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TEACHING PROFESSION IN STRANGULATION: -e? PROBLEMS AND SOLUTIONS WITH PARTICULAR EMPHASIS TO PUBLIC SCHOOL TEACHERS OF THE TOWN OF DANGILA

Seid, Mohammed

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Lists of acronyms

Acronym	Full meaning
AEB	Amhara Educational Bureau
BDU	Bahir Dar University
BOD	Burn out Dimensions
HEI	Higher Education Institutions
MBI-ES	Maslach Burn out Inventory- Educational Survey
MOE	Ministry of Education
N (n)	Number
n.d.	no date
OC	Organizational Commitment
OCD	Organizational Commitment Dimensions
OCQ	Organizational Commitment Questionnaire
TMC	Teachers misbehaving checklist
TMD	Teachers misbehaving Dimensions

Abstract

The centrally designed reforms and changes in the educational system of our country may not consider the conditions of teachers and the teaching profession. As a result these changes may affect the commitment, attitude and motivation of teachers. The purpose of the research study is to examine the levels of the basic internal problems of the teaching profession, i.e. decline of commitment, misbehaving and burn out with particular reference to the Dangila public school teachers. Moreover, it aims to examine the external causes and solutions of these problems purely based the opinions and suggestions of teachers. Both quantitative and qualitative methodologies, i.e. questionnaire and interview are used in the study. The questionnaire consists of three internationally recognized measurements, i.e. Organizational Commitment Questionnaire (OCQ), Teachers Misbehaving Checklist (TMC) and Maslach Burn out Inventory-Educational Survey (MBI-ES). The reliability of these instruments is well established in world research arena. An interview questions were prepared to support the questionnaire and provide qualitative examination of the problems. The target population were 475 public school teachers of Dangila town. Four public schools were chosen as a sample using cluster sampling method where 258 teachers were represented. The results of the study clearly show the existence of the above three problems in varied level among the public school teachers of the town. Organizational commitment is low, significant number of teachers' show a high level of burn out and some think that misbehaving among teachers is increasing. The causes of the problems are related to decline of status, increasing work load and absence of motivation for teachers. If measures were taken by concerned the problems facing the teaching profession can be minimized; educational reforms can be effectively realized and the performance of students improved. As a recommendation, measures should focus on identifying the causes of these problems and work on these problems. It is important to provide a fair and equitable professional development opportunity and a fair salary and incentives for teachers. In addition, it is necessary to minimize workloads, cool off the pace of reforms for teachers to acclimatise them, create supportive school administration, expand carrier structure and undertake further research that help to ease teachers problems. The research may be a basis for other researchers to undertake further exploration of the problems of the teaching profession.

CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1. Background of the study

The world is in dynamic economic, social and political transformation. People and society must cope up with this dynamism through the enculturation of the young. This prompts ever changing educational reforms that aims at facilitating economic and social development of a country. The quality of education is a central theme in education system reforms. The quality of education is more and more judged by focusing on pupil performance, what they actually learn, and how well they learn it. A number of studies have been conducted with the purpose of understanding how quality in education is achieved. Grauwe & Varghese (2000), cited by Pasos (2009), believed that text resources is the key factor for improving quality in education rather than teacher competency. On the other hand, some research literatures site that teachers' competency is the key factor (Fullan, 1993; Kedir, 2006; Pasos, 2009).

In order to fulfil the millennium development goals, there are wide ranges of changes in the educational system of Ethiopia. These changes focus on particular schools that are designed to attain better educational outcomes, bring quality learning and enhance students' performance. These outcomes depend crucially on the quality of teaching and learning process, the relevance of the curriculum, the availability of instructional resources and the school conditions. In the schools where instructional materials are not available, the dominant role is played by teachers when deciding educational changes. But the centrally designed reforms and changes do not consider the conditions of teachers and the teaching profession. Teachers were expected to perform better, work harder and bring better student achievement. Little attention was given to issues of teachers' morale, commitment, motivation, workload, and working condition. This means that educational reforms that aim to promote the quality of education and learning must also promote the interest of the teachers who played a vital role in its implementation of the reforms. Some believe that this can be achieved with the help of professional development programs for teachers. But others state that professional development by itself may not bring the desired end result (Fullan, 1993; Kedir, 2006; Pasos, 2009).

The focus of the research topic is to examine the decline of teachers' commitment, the increase of misbehaving (Fullan, 1993; McCroskey & Young, 1981; Sava, 2002; Banfield et al, 2006) and burn out (Cole & Walker, 1998) within the teaching profession. These problems are well researched in other countries. But from the researcher experience there is little or no research conducted on these issues in the country. In order to bring about the success of all educational goals, these problems must be given due attention. Many researchers conclude that the above three problems may be connected with three external causes, i.e. decline of the status, increasing workload, and absence of enough motivation for teachers. Each of these causes has many dimensions of its own (Fullan, 1993; Lambert, 2004; Bennell, 2004).

For the purpose of understanding the focus of the research topic, the term 'in-out' problems is used to refer to the three sided 'internal problems' and the three sided 'external causes' that strangle the teaching profession from performing its duties and make it incapable to bring about sustainable change in the educational system. Both the 'in' and 'out problems' although for the sake of understanding may be treated in separate way it is impossible to detach them from each other. The 'in problems' are the decline of commitment, increasing misbehaving and burn out of teachers; and the three sided 'out' external causes for these problems are the decline of status of the teaching profession in public eye, increasing workload, and absence of enough motivation for the teachers (Fullan, 1993; Lambert, 2004; Bennell, 2004).

As we know, in Ethiopia Public school teachers have faced challenges that can seem insurmountable at times. One of the challenges is that their opinions, beliefs and attitudes on the current educational issues in the field of education are often overlooked by educators and policy makers. Teachers' views on important issues, such as the above mentioned problems, which are seldom given the priority they deserve, need to be researched and made public. By spending time with teachers, examining their professional opinions, it is possible to better understand their frustrations, joys, challenges, and successes (John & Wesley, 1999; Flores, 2005; Parham, 2006; Mansour, 2007).

On this basis, the topic chosen for the current study is 'teaching profession in strangulation: problems and solutions with particular reference to public school teachers of Dangila town.

1.2. The statement of the problem

To achieve quality education in the era of 'education for all' is not an easy task. In order to give access to education to the whole population, the Ethiopian government attempt to build more schools, train large number of teachers, and undertook varied reforms and changes. But these changes may not bring about the expected results due to varied shortcomings. Some of the shortcomings are the absence of enough teachers, existence of large class size, scarcity of educational resources and bad school conditions. In addition to the new reforms and changes these short comings may affect the commitment, attitude, and motivation of the existing teachers. According to Carter Pauline, (n.d.):

new educational developments are continuously being present to schools with teachers perceiving these developments to be imposed with no consultation in planning and implementation, causing them to be powerless and professionally devalued. ... Such teachers are retreating to their class rooms in defensive response to dissatisfaction; make the school to lose access of experienced professionals that may bring new changes to be effectively implemented (Carter, n.d.).

The purpose of this research is to examine the three fold problems facing the teaching profession, i.e. decline of commitment, increasing misbehaving and burn out among teachers with particular reference to public school teachers of Dangila. Moreover, it examines if the major causes for these problems revolve around the decline of the status of teaching profession, increasing work load, and absence of enough teachers' motiyation. It also examines the impacts of these problems on student performance and learning. In addition, the study also tries to find remedial solutions to the problems. Therefore, the study focuses on examining and answering the following major research questions:-

- What is the level of the decline of commitment, misbehaving and burn out among the public school teachers of Dangila?
- Is the level of commitment, misbehaving and burn out varied with experience, educational level and gender?
- What are the causes of the decline of commitment, misbehaving and burn out among the public school teachers of Dangila?

- What are the opinions of teachers concerning the effects of the decline of commitment, misbehaving and burn out on student performance?
- What can be done to solve these teaching profession problems?

1.3. The objectives of the study

The general objective of the study is to examine the level of the decline of commitment, misbehaving and burn out among public school teachers of Dangila. Moreover, the study will examine the causes for these problems; identify the remedial solutions that minimize the negative upshot on student performance and learning as suggested by the participants of the study, i.e. the teachers with varied characteristics. The specific objectives of the study are to:-

- examine if the decline of commitment, misbehaving, and burn out among the public school teachers is at a low, medium or higher level.
- see if demographic factors like gender, years of experience and educational level of teachers affect the variation in commitment, misbehaving and burn out of teachers.
- examine if the causes of the decline of commitment, misbehaving and burn out among the public school teachers are related to decline of status, workload and absence of motivation.
- examine if the teachers feel that decline of commitment, misbehaving and burn out affect student performance and learning.
- suggest recommendations that help to minimize the problems based on the opinions of teachers.

1.4. Significance of the study

This research is significant in that:-

- it may help to direct the attention of the government and policy makers to the problems of the teaching profession and propose solutions that minimize the problems.

- it may direct the attention of concerned bodies such as HEIs, ME, AEB, etc to apply remedial solutions on individual, school, community and government level which liberate teachers from the strangulating problems and enhance their performance.
- it may assist curriculum development specialists and national policy makers who design teacher-training policies that focus on the problems and solutions of teaching profession. The study provides a tip-off that helps curriculum designers to design and implement a new teacher-training curriculum that is inclusive and participatory.
- it may help other researchers to focus on issues of the interrelationship between teachers commitment and students achievement, teachers misbehaving and teachers- student interaction, increasing work load and burn out which are not yet explored in detail.

1.5. Delimitation of the study

The general objective of the study is to examine the levels of the decline of commitment, misbehaving and burn out of teachers; as well as their external causes with particular reference to four Public School teachers of the town of Dangila. It does not include any other miscellaneous problems and causes that negatively affect the teaching profession from performing its duties effectively. Therefore, the study is delimited to examining the three 'in-out' problems that strangled the public school teachers of Dangila and its effect on students' performance and learning and identifying remedial solution on that basis.

1.6. Limitation of the study

The first limitation of the study is that the instruments of the questionnaire are adopted from scholars of other countries and translated into Amharic for teachers to understand them which may bring distortions of meaning due to absence of exact words for some English words. Secondly, the study uses the opinions and feelings of the participants of the study, i.e. teachers who may not openly express their opinions on the major problems of teachers. This may be the result of fear of retaliation from the authorities. Moreover, the qualitative nature of the research may minimize the generalizability of the results out side of the town.

1.7. Definition of Terms

The 'in problems': a term used to refer to the three major internal problems of the teaching profession. These internal problems are decline of commitment, misbehaving and burn out.

The 'out problems': a term used to refer to the three major external causes that bring about decline of commitment, misbehaving and burn out among teachers. These external problems of the teaching profession are decline of status of the teaching profession, increasing work load and absence of enough motivation.

1.8. Organization of the study

The study is organized into five chapters. The first chapter deals with the research problem and its setting. Under this, the background of the study, the statement of the problem, the objective, significance, delimitation, limitation and definition of terms are incorporated. The second chapter focused on the literature review. The third chapter elaborate the research design and methodology of the study. The fourth chapter deals with the analysis of the data, the findings and discussions. The final chapter include the summary, the conclusion and recommendation of the research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Teachers as committed change agents

Teachers as change agents are anticipated to bring about change in the society and the schools. This requires teachers to have a moral purpose. When teachers fuse moral purpose with the skill of change agent it will bring about a viable cognitive and behavioral change among students. Moral purpose helps teachers to focus on the needs and interests of students. The skill of change agent encourages them to invent and utilize better strategies for realizing the vital moral goal, i.e. enculturation of the young (Fullan, 1993).

Moral purposes are the unique characteristics of many effective teachers. They keep them to go on working in a sustained resilience in the face of hardship. Good teaching by nature demands a care and respect for the students and honestly and justly delivering what is being taught. Both the teachers and students work better and become successful when they are cared about. Moreover, the mysteries of teaching demands attention to the intangibles effects of teachers' characters and conducts on the personality of students. These effects may be apparent in the tone of voice a teacher uses to speak to a student, in the way a teacher resolves contradictory needs and interests in the classroom, in selecting teaching and learning resources, in evaluating student works, and in conducting the daily practices, etc (Day, 2007; Campbell, 2008).

Teachers need the skills of change agent which help them to be effective and successful in their profession. These skills of change agent are: personal vision which refers to the inner examination of the reason for teaching and to focus on the preferred future; sustained inquiry which refers to the personal force of vitality and renewal necessary for the teaching profession; mastery of the subject matter which refers to the knowledge competency on the subject one teaches; collaboration which refers to working with and exchanging instructional ideas and inventions with other colleagues for instructional improvement and success (Fullan, 1993).

Skills of change agent cannot be attained only with enhancing teacher's professional development using pre-service or in-service training. Professional development programs have by itself many problems of its own. The desire to be professionally effective comes from within the teacher. It is an internal readiness to fulfil a moral responsibility, to live oneself in a continued learning mode, to be a good example to students (Fullan, 1993). But again the strength from within is determined by the external conditions which favours moral purpose. The question is how can we create a man of action among teachers? This bring the need to identify the major problems facing the teaching profession; the causes of these problems and the remedial solutions.

2.2. The problems of teaching profession

2.2.1. Decline of commitment

Commitment personifies teachers' sense of being attached emotionally and intellectually to teaching profession or practice. It is teachers' enduring conviction to make a difference and bring a lasting change in their students using their personality, knowledge and skill (John & Wesley, 1999; Day, 2007). It is also means teachers' devotion, identification, association in the teaching profession with a noble object in mind which keeps the well being of students in focus (John & Wesley, 1999; Kwok Wei, 2006; Day, 2007).

Teachers' commitment is many dimensional in nature. There is commitment to the school, to students, to carrier continuance and professional knowledge. Moreover, it includes teachers' positive emotional attachment to teaching profession, investing their free time with students, focusing on individual student needs, a responsibility to impart knowledge, attitude, values and beliefs, maintain professional knowledge, a willing engagement with the school and the community (Huberman, 2004; Croswell & Elliot, 2004; Croswell, 2006). Since teaching profession is collective in nature it must be understood in the school context. The success of a school is determined by the level of the organizational commitment of the staff members. This is expressed in a strong belief in and acceptance of the school's goals and values; an eagerness to wield considerable effort on its behalf; and to remain as its member despite difficulties (Bull, 2005; Croswell, 2006).

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In order to fulfil the millennium development goals, there are wide ranges of changes in the educational system of Ethiopia. These changes focus on particular schools that are designed to attain better educational outcomes, bring quality learning and enhance students' performance. These outcomes depend crucially on the quality of teaching and learning process, the relevance of the curriculum, the availability of instructional resources and the school conditions. In the schools where instructional materials are not available, the dominant role is played by teachers when deciding educational changes. But the centrally designed reforms and changes do not consider the conditions of teachers and the teaching profession. Teachers were expected to perform better, work harder and bring better student achievement. Little attention was given to issues of teachers' morale, commitment, motivation, workload, and working condition. This means that educational reforms that aim to promote the quality of education and learning must also promote the interest of the teachers who played a vital role in its implementation of the reforms. Some believe that this can be achieved with the help of professional development programs for teachers. But others state that professional development by itself may not bring the desired end result (Fullan, 1993; Kedir, 2006; Pasos, 2009).

Commitment is a very decisive factor in the success of educational transformation. Its absence contributes to the decline of teachers' work performance, misbehaving, and teachers' burnout. Moreover, teachers' commitment has an important influence on students' performance and their attitudes towards the school. If commitment is low, it kills teachers' beliefs in their professional identity, minimizes their enjoyment and satisfaction and negatively affects student performance (Huberman, 2004; Crosswell & Elliott, 2004).

2.2.2. Teachers' misbehaving

Teaching is an important profession that is linked with credibility. Credibility is important in human communication which demands the communicators (teachers) to pay attention to what they say, how they speak so that they will get the full attention and acceptance of their audiences (students) (Wahlstrom, 1992). Teacher's credibility has an impact on the attitudes and perceptions of students concerning their teachers' effectiveness and capability. It refers to the degree to which a teacher is perceived as believable as instructor by education service users (students and their parents). This means it refers to the degree to which students perceive the teacher capable of transferring knowledge. There are three elements of teachers' credibility: competence, trustworthiness, and friendly disposition (or caring) (Thweatt & McCroskey, 1996; Banfield, Richmond & McCroskey, 2006). Other educators and psychologists enumerate almost similar characteristics of effective teachers that bring about desired outcomes, i.e. clarity, variety, engagement, uses of students ideas, enthusiasm, friendliness and smile. Teachers' credibility is determined by teachers' immediacy (Borich, 1988; Lock & Ciechalski, 1995; Thweatt & McCroskey, 1996). For Bozkay and Ayelin (2008)

teacher immediacy can be portrayed as verbal and non-verbal behaviors that reduce physical and psychological distance between teachers and learners. Immediacy perceived by the learner in a learning environment can be viewed as an indicator of reduced feeling of isolation (Bozkaya & Ayelin, 2008).

The opposite of teachers' credibility is teachers' misbehaving. Some scholars tried to use another word for misbehaving, i.e. non immediacy. Some scholars indicate that 'non immediacy' of teachers' is considered by students as 'misbehaving'. Teachers' 'misbehavior' is defined as

any teacher activity that interferes negatively with instruction or students learning (Thweatt & McCroskey, 1996). Scholars identify more than 28 types of teachers' misbehaviors. The major ones are: absenteeism, confusing students, using sarcasm /mockery/ scorn/, giving boring instruction, grading unfairly, favoritism, killing time with unnecessary issues, sexual harassment, coming late. These misbehaving types are categorized into three: incompetence, indolence and offensiveness. On the other hand Bridges (1974) categorized teachers misbehaving as '*technical, bureaucratic, ethical, productive and personal failures*' (Bridges, 1974).

2.2.3. Teachers' burn out

The other vital problem in the teaching profession is teachers' 'burn out' which refers to lack of energy and gut to continue carrying out the dynamic responsibility piled every day on their shoulders. It indicates teachers who lost their vitality due to internal and external conditions (Cole & Walker, 1989; Schwab, Jackson & Schuler, 1986; Lopez, Marino & Bolano, 2008).

The term '*burn out*' is first used by Freudeberger in 1974, to indicate exhaustiveness and wearing out of professionals due to top-heavy work and hassle over an extended period of time. It is considered as a malaise of professionals who provide services to the public. Studies show that teaching when compared to the other professions manifests high level of exhaustion and cynicism (Cole & Walker, 1989; Dworkin, 2001; Evers, Brouwers & Tomic, 2002; Gil-Monte, 2005; Hakañen et al, 2006; Galanakis et al, 2009).

Scholars usually explained burn out in terms of three dimensions: emotional exhaustion, depersonalization and lose of sense of personal accomplishment (Johnson et al, 2005; Evers, Brouwers & Tomic, 2002; Galanakis et al, 2009; Azeem, 2010). Emotional exhaustion indicates a psychological helplessness of teachers to perform on a level expected of them and behaviorally flabby to make an effort towards the achievement of institutional goals. Depersonalization (cynicism) indicates teacher's withdrawal, or distancing from colleagues and students which is manifested in the form of unfriendly relationships, physical and mental remoteness. The sense of feeling of reduced personal accomplishment (reduced professional efficacy) indicates teachers' negative self evaluations, feeling of decreased productivity, effort, and fear of failure (Dworkin, 2001; Jackson & Rothman, 2005).

2.3. The causes of the problems of the teaching profession

Many scholars who tried to examine the reasons for the decline of the quality of teaching associate it with three important factors. These are: disregard of the society to teaching profession; low income and motivation of teachers; increasing work load on teachers due to varied educational transformations and changes. These three dimensional problems lay the teaching profession in strangulation and bring three triangular effects explained above i.e. absence of commitment, existence of misbehaving and burn out (Bennell, 2004; Lambert, 2004; Mansour, 2007). These problems tighten their grip on teachers became the disheartenment factors which led to decline of quality teaching, loss of the best teachers. In this situation, the teaching profession becomes work of last resort (Bennell, 2004; Dolton & Chung, 2004). For the purpose of understanding, it is important to explore the causes one by one.

