally hear such a view from the existing situation?

Informant: - Yes, I realize that there is no awareness on the part of the society about what the role of the teacher is. As a teacher, because I believe I am the one who shapes the human mind, I don't feel any sense humiliation or degradation. Generally, however, what I understand from comments made about teachers is how low regard the society has for knowledge and how ignorant the society is about the dignity and honor of the teaching profession.

Researcher: - What do you think will be the impact of this?

Informant: - There is a negative impact. The situation has made many people not to have a desire for teaching. Even children themselves don't want to be teachers. If we ask children sitting in a row in a classroom, we can't find many students who say they will be teachers. When we ask both clever and weak students in class, there is no child who thinks he/she will be a teacher. When the opinion given for teachers is low, I think the situation will have an impact on the development of the country's education in one way or the other. Because this means that better people are not likely to enter the profession. So it has this impact.

8. Researcher: -Ok; can you tell me a story about something that you've read, seen or heard about recently that offended or disappointed you as a teacher? Anything that is related to teachers or teaching and disgraces your profession, not necessarily about yourself.

   Informant: - Sure. It concerns what I have heard recently over TV. It was a talk-show concerning whether teachers are doing their job properly or not. The point that was raised was that teachers don't use their class time properly because they teach at different places to supplement their salary, and that this condition has caused problem to the learning-teaching process. One of the participants, a doctor, was speaking on behalf of teachers and he said that it is because of life expensiveness (inflation) that teachers work at another place as their salary is small and is not enough to subsist and manage their family. Meanwhile, the leader of the discussion rose up and said: don't we have in Ethiopia guards who live on two hundred fifty birr? He commented that while teachers who earn two thousand or three thousand birr complain it is not enough, there are guards who earn only two hundred fifty birr, on the other hand. That comment disappointed me because if I am to get the salary of a guard, I shouldn't have spent my time learning for so many years. That situation has really disappointed me. The other thing is I recently read in a magazine that the salary of teachers around the world is lower as compared to the salary of others. Of course, it may not be as meager as in the case of our country to the extent of being insufficient even for food. However, I still have read a piece of writing in that magazine that the salary of teachers is generally smaller vis-à-vis the salary of bank workers, airline workers, or workers in a big car factory. I wonder why the value given for teaching and teachers is lowered to this extent, and my feeling is a bit hurt by this situation.

Researcher: - Why? Why do you think such a low opinion is given for teachers?

Informant: - What is presented as a reason for paying less attention to teachers at the level of the government, I mean by our country's government, is our large number. The government says that we are many and that, due to this reason, the country's capacity doesn't allow paying attractive salary for all of these teachers. I have some discontent with this rationale and I don't accept it. We are many. Many as we are, we perform a lot of work. Because we do many and decisive works, I have a feeling that a lot of budget should be allotted, and we should be paid a salary that is enough to at least subsist ourselves. I won't demand surplus or excess birr. But I need to be paid the birr that enables me to feed and survive myself and my family.

9. Researcher: - Ok. Now please tell me about some difficult and challenging situations and experiences that you have had, if any, as an English teacher.

Informant: - Yes; so I'm an English teacher. Being an English teacher, I have discovered in the course of my teaching that students' opinion for a foreign language is low. They don't also have ability in the language. This is because here in our country we think that we need to be perfect in order to speak English, and there is no way for free trial. There is also a tendency of considering a person who speaks English publicly as boastful. Such a situation hasn't made students to experiment with the language freely and with self-confidence. They don't want to speak in the language. It is only through repeated goading and encouragement that some students speak sometimes. They are weak at English, and this weakness has resulted in their hatred of the language. So students are not happy the moment I enter class. As a language, English requires speaking, reading, writing, and listening. This means that students should practice the language in each lesson. Students are not, however, willing to practice because of their poor ability in the language. Consequently, they hate the English language. If they hate the English language, it means that they also hate the English teacher. This condition discontents me to some extent.

Researcher: - But how do you handle them–how do you manage or solve such situations?

Informant: - Yes, it is good. When I teach in class I get students to practice voluntarily and I don't force them to answer one or the other question because they may hate the language even more if they are compelled to do things. Lest they hate the language even more, I encourage them to practice willingly. I praise and encourage them using expressions such as 'clever boy', 'good', and 'keep it up' whenever they say something or try to answer some question. Again, if they make a mistake, I would still say 'good attempt', 'well done' and I would suggest better words or expressions and advise them to use them next time. Using this system, I try to get students to like English and have sense for the language. This is how I try to handle situations.

Researcher: - Alright. How do you generally describe being a teacher of English especially as compared to teaching of other subjects?

Informant: - Yes, that's good. Being an English teacher is difficult in comparison with teaching other subjects. It is difficult. It is necessarily related with the students' conditions. In the English class, students should practice the language. In this process they may hate the language. Again, in Ethiopia we use English only in the classroom. Students don't use it even in school compound. In this situation, therefore, there is a tendency of hating English on the

part of students. They are not also happy with us English teachers in class. When we come to other subjects such as history and geography, however, there is a condition in which the teacher himself uses a lecture method and leaves the room. The students don't hate those subjects. Besides, they learn them in their first language at the primary level. Therefore, they won't have any difficulty to explain something in these subjects and to work in a group. They express their ideas in their own language. From this perspective, students tend to like and accept other subjects. When we come to English, however, it is not like this. It means that things are different with English.

Researcher: - Now, is there any difficulty that you face personally in teaching the subject? Students' weakness in the language being as it is, what else makes the teaching of the subject difficult in the efforts you personally make?

Informant: - Yes, the other thing that makes teaching the subject difficult is there is also lack of student book. I can't also get reference books in order to present the lesson more broadly. I have that problem too. Every student must do each exercise–there are many exercises and students have to do and practice these exercises. But there is a shortage of books for students to do that. That is my problem.
Researcher: - What about the workload relatively when you compare it with the other subjects?

Informant: - Yes, there is also a workload as there are five periods weekly. Regarding the other subjects, there are subjects which have only two periods, for example. Others have three or four at most. But English is five times a week. And there is a possibility to handle twenty to twenty-five periods per week. On top of that the students don't understand the language. It means that all of these situations together put some pressure on the learning and teaching of English.

Researcher: - Ok; how about managing students, for example, in assessment? There are usually many students in most classes, and in assessment principle, a teacher should obviously follow up the students' results, participation and performance at different time. In terms of such and such tasks, what challenges do you face?

Informant: - There are exercises in the English subject. We have to look at each student's exercise book to check whether or not the student has done the exercises properly. The time allotted is not enough to mark the exercises– it is only 40 minutes. And there are 60 students in the class–from 50 to 60 in my present condition. So it is difficult to mark the exercise books of 50 students and teach the rest of the lesson within 40 minutes. The time is not enough, and this is one of the difficult issues. The other thing is the text book itself is full of exercises and big in volume. Because we are required to finish the book, there is a tendency to rush in order to finish that book without ensuring students' understanding of the lesson–we just rush over each exercise for the sake of covering the portion, given the time shortage and the vastness of the book. That is the biggest challenge we are facing.
Researcher: - Does it touch your free time, say when you are off duty, on the weekends or on vacation, I mean your personal time out of your working hours?

Informant: - Sure. We do work outside the normal working hours. There are tutorial classes and we call and help academically weaker students outside the normal time. Besides, we conduct makeup classes by calling students during their free shift in order cover the book,

which is voluminous. Generally, there are many times when we teach outside our duty time. We work and pass our free time in this way.

10. Researcher: - Very good. Now the issue I want to raise for you is: please tell me in detail about something you believe you have accomplished in your career life as a teacher.

    Informant: - There are incidents I believe I have accomplished as a teacher. Having served for long in the profession, I feel a great sense of success when I see some of my students who have reached high status because I believe I have made some contribution towards their success. In this respect, therefore, I sometimes think I have made a success. When I now think of the fact that I have served in the countryside for many years, taught the rural community, and equipped them with knowledge, I feel I have done a good job

11. Researcher: - Ok. In the light of teachers' multifaceted roles and responsibilities, how would you describe yourself as a teacher? Can you describe yourself as having contributed enough as a teacher who has multi-faceted roles and responsibilities?(For example, how well would you say you are doing your job as a teacher, and how important do you think you are in terms of your job performance and your contribution to your profession and your community?)

    Informant: - Certainly, there is high responsibility on teachers; we bear the duty of molding a generation with knowledge. I think that I'm discharging this responsibility of mine, and I think I have been successful in this regard. There is nothing that I regret, that is to say, I have never felt like I haven't done anything for this country. This is because I have taught for a very long time in both rural and urban areas being paid a very small amount of salary. So it is with confidence that I believe I have done a good job for my country. There is nothing that repents me in this regard.

    Researcher: - But is there something you think you haven't done satisfactorily? It may not be because of your own weakness but may be due to some unfulfilled conditions–just in case there is a situation in which you think you haven't done as much as you should have to, because of various reasons.

    Informant: - Yes, there are things I think I haven't done well not because of my weakness. For example, I sometimes feel I haven't taught properly due to shortage of student book. There is no book in the library, especially in my present situation. If there were reference books in the library and if students helped themselves in addition to the knowledge they get from me, I think they would be in a better position. Truly speaking, the majority of teachers are disheartened at the moment due to the present condition– well, it may be improved, no one knows. I mean there is a condition in which my morale is affected to some extent. Truly speaking, the money I'm paid doesn't suffice to manage my family in connection with the current living costs. Because of this I'm looking for another option currently and I'm not really devoting my full time to my teaching task. I'm obliged to seek an alternative outside my school time because it is a matter of life and death. I have children; I have a family and I have to sustain my family members, and it is my obligation to do an extra job in order to sustain them. Because of this, therefore, my commitment to teaching is reduced to some extent and it will continue to decrease in the future.

    Researcher: - In your understanding, what is meant by teachers' multifaceted responsibilities, and what are these responsibilities?

Informant: - Well, teachers assume many responsibilities, that is, they shoulder the difficult task of shaping such a big thing like generation. They are the ones considered to be better persons in the community. Then they should be able to move in order to solve the problem of the community. They have these responsibilities and the likes.

Researcher: - Do you think it is a good idea for teachers to take responsibility in many places?

Informant: - Well, it is assumed that teachers are better persons in their community and they have better knowledge. They ought to concentrate mainly on the learning-teaching job, but they can additionally participate in activities meant to solve the problem of the community such as development activities. Teachers usually have a hearing in their living area, and so they must coordinate development activities and work for their success. However, they must still give priority in the first place to the learning-teaching task as this is not a simple responsibility. Because teachers shape a generation, the future existence of the country is dependent upon the efforts that teachers exert.

Researcher: - Take yourself, for example; when you are engaged in additional tasks outside teaching, taking responsibility in community affairs, is there any change or influence this has brought into your professional life? Please tell me if there is any impact of this on your work?

Informant: - It happened at one time, a bit long in the past, actually. Some six years ago, we had shortage of classroom in school. Observing that shortage of classroom, we moved to find a solution for that problem. By mobilizing the society, we were able to build two additional classrooms and contributed them to the school. This was in the past, actually. These days I can say I am just focusing only on the learning-teaching job.

Researcher: - What do you feel when you accomplish such a work–how do you see it and what sense does it make to you? What sense does it make for teachers to make such a contribution to their communities?

Informant: - Yes, serving the community purposes by mobilizing the community itself provides a good deal of pleasure. Being part of the solution to one of the problems of the community makes someone feel like having contributed his/her share towards the solution. This is very rewarding by itself as it provides a great deal of mental satisfaction.

12. Researcher: - All right. Given what you have said about your life as a teacher, how do you understand teaching in your life, or how do you generally describe teaching?

Informant: - Teaching is a prestigious profession, and I am content for being a teacher. Even though I didn't join the profession interestedly initially, from the experience and knowledge I have gained over many years as a teacher, I have now come to realize that teaching is a satisfying profession. So I am content with my profession though I am somewhat dissatisfied due to my economic problem which I have mentioned earlier and the fact that teachers have such a low social status. As I said earlier, the majority of our society welcomes and respects someone based on economic parameters. This situation disappoints me to some extent as we are given low recognition in this context. Generally, however, I like and respect my teaching profession.

13. Researcher: - Have you ever thought of leaving the teaching profession? Please tell me a little more about that time.

    Informant: - Yes, of course. Although I am not successful as yet, I have thought of leaving the teaching profession quite many times and I'm still considering it. What I am now considering is that I have worked as a teacher for twenty years and I feel that there is nothing I regret. I think it is a good idea if I now leave teaching, if I get another chance, and return to my own life. There is no time I hadn't thought of leaving the teaching job, to tell you the truth, if I had been able to.

    Researcher: - Do you want to leave because of your long service or because of some other reasons?

    Informant: - Actually, I want to leave in terms of economy. It is because my salary is clearly not enough to maintain my family. I don't have any other reason.

    Researcher: - Then why couldn't you leave until now after working for these many years in this career?

    Informant: - The reason why I couldn't leave is because I couldn't get another chance. I didn't have a chance or I couldn't find a better career. Because of this I'm still teaching.

    Researcher: - What do you then understand from this? That is to say, perhaps there are also many teachers intending to leave but still teaching. Taking into consideration your own case and the case of your colleagues whose tendency is to leave teaching, what conclusions can you make about this situation?

    Informant: - I think the government or a concerned body must work strongly on this issue. Favorable conditions should be created for us while we are on duty or as we execute our learning-teaching responsibilities. It is not just economic concerns–there are many other issues. I believe all of these problems should be a priority issue that the government is obliged to act upon. Also, our living condition should receive due attention. We don't claim to be paid beyond the country's income, but as I said earlier, the payment shouldn't be so miserly. There should be a situation in which we can live at least equally with employees in the other sectors because teachers don't have any additional income other than their teacher salary. Workers in various offices, however, have different benefits although their salary can be said similar to ours. They have allowances when they participate in meetings; they often have field works and they are paid per diems. They have such and such benefits. We teachers, on the other hand, cover expenses from our own pockets when we are called to attend a meeting. The meeting usually takes the whole day and we can't go home for lunch, so we have to eat lunch outside with our own expenses. Others have better allowances whenever they attend meetings and they have per diems. But this is not the case with us.

    Researcher: - What about when you work on Saturdays and Sundays or when you give tutorials or do extra school activities outside your working hour–does it mean you don't have any allowance?

    Informant: - There is nothing given to us. There is nothing at all. There is nothing we are given outside our salary–just that small salary.

Researcher: - Well, you have just told me that you are ready to leave your job if you get another opportunity. But why, don't you expect that teachers' professional and living conditions in the future will be improved?

Informant: - I just hope, actually, because people live with hope. I have an assumption that it will probably be improved. If our country reaches a good level of advancement in accordance with the development route it presently pursuing, if what the country has planned becomes successful and her economy improves significantly, then I think teachers' lives too will probably get better. If that situation happened, however, I wouldn't leave my teaching career because I like my profession very much.

Researcher: - Ok, well, as I said earlier, other teachers may have a tendency of leaving, just like you, and probably some are already leaving. What do you think the future of the profession will be if this situation happens?
Informant: - I think if the profession continues in its present condition, it will go on declining and declining. For that matter, I have an experience that upsets me so much in connection with the present condition of the profession. The government declares frequently on every meeting that it will attract able and competent people to teaching. The reality is, however, people with better potentials are seen avoiding the profession. For example, there are some students I know who were assigned to the teaching field but who abandoned their study and came back home to pursue other fields of study on private basis. Why did those students do this? It because the teachers' living conditions which they have observed in their environment is very low. They thought that they didn't need to bother only to end up in the same life condition when they start work, so they decided to take this measure. If situations continue in this way, education in Ethiopia will be deteriorating and deteriorating rather than getting better.

14. Researcher: - Would you choose teaching and particularly teaching English if you could live your life over again (if you were to start your career life all over again)?

    Informant: - If I were given the chance again, I wouldn't really choose to be a teacher again given the present circumstances in teaching. And if I were to choose to be a teacher by some chance, I would never choose to be an English teacher.

    Researcher: - Ok, why?

    Informant: - There are several reasons why I don't want to be an English teacher again. First, the students don't welcome the English class. They don't learn it happily and enthusiastically. They are not happy with English. Second, when I come to my own reason, from the very beginning I became an English teacher because I couldn't get the field I was interested in. As I couldn't get the subject of my interest, I learned English as a second subject. Because of this, if I were to become a teacher again, I would be a teacher of geography; I don't want English any more.

15. Researcher: - In your opinion, what steps would you say must be taken to improve teachers' working and living conditions?

    Informant: - Well, in order to improve teachers' situations, first, the learning-teaching condition must be facilitated. What I mean is the policy itself is problematic. I think the policy that dictates free promotion especially from grade one up to three needs to be revisited

because it is one of the reasons responsible for the poor quality of education. Likewise, all materials that are necessary in school such as teaching aids, student's book, and teacher's guide must be fulfilled. For example, we don't have any teacher's guide in my present school. Generally, situations that are favorable for the learning-teaching process must be improved and fulfilled. This is the first important thing. Second, the life of the teacher must be improved. The teacher should be paid better salary; he/she should be paid salary that enables him/her to feed his/her family sufficiently. If these situations are fulfilled, I believe that the learning-teaching situation will be reinforced.

16. Researcher: - Ok; is there something else that you would like to add?

    Informant: - Ok; what I want to add is, it is actually my feeling that every person should highly value education. This is because the future of our country will be determined by education and only by education. Hence, the government should assume big responsibility and improve the life of the teacher. It should give priority to and fulfill educational materials and facilities. I think on my part that it will be good if these things are acted upon.

    Researcher: - I thank you very much for telling me your personal story and perspective with regards to your professional life.

Interview 4: Abdi

Informant's pseudonym: Abdi Rabira
School code name: Lemi Hundaf
Sex: Male Age: 50
Teaching experience: 31 years
Qualification: B.A in English
Additional responsibility: English Department Head
Date of the interview: 12-04-2011
Place: Informant's school
Starting time: 10:30 AM
Finishing time: 12:25 PM

Researcher: - Alright, if you please introduce yourself and the name of your school to me first.

Informant: - Ok; I am teacher Abdi Rabira. I teach at Lami Hundaf School.

1. Researcher: - Fine; could you please tell me in detail the story of how you began the teaching career?

   Informant: - Fine; first of all, I had professional love for teaching as I was educated from the beginning by exemplary teachers. Unfortunately, my grade 12 exam result was not eligible to allow me to pursue a degree program, and I rather felt a sense of regret for falling behind my friends. Wanting to retake the exam and qualify for a degree, I wondered where I would meantime spend time studying. Because I found school to be a source of knowledge and the best place for my purpose, I was temporarily employed in a public school. I had to also search for part time and evening jobs in order to supplement my low salary, so I couldn't afford enough time for reading. Because of this, let alone joining a degree program, even a diploma became narrower and narrower, and I remember my chances for learning gradually fading away.

   Researcher: - So can we say you became a teacher accidentally at that time, or you took up the career intentionally?

   Informant: - Ok. Actually there were other jobs I could have started, but I preferred to join teaching because I liked the profession and I believed that school is the only place to stay with the world of education, to acquire knowledge and to read various books.

   Researcher: - Ok; do you now think you have made a right decision?

   Informant: - Definitely. I never spent my time at unwanted place. It (teaching) has provided me with an opportunity to read different books. Even though I didn't reach where I had hoped for and I couldn't catch up with my friends academically, I have been content with my job. Because it opened a chance for me to read different books, I believe the source of knowledge is still with me and I am contented with it.

   Researcher: - What about being an English teacher? How did you become an English teacher?

Informant: - Alright; it is very surprising. I can say I was good at English from the very beginning–almost as good as I was in my first language partly because I was taught the subject by good teachers. I used to practice the language with students and teachers and my performance was so high that I was satisfied with it. I was also encouraged by schools and teachers to concentrate on English, and so I did concentrate on English although I was equally interested in other subjects and was teaching them in the same way. In fact, I am still interested in other subjects as well and, frankly speaking, I will be glad to teach any subject.
Researcher: - If you ask many teachers how they became teachers, they will tell you that they joined teaching unintentionally and that they wish they had not. How do you see this situation?

Informant: - In my opinion, it is probably due to lack of adjustment in situations. I really cannot say that the profession has got a hundred percent responsible body for its ownership. Excuse me; I say this because a concerned body that follows up the profession and nurtures teachers is unavoidably required. It is possible to say that it is during the present government that the teacher has received some attention. Before this government, the teacher was completely forgotten. It is even said that it is better to 'pull the donkey's ear' or to trade cereals.

2. Researcher: - Now another question: could you tell me the major challenges and difficult situations that you have encountered in your career life as a teacher?

   Informant: - Certainly. I have both pleasant and disappointing situations. During the Derg Regime, from 1981 up to 'Ginbot' 13, 1983, they attempted to send me for a military campaign by force, and I slept a night on a tree so as to hide myself. About a hundred hyenas surrounded me and, with God's help, I narrowly escaped the beasts. The bitter influence that I suffered from authorities in my attempt to get a diploma level education is my special and unforgettable memory. I was able to pass this problem by seeking advice from people who are older and more knowledgeable than me, by immersing myself in reading books, and by patience. Usually, the people who are assigned around administration don't make a distinction between those who work hard and those who don't. They deliberately divert directives in a way that is convenient for them, and they live merely for their own personal benefits. They consider those who support their ideas as hard workers, and those who argue with them for the sake of truth as mischievous. They facilitate and grant promotion and other benefits for those who cajole them and run after them around office. As far as those who actually work hard are concerned, they are not usually remembered unless they complain themselves. These conditions have always irritated and disappointed me in my career life. However, I have never been anxious and frustrated by such situations because I hold a belief that it is only when a person dies that he gives up hope. The fact that I missed many educational opportunities carelessly and ignored the advice of my relatives and teachers is regrettable. Again, I was feeling shame by the fact that teachers are given low respect among the society because of their small salary. I have however dealt with this patiently as I believe that education and time will change this situation. Even though problems change their nature, the method I use to deal with them has enabled me to come out of them.