2.3.1. Decline of the status of the teaching profession

The Status of teaching profession is defined as the position, standing, rank, importance of teaching profession in the society when compared with other professions (Hoyle, 2001). Some scholars examine the definition of status from insiders and outsiders perspective:

From outsiders' perspective, a profession with high status is characterised by admiration by clients and the public at large, trusted to act in public's best interests, and get proper reward for a complex and demanding role. From insiders' perspective status refers to how individual teachers view themselves, their work and their profession (Hargreaves et al, 2006).

According to research results individual teachers view a high status profession as characterised by being valued, rewarded and respected, with low external control and regulation. Moreover, a high status profession enjoys positive media images, performed in quality working conditions, having an attractive life-long career, trusted by the community, and with high levels of performance and lengthy period of training. On the other hand, they consider their teaching profession as highly subject to external control and regulation; with bad working conditions; disrespected and devalued by the society, having less reward and motivation; less trusted by the society and with bad media images (Hargreaves et al, 2006; Mhando, 2006; Hall & Langton, 2006; Kane & Mallon, 2006). According to Bennell, (2004)

the status of teachers in most countries has declined considerably in recent decades. Particularly in low income countries,[the] ‘de-professionalization’ process is more pronounced due to protracted economic and social crisis, increasing diversification of teaching force, increasing reliance on less qualified teachers and dramatic decline of standard of living (Bennell, 2004).

2.3.2. Increasing workload

Workload refers to the amount of work assigned to a specific teacher or group of teachers to do in a given or specified time or period. Teachers’ workload has been a problem for more than two decades. Teaching conditions have changed and intensified in the recent times due to heightened expectations, broadened demands, increased accountability, more humanitarian responsibilities, multiple innovations, increased amounts of administrative work, overcrowded class rooms, scarcity of teaching resources. Some researchers use the word ‘Job Demand’ to refer to a sustained physical and psychological effort expected from teachers with little resource support. Karásek, (1979) as cited by Hakanen, et al, (2006) said that ‘*work over load and time pressure bring about job stress and burn out*’ (Hakanen et al, 2006).

Teachers’ commitment is vanishing because of over flowed assessment works, misguided and ever increasing responsibilities, excessive and useless paper works. On this basis, many researchers tried to examine the interrelationship between the rapidity of educational reforms imposed from outside and the increasing stress and burn out among teachers (Hoyle 2001; Dorman, 2003; Mansour, 2007; Campbell, 2008; George et al, 2008). In addition, other scholars indicate that students misbehaving and poor school conditions directly or indirectly increased work load and bring about teachers’ non immediacy, dissatisfaction, stress and burn out (Fullan et al, 2001; Monyatsi, 2006; Hakanen et al, 2006; Bennell & Akyeampong, 2007).

2.3.3. Absence of motivation

According to scholars, when teachers are satisfied by their work, they are encouraged to achieve better and bring changes within the educational system. When they are motivated in terms of salary, further education, good incentives etc., they are willing to exert high levels of efforts to achieve educational goals and to enhance student performance. The most important

intrinsic means of motivation is related to actual work performance, i.e. recognition, responsibility, advancement, success in ones work and support (Parham, 2006; Monyatsi, 2006; George et al, 2008; Gonzalez, Sttalone & Slate, 2008). Yafuz (2010) examined the inter relation between organizational justice and culture with teachers organizational commitment. He indicates that when teachers show a positive perception of organizational justice and culture their commitment and professional efficacy increased (Yafuz, 2010).

Studies which are conducted at the dawn of this century show that a considerable number of primary school teachers, mainly in Africa, are de-motivated due to absence of job satisfaction. This affects millions of children who are feebly taught; receive low quality instruction and learning. Some researchers used the term 'motivation crisis' to indicate the problems of most of the schools in Africa, which has far reaching implications for the educational system (Bennell & Akyeampong, 2007). Other researchers also examine the interrelationship between bad school climate and administration with teachers' decline of commitment and burn out. In general, poor working conditions, increasing student misbehaving, existence of role ambiguity, absence of promotion, poor collegial relationship and bad school administration de-motivate and brought about job stress and misbehaving of teachers (Croom & Moore, 2003; Johnson et al, 2005).

2.4. Consequences of decline of commitment, misbehaving and burn out

Teachers' plays a very important role in the teaching learning process and the whole educational system. The success and failure of the educational system of any country, mainly in Africa, is determined by teachers. In advanced countries the existencē of quality resources, the involvement of family in child's education, the existence of information technology may minimize the role of teachers'. But in countries like Ethiopia, where these conditions are absent the role of teachers is vital to bring educational success and better student performance. Scholars examined the effects of these problems on student performance (Kubberud, 1999; Anderson, 2004; Goldhaber & Antony, 2004; Passo\$, 2009).

2.4.1. Consequences of decline of moral commitment

When the teachers' commitment within a school is high the school environment is healthy; teachers feel good about themselves, each other and their teaching, which promote students' achievement. Low commitment decreased teachers' productivity, develop attitude of indifference towards work, colleagues and students. Teachers with low commitment will easily lose heart, repeatedly ask for sick leave, visualize obstacles as signs of failures, look for alternative employment if available, and develop a cynical attitude and decreases school effectiveness. Moreover, it may negatively affect school relationships and enhance disruptive student behavior and brings about the decline of commitment (Sava, 2002; Chugtai & Zafar, 2006; Mackenzie, 2007; Campbell, 2008; Ahmed & Sahak, 2009).

2.4.2. Consequences of misbehaving teachers

Credibility plays a vital role in class room interaction. One means of developing a good interaction in the class room is credibility. If a teacher is credible, the students will follow the instruction attentively and effective learning takes place. If a teacher is not credible, students will give no attention to him and hence little learning takes place. Misbehaving decreases teachers' credibility, deter and detract students' from learning, weakens their class room engagement. Even a minor misbehaving has a life long impact on the physical and mental wellbeing of the students (Evans, 2004; McEvoy, 2005; Banfield, Richmond & McCroskey, 2006).

Florin Sava (2002) divides the effect of teachers misbehaving as educational, psychological and somatic. Educationally, it led to disinterest of students to learn and brings negative attitude towards the teacher and the subject. In addition, the highly discriminating approaches of some teachers' against low achieving students' kills their interest to improve. When teachers' social support is low, some students' manifests musculoskeletal complaints as well as anxiety related to physiological problems. Moreover, teachers' maltreatment of students using humiliation, rejection, excessive authority, sarcasm, and other intimidating disciplinary techniques makes students' to develop shyness, withdrawal, neurotic traits, habit disorders, behavior extremes, anxiety or impulsive behavior (Kearney et al, 1991; Sava, 2002; Croom & Moore, 2003).

2.4.3. Consequences of burnout

Burn out has a negative effect on teachers as well as students. It detracts teachers' from quality teaching. Studies show that burnout teachers don't care to impart information and knowledge to their students. They are less interested to accept students' opinions, ideas, questions, and minimize their interaction with their students. Moreover, burn-out teachers' instruct their students in less effective way, give little encouragement, and communicate with them in unfriendly way. These kinds of teachers disregard the school administration develop absenteeism; hate their occupation and quite the job (Dworkin, 2001; Cole & Walker, 1989; Ispir, 2010). Researches conducted over the last three decades have shown that burnout affect various school outcomes. It brings about reduced school efficiency and work-related problems such as teachers' turnover, low morale, poor quality of instruction, decline of productivity, absenteeism and atrocious school interactions (Yafuz, 2010).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Target Population and Sampling

3.1.1. Target population

The target population of the study is the public school teachers of Dangila town. There are nine public schools in the town. Out of these, seven of them are primary schools, while two of them are secondary schools. The total number of teachers who teach in these schools is 475. Out of these, 344 of them are males while 131 of them are females. The number of primary school teachers is 248, while the number of secondary high school teachers is 227 (Appendix I).

3.1.2. Sampling

As seen above, there are nine school clusters covering the whole target population of the study. The sampling method used is a stratified random sample. On this basis three Primary Schools and one Secondary school clusters are randomly selected as a sample for the study. Moreover, due to existence of manageable number of teachers in the four schools the whole population (teachers) of the randomly selected cluster schools becomes the participants of the study. As a result, 48.38% (n=120) primary school teachers and 60.79% (n=138) secondary school teachers are included in the sample. The total sample represent 54.31% (n=258) of the target population (n=475) of teachers (See Appendix I).

3.2. Data gathering instruments

3.2.1. Questionnaire

In order to gather the necessary data for the study, the researcher has used a questionnaire. Almost all the questionnaire items are adopted from different scholars and translated into

Amharic language. The questionnaire has six parts. The nature of each of the parts of the questionnaire is described below.

At the start of the questionnaire (part one), seven general questions were used focusing on the participants teaching experience, age, sex, level of education, type of the school, and number of periods per week. The seven basic questions intended to help to see if the problems of commitment, misbehaving and burn out vary with these variables.

The items of part two of the questionnaire are adopted from teachers' Organizational Commitment Questionnaire (OCQ) developed by Steers (1977), Mowday, Porter and Steers (1982) and polished and used by John & Wesley (1999) as well as Bull (2005) and Yafuz (2010). OCQ consists of 22 item questions tapping four areas, and with 7 alternative choices ranging from 0= strongly low to that of 6= strongly high. This helps to see the commitment level of the teachers on four dimensions. It has a coefficient alpha reliability ranging from 0.82 to that of 0.92 (Steers, 1977; Mowday, Porter & Steers, 1982; Croswell, 2006; Bull, 2005). The Amharic translation of OCQ questionnaire has a coefficient alpha reliability ranging from 0.77 to 0.90.

In part three, the items are adopted from the Teachers' Misbehaving Checklist (TMC) used by Kearney et al (1991) and Thweatt and McCroskey (1996). TMC has 22 items, with seven likert- type alternative choices from 0= strongly low to 6= strongly high. It is used to assess three types of misbehaviors: teacher incompetence, teacher offensiveness (hostility), and teacher indolence. It has a coefficient alpha reliability of 0.81, 0.87 and 0.74 for the three dimensions (Thweatt & McCroskey, 1996; Thweatt, 1999; Toale, 2001; Sava, 2002). The Amharic translation of TMC has a coefficient alpha reliability of 0.968, 0.934 and 0.951 for the three dimensions.

The items of part four are adopted from the Maslach Burn out Inventory-Educational Survey (MBI-ES) which comprises 22 items, focusing on the emotional exhaustion, depersonalization (cynicism) and lose of sense of personal accomplishment dimension, with seven Likert- type alternative choices ranging from 0= never to 6= always. The MBI-ES, which was developed by Maslach and Jackson (1986), was an internationally recognized instrument to

evaluate the burnout syndrome. It helps to check the level of burn out among teachers as advocated by Educational Administrators and Policy Makers (Evers, Browsers & Tomic, 2004; Langballe et al, 2006; Dworkin, 2001; Hakanen et al, 2006). At the end of each of the above parts of the questionnaire additional questions were included to examine teachers' additional opinion on the problems. The MBI-ES English version questionnaire has a coefficient alpha reliability ranging from 0.85 to 0.86. Its Amharic version has a coefficient alpha reliability ranging from 0.87 to 0.93.

The part five and part six items of the questionnaire are developed by the researcher based on the work of Hargreaves et al, (2006), and Hakanen, et al, (2006) in order to check if status, work load and absence of motivation bring decline of teachers' commitment, burn out and misbehaving. In part five, 15 questions with five alternative choices ranging from strongly disagreed to strongly agree were provided which focuses on three dimensions of causes to teachers problems. In part six, 15 questions focusing on solutions to teachers' problem with 5 alternative choices ranging from strongly disagreed to strongly agree were provided focusing on three dimensions of solutions.

3.2.2. Interview

Using a typical case purposeful sampling eight individuals were chosen for the interview based on experience, educational level, and gender. Six of them are teachers (two females and four males), one of them is a school supervisor from Wereda Educational Office and the final one is a school director. A structured interview with 24 questions that focuses on the 'in' and the 'out' problems of the teaching profession are utilized. 8 questions were used on commitment, 6 on teachers misbehaving and 10 questions on burn out. Moreover, the impact of the 'in problems' on student performance and learning, and the solutions are emphasized in the interview.

3.3. Data collection procedure

The first important thing done is check if the questionnaire can be easily understood by the respondents and the necessary data can be easily obtained. Since the instruments of the

questionnaire are internationally recognized ones and prepared in English, it is appropriate to make a pilot study. Therefore, twenty copies of the questionnaire and interview questions prepared in English were distributed to Dangila Preparatory School teachers. The result of the pilot study clearly shows that the instruments must be translated to local Amharic language so that the teachers will easily understand their true meaning and respond accordingly. Then the translated instruments were presented to language expert in BDU and the experts outside who make suggestions and corrections. An attempt is made to get the exact English meaning of each item questions. When difficulty arises, the English words were used in bracket along with the Amharic translation (See Appendix XIV). In order to collect the data the researcher consulted the head of the town's educational office and explained the purpose of the research study. The head was cooperative and phoned the selected school directors to facilitate the data gathering process. He also assigned one education expert to assist the distribution of the questionnaire to the four selected schools.

The total number of questionnaire distributed is 258. Three days is given to the teachers to fill and return the questionnaire. Out of the total questionnaire distributed, 77.90% (n=201) is returned, while 22.09% (n=57) is not returned. From the returned questionnaire, 74.12% (n=149) is filled by the male teachers, and 25.87% (n=52) by the female teachers. Moreover, 14.32% (n=30) filled by certificate level, 18.40% (n=37) by diploma level, and 66.66% (n=134) by degree level teachers (See Appendix I).

Data from the interview persons is collected using a tape recorder and note taking form. The interviewed persons are fully cooperative in answering the necessary questions. The data collection using the interview takes two days.

3.4. Method of data analysis

Both quantitative and qualitative methods are employed for the analysis. Here the researcher has used a technique called constant comparison used by Glaser & Strauss, (1967). It involves comparing and contrasting the data, categorizing it to determine the distinctive characteristics of each data set, determining patterns, and designating themes. The data collected from the interview are analyzed qualitatively. In order to analyze the questionnaire data, a cut off

point categorization using low, medium and high leveling is applied based on the response of participants. For the OCQ and TMC data, the 7 likert scale level of agreement and disagreement responses were categorized into three ranks, i.e. low (0-2), medium (3) and high (4-6). The responses of participants from strongly low (0), moderately low (1) and low (2) are summed up and categorized as low. The response neither low nor high (3) categorized as medium; while responses from high (4), moderately high (5) and to very high (6) are summed up and categorized as high. In relation to MBI-ES questionnaire data, the 7 likert type scale responses were again categorized in to a low, medium and high cut of points. On this basis, the responses from never (0), a few times a year or less (1), and once a month or less (2) were summed up and categorized as indicating a low tendency of burn out. The response, a few times a month (3) labeled as medium. The responses from once a week (4), a few times a week (5) and every day (6) were summed up and categorized to indicate a high tendency of burn out. Of course, each specific question (or "item") can be analyzed separately, or have it summed with other related items to create a score for a group of statements. This is also why Likert scales are sometimes called summative scales.

CHAPTER FOUR

DATA INTERPRETATION, MAJOR FINDINGS AND DISCUSSIONS

The data collected from the questionnaire and interview is analyzed separately and exhaustively. This chapter deals with the data interpretation, the findings and discuss them using the research studies conducted in other countries.

4.1. Data interpretation

4.1.1. Analysis of the questionnaire data

4.1.1.1. Level of decline of commitment, misbehaving and burn out

The total result of the part two, three and four of the questionnaire on organizational commitment, misbehaving and burn out is compiled in Appendix II, III and IV. The total number of responses of each item is analyzed and an average is taken to see the level of commitment, misbehaving and burn out. The following table (table 1) shows the total level of commitment and misbehaving. The total cut off score for determining levels of the three problems is explained in chapter three under the topic method of data analysis.

Table 1: the level of commitment and misbehaving

No	Organizational Commitment & misbehaving	level					
		low		medium		High	
		No of Teachers	%	No of Teachers	%	No of Teachers	%
1	Commitment level	123	61.19%	28	13.93%	50	24.87%
2	Misbehaving level	152	75.62%	26	12.95%	23	11.44%

As seen from table 1, a low level of organizational commitment is manifested among 61.19% (n=123) of the respondents. A high level of commitment is seen among 24.87% (n=50) of the respondents. The total cut off score for determining levels of the three problems is explained in chapter three under the topic method of data analysis.

Table 1: the level of commitment and misbehaving

No	Organizational Commitment &	level					
		low		medium		High	

respondents. In addition, as seen from table 2, the level of organizational commitment of teachers based on the four dimensions is examined. The four dimension of organizational commitment are commitment to the school, profession, students and colleagues. The majority, i.e. 65.67% (n=132) respondents show less commitment to their students. This is followed by less commitment to school, to colleagues and the profession dimension respectively.

Table 2: the level of Commitment based on four dimensions

No	Organizational Commitment Dimensions (OCD)	Level of organizational Commitment					
		low		medium		high	
1	Commitment to school	123	61.19%	26	12.93%	52	25.87%
2	Commitment to the profession	115	57.21%	33	16.41%	53	26.36%
3	Commitment to students	132	65.67%	25	12.43%	44	21.89%
4	Commitment to colleagues	117	58.20%	30	14.92%	54	26.86%

With regard to the data on misbehaving, 75.62% (n=152) of the respondents said that it is at a low level. On the other hand, 12.95% (n=26) of the respondents said that it is at a medium level and 11.44% (n=23) of them at a higher level. Those teachers who respond that misbehaving is at a medium and higher level is only 24.37% (n=49) (See table 2). In addition, teachers misbehaving were examined using its three dimensions, i.e. incompetence, offensiveness and tardiness. Moreover, as seen from table 3, most of the teachers believed that offensiveness, tardiness and incompetence dimension of misbehaving is low (See table 3).

Table 3: level of misbehaving based on three dimensions

No	Teachers' misbehaving Dimensions (TMD)	Level of misbehaving					
		low		medium		high	
1	Incompetence	147	73.13%	30	14.92%	24	11.94%
2	offensiveness	155	77.11%	23	11.44%	23	11.44%
3	Tardiness	155	77.14%	25	12.43%	21	10.44%

Regarding the data on level of burn out, it is examined using its three dimensions i.e. emotional exhaustion, depersonalization, and feeling of personal accomplishment. Unlike the first two dimensions, researchers usually measure the third dimension, i.e. feeling of personal accomplishment in a reverse order (See table 4).

Table 4: teachers' burn out level based on three dimensions

No	Three burn out dimensions (BOD)	Level of teachers burn out					
		low		medium		high	
1	Emotional Exhaustion	100	49.75%	22	10.94%	79	39.30%
2	Depersonalization	139	69.15%	15	7.46%	47	23.38%
3	*Feeling of personal Accomplishment	42	20.89%	30	14.92%	129	64.17%
	Average		61.22%		11.10%		27.86%

*feeling of personal accomplishment is measured in reverse order

As seen from table 4, more than half of the respondents, i.e. 61.22% show a low level of burn out; while more than a quarter of the total teachers, i.e. 27.86% show a high level of burn out. Moreover, 39.30% (n=79) of teachers show a high level of Emotional Exhaustion; 23.38% (n=47) of them show a high level of feeling of depersonalization; 20.89% (n=42) of teachers show a low level of feeling of personal accomplishment (See table 4).