3. Researcher: - Now, can you tell me about something that is connected with the administration of your school and that upset or annoyed you in your career life as a teacher, like what you mentioned above?

Informant: - Yes, I have many of them. For the sake of memory, however, I want to talk about some two of them. The director of one of the schools where I taught in once ordered me to drop my education and to become an archivist. Because I refused to comply, he retaliated by denying me permission to sit for my exams, by deducting from my salary whenever I was absent from school due to reasons beyond my control, and by affecting me in different ways. Then, when I was transferred to another school, this very person passed on wrong information about me and tried to make the new school press me down. For example, I once intended to plant trees in the school compound, so I bought thirty seedlings with my own money and paid for the water too. I asked my students to help me with their labor and we prepared the planting holes. Sadly, the director criticized me saying that doing such a thing without his consent or without consulting him is a violation of rule, and he made me cover up over 15 holes we had prepared with compost or with fertile soil. My students were very angry at this more than me. Anyway, out of the 24 seedlings planted, 22 grew up to trees and, as my fellow teachers tell me now, the trees are called 'Teacher Abdi Rabira Hall' or 'Galma' in Afan Oromo. This has made me believe that patience is an instrument by which a demoralized person can correct or smarten his/her work.

Researcher: - But what was the impact that situation had brought on your job?

Informant: - Ok, it is very surprising. My behavior is different from all persons, from all of my friends. I always try to be useful to those who hurt me and to satisfy those who annoy me because I read the Bible to some extent and I have some contact with it. I rather do my job in a better way and for good results. As I also realize that I am being evaluated, I work harder for the better quality and effects of my job. Whenever I face this kind of problem, I have an experience of working even harder so that my students are satisfied and pleased with the outcome of my effort. Because I know that troublemakers will go away one day and will be replaced by someone who is sincere and who serves the truth, I always remain patient and look forward to changes, improvements, and favorable situations.

Researcher: - What, in your view or belief, should a school administration be like?

Informant: - Surprisingly, this is something I am concerned about and if I had the chance, I would really set special criteria to identify the right person for school administration. In my view, an administrator should be someone who is knowledgeable about administration, who can distinguish between hard workers and careless workers, and who is well composed and mature.

4. Researcher: - Ok; can you tell me about times in your teaching, if any, when you have been in conflict or disagreement with your colleagues and your students due to matters related to your teaching job? And what do you think was the source of the problem?

   Informant: - I have never encountered any problem in this regard ever since I have entered the learning teaching career. Because except solving problems together and working hands in glove with my colleagues and students, I have never faced any problem.

5. Researcher: - Ok, could you tell me about times in your teaching, if any, when you have been threatened by a political situation or interference from political authorities into your work, like telling you what to do and what not to do? If you also please tell me how you felt at that time?

Informant: - I don't have a lot of experience in this regard, but sometimes administrational pressures and impositions such as the ones I have mentioned earlier may be put on teachers, and this situation in turn can have impacts on their work. As far as I am concerned, as I stated earlier, I try to quickly adjust myself to new demands and circumstances and do my job genuinely and in harmony with the existing situation. So, I haven't faced any problem in this regard.

Researcher: - Well, sometimes changes, reforms and directives may be sent from the upper body and they may not be in harmony with what you have already planned with your school, with your colleagues, and with your students and began implementing, and they may even disrupt or counterpart what you have planned and began executing. How do you see, or how do you welcome such conditions?

Informant: - This situation certainly poses a problem to teachers' belief, work plan or agenda. I mean although it didn't happen to me, I can say this can happen when we look at the existing condition. Therefore, the administrative section or a body concerned with this matter should not interfere with schools because, as it is often said, the learning-teaching process should be always free of any political or other interference. However, this problem sometimes happens because of lack of a responsible body to correct it. If there were such a body, there wouldn't be such a problem.

Researcher: - For example, students' evaluation and assessment is entirely the task of the school and the teacher. However, it is said that there is sometimes a tendency to interfere with teachers' job and to dictate them as to how many students should pass or fail and it seems that many teachers are discontented with this. How do you see this situation?

Informant: - Alright; this is a very good question. Concerning this issue, all teachers, in the first place, should avoid getting involved in this kind of situation. If they take their work and their profession quite seriously, if they consider how to help their students, if they are able to identify fast and slow learners, and if they plan where to start and where to reach, then they will give different quizzes for students, weigh up student' various problems, and make decisions together with their students about when to administer tests and exams. If things are dealt with in this way, even an unsuccessful student will put the blame on himself, not on the teacher. From my own experience itself, for example, in my experience with one of the classes I taught last year, I provided my students with a number of alternative tests. When all the test results were added up for individual students and divided by the frequency of the given tests, no students failed to secure the pass grade. There is no wonder that many students will fail if we give them just a test or two. If my target is to simply ease off my tasks, then I may give one or two exams and complain that student X has passed and student Y has failed. This is not, however, a sign of discharging my professional duties and responsibilities. I actually have some dissatisfaction with some of my colleagues who do such an act. It is, of course, difficult to say since people do not all have the same outlook. Anyway, I haven't faced any difficulty in this regard. Even the student who fails will accept the case happily. The people in administration also wonder how I get along with my students and they encourage me to keep up this practice. Although I sometimes quarrel with them, they excuse my complaints on merits of my acceptance among students.

6. Researcher: - Alright; please tell me about times in your life as a teacher, if any, when you have been depressed or disappointed by your working and living conditions and by the social status of your job?

Informant: - Very good question. There is no time when I have been so upset, but I feel a sense of dissatisfaction by the teacher's own self underestimation and by some derogatory remarks said to teachers such as asking someone questions like 'Have you joined the last resort (**ባጣ ቆየኝ ገባህ ወይ**)?', or 'Have you become a goatherd (**የፍየሎች እረኛ ሆንክ ወይ**)?' or, 'Have you become ash blower (**አመድ አብናኝ ሆንክ ወይ**)?' I feel very frustrated when I hear such remarks which let the profession down to this extent. I have no other option except saying that let us see together what the future beholds for us and how this situation can be altered or corrected. Thank you.

Researcher: - How do you feel when you hear of a situation such as this? What about its impacts? How do you think it impacts on teachers and their work?

Informant: - The problem has actually originated from lack of payment because the source of income is so meager. As I told you earlier, teachers' salary is very small. I have mentioned that teachers were entirely forgotten in previous governments and that it is during this time that they are given somewhat better attention. Except this problem, there is nothing wrong with the profession. The problem lies only in the way the profession is being handled and in the low place given to teachers.

Researcher: - what negative impacts do you think this tendency of social underestimation of teachers have on teachers and on their professional life?

Informant: - Those teachers who do not have complete perseverance in the profession will develop a tendency of hating and leaving the profession; they may not settle down on their job and achieve success. Presently, this problem is generally observed among the majority of teachers. I think it is the responsibility of concerned bodies to reverse this situation and to find ways of winning the society's attitude towards, and respect for teaching and for teachers. There is nothing else we teachers can do except striving for change and expecting what the future beholds for us.

Researcher: -Please tell me about some of the difficulties that you have encountered as an English teacher. If you have difficult and challenging situations and experiences as an English teacher, please tell me the story.

Informant: - The students' poor academic background, economic problems, lack of books, poor motivation of students for learning, lack of parents' attention for their children's learning have created an extremely high pressure on the process of learning and teaching English.

Researcher: -What do you think are the factors attributing to students' low level of motivation for learning.

Informant: - The situation of students' weakening can be seen in different ways. If the student has got problems economically, he may not afford time to study. To your surprise, there are students who work at 'boloqe' (a bean-like edible seed) houses. There are those who spend the night working at somebody's house and come to class in the morning but doze off in class due to fatigue. These and other problems work together to erode students' enthusiasm for learning. Students also lack firm ground in the subject knowledge, skills and ability, which in turn leads to weakness and lack of motivation in the subject. This means that academic ability and interest for learning are interrelated and they have reciprocal cause and

effect relationship. Students' economic problem seems to be the root cause of their lack of interest for learning because it is difficult to talk about learning unless favorable conditions are fulfilled for them. Generally, there are multiple problems within the society that affect students' interest for learning. Unless teachers, the society, and the government act collaboratively to curb the existing situation, in the future it will put high pressures and problems not only on English but also on other subjects and on the entire teaching and learning system. Thus, I believe that this is an issue to be generally considered seriously at the country level.

Researcher: - Ok; in your opinion, what are the factors responsible for students' poor academic background? What do you think should be done to deal with this situation?

Informant: - Yes, there is a saying related to this: they say that 'if the nose is touched, the eyes will weep'. What I want to mean is that the problem is multifaceted and requires an all-round efforts to solve it. In my opinion, the solution lies in giving the profession itself due consideration, respect, and support, and improving teachers' source of income by raising their salary much more significantly than the salary of the workers in other sectors. Otherwise, as we have mentioned earlier, teachers will lose confidence and tend to change their profession. I therefore believe that improving these situations is the key to solving the problems.

Researcher: - Alright. Do you think teaching English is different from teaching other subjects? If so, in what ways is it different?

Informant: - There are both ways of similarities and differences. As a second or a foreign language, it may be somewhat difficult for students, but the difficulty can be minimized if there is interest and devotion. If we believe in the profession, committed to it, and invest our time and energy in it, then everything can be corrected. Otherwise it may not be like other subjects; it is very difficult to teach, truly speaking, because it takes a great deal of time, energy, and expense. It also requires a lot of patience, and the outcomes we get with out patience are not satisfying. It is my firm belief, however, that we can teach our students successfully even something special, let alone English, and we can shape them if we have professional love and work perseveringly and if we work hard without saving our labor and time.

7. Researcher: Please tell me in detail about something you believe you have accomplished in your career life as a teacher.

   Informant: - I am 90% satisfied when I compare myself with my colleagues who were dismissed from their job when I was working in a public school. But I feel very dissatisfied when I compare my self with government teachers in terms of my knowledge and competence. However, my principles, which are: 'keep learning' and 'win with patience' always ring and strike in my head. I say so because it was through the power of learning and patience that I was able to squeeze through all the challenges I mentioned earlier and managed to reach the present stage of my professional life.

8. Researcher: - Ok. In the light of teachers' multifaceted roles and responsibilities, how would you describe yourself as a teacher? In other words, to what extent would you describe yourself as having contributed enough as a teacher who has multi-faceted roles and responsibilities? (For example, how well would you say you are doing your job as a teacher, and how important do you think you are in terms of your job performance and your

contribution to your profession and your community?) If you think you haven't done as much as you should have to, what is the source of your problem? Please give me your response by relating these questions.

Informant: - Well, I say I have been successful more than 75%. I have been helping students by devoting my time whenever they feel frustrated by the difficulty of their subjects. I have changed the lives of many misbehaving students approaching and advising them as a father, as a brother, or as a friend and following them up. For example, by advising and counseling students who have fallen in love and hated their education, I have helped them to change their attention to their studies. I have even managed to change the behavior of those involved in juvenile delinquency like robbery and stabbing and who were nuisance to the society, and I have enabled them to attend their education, to be good students, and even to become rank students. On the other hand, the fact that I was assigned to the level below my qualification, and I was denied my right to promotion twice and, consequently, missed the privileges I had deserved are the conditions which have deterred me from doing my job as much as I should have done and caused me a great deal of dissatisfaction. But 'patience and patience' and 'learning and learning': these words always ring in me, and I am confident that God will never turn down what He has meant for me. I thank you.

Researcher: - Alright. Have you ever received any reward for having done such a very good job, for having put on the right track those students who had gone astray? Have you got any attention or recognition, or any prize or any professional promotion?

Informant: - Actually, by the time I did these jobs as a public school teacher such a promotion didn't concern us and, thus, I didn't get any material or moral support. For me, what is more rewarding and stimulating is the present condition of the students whom I had helped at that time. They never let me go on my way whenever I come across them. Their respect for me and their greeting by itself is more than a million birr, and I am always proud of them thinking that they are the fruits of my work and effort. So this is my reward and there is nothing else I got other than this.

Researcher: - OK; you have said that you have been successful more than 75%. Why do you think you have been unable to achieve more success than this? What made you not achieve 80, 85, or even 100% success?

Informant: - Very good question. I would have been completely successful if situations had been compatible with my ambition and my effort. The reality is, however, that our society is full of problems and impediments. There are economical, social, health, and many other problems within the society. This is why I have reduced down the figure to 75% or failed to achieve 100% success. No matter how hard I work, I cannot, of course, be completely successful because of constrains I have just mentioned. These constraints are multifaceted and they mean family problems and students' overall economic problems; they can be curbed only by collaborative efforts at the country level.

Researcher: -What do you think is meant by 'teachers' multifaceted roles and responsibilities', and what do you think are these roles and responsibilities?

Informant: - Teachers are undeniably horizon of knowledge, or they are the source of knowledge. Because the teaching profession is the mother of every sector, teachers are wanted by many organizations and bodies for various purposes. The problem is teachers are

still living with their persistent problems. They are not paid any compensation or remuneration for their labor and hard work, for their extra work, and for their resourcefulness and creativity. This situation touches their mentality and morale greatly, and it may also cause them defects. Therefore, when teachers are required to overwork here (in school) and there (outside school), this will put pressure upon the process of learning and teaching, and it may create a situation that weakens the process.

Researcher: - Could you give me an example of what teachers actually do? What do you mean by working 'here and there'? Please make it clear.

Informant: - For example, the teacher is made to work freely in 'kebele' (local public administration), and he does not get any payment. There is no way in which he obtains any sort of benefits or incentives. But things are different when it comes to workers in the other sectors. Whenever they do anything outside their regular duties, they get allowances and other benefits. This is not the case with us teachers. We do everything freely, so it is demoralizing and psychologically defecting.

Researcher: - Talking of allowances, teachers carry out various professional duties outside their regular working hours, don't they? They can do additional works in school or outside school in the evenings or at the weekends. They may, for example, give make-ups and tutorials on Saturdays and Sundays, and they may attend some meetings. Is there any money or payment given to them in the form of allowance? If so, what does it look like when compared with what is given to workers in other sectors?

Informant: - It is very surprising. I really thank you very much for reminding me the points I have forgotten. I remember the time when we attended a meeting for 15 days during our vacation without getting five cents. We were even spending our own money for lunch and for transportation to travel between our home and the meeting place. We are often called to meetings on Saturday and Sunday, but in no way can we get even five cents. We use up our own money expending what is left in our pocket, let alone getting sorts of benefits. We hear what happens in other sectors. They make fun of us by offering to buy us a cup of tea. This is something embarrassing for us, and I am in no doubt that it is such factors that have lowered our status. Therefore, we work with high problem and pressure. I believe that teachers are discontented and they are experiencing psychological and motivational suffering. This is why many teachers want to leave teaching; as I talked to some of them recently, they mention these and similar reasons for their tendency to leave the profession.

9. Researcher: - Ok, on the basis of the issues you have raised so far about your life as a teacher, how do you understand teaching in your life, or how do you describe teaching, in general terms?

   Informant: - It is absolutely the source of knowledge, a creator of base for any other profession, and an all-around profession–I believe there is no other profession like teaching. I have a hundred per cent belief that a profession that serves as a school of life for everybody, as a key to personal and social problems, and as a file or a sharpener of the mind is the teaching profession. That is why I love the profession and make it part of my life.

10. Researcher: -Have you ever thought of leaving the teaching profession? If so, please tell me a little bit about that time.

Informant: - My love for the profession by far exceeds the problems and disappointments I have with the profession. I have never in my life said that I would leave it. Neither have I thought of leaving it, nor do I have a desire to leave it in the future. I am optimistic that time will come when God sends those who serve the truth and who love this profession. This hope will always be shining inside me.

Researcher:- So is it possible to conclude that you have been serving in the teaching profession for so long because of the love you have for it, not because you couldn't find another job opportunity?

Informant: - I have mentioned this in the question I was asked about weather or not I regretted joining teaching. I had 5-6 various opportunities, including the chance to go abroad, but I ignored them all and remained a teacher. I really don't know– I think there is something that has harnessed or stuck me to this profession. I never get fed up with it; I simply love it. I am always eager to teach and teach even when I don't have a teaching material with me. I keep working the whole day and teaching without being fed up until my students say they are tired. Being in this profession, I am addicted to working and reading. I am hundred percent willing to continue with this profession until the end of my life. I would open my own school, if I were rich, even after my retirement from government school because I couldn't find any other job that better satisfies my crave for reading and knowledge than teaching. This will remain shining inside me for ever. Thus, it is not because I couldn't find another job opportunity that I have stayed in the profession throughout my career life– I had a chance to be employed in a bank; I had 6-8 chances of going abroad and I had many other options. But none of them really interested me. Teaching has always been my only choice even though I am not satisfied with its outcomes and I haven't seen people who are faithful to the profession except few –well, actually, there are some who are truthful to their profession and who serve the truth. By contrast, there is, unfortunately, countless number of people who have surrendered themselves to temptations and personal benefits. Ok, thank you very much.

11. Researcher: -Would you choose teaching and particularly teaching English if you could live your life over again (if you were to start your career life all over again)?

    Informant: - I accept it with pleasure. Since I am familiar with problems in teaching, I would work diligently day and night with all concerned to seek solution for those solutions.

12. Researcher: - In your belief, what measures would you say must be taken to improve teachers' working and living conditions?

    Informant: - It is a very good question. It is a must that all delegates of teachers' association should be paid a better salary than that paid by the Ministry of Education. Otherwise, they can't work for teachers freely, in the first place. Secondly, teachers' representatives in the association must be elected on merits of love for the profession, honesty, ability to realize directives, and professional maturity. Thirdly, there should be groups from teachers' association who monitor situations and acts that disparage the rights of the teacher and undervalue the profession and who safeguard the existence of the profession. Fourth, the teacher's salary must be more attractive than that of a worker in any other sector because teaching is the source or origin of all professions. I thank you.

13. Researcher: - Do you expect that teachers' working and living conditions would be better in the future?

Informant: - Yes. There is one chance that makes me believe this. This is to mean that the present government seems to have accepted completely the fact that education is a foundation for everything, and this is reiterated many times. Based on this realization of education as a base for development, efforts are being made to take the country out of backwardness to a better economic position. Developmental efforts are being made, and there is a general interest to bring about scientific discoveries and innovations. From this perspective, I believe this situation will magnify the role of education. In other words, the teaching profession will receive greater attention and it is expected to play a decisive role in the development agenda. This is because, as I said earlier, this sector is the mother of all sectors. This fact seems to be believed in and taken seriously nowadays as we often hear from the media. Therefore, I am more than 75% certain that there is a possibility for teachers' working and living conditions to improve. I even believe that, as much it is hated, teaching will be a profession that people long for, you may excuse me. Thank you very much.

14. Researcher*:* - If you have any additional comment, you are welcome.

Informant: - Actually I don't have many things to add, but I want to mention some points that I want everybody to remember. First, I have a message for those of us who claim to love teaching: let us please do our level best to get those who disparage teaching to have a sense of liking for the profession and to join us to create ways of strengthening it together. The second, I believe that the eventual outcome or fruitfulness of teaching is possible only if the existence of the profession is well secured. For this to happen, teacher representatives in teachers' association must be paid an attractive salary, as I stated earlier. If their payment is not different from that of the Ministry of Education, they will not be committed to work for the teacher's cause. Again, if they are pressed into something against the interests of the teacher, or if something contrary to the wellbeing of the teacher is imposed on them by the Ministry of Education or by anyone in authority on the assumption that they would be obliged to comply for the sake of their bread-and-butter job or for fear that they will be in conflict with the directives of the Ministry, then they will lose their autonomy to safeguard the rights of the teachers and, consequently, teachers' existence may be violated and they may be disregarded or overlooked. It is due to this situation that the teacher is looked upon and made inferior by the society. If I, the teacher, and a merchant are present on an occasion, for example, the merchant will be received with respect like a master, while I will be looked upon with contempt. If we teachers board a bus together with a merchant, I have no doubt that priority will be given to the merchant while we will be pushed backward. Even though this didn't happen to me in reality, from the existing situation I am sure that priority goes to that merchant. In order to curb this trend, therefore, the Teachers' Association must elect free, neutral, competent, knowledgeable, and well paid individuals who have a sense of love for the profession and for the teacher, and who are deeply concerned for the wellbeing of the teacher. I hope that things will be amended in this way, but it requires joint struggle to realize this vision. I don't think one's right is secured by mere begging; your right is not respected by begging. The problem is not with the directive; the directive is clear and it supports the teacher's development. The problem lies in the lack of commitment and courage on the part of teachers to protect their own rights lest they and their families will fall into troubles, thus making way for violation of their rights. If these situations are amended, I am certain that the profession will be more popular and even those who have disliked it will take a liking to join it. I have nothing else to add except wishing for a day when all will be longing for teaching. I thank you very much.

Researcher: - Well; I also finish my questions here. I thank you from the bottom of my heart for devoting much of your time and telling me in details your vast experience and your personal stories regarding your professional life.

Interview 5: Araya

Informant's pseudonym: Araya
School code name: Negat
Sex: Male Age: 49
Teaching experience: 30 years
Qualification: Diploma in English
Date of the interview: 24-04-2011
Place: Researcher's home
Starting time: 09:45 AM
Finishing time: 11:27 AM

Researcher: - Alright. First of all, I thank you for respecting my invitation and coming to the interview. Please introduce yourself to me first—your name and your school.

Informant: - My name is teacher Araya and I work in Nigat School.

1. Researcher: - Fine. My first question for you is: could you please tell me first how you began teaching, how you joined the profession?

   Informant: - Yes; as we talked the other day, I was employed during the Derg Regime. That time was absolutely unsuitable for the youth, but I never had any feeling and interest to be a teacher. However, due to a problem occurred in our area, I stayed for a long period of time by fleeing to different places in order to save my life. Meanwhile, I happened to see a vacancy announcement on teacher training and competed for it. I succeeded and took training at the then Bale Robe Teacher Training Institute. Then I started the teaching career and, once I entered it, I never tried any other job. Married life followed and this put me under financial pressure in different ways. Before becoming a teacher, I used to be a merchant–I used to trade cereals. Establishing a family brought with it new things and, as a result, I just concentrated on my teaching profession leaving behind everything else, and I am still working in the profession. So this is it.

   Researcher:- Ok; now you are an English teacher, aren't you? What about becoming an English teacher— how did you take it up?

   Informant: - Concerning teaching English, I was actually teaching all subjects after leaving TTI (Teacher Training Institute). When I joined a bigger school, I was assigned to teach only English because I had been teaching the language and was interested in it. After I had taught it for some years, I joined a college and chose English and graduated in it. I am therefore teaching English now.

   Researcher: - So, is it possible to say that you generally became a teacher by chance?

   Informant: - Yes, yes, it just happened unintentionally. After I joined it, however, I just stayed in the profession because once you begin a new career, it is normal that you gradually forget your prior engagement. You may just look forward and think about the future, keeping up your present work. But hereafter my age is going by. It is good, anyway.

2. Researcher: - Now, please tell me some major challenges and difficulties that you have encountered in your career life as a teacher?

   Informant: - I have an unforgettable experience in my teaching life even though it is not a recent one–it was during the Derg time. At that time, the cadres at different places consider themselves

as kings. They want too much respect. The cadres at the area where I was first assigned to as a teacher arrested me for three consecutive days for reasons I could not understand even after I was released. Then I observed them having inappropriate feeling about teachers. I will never forget that situation in my life. How on earth is a person taken to a prison without any fault? We just ran into them on a street–the police were called, and we were caught and arrested. We were arrested on Friday and released Tuesday morning. So I don't forget this. I have never been arrested in my life except on that occasion, so I will never forget this.

Researcher: - But why do you think you were arrested? They didn't tell you the reason, but what do you think could be the reason for your arrest?

Informant: -Well, in the end there was a committee called something like 'revolutionary campaign'. In an attempt to cover up the reason why we were arrested, the committee told us that we were overindulged. There was nothing else other than this which could be mentioned as a reason.

Researcher: - You said that they had bad feeling about teachers. But why didn't they have good feeling on teachers?

Informant: - Well, it is difficult to say it was because of this or that reason. I couldn't understand whether or not they had something in connection with the contemporary politics. The time was not good, anyway.

Researcher: - So how did you feel at that time? What sort of feeling did you experience as a result of the problem you and your colleagues encountered?

Informant: - Yes. I felt so aggrieved then. I wondered what was going on. What is more annoying is there was an elderly school director, more than 50 years old, in that committee. This had upset me very much, and as a result, I decided to leave that area. I worked there only for the remaining time of that year; I arranged for a transfer and went to another district. I am telling you this incident now because it is something I haven't forgotten and will never forget until the end of my life. So the feeling is very intense.

3. Researcher: - Can you tell me about times in your teaching, if any, when you were exposed to emotions such as anger, sadness, frustration, fear, anxiety, guiltiness, regret and shame, or when you were so emotional?

   Informant: - In the course of his/her longtime service, one may experience different things at different times. The encounter that I never forget in my life is the following. Two teachers (husband and wife) are transferred and come to my school. The school is located within an organization area, so it is difficult for a newcomer to get a house right away. So I allowed them to share my house because I know them. We stayed together in my house for more than 3 months without any problem. Then the organization gave them a house and they moved there, but they didn't have any household goods and materials because they hadn't brought anything with them as they were transferred from another 'awraja' (district). They didn't even have a bed and a mattress. So we tried to help them as much we could by letting them share with us whatever we have. Then they said they needed some money, so I lent them some amount of birr. Then I and the husband went to the market and bought them a bed, a mattress, and other necessary materials. As time went by, however, they couldn't refund me the money they had borrowed. I finally asked the man what was going on, and he told me that she (his wife) was unwilling to repay the money. I was amazed and told him that it was he himself, not she, who asked me for the money and that he should have been able to convince her. I told him that I would ask her myself, otherwise, and I

asked her but she said that there was nothing she knew about the issue. I just kept waiting for them for a month or two, but they were not like paying. Then I told the case to a locally well-known elder and he made them sign consent to pay, but they still couldn't pay me the money. Finally the man told them that he had written a letter to the district education office notifying the office that the money should be charged from their salary since they refused to pay the money back. After that they stopped talking to us. I was confused. Having nothing else to do, I tried to suggest they pay in kind (give us back the items we had bought for them) if they could not repay in cash, but there was still no positive response from them. I was so astonished–what does being a teacher mean, after all? I was so perplexed by that situation. Eventually the money was deducted from his salary as per his consent, but they began direct confrontation with us afterwards. The situation was very difficult for me because we learned together with the wife at the same school, but they were not positive people. As a chance, it was because of my effort that they even got the house, which was in front of my house. One evening, a storm of stone began bombarding my house. I was very worried for our children and for our own life, and I was very much angry and desperate. If he had hit me, he would have killed me because the stones thrown were very big. This kind of bad thing was never known in the area; a new situation came into the area. Now I got myself a weapon and began watching them out. The old man was not happy when he saw my condition. He was the head of the camp, so he ordered some other people to watch closely and to identify who actually throws stones on my house. The guards caught the teacher red-handed while he was throwing stones. The old man condemned the teacher telling him that it was very bad of him to do such a wrongdoing, which had never happened in the neighborhood and that it was unfortunate for him to be caught red-handed. He told him that he would report the case to the teacher's boss and he wouldn't work in that place afterwards. He also warned him to refrain from doing such an act again, telling him that he would suffer the consequence if something dangerous happened to him. After that he stopped throwing stones. However, everything was distressing for me every minute. Because the old man was an influential person, he arranged everything and they were transferred to another area within a month. After that they went to a sorcerer in an area called Wolenchiti. They reported the case to him and demanded my coming to the place. As I heard from someone who was then at the spot, the sorcerer was angry upon hearing the case. He then sent a messenger to tell me to come to the place, and a woman who was a stranger to the area came to call me. As a chance, it was Sunday and I was in the school compound by myself and I saw a woman entering the compound. She directly came to me and said she was looking for Ato Araya. I asked her why she was looking for Ato Araya, and she said she was sent by Ato Mezgebe. I told her I am Ato Araya and she said Ato Mezgebe wanted me to come to his place on a particular day. I looked for that day in a calendar which I had in my pocket and I found it to be Sunday. I told her that Ato Mezgebe should have called me through a letter, not by sending a messenger. I said this because I had a boss called by this name in education office and I thought it was he who was looking for me. When she told me the very reason I was wanted for, I realized that it was the sorcerer who actually wanted to see me. I told her that I would come and she went off. But I didn't go. I wondered what was going on, and I was very much upset by the situation. Then the issue was told to other people as well and they asked me if I would go. I told them I would go, but I still didn't go because there was nothing I knew about that kind of situation. A woman who was on the occasion told me the story and she asked me if I would go. I said I would never go there and told her to follow up what was going on there concerning me. She tried to convince me to go but I insisted. On the day I was called to come, she was there and she told me another day all that had happened. The two teachers were also there and they were worshipping the wizard while waiting for me to show up. Having tired of waiting for me, the wizard was angered by my absence. He eventually told them that I hadn't done anything wrong to them and that they had been rather unjust to me. He urged them to seek reconciliation with me; otherwise, he would shift to them the malice they had intended for me. Then they went to my mother and begged her to reconcile them with me and she agreed. I didn't know about this; I just heard it from my mother on the morrow when I went to visit her at her home. I told her everything about the situation and their attempt to make reconciliation through her eventually failed. As a result,

they turned to my uncle, who was living in Debrezeit. He also rejected their request telling them that he could not help them if there was no elderly in their area who could settle their case. After that they gave up hope, and we have had no contact since then. However, this situation is still in my mind. We are teachers and we have our own position. As much as possible, we can perform our work only if there is mutual comprehension between us. If there is no mutual understanding, we cannot do our job. Those teachers are still alive and I am alive too, but everything comes to my mind whenever I see them although we don't have any contact concerning our work. Therefore, this is, truly speaking, a situation which has made me disappointed, regretful, and very angry in my career life. When I consider a situation like this, I come to a conclusion that learning alone cannot change a person–upbringing and social influences equally matter. So I have encountered this challenge in my teaching.

Researcher: - But why did they do this to you? You only did them a favor. They were newcomers, and you gave them a good reception and created for them a good situation. So what was their problem actually?

Informant: - I think the woman is rough by her nature, even to him. She doesn't have positive thinking even for her own husband. That is how I understood their problem, but I can say he was also her ally. To your surprise, they have even speared my sheep and killed it in my own compound. I think he did all of those things because of her nagging him. This is my assumption. So I think the problem is with the woman–well, he is the same too, anyway.

4. Researcher: - Please now tell me about something that is connected with the administration of your school and that has made you upset or annoyed in your career life as a teacher.

   Informant: - Yes, but to your surprise, I work with my colleagues peacefully, tenderly, and harmoniously. I also have the ability to pass many things with tolerance. But generally, in this EPDRF-led government, there wasn't a good practice at one time concerning the implementation of teachers' career development. Even the standpoint of our own colleagues regarding this issue was in general disappointing. Just to get a small amount of money increment, there were some teachers who were attempting to be unfair to their own colleagues in many ways. This is not a good practice, as far as I am concerned. Other than this, I personally haven't had any serious problem with my school administration. When I say our own colleagues, I mean both teachers and those who are engaged in administrative works because the administration of the school doesn't do things alone. School work is an activity carried out by teachers and administrators collectively and collaboratively. Concerning the practice and implementation of teachers' promotion, we know who deserves the priority since we all work together and know each other very well. But there are some practices which disappoint you. For example, I remember what happened at one time when the government allowed salary raise for all teachers. When it comes to implementation, however, there were some upsetting situations which also affect the popularity of the teacher and the school community as a whole. Such a situation upsets me very much.

   Researcher: - So, what is the impact it brings on teachers? In what ways does it affect or harms teachers and their work? Do you think it was a` situation that could have affected their morale?

   Informant: - Yes! The thing is, concerning this promotion of teachers, the government once raised salary, in the first place. It also permitted promotion to be done for each teacher. Under this condition, it is necessary to implement what has been allowed instead of searching for who should get and who should not. We know our financial capacity, don't we? However, the effort to kill that person (the teacher) completely, on top of that meager income, is really very saddening to me.

5. Researcher: - Ok; please tell me about times in your teaching when you have been in conflict or disagreement with your colleagues and your students, if any, due to matters related to your teaching job.

   Informant: - Well, there is no big issue regarding this, as far as I am concerned. I work with my colleagues with mutual understanding. And with students too–I don't have many disagreements especially with my students. I have good and peaceful rapport with them. Concerning teachers, it is known that we do a common, social job. As much as possible, it is, therefore, necessary to perform our job with a sense of tolerance. Because we know each other, however, some teachers may lack this sense of tolerance and they may want to do things only in their own ways. For example, there are those who refuse if you ask them to prepare exams together. But we still work together by considering things over and over again and convincing each other. So, there is no extremely bad situation. It is just peace.

   Researcher: - How can you create peaceful relationship with students? Now that you work in a city, there might be high student population, disciplinary problems and the likes. I ask you this because you have said you have good relation with your students–how could you manage to create this rapport with them?

   Informant: - The thing is, if you observe closely, you can usually see some problems with us teachers. Everybody, especially the young, should not be said something that can touch their personality. It is not at all appropriate to insult students or to degrade their personality. It is rather necessary to give them their proper place. Especially students at the level where I am teaching are very young and their age itself might push them to do unnecessary things. It is, therefore, necessary to handle them with care by approaching them gently, and advising and respecting them. Otherwise, if I am someone who gets angry or who is insulting, the student will follow a wrong direction instead. Let me tell you an experience that I have faced recently. A boy in my class behaves absolutely out of order. He often speaks nonsense and does unnecessary things. I was amazed by his behavior but I just avoided reacting to him. There was some statistical information we were working on, so I just went outside the classroom and began working on that statistical data. Meanwhile, he came to me himself and shouted at me so much. I calmed him down and told him to return to the class. I also went back to the class and while I was organizing students in groups, he began disturbing again. I told him to go out and wait for me outside, but he refused to go out. Then I told the class monitor to take him out carefully and he got him to leave the class, but he complained so much as if he was mistreated. I begged him to bring his parent as much as possible, but I got him in the class on the morrow without his parent. Then I took him out of the class tactfully caressing and patting his back and gently told him that it is compulsory for him to bring his parent, either his father or mother. So he went home and brought his mother. I first talked to his mother in his absence making him stay out. Then I called him in and we discussed things in his presence. I asked his mother what the matter was and if there are some problems in their home or if they put him under any pressure. I asked her to tell me the fact straightforward telling her that we are both equally important to the boy in the sense that she is his biological mother and I am his academic father. Then she began telling me the story as follows: she mothers the boy from another father. He used to live somewhere with his father, who was never willing to show the boy to her. Eventually, however, he became a victim of epilepsy last year. Subsequently, he brought the boy and threw him away to her. Therefore, she concluded, the boy has this kind of problem. So mind you; I have seen in different ways so many people having this kind of problem in my career. They are dead angry; they are easily irritated. They talk very strongly, and they may offend others with their words. I have observed this kind of nature with them. Now the point is, because I treated that boy tenderly and tactfully, he is now attending his classes properly. Therefore, it is the way you treat youngsters that matters. As far as I am considered, I don't have any sort of problem in handling students–even other teachers consider

me as exemplary in this regard. So I have positive relationship with students and with teachers as well. With teachers too, I just ignore whenever something unpleasant seems to occur. I won't push the situation further lest it may get worse.

Researcher: - But when you observe the situation of students nowadays, do you think it is difficult for teachers? Is there a condition that is difficult for their job? When you observe the condition of students in school and in class, is there a situation that is overwhelming, demoralizing, and frustrating to the teacher?

Informant: - These days, it is difficult to know whereabouts students spend their days because they spend only half a day in school, and they spend the other half somewhere else. You know, the youth today are chewers (those who chew *chat*, an indigenous leaf chewed as a stimulant), smokers, and are found in *shisha* (a kind of drug inhaled from a pot through a pipe especially made for this purpose) houses.

Thus, I come across many of my students who have dropped their education from grade eighth driving a *bajaj* (a small, motorized three-wheeled vehicle). Other times, they are found idling in *shisha* houses. These youngsters may even misguide the students we are teaching now because they are their brothers and sisters, or they live together in the same area. Therefore, schools and teachers must take care as much as possible in order to handle and teach our students properly. The young are certainly difficult, very difficult unless they are handled properly. Because there is this kind of situation, there is high pressure put on parents and teachers. It is, therefore, necessary to endeavor to come out of this situation.

6. Researcher: - Ok; please tell me if you have ever been threatened by a political situation or interference from political authorities into your work, and how you felt about it at that time.

   Informant: - This happened rather long ago. It even makes myself laugh whenever I think about it. The incident took place between me and a former teacher of mine, who is not alive now. We were working in different schools, and there was a night class in our school. Then one day a messenger brought me a question which demands that the person (my former teacher) is entitled to get a certain amount of commission that a director gets from every night school. I wondered why this had to be because the two are different schools. I just wondered how he claimed payment from another school. I decided to tell him myself, but I was told not do so. They tried to convince me saying that the night school committee had also agreed to make the payment. I insisted that I wouldn't go into that kind of business. Then they called me by sending the guard of the compound. When I went there, they told me that I was not receiving orders and that I should obey his orders. I asked them under what organizational structure I should receive his orders. They said that he had stayed for long in that compound, that he is a respected person and so on. I told them that was too difficult to accept. Again, another time, I was told that the 'basic political organization' (**መሠረታዊ ድርጅቱ**) wanted to talk to me. When I went there, things were beyond my control, and having nothing to do, I told the case to someone I knew. He came and settled the matters and warned those people not do such a thing to me again. After that I got peace. You know, it is individuals who cause such a situation to happen. They simply magnify themselves and create something new out of the directives of the government and which becomes an obstacle for those engaged in work. For example, I spent much time quarrelling with them while I could have spent that time doing my job. Again, they know that the man will not get what he had hoped for. I never forget this situation, truly speaking. We still laugh when I meet with those who were present at that time. Actually he has now gone to the true place, but I will always remember it as far as I am alive–it comes to my memory.

   Researcher: - What about the present condition in school? Sometimes there are changes within school, and reforms and new directives may be introduced amidst your work. For example, there

may be things already planned and being implemented within school, but new ideas that can disrupt what has already been planned and is in progress may come in the meantime. What positive or negative impacts do circumstances like these have on the learning-teaching process and on teachers' work as a whole? Do teachers know about these issues ahead of time, and do they participate in these changes that are introduced anew?

Informant: - As far as efforts of educational process are concerned, it is difficult to disparage the present government because education is being widely accessible to the public. I also admire the method of educational provision. It is good. Teachers also carry out their tasks properly. I say this because I have also seen the situation in previous education system. Because I have also seen the previous education, when I compare it with the present one, there is no doubt that they have 90% difference although not 100%. Therefore, education is being provided in the proper manner. Nowadays everybody talks of private schools, but this time the right education is provided in government schools, I tell you the truth. The teacher teaches being prepared properly and fulfilling everything. In the government school, therefore, education is being given properly. Although the provision of education has improved, however, it is clear that the young are not benefiting from this opportunity. For one thing, they are given rights as compared to students in the past. When I was a student, we learnt being obedient, beaten, and kneeling down. Today's students are different–they are given full rights. The problem is they ask only their rights; they don't know their obligations. They don't know that it is their obligation to do home work and assignment, to read and to work hard. I view this as a problem because if students do the homework I give them and come to class, this will support me in the next lesson and to move a step forward. Otherwise, all of us will be lingering on the same thing. Thus, there is this problem with students, and it is difficult to say how to reverse this situation. Apart from this problem, education is being provided properly nowadays. It is good.

7. Researcher: - Alright; please tell me about times in your career life as a teacher, if any, when you have been depressed or disappointed by your working and living conditions and by the social status of your job?

Informant: - Yes; concerning this, I have worked at different places and I am familiar with it. Sometimes the school may not be built and completed properly. Even though the school may be complete, there will be a problem of residence. Transport–especially concerning transport service, I have suffered a lot at places where I worked formerly. There is a problem of transport service. The same is true for electricity and water. On the contrary, the community is good. The community respects teachers and so do students–it is good, but this is the case of the schools where I worked previously. If we consider the situation during the time of our teachers, we have quite different scenario. At that time, the teacher was a great person in terms of living standards, social respect and recognition. And we students were really considering our teachers as God. We had a very high respect for them. If we compare the status of teachers at that time with the status of teachers in the middle and with that of the present day teachers, the situation of teachers nowadays will raise questions. We are really under a very difficult condition. It is even possible to say so many things about this situation, but the important point is: how can things be on their right track? This is a big question for the government. We have lost our respect among the community, be it urban or rural community. If I went back to the places where I worked before, I am sure I wouldn't have the respect I used to have in those areas. So we are underprivileged in many directions. The cost of living has become intolerable. The government claims that it has raised salary, but it is absolutely not enough. Oh, how on earth can you resist the cost of living if you have a family to support and you have to pay for school expenses? Thus, such and such problems will affect the teacher's professional life as well, and it will also press the teacher not to carry out his/her job appropriately. I therefore understand that the teacher is currently under a problematic state of affairs. The acceptance that the community itself has for the teacher and even the

acceptance of students themselves for the teacher is not good. If we look at students in a class, we have students coming from different backgrounds. Most of students dress better than us; they put on better shoes than us. Those students who come from economically well off families are better than us in this respect. So it is the government who should answer what this situation should be. What I say is, it is good if the government doesn't simply observe this situation. Actually there are those who argue that teachers are overpopulated like soldiers and, thus, it is difficult to do something for them, given the capacity of the country's economy. However, I believe that the government should still pay attention to teachers as much as possible. I have my own position on this issue. If you ask me about my own choice, I prefer to stop teaching if situations are suitable for me. In fact, my retirement itself is approaching, and when I reach 55, I would rather stop teaching. I want to engage the rest of my life in something different, because I don't want to be economically deprived hereafter again. I personally have this stand now because there is no good thing for teachers. If there were good things, I wouldn't take this position. Because of this, I have an idea to start a business after some years of teaching.

8. Researcher: -Let us now come to English. If you have some difficult and challenging situations and experiences as an English teacher, please tell me the story.

   Informant: -It has of course been many years since I started teaching English and I am happy to teach the subject because I have an interest to teach it. There are, however, some intervening difficulties. First, students don't come to class being ready. Second, it is very difficult to teach a language if students do not have a textbook. I remember once when only three books were provided for a class of more than sixty students. Mind you, I won't forget the time when I even taught by writing the passage on the board. It is very difficult to teach the subject properly by writing the passage on the board and by squabbling with students. Again, even if the student's book may be sometimes available, there is no teacher's guide. The guide is important because it leads the teacher. And it is appropriate for students to have their own textbook. This is stated in the textbook itself, but unless we make it practical, it is very difficult to teach the language. I even consider this as a major problem. Last time we discussed this issue on ELIP (English Language Improvement Program). An American woman came to our school at one time, and we all decried this problem of textbook seriously. She made notes of the problem and left. Our students are now using the textbooks that have been prepared and sent through them. Otherwise, there is no textbook sent by the government as far as the school where I am working is concerned. Therefore, this is something that is very difficult on our work. Students can be corrected by encouraging and monitoring them and by contacting their parents and so on, but the issue of the textbook is hard to bear. So this is what I consider as a problem.

   Researcher: - what is the cause for students' lack of readiness for learning?