4.1.1.2. Decline of commitment, misbehaving and burn out based on educational level, gender and years of teaching experience

The data collected is also examined in detail to see if there is variation in decline of organizational commitment, increasing misbehaving and burn out among the public school teachers based on their educational level, gender and years of experiences. Attention is given to see if there is variation in the level of the three 'in problems' of the teaching profession using the three demographic categories mentioned above.

A. Teachers educational level category

The respondents can be categorized into three based on their level of education. Accordingly, 30 of them are certificate, 37 of them are diploma and 134 of them are degree level teachers. The three educational level categories of teachers are used to examine the variation in the level of decline of commitment, misbehaving and burn out (See table 5).

Table 5: level of Organizational Commitment based on educational level

N	level of education	Number of teachers	Level of organizational Commitment					
			low		Medium		High	
			No of Teachers	%	No of Teachers	%	No of Teachers	%
1	Certificate	30	17	56.66%	3	10%	10	33.33%
2	Diploma	37	20	54.05%	6	16.21%	11	29.72%
3	Degree	134	85	63.43%	18	12.43%	31	23.13%

As seen from table 5, more than half of the respondents, i.e. (58.04%) at the three level of education show a low level of organizational commitment. Moreover, 63.43% (n=85) of the degree level respondents show significantly, a lower level of organizational commitment than that of either certificate or diploma level ones.

Regarding misbehaving, an attempt is made to examine if there is variation in the opinions of certificate, diploma and degree level respondents. The table below shows the respondents opinions on level of misbehaving (See table 6).

Table 6: level of teachers misbehaving based on teachers' education level

no	level of education	Level of misbehaving					
		low		medium		High	
		N	%	N	%	N	%
1	certificate	21	70%	4	13.33%	5	16.65%
2	Diploma	27	75.65%	5	13.5%	5	13.5%
3	Degree	105	78.34%	18	13.43%	11	8.20%

As seen from table 6, there is no significant difference of opinion. The majority of the respondents, i.e. 74.66%, on three levels of education agreed that teachers' misbehaving is at a lower level. On the opposite side, only 16.65% (n=5) certificate teachers, followed by 13.5% (n=5) diploma teachers said that teachers misbehaving are at a high level.

Table 7: three dimensions of teachers' high level of burn out based on educational level

N	Burn out Dimensions (BOD)	High level of burn out teachers					
		Certificate		Diploma		Degree	
		N	%	N	%	N	%
1	Emotional exhaustion	9	30%	14	37.83%	55	41.09%
2	Depersonalization	3	10%	7	18.91%	32	23.88%
3	* low Feeling of personal accomplishment	4	13.33%	6	16.21%	33	24.62%
	Average		17.77%		24.31%		29.86%

*feeling of personal accomplishment is measured in reverse order

Regarding the data collected on burn out, a significant difference is seen among the three levels of education (See table 7 & Appendix XVIII). On this basis, a high level of emotional exhaustion is shown among the degree level teachers, followed by diploma and certificate teachers respectively. Moreover, there is a high level of depersonalization among the degree level teachers followed by diploma teachers. In addition, more degree level teachers show a low level of feeling of personal accomplishment.

B. Teachers gender category

It is also important to see if there is variation in level of decline of commitment, misbehaving and burn out based on the gender category of the respondents. As seen earlier, out of the 201 respondents, 52 are females while 149 are males. The data is examined if the level of commitment, misbehaving and burn out differ with the gender categorization of the teachers.

Table 8: organizational Commitment based on Gender

no	Gender	Level of Organizational Commitment					
		low		Neither low or high		High	
		N	%	N	%	N	%
1	Female	37	71.14%	6	11.53%	9	17.29%
2	Male	81	54.35%	22	14.76%	46	30.85%

As seen from table 8, 71.14% (n=37) of the female respondents show a low level of organizational commitment. On the other hand, 54.35% (n=81) of the male respondents show a low level of organizational commitment. On this basis, the Organizational Commitment level of female teachers is much lower than that of the male teachers (See table 8).

Table 9: Misbehaving opinion based on Gender

No	Teachers Gender	Level of misbehaving					
		low		medium		High	
		No of Teachers	%	No of Teachers	%	No of Teachers	%
1	Male	117	76.52%	20	13.42%	12	8.04%
2	Female	42	80.76%	6	11.53%	4	7.68%

With regard to teachers misbehaving, there is no significant difference of opinion between male and female teachers regarding misbehaving. Most of both the male and female respondents agreed that teachers' misbehaving is at a low level. Only, 8.04% (n=12) of the male respondents agreed that teachers' misbehaving is at a higher level. Moreover, only 7.68% (n=4) of the female respondents agreed that it is at a high level (See table 9).

The data collected is also made to examine if there is significant variation in the level burn out between the female and male public school teachers (See Appendix IX and X). The following table shows only the data on a highly burn out female and male teachers.

Table 10: male and female teachers' high burn out level based on three dimensions

number	Burn out dimension (BOD)	High level of burn out			
		male		Female	
		number	%	Number	%
1	Emotional exhaustion	62	41.61%	16	30.76%
2	Depersonalization	36	24.16%	8	15.38%
3	* low Feeling of personal accomplishment	30	20.13%	12	23.07%
Average			28.63%		23.07%

As seen from table 10, 41.61% (n=62) of the male respondents show a high level of emotional exhaustion; 24.16% (n=36) of them show a high level of depersonalization; 20.13% (n=30) of them show a low level of feeling of personal accomplishment. In average, more than a quarter, i.e. (28.63%) of the male respondents shows a high level of burn out (See table 10). On the other hand, when the data on burn out level of female teachers is examined, 30.76% (n=16) of the female respondents show a high level of emotional exhaustion; 15.38% (n=8) them show a

high level of depersonalization; and 23.07% (n=12) show a low level of feeling of personal accomplishment which is measured in reverse order. In average, nearly a quarter (23.07%) of the total female respondents shows a high burn out level.

In general, using gender category as a base, the level of emotional exhaustion and depersonalization of female teachers is lower than that of male teachers. In addition, the feeling of personal accomplishment of the female teachers is lower than that of the male teachers. This means more of the male teachers' show a higher level of burn out in emotional exhaustion and depersonalization dimension than the female teachers (See table 10).

C. Teachers years of experience category

The respondents' years of teaching experience is also used to examine if there is variation in level of commitment, misbehaving and burn out. The teachers' years of experience is divided into five levels each with five years interval. The data examination based on the teachers' years of experience started with identifying if the level of commitment significantly varies with longer or shorter years of teaching experience of the respondents (See table 11).

Table 11: level of organizational commitment based on years of experience

No	Years of teaching experience	Total number of teachers	Teachers Level of commitment					
			low		medium		High	
			Number	%	Number	%	Number	%
1	0-5	40	25	62.5%	6	15%	9	22.5%
2	6-10	44	28	63.62%	7	15.90%	9	20.43%
3	11-15	28	16	57.14%	5	17.85%	7	25%
4	16-20	12	7	58.33%	2	16.66%	3	24.99%
5	Above 20	78	51	65.38%	12	15.38%	15	19.23%

As seen from table 11, more teachers with 0-10 years experience, and more teachers with more than 20 years experience show a lower level of organizational commitment than teachers with 11- 20 years experience. This means that teachers with lower or with longer years of teaching experience show a higher commitment decline than that of teachers with medium years of experience.

The opinion of teachers with varied years of experience is also examined to see if there is significance difference of opinion concerning misbehaving as seen from the following table.

Table 12: teachers' opinion on misbehaving based on years of experience

No	Years of teaching experience	Level of misbehaving					
		Low		Medium		High	
		Number	%	Number	%	Number	%
1	0-5	31	71.5%	6	15%	3	7.5%
2	6-10	32	72.72%	7	15.90%	5	11.36%
3	11-15	17	60.71%	5	17.85%	6	21.42%
4	16-20	10	83.33%	1	8.33%	1	8.33%
5	Above 20	56	71.79%	13	16.66%	9	11.55%

The majority of the respondents in all level of years of experience believed that teachers misbehaving at low level. But when a comparison is made, 21.42% (n=6) of the respondents with 11-15 years of experience believe that teachers' misbehaving is at a higher level than teachers having short years of experience or long years of experience (See table 12).

The data collected in part four of the questionnaire is also examined to see if the level of burn out varies with years of teaching experience. The data collected at each level of experience is examined using the three dimensions of burn out (See Appendix XVII (A-E) & XIX).

Table 13: high burn out teachers with varied years of teaching experience

Dimension of burn out (DBO)	Number of Teachers in years of experience									
	0-5		6-10		11-15		16-20		Above 20	
	N	%	N	%	N	%	N	%	N	%
Emotional exhaustion	19	47.5%	22	50%	13	46.42%	5	45.45%	42	53.84%
depersonalization	12	30%	16	36.36%	10	35.71%	3	27.27%	31	39.74%
Reduced personal acc...	15	37.5%	14	31.81%	7	25%	2	18.18%	24	30.76%
Average burn out level in %	38.33%		39.39%		35.71%		30.3%		41.44%	

*average burn out calculated by adding the results of each dimensions divided by 3

As seen from table 13, more than half of the respondents, i.e. 53.84% (n=42) of them with more than 20 years experience, and half (50%) of the respondents with 6-10 years of experience

show a higher level of emotional exhaustion. Moreover, 39.74% (n=31) respondents with more than 20 years experience, 36.36% (n=16) of the respondents with 6-10 years experience, and 35.71% (n=10) of the respondents with 11-15 years experience show a high level of depersonalization. In addition, more than 37% of the respondents with 0-5 years experience show a low level of feeling of personal accomplishment; while, 31.81% of the respondents with 6-10 years experience and 30.76% (n=24) of the respondents with more than 20 years experience show a low level of feeling of personal accomplishment (See table 13).

To conclude, emotional exhaustion and depersonalization is higher among teachers with more than 20 years experience. Moreover, when the over all burn out level is examined based on the three dimensions, more teachers with more than 20 years experience show a high level of burn out, followed by more teachers with 0-10 years experience (See table 13).

4.1.1.3. Causes of decline of commitment, increasing misbehaving and burn out among teachers

In order to find a remedial solutions to the problems of the teaching profession it is important to examine the 'out causes' of the 'in- problem' of the teaching profession. Data for this is collected from the questionnaire as well as data collected from the interview.

A fifteen item questions were provided to teachers in the questionnaire to check their level of agreement and disagreement concerning the 'out causes' of the decline of commitment, increasing misbehaving and burn out of teachers. These items are organized into three dimensions of the 'out causes' by the researcher. The decline of the status of teaching profession dimension with four items; the increasing work load dimension with four items, and the absence of motivation dimension with seven items (See Appendix XI). For further understanding the researcher put forward the compiled results of the three dimensions of the 'out causes' of the 'in problems' of the teaching profession in table 14.

Table 14: the three dimensional ‘out causes’ of the problems of the teaching profession

No	BOD	Level of agreement and disagreement of teachers					
		Disagree		Neither agree nor disagree		Agree	
		Number	%	Number	%	Number	%
1	Decline of status	17	8.45%	20	9.95%	164	81.59%
2	Increasing work load	45	22.38%	34	16.91%	122	60.69%
3	Absence of motivation	39	19.40%	21	10.44%	141	70.14%

As seen from table 14, 81.59% (n=164) of the respondents agreed that the decline of the status of the teaching profession is a major ‘out cause’ for the ‘in problems’ of the teaching profession. In addition, 51.74% (n=104) of the respondents highly agreed on the existence of disregard of the teaching profession by the public, 57.21% (n=115) of the respondents highly agreed that there is a low government concern to the problems of the teaching profession. Moreover, 48.25% (n=97) of them also highly agreed that the problems of teaching profession are caused by the disrespect of parents and students to the teachers as well as the low publicity of the teaching profession (See appendix XI).

Looking at the second dimension, 60.69% (122) of the respondents agreed that increasing work load is a main ‘out cause’ for the problems of the teaching profession. When the data is examined, 76.61% (n=154) of the respondents agreed that the existence of large class size contributed to decline of commitment, misbehaving and burn out (See Appendix XI). Moreover, 59.70% (n=120) of the respondents agreed that continuous educational reforms increased teachers’ burdens; and 61.69% (n=124) them agreed that increasing expectation of effective performance increased teachers’ strain; 45.27% (n=91) of the respondents agreed that extraneous work load exasperate teachers problems (See appendix XI).

With regard to the third dimension, 70.14% (n=141) of the respondents believed that the absence of motivation as one major ‘out cause’ for the ‘in problems’ of the teaching profession. When examined further, 89.05% (n=179) of them agreed that absence of instructional resources as another cause for the problems of the teaching profession that de-motivate teachers from

working hard (Appendix XI). The majority respondents, i.e. 85.07% (n= 171) agreed that the increasing student misbehaving exasperate teachers' problems. 87.06% (n=175) of them agreed that the other major cause for teachers' decline of commitment, increasing misbehaving and burn out is the low salary and remuneration given to teachers (See Appendix XI).

Additionally, using the subjective questions in the questionnaire the teachers provide additional causes of the decline of commitment, misbehaving and burn out of teachers. They believed that increasing extraneous work outside the class room, increasing students misbehaving, absence of enough calorie food, scarcity of instructional resources, the nature of the work, long years of teaching, disrespect, political involvement in schools and the absence of additional incentives bring the decline of commitment, misbehaving and burn out.

4.1.1.4. Impacts of decline of commitment, increasing misbehaving and burn out of teachers on students performance

The data collected from the questionnaire is also examined for teachers' response concerning the impact of teachers' decline of commitment, misbehaving and burn out. Two set of questions were provided in the questionnaire: what are the impacts of teachers misbehaving on student performance? What are the impacts of teachers' burn out on student performance?

When the response of teachers concerning the impacts of the problems is examined, most of them feel that the decline of teachers' commitment decreases students' performance; kill their confidence to learn, bring increasing misbehaving, and hatred of the teachers and the subject. In addition, most of the respondents believed that it may bring increasing student disrespect, hatred, absenteeism, minimize motivation to learn, decrease the confidence to be effective, and promote hopelessness among students. Finally, they feel that, teachers' burn out will bring increase students' carelessness and misbehaving. Moreover, burn out result in decline of motivation and low score in examinations.

4.1.1.5. Solutions to the in problems of the teaching profession

Regarding teachers opinions on suggested solutions on the part six of the questionnaire, as well as the additional questions provided were examined (See Appendix XII). The solutions to the teachers' problems in the questionnaire are divided into three dimensions. These dimensions are: enhancing status of the teaching profession (with 5 items); minimize the work load (with 3 items); and enhance the motivation of teachers (with 7 items).

Table 15: level of agreement of teachers concerning the solutions

No	• Solutions to problems of the teaching profession based on three dimensions	Level of agreement					
		Disagreed		Neither agree nor Disagree		Agreed	
		N0	%	N0	%	N0	%
1	Enhance status of teaching profession	12	5.97%	16	7.96%	173	86.06%
2	Minimize work load	15	7.46%	19	9.48%	167	83.08%
3	Motivation of teachers	7	3.48%	7	3.48%	187	93.03%

As seen from table 15, most of the respondents agreed that enhancing the status of the teaching profession as well as tackling the problem of workload may minimize the above mentioned 'in problems' of the teaching profession. The major means of decreasing workload are minimize the class room size, decrease the extraneous workloads and improve the availability of instructional resources. Moreover, 93.03% (n=187) of the respondents agreed that finding means of motivating teachers will resolve the decline of teachers commitment, misbehaving and burn out. The major motivating solutions provided are enhancing teachers' participation in decision making, training programs that focuses on professional skills, decreasing student misbehaving, increase financial remuneration based on merit and performance, create supportive school administration, promote collegial relationship within the school, and utilize consistent administrative actions (See appendix XII).

The additional solutions suggested by teachers are, the provision of free house service to teachers, expand the levels of carrier structure further, enhance the community involvement in the schools, provision of reward and recognition for effective teachers, provision of teaching

resources, create supportive school administration, minimize students misbehaving, provide full professional responsibility for teachers, minimize political involvement in schools, build and plan recreation centers and programs for teachers, decrease work load and class room size and build collegial school administration will minimize teachers problems. The teachers also suggest that educational reforms must be followed by the provision of professional experience sharing for teachers and giving time for educational reforms to stabilize before they are replaced by another. In addition, they said that more attention must be given to the policy of recruitment of teachers based on merit as well as a good salary that go with it. They also stress that developing reading habit among teachers, collegial professional experience sharing, sustained professional support, increasing incentive, assigning work based on competency, end favoritism, creating collegial relationship, increasing teachers' salary to the levels of salary of other public institutions, establishing collegial and democratic school administration, provision of teaching resources will help to minimize decline of moral.

4.1.2. Analysis of the data collected from the interview

The interview questions provided were divided into four parts. The first part deals with seven general questions. Part two deal with the teachers' commitment with eight questions. Part three deals with the teachers misbehaving with six questions and the final part deals with the teachers' burn out with ten questions. The total numbers of questions for the interview are twenty four.

A. The results of part two interview questions

The first question asked to the interviewed persons deal with identifying the characteristics of a committed teacher. Almost all agreed that a committed teachers' is some one who fulfill his responsibilities effectively, use his time properly, teaches in a planned and orderly manner and brings a sustainable change among the students. They also mentioned that a teacher who is not committed is some one who teaches in a disorganized way, don't care what will happened to the students and pretended to work only to get his or her earnings.

With regard to commitment the majority of the interviewed persons, i.e. 62.5% (5) agreed that it is in declining. Almost all of them agreed on the existence of many situations which bring about the decline of commitment of teachers. Some of them explained the causes as follows:

A few years before, when I was teaching in one of the primary schools my commitment to the profession is high. But now after I became a teacher in the high school my professional commitment is declining. The major reason for this decline is the increasing misbehaving seen among students. Most of the high school students do not respect their teachers; they don't come to tutorial classes. In general, they are not interested to learn. This kills teachers' commitment (Interview number 3).

The main reason which decreases the commitment of teachers is the unjust decisions of the heads of the Wereda and Zone Educational office concerning further education. The requirement to get further education is not related to exact performance on teaching learning process. Either the requirement is based on the political membership or by being born as a member of a certain nationality. This increased the dissatisfaction of teachers (Interview number 4).

Teachers' were not consulted on issues of decisions of educational reforms and changes within the school. Others (outside of the profession) just impose decisions and extra works on teachers without considering their wishes and opinions. When the teachers said that these decisions were wrong, they were identified as opponents of change and punitive measures were undertaken against them. In general, the Wereda or Zone Education Administrators' never worry about the issue of teachers' commitment (Interview number 2).

If you look at directive number 43/2000, the School directors were politically appointees and spent most of their time out side the school to fulfill their political assignments, give no emphasis on the teaching learning process. They just sit there to transmit orders from above with out considering the opinion of teachers or the environmental condition. This angered most teachers and minimize their commitment and determination to change (Interview number 8).

B. The results of part three interview questions

When asked about the teachers misbehaving almost all the interviewed persons, 87.5% (n=7) agreed that it is minimal that happened some times by a few irresponsible teachers. They say that there are some addicted teachers who failed to appear in class on time, humiliate students, and

failed to be good models. Moreover, most of the interviewed persons agreed that unethical behavior is dominantly seen among fresh teachers than that of more experienced teachers. On the other hand, many of them agreed that indolence is dominant in the more experienced teachers. One of the supervisors of the primary schools in the town explained the condition of teachers misbehaving as follows:

Due to the increasing awareness of the negative consequence of offensiveness many teachers stop to physically punish and verbally humiliate students. But this was replaced by the hidden indolent behavior which makes most teachers to be negligent. This increased further student misbehaving in most of the schools. Dominantly, misbehaving teachers neglect to support the poor performing students, missed periods, failed to appear in the class room on time. In addition, there is also problem of incompetence among significant number of teachers. I saw that most of the well experienced teachers stopped reading or stop preparing for instruction (Interview number 8).