   Informant: - Well, concerning students' lack of readiness for learning, there are many parentless students in our school. There are also those who live with relatives but who have familial problems. These youngsters have many problems. You are well aware of how children grow up in our country–from childhood, a child is made to think what they should not think for their age and they grow up that way. Such a situation has a big problem on students' learning efforts. Although those underprivileged students are being supported in different ways by a charity organization, it is difficult to provide them with sufficient support. They are not getting satisfactory support that can help them to divert their mind to their education entirely. Such constrains will reduce the student's activity. On the other hand, there are some students who have everything fulfilled for them but who are involved in different addictions putting themselves in a problem. Anyway, we are doing our level best to bring together these extreme situations and deal with them accordingly. In fact, it won't be so successful without our involvement. There are, of course, weaknesses with us, and how our weakness can be curbed is a very difficult issue. In other words, the majority of our students are those who grapple with their own survival, and they may not even have time and

mental concentration for their learning. There are different challenges and problems but we are striving to deal with them.
Researcher: - How about their ability and performance in English inside and outside class?

Informant: - Yes; what I usually do is, I don't skip writing the objective of each unit. I write the unit objectives and mention the level at which the students should perform. I inform them to check themselves against the given objectives and I try to teach in that way. It is, however, said that it is the base that matters. It is not only the base; it is, in fact, the interest of the student that really matters–coming to school with interest for learning. There is a big problem regarding this. And it is this problem that holds students back from performing well. From example, if I give two or three examples of an activity today and tell them to do the next five or six items for tomorrow, the majority of them come without doing. May be only three or four students from the whole class may do, and we discuss on the board only what these students have done. Otherwise, the majority of them don't do their homework. You may ask why we don't dismiss those who don't do. The problem is, almost all of students in the class will go out. There is this kind of problem. Actually some of these students will be dropped away at grade eight and others at grade ten. Only those who are working now may proceed to grade eleven and twelve. It is known that those who are not working now will be dropped somewhere. If we consider the status of the students we are teaching and estimate who will have a place and who will not in the future, it is 90% possible to know.

Researcher: - What about the workload? What is the pressure of teaching English on teachers like, in terms of quantity and quality?

Informant: - Yes; teaching English is not an easy job, truly speaking. It is very difficult and demanding, and it involves pressure. If I take my own case, I teach twenty-five periods per week presently. This means that I teach five periods per day. I can't claim that I can teach something during the fourth and fifth period in the same way I teach it in the first period. I am a human being and I am subject to exhaustion. Sometimes the periods themselves come one after another successively. I may have a class in the first period, but I may be free in the second. Then I will have to teach from the third period up to the sixth period. This is very tiresome. On top of this, the children don't help you. If the students helped you and shared the work, you would be pleased and satisfied. If you are satisfied, you will work harder and you will not feel the work pressure. Unfortunately, the students are unconcerned, and you need to be hard-pressed to pass on lessons to them directly.

Researcher: -Alright. When you compare teaching English with teaching other subjects, what is the difference between them? Not simply because it is a language–and it is especially a foreign language, but when you consider it in terms of challenges, what is the difference between teaching English and other subjects?

Informant: - Teaching English is different because it is a foreign language, after all. You need to be able to speak up and explain something. You also need to follow up the students. By the way, there are no many students nowadays who challenge the teacher. When I was a student, I remember grade seven and eight students putting the teacher under pressure with challenging questions. The teacher was busy entertaining questions and answering them. This is not the case today. Today students are pushed to learn; they are begged to learn. If you reproach them for not having done something, they may disappear from school or they may even confront you. Therefore, it is very difficult. Entering a confrontation with students has its own disadvantages these days. We are even scared for ourselves because the situation is getting grave. For example, a teacher in our school has been stabbed by his own student, and he hasn't still resumed work. It was a student in the class to which he was assigned as a homeroom teacher that knifed him in

May or June last year. Therefore, we are afraid for our own life. What I mean is, it is not necessary to have confrontation with students. We also have family, and in order to lead our family and for the sake of protecting ourselves, we have to ignore if something beyond our control occurs. What else can you do? It is very difficult.

Researcher: - So, how do you handle all of these problems?

Informant: - I have mentioned this earlier on different subject. Students are youngsters and they want to be respected. So we have to treat them with respect as much as possible. We shouldn't show them bad face or insult them, but we have to treat them tenderly and kindly. If individual students need something or if we have to talk to them about something they have done wrong, we have to take them out and talk to them in person. If not, we need to call the parent and discuss issues in the presence of both of them and with the parent alone in order to hear what he has got to say. It is, therefore, necessary to only advice students as much as possible. It is impossible to go further than that. Regarding the issues of textbook I raised earlier, we try to minimize the problem by being prepared always and by writing on the board things in the student's book and telling students to copy what they have to copy from the board. In short, we work without parting from the blackboard. This means that we write on the board everything in the student's textbook that students should know including certain parts of the passage. Again, we write on the board questions and the answers students have brought. It is, however, very difficult to finish the potion in this way. Anyway we used to work in this way especially previously, but currently there are about 30-36 books in one class. We group students so that they can share the books and work together. It is in this way that we working now.

9. Researcher: -Please tell me about something you believe you have accomplished in your career life as a teacher.

   Informant: - It is known that our job is to build the mind of the student and to make the student be someone. From what I have experienced at different times, I feel very happy when I come across my former students who are now holding a good position. To your surprise, I was once working in North Shoa and there was a clever student of mine. One day, eight years after I had left that area, I went to Black Lion Hospital to visit a patient, and that boy embraced and kissed me calling me 'teacher', but I couldn't recognize him because he was a small boy when I was teaching him. He was amazed and told me that I have taught him at that area. Then I recognized him because I also knew his father who was a member of education committee. We talked for a while and I learned that he is now a doctor at the hospital. I feel very satisfied when I see him. In fact, there are many at different place; for example, there are lecturers whom we had taught. When we meet them and they help us with something, I feel very happy and proud of them. This is our outcome. A teacher will not be a stranger wherever he goes because he will find the boys he knows, and they know him too, and they will help him and make him feel at home. I am satisfied with this.

10. Researcher: - In the light of teachers' multifaceted roles and responsibilities, how would you describe yourself as a teacher? In other words, to what extent would you describe yourself as having contributed enough as a teacher who has multi-faceted roles and responsibilities? (For example, how well would you say you are doing your job as a teacher, and how important do you think you are in terms of your job performance and your contribution to your profession and your community?)

    Informant: - To answer this question, it is a bit difficult to talk about your own self. I talk about myself in the way I think I am. As much as possible, I won't be absent from my job unless something very difficult happens. As much as I can, I respect my colleagues, and I claim I have peaceful relationship with them. There is nothing bad between us. The other thing is a matter of handling students properly. If it is possible to handle students properly, something that can spoil

your work may not happen. So I generally live with my job happily. There is nothing so worse and difficult–it is good.

Researcher: - But do you think you have done, or you are doing as much as you should have to?

Informant: - Well, it is difficult to claim that I have succeeded 100%. But it is good–there is nothing so bad.

Researcher: - Are situations within school and outside school favorable and motivating for teachers in order that they do their job properly or they do something different rather than simply doing the same thing in the same way over and over again—something that is different and more creative and that is useful for the school, students and the community?

Informant: - Well, the school I am working at is a good school. Our bosses are also very good. There is no problem of any sort. Everything we ask for the learning-teaching purpose will be provided as much possible. Again, in previous time we didn't realize very much when they talk of the importance of group work and the likes. After making use of it practically, however, we are observing a good result. When you observe some students helping each other, bringing out their potential, making efforts, and competing in groups, you will be pleased very much. So it is very good. It is beautiful.

Researcher: - Ok. In your understanding, what do we mean when we say 'teachers have multifaceted roles and responsibilities'? And what are these roles and responsibilities?

Informant: - Yes; there is no place that we teachers don't enter. We work with students, with parents, with the community, and on social and communication issues within school. Generally, there is no area we don't go to. Even this time, if the percentage is seen, the majority of those leading the country are those who used to be teachers. In our present workplace, there is no group that we don't contact. We do contact with many sections of the community. We do contact with students when we perform our tasks, and through students, we may get in touch with parents. When we get in touch with parents who represent people from all walks of life, it means that we get in touch with different sections of the community. There are different committees, and each committee interacts with various communal and public organizations. Therefore, our scope of interaction is very wide if the work has to be done in the right manner. But the challenge is you actually observe shortage of teachers these days. Especially young teachers don't stay in school this time–I appreciate them very much. We senior teachers have almost finished our time in teaching, but beginning teachers will join another department after they have graduated in teaching, and they leave the teaching job soon. The point is there is something we raised earlier at the beginning–there is no favorable condition. Otherwise, there is no task that we teachers are not involved in; we are engaged in many directions.

Researcher: - How do you see teachers' involvement in multiple responsibilities? There are many tasks of teachers within school itself; for example, there are committee activities, extra curricular activities, and many other responsibilities in school itself. Outside school too, as you have just said, especially committees are engaged in many community affairs. How do you see this?

Informant: -I am happy and contented with the activity, the procedure and implementation very much. But the thing is I have worked as a director for some time towards the beginning of my teaching career and I have seen many things. At the moment, however, I can't say I have sufficient involvement in that area. I admit that I have weakness regarding that. If we take clubs, for example, I used to participate in two, three or so clubs. But now I joined only one club and I'm participating in that club alone. But the progress of the work and the activity going on is

beautiful– it is very good. There are various clubs in school now and those various clubs are recording good results for the school through the works they are performing. There is, for example, a club called 'Charity Club' although I am not its member. This club has links with various NGOs. When those NGOs come and contact the 'Charity Club', the club on its part identifies orphans and children without helper in a rank order based on the severity of their problems. Then the NGO doesn't find it difficult to help. It will be given the list of the children to be helped; the children will be present in person, and it ensures if things are done properly. Thus, there are students who are helped on a monthly basis with money and in kind in our school now. So we can see what this club is doing now is not a simple task. It is indeed a very big job, and it is helping the government in curbing one of its biggest problems. Another example is the 'Natural Resources Preserving Club' in which I am a member. The job of this club is beautifying the environment and the area. If you have seen my school by chance, everything is done under the coordination of this club, and it is this club that moves everything. When different things are done in this way, the school administration itself arranges works to be done through clubs. There are suchlike activities, for example, there are also Red Cross and HIV/AIDS clubs. When all of these clubs perform their respective duties, the amount of work done is not negligible when we consider it collectively. It is a very big job, and we are observing something really good.

11. Researcher: - Taking into consideration the issues you have raised so far about your life as a teacher, how do you understand teaching in your life, or how do you generally describe the teaching profession?

    Informant: - Yes. Teaching is, truly speaking, shaping the human being, and bringing a person to the good is not an easy task. If the youth learn properly, change themselves, and achieve a good status, you will feel boundless pleasure when you get them another time. Apart from that, what also makes teaching different is that you will not go back home having done something that gnaws at your mind. Your mind is always free. When your mind is free and your life is pure, you will have a big rest of conscience. If you go to other workplaces or offices, however, they have problems linked with different things which will leave scars on the mind for ever. But we teachers live more happily and more satisfied, the more we see our children advancing in the right direction. In the past, it even used to be said 'teachers don't grow old quickly and they don't die quickly'. This is because the teacher doesn't pass away doing something that discomforts his mind. I thus highly admire the teaching profession–it is very good.

12. Researcher: - Have you ever thought of leaving the teaching job? Please tell me a bit about that time, if any.

    Informant: - Well, you know, I didn't work under convenient circumstances earlier. In the first place, I worked in rural areas for many years, and I didn't have favorable condition to think seriously about leaving the teaching job. So I have never worried much about leaving it. But now I have my own program to leave it in the future. That is to say, if the retirement age is 66, I want to retire earlier at 55 and live doing something different. Otherwise, I hadn't thought of leaving teaching before.

    Researcher: - So it means that you want to stop it ahead of time, before the retirement age.

    Informant: - I want to stop earlier than that time.

    Researcher: - What, did you think to change to another job?

    Informant: - I wanted to do another job.

    Researcher: - Ok; why?

Informant: - The thing is, the government made retirement at the age of 66. But continuing together with these youngsters up to that gap has its own problem to some extent. Actually there are some of my friends who waited up to that time and retired at the age of 66, but I don't want to continue up to that time. The government itself has allowed to effect retirement or to retire at the age of 55. On the basis of what the government has allowed, I want to retire earlier and live doing another job. This is my decision if God wills. We say we will live, but we don't know what comes in the meantime.

13. Researcher: - Would you choose teaching and particularly teaching English if you could live your life over again (if you were to start your career life all over again)?

    Informant: - Yes, I will choose it. Because I have been working with it for many years, I think I will choose it again.

    Researcher: - In your belief, what measures would you say must be taken to improve teachers' working and living conditions?

    Informant: - It is compulsory to change the teacher's life. I understand this is also the feeling of the government although it hasn't made it practical so far probably because of economic constraints. This is because the teacher molds the personality of others while he does not lead a comfortable life himself. If we take the appointees the government has assigned in different positions, there is no one of them who hasn't been to school. If they hadn't been to school, those people wouldn't have been placed in that position. I expect the government will do something for the person who enabled those people to reach there. So the government must create a situation which can change the life of the teacher. If this is done, I'm sure that teaching will be a cherished job; it will be a job that the community as well as students does respect.

    Researcher: - If you have any additional comment, you are welcome.

    Informant: - Yes, we have discussed most of the issues. Frankly speaking, teaching life is enjoyable as far as I'm concerned. Even though we may experience challenges and difficulties in different ways, if we reflect on our job deeply, what we have done and left behind is very satisfying and delighting. We are free from reproach, and our conscience is always free. Because of this, I'm very content with me teaching life. You have asked me earlier if I would ever choose teaching again. Yes, I will certainly choose it, why not? I love the job. But in terms of living standard, I have taught for many years, we have spent our time without living good and comfortable life. Even today, there is the salary that the government pays us. Does that salary really take a family from month to month? This is a question. Therefore, the teacher's life must change, and the government should have a focus on this issue.

    Researcher: - Ok; I thank you very much for telling me your personal life and experience pertaining to your profession broadly and deeply.

    Informant: - Ok; I thank you very much too.

Interview 6: Tsion

Informant's pseudonym: - Tsion
School code: - Hope
Sex: F Age: 48
Teaching experience: 30 years
Qualification: BEd in English
Date of the interview: - 08/06/12
Place: - Informant's school
Starting Time: - 9:00 am
Finishing Time: - 11:05 am (15 minutes break)

Researcher:- First of all, I would like to thank you very much for coming to my interview. Would you tell me your name and the school where you are teaching?

Informant:- My name is Tsion and I teach in a school called Hope.

1. Researcher: - Fine. How did you begin the teaching career?

Informant:- As a matter of chance I married and bore a child at my young age. My husband was a teacher then, and he later joined a university to upgrade himself. I took grade 12 national exam, but I didn't score enough to pursue further study in a college or university. I had to return to my hometown and stay there with my child while at the same time awaiting a vacancy in teaching as it was the only easily available job then. I waited for it for some times and eventually got the job. This is how I was obliged to become a teacher.

Researcher:- What do you mean when you say you were obliged? Do you mean you didn't have an interest to become a teacher?

Informant:- Yes; I mean, there is no other job than teaching that you can get directly unless you have a relative or someone else to help you to get it. Sometimes this was true even of teaching– it was with the help of God that I managed to get it. Unlike other jobs, however, teaching was the most available and freely accessible career. This is why I say I was obliged to enter teaching; there were no other alternatives.

Researcher:- Do you think many teachers join teaching because they have interest in the job or because, like you, they find it difficult to get other job opportunities?

Informant:- It depends on the individual teachers. Some teachers may choose the profession because of their interest and others may join it when they can't find other options. When I was employed as a teacher, there was more respect for teachers; as a result, there were people who wished to become teachers at that time, and such individuals could join teaching due to their interest in the profession. I also had interest for teaching, but I actually didn't opt for it since I had no other alternatives and I had to be a teacher whether I liked it or not.

2. Researcher: - The question I want to ask you now is: can you tell me your major challenges and difficulties that you have encountered in your career life as a teacher?

Informant:- Yes. Although I was born and bred in Tigray, I took my teaching training at the former Asmara TTI. Because I was from an economically underprivileged family and I had to help my husband with his studies, I didn't prefer to live, with little income, in an area where life was so expensive. So, I returned to Tigray and searched for a job. I got the opportunity as a

teacher, but I was assigned to a place that was inconvenient for transport facilities. It was in June or July (summer season) when I was first assigned to that area, and there was no public transport facility particularly at that time of the year. The government sends only military vehicles transporting food for the army deployed in that area (as there was security problem in the region at that time). Fortunately, there was a pickup assigned for offices. One day, I pushed my way into that vehicle and boarded it with my brother. A little before the car started moving, I remembered something and I had to get down for a while. As I was getting down, the car started moving all of a sudden and I fell down and received a serious injury. In the following year, I faced another problem again. I gave birth to my second child, but I didn't want to stay there during the summer due to the problems I have mentioned earlier. I decided to request a transfer from that place and I set off with my children. As there was still no vehicle, we had to go on horseback. Although I had never ridden a horse before, that was the only chance I had. People brought me a horse and I rode it with my two children. I carried the baby on my back and embraced the elder child in front of me, and there we were– the three of us–on the horseback! As we were travelling, however, we lost our balance on the horseback and we would have fallen down if our companions hadn't rescued us from the danger. Then I gave one child to another person to carry him and we continued our journey. As we were travelling in the darkness, the horse was getting alarmed every time it saw a hyena or something else from a distance. I suffered a lot that day and finally managed to reach a town. So I encountered these problems at that time. It means that you face such challenges in your career when your workplace is not favorable. My own experience shows the fact that communications are crucial sources of civilization for a country. I learned from these encounters that infrastructures are important in our life and that they can save us from many problems. So these were the challenges I faced during the two consecutive years in my teaching career, and I will never forget them in my life.

Researcher**:**- Ok, but is there something your experience can tell us about the teaching career?

Informant: - Yes; there is no place a teacher must not enter in order to serve the society. No one actually hates teaching had it not been for its unfavorable conditions. Teachers are rendering very high service to the country despite unfavorable conditions in their profession. Teachers provide good services for the government as well as for the society at large. In this regard, I say teaching is a good job.

3. Researcher: - Alright; now let me take you to school administration and my question for you is: is there a challenge that you have faced in relation to school administration? I mean generally–not necessarily only in your present school. Please tell me your major challenges and experiences (if any) regarding this.

Informant:- Ok, thank you. It is a recent experience although it didn't happen only to me. There was a competition among teachers for career promotion after the two-year salary increment that used to be in practice had ceased to exist. Actually, not all teachers were entitled to promotion; it was supposed that some opportunities would be given to some teachers based on their performance appraisal. There were three of us who competed for the promotion form the same school, and it was not indeed a difficult decision to choose all of us. I was second in the choice although I didn't know how that had happened, while the third teacher failed to qualify. It means that two of us were selected for the promotion and the district education office had also recognized this. Later on, however, they said the selection should be revised. When revising it, they changed my rank to third, for the reason I didn't know, and the man who was the third in the first ranking now became the second. Everybody concerned in the district education office was surprised by how my chance was given away to another person. While other schools that had proposed even six teachers negotiated with concerned bodies and secured the opportunity for their teachers, I don't know why they wanted to stand in my way. I complained to the director referring him to my previous result of performance appraisal, which was 4.2 as indicated in the form by the

director himself, and I refused to accept the revised result which was, of course, less than the actual one. I showed him my first result, but he denied the fact that it was an evaluation result done by himself. I showed him the paper with his own handwriting, signature, and the school seal, but he still denied it wasn't his evaluation. You know, we also turn to God when we are angry, so I asked him to swear in the name of Gabriel (for I know that he mentions Gabriel so often) that it was not his handwriting, but he refused to swear. I told him I would swear (to reveal his badness), and I swore saying that may God cause sufferings in my life if I have made any change in this document. I also told him that I always liked my school very much, but I was going to hate it because of him. Then I went to Asella for an appeal, but to my surprise, they had also completed everything there. They had even changed the result of the first teacher and made him second next to the one who stood third in the normal evaluation. There in Asella, I met the present head of Oromiya Women's Affairs Bureau, who was also head of women's affairs in Asella at that time. She asked me what happened to me and I told her the whole story. Then she took me to the archive and we saw everything there was so messy, and we couldn't even find my evaluation result, after all. I also met my chief there in Asella. He was a school director and later became a chief in Abomsa. He asked me why I came to Asella, and I told him that I wanted to see my final result.

Researcher:- Why did you go to Asella? You went to Asella right from here, didn't you?

Informant: - You know, I have worked even in remote areas.

Researcher:- I see. It means you were at Asella, Arsi Zone, at that time?

Informant: - Yes, Arsi Zone. I was in Arsi Zone. Now, as she was in good terms with him, she talked to him about my case, and finally advised me to leave it at that. I asked her what happened and why she wanted me to give up the case. She said, "You Christians! The paper is full of 666; I think it is a code. Here is the paper if you like," and she showed me the paper. After that I left everything to God and returned to my home. Incidentally, I came together with that man and I showed him the house in which I'm living now, but I didn't want to do him any harm in revenge. I showed him my house, and we even saw him off with my husband to a place where he could get a transport. After that I just ignored the matter completely. Some individuals suggested some ways of retaliating him, but I refused to follow their advice because I believe that you should not expect God to fulfill everything for you. As a matter of chance, my husband had become a manager of a state farm in the Upper Awash. I told those people that my husband had been promoted and that we have accepted that promotion as a gift from God. I also told them that, if God had meant this chance for me, He would have given me without any effort on my part. Wishing God may give those people their due, I totally left the matter behind. Later on, to your surprise, that man was infected with itches all over his body. He also lost his son in death–I still feel very sympathetic for that. When I went there, people asked me if I go to 'Faranqasa' (a place where sorcery is practiced). I replied saying that there is no 'Faranqasa' in our area and that I am not such a cleansed person to cause him such a misery, and it might be the tears of others that have made him so. I told them that we are not the sort of persons who turn to 'Faranqasa' except to the Almighty. Finally, I got transfer and came to this area. I also got the promotion in the subsequent year. This was the attack I suffered as a result of malpractices based on intimacy or friendship, and I never forget it. They did that injustice to me despite my performance because I am a woman and I was not their intimate. If I were their close friend and I drank with them 'tella' (local drink) or visited bars with them, they wouldn't have done that to me. I feel very regretful whenever I think of that situation. So, I faced this problem in connection with school administration.

Researcher:- So do you mean that it was an act of partiality and favoritism?

Informant: - Definitely. It was based on friendship group. He is their friend, and they chew khat together with him. That is why they falsified the actual performance results in favor of him. As I told you, however, I didn't really regret too much because I didn't want to blame God. You cannot have everything fulfilled for you. If God gives you something, you should live being thankful to Him for what He has provided you with.

Researcher:- But what did you feel at that time?

Informant: - I was so much disappointed to the extent of losing my sleep. I spent nights thinking about it. Then I went to Abomsa to appeal and there was no change. I went to Asella and there was no change too. When I got a transfer, I went to education supervision and monitoring authorities and told them that things must be done appropriately and that they shouldn't make Oromiya as if she hasn't educated people who work for her in the right way. I thanked them for giving me the transfer and departed.

Researcher:- But how often do you think a problem like this happens to teachers? From what you hear, and based on your own experience and observation, do such problems happen to teachers frequently?

Informant: - Obviously, there are some opportunists–what do you call them in the current saying? There are some people who you may call 'rent collectors', in the current sense of the term. There are those who receive good performance evaluation without doing anything but by simply approaching the office. There are still teachers who just turn up, sign, and go away; yet they get high performance appraisal. On the contrary, there are innocent teachers who are hard workers and who respect their job but who do not get as high results as those artful ones. This is very common, and it is inevitable. There are gossipmongers who spread false rumors around administration and kill the teacher's morale. Such people are very common.

4. Researcher:- Very good. Now please tell me if you have similar challenges with your colleagues and students, major experiences that you can recall in your career life.

Informant: - The conflict with students is like the conflict between mother and child. It is something you face it and forget it soon. No matter how I upset them or they upset me, there is no grudging or taking umbrage and it is something you forget soon. However, I have some resentment with some colleagues–may be my second time. I really don't know whether they do it knowingly or unknowingly, but they do know. But it is difficult to express. Let me tell you what happened to me recently. I normally carry out my teaching duties and responsibilities such as continuous assessment of students. I actually like to do it and I want to implement it in my classes because I want to learn from directives that we are given and improve my professional practices. I also complete my students' continuous assessment ahead of time. Otherwise, the impact will be on my own self because activities overlap and I may not be able to identify students' ability in time. I also prepare exams at the right time. So, I respect my job and my boss. No matter how younger or older he is than me, I respect him as a boss according to the rule. As a chance, however, although I was doing my job properly, I faced a challenge this year from school supervisors who give supervision service together with the department head. By the way, supervision is never implemented here in our school–I don't know about other schools. Incidentally, I studied educational management as a minor area and I took a supervision course when I was doing my first degree. So, I find it difficult to accept when I see things moving on the wrong track, and I always argue on meetings that supervision is not being implemented properly. At one time, they brought in what is known as BPR. In my view, BPR has its own focus, and supervision can help improve the BPR. Unfortunately, they became anti supervision and made it

out of action. I was surprised by what happened. To my understanding, BPR is 'Business Process Reengineering', isn't it? All we need is to develop that BPR and speed up the ongoing activities and build up our plans. For this to happen, however, supervision is necessary. This supervision is something the teacher as well as the student has to follow up and exercise it. So, I was always asking on meetings why supervision was overlooked. To come back to what I was saying, it was during the first semester this year, around December. They came to supervise me in December (for me that was inspection rather than supervision). They came unexpectedly without even informing me ahead of time that they would come. Actually, I don't need any appointment as I always do my job properly. I was returning papers of the test I had given the previous day when they entered the classroom. Before that, I had taught the daily lesson on reading including the words form the reading passage. I had done the comprehension check and told the students to do the class work. They were doing the class work, and in the meantime, I was giving out the test papers when the supervisors came in and began checking out each student's exercise and investigating all of my documents. Meanwhile, I stopped giving out the papers and began moving in the class and assisting students with the class work. When they finished their inspection and left the room, they called me out to give me comments. They told me that they haven't seen any teacher or students' activity. I was surprised and asked them what an activity means. I told them everything that I had been doing before they came in and the reason why I stopped giving out papers and began making the rounds upon their arrival was lest they take it for contempt, otherwise. I told them that, if they didn't consider those as teacher's activity and student's activity, then it means that I need to take training on the meaning of activity. I talked to them a bit strongly for saying that there was no activity at least while the students were doing a class work. They tried to cool me down, and I told them that I was only trying to respond to their comment and explain my point. They said that the lesson had no voice; I asked them what I could do once I had finished teaching before their arrival. Before this time as well, they always pretend to be serious–especially one of them appears to be so different form his usual way during inspection and wants to be a lion. But we take it easy, and we have become accustomed to it. I told him I would have repeated for them what I had done if he had demanded me to do so (as he usually asks me to repeat what has gone before his arrival). Now, a female teacher in the supervision team said to me contemptuously, "Do you repeat it for our benefit?" This time I sensed a feeling I hadn't expected. In order not to say a bad word, I replied saying that it was perhaps I was unable to express myself well in Amharic. She asked me again, "Wait up! Now why did you fail to repeat? Didn't we tell you ahead of time that we will come?" I had actually seen the man wearing his jacket and leaving, but I didn't know they would actually come. So, I told them that there was nothing they told me and that what mattered was my preparation whether they came or not. What is more, they just turned up after I had finished teaching and when only ten minutes were remaining. So what could I do? They wondered why I even didn't give a summary, and I told them the students were doing class work and it will be interrupted if I were to give a summary. How do you give a summary while students are practicing class work? It is after I have corrected their class work that I give them feedback and correction focusing on their mistakes and that will be a summary. You actually summarize in this way. Later on, they all stopped talking to me and shut me off completely. I suspected that they wanted to attack me and told people that they stopped talking to me. They advised me to talk to them instead and to great them by calling their name. I agreed and did as they told me. We had met on Friday, but when we met again on Monday, he ignored me and went away when I called him. She also simply replied 'hi' when I said her 'good morning'. Now I wondered why I have to beg them to this extent as if I don't have my own house (as if I'm dependent on them) and decided to stop talking to them. I consulted those people again, and this time they told me not to talk to them any more. After that I told the chief supervisor (head of cluster supervisors) what happened to me and whether it was a legitimate act. He said he would resolve the matter and told me not to worry so much, but he didn't actually talk to them although he had the intention. On another occasion, the issue of bringing about quality education was raised on a meeting, and I forwarded my idea on the meeting in relation to quality education and supervision. I expressed my doubt as to whether supervisors

are doing their job properly. I mentioned that I hadn't seen any change on this so-called supervision in my 29 years of service. I commented that supervision, in its proper sense, makes a follow-up and gives support for the practitioner, that the supervision we are following now is an old one that does not go in line with the education policy of the present government, and that we are still exercising inspection rather than supervision. I added that if we are actually looking for quality education and want to implement supervision properly, we have to start implementing it right from September rather than in December. Otherwise, there will be nothing that we can see if we start it in December, and it would be difficult to identify what to monitor, what is missing, and what needs to be improved. Alternatively, I suggested beginning it from February and carrying it on until June since September has already gone. At this time, the woman raised her hand and remarked saying that it was a great shame to raise such an idea there. I was very angry at hearing that remark from her and reacted sharply to her criticism. In a fit of temper, and to rise to the bait, I stood up quickly and said I simply presented an idea that is constructive for quality of education, and I wonder how this idea can be called great shame. I said I felt very much bitter about it and that she shouldn't have been ashamed by the idea as it was not an embarrassing idea, for that matter. I added that I only reflected the idea of the directive and that I commented saying it should be implemented. Later on, even the people in the meeting themselves were surprised by the situation and were saying: there should be something that they did to her; she talks about this issue frequently–they oppose her idea for fear that their wrongdoing would be disclosed. I further clarified my idea saying that I actually didn't say this or that department did anything wrong, and I didn't mention the name of a department, after all. All I said was the directive should be implemented, and only then can we bring about quality of education. They asked others not to mediate between us because, as they said, they still had further comments for me. They will give me comments after taking breaks! I told them it would be a good idea if they gave me comments and warned them not to come near me or enter my class any more. After that we broke off our relationship and stopped talking or greeting each other. By chance, they came to visit me when I was sick, and we forgot the matter with that.

Researcher:- It means very recently.

Informant: - It was this year, on first semester supervision. Had it not been for such challenges, I always do my job responsibly, being in the front line. However, I think something must be done regarding implementation of this learning-teaching supervision. I had never taught grade eight. It is only this year that I managed to succeed after repeated requests, but she teaches grade eight always. I asked her to work together in order to share skills and knowledge and improve our performance results as women and carry out our many responsibilities so that our grade eight students score good grades. But she didn't take the matter seriously and gradually became unresponsive. When I teach grade seven, we prepare the same exam, and we prepare tests collaboratively. With her, however, there was no such cooperativeness. In another story, I always implement group work in my classes. As a result, on one occasion, the director, based on close observations made in school, said that only few teachers were implementing group work in the school, and he was mentioning the name of those teachers including mine. When she heard my name, the woman shouted with anger. With all these incidents, I finally came to a conclusion that there is something bad in the heart of the woman. This shows that, sometimes some people tend to attack someone whose name is mentioned for doing good deeds. Instead of trying to become like that person, I think they are rather tempted to cause attacks on him. Sometimes we lack a sense of togetherness, and we follow only our own selfishness. So, I also faced this challenge in my life as a teacher. It was indeed a very haunting experience. I was always thinking about it even when I enter class. I was wondering how they would have reacted if they had observed me teaching. I was sorry to have faced with people who downgrade you and kill your morale when they have to actually motivate you. It made me to be cautious, to mind only my own business, and not to worry about whether people like me or not. Actually, I make everybody my relative; I don't discriminate anyone, and people actually like me. In general, I believe I'm doing my job quite well although

there may be coincidences each time the administration (the principals) change. So, I've never encountered any other challenge than this.

5. Researcher: - Ok; let's now move on to another question: have you ever faced any external influence from authorities and political leaders in relation to your work? Have you experienced any external pressure or interference dictating you to do or not to do something?

   Informant: - It is not a big issue and it happened long ago. Although it is not directly related to the learning and teaching job, it happened to me as a teacher. The authorities at the time drove me into a responsibility, saying that I have to participate in social affairs as a teacher, and made me head of a district women's association. Although I didn't have any experience and expertise in this job, I had to comply with the order. By my nature, I have never sided politically except giving my comments. I also don't like participating in politics may be because of my living condition. But if I am ordered to do something and if I have taken the responsibility, I want to do it in a way that does not abuse the job. There was money involved in that job, and as a chairperson, I had to monitor how the money was spent and how properties should be purchased. I also decided that the money should be kept in a bank. Meanwhile, the people who nominated me themselves began isolating me. All I said was that the association needed a table, an office, and a meeting hall where women can come together, discuss issues, and make decisions. It was after a lot of efforts that I managed to get an office. Before that I was carrying documents with me even when administrators or party leaders come to the area. My interest was in the woman who comes from a poor family and contributed money for the association by selling 'tella' (local drink) and vending something in 'gullit' (mini local market). I wanted them to see some change with their money and, therefore, I ordered necessary office properties to be bought. I was striving to put the money in the bank as it was misused in the hands of individuals. Consequently, those persons hated me, those who selected me or proposed for the position. On top of that, it was a difficult time. Anyone can be a member of the Derg or WPE or TPLF (political organizations). There were many organizations, but I wasn't involved in any of them. I wanted to talk to the district administrator, but he was their friend and I didn't know him very well. I even considered attacking them with a soldier, but I changed my mind and decided to suffer myself rather than creating conflict between them. Finally, we left the area due to security problem because it was during the Derg regime, and we moved to Mekelle. Incidentally, the majority of people from Tigray had moved to the central part of the country. I also came to this area because my husband had been here, and I was assigned temporarily to a school called Abadir. Later on, however, one of those people who had been mistreating me like that died himself after experiencing a lot of sufferings. Therefore, in the name of encouraging teachers to participate in social affairs, they involved me in that position and I was troubled consequently. This was one of the challenges I experienced in relation to my career life. What is more, one of the men was planning to join the insurgents. One day, he sent a girl to me and asked me to see him at a bar. I sent the girl back with a negative response and told her to inform him that I wouldn't come. As I heard the news later on, when he returned to the house he rented, he said that he wanted to kill one person before he fled on the morrow but he was no successful to do so. He thought of killing me, the innocent, and declaring bravery or heroism when he went there. So, they did this to me in a situation that I was not fully aware of. I escaped the danger only by learning from experiences. So, this is what happened to me.

6. Researcher: - Fine. Is there an external pressure on teachers recently concerning students' assessment and evaluation, that is, concerning their freedom to evaluate students according to their performance and to decide whether they should promote or not?

   Informant: - Actually this applies to those who teach the self-contained classes. There was an influence when I was teaching this level. Both clever and lazy students passed, and we were arguing that shouldn't happen. However, the idea is that if a child learns something about his environment and arithmetic, it would be enough, and children should not fail and repeat classes at

this level. Therefore, this practice applies to self-contained classes only. In grade five and above, students pass in accordance with their performance and achievement, and there is no influence on teachers regarding students' promotion or detention.

7. Researcher: - Alright; the question I would like to ask you now is: please tell me about times in your career life as a teacher, if any, when you have been disappointed because of your working and living conditions as well as due to the social status of your job?

   Informant: - Everybody considers this issue in terms of benefit. The teacher is not benefited; he doesn't get his due, in accordance with the nature of his work. So, the society can have a low regard for him due to his low income resource. In the old days, the teacher was respected because he used to earn good salary and he used to lead good life. The fact that the society judges the teacher by his low living standard indicates the low level of knowledge and consciousness of the society itself. I understand the problem as stemming form the thinking power of the society itself; consequently, there is no wonder if the society belittles teachers in this regard. However, the fact that people don't give high place for teachers doesn't make me downgrade my profession, or it will have no pressure on me in this regard.

8. Researcher: - Ok; can you tell me a story about something unpleasant that you've read or seen or heard recently and that offended or disappointed you as a teacher? Anything that is related to teachers or teaching and disgraces your profession, not necessarily about yourself.

   Informant:- Yes, there are some current situations. Sometimes there is a situation in which a simple issue becomes problematic because of the way it is presented or interpreted. There are times when things which are inherently simple turn out to be big issues because of miscommunication or misconception. The thing that has upset me recently, as you said, is that there was lack of proper communication concerning reinstatement of teachers' career structure that had been out of use. In my view, we teachers are tolerant. More or less, we try to implement candidly the government's policy and directives. When we see some bad practices and things that don't make sense to us, we don't hesitate to speak it out. When that career structure was allowed, no matter how small or big it is, it was not because we requested it or because we demonstrated in request of its reinstatement. But I think broadcasting that message through television and radio actually benefited the merchants rather than the teacher. Whenever something is done for teachers, whether it is considerable or not, there is always a tendency to declare it emphatically. On the contrary, I wondered why something done for other civil service workers is not exaggerated or publicized unlike the case of teachers, and I felt it internally. There are three issues here. One, there is a tendency to fulfill the rights of other workers covertly but to exaggerate when some rights are respected for teachers. The other thing is, the increment made only aggravated the inflation, resulting in market pressure on the public as well as on the government because they (the merchants) increased the price of goods and services immediately. Besides, the increment doesn't amount even to sixty. Is it sixty or thirty-two? Anyway, this was the consequence of lack of proper communication on the part of the government agents. It is obvious that the Ministry of Education is the educator of all. While they had to present the matter cautiously and transparently, they made a mountain out of a molehill and the traders made prices to rise. Why was it necessary to publicize it by the media? Isn't it by letters that they make increment for others? I sometimes don't know whom they stand for, really. As far as they serve the people and the government, these people, both at the higher and lower ranks in the hierarchy, must have looked into the matter carefully as long as it was an issue of great importance and it was going to be aired for the public. I say this because it appeared to me that they did it carelessly and disrespectfully. So, this is what I consider as something that has disappointed me recently because I found it very upsetting. It is not only upsetting, but it has also touched the life of the society by affecting the market.

9. Researcher: - Let's now come to English. Please tell me some stories about difficult and challenging situations and experiences that you have faced with as an English teacher.

   Informant: - It is good to teach English. You also crave to learn more. Of course, the students find it a bit difficult because it is not a language that they use outside school. As a result, you also become worried to some extent. Mostly, however, it is an enjoyable experience. In my teaching of English, I always face challenges in grade assignment. We females are usually victims of influences. At school, those teachers who are less qualified and less competent than us are assigned to upper grades simply because they are male. No matter how frequently you request them, they don't often assign you to upper grades. For example, while I'm here with a first degree, it is those who don't have even a diploma who teach up to grade eight. I always beg them even after I have taken a degree. They assigned me to grade seven because I begged them saying that I was going to conduct a research on this grade. I asked the director to assign me to grade eight because as soon as I completed studying for my degree, I would become richer in the language. Despite this, he assigned a first year summer student to grade eight, whereas I was assigned to grade seven. I asked him what the criteria was, but he didn't tell me the criteria. I told him that I had already filled in the form and asked him to give me at least one section of grade eight in addition to grade seven so that I would learn more and build my experience. Even though it would be to my disadvantage to prepare two lesson plans (for grade seven and grade eight) at a time, I begged him to give me grade eight, but he still refused to comply with my earnest request. Since he was the kind of administrator who doesn't enforce good governance, it was inevitable that he would be toppled one day, and he was eventually displaced from his post with God's power. However, I always feel bad internally because we have problems concerning assignment. This is what I have encountered in this regard.

   Researcher:- But why aren't female teachers allowed to teach the upper grades?

   Informant: - As I told you earlier, it is because they are birds of a feather, and they are companions. They assign those who go to sleep in classroom leaving the students alone and those who are gossipmongers. That is the reason. They assign those who collect lies and the like and submit to them and those whom they fear. So, it is only this year that I got the chance to teach grade eight.

   Researcher:- How about the situation with the students, their participation in learning, and other conditions in the classroom? Please also tell me, by and large, the existing conditions concerning materials.

   Informant: - If you look at students, they generally don't have interest for learning. English is a foreign language and it can be a difficult subject, but they are growing worse even in subjects that they learn in Amharic and Afan Oromo. Their educational discipline is not good. I try to advise them or motivate them whenever I teach them. No matter how many times you spend advising them, they violate it soon when you turn away to write on the blackboard. They are not at all the sort of people you correct by advice. As we know, advising someone by corporal punishment has become unpracticed these days, but I think they need stick rather than advice. But no one of us has ever used stick. Anyway, they are problematic. I sometimes ask them where they work and where they spend the rest of their time. I also see some of them on streets and at other places. They work in a garage, in a woodwork shop, and in many other places. I ask them if they fulfill the order of their boss when they work in a garage or in a wood workshop, and they reply 'yes'. I also ask them what would happen to them if they don't fulfill requirements or do something wrong. They say that the owners will fire them. I tell them that school too has its own work discipline and code of practice and that, if they fulfill workplace requirements, they have to also fulfill the discipline and code of conduct of the school. I'm afraid we are teaching very naughty

children. They even spoil those who have aims and divert them from achieving their aims. There are many problems with the students. They never hear what they are told.

Researcher:- But why do you think the students lack interest in their education to this extent?
Informant:- As I told you, it is the place where they spend their time that matters. For one thing, they know about the world prematurely. This means they go to video houses by the money they get from working somewhere. As I told you earlier, some of them work in garages, woodwork shops, and in ordinary shops, and they count other people's money. While they count the money that belongs to others, it seems to them that they are counting their own money, and they are inflated with empty contentment. But they don't show respect to others when they come to school. They think about sex and similar things before they come of age, and their focus is on playing with girls rather than paying attention to their learning. This is true not only for the boys but also for the girls. Some of them come to school after they had been in prostitution. Some of them think that there is no one superior to them when they start affairs with the opposite sex. Such and such situations challenge them not to follow their learning properly. When they come here you will see them eating and drinking. You wonder very much where they bring the money from. Actually, they also spend their days selling plastic bags; they are also seen wandering around bars and hotels. So they have suchlike negative influences. If you think in terms of positive influencing factors, you will get the living condition of their families. There are students who live at somebody's house by giving labor service. This means that they will be tired when they come to school and will not be inclined towards their learning. Actually, they have many challenges. What is more, there is a failure on the part of concerned stakeholders to discharge their responsibilities in this respect.

Researcher:- Why do you think these students are involved in jobs of this kind at their early ages. You have said that they have engaged in garages, woodworking, and similar jobs even outside their age. What is the root cause of this situation?

Informant: - Obviously, it is the low living condition of their family that forces them to work there. They work half of the day and learn half of the day. Of course, there is also exhaustion in this condition. Because there is also tiredness, some of them consider their education as entertainment or leisure activity rather than as a source of knowledge. It is clear that, when the body gets tired, so does the mind and they could have this problem. The fact that they are engaged in a work that doesn't match their age by itself is something that should be taken into account. However, the children are forced into such activities due to their economic problems.

Researcher:- How about their level of performance and participation in the English subject?

Informant: - They generally fear English. However, when there is a passage and you read and explain it for them, they do enjoy it. Yet, if you ask them to do something practically, they find it difficult. Actually, it is difficult even for us teachers since it is not a language we use outside. We don't often use it outside except in teaching. This is our culture; we use our own languages rather than English. The same is true for students; they use Amharic and other nationality languages. Although this has an impact on their performance in English, they still like the subject, and they especially find it attractive when you move in the class and teach them by telling stories and so on. However, the fact that they don't use the language outside has an impact on them, and they don't have the opportunity to improve the language. Consequently, they fear the language as long as it is not their native tongue. Otherwise, they don't actually hate the language.
Researcher:- What about materials? Do they have materials such as books sufficiently?