Regarding the causes, most of the interviewed persons believed that it is related to the existence of dissatisfaction against the school and the Wereda Educational office. They said that the inappropriate requirements set by them to give further education opportunities to teachers opens the way for favoritism. Moreover, the absence of incentives to effective teachers in varied forms minimizes their moral. Some of the interview persons explained this as follows:

Actions that irritate effective teachers is a performance measurement requirement set by educational administrators that have no direct relation with teaching, but focused on extraneous works outside of the class room which open the ground for favoritism. Teachers' effectiveness must be measured in the class room success (Interview number 2).

Every body even the government officials blamed us for the failures in the schools. No one is ready to support or hear our voices. Teachers are considered as untouchables. No one came to help us. This is the reason which led to decline of commitment, misbehaving and burn out among teachers. Experience sharing in cluster schools always ended with conflict and anger (Interview number 1).

C. The results of part four interview questions

The part four interview questions deals with the burn out seen among teachers. Most of the interviewed persons, i.e. 87.5% of them agreed that tiredness is directly related to the complex nature of the profession, old age, increasing work load, absence of motivation and remuneration for better performance, increasing student misbehaving, as well as teachers' social and family problems. They also said that the manifestations of physical and emotional exhaustion are seen among all the teachers. They explained the causes of burn out as follows:

Tiredness increased with age which may bring bitterness among teachers. In addition, tiredness may also be the result of individual teachers' family and social problems.

• Social and family problems make teachers mainly females to lose strength while teaching. Moreover, the social and family problems of teachers were the results of low income. All these affect capability of teachers (Interview number 5).

• Burn out and indolence among teachers is the result of students misbehaving which is aggravated by the so called direct promotion and academic dishonesty which became the order of the day which allow students to transfer from one grade to another without getting the required knowledge and skill (Interview number 3).

Teachers burn out is the result of increasing workload imposed on teachers. Many teachers have more than twenty periods per week, teach more than eight sections, engaged in additional extraneous works like giving tutorial classes which were now became one requirement of performance. In addition, teachers were also expected to participate in co curricular activities, make the students achieve the set standards, etc, which emotionally and physically exhausted and overburdened them and makes them to feel bitter about their work (Interview number 4).

Teachers are dissatisfied and show a decline of commitment, misbehaving and burn out because they are no longer benefit from the Career Structure, students misbehaving reaches at uncontrollable stage and the absence of motivating conditions in schools (Interview number 1).

Regarding the impacts of the problems, almost all interviewed persons believed that the decline of commitment, misbehaving and burn out resulted in the decline of quality of education, academic failure, increasing misbehaving, and absenteeism among the students.

The decline of commitment, misbehaving and burn out of teachers' decreased students performance, minimize academic success, increased misbehaving and chaos in schools. Most schools failed to achieve better students' performance. If your look at the examination scores of most the students it is below the standard set. Many blamed the teachers which further increased their dissatisfaction (Interview number 7).

With regard to the solutions, many of the interviewed persons suggest equal access to further education without any favoritism, collegial school leadership where the opinions and suggestions of teachers are recognized, end of political involvement in the schools. In addition, promoting academic independence to bring change from within, minimize student misbehaving by building cooperation between teachers, students and their families, minimize extraneous work loads outside the class room that has no value to actual academic activity, easing the dynamism of educational reforms will help to minimize teachers' problems. Moreover, they suggest that using incentive mechanisms that motivate teachers to bring change in the school like involve them in decision making, provide incentive for best performers or give recognition to their good work, establish favorable school environment, enhance resource provisions in the school. One of the interviewed persons explained some of the solutions using the following words:

Although an attempt is made by the government to upgrade the professional level of teachers, recognizing their key roles in schools must be accepted by the educational administrators and promote their involvement in decision making. In this respect changing the attitude of families and provide social support to teachers may help to bolster their moral (Interview number 8).

4.2. Major findings and Discussions

As seen above the data collected from the interview and questionnaire are analyzed using words, percentage, and triangulation to understand the problems of the teaching profession in the town of Dangila. Based of this the following major findings are identified and examined for their viability using the research works of different scholars in other countries.

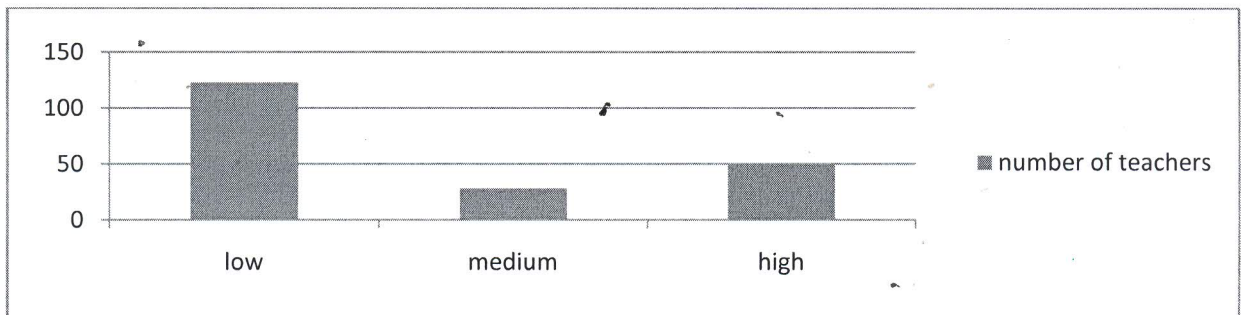
4.2.1. What is the level of decline of commitment, misbehaving and burn out?

The first research question raised in the research focused on checking the level of decline of commitment, misbehaving and burn out of public school teachers. It possible to see the level of these problems based on the data collected from the questionnaire as well as data collected from the interview. In order to answer this research question, the researcher divided the data results in three using a cut off points based on the responses of participants so that it is possible to say that the level of commitment, misbehaving and burn out is at a higher, medium or lower level.

A. Level of organizational commitment

Examining the data on organizational commitment, the majority of the respondents, i.e. 61.19% (n=123) of them show a low level of commitment (See figure 1). This indicates that organizational commitment of teachers is very low.

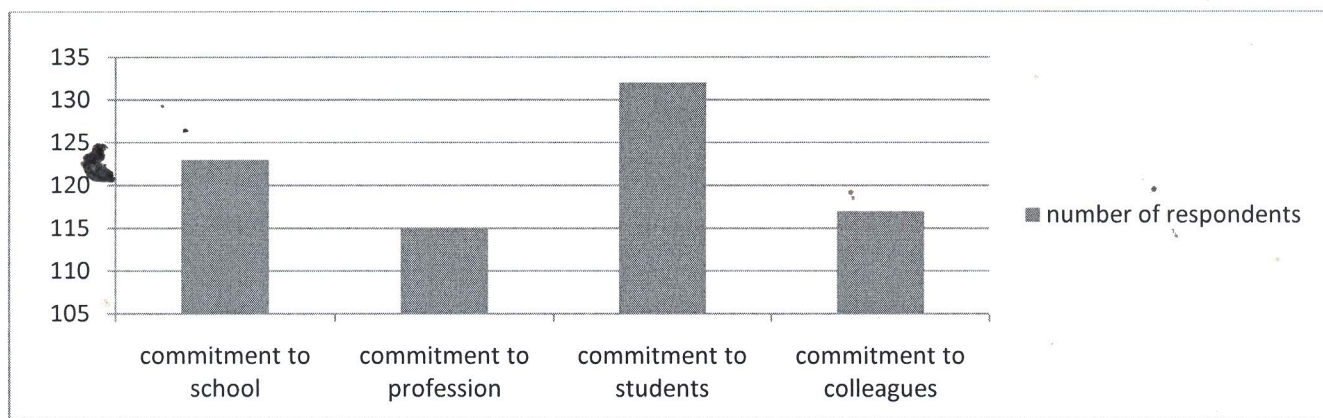
Figure 1: graph showing the level of organizational commitment of teachers



When the data on organizational commitment is examined using the four dimensions, commitment to students dimension is much lower than the other three dimensions. The majority of respondents, i.e. 65.67% of them show a low level of commitment to students' dimension, followed by commitment to school dimension. Moreover, it is possible to use some of the major item questions of the four dimensions to make a comparison of level of commitment (See figure 2). From commitment to school items, concerning 'the tendency to cover other teachers class

room in order to stay in the school' 67.16% (n=135) of the respondents show a low level of commitment (See Appendix II). From commitment to profession items, concerning 'the desire to continue teaching without economic needs', 60.69% (n= 122) respondents show a low level of commitment. From commitment to students items, concerning 'to help students' learning (activities) out side of the class room', 71.64% (n=144) of the respondents show a low level of commitment. From commitment to colleagues items, concerning 'to be proud of his /her/ colleagues performance,' 61.19% (n= 123) of the respondents show a low level of commitment (See Appendix II). Moreover, concerning trend of decline of commitment, the majority of the respondents, i.e. 73.13% (n=147) said that it declining (See Appendix II).

Figure 2: graph showing teachers low organizational commitment based on four dimensions



B. Level of misbehaving

As the data on teachers misbehaving is examined, the majority of the respondents, i.e. 152 (75.62%) believed that it is at a lower level (See figure 3). The low level of teachers misbehaving is also seen when the data is examined based on the three dimensions of misbehaving. More than a quarter of teachers, i.e. 26.86% (n=54) agreed that the incompetence dimension of misbehaving is at medium or higher level. In addition, from the incompetence dimension items, concerning 'information over-load', 16.41% (n=33) of teachers agreed that it is high. From offensiveness dimension items, on 'verbally abuse students,' 14.42% (n=29) believed that it is at a high level. From the tardiness dimension items, concerning 'being absent or late from class, 12.93% (n=26)

believed that it is at a high level (See Appendix III). In addition, more than half of the respondents, i.e. 50.74% (n=102) believed that teachers misbehaving is increasing (See figure 4).

Most of the interviewed persons (including a supervisor) support that teachers misbehaving which is manifested in the form of offensiveness is now replaced by hidden indolence and incompetence dimension of misbehaving, where significant number of teachers show carelessness by neglecting the poor performing students and incompetence by stopping reading and stop to prepare for the lesson (Interview number 8).

Figure 3: graph showing level of misbehaving based on response of teachers

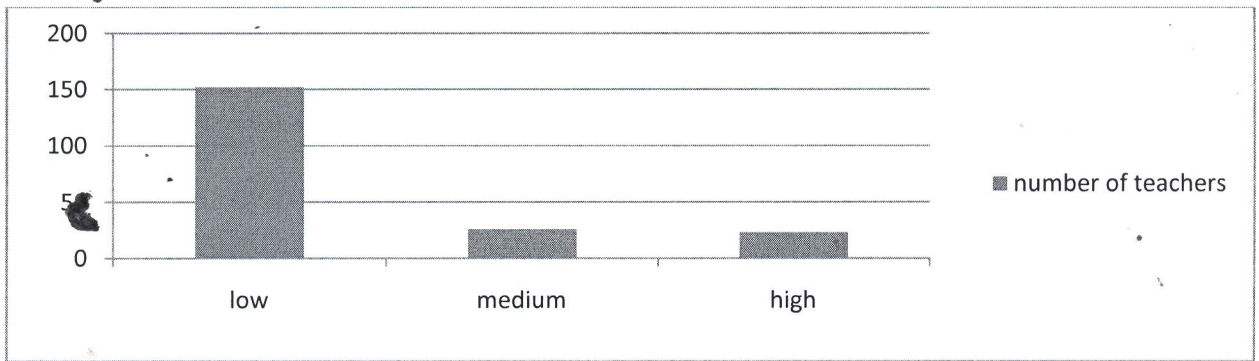
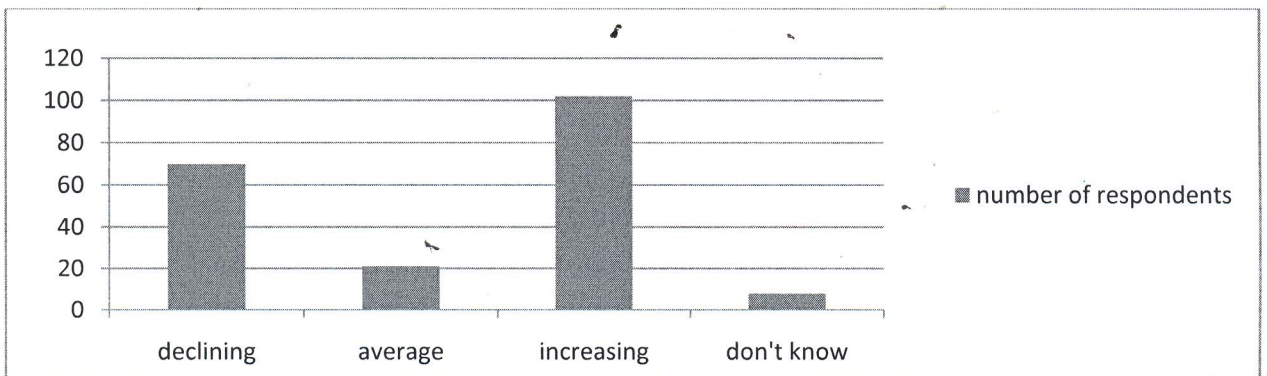


Figure 4: graph showing trend of teachers misbehaving



Some researchers who study teachers' misbehavior explained that teachers and students respectively may not recognize the misbehaving act due to either lack of understanding or because they feel that some acts of teachers are considered normal. Thweatt & McCroskey,

(1996) provide an alternative word for misbehaving: '*non- immediacy behavior*' in order to include teachers misbehaving acts that were not normally considered as misbehaving (Thweatt & McCroskey, 1996).

C. Level of burn out

The other important problem of the teaching which is examined is the level of stress and burn out. In order to make intervention measures that help to minimize the problems, it is important to see at what level the problem of burn out stands.

In order to clearly understand the burn out level, the data is examined based on the three dimensional manifestation of burn out. Nearly half of the respondents, i.e. 49.95% (n=100) show a low level of emotional exhaustion (See figure 5). From the emotional exhaustion dimension items, '*I feel that I am working too hard on my job,*' 82.58% (n=166) of the respondents show a high level of emotional exhaustion (See Appendix IV). Moreover, Most of the respondents, i.e. 69.15% (n=139) show a low level of depersonalization (See figure 6). From the depersonalization dimension items, '*I don't really care what happens to some students,*' 31.34% (n=63) of the respondents show a high level of depersonalization (See Appendix IV). Concerning the third dimension, feeling of personal accomplishment (measured in a reverse order), the majority of the respondents, i.e. 64.17% (n=129) of them show a high level of personal accomplishment, while 20.89% (n=42) them show a reduced feeling of personal accomplishment (See figure 7). From the reduced feeling of personal accomplishment items, '*when I face a problem that angers me I resolve it with patience,*' 30.84% (n=62) of them show low feeling of personal accomplishment (See Appendix IV). Generally, more teachers show a high level of emotional exhaustion than depersonalization or reduced personal accomplishment.

Figure 5: graph showing level of emotional exhaustion based on number of respondents

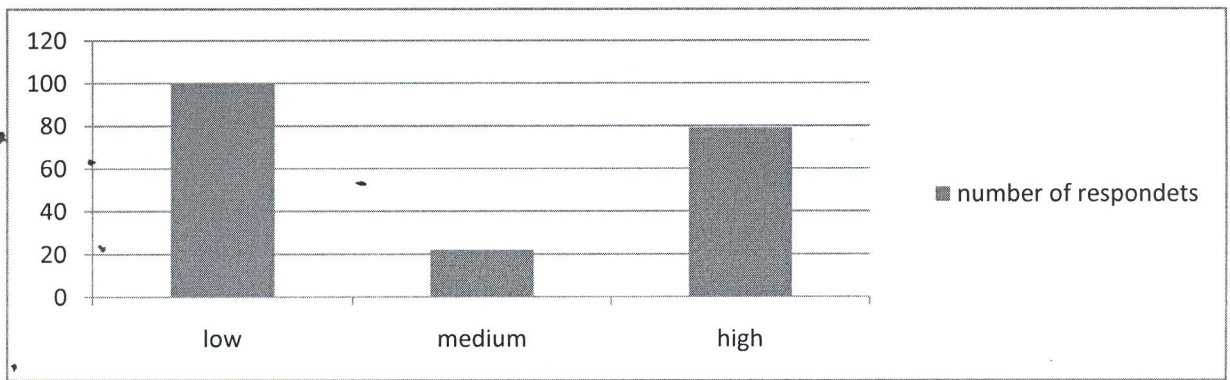


Figure 6: graph showing level of depersonalization based on number of respondents

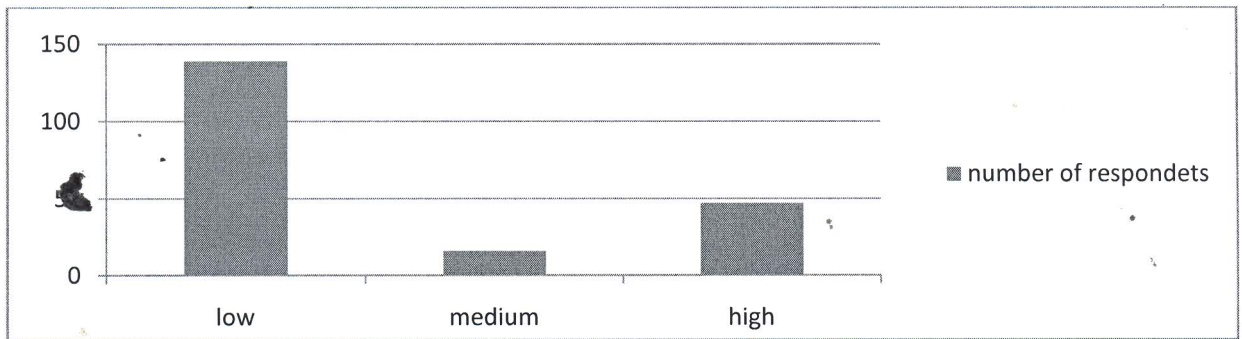
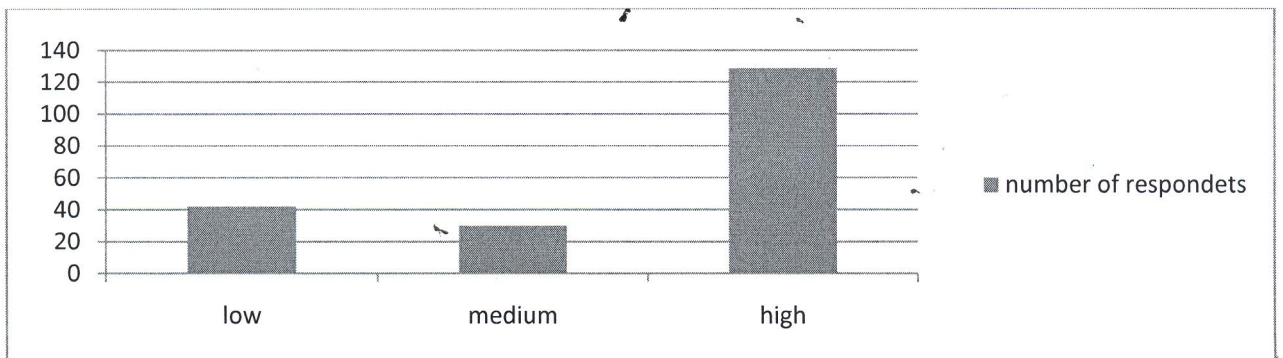


Figure 7: graph showing level of personal accomplishment based on number of respondents



This is supported by research studies conducted in other countries. A research conducted by Lopez et al, (2008) on Santiago University professors' shows that emotional exhaustion in higher followed by depersonalization and reduced feeling of personal accomplishment. This means that

the higher the emotional exhaustion and depersonalization directly related to higher feeling of reduced feeling of personal accomplishment which makes teachers either to show a sign of physical or psychological health problems, or quite the profession when an opportunity arises (Lopez, et al, 2008).

4.2.2. Is there variation in decline of commitment, misbehaving and burn out among teachers based on gender, educational level and years of experience?

The second question posed: is there variation with regard to teachers' problems based on gender, educational level and years of experience? The research result shows the existence of gender, educational level and years of experience variation in decline of commitment, misbehaving and burn out among public school teachers.

A. Gender as a means of examining variation

As the data is examined the gender variation in organizational commitment, out of the 52 female teachers who fill the questionnaire, 71.14% (n=37) of them show a low level of organizational commitment, while out of 149 male teachers who fill the questionnaire, 54.35% (n=81) of them show a low level of organizational commitment. This means that the organizational commitment level of female teachers is significantly lower than that of male teachers. (See figure 8 & 9)

Figure 8: Graph showing total female teachers commitment level

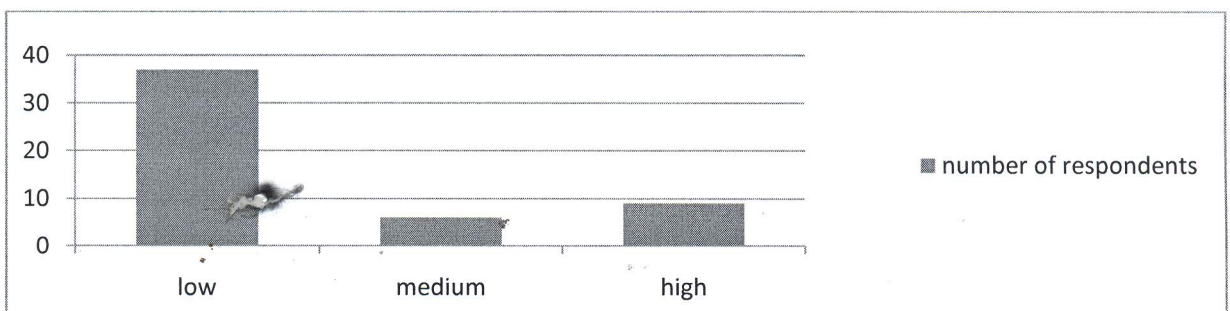
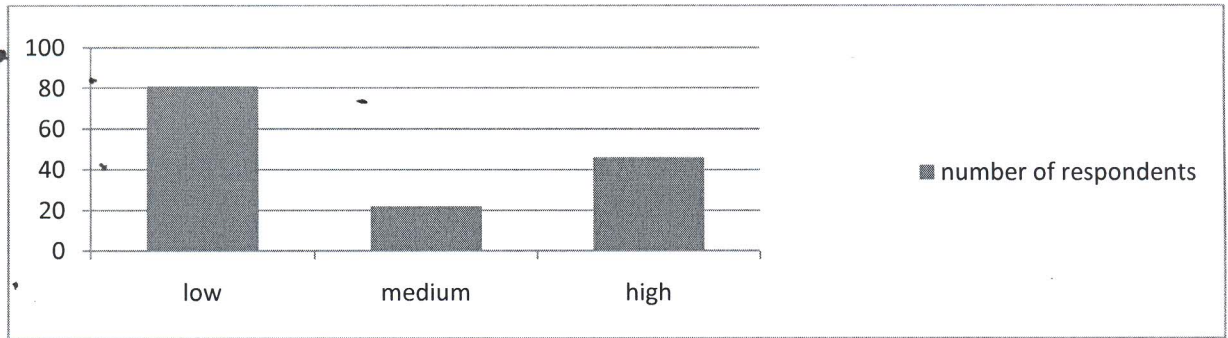


Figure 9: Graph showing total male teachers commitment level



This result can be compared and contrasted with research results conducted in other countries. Some research results conducted on commitment shows that females are less committed than male teachers (Bishay, 1996). But other research results indicate that females are more committed than that of males due to their success in passing barriers to their professional continuance. Other research results show existence of no relationship between gender and organizational commitment (Bull, 2005; Reyes, 2001).

When the opinion of teachers on misbehaving is examined, the majority of both female and male teachers say that it is at lower level. A significant number of both male and female teachers agreed on the existence of teachers misbehaving at medium and higher level. This is expected because not all teachers misbehave.

Research conducted by scholars concerning misbehaving shows that offensiveness is higher followed by indolence and incompetence respectively (Thweatt & McCroskey, 1996; Wanzer & McCroskey, 1998). But there is no research result that focused on the relationship between gender and misbehaving.

When teachers burn out is examined, 41.61% (n=62) of male teachers show a higher level of emotional exhaustion; 24.16% (n=36) show a higher level of depersonalization; 20.13% (n=36) show a low level of feeling of personal accomplishment (See figure 11). On the other hand, 30.76% (n=16) female teachers show a higher level of emotional exhaustion; 15.38% (n=8) show

a high level of depersonalization; 23.07% (n=12) show a low level of feeling of personal accomplishment (See figure 10). Therefore, the level burn out of male teachers is higher than that of female teachers.

Figure 10: Graph showing highly burn out female teachers based on three dimensions

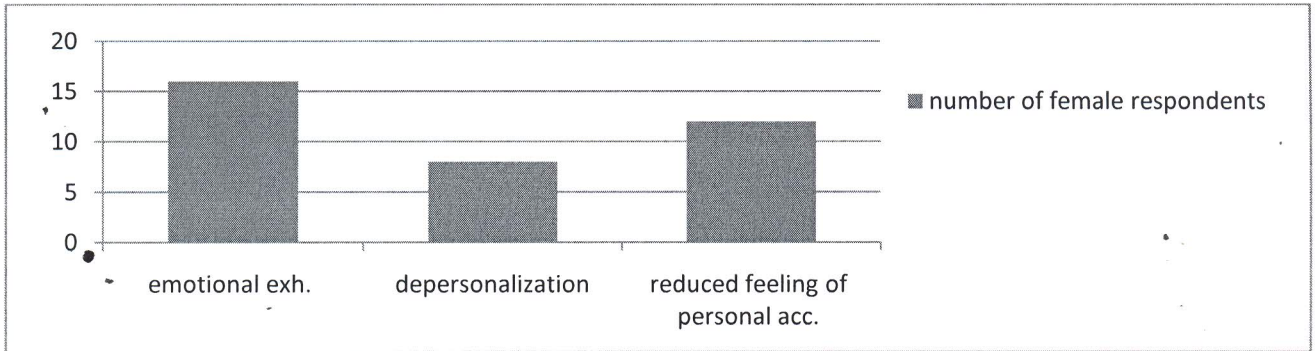
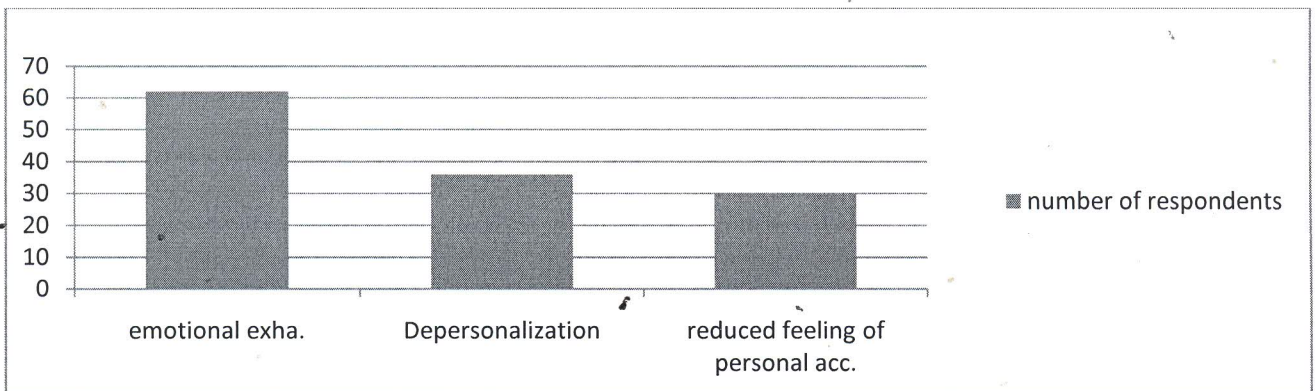


Figure 11: Graph showing highly burn out male teachers based on three dimensions



B. Teaching experience as means of examining variation

Teachers with more than 20 years experience show a low level of organizational commitment, followed by teachers with 0-5 years and 6-10 years experience respectively. This means that teachers with shorter and longer years of experience show a low level of organizational Commitment than teachers with average years of experience (See table 11 above).

Some research results of other countries show similar findings concerning relationship between organizational commitment and years of experience. According to Bull (2005) and Reyes (2001) when experience increased commitment declined. Other researches indicate that commitment is low among the young teachers due to mismatch between what is imagined during training and what is found in schools (Bull, 2005; Reyes, 2005).

Although teachers with varied years of experience agreed that teachers misbehaving is at low level, significant number of teachers, i.e. 21.42% (n=6) with 11-15 years of experience believed that teachers misbehaving is significantly at a higher level (See table 12 above).

Teachers with more than 20 years of experience shows a higher level of emotional exhaustion and depersonalization, hence high level of burn out, followed by teachers with 0-10 years experience. According to some interviewed teachers higher stress seen more among teachers with more than 20 years of experience either due to old age, or because they reach the end of the carrier structure and no longer be beneficiaries or due to increasing student misbehaving. Other say that the younger teachers are more dissatisfied, as a result show a higher burn out and stress level than the experienced ones (See table 13 & the interview result above).

Research studies conducted in other countries indicate almost similar results concerning the inter relationship between age and burnout. Although some studies indicate the existence of burn out due to increasing age, many of the research results shows the existence of burn out among teachers with short years of experience. The fresh teachers who are excited and happy when they joined the profession became disillusioned due to varied stressor factors which they actually face in schools (Singh & Billingsley, 1996). According to Malcolmson et al, (2003):

younger, less-experienced teachers report both more stress and lesser ability to cope with it, as compared with their older and more experienced colleagues. Whether adjusting to a new environment, honing their teaching practice, or preparing curriculum for the first time, younger teachers appear to be facing a greater level of stress than those with more experience. As well, new teachers often choose to become involved with an extra-curricular program or event in order to secure their place in a school and a teaching position for the following academic year. Whether by choice or by circumstance, new teachers appear to face a higher risk for burnout (Malcolmson et al, 2003).

C. Educational level as a means of examining variation

63.43% (n=85) of degree level teachers show a lower level of organizational commitment followed by 56.66% (n=17) certificate teachers, and 54.05% (n=20) diploma level teachers. Therefore, degree level teachers show a low level of organizational commitment, followed by diploma and certificate teachers (See table 5).

Research studies conducted in other countries indicate the existence of relationship between educational level and commitment, although the finding is not clear. Some research results indicate existence of inverse relationship between level of education and commitment. For example some research results show that increasing educational level led to decline of commitment due to divergence between higher expectation and the reality (Bull, 2005).

There is no significant difference on opinion of teachers concerning teachers misbehaving, but significant number of certificate teachers 16.65% (n=5) believed that teachers misbehaving exist at a higher level (See table 6 above).

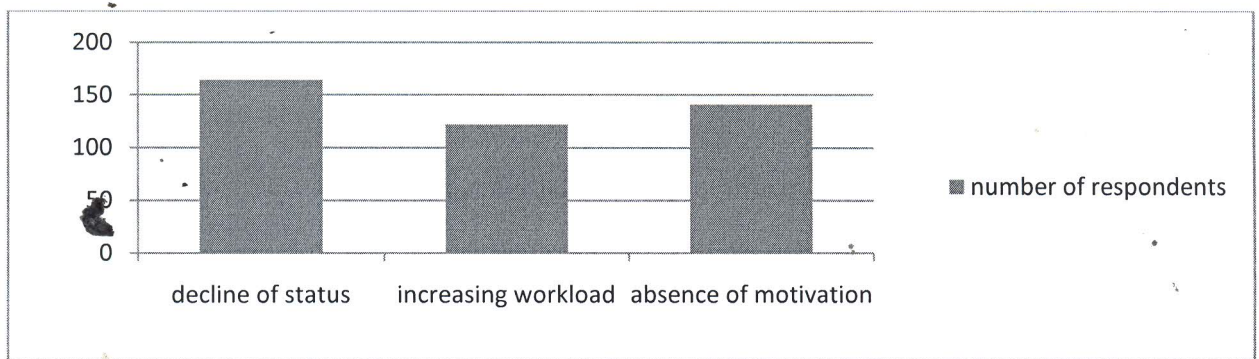
When comparing and contrasting the burn out level of teachers with varied educational level, degree level teachers' show a higher burn out rate than either diploma or certificate level teachers (See table 7 above). Research conducted in other countries also shows a similar finding where high school teachers or teachers with higher level of education, show a higher burn out rate than elementary teachers (Singh & Billingsley, 1996).

4.2.3. What are the causes of decline of commitment, misbehaving and burn out among public school teachers of the town?

The third question of the research is concerned with identifying the causes of the problems. With regard to the reasons behind the three 'in-problem' of the teaching profession i.e. decline of commitment, misbehaving and burn out, the following were identified as a cause:

The majority teachers 81.59% (n=164) who fill the questionnaire as well as the interviewed persons considered that the decline of the status of the teaching profession as a major cause which bring about decline of commitment, increasing misbehaving and burn out among the public school teachers of the town of Dangila. They agreed that families and students are disrespecting teachers'. Moreover, the government is neglecting teachers' problems (See Appendix XI & figure 12). Some research results also show the existence of strong relationship between disruptive behavior of students and teachers decline of commitment, misbehaving and burn out (Evers et al, 2004).

Figure 12: Graph showing teachers high level of agreement concerning causes of the problems



The majority teachers, i.e. 60.69% (n=122) who fill the questionnaire and the interviewed persons agreed that the other cause for teachers problem is increasing workload. Under this existence of large class size, dynamic educational reforms, existence of extraneous works outside of the class room, more than 20 periods per week heavily over burdened teachers. Research studies conducted in other countries shows that the existence of workload and lack of resource as a major challenge.

As society and culture change, a greater variety of roles are being placed on teachers. One major area of stress for teachers comes in the form of new overloaded curriculum and a lack of viable resources. Often teachers feel forced to choose between policy and pedagogy, the consequence being an increased stress level. Coupled with this, many teachers report that a lack of time to prepare and excessive paperwork is really tiresome (Malcolmson et al, 2003).

In relation to the issues of educational reforms it is important to get the support of teachers. Some educators elaborate the role of teachers to bring success or failure of new educational reforms. According to Flores, (2005) if school improvement programs are to be successful, it is important to understand teachers, and their roles in bringing the change to practice.

Teachers' as an individual agency is a crucial element in an attempt to implement structural reform or educational innovations. Attention must be given to the 'phenomenology of change' and need to take into account the way in which 'teachers actually experience change as distinct from how it might have been intended'. In other words, the teacher (his/her/ personal change) is crucial to improving the educational enterprise and to undertaking wider successful change initiatives in schools (Flores, 2005).

Moreover, the majority of the teachers, i.e. 70.14% (n=141) who fill the questionnaire and most of the interviewed persons also agreed that absence of motivation resulted in decline of commitment, misbehaving and burn out among teachers. They say that de-motivating factors like low salary, absence of instructional resources, increasing student misbehaving, lack of parental support, political intervention, unethical performance requirements, absence of professional support and bad school administration exasperate teachers problems (See table 14 above).

This again is supported by research studies conducted in other countries. Study done in USA shows that greatest dissatisfaction for teachers' is the disruptive student behaviors, unmanageable work over loads and absence of parental support (George, Louw & Badenhorst, 2008). Huberman, (2004) said that the external causes for burn out were '*decline of status, ambiguous role expectations, unreasonable time demand, large class size, disruptive students, lack of administrative support, poor staff relation, inadequate resources and salary*' (Huberman, 2004). Others also examined the relationship between organizational justice and school culture affecting commitment of teachers. According to Yafuz, (2010) '*when teachers' perception of organizational justice and school culture is low their commitment declined*' (Yafuz, 2010).

Others like Schwab, et al (1986) suggest that absence of support may lead to decline of commitment, misbehaving and burn out. They explained that effective support is required for teachers' success.

An effective support group includes people who provide emotional support, confront the teacher in humanistic way, when individual behavior is inappropriate, provides technical support in work related areas, present technical challenges that encourage individual growth and development (Schwab et al, 1986).

The lack of resources in schools contributed to decline of commitment and dissatisfaction among teachers where teachers use their salaries to buy teaching materials. In addition, the question of salary plays a vital role in the decisions of many teachers concerning the profession. Many sites that low level of salary bring about increasing teachers attrition and kill their commitment to teach (Bogler & Somech, 2004). Other scholars also examine the interrelationship between students misbehaving and teachers' decline of commitment and burn out (Ahmad & Sahak, 2009). Buades, et al (2006) examined the effect of students misbehaving on teachers' burn out and satisfaction level. According to him

the most stressful behavior a student can exhibit is, in fact, a lack of motivation, effort and caring. Teachers are more likely to see these behaviors as ones they can positively impact, and if they are unable to do so, feel increasingly stressed and burned out (Buades, et al, 2006).

4.2.4. What are the impacts of teachers' decline of commitment, misbehaving and burn out?

The fourth question of the research study focuses on examining the impacts of the aforementioned problems. In relation to the impacts, the interviewed teachers reply is divided into three dimensions, i.e. educational, psychological and behavioral.

Most say that the educational impact is high, where academic performance of students is falling drastically, de-motivate many students to learn, and increased students' failures and

absenteeism. As a psychological impact of the teachers misbehaving, decline of commitment and burn out is that it kills students' ability to further their knowledge, de-motivate them to remain in the school. As a behavioral impact: teachers' decline of commitment and burn out increased students misbehaving, absenteeism and bring other behavioral problems. Dominantly they agreed that impact of misbehaving is high even though the act is very minor. This is supported by scholars who make a research on teachers' commitment. According to Chughtai & Zafar, (2006):

teachers who are not committed to their work place are likely to put less effort in the classroom as compared to teachers with high levels of commitment. This would adversely affect student learning and achievement in particular and standard of education in the country in general (Chughtai & Zafar, 2006).

According to Wanzer & McCroskey, (1998):

teachers who misbehave regularly in the classroom may generate negative affect - toward the subject. The student may enter the class motivated to do well and then find that motivation eroded by teacher's misbehaving. When a teacher exhibits negative classroom behaviors students are less motivated to do well and minimize his interest to achieve better (Wanzer & McCroskey, 1998).