Informant: - It is impossible to say there are sufficient materials. They are not sufficient. Recently, we have got a new colored book with a beautiful design, but the number is not sufficient

and we have returned it. I think it is going to go live as of the next academic year, so we have returned it to the store.

Researcher:- When you say you have returned it, do you mean that you have returned after you have used it?

Informant: - Not really. It was given in the first semester, but it was said that other schools haven't got the book; so it was returned before it was implemented. I think it is a very good book although it wasn't put into practice.

Researcher:- How is the work pressure in teaching English?

Informant: - It has no much work pressure. Actually, it has more loads than the other subjects. Additionally, unlike other subjects, you can't move along by simply ordering students to copy from one page of the book up to the other. Moreover, given the situation of their capacity, you can't engage students in what is known as student-centered learning by simply giving them a brief introduction. We engage them in a task only after we have given them sufficient explanation. What is more, you work from Monday up to Friday if you teach English. In other subjects, however, they teach only for about two or three days from Monday to Friday. That being the case, we never complain the workload. Actually, it requires much energy and labor, but since we see it as our job, we don't see it uniquely. Otherwise, it has a different work pressure and demands as compared to the other subjects. However, it is not so tiring although it has many loads. I personally work being interested in the job, and I like it very much. We also work with the students playfully, but they kill your morale as they do not come with the readiness you expect from them. As a result, you sometimes feel as if you talk on and on in vain. Otherwise, the job is good. When I consider the students' readiness, I sometimes get annoyed. Luckily, however, I'm not the only teacher who faces the challenge. Because it doesn't happen only in English subject, I think it is a general problem of students. They don't even do homework. They don't have interest for learning, in general. We tell them that doing homework means studying your subjects, but they never listen to our advice.

Researcher:- How do you manage all these challenges? There are problems of textbook, students' situation, and possibly other problems. How do you manage things?

Informant:- The way I manage is, shortage of books can be minimized by getting students to do things in groups and letting groups to share a couple of books. Something given by the teacher will be written on blackboard. Concerning students' behavior, we began not to worry about it once we have become accustomed to it. It is up to them to follow if they want to, or let them sit around if they don't want to. However, we never try to do them any harm; we have learned not fed up of their conduct. Since we advised them so many times and failed, we live by enduring their behavior. We handle each student according to his individual characteristics. Because some students want to come to school and go away doing nothing, we handle such students as per their behavior when it is beyond our capacity to correct them. What we do, more importantly, is we organize students in groups according to the current practice (which is called development force). In each group, students monitor each other, and they expose an irresponsible student. In this way of monitoring, the principle is that a student who hasn't done something or who hasn't participated, shouldn't get marks. In this way, we are more or less bringing them to participation. However, if a student has a bad behavior, we treat him accordingly and gradually involve him in learning. We try to handle them by approaching them like a parent. Overall, since we have got used to their behaviors, we try to correct them in such ways.

10. Researcher:- Fine. I do appreciate if you tell me about something you believe you have accomplished in your career life as a teacher.

    Informant: - In my career life as a teacher, I first started off in a TTI (by talking training in a Teacher Training Institute). Then after, I participated in a project called 1700, and obtained my diploma, and this was my first success. Secondly, I upgraded myself to a degree level by my own efforts and expenses, and this is something that made me very successful and very happy. The fact that I earned my degree while I was teaching, nurturing children at home, and studying at the same time is indeed one of the achievements that have made me delighted in my career life. This is what I consider as my accomplishment.

    Researcher:- Did you get this achievement only through your own efforts or did you also get support from concerned body?

    Informant: - No, the concerned body gives summer course opportunity only for a couple of teachers while there are this many teachers who look for the chance. I once competed, but they said priority goes to seniors and they gave the chance for them. The next round, they announced the chance only for two persons. Again, they said that priority will also be given for members of teachers' association and so on, and they narrowed the chance. Then I decided not to waste my time competing and attended my studies at Adama University by self-sponsorship. What the government has done for me is that it acknowledged my self-upgrading and increased my salary. This is what I consider as a support. Otherwise, I improved my academic qualification through my own efforts in order not to waste my time. There are teachers who graduated only this year and there are those who are going to graduate yet because they had been waiting for government sponsorship.

11. Researcher: - Taking into account the issues you have raised so far about your life as a teacher, how do you understand teaching in your life, or how do you generally describe the teaching profession?

    Informant:- Well, the good thing is that it is a suitable job for women. Actually, if you work the whole day, as it is the case sometimes, you cannot spare time to manage your home and to look after your children. The woman uses the half-day time off work to manage her home, to send her children to school, and so on especially in the present living condition where it is even difficult to get a servant. Teaching is a good job. You are free (from corruption). Actually, there is time corruption in teaching, but because there is a chance for makeup, you can compensate if you waste your class time. However, teaching doesn't involve you in doing evil things; it is a job in which you can protect yourself (from wrongdoings). However, its weak side is that all mistakes are attributed to teachers. This is the bad side of teaching; otherwise, there is nothing good like teaching.

    Researcher:- Sometimes you have to do extra work, don't you? For instance, you have raised the issue of tutorial; additionally, you may do some activities on the weekends or attend a meeting or do something outside school. Are you paid something like a per diem for this?

    Informant:- We give tutorials and do similar activities freely by devoting our time and money. If our students score good grades, however, we consider that as our salary. Even if there are some funds from NGOs and similar organizations, every teacher cannot participate. Other than this, there is generally no per diem paid for teachers when they participate in government meetings. Even when there is a payment, it is so meager that it strikes your conscience. It is like giving two or three birr–I think even that is no longer paid these days. Therefore, we really don't know a thing like that.

Researcher:- But why do you think something that is done for others is not done for teachers? They may teach on Saturdays, and they may attend meetings. Normally, something is done for others in situations like these. If it is not done for teachers, what can be the cause of this?

Informant:- Now, for example, private schools don't give tutorials. If they give, the owners must pay for teachers. In a government school, however, we give tutorials, but there is no payment. A tutorial is also regarded as an obligatory task. Even though we don't regard it as obligatory, we still take it as one component of our job, and we conduct tutorial classes with a view to helping our students enrich their knowledge. The reason usually mentioned for not paying allowances for teachers is the large number of teachers that makes such payments beyond the capacity of the country. Since we also accept this, we generally do not expect any extra payment.

Researcher:- But does it have any impact on teachers?

Informant:- Of course, you feel distressed internally unless you are convinced of the problem. You may wonder why this disparity happens. It is the teacher who gives great importance for the society. In fact, there is no one who renders service like the teacher, in my belief. However, this issue of allowance has never occurred in my experience.

12. Researcher: - Have you ever thought of leaving teaching?

    Informant:- No, I've never really thought of it clearly and resolutely. However, when certain responsibilities are imposed on teachers, when faults are attributed to teachers, when irrational criticisms of teachers are heard here and there, and when students' situation leads to poor results despite all of your efforts and you feel frustration and lack of motivation, I sometimes wish I would be employed elsewhere or do a different job. Otherwise, I haven't reached a stage where I should decide with determination to go away from teaching. What upsets me, however, is that everybody points his finger at the teacher. What else can we do? We do teach, but can we put what we teach in someone's mouth like food unless the person is willing to receive what we tech? I think of such a challenge because it is something that worries me often. Otherwise, I have never thought of leaving teaching with determination. It has completely become part of my blood, and I don't think there is a job that I can enjoy other than teaching. Therefore, I have never searched for another job decisively.

13. Researcher:- What's your future intention? Do you want to leave teaching in the future?

    Informant: - No, I don't have. I rather want to complete with teaching and retire from my career life. So, I don't have intention to leave.

14. Researcher: - Let's say you are going to start an occupation afresh. Would you like to be a teacher in the first place? If you choose teaching, would you choose teaching English?

    Informant: - If I were to begin a career all over again, I would choose teaching again because I like the job as I am used to it. As I told you earlier, I think it was teaching that came to my rescue at my time of difficulty, so I owe much to teaching. Although I sometimes have temporary unpleasant feelings about the job, I don't have anything inside me that hates it. I really like it very much. Especially English– I would choose it if it were a reality. Thus, I will never hesitate to choose it.

15. Researcher: - In your opinion, what measures should be taken in order to improve teachers' working and living conditions?

Informant: - In my view, teachers' living condition can be improved based on the country's economic condition. If the country's economy increases, if there is development and productivity, and if there is a possibility to get products cheaply, then it means that teachers' living condition has improved. I personally don't believe in money. Even if we get more money, the consequence will be as I mentioned earlier–we will fall victims to traders. This being one issue, it is also important to improve teachers' knowledge if there is motive. It is necessary to enable to the teacher to upgrade his academic qualification and to enrich his capacity to bring about quality of education. This should be realized, however, in a way that ensures equal participation of all teachers. Administrative regions such as SNNP, Oromiya, Amhara, Tigray, and others shouldn't limit educational opportunities only to teachers who speak their respective region's nationality language; they should also give equal chance for those who don't speak the language to upgrade their academic status by considering the service that these teachers can render as citizens. As far as the medium of instruction in universities is English, such teachers shouldn't be denied their rights to professional growth simply because they don't speak the regional language. What I mean is that there should be a situation that provides equal opportunity for all and that involves all teachers in self upgrading. The other thing is it is necessary to raise salary scale. Besides, it is important to facilitate medical conditions for teachers. A teacher needs to get medication because he works with both good and bad students. He also needs something that refreshes his mind because he is engaged in mental activity. If he gets something that refreshes his mind and increases his morale slightly, he will be motivated. On the contrary, if he faces with something that touches his mind slightly, it means that he will be weakened. A teacher doesn't have any insurance even if he may receive physical injury around school. This is indeed something very demoralizing. A worker in another profession has an institution that enables him to receive compensation that he deserves or guarantees him of his rights to insurance in case something bad happens to him. But this teacher– what guarantee does he have if someone knocks him in the head, or if he collapses while working or if something bad happens to him? For example, I was once stumbled by a stone and I fell while I was trying to queue up students. Although I could have been badly injured at the time, I didn't have insurance guarantee despite the fact that the incident happened to me while executing my duty. No one would give me any medical help, even a first aid. This is one of the necessities to improve teachers' living conditions. The other thing is residence and transport. Actually, we all know the economic situation of the country. Teachers keep quiet because they already know the country's condition. Still it is necessary to provide cheaper transport facilities for teachers. For example, if there were cheaper buses up to this school, teachers living in that area can commute cheaply and they can also arrive at school in time. Therefore, these are essentials that help teachers to improve their living conditions. Again, if the teacher's academic status is upgraded, what I called capacity building, his salary will also be raised. Professional upgrading helps the teacher not only to improve his teaching practices but also to benefit economically, and this is what I want to say.

Researcher:- What do predict in the future? Do you think teachers' working and living conditions will improve in the future or they will continue in the way they are? What do you expect about teachers' working and living condition in the future?

Informant: - Well, as I have explained to you earlier, it is the development condition of the country that matters. If the country has ample fortunes, there is no condition why she doesn't satisfy the needs of her peoples; so it is the development condition that actually matters. As far as I'm concerned, it seems to me that there will be a bright future if we sustain the present condition. Obviously, it is our living condition that makes all of us to complain. However, this situation is not peculiar to this country alone, and it is actually a worldwide problem. If this situation is curbed, I think there is a good situation in our country nowadays if God wills. The teacher's life will also be good if his children have a job and they achieve good living standards. If students' interest for learning keeps improving and they become productive citizens, I personally think that we will have a better future. I say this because everybody is motivated now as I see it. Actually,

students' situation is a bit dissatisfying, but I think they will be good gradually as they will learn from time. If the teacher on his part leads his students systematically to the right track, I see a bright future for teachers.

Researcher:- You have a first degree in English now, don't you? Why don't you teach in a high school? Have you got salary raise after you have got your degree?

Informant: - After I got my degree, I immediately got a salary increment, but I'm not assigned to a high school. There is even a school nearby my house. I requested them to assign me there on grounds of my health, but they refused to give me the chance on pretexts that there is no one to replace me. They say there is teacher scarcity, yet they take teachers from schools. I'm a diabetic, and I have a disc problem, on the other hand. I told them that I have these problems, but they asked me for evidence. I showed them the evidence, but they neglected me and gave the transfer for another person who applied like me. This time I spoke to them boldly telling them that they refused to give me the chance on a pretext that there is no person to replace me and that other teachers who upgraded themselves were being transferred. They assign them to a high school immediately upon receiving their degree. Later on, however, they closed it when it comes to us. I begged them and tried in different ways, but they haven't still given me the chance. Finally, I obtained a medical certificate through my own effort in order to be transferred to a nearby school. Now that I have a medical certificate, I expect them to assign me to a nearby high school now. Otherwise, there is no fairness and transparency regarding teachers' assignment, and I don't know why this should happen.

Researcher:- Does it mean that they generally closed the chance for all, or do they give it for some individuals discriminately?

Informant: - I really don't know. There was an English major student, for instance, who graduated with us; they have now assigned him to a comprehensive high school. They do the same for some other teachers too, but I really don't know how this happens.
Researcher:- But what do you feel as a result of being unable to obtain this chance?

Informant:- I feel a sense of hopelessness actually. It is because I was hopeless that I resorted to medical certificate. I still don't know what will happen to me.

Researcher: - Ok, teacher Tsion, I thank you very much for giving me very comprehensive and important ideas concerning your professional life.

Informant:- I also thank you for listening to me, and I wish you success in your endeavor. Thank you.

Interview 7: Kirubel

Information pseudonym –Kirubel
School code –Biftu
Sex –M Age -48
Teaching experience -30 years
Qualification –diploma in English; has completed two summer programs in Bachelor of English
Date of the interview: - 11/06/12
Place of the interview: - informant's School
Starting Time 04:05 pm
Finishing time 05:20pm

Researcher: - Alright; first of all, I thank you very much for accepting my request and coming for the interview.

Informant: - I'm also very glad to be invited and get this opportunity. Thank you.

Researcher: - Can you first tell me your name and the school where you teach.

Informant: - My name is called Kirubel. I teach English in a school called Biftu.

1. Researcher: - Well, fine. Please tell me in detail the story of how you began the teaching profession.

Informant: - I began the teaching job towards the end of 1974 EC. Actually, I didn't have any interest for teaching at the beginning. As I completed my secondary education, there was no alternative due to the prevailing situation at that time. I didn't also score good result in ESLCE (Ethiopian School Leaving Certificate Examination). Then I decided to release myself from dependence on my family and lead my own life. Therefore, I competed for a TTI (Teacher Training Institute) and joined a training center. After I finished the training, I was told in June or July 1974 EC to start working. I was then placed, in September 1975, in one of the districts (then known as 'awraja') in Bale Province and I stated working there. Everything was new for me then. Firstly, I knew only that I got a job. Secondly, the place where I was assigned is very far from Addis Ababa, where I came from, and I found life in countryside very strange. I never spoke Afan Oromo, which is the language of the local community. So, we went there– it is very very far from the center. It is a place where there are different wild animals, mostly monkeys. I'm now surprised that it takes eight hours from a town to reach there. I had never travelled even an hour's distance or two, let alone a distance of eight hours. Anyway, I somehow managed to reach there, but I never thought I would return home and see my family again. So, I became very hopeless. Later on, however, I learned that everything will become better gradually. I also began socializing with the community and working together with them. I worked there for some times and I was then transferred to another area and worked there for some years. While I was working in this way, I was always thinking of leaving my job sooner or later. Gradually, however, I adapted myself to the job and grew accustomed to life in countryside and living with the society. Unfortunately, there was no access to further education at those times, and the chance for joining college or university was very rare. There were no universities that offer chances for continuing education, so there was no possibility for upgrading yourself academically. Secondly, we were not farsighted at that time. Being content with what we had, we were simply eating and drinking. Beyond that, we didn't have to worry about the future, and in fact, we had a bleak future. We lived and served for many years in this situation until the new government finally came to power in 1983 EC. Following this, there were some remarkable changes, but there were also some impacts in some aspects of the changes. The impacts emanated from lack of knowledge on the part of some people and missing their objectives and partly from the situations that existed before the change of the

government. There was also lack of maturity among all of us. There was lack of maturity among us, that is, those who cannot speak the language (Afan Oromo), and among the local community. There was a tendency to miss objectives. Because we didn't have a broad perspective, there was a rather gloomy situation in 1983, 1984, and 1985 EC. We even hadn't thought we would return to our job. Gradually, however, situations became better, and people's outlook improved. As a result, we were able to work in the same area cooperatively, peacefully, and considerately. After that, we also had alternatives for learning, and we were able to pursue our studies. I tried to improve my knowledge to some extent through a diploma program. Living and working in this way, I can say I have reached this moment of my life.

Researcher: - Very good indeed. You have told me that you didn't have the interest to become a teacher at that time. But why didn't you have the interest at that time?

Informant: - First, there is nothing positive that you get from people regarding teaching. Besides, the social attitude for teachers and their acceptance among the society is not that encouraging. Second, the teaching life itself confines you to the countryside although things are better off these days for this generation. The situation at that time was that, once you go to the countryside, you will marry a wife and you will produce children, but you will not bring about any change in your life. Since this was also the outlook of the society about teachers, there was really no interest to become a teacher. Yet, it is a good job once we inter into it and we adapt ourselves to the job. I can also say that the lesson we take or the pedagogy itself has really helped us quite a lot.

Researcher: - Alright. When you think back now, do you say the decision you made then was a right decision, or do you regret for having chosen teaching?

Informant: - There is nothing I regret when I consider it now because there are things in the job that actually please me very much. In the entire years of my service, I have attained remarkable achievements, to tell you the reality, because I have taught many children of our area who are now in authority. When they meet me now, they give me so much respect calling me 'Gashie' (Sir) and so on. I really feel so much pleasure and satisfaction for having seen this reward. Secondly, teaching is the only job that is free from anything wrong, so I'm very very much pleased and satisfied for being a teacher. Because I'm aware of this, I don't regret choosing teaching as my future career when I look at it from this perspective. When I consider teaching in terms of serving the society, I have paid many sacrifices and I'm now pleased with the teaching profession. On the other hand, we shouldn't deny the fact that it is also a profession that has some impacts.

Researcher: - Very good. How was life when you were assigned to Bale at that time? How was it if you have some experiences?

Informant:- Yes; what happened was, firstly, there was no maturity at that time. We just went there and started a job, but there was nothing we could anticipate about our future progress. It was just eating, drinking, and living, and there was little chance for self growth. Generally, there were problems. First, it was a long way from a town, and there were different types of problems. There was difficulty of getting a servant, and there was doing the cooking yourself. This was a very difficult thing. On the other hand, the society is not unwelcoming as expected. I myself used to have misconceptions about the society. I had heard a prejudice that, if you go to Bale, they will exclaim 'ujolle Bale' (boys of Bale) and stab you. When you actually start living with them, however, you will find them very innocent people. I haven't encountered any problem in this regard. They used to like us very much. They were even appreciating our stammering and encouraging us to learn the language. Therefore, there was no much difficulty in this regard. Actually there were problems sometimes, but there was no major challenge that confronted me in my rural life. The only thing that I encountered was the wild animals. There was nothing I knew

about animals; I was also very young, and my friends know that I used to be so scared. This was the experience I had in the rural area.

Researcher: - Fine. Do you think many people choose teaching nowadays? Do you say the job is preferable? In your view, is it a profession that many people enter with interest?

Informant: - No, this is not mostly the case. I wan to put the reality here. First, the teacher's life is not attractive when we look at it economically. The other reality is the society itself has low regard for teachers. They believe that it is not a profitable job because what a person can earn as a daily laborer is greater than what he earns by teaching. Sometimes we might be pleased by the respect and positive remarks we hear about us from our students. However, because of the low benefits we get and unsatisfactory life we lead, the majority of people don't even allow their children to go to the teaching job. The situation is frustrating even for them these days. Secondly, the society's view for teachers itself is not correct, and the respect the society has for the profession is low. Because of this, people don't prefer teaching– I always speak the reality, but we enjoy the profession as we have lived in it for long and we have seen many things.

Researcher: - But what do you think the fate of the profession will be if things continue the way they are now? What do you feel about this?

Informant: - This is a very good question; it is a basic question. There is something that should be still done from the foundation in order to develop this profession. First, there is something wrong with us as well; there is something unresolved with us experienced teachers. It is true that, on certain issues, there is an old view that we have preserved ourselves. On the other hand, there is also an outlook on the part of the present generation. On the one hand, there are some of them who came to the profession in the right way and with sufficient knowledge, but there are also others who came from different area. Again, there is a possibility that you are surpassed by ability and by age. What is appropriate is to join the profession interestedly. Now that the time itself is more advanced, it is necessary to recruit interested youngsters, educate them in universities, and prepare them for the future generation on competitive basis. Secondly, more than attractive salary, it is education that can handle this generation; therefore, this generation should be educated, by any means. People sometimes perceive learning in association with trading. No, no. The country will develop in the future unlike what we see now, and it will be difficult to compete unless you are educated. During our time, that is, during the Derg Regime, there were no alternatives other than teaching after completing grade 12 unless you manage to pursue further studies. I was frustrated because I would have to go to rural areas if I became a teacher. Despite my frustration, however, I had to become a teacher since it was the only alternative I had at that time. Because this should not happen again and this hatred should be curbed, youngsters who are sharp with training and who can handle the society properly should be trained and develop the generation to come. Actually, sometimes there is an impact that results in hatred of education– I sometimes speak the reality. The impact is the influence on the learning-teaching activity itself. Education has actually grown in terms of quantity; for instance, the effort of enabling literacy has almost hit its target. The challenge is, however, when we promote all students for the sake of quantity, people began adapting themselves to this condition. This situation has in turn contributed to lack of quality in the development of education. It has made the present generation to promote without having basic knowledge. That is why we have poor-quality students, and this has an impact by itself. Therefore, what must be done now? Now it is time to avoid quantity and yield quality students. If he learns properly, that's fine; otherwise, it's up to him. The aim of the present generation, I speak the reality, is to simply cheat and pass examinations. They have such a misconception, but this has an impact on the learning-teaching practice as a whole. Therefore, this must stop now because it leads to killing a generation directly and indirectly rather than shaping it. This is what I think on my part. Some people tend to contribute to the failure of education knowingly or unknowingly, and this has an impact by itself. So, we must also discuss and debate

on these issues. Sometimes we have a wrong way of thinking because we link our profession with the government. No, this is wrong; I don't link it with the government on my part. We should ask ourselves what we have done on our part, and we should do the right thing for the future, something that can change our students. We should work on the question of how we can change these students.