Others scholars agreed that even though a teacher's misbehaving is minor it may have a lasting effect on the student's cognitive, behavioral and psychological make up (Sava, 2002; Ahmad & Sahak, 2009). Teacher's misbehaving is:

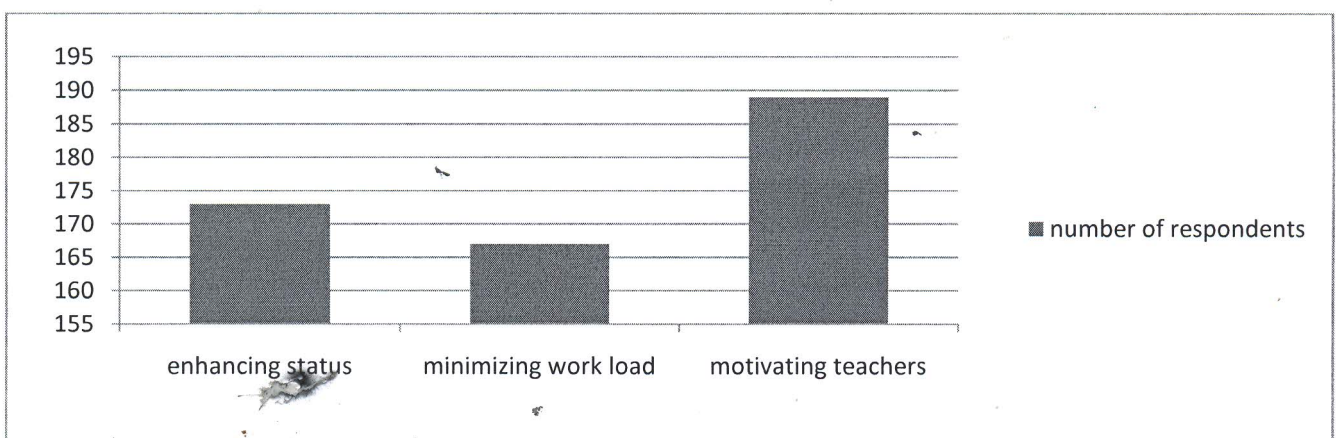
like throwing a stone in a lake; for a couple of moments the water ripples which affects the initial calm, but after a few moments everything returns to normal. Yet, at the bottom of the lake something has changed, a stone appeared and it will remain there for ever. The lasting effects occur especially when teachers misbehave in front of primary and secondary School [students] who are more emotionally vulnerable than older students (Sava, 2002).

4.2.5. What can be done to solve these problems facing the teaching profession?

The final question deals with examining suggested solutions for the problems of the teaching profession. The above explanations already show that the three 'in problems' and the three 'out problems' may strangle teachers from performing their professional duties. These problems must be resolved and measures that help to minimize their effect must be implemented by the concerned bodies. There for the last research question posed: what can be done to solve the problems? With regard to the solutions, teachers believed that enhancing the status of teachers, minimizing their work load and provide motivations will resolve the problems.

The majority of them, i.e. 86.06% (n=173) as well as the interviewed persons' believed that enhancing the status of the teaching profession will minimize the above mentioned 'in problems'. According to the interviewed teachers the major means that help to enhance the status of teachers are sustained professional development programs, provided equally to teachers; promote public awareness on significance of teaching profession using positive media image, increased professional autonomy, and increased parental and public involvement in the schools (See Appendix XII, table 15 & figure 13).

Figure 13: graph showing level of agreement concerning solutions to teachers' problems



Enhancing the status of the teaching profession as a solution is again supported by scholars who undertook research on issues of teachers' status. Scholars suggested that providing access to professional training, and development, improving Career Structure, minimizing student misbehaving, and cooling of the pace of reform will help to enhance teachers' status (Campbell, 2008; Ahmed & Sahak, 2009; Binder, 2009). According to Hargreave et al, (2006)

if the working conditions and non-financial benefits of teaching could be improved, if external control and regulation was relaxed, and if teaching were seen as a respected and valued authority part of the gap between the perceptions of a high status profession and the teaching profession would close (Hargreave et al, 2006).

Returning to the data collected in the questionnaire, 83.08% (n=167) of the respondents who fill the questionnaire and almost all persons who are interviewed agree that tackling problem of workload will minimize the problems of the teaching profession using means of minimizing class room size, minimize period per week, decrease extraneous workloads that have no relation with instruction and improve availability of instructional resources (See appendix XII).

In addition, 93.03% (n=187) of teachers who fill the questionnaire and the interviewed persons suggest as a motivating solutions enhancing teachers' participation in decision making, undertake skill training programs, decreasing student misbehaving, increase financial remuneration based on merit and performance, create supportive school administration, minimize political involvement, promote collegial relationships within the school, and utilize consistent administrative actions, promote supportive supervision, provide instructional resources will motivate teachers (See Appendix XII).

This again is supported by scholars, who suggested that minimizing workload for teachers' create better condition for their effectiveness (Martson et al, 2006; George et al, 2008). Moreover, participating teachers in decision making help to ease the emotional and psychological burden of teachers and promote their instructional effectiveness. Many (including teachers) believed that real reward for good work must be financial or material (Fullan et al, 2001; Silcox, Maçneill & cavanagh, 2003; Campbell, 2008). Some scholars like Siddique, et al (2002) site that the real reward and satisfaction of many teachers is not material.

The real reward of the true teacher lies in the deep satisfaction of the feeling of watching students grow in their understanding of themselves and of their world, in seeing them develop self reliance, initiative and sense of responsibility (Siddique, et al, 2002).

Other scholars also examine the relationship between enhanced teachers role and good and participatory school administration. According to them '*transforming schools, whether directed towards school reform or school renewal, is inextricably linked to the exercise of supportive school leadership*' (Singh & Manser, 2002). According to Stenbridge, (1989)

a more participatory style of administration, not to be confused with committee meeting, but characterized by genuine consultation with subordinates and asking for suggestions before making a decision, would result in many more incidents of satisfaction relating to achievement and recognition to complement the already numerous incidents of achievement and recognition resulting from good teacher/student relationship (Stembridge, 1989).

Other researchers also suggest that bureaucratic and laissez fair management style of leadership must be replaced by administrative style that favors inclusion and participation. Moreover, students interest to learn, supportive school administration, availability of instruction resources, better salary conditions will enhance teachers motivation (Singh & Manser, 2002; Silcox et al, 2003; Dworkin, Saha & Hill, 2003; Martson et al, 2006; Mpokosa et al, 2006). Some researchers examine two kinds of job motivating factors i.e. intrinsic and extrinsic:

One set (intrinsic) of factors related to recognition, responsibility, advancement, achievement, and nature of work. The other (extrinsic) sets of factors are related to educational policies, supervision, interpersonal relations and working conditions (George, Louw & Badenhorst, 2008).

In addition, other scholars also suggested that increasing the participation of teachers in decision making process of schools and promoting professional autonomy is an effective way to prevent and minimize burn out because it helps teachers to control and manage their work environment (Schwab et al, 1986; Stembridge, 1989; Stephenson, 2000; Lavy, 2001; Guskey, 2002; Beavis, 2003; Bogler & Somech, 2004; Monyatsi, 2006; George et al, 2008; Amjad, 2009; Abdel-Fatah, 2010).

In relation to the absence of instructional resources, some researchers proposed that effective utilization of man power and finance, as well as application of transformational school leadership will ease the problem (Singh & Manser, 2002). According to Singh & Manser, (2002):

in schools where there is inadequate resource the key to transformation must not only depend on the acquisition of physical resources alone, but can in fact be found in the effective utilization of available human and non-human resources and the application of transformational leadership strategies (Singh & Manser, 2002).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATION

5.1. Summary

The major purpose of the research is to examine the three fold problems facing the public school teachers of Dangila town, i.e. the decline of commitment, increasing misbehaving and burn out. Moreover, it intended to identify if the causes of these problems are related to the decline of status, increasing work load and absence of motivation and to provide solutions on that basis. In order to achieve its purpose, the following five basic questions are posed: Is there sign of decline of commitment, misbehaving and burn out? What is the level of these problems? Are these problems varied with gender, educational level and years of experience of teachers? Are the causes related to status, work load and absence of motivation? What are the impacts? What are the solutions?

The target populations of the research were 475 public school teachers in nine schools in Dangila town. Since it was impossible to study the whole target population due to time and expense constraints, cluster sampling techniques has been used to choose three primary schools and one secondary school. Moreover, due to the manageability of the number of teachers in the chosen cluster schools, the whole teachers (n=258) of the four became the sample population. The sample population represents more than half of the target population (54.31%) which helps to strengthen the research validity.

In order to attain the objective of the study, a questionnaire and an interview were used as a data collection instrument. The questionnaire was adopted and developed from internationally recognized instruments, i.e. OCQ, TMC, and MBI-ES. The interview questions were also developed from recognized qualitative scholars on commitment, misbehaving and burn out. So, both quantitative and qualitative methods have been employed.

The result of data collected clearly indicates the existence of decline of commitment, misbehaving and burn out among the teachers in Dangila town.

One, it shows that commitment is declining while teachers' misbehaving and burn out is increasing. More than half of the teachers show a low level of commitment where commitment to students' dimensions, followed by commitment to school dimension as much lower than other dimensions. In addition, female teachers' commitment is much lower than male teachers. The degree level teachers and teachers with more than twenty years experience also show a low level of commitment.

Two, with regard to misbehaving, most of the teachers believed that it exists at a low level. But a significant number of teachers believed that it exists at a medium and higher level. There is no significant difference of opinion on misbehaving based on gender, educational level and years of experience.

Three, although more than half of the teachers show a low level of burn out, a significant number teachers show a high level of burn out. Moreover, more male teachers show a high level of burn out than female teachers. The burn out level is also varies with educational level and years of experience of teachers. The degree level teachers show a higher level of burn out than the diploma and certificate level teachers. Moreover, teachers with more than twenty years of experience and teachers with less than ten years of experience show a higher level of burn out. As a cause for the above problems, the teachers suggest that decline of status, increasing work load and absence of motivation played an important role. They believed that if measures were taken to enhance the status of teachers, minimize their work load and promote their motivation, teachers' commitment will be enhanced; misbehaving and burn out will be minimized.

5.2. Conclusion

Teachers' commitment, morality and determination are key elements in educational transformation and are arguably important factors in the teaching learning process and the success of educational reforms. This requires examination of level of commitment, misbehaving

and burn out of teachers in schools. The research study examined the sign and level of the decline of commitment, misbehaving and burn out conditions of the public school teachers of the town of Dangila.

The research result clearly shows that teachers' organizational commitment is low and continuously declining; teachers' misbehaving is increasingly manifested and burn out is increasing where more than a quarter of the teachers' show a high level of burn out, which requires attention from the concerned bodies. Moreover, it shows that the decline of commitment, work over load and absence of motivation are the three major 'out-causes' of the three 'in-problems' of the teachers.

5. 2. Recommendations

Based on the findings of the study, the following recommendations are forwarded:

One, with regard to the status of the teaching profession it is necessary to:

- train teachers in a fair and equitable way to enhance their professional status
- enhance community's awareness concerning the key role of teachers using positive media image and involve the family and community in supporting teachers and in school improvement programs
- utilize external control and regulation in such a way that it promote the professional autonomy and independence of teachers
- provide salary and incentives at least equal to salaries and incentives of other civil service workers in order to enhance commitment.

Two, with regard to workloads, an attempt has to be made to:

- decrease the number of periods per week mainly for teachers who teach major subjects
- minimize extraneous workloads out side of the class room except relevant to teaching and learning process

- faire and impartial use of external control and regulation in order to ease the emotional and psychological burden of teachers as well as bring greater commitment and satisfaction among them
- effectively utilize school finance and other resources gained from out side to increase the availability of instructional materials
- cool off the pace of reforms and changes within the school to help teachers gain time to adopt and used to them.

Three, in relation to teachers' satisfaction and motivation measures has to be taken to:

- increase professional and social support for teachers.
- create democratic, professional and collegial school administration that emphasis academic accomplishment and provide frequent feedback in schools in order to build trust among teachers and enhance their performance.
- build supportive professional supervision, administration and experience sharing in schools in order to promote the collective efficacy of teachers.
- provide of reward and incentives to competent and effective teachers in a just and fair way so that professional characteristics and professional competency of teachers is recognized and remained employed as teachers. Any perceived inequity and injustices in the distribution of rewards and incentives is likely to lower the commitment level of teachers.
- minimize students misbehaving and academic dishonesty in a sustained way by using positive classroom management, ethical code of conduct for students, and promoting experience sharing with successful adults.
- re-examine and further expand carrier structures using the experience of other countries so that it is possible to minimize teachers' decline of commitment, burn out, indolence, moon lightening and turn over.
- involve teachers in decision making process concerning schools and other educational reforms in order to promote their professional capability and ability to manage their working environment.
- re-examine the requirements used to recruit and hire new teachers so that the best teachers will join the profession, and make the salary attractive enough.

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APPENDIX I

Table showing the sample schools and teachers represented in the study

No	Name of the school	Total number of teachers			Sample schools selected	Total questionnaire distributed			total questionnaire returned		
		Male	Female	Total		Male	Female	Total	Male	Female	Total
1	Dangila Primary School	23	17	40	✓	23	17	40	20	12	32
2	Abiyot Godana Primary School	21	16	37		...	....	.....	....	....	...
3	Mengehsa Jemeberie Primary School	16	17	33		.....	.....	.....	....	....	....
4	Amen primary School	21	16	37	✓	21	16	37	19	13	32
5	Dangila 03 Primary School	31	12	43	✓	31	12	43	26	11	37
6	Bacha Primary School	21	9	30		.....	.....	.....	....	....	....
7	Zeguda Primary School	16	12	28		....	....	.....	---	---	----
8	Mengesha Jemeberie Secondary	114	24	138	✓	114	24	138	84	16	100
9	Dangila Preparatory School	81	8	89		...	...	.....	--	--	--
Total		344	131	475		189	69	258	149	52	201
Questionnaire returned in %									78.83%	75.36%	77.90%
Total teachers covered in the study				475	Sample teachers			258	Sample in %		54.31%

APPENDIX II

Table showing total organizational commitment

No	Commitment level of total teachers: (201)	level						
		0	1	2	3	4	5	6
1	To work hard for the school & its better future	20	72	18	18	40	17	16
2	Tendency to cover other teachers class room in order to stay in the school	27	64	44	41	10	11	4
3	Desire to fulfill & finish work assigned by the school adm.	22	63	34	16	41	15	10
4	To prefer working at this school even though having choices to leave	37	39	39	38	22	16	10
5	Desire deal with & resolve the problem of the school.	20	73	38	18	31	10	11
6	To perceive the school as the best one among the others	22	62	44	20	32	11	10
Commitment to school average		25	62	36	26	29	13	10
7	To feel becoming a teacher as best decision in his/her life	27	47	41	40	17	16	13
8	To be proud of being a teacher. .	32	47	42	32	21	13	14
9	Perceive the values of teaching profession more important than other professions	30	47	29	31	25	19	20
10	To perceive teaching occupation as best for working life	29	44	41	36	17	13	21
11	The desire to be well-known in teaching profession	26	51	36	27	24	17	20
12	The desire to continue teaching without economic needs.	26	54	42	33	26	16	4
Commitment to profession in average		28	48	39	33	22	16	15
13	To help students learning (activities) outside classroom.	20	67	57	16	21	10	10
14	To spend free time with students	22	72	48	29	12	10	8
15	The responsibility of entering the class on time. .	20	53	39	13	30	22	24
16	To accomplish the job with enthusiasm.	17	62	33	28	32	15	14
17	To get information about the student's family life.	24	61	58	35	11	7	5
18	To try to do the best for the unsuccessful students	20	73	49	28	15	11	5
Commitment to students in average		20	65	48	25	19	13	11
19	To be pleased & laugh with other teachers in the breaks.	16	42	55	28	27	17	16
20	To be proud of his/her colleagues performance	15	52	56	40	14	12	11
21	To feel perceived as close friend by the other teachers at work place & outside	13	55	51	25	22	16	19
22	To feel other teachers in the school as best friends.	13	63	41	28	19	21	16
Commitment to colleagues in average		13	53	51	29	21	17	17
Total		405	1263	935	620	535	349	315
Total commitment Average		23	57	43	28	23	14	13

Table showing trend of commitment according to teachers' opinion

Trend of commitment level							
declining		increasing		average		Don't know	
Number of teachers	%	Number of teachers	%	Number of teachers	%	Number of teachers	%
147	73.13%	37	18.40%	9	4.47%	8	3.98%

APPENDIX III

Table showing total misbehaving level

No	Misbehaving opinion of total teachers: 201	level						
		0	1	2	3	4	5	6
1	Giving confusing lectures,	38	55	60	23	6	10	9
2	apathy toward students when teaching	45	54	49	30	8	7	8
3	unfair testing	42	54	54	30	7	6	8
4	Use of boring lectures,	37	54	53	38	7	6	6
5	Use of unintelligible accents,	36	51	63	31	7	8	5
6	information overload,	46	49	36	37	14	9	10
7	lack of knowledge on subject matter,	45	56	39	31	10	8	12
8	Instructing or assigning work with inappropriate volume	40	53	45	36	8	10	9
9	Use of bad grammar and/or spelling	51	68	50	19	5	4	4
	<i>Incompetence average</i>	42	55	50	30	8	8	8
10	sarcasm/putdowns, humiliate students	50	66	38	21	8	8	10
11	verbally abuse students	35	57	47	33	10	10	9
12	unreasonable or arbitrary rules, punishments	56	61	40	16	6	13	9
13	sexual harassment of students	66	60	40	17	5	6	7
14	Negative attitude & personality,	56	61	45	18	6	7	8
15	favoritism and/or prejudice to some students	46	62	48	26	6	6	7
	<i>Offensiveness average</i>	51	61	43	23	7	8	8
16	being absent or late for class	29	60	53	32	9	10	7
17	Tardy, disregard for students	38	64	57	26	5	5	6
18	Coming to class unprepared or showing no interest in their work	50	56	48	26	6	8	7
19	deviating from the syllabus, spend period with unnecessary issues	55	60	42	20	10	7	6
20	returning work & test results late	35	68	56	25	4	7	5
21	information under load, instruct below expectation	53	57	40	27	9	6	9
22	Instruct in a disorganized way	52	60	50	21	4	7	6
	<i>Tardiness average</i>	45	61	49	25	7	7	7
	<i>Total</i>	1002	1286	1054	585	160	168	167
	<i>Misbehaving Average</i>	46	58	48	26	7	8	7

Table showing trend of misbehaving based on teachers' opinion

Trend of misbehaving level							
declining		increasing		average		Don't know	
Number of teachers	%	Number of teachers	%	Number of teachers	%	Number of teachers	%
70	34.82%	102	50.74%	21	10.44%	8	3.98%

APPENDIX IV

Table showing total burn out level

No	Signs of burn out among total teachers: 201	Level of repetition						
		0	1	2	3	4	5	6
1.	<i>I feel used up at the end of the work day</i>	19	34	23	28	27	31	39
2.	<i>I feel emotionally drained from my work</i>	38	42	33	29	15	20	24
3.	<i>I feel I'm working too hard on my job</i>	3	12	6	14	23	24	119
4.	<i>I feel frustrated by my job</i>	50	60	25	18	7	21	20
5.	<i>I feel fatigued when I get up in the morning and have to face another day on the job</i>	59	49	26	32	7	20	8
6.	<i>I feel burned out from my work</i>	44	33	33	26	13	29	23
7.	<i>Working with students all day is really a strain for me</i>	23	26	17	23	12	22	78
8.	<i>I feel like I'm at the end of my rope</i>	69	36	33	16	12	11	24
	Emotional Exhaustion in Average	38	37	25	22	15	22	42
9.	<i>Working directly with students puts too much stress on me</i>	65	44	32	20	10	16	14
10.	<i>I feel that students blame me for their problems</i>	63	46	31	9	13	15	24
11.	<i>I've become more callous toward people since I took this job</i>	80	46	28	12	11	10	14
12.	<i>I worry that this job is hardening me emotionally</i>	74	38	28	18	11	12	20
13.	<i>I don't really care what happens to some students</i>	65	29	23	21	13	13	37
14.	<i>I feel I treat some students as if they were impersonal objects</i>	90	29	21	13	16	15	17
	Depersonalization in Average	73	39	27	15	12	14	21
15.	<i>I feel thrilled when I work with my students</i>	11	9	15	23	30	26	87
16.	<i>When I work I feel that I am full of energy</i>	14	8	17	24	28	35	75
17.	<i>When I face a problem that angers me I resolve it with patience</i>	16	23	23	37	25	29	48
18.	<i>I easily understand what my students feel</i>	5	11	13	30	36	33	73
19.	<i>I believe I accomplish many important things in the years I teach</i>	12	23	13	28	24	32	69
20.	<i>I resolve students problems successfully</i>	6	17	23	40	21	39	55
21.	<i>I feel that I positively change peoples problems with my work</i>	8	18	23	30	28	35	59
22.	<i>I create a relaxing relationship with my students easily</i>	2	8	17	28	29	37	80
	Feeling of reduced personal accomplishment in Average	9	15	18	30	28	33	68

APPENDIX V

Table showing Female commitment level

No	Commitment level of Female Public School Teachers': (52)	level						
		0	1	2	3	4	5	6
1	To work hard for the school & its better future	0	27	4	3	7	9	2
2	Tendency to cover other teachers class room in order to stay in the school	2	22	12	7	6	2	1
3	Desire to fulfill & finish work assigned by the school adm.	2	26	9	3	8	3	1
4	To prefer working at this school even though having choices to leave	4	14	12	10	6	3	3
5	Desire deal with & resolve the problem of the school.	1	30	9	3	6	2	1
6	To perceive the school as the best one among the others	0	27	14	3	3	4	1
	Commitment to school in Average	2	24	10	5	6	4	2
7	To feel becoming a teacher as best decision in his/her life	1	25	15	4	3	2	2
8	To be proud of being a teacher. .	2	22	14	4	6	3	1
9	Perceive the values of teaching profession more important than other professions	2	25	10	4	4	4	3
10	To perceive teaching occupation as best for working life	2	16	15	9	5	3	2
11	The desire to be well-known in teaching profession	3	20	14	6	4	3	2
12	The desire to continue teaching without economic needs.	1	20	14	7	2	5	3
	Commitment to the profession in Average	2	21	14	6	4	3	3
13	To help students learning (activities) outside classroom.	2	24	15	2	5	4	0
14	To spend free time with students	0	26	12	8	3	2	1
15	The responsibility of entering the class on time. .	0	21	16	2	6	4	3
16	To accomplish the job with enthusiasm.	1	26	9	5	5	5	1
17	To get information about the student's family life.	3	19	15	11	3	1	0
18	To try to do the best for the unsuccessful students	2	23	10	11	4	2	0
	Commitment to students in Average	1	23	13	7	4	3	1
19	To be pleased & laugh with other teachers in the breaks.	3	14	19	4	6	5	1
20	To be proud of his/her colleagues performance	3	18	17	9	2	2	1
21	To feel perceived as close friend by the other teachers at work place & outside	3	19	19	5	3	2	1
22	To feel other teachers in the school as best friends.	2	20	16	5	4	3	2
	Commitment to colleagues in Average	3	18	18	6	4	3	1
	Total	39	484	290	125	101	73	32
	Organizational commitment Average	2	22	13	6	5	3	1

APPENDIX VI

Table showing total male teachers commitment level

No	Commitment level among Male teachers': (149)	level						
		0	1	2	3	4	5	6
1	To work hard for the school & its better future	6	45	14	15	25	23	21
2	Tendency to cover other teachers class room in order to stay in the school	22	42	32	34	12	4	3
3	Desire to fulfill & finish work assigned by the school adm.	10	37	25	13	30	10	24
4	To prefer working at this school even though having choices to leave	33	25	27	28	12	12	12
5	Desire deal with & resolve the problem of the school.	12	43	29	15	15	19	16
6	To perceive the school as the best one among the others	13	35	30	17	19	19	16
	<i>Commitment to school in Average</i>	16	38	26	20	19	15	15
7	To feel becoming a teacher as best decision in his/her life	26	36	26	22	12	10	17
8	To be proud of being a teacher. .	25	28	28	25	15	16	12
9	Perceive the values of teaching profession more important than other professions	28	27	19	22	15	14	24
10	To perceive teaching occupation as best for working life	28	27	19	22	10	19	24
11	The desire to be well-known in teaching profession	18	31	22	21	19	14	24
12	The desire to continue teaching without economic needs.	25	34	28	26	13	12	11
	<i>Commitment to the profession in Average</i>	25	31	24	23	14	14	19
13	To help students learning (activities) outside classroom.	14	43	42	14	11	13	12
14	To spend free time with students	13	46	36	21	12	11	10
15	The responsibility of entering the class on time. .	8	32	23	11	30	14	31
16	To accomplish the job with enthusiasm.	9	36	24	23	17	19	21
17	To get information about the student's family life.	21	42	43	24	6	6	7
18	To try to do the best for the unsuccessful students	12	50	34	22	11	6	14
	<i>Commitment to students in Average^f</i>	13	42	34	19	15	12	16
19	To be pleased & laugh with other teachers in the breaks.	13	28	41	23	14	15	15
20	To be proud of his/her colleagues performance	8	34	39	31	17	8	12
21	To feel perceived as close friend by the other teachers at work place & outside	10	36	32	20	17	16	18
22	To feel other teachers in the school as best friends.	7	43	25	23	21	12	18
	<i>Commitment to colleagues in Average</i>	10	35	34	24	17	13	16
	Total	361	800	638	472	353	292	362
	Average organizational commitment	16	36	29	22	16	13	17

APPENDIX VII

Table showing total misbehaving opinion of Female teachers

No	Misbehaving opinion among Female teachers: 52	level						
		0	1	2	3	4	5	6
1	Giving confusing lectures,	11	12	19	6	3	1	0
2	apathy toward students when teaching	9	15	16	10	1	1	0
3	unfair testing	7	15	19	8	2	0	1
4	Use of boring lectures,	5	16	16	10	3	1	1
5	Use of unintelligible accents,	5	12	25	4	2	3	1
6	information overload,	10	14	12	9	4	2	1
7	lack of knowledge on subject matter,	11	18	9	9	1	3	1
8	Instructing or assigning work with inappropriate volume	4	17	16	10	2	2	1
9	Use of bad grammar and/or spelling	10	21	14	5	1	0	1
	Incompetence average	8	16	16	8	2	1	1
10	sarcasm/putdowns, humiliate students	10	22	10	5	2	2	1
11	verbally abuse students	7	17	14	9	3	2	0
12	unreasonable or arbitrary rules, punishments	10	15	17	6	1	2	1
13	sexual harassment of students	12	17	15	4	2	1	1
14	Negative attitude & personality,	9	19	17	2	2	1	2
15	favoritism and/or prejudice to some students	6	19	17	6	2	0	2
	Offensiveness	9	18	15	6	2	1	1
16	being absent or late for class	3	19	19	8	1	0	2
17	Tardy, disregard for students	4	15	21	9	1	1	1
18	Coming to class unprepared or showing no interest in their work	7	16	23	5	0	0	1
19	deviating from syllabus, spend period with unnecessary issues	11	17	16	4	1	2	1
20	returning work & test results late	6	14	20	5	2	2	3
21	information under load, instruct below expectation	13	14	15	5	1	3	1
22	Instruct in a disorganized way	10	18	18	2	1	1	2
	Tardiness	8	16	19	5	1	1	2
	Total	180	362	368	141	38	30	25
	Teachers misbehaving Average	9	16	17	6	2	1	1

APPENDIX VIII

Table showing total Male teachers opinion on misbehaving

No	Misbehaving opinion among male teachers: 149	level						
		0	1	2	3	4	5	6
1	Giving confusing lectures,	27	53	41	17	3	2	6
2	apathy toward students when teaching	40	41	33	20	6	3	6
3	unfair testing	35	42	35	22	5	5	5
4	Use of boring lectures,	32	41	39	28	4	3	2
5	Use of unintelligible accents,	31	39	40	27	6	4	2
6	information overload,	36	44	24	28	9	6	2
7	lack of knowledge on subject matter,	34	48	30	22	7	5	3
8	Instructing or assigning work with inappropriate volume	36	43	31	26	6	6	1
9	Use of bad grammar and/or spelling	41	49	36	14	5	3	1
	Incompetence average	35	44	34	23	6	4	3
10	sarcasm/putdowns, humiliate students	40	57	28	16	3	3	2
11	verbally abuse students	32	48	33	24	4	4	4
12	unreasonable or arbitrary rules, punishments	46	54	23	10	10	6	0
13	sexual harassment of students	58	43	25	13	3	5	2
14	Negative attitude & personality,	47	51	28	16	2	4	1
15	favoritism and/or prejudice to some students	44	45	31	20	3	3	3
	Offensiveness	45	49	28	17	4	4	2
16	being absent or late for class	26	51	34	25	10		3
17	Tardy, disregard for students	34	52	36	17	7		3
18	Coming to class unprepared or showing no interest in their work	43	49	25	21	6		5
19	deviating from syllabus, spend period with unnecessary issues	47	45	26	17	13		1
20	returning work & test results late	29	52	39	20	7		2
21	information under load, instruct below expectation	49	43	25	22	7		3
22	Instruct in a disorganized way	43	48	32	19	5		2
	Tardiness average	39	49	31	20	8	0	3
	Total	850	1038	694	444	131	62	59
	Average misbehaving	39	46	32	20	6	3	3

APPENDIX IX

Table showing Female teachers' burn out level

No	Signs of burn out among female teachers: 52	Level of repetition						
		0	1	2	3	4	5	6
1	I feel used up at the end of the workday	7	10	9	7	4	4	11
2	I feel emotionally drained from my work	14	16	8	6	2	3	3
3	I feel I'm working too hard on my job	1	4	3	2	3	7	32
4	I feel frustrated by my job	16	19	8	4	1	2	2
5	I feel fatigued when I get up in the morning and have to face another day on the job	19	12	9	6	0	5	1
6	I feel burned out from my work	15	11	14	5	2	4	1
7	Working with students all day is really a strain for me	6	7	3	7	4	4	21
8	I feel like I'm at the end of my rope	17	9	13	3	1	2	7
	Emotional exhaustion	12	11	8	5	2	4	10
9	Working directly with students puts too much stress on me	21	11	10	4	2	3	1
10	I feel that students blame me for their problems	21	12	9	1	0	4	5
11	I've become more callous toward people since I took this job	25	16	7	1	0	2	1
12	I worry that this job is hardening me emotionally	25	10	8	5	0	2	2
13	I don't really care what happens to some students	19	13	7	1	3	2	7
14	I feel I treat some students as if they were impersonal objects	25	10	6	2	2	2	5
	Depersonalization	23	12	8	2	1	3	4
15	I feel thrilled when I work with my students	1	2	6	6	9	5	23
16	When I work I feel that I am full of energy	3	2	6	4	8	10	19
17	When I face a problem that angers me I resolve it with patience	4	9	4	11	7	6	11
18	I easily understand what my students feel	1	5	5	4	8	9	20
19	I believe I accomplish many important things in the years I teach	2	6	5	7	6	6	20
20	I resolve students problems successfully	1	6	6	11	2	13	13
21	I feel that I positively change peoples problems with my work	2	6	5	9	5	10	15
22	I create a relaxing relationship with my students easily	0	3	6	8	5	10	20
	Feeling of reduced personal accomplishment	2	5	5	8	6	9	18

APPENDIX X

Table showing total male teachers' burn out level

No	Signs of burn out among Male teachers: 149	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	12	24	14	21	23	27	28
2.	I feel emotionally drained from my work	24	26	25	23	13	17	21
3.	I feel I'm working too hard on my job	2	8	3	12	20	17	87
4.	I feel frustrated by my job	34	41	17	14	6	19	18
5.	I feel fatigued when I get up in the morning & face another day on the job	40	37	17	26	7	15	7
6.	I feel burned out from my work	29	22	19	21	11	25	22
7.	Working with students all day is really a strain for me	17	19	14	16	8	18	57
8.	I feel like I'm at the end of my rope	52	27	20	13	11	9	17
	Emotional exhaustion	26	26	16	18	12	18	32
9.	Working directly with students puts too much stress on me	47	33	22	16	8	13	10
10.	I feel that students blame me for their problems	42	34	22	8	13	11	19
11.	I've become more callous toward people since I took this job	67	30	21	11	7	6	7
12.	I worry that this job is hardening me emotionally	55	30	23	11	6	7	17
13.	I don't really care what happens to some students	47	21	17	13	10	11	30
14.	I feel I treat some students as if they were impersonal objects	70	19	15	11	13	11	10
	Depersonalization	54	28	19	12	10	10	16
15.	I feel thrilled when I work with my students	10	7	9	17	21	21	64
16.	When I work I feel that I am full of energy	11	6	11	20	20	25	56
17.	When I face a problem that angers me I resolve it with patience	12	16	17	26	18	23	37
18.	I easily understand what my students feel	4	6	8	26	28	24	53
19.	I believe I accomplish many important things in the years I teach	10	17	8	21	18	26	49
20.	I resolve students problems successfully	5	11	17	29	19	26	42
21.	I feel that I positively change peoples problems with my work	6	12	18	21	23	25	44
22.	I create a relaxing relationship with my students easily	2	5	11	20	24	27	60
	Feeling of reduced personal accomplishment	8	10	12	23	21	25	50

APPENDIX XI

Causes of the problems of the teaching profession

No	Causes for the problems of teaching profession	level				
		0	1	2	3	4
1	disregard of public to teaching profession	15	5	20	57	104
2	Disrespect of the students & parents to teachers	6	10	22	66	97
3	Low government concern to problems of teaching profession	7	7	18	54	115
4	Low publicity of the teaching profession	8	8	22	66	97
	Due to decline of status of T profession	9	8	20	61	103
5	Existence of extraneous works out side the Class Room	34	29	47	41	50
6	Increasing expectations of effective performance	23	24	30	60	64
7	Continuous educational reforms that increased teachers load	18	28	35	52	68
8	Existence of large class size	12	11	24	52	102
	Increasing work load	22	23	34	51	71
9	Absence of safe working environment	10	15	35	55	86
10	Injustices within educational administration	14	20	36	44	87
11	Lack of accountability within the profession	59	50	23	34	35
12	Low salary and reward for teachers	9	8	9	21	154
13	Increasing students misbehaving	8	3	19	42	129
14	Absence of professional autonomy	25	30	17	47	82
15	Absence of teaching /instructional/ resources	7	4	11	56	123
	Absence of motivation	19	20	21	42	99

Major causes of the problems of the teaching profession reorganized in three dimensions

No	Causes for the problems of teaching profession (out problems)	Number of Teachers					
		Disagree		agree nor disagree		Agree	
		T	%	T	%	T	%
1	Decline of status of teaching profession	17	8.45%	20	9.95%	164	81.59%
2	Increasing work load	45	22.38%	34	16.91%	122	60.69%
3	Absence of motivation	39	19.40%	21	10.44%	141	70.14%

APPENDIX XII

Table showing teachers agreement level on solutions to problems

no	Solutions to problems facing the teaching profession	level				
		0	1	2	3	4
1	Increase professional development to teachers	15	13	27	53	93
2	Create public awareness	5	2	13	46	135
3	Promote positive media image	4	5	17	46	129
4	Promote professional autonomy	5	3	13	35	145
5	Enhance parental & public involvement in school	4	1	11	34	151
	Enhance status of teaching profession	7	5	16	43	130
6	Minimize Class Room size	15	13	27	53	93
7	Minimize extraneous work loads	5	2	13	46	135
8	Improve instructional resources	4	5	17	46	129
	Minimize work load	8	7	19	48	119
9	Increase teachers participation in decision making	3	0	6	40	152
10	Promote professional skill using in-service training	3	4	10	25	159
11	Decrease students misbehaving	2	6	7	33	153
12	Increase salary based on merit & performance	5	4	8	27	157
13	Create supportive school administration	5	3	6	31	156
14	Create good collegial relationship	3	3	4	42	149
15	Promote consistent administrative actions	4	2	6	37	152
	Promote teachers motivation	4	3	7	33	154

Solution to the problems of teaching profession organized in three dimensions

no	Solutions to problems facing the teaching profession	level				
		0	1	2	3	4
1	Enhance status of teaching profession (by focusing on 5 issues)	7	5	16	43	130
2	Minimize work load (by focussing on 3 issues)	8	7	19	48	119
3	Promote teachers motivation (by focusing on 7 issues)	4	3	7	33	154

no	Solutions to problems facing the teaching profession	Level of agreement					
		Disagreed teachers		Disagree/agree/ teachers		Agreed teachers	
		T	%	T	%	T	%
1	Enhance status of teaching profession (by focusing on 5 issues)	12	5.97%	16	7.96%	173	86.06%
2	Minimize work load (by focussing on 3 issues)	15	7.46%	19	9.48%	167	83.08%
3	Promote teachers motivation (by focusing on 7 issues)	7	3.48%	7	3.48%	187	93.03%

APPENDIX XIII

Questionnaire in English

BAHIR DAR UNIVERSITY
FACULTY OF EDUCATIONAL AND BEHAVIOURAL SCIENCES
DEPARTMENT OF CURRICULUM STUDIES
MASTER'S PROGRAM

Questionnaire to be filled by Dangila public school teachers

Dear teachers!

The main objective of this questionnaire is to identify the major problems that strangulate the teaching profession and find remedial solutions. In order to fulfil the objective of the research we sincerely ask for your support.

We sincerely appreciate your sacrifice in time and effort to fill the questionnaire

Notice: there is no need to write your name on the questionnaire.

February /2011

1. Part one: General questions put \surd mark in the box provided

1.1. Teaching experience 0- 5 6- 10 11-15 16-20 above 20

1.2. Age

1.3. Sex Male Female

1.4. School Primary Secondary Preparatory

1.5. Subject teaching

1.6. Education level Certificate Diploma Degree masters

1.7. Total period per week 6-12 13-18 19- 24 25- 30

2. Part two: concerning Teachers' commitment level Put \surd mark on the place of your choice in the table using the following scale

0= strongly low 1= moderately low 2= low
 3= neither low nor high 4= high 5= moderately high 6= strongly high

No	Teachers' commitment	level						
		0	1	2	3	4	5	6
2.1	To work hard for the school & its better future							
2.2	Tendency to cover other teachers class room in order to stay in the school							
2.3	Desire to fulfill & finish work assigned by the school adm.							
2.4	To prefer working at this school even though having choices to leave							
2.5	Desire deal with & resolve the problem of the school.							
2.6	To perceive the school as the best one among the others							
2.7	To feel becoming a teacher as best decision in his/her life							
2.8	To be proud of being a teacher. .							
2.9	Perceive the values of teaching profession more important than other professions							
2.10	To perceive teaching occupation as best for working life							
2.11	The desire to be well-known in teaching profession							
2.12	The desire to continue teaching without economic needs.							
2.13	To help students learning (activities) outside classroom.							
2.14	To spend free time with students							
2.15	The responsibility of entering the class on time. .							
2.16	To accomplish the job with enthusiasm.							
2.17	To get information about the student's family life.							
2.18	To try to do the best for the unsuccessful students							
2.19	To be pleased & laugh with other teachers in the breaks.							
2.20	To be proud of his/her colleagues performance							
2.21	To feel perceived as close friend by the other teachers at work place & outside							
2.22	To feel other teachers in the school as best friends.							

2.23. According to your opinion what is the trend of teachers' commitment?

Don't know Declining Average Increasing

2.24. If your reply for the above question is decreasing what caused the decline of commitment Among teachers?.....

2.25. If your reply for the above question is growing what is the causes of growth of teachers commitment?.....

2.26. If there is decline of commitment among teachers what solutions do you suggest?

.....