2. Researcher: - Ok; the question I now raise for you is, can you please tell me your major difficulties and challenges that you have experienced in your teaching life?

   Informant: - Yes, this is as I have told you; I have tried to mention it earlier. As I have tried to mention it earlier (I think it was due to our lack of maturity) what happened after the change of the government had resulted in some impacts. Other than that, I didn't face anything that is so much challenging.

   Researcher: - So, does it mean that there is no major thing that you have encountered?

   Informant: - As it can happen to anybody, we were made to transfer from places to places because we could not speak the language. This was done as a result of a wrong assumption held by people at that time. It is something happened as a result of a mismatch between directives and their implementations. Secondly, there was lack of consciousness on the part of some people. As a result of their low level of consciousness, they think that they have taken the right measures. If the measures had been on the basis of negotiation and persuasion, there would have been no problem because you still serve the society no matter where you teach. Consequently, the fact that we were transferred from place to place was not a fair act at that time. Later on, however, all of this was abandoned and replaced by a proper practice. Otherwise, what happened at that time was a bit difficult.

   Researcher: - So, how did you feel at that time as a consequence of what happened to you?

   Informant: - Yes; I had really felt it. But I knew that I would cope with it eventually because I don't usually feel desperate in the face of challenges. Because I was transferred unfairly, I discussed the matter with them and I was made, through mutual understanding, to return to my previous workplace.

3. Researcher: - Please tell me now about something you have experienced in relation to school administration because you have served for a very long time. I would appreciate if you tell me something you consider as a challenge that you have encountered either recently or earlier and that has probably disappointed you. It may be something you have observed happening to your colleagues, not directly and necessarily to you.

   Informant:- Ok; as I have told you, this thing that is done by administrators is concerning transfer. For example, I was in Bale, but they have transferred me here. But they haven't transferred my wife with me. This has an impact by itself. They should transfer her, and it is a must to do this as per the practice because, if one of the spouses gets a transfer, the privilege should be given automatically to the other partner as well. Alternatively, what the education office should do is to avoid transferring both of them. So, my coming here leaving my children there is actually difficult for me, but I think I can also overcome this as well gradually by applying for it. The other challenge is, there was an impact that also used to occur earlier before I was transferred to this area. There was generally an influence on some teachers concerning transfer. They (the authorities) had hatred even towards each other based on personal cases because, for one thing, the town is small and everybody knows each other. So, you observe differences among the people here in Adama and the people there where I used to work. If you live in a country where capital has developed, your mind will also develop. The reverse is true in a country where capital hasn't

developed. Anyway, that had an impact on me personally–the fact that they haven't transferred my wife has got an impact on me personally. Otherwise, there is nothing that happened to me. On the other hand, by my nature, (I don't mean to admire myself) I always want to respect my job throughout the entire years of my career in order not to confront with anyone. Therefore, I have never had any conflict with school administration in my service years as a teacher. I don't have any problem with them because I do my job properly. It is my job that connects me with them; if you don't do your job properly, you will fight with them. Secondly, they may have some odd ideas themselves. It is better to try to solve misunderstandings through discussion rather than going into unnecessary things. Therefore, I completed my professional responsibilities with school administration peacefully everywhere I worked. If I'm asked, I'm certain that everywhere, in all schools where I worked (I can call their name one by one for you if necessary), I completed my job peacefully with all of them and came to my present workplace.

4. Researcher: - What about your relations with your colleagues and your students? In the course of one's career, there might be things that confront a person. Do you have something that you can tell me as an experience or as a story in relation to your colleagues and students?

   Informant: - There is actually no major problem in this respect; there is nothing of importance in this regard, to tell you the reality. With students, I explain to them seriously what something should be. I mean, I used to do so even when I first entered the job. In the past, there were actions that we used to take on our own, but now we go with the time. I know that it is impossible to beat or punish students physically in the present days. Therefore, what matters nowadays is how to handle students. I first try to approach them, and some of them are aware of this. Once they understood your behavior, you get them to correct themselves. If you advise them, they will like you and, due to the love they have for you, they will also understand the lesson. So, we live together by respecting each other. Sometimes, however, I get angry when students' behavior is beyond my capacity, but I have corrected that as well these days.

5. Researcher: - Is there a political influence sometimes? A school has its own structure and its own leaders. Again, it has its own practice and its own principles. Beyond that, sometimes there can be external interferences on different issues. It could be concerning evaluation of students, and there can be contradictory things such as dictating you about the number of students who should promote from grade to grade. Have you ever experienced such a thing?

   Informant: - I actually don't have any political issue (as I'm a protestant by religion) even before. However, I support the idea of the government and I try to implement orders. If it is something unnecessary and inappropriate, I discuss it with my immediate bosses about its disadvantages and the government's position on the issue. Otherwise, I take care if it is something for which I would be held accountable, and I won't allow others to interfere in it because some people have their own belief, and they try to influence you or push you into accepting their belief. There are people who have various opinions, and they try to advocate their aims. I tell them the reality from the outset that I won't have any relation with their ideas. Because there is nothing that concerns me, and my role is to do my job properly. If there is something that should be corrected, I myself can talk to any concerned body and there is nothing that I'm afraid of. In general, I try to respect something that comes from the side of the government as much as possible.

6. Researcher:- Alright; please tell me about times in your career life as a teacher, if any, when you have been depressed or disappointed by your working and living conditions and by the social status of your job.

   Informant: - Yes; this is something I mentioned for you earlier. First, it is not correct to consider as if you are not working while you are actually doing your job properly and to attempt to prioritize self interests. This is something that should be corrected. Actually, it is something that

people are correcting these days, and leaders and appointees are correcting it too. However, this is a problem that actually used to exist. It causes influences on you on certain things. While you have the knowledge and you are the right person to do something, the directors allow inappropriate persons to do it. Secondly, there is a tendency to choose his own friends when there is some training sent from the district. This has an impact on what you teach. It is not legitimate to involve others while you have the knowledge and you are entitled to participate. You should give priority to someone who has the knowledge (specialty) in the area rather than to someone else. Let's say, for example, that sending a mathematics teacher for something else while I am there as an English teacher is not a legitimate act. This actually happens in other areas simply because somebody can speak the language. This has an impact–I speak the reality, because if this person is a mathematics teacher, then he is just a mathematics teacher. If it is about English, then it should be an English teacher who should be sent. It is this teacher who should develop in that knowledge. However, simply became he (the director) knows him, he informs him to go and participate. I say again that such a thing has got an impact even today–I speak the existing reality. There is a tendency to put their interests and benefits first. Generally, we passed many things. There is the thing that I told you earlier and there is this outlook although we have begun changing now. This too will pass tomorrow morning. However, based on their intimacy, they arrange this training opportunity for each other, and they send not the right person but someone who is not appropriate for the training and who doesn't deserve it. Yet, this has an impact.

Researcher:- Ok, what can be the impact?

Informant: - Of course, the impact is on the profession. It brings an impact on the profession and on everything whether it is language or any other subject because everybody will say he (the person who is sent for training) should teach that subject. If he thinks genuinely, he can discuss and solve matters, and he can do his job properly. Otherwise, he may do things haphazardly and outwardly.

Researcher: - What do you usually feel personally when you observe such a thing?

Informant: - First, I observe lack of maturity on the part of some administrators. There are some people who are assigned to administration without maturity simply because they have knowledge. Some people follow only general knowledge and principles when they come to administration. However, administration is not something that you go about it directly; it is not something you deal with straightforwardly. It would be good if people who look at things from different angles are assigned. Actually, the administrators in this school are youngsters, but I can say they are really mature and very conscious. There is also an impact with us teachers; especially among some of us, there is something that is not yet attained. It's not something to do with hatred, but there are some people who have odd opinions. There are people who also dislike their profession simply because they dislike something in their job.

Researcher: - How do you cope with challenges of this kind? How do you handle them?

Informant: - The newly introduced programs and the meetings being conducted to improve the profession of education have actually brought about changes. There is a program called CPD (Continuing Professional Development), which is bringing about changes. As we meet day-to-day in this way, as we become more and more informed and mature, we have begun to change ourselves. Again, the city is very good. You discuss issues with people; you get advice from them and you will have a broader mind. Unlike in the countryside, no one will judge you blindly. There is broadmindedness here. They discuss maters with you, and they know about your identity and personality. Therefore, it is possible to solve problems peacefully. For the future too, what is convenient for education is discussion; there is no other solution than discussion. It is not at all the use of power or the use of force. You can correct others only if you discuss issues with them. The

other thing is: the society too must change. I can say it is completely better there in the countryside in this regard. Truly speaking, there is a complete difference between students here and students there in their readiness for learning and in their discipline. Students there are much better off. They even ask you about their rights. Students ask you questions exhaustively in every subject. But here, things are quite different, especially in this area. If you conduct a research on the situation of students in this area in particular, you might get interesting findings. The situation of students in this area is very very very appalling and frustrating even to work here. Sometimes it is a difficult thing to enter a class and teach a subject such as English. They find it difficult even to introduce themselves and to write their name correctly. The problem occurs in connection with what we have mentioned earlier. There is something wrong practiced by all saying that they are ordered to let students pass, and such wrongdoings should be corrected. What should be corrected is that students who are not eligible should not pass. Actually, there is something that is raised from economic point of view. It can be calculated that, if a student repeats a grade, he may not have the capacity to afford for his education. But, in my belief, I'm certain that can have its own impacts for the future. What will happen to the student in the future if he simply passes and passes without being eligible? So, strict follow-up must be made after the student has reached grade 4th. Of course, the teacher can pull his students up to grade 4th. After that, however, the students must be handled very strictly no matter who fails. This is my belief. I don't know how this can be seen from your point o view, but in my view, those who should pass should pass and those who should fail, should fail after grade 4th. However, there is one thing that I accept myself. It will also have an impact if you simply dismiss the student. Where can he enter after being dismissed from grade 4th? We should necessarily give him our support at least until he reaches grade 10. When we give him the support, however, it should not be taken as allowing him to pass freely. If I give the student hundred out of hundred and let him pass without actually teaching him, then it surely will have a problem.

Researcher: - Yes, this was what I was looking for earlier. Whose pressure is this? There must be a body which forces this to take place. May be you are the only person who thinks this way. Anyway, it means that there is some imposition. It means that there is a pressure dictating you to do or not to do something.

Informant: - He doesn't tell you to do it directly, but he does say it indirectly. He doesn't say it directly and outspokenly, but he tells you to do it indirectly. He tells you to teach and to make up for what you have missed. Right, I have to compensate, but this is for those who have the base. Listen, shall I tell you where the problem lies? It is with the lower grades, and it is with us well. The thing is that this situation takes place simply as a result of fear. No, that shouldn't happen. If it is done in the right manner, however, they believe that it yields results. If it is applied correctly, then there will be no failures, or it is possible to believe that the students themselves will pass. As far as I'm concerned, it is my second year since I came here. I entered grade 7th as soon as I came. When I observe the students, they can't speak English, and they can't write in English properly. Now, how can you remedy the problem and correct them at that level? It would be a very difficult undertaking for you, but you should do your level best to help them. The change I have observed now in the classroom is that they grasp what you teach them. I have actually seen some change in this regard. On the other hand, our contribution is also important in order to correct the problem of the base. In addition to what has been said earlier, there is still our role, the role of parents and so on. If that happens, it means that we can apply it correctly, but the problem is we don't actually apply it. Thus, it will be good if that is done, but it requires comprehensive research rather than mere ambition.

Researcher: - So, does it mean that the problem lies in the implementation?

Informant: - Yes, there is a problem with implementation

Researcher: - You have told me earlier that the community's regard for teachers is not good. I would be happy if you tell me certain things by connecting them with your experiences.

Informant: - You know, it is not something the community began recently or during this government. There has been a negative attitude towards teachers from early onwards. It is not something created recently. It has been in existence even when I was employed; teaching had no acceptance even at that time. Generally, the attitude of the community for teachers is not good because they are often placed in rural areas, begin drinking, get married there, and produce children and so on. This situation has actually changed to some extent these days. Although there are some changes, the attitude of the community for teachers is not good. Everybody, young and old, considers teachers as inferior people. A dropout from grade five wants to look upon you simply because he has accumulated a small amount of birr. People approach you very well initially, but when they ask you where you work and you tell them that you are a teacher, they will be surprised and exclaim 'teacher?' No, people haven't still changed. The society hasn't still changed. The reason why the society hasn't changed their attitude for teachers is not due to the fault of teachers. I can say that most teachers exert themselves as much as they can. Yet, you cannot totally say that there is no problem on the part of some teachers themselves. What I mean is that there may be teachers who teach without even having sufficient knowledge.

Researcher: - So, does it mean that the society regards teachers in terms of economy?

Informant: - Definitely. It is in terms of economy and nothing else. It is not because the society has bad attitude towards the profession. When parents come to talk to us about their children, the way they approach us is quite interesting. They want you to handle their children, and they actually like you. They really like you. If I tell a child to bring his parent, for instance, the parent will make positive remarks about the teacher such as 'yes, it is right; it is true– the teacher is a father' and so on. You feel sympathetic for the society. Concerning the teacher's life, however, as soon as you introduce yourself to someone as a teacher, he begins to express his displeasure. You can, thus, understand people's attitude in this way. As I have told you, however, so many changes are taking place from what we observe now and I think we can change if we work diligently. As far as I'm concerned, I don't worry for the sake of myself. I have two children whom I'm educating, and I will make efforts in order that they will have a better life. Yet, as an Ethiopian, we have to think for the society and the generation to come, and we have to work for the sake of the community.

7. Researcher: - Now let's focus on English. Please tell me in detail if you have some experiences and stories concerning the difficult and challenging situations that you have faced as an English teacher.

Informant: - Yes; what I would like to say about my challenges in relation to teaching English is that nobody is perfect, and I'm not perfect either. It would be better if some of us teachers have reasonably adequate ability. I say that it would be good if more and adequate training is given for teachers frequently because language is something that should be developed from time to time. You cannot simply stay at the same level constantly. The other thing that I have faced is the condition of the students. The fact that the children haven't come by being well nurtured starting from the base has an impact on them at higher grades. Therefore, this has in turn brought an impact on the learning-teaching process. If the students don't have base, it will have an impact on teaching them in the future. So, it would be good if it is done strictly from the base and by the same teacher especially by a teacher who is good at the language. Sometimes we teach this self-contained class, and it is the same teacher who teaches all subjects including language. If the same person also teaches the language as well, I think it can be fruitful. If it is done that way, the students will have base when they enter grade five up to grade seven. Moreover, it would be good if training on this language is properly given again especially for the teachers who teach from

grade five up to grade eight. It would be good if a proper training is given on teaching skills as well as on the four language skills. On my part, there is no major challenge that I've encountered. As I told you, I graduated recently, and it doesn't have so much impact on me in this respect. Of course, there are sometimes clever students, but it still doesn't have so much impact. There are youngsters who really test you. They ask you something, and they inspire you at that time. Such students make you work hard. So, I never come to class without working and being prepared. Sometimes I become stunned, to tell you the reality, because they just ask you a question you never know or expect. When they ask you such a question, you will of course evade using a teacher's trick and leave the room. Yet, that forces you to work harder. I therefore say that we should work harder on English. Secondly, you should know the subject you teach very well.

Researcher: - Alright, what do you think is the cause for this problem of students?

Informant: - Well, it is connected with what we have mentioned earlier. It is because the basic thing on education has generally become growing and growing. It is often said that this or that must be done so that they can improve. As I have told you now, there is something given through CPD and other means this time. Unfortunately, this has not brought about change. It has not brought a major change, as I see it. Now, the directive says that a teacher must make up if he loses something. Likewise, I have to work when I lose something, and I have to give supplementary classes. This is right, and I do believe this should be done. Nevertheless, especially the students don't like when you do this. Surprisingly, they don't like coming back again when you call them for extra classes. This happens not only here but also at other places as a whole. You want to teach them, but you become tired of them. Therefore, the question is how can we approach these students and how can we handle them? You will surely become fed up, I say this with certainty. If you ask them to come twice or three times, although you won't be tired of them, some students will be tired of you and they will go to the extent of complaining. Therefore, this too hasn't brought about change. The thing that is in practice now hasn't brought about change. What did I tell you so far? First, it is true that a teacher has to teach properly. Secondly, he should give supplementary classes, and thirdly, he has to give extra support for slow learners. In this regard, however, the society itself must change. People do not send their children to school for extra classes. If we want to teach on Saturday, for instance, the teachers come accordingly, but the students don't come. For example, there is now an NGO supported tutorial class intended for female students and academically weaker students. It is arranged on Saturdays, but students come rarely. Only very interested students show up for the tutorials. These ones come even if you call them frequently, but the weaker ones and the female ones don't come. Then, the problem is not only with the teacher; there is a problem with the society too. People don't send their children. Firstly, the living condition of the society here is challenging by itself. Some people can get their children only on Saturday, and they want their children to help them and to do some income generating activities. This is the problem we have here. Not only here, even in other areas, they don't send their children on Saturday and Sunday. I came to this area recently; it's about my second year since I came here. Even in the area where I was working, people don't send their children on Saturday and Sunday. They think that it is to idle students or make them pass time aimlessly. So, there is a condition on which the society itself hasn't changed. Again, when we are ordered to help the female students, these students themselves are found to be useful for their family. It is because of such and such reasons that the society doesn't send children for make up and tutorial classes. I think it is the condition of our economy, so to speak. The fact that the society is economically poor has an impact in this respect. Around this area, in particular, people work for 24 hours in order to earn their living. If you look at some students, you will really cry for them. If you approach them and ask them the details, there is a possibility that you actually cry. There are children of our school who work half of the day in a garage, and there are those who spend half the day working in the market. So, if we ask them to come on Saturday and Sunday while they are in a situation like this, they find it difficult to come. Thus, this is a big challenge. If we simply allow these students to pass and continue, they don't grasp basic knowledge. As I told

you, only those who have interest for learning do come when we call them. Second, shall I tell you which students show changes to some extent? They are those born to somewhat educated part of the community. If they have money, the educated society, including the teacher himself, will send their children to private school. Including you and me and the business community who can afford want to educate our children well. Unfortunately, lack of monitoring contributes to students' lack of success.

Researcher: - How about the condition of the school? Is the material provision and support for teachers satisfactory? Do you have challenges concerning materials as long as English is concerned?

Informant: - There was a challenge last year concerning books. This means that the book has completely arrived this year, but it was said it would be distributed next year. So, it has been prepared for the next year.

Researcher: - This means it hasn't been given out so far.
Informant: - Sure, it hasn't been distributed so far.

Researcher: - How was the situation until now?

Informant: - There is shortage of books in English subject. There is shortage in grade 7, where I'm teaching now. I enter five sections of grade 7, and there's shortage of book in all of them.

Researcher: - Tell me how many students share a book?

Informant: - One book is for three or four students.

Researcher: - Do the students bring the book with them and use it properly?

Informant: - Well, we're monitoring that. Because the risk is on us as well, the situation is not as it used to be before. There is a tendency on the part of students to use the book now. Well, in a way, it's still the same. What matters is not just wrapping the book and bringing it to the class–it is necessary to bear something learnt in the mind. Actually, there is also a limitation on our side.

8. Researcher: - How do you cope with these challenges that you have mentioned? How do you personally manage low participation of students, their behavior, and their failure to come to tutorials and so on?

Informant: - The way I handle them is, firstly, I don't give them permission frequently that encourages them to be absent from school. I also monitor very seriously if there are absentees. Secondly, I don't only monitor absentees but I also encourage students to come to tutorial and supplementary classes. For those who are so needy, there are times when some support is made no matter who gives what. But I think it is your heart that actually matters, not a material factor. Well, material possession has its own relevance, but it should be an individual interest that actually matters. Excuse me, shall I tell you one thing? The aim of students in this area is only to complete grade 8^{th} and get a license for driving 'bajaj' (a very small, motorized three-wheeled vehicle). Therefore, there are some students who spend their time playing here, to tell you the reality. Also, there is a problem on the side of the administration to monitor such students. If you tell the administration that they haven't been able to monitor and handle these students, they tell you that they cannot help it because, if they take action against them, the students will run away from school and become vagabonds. The problem is that those who are at lower grade would observe this, and they would say 'what have they done to student 'x' or 'y'?' Why do you think this all happens? It's the impact of lack of maturity of our society. Sometimes there is also a

problem with the administrators and higher authorities. Ask me what this problem is. Sometimes they have a claim that dismissing students decreases the number of students. Nevertheless, gathering together those who have no interest for learning has an impact. Those who purposely and readily enter class for not learning will think of nothing else other than this. And now, what do the little students learn form this? They just learn the same thing. They learn the behavior they observe around here. Again, although you call parents and talk to them, there is no much tendency of correcting the problem. Sometimes, students begin being spoilt when there is too much treatment for them. I can rightly say that it is actually this unnecessary treatment of students that has particularly damaged the Ethiopian education. We should just do the right and appropriate thing because people can learn only if they are regretful. Otherwise, I reject the view that we must necessarily continue with what we're doing. Therefore, it is better to teach the student the right thing and to advise him for two or three days. It's up to him whether he leaves or not after that. Let him go where he wants to go as he has an alternative. Why does he spoil others?

Researcher: - How do you generally describe teaching English? Do you think it is different from teaching other subjects?

Informant: - Yes, English has some difference. First, it's an international language. Second, I'm pleased myself especially after I graduated in it. At one time, they refused to give me English because I was also teaching another subject previously. After I have started teaching it, however, I have been making efforts to improve myself. Secondly, teaching English enables us to learn so many things, so it is a very good language. It is also something helpful if the children know it. I myself have regretted so much for not having improved it during the years I spent in teaching. But I can say it is even the simplest of all subjects. The problem is people fail to understand it; otherwise, it is an easy subject. You can speak English very well if you have some hints and if you read. I have also taught other subjects; they are theoretical. English is a basic and useful subject even for subjects like mathematics which are helpful for technology. It is a basic subject even for the subjects called mathematics and physics. It is a language that is useful for anyone who is upgraded. Therefore, I like English on my part.

9. Researcher: - What is an issue that you think you are so successful at in your teaching life so far?

Informant:- As a teacher, I have educated my children with the help of God. I have now graduated one of my sons by a first degree. This is my success, and it is also something for which I'm grateful to God. Of course, it's because I'm a teacher. Most children of teachers are alright in their education. Because our relation is always with books, our children too will observe nothing else other than this. So, I'm happy in my teaching life for enabling my son to be successful. His successors too are attending their education. His younger brother is also doing well. Thus, I'm very happy for getting this success. I'm also very happy for being a teacher. What is especially satisfying in teaching is that your children and family will also get knowledge.

Researcher: - In the light of what you are supposed to contribute as a teacher for your school, for the society, and for students, what do you say you have achieved most? I mean, there can be something you have done which is beyond personal achievement and which is useful for the country as well, and that shouldn't be concealed.

Informant: - Yes, I've tried to mention it earlier at the beginning. There are many workers we see in power today and those who have a master's degree and a PhD; they are certainly the students we have taught. For example, there is a boy I know who went abroad for his PhD. He is one of our former the students. If you consider this, you actually feel very happy. As a teacher again, in the society in which I was working, there is time when people brought their children to school because of me. It was in 1992; they brought their children to the school deliberately after they have seen the way I was handling students. This has given me so much satisfaction. I'm very

pleased for being a teacher at that time and by the very fact that the parents themselves chose me as a good teacher, and being influenced by me, admitted their children to the school. This is what I can actually recall.

Researcher: - In general, to what extent do you say you are successful in your job?

Informant: - Yes; it is generally good as far as I'm concerned. Although I don't exaggerate myself this much, there is at least nothing for which I have been accused. Because I was frustrated for certain years, I can't say I worked very well especially around 1985 and 1986. Outside this time, however, I have been doing a good job in collaboration and harmony with my colleagues and my leaders. I think I have also contributed, as much as I could, what I should contribute for the society.

Researcher: - What was the problem that frustrated you at that time?

Informant: - I was frustrated due to transfer cases. To tell you the reality, there was some discrimination because we don't speak the regional language and we were transferred from place to place. Consequently, there was a sense of frustration and hopelessness. Actually, people themselves were not conscious and things were new at that time. As a result of such things, we didn't work so much then. The local authorities themselves were not willing to let us work, to tell you the reality. Apart from that time, I can say I'm successful in the rest of my career life.

Researcher: - But what do you consider as a stumbling block to your maximum effort to do your job to the level of your expectation?

Informant: - There is nothing else that has deterred me, actually. I'm working as much as I can.

10. Researcher: - Alright. In view of what you have raised so far about your career life as a teacher, how do you generally describe the teaching profession?

    Informant: - As I said earlier, there is nothing comparable to the profession had it not been for the poverty. Secondly, it is also protected from everything. You are not mischievous in this profession, and you pass on only the right thing. There is nothing that harms your relation and exposes you to theft. It's a good job. There is nothing like your job that dignifies you so much despite the attitude of the society. It's a very interesting job. In my opinion, the teacher is much better even in terms of health and in many other ways, and he lives even longer due to the nature of his job.

11. Researcher: - You have told me that you were considering leaving the teaching job.

    Informant: - Yes; it was at the beginning of my employment due to the existing situation then. At the time of my employment, I didn't actually think I would continue with teaching. I had a plan to teach for a couple of years and then change to another job because I was not interested in teaching due to its unprofitability. Later on, however, I just carried on with teaching as I continued learning the methodology and living in the profession myself. Little by little, I became familiar with the job. After staying in the profession for four or five years, I became to respect the job and just continued with it although there is nothing I can improve. What is more, there is no alternative even when you come from another area. Yet, it is somewhat better these days.

12. Researcher: - What about your future intention? Would you leave it if you get another job?

Informant: - Well, I've now served almost for 30 years, and serving for 30 years is not a simple thing. I don't have an intention to leave it hereafter. I will leave it when I reach the retirement age and I will try to improve myself and my education afterwards as much as possible.

Researcher: - Do you think teachers do their job perseveringly these days or they have a tendency to leave?

Informant: - The majority of teachers here work perseveringly. If you ask me why….

Researcher: - I mean when seen generally.

Informant: - When you see it generally, there is no one so eager to leave. After all, there is nothing that you decide to leave all of a sudden. What is advisable is to wait for a better thing to happen while continuing doing your job here. If there is something you want, you can negotiate with the government and deal with it successfully.

13. Researcher: - The question I want to ask you now is, if you were to begin your career all over again, would you choose teaching and particularly teaching English again?

    Informant: - I don't want to lie about this; I wouldn't choose it again because of the conditions of my life now. I like the profession, yet I wouldn't choose it again. All of us are not interested–why should I lie–because we have to develop. Otherwise, it's difficult.

14. Researcher: - We are now coming towards the end of our interview. What measures do you think should be taken in order to improve teachers' working and living conditions in the future?

    Informant: - If you consider certain things, we're many in the first place. If you demand immediate improvement now, there are different things that make this difficult to happen. There is nothing that you expect to be done for you at this time. Still, it would be a good idea if the government discusses the issue and estimates something for the teacher as much as it can in order to boost the teacher's motivation and enable him to change his life to some extent. Nevertheless, there are sometimes over-expectations beyond the capacity of the country. Thus, we have to think of something that is appropriate to happen. Now the living cost is very high. Let's say I earn 1,800 birr at the moment. From this amount, I buy 'teff' with 1,000 birr; I'm also a family leader, and there are all sorts of such things. Consequently, I couldn't live on this amount of money. Therefore, considering such things, the government should, in the first place, consider ways of enabling teachers to get a house. Second, it is not only money that actually matters; ways of subsidizing teachers in other aspects that can solve their problems should be sought constantly. Generally, ways of providing teachers with different advantages should be considered. One of the reasons why some teachers hate their profession is they think that workers in other organizations get various advantages. To tell you the reality, they say that other workers have allowances and other benefits, so they are better off as compared to teachers who have to wait for a month in order to get something. Besides, students nag them, and the administration disappoints them. As a result of this, they always frustrate. Thus, it would be a good if the government arranges ways of enabling teachers to improve their life to some extent. If these things are fulfilled for teachers, I'm sure they will change completely.

    Researcher: - What do you anticipate in the future? Do you think teachers' working and living condition will change in the future?

    Informant: - I think it will change because I haven't seen anything that hasn't changed. In the past, I myself used to be pessimistic; I used to be somewhat frustrated thinking that nothing better will take place. Obviously, there are changes if you consider certain things. I was employed by

200 birr, but I earn 1,800 birr now. Actually, as capital grows and life becomes more and more expensive, the value of 200 hundred birr then and 200 birr now is not equal. Anyway, if we work with mutual understanding, discussion, love, and consideration for each other, I think on my part that the situation will be good in the future.

15. Researcher: - Alright. If you have additional comments at the end, you are welcome.

Informant: - Yes; if possible, it would be good if our economy also grows like that of others. Otherwise, we too should pay the price for the sake of the society. There is a better condition now. In the past, when I was employed, the teacher was a drinker and a smoker. These days, even the teacher himself has changed, and his mind has developed. Here in this school, for example, you don't see teachers who smoke or drink. I know in my time that there were teachers who drink for about 24 hours. Now there are changes these days. This is a sign of development, and all concerned should support us so that this positive trend continues to develop. Secondly, we shouldn't be fault finders only. What is important is not faultfinding with somebody and twisting things deliberately. What is the problem, after all? It's possible to discuss problems and solve them. Truly speaking, teachers are not difficult to deal with if you associate yourself with them. We teachers on our part should make efforts to serve the society with the knowledge and experience we gained from education. Thus, this is my point of view, as a whole. I thank you very much for interviewing me and for everything. I came to the interview after thinking over issues seriously in order to speak my mind. This is not for your sake, actually; it is for the sake of the country. We all work for nobody else; even you are doing this research for the country. That's how I see it; I think in terms of the country. Finally, thank you very much.

Researcher: - Alright; I also thank you very much for giving me such a very long, deep, and mature idea concerning your professional life. I also wish you success in your career endeavors and in your life as a whole. Thank you very much once again.

Appendix F: Excerpts from the Researcher's Journal

March 15, 2011: At Zemen's school

Today I have an appointment with Zemen at her school to arrange interview date and place and to discuss other issues. It was a break time in the morning shift when I reached there. I met her in the staff tea room, and she invited me to a cup of tea. We sat at a corner of the room and we had some informal conversations about her work. She complains mostly about students' lack of interest in learning. She says that students are careless. They don't bring their books with them; they don't attend their classes well even if they have books. Teachers make efforts but there is little change from students. She says that students' lack of effort and motivation for learning 'is killing us.' She also told me how she was demoted after graduating from a college in diploma program. This happened while she was expecting promotion after upgrading her academic qualification. She seems to have lots of frustrations and disappointments. I think I should consider this as useful information and capitalize on it during interviewing and data analysis.

March 10, 2011: Challenges in recruiting teachers

Recruiting teachers for interview is a difficult task. Some of the teachers have generally agreed to take part in the study as per the orientation they were given. Yet, they are giving me several appointments, and they do not come. They are not sticking to their appointments. Why do they hesitate? I think they want to evade being interviewed. Maybe I will have to exclude them from the study. I will have to retain those who are committed and look for others who are more willing and ready to be interviewed.

March 21, 2011: How to deal with participants' digression and being off-point

During the1st round interviews, I observed that the participants sometimes tend to produce irrelevant responses, digress from the central topic, or evade answering the questions straightforward. This could be due to inattention, misunderstanding the questions or their intentions, and discursive nature of narratives. In such cases, I should find ways of eliciting relevant responses from the participants rather than leaving the questions unanswered. Let me read more on how to keep the informants on track, to redirect their focus, and to get them to clarify unclear responses by rephrasing or reformulating questions, asking follow-up questions and using probes

March 27, 2011: Yomi's interviews

Today is Sunday. I am at Yomi's school to interview her. I came right on time as per our appointment; she was also in the school with a few other teachers, but she was rather late for the interview as she was busy with discussions with parents. These teachers are working even on Sunday. Are they doing part-time job? Let me clarify this from Yomi later. Let me use this observation to consolidate what she might say about her workload and other concerns.

April 3, 2011: Meeting Abdi to fix the date of interview

Today I am at Abdi's school. Although it is Saturday, there are many teachers and many students in the school. Abdi told me that there are makeup classes, supplementary classes, and other extra-curricular activities in the school. How do teachers see working on the weekends? What motivates them to work on the weekends? Who covers their costs for coming to school? This is an area I should explore into in my interviews with the teachers. I talked with Abdi for a while about the challenging and difficult nature of teachers' job. I was interested in what he said about teaching and recorded it in my notebook. It was in Afan Oromo and it reads as follows: "Nama bocuu, hawaasa bocuu; Dhakaa bocuu wayya namaafi hawaasa bocuu mannaa. Kana hojiin barsiisaa." (The job of a teacher is shaping

a person, shaping community; it is easier to shape a stone rather than shaping a person and a community. This is the work of the teacher (shaping a person and a community)." This is an interesting idea about his perception of teaching; I should incorporate it in his data during analysis.

April 20, 2011: My visit to Araya's school

Today I have an appointment with Araya at his school. I met him with some schoolteachers I know and they invited me to a soft drink at their cafeteria. I think they have a good cafeteria. The school compound is neat and attractive. The buildings and the classrooms are in good conditions as compared to the other schools of the same level I have seen. For me, it is an attractive work environment. Can I use this observation to complement Araya's interview data? It is a useful idea to consider whether this observation matches or mismatches with the way Araya perceives his workplace from the viewpoint of its physical conditions.

Appendix G: McKay's (2008) Self-narrative (from the background of her research)

I began my teaching career not in a classroom but in a men's Correctional Centre for adult inmates serving a sentence of two years less a day. Initially, I took the job because I was planning on saving up my money then traveling for a year before I began teaching. It never occurred to me that my first job after University was to foreshadow the course of my career twenty years later.

My duties as a correctional worker included supervision of inmates as they moved through their daily routine of work or school and their evening routine of meals, exercise and recreation, quiet time then lights out for the night. Women were only allowed to work in the low security areas. These areas included the dorms and the living units that were separate from the main building and more closely resembled a home like atmosphere. Intuitively, I discovered that counseling the inmates was a naturally evolving process as there were frequent times throughout a shift when an individual would come into the office seeking a compassionate listener and a conversation. These informal visits often involved a discussion of family, plans for the future and how to avoid further incarceration.

The Correctional Centre was located in Northern Saskatchewan. The majority of the inmates were Aboriginal and most of their crimes were alcohol or drug related. I had always assumed that alcohol and drugs were the reasons for their crimes and if they didn't use or abuse these substances, they wouldn't be in jail. I quickly came to learn that alcohol, drugs and incarceration were symptoms of, not the reasons for, their life circumstances. Although I did not realize this until much later, this was a lesson that would forever influence the lens through which I viewed the world. My old ways of knowing were being challenged and I had taken my first step toward becoming a subjective knower….

I was raised in a predominately white, middle class community. In that community there were a few families who were not white, some families who seemed to lack income and materialistic advantages and families who seemed to have wealth and everything they wanted that money could buy. Everyone knew who fit in which category. Both of my parents worked, which was not that common during my childhood. My mother had grown up in relative wealth and comfort. She received her degree in nursing and continued her career at the hospital as well as a career at home with five children. My father had quit school in grade eight during the Depression years. He helped on the farm at home and held down other odd jobs. Eventually he became a journeymen plumber with more than enough experience in all the trades to be able to fix or build anything. He was well respected within our community and within the construction industry. I don't recall ever specifically being told that I had to finish high school or go on to a university career but I do remember that failing at school was never an option and the importance of an education, a job and being able to support oneself were inferred in most conversations.

I knew that there were people in our city who lived in poverty and I assumed most of those were Aboriginal. I also believed that most Aboriginal people struggled with alcohol abuse and neglected their children. This belief was solidified the year we, along with several other families from our church, took in Aboriginal children from a nearby residential school for the Christmas holiday. We were told it was too difficult to get them back to their homes and that their lives up north had nothing to offer them. We believed we were doing a kind, compassionate, Christian act by sharing our Christmas traditions. I clearly remember feeling angry that these children were taken away from their family to live somewhere else. It always seemed cruel and I couldn't quite grasp the logic behind these government decisions. Even then I was unsure as to how we were supposed to be helping them. I cried for the homesickness I imagined they must have felt.

Over the years my insight changed only enough to realize that not all people who lived in poverty and abused alcohol were Aboriginal and there were some Aboriginal people who worked hard and held down a job. It didn't surprise me that most of the inmates at the Correctional Centre were Aboriginal. It did surprise me that they didn't want to be in there and they did have hopes and dreams for a future. I clearly remember the shift I was working and the inmate I was talking with when I realized that these

inmates were people; individual human beings who existed separate from their crimes against society. I couldn't paint them all with the same brush as each one had a unique story. It occurred to me that each one of these men came from a family; parents who loved them, relatives who cared about them and spouses and children who needed them. They had each had a life full of experience before they ended up in jail. I had never before thought about them as more than inmates. I had never before considered that anything other than poor choices had led to their jail sentence. I was moving away from judging the inmates to trying to understand the circumstances of their lives…. My personal experience was giving me knowledge that was in stark contrast to the truths I had always accepted from the authorities in my life. As I attempted to understand the inmates' experiences, I was developing a capacity for empathy and thus, access to other people's knowledge….

My first teaching job was in a small town with a population of less than five thousand people. It resembled a larger version of where I grew up in with a similar belief system and hierarchy of wealth. The one thing that was noticeably different was my ability to recognize the sheltered, narrow viewpoint from which the people of the town saw the rest of the world. If they even knew what existed beyond their own secure place in the world, they didn't intend to get involved. As a twenty four year old woman with her first teaching position I was not prepared to take on the responsibility of expanding their worldview. I was quite certain that the people of this small town were not interested in using my experiences with the inmates to build their own knowledge and they had no intention of changing the lens through which they viewed those less fortunate than themselves. Following the curriculum and ensuring that their child was receiving the best possible education and preparing for their future was my priority as an educator. This was a setting very familiar to my own upbringing and school experience so I knew how to behave, what to expect and what was expected of me as a teacher.

Three years later, I made another career shift when I moved into the city and obtained a teaching position in a large school with students from a wide array of cultures and socio-economic backgrounds. Many of the students were quite transient as several apartment buildings were located close by the school. We had several immigrant and refugee families as the area had fairly low priced accommodations and was close to shopping malls and grocery stores. Some of our students were well-established middle class families and some were growing up in poverty. Many were neglected and lived in dysfunctional, violent home situations. I remember one young teacher on staff exclaiming disbelief that homes in this day and age were without telephones and that many of her young students did not know their address, their alphabet or even how to spell their own name. I was neither surprised nor shocked and enjoyed the challenges of such diversity amongst my students. I often wondered if this was the type of school experience many of the inmates had faced when they were young.

As teachers, we were expected to follow curriculum and marks were based on performance outcomes. Many of our students were working far below grade level and we did what we could to adapt our lessons and encourage success for all our students but our responsibilities did not extend far beyond the classroom. Despite such diverse cultural backgrounds and living conditions as compared to my experience in a small town, I was surprised that the expectations and assessments for school performance were so similar. I wondered how these students who lived under such marginalized conditions could be assessed in the same way and with the same tools as my former students who lived a comparatively privileged life. Our job as teachers seemed to be one of making all students fit the identical mold of a successful school experience. I am not sure if I wanted the expectations for my students to be lower or just different. I just knew it didn't seem right to be assessing all students by the same standards.

My next position was a large school in a wealthy suburb far from the chaos and dysfunction of the fringes of society. These were the students who didn't worry about graduating from high school. They were already concerned with what they were going to study at the university level. According to my intuitions, the job description was very clearly delineated. Prepare each one for a successful post secondary institution by ensuring each was ready to meet the demands of high school. Many of the parents were self employed and thus able to drop in and observe their child in the classroom setting. They were always prepared to discuss academic issues but personal matters such as behavior and

respect were to be dealt with in the home, behind closed doors. As a school community we did a great deal of fund raising for health agencies such as the Cancer Society or the Heart and Stroke Foundation but they were surprisingly unaware and unmoved by the plight of the poor and the marginalized people in our city. It seemed to me that they believed that poverty and unemployment were a choice. Many of the parents had the attitude that they had worked hard for what they had achieved and they weren't prepared to share it with lazy, underachievers. In counterpoint, what I came to acknowledge was that the underachievement in disadvantage students is not individual or personalized failure as much as a product of economic and social structures that regulate their lives.

After 5 years I decided it was time for a change. I had always had an interest in working with inner city students so I applied for a position at St. Jude Middle School, an alternative program within our system for at-risk students. I considered myself fairly knowledgeable about life and school experience from both extremes of our societal structures. It never failed to amaze me how some children survived the most precarious of life circumstances or trauma and how many people had no idea what life looked like beyond their own community. Armed with understanding, compassion and experience, I began my career at St. Jude and climbed into the trenches where my students fought every day for safety and survival. What differentiated this school was that the students of St. Jude had all been labeled as at-risk. This term was used to describe students who were at-risk of failing and not completing their education. There are a number of reasons a child could be considered at-risk but at St. Jude it seemed the majority of the students represented poverty, dysfunction and an inability to adapt to the expectations of a mainstream school.

Reflecting back upon this time, I came to the realization that it was in this setting that my life journey and my teaching journey was coming closer into alignment. The knowledge I gained through personal experience and the shared experience of others was connecting. All of the pieces of my life appeared to be coming together so that I could construct the knowledge necessary to develop my own voice in the struggle for at-risk students…. Despite our differences I could develop a relationship with my students and attend to their needs with an intuition for providing the acceptance, acknowledgement and success that all students want and need.

(**Note**: Because of space constraints, let me summarize the remaining of her introductory narrative as follows. She tells the story of two of her former at-risk students (Nolan and Patrick**),** who came to St. Jude Middle School (a pseudo-name) from the streets, but later dropped from the school, and eventually returned to their street life. She focuses on Nolan's story and narrates how the school failed to meet his needs; how his needs are not met by his own families; social institutions or mainstream education; how he is, like other students in a similar situation, described stereotypically by terms such as at-risk, unacceptable behavior, misfit, unsuccessful, and defiant; how his story is 'the story of one and also the story of many', and how the life of Nolan (and Patrick) prompted her to challenge the practices of her school as an alternative program school. She writes :)

I began to question our purpose in the educational system. Were we really impacting the lives of these children? Were we even expected to be successful in altering the cycle of poverty or did we simply exist to maintain the status quo of societal structures and institutions? Were we offering our students another chance for success or were we protecting mainstream conformity? What else could be done for our students? Were we doing the right things to help our students and how would we know? Would anyone care? My view of our alternative program was out of focus and my journey toward knowing was at a critical juncture. I needed to look back at where I had come from to get to this point and consider where I wanted to direct my journey.