3. Part three: non immediacy (Misbehaving) seen among some teachers Put \surd mark on the place of your choice in the table using the following scale

0= strongly low 1= moderately low 2= low
 3= neither low nor high 4= high 5= moderately high 6= strongly high

No	Misbehaving among some teachers	level						
		0	1	2	3	4	5	6
3.1	Giving confusing lectures,							
3.2	apathy toward students when teaching							
3.3	unfair testing							
3.4	Use of boring lectures,							
3.5	Use of unintelligible accents,							
3.6	information overload,							
3.7	lack of knowledge on subject matter,							
3.8	Instructing or assigning work with inappropriate volume,							
3.9	Use of bad grammar and/or spelling							
3.10	sarcasm/putdowns, humiliate students							
3.11	verbally abuse students							
3.12	unreasonable or arbitrary rules, punishments							
3.13	sexual harassment of students							
3.14	Negative attitude & personality,							
3.15	favoritism and/or prejudice to some students							
3.16	being absent or late for class							
3.17	Tardy, disregard for students							
3.18	Coming to class unprepared or showing no interest in their work							
3.19	deviating from the syllabus, spend period with unnecessary issues							
3.20	returning work & test results late							
3.21	information under load, instruct below expectation							
3.22	Instruct in a disorganized way							

3.23. What additional misbehaving seen among teachers?

.....

3.24. In your opinion what is the trend of teachers misbehaving?

Don't know Declining Average Increasing

3.25. If your reply for the above question is increasing what are the impacts of teachers misbehaving on student performance?

.....
.....
.....

3.26. What are the causes for teachers' misbehaving?

.....
.....
.....

3.27. What are the solutions to teachers' misbehaving?

.....
.....
.....
.....

3.28. Additional suggestion

.....
.....
.....
.....
.....

4. Part Four: concerning teachers' stress & tiredness Put \surd mark on the place of your choice in the table using the following scales concerning the tiresome nature of teaching

- 0 = Never 1 = A few times a year or less 2 = Once a month or less
 3 = A few times a month 4 = Once a week 5 = A few times a week
 6 = Everyday.

No	Signs of stress and tiredness	Level of repetition						
		0	1	2	3	4	5	6
4.1	I feel used up at the end of the workday							
4.2	I feel emotionally drained from my work							
4.3	I feel I'm working too hard on my job							
4.4	I feel frustrated by my job							
4.5	I feel fatigued when I get up in the morning and have to face another day on the job							
4.6	I feel burned out from my work							
4.7	Working with students all day is really a strain for me							
4.8	I feel like I'm at the end of my rope							
4.9	Working directly with students puts too much stress on me							
4.10	I feel that students blame me for their problems							
4.11	I've become more callous toward people since I took this job							
4.12	I worry that this job is hardening me emotionally							
4.13	I don't really care what happens to some students							
4.14	I feel I treat some students as if they were impersonal objects							
4.15	I feel thrilled when I work with my students							
4.16	When I work I feel that I am full of energy							
4.17	When I face a problem that angers me I resolve it with patience							
4.18	I easily understand what my students feel							
4.19	I believe I accomplish many important things in the years I teach							
4.20	I resolve students problems successfully							
4.21	I feel that I positively change peoples problems with my work							
4.22	I create a relaxing relationship with my students easily							

4.23. What are the causes of teachers' burn out?

.....

4.24. What is the impact of teachers' burn out on student performance?

.....

4.25. What is the solution to teachers' burn out?

.....

5. Part Five: causes for problems of teaching profession indicate the level of agreement & disagreement on the following issues as causes for the problems of the teaching profession. Put ✓ mark on the place of your choice in the table using the following scale

- 0= highly disagreed
- 1= disagreed
- 2= neither disagree nor agree
- 3= agreed
- 4= highly agreed

No	Causes for the problems of teaching profession	level				
		0	1	2	3	4
5.1	disregard of public to teaching profession					
5.2	Disrespect of the students & parents to teachers					
5.3	Low government concern to problems of teaching profession					
5.4	Low publicity of the teaching profession					
5.5	Existence of extraneous works out side the Class Room					
5.6	Increasing expectations of effective performance					
5.7	Continuous educational reforms that increased teachers load					
5.8	Existence of large class size					
5.9	Absence of safe working environment					
5.10	Injustices within educational administration					
5.11	Lack of accountability within the profession					
5.12	Low salary and reward for teachers					
5.13	Increasing students misbehaving					
5.14	Absence of professional autonomy					
5.15	Absence of teaching /instructional/ resources					

5.16. Enumerate additional causes for teacher problem?

.....

6. Part six: as a solutions to teaching problems put your level of agreement or disagreement on the following issues using ✓ Mark on the place of your choice in the table using the following scale

- 0= highly disagreed
- 1= disagreed
- 2= neither disagree nor agree
- 3= agreed
- 4= highly agreed

no	Solutions to problems facing the teaching profession	level				
		0	1	2	3	4
6.1	Increase professional development to teachers					
6.2	Create public awareness					
6.3	Promote positive media image					
6.4	Promote professional autonomy					
6.5	Enhance parental & public involvement in school					
6.6	Minimize Class Room size					
6.7	Minimize extraneous work loads					
6.8	Improve instructional resources					
6.9	Increase teachers participation in decision making					
6.10	Promote professional skill using in-service training					
6.11	Decrease students misbehaving					
6.12	Increase salary based on merit & performance					
6.13	Create supportive school administration					
6.14	Create good collegial relationship					
6.15	Promote consistent administrative actions					

6.16. Enumerate if there are additional suggestions concerning the solutions to teachers' problems

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APPENDIX XIV

Amharic translation of the Questionnaire

በባህር ዳር ዩኒቨርሲቲ
የትምህርትና የባህሪ ሳይንስ ፋኩልቲ
በማስተርስ ፕሮግራም
የስርዓተ ትምህርት ጥናት ዲፓርትመንት

በዳንግላ ከተማ በሚገኙ የመንግስት ትምህርት ቤቶች በሚያስተምሩ መምህራን የሚሞላ መጠይቅ

ወደ መምህራን!

ፆዚህ መጠይቅ ዋና አላማ ለማስተማር ሙያ ማነቆ የሆኑ ችግሮችን መለየትና መፍትሄዎችን መፈለግ ነው። ይህ ጥናት ከተፈለገው ግብ መድረስ እንዲችል የተለመደ ትብብር እንዲያደርጉልን በትህትና እንጠይቃለን።

ወደ የስራ ጊዜዎን መስዋዕት በማድረግ ይህንን መጠይቅ በመሙላት ስለተባበሩን ክልብ እናመሰግናለን።

ማሳሰቢያ: በመጠይቁ ላይ ስም መፃፍ አያስፈልግም

የካቲት 2003 ዓ. ም.

1. ክፍል አንድ: አጠቃላይ ጥያቄዎች :- በተሰጠው ሳጥን ውስጥ የ / ምልክት ያድርጉ

1.1. የማስተማር ልምድ 0- 5 አመታት 6- 10 አመታት 11-15 አመታት
 16-20 አመታት ከ 20 በላይ

1.2. ዕድሜ.....

1.3. ጾታ ወንድ ሴት

1.4. ት/ቤት ፊ ደረጃ ፊ ደረጃ ፊ ደ

1.5. የሚያስተምረው ትምህርት አይነት.....

1.6. የትምህርት ደረጃ ቲሬኬት ፕሎማ ዲግሪ ስትሬት

1.7. ሳምንታዊ የፔሪድ ብዛት 12 18 24 24

2. ክፍል ሁለት፡ የሚከተሉትን መለኪያዎች በመጠቀም በቻርቱ ውስጥ ምርጫዎን የ ፀልክት በማድረግ ይግለፁ

0= በጣም ዝቅተኛ

3= ዝቅተኛም ከፍተኛም ያልሆነ

1= በመካከለኛ ደረጃ ዝቅተኛ

4= ከፍተኛ

2= ዝቅተኛ፣

5= በጥቂቱ ከፍተኛ 6= በጣም ከፍተኛ

ተ.ቁ.	የመምህራን ተነሳሽነት	ደረጃ						
		0	1	2	3	4	5	6
2.1	ትምህርት ቤቱ አሁንና ወደፊት የተሻለ ደረጃ እንዲደርስ ጠንክሮ የመስራት ተነሳሽነት							
2.2	ትምህርት ቤት ውስጥ ለማሳለፍ ሲባል የሌሎችን መምህራን ፔሪድ ለመሸፈን ያለ ፍላጎት							
2.3	በትምህርት ቤቱ አስተዳደር የተሰጠ ስራን ለመፈፀምና ለማጠናቀቅ ያለ ፍላጎት							
2.4	ስጦ የመቀየር እድሉ እያለ በሚሰራበት ት/ቤት ለመቆየት ያለ ፍላጎት							
2.5	የትምህርት ቤቱን ችግሮች ለመለየትና ለመፍታት ያለ ምኞት (ፍላጎት)							
2.6	ከሌሎች ነገሮች በተሻለ ትምህርት ቤቱን ተመራጭ አድርጎ የማየት ስሜት							
2.7	በህይወት ውስጥ መምህር መሆንን ትክክለኛ ወሳኔ እንደሆነ አድርጎ የማየት ስሜት							
2.8	አስተማሪ መሆን ከፍተኛ የኩራት ስሜት የሚሰጥ መሆኑን መገንዘብ							
2.9	ከሌሎች ሙያዎች የበለጠ የመምህርነት ሙያ የበለጠ ጠቀሜታ ያለው መሆኑን መገንዘብ							
2.10	የማስተማር ሙያን ተመራጭ የስራ ዘርፍ አድርጎ ማየት							
2.11	በመምህርነት ሙያ ታዋቂ የመሆን ምኞት							
2.12	ከኢኮኖሚያዊ ጥቅም ውጭ በማስተማር ሙያ የመቆየት ፍላጎት							
2.13	ከክፍል ውጭ ተማሪዎች እንዲማሩና በተግባር እንዲሳተፉ የመርዳት ፍላጎት							
2.14	ትርፍ ጊዜን ከተማሪዎች ጋር ለመዋል ያለ ፍላጎት							
2.15	ለማስተማር በክፍል ውስጥ በሰዓቱ ለመገኘት ያለ ሃላፊነት							
2.16	ስራን በደስታ ለመጨረስ ያለ ተነሳሽነት							
2.17	ስለ ተማሪዎች የቤተሰብ ሁኔታ መረጃ ለማግኘት ያለ ፍላጎት							
2.18	በትምህርታቸው የደከሙ ተማሪዎችን ለመርዳት ያላሰለሰ ጥረት የማድረግ ተነሳሽነት							
2.19	በዕረፍት ሰዓት ከሌሎች መመህራን ጋር የመደሰትና የመዘናናት ተነሳሽነት							
2.20	በስራ ባልደረቦች የስራ አፈፃፀም የመርካት ፍላጎት							
2.21	በስራ ቦታና ውጭ በባልደረቦች እንደጥሩ ጓደኛ የመቆጠር(የመታየት) ስሜት							
2.22	በትምህርት ቤቱ ውስጥ ያሉ የስራ ባልደረቦችን እንደጥሩ ጓደኛ አድርጎ የማየት ስሜት							

2.23. በእርስዎ አስተያየት የመምህራን ቁርጠኝነት ሁኔታ የት ላይ ነው?

አላውቀውም እየቀነሰ ነው መካከለኛ ነው ጨመረ ነው

2.24. ከላይ ያስቀመጡት መልስ እየቀነሰ ነው ከሆነ ለዚህ ምክንያቶች ምንድን ናቸው?

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2.25. ከላይ ያስቀመጡት መልስ እየጨመረ ነው ከሆነ ለዚህ ምክንያቶች ምንድን ናቸው?

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2.26. የመምህራንን ተነሳሽነት ችግር ካለ ይህንኑ ለመፍታት ምን የመፍትሄ ሃሳብ ያቀርባሉ?

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3. ክፍል ሶስት፡ በተወሰኑ መምህራን ላይ የሚታየውን የብቃት፣ የባህሪና ቸልተኝነት ችግር ደረጃ በሚመለከት የሚከተሉት መለኪያዎች በመጠቀም ምርጫዎን ለይተው የ √ ምልክት ያስቀምጡ

0= በጣም ዝቅተኛ

3= ዝቅተኛም ክፍተኛም ያልሆነ

1= በጥቂቱ ዝቅተኛ

4= ክፍተኛ

2= ዝቅተኛ፤

5= በጥቂቱ ክፍተኛ

6= በጣም ክፍተኛ

ተ.ቁ.	በተወሰኑ መምህራን አካባቢ የሚታዩ የብቃት፣ የባህሪና ቸልተኝነት ችግሮች	ደረጃ						
		0	1	2	3	4	5	6
3.1	ተማሪዎችን የሚያደናግሩ ገለጻዎችን መጠቀም							
3.2	ሲያስተምሩ ለተማሪዎች ደንታ ቢስ መሆን							
3.3	ተገቢና ሚዛናዊ ያልሆነ ፈተና መፈተን							
3.4	አሰልጥኖች የሆነ ገለጻ ማድረግ							
3.5	በገለጻ ወቅት ያልተብራሩ ጽንሰ ሃሳቦችን መጠቀም							
3.6	ተማሪዎች ላይ ተገቢ ከሆነው በላይ የመረጃ ጫና (information over load) ማድረግ							
3.7	በሚያስተምሩት ትምህርት የዕውቀት ማነስ							
3.8	ተገቢ ከሆነው መጠን በላይ ለተማሪዎች አሳይሜንት እንዲሰሩ ማድረግ							
3.9	በገለጻ ወቅት የተሳሳተ ሰዋሰድና ስፔሊንግ መጠቀም							
3.10	ተማሪዎችን ማሸጧጠጥ፣ ዝቅ አድርጎ ማየት (ማዋረድ)							
3.11	ተማሪዎችን ባልተገባ ቃላት መሳደብ							
3.12	ተገቢና ምክንያታዊ ያልሆኑ ትእዛዞች (ቅጣቶች) በተማሪዎች ላይ መጫን							
3.13	በተማሪዎች ላይ የጾታ ትንኮሳ መፈፀም							
3.14	አሉታዊ አመለካከትና ባህሪ							
3.15	በተወሰኑ ተማሪዎች ላይ አድሎ መፈፀም							
3.16	ከክፍል መቅረትና ዘግይቶ መግባት							
3.17	ቀጠሮ መዘንጋትና ለተማሪዎች ደንታ ቢስ ማሆን							
3.18	ሳይዘጋጁ ክፍል መግባት ወይም ለስራ ፍላጎት አለማሳየት							
3.19	ከሲሊብስ መውጣትና አላስፈላጊ በሆኑ ጉዳዮች ፔሬዱን መጨረስ							
3.20	አሳይመንትና የፈተና ወጤቶችን በወቅቱ ለተማሪዎች አለመመለስ							
3.21	ከተማሪዎች ብቃት በታች ማስተማር (ከሚጠበቀው ባነሰ መልክ ማስተማር)							
3.22	ባልተደራጀና በተንዛዛ መልክ ማስተማርና ገለጻ መስጠት							

3.23. ከላይ ከተባሉት በተጨማሪ ሌሎች የሚታዩ የብቃት፣ የባህሪና የቸልተኝነት ችግሮች አሉ ወይ?

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3.24. በርስዎ አስተያየት የባህሪ፣ የብቃትና የችላ ባይነት ችግር ምን ደረጃ ላይ ይገኛል?

አላውቀውም የቀነሰ ነው. መካከለኛ ነው. ጨመረ ነው.

3.25. የመምህራን የብቃት፣ የባህሪና የችላ ባይነት ችግሮች እየጨመሩ ከሄዱ በተማሪዎች ውጤት ላይ የሚያመጡት ተጽእኖ ምንድን ነው?

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3.26. ለመምህራን የብቃት፣ የባህሪና የችላ ባይነት ችግሮች መንስኤዎች ምንድን ናቸው?

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3.27. ለመምህራን የብቃት፣ የባህሪና የችላ ባይነት ችግሮች መፍትሄዎች ምንድን ናቸው?

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3.28. ተጨማሪ አስተያየት ካለዎት

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4. ክፍለ አራት: በመምህራን አካባቢ የሚታዩ ድካምና ጫና በሚመለከት፡- ከማስተማር ስራ አድካሚነት አንጻር የሚሰማዎትን የድካም ስሜት ከዚህ በታች በተገለጹት መለኪያዎች መሰረት በመመዘን ምርጫዎን ለይተው በቻርቱ ወስጥ የ / ምልክት በማድረግ ያስቀምጡ፡

0 = ተከስቶ አያቅም፤ 1 = በአመት ጥቂት ጊዜ ወይንም ያነሰ፤ 2 = በወር አንድ ጊዜ (ያነሰ)፤
 3 = በወር ጥቂት ጊዜ፤ 4 = በሳምንት አንድ ጊዜ፤ 5 = በሳምንት ጥቂት ጊዜ፤
 6 = በየቀኑ፤

ተ.ቁ.	የመጫጫንና የድካም ምልክቶች	የድግግሞሽ ደረጃ						
		0	1	2	3	4	5	6
4.1	በስራ ሰአት ማብቂያ ላይ ሁለመናየ እንደተሟጠጠ ይሰማኛል							
4.2	በስራ የምክንያት የስሜት(emotionally drained) መሟጠጥ ይሰማኛል							
4.3	በስራ ላይ ከፍተኛ አእምሮአዊና አካላዊ ጥረት እያደረግሁ መሆኔ ይሰማኛል							
4.4	በስራ የተስፋ መቁረጥ ስሜት ይሰማኛል							
4.5	ጧት ስነሳ ሌላ የስራ ቀን እንደሚጋጥመኝ ሲታየኝ ድክምክም እላለሁ							
4.6	በስራ የመድከም ስሜት ይሰማኛል							
4.7	ሙሉ ቀን ከተማሪዎች ጋር መስራት (መዋል) በጣም ይደካሚ ነው							
4.8	በስራ ያለኝ አቅም ተስፋ አስቆራጭ ደረጃ እንደደረሰ ይሰማኛል							
4.9	ከተማሪዎች ጋር መስራት (መዋል) በኔ ላይ ከፍተኛ ጫና ፈጥሮብኛል							
4.10	ተማሪዎች ለችግሮቻቸው መንስኤ አድርገው እንደሚቆጥሩኝ ይሰማኛል							
4.11	ይህን ስራ ከጀመርኩ ጀምሮ ለሰዎች ጨካኝና የማልራራ ሆኛለሁ							
4.12	የማስተማር ስራው ስሜት አልባ (hardening, me emotionally) እያደረገኝ መሆኑ ያስጨንቀኛል							
4.13	ጥቂት ተማሪዎች ምን ሊያጋጥማቸው እንደሚችል አያሳስቦኝም							
4.14	ጥቂት ተማሪዎችን እንደሰው እየቆጠርኳቸው እንዳልሆነ ይሰማኛል							
4.15	ከተማሪዎቹ ጋር ስራ በጣም ትልቅ ደስታ ይሰማኛል							
4.16	ሳስተምር ሙሉ አቅም እንዳለኝ ይሰማኛል(full of energy)							
4.17	የሚያናድደኝ ችግር ሲያጋጥመኝ በትዕግስት እፈታለሁ							
4.18	ተማሪዎቹ የሚሰማቸውን ስሜት በቀላሉ እገነዘባለሁ							
4.19	ባስተማርኩባቸው አመታት በርካታ ጠቃሚ ነገሮች እንዳላካሁ አምናለሁ							
4.20	የተማሪዎችን ችግሮች በተሳካ ሁኔታ እፈታለሁ							
4.21	በሙያዎ አዎንታዊ በሆነ መልኩ የብዙ ሰዎችን ችግር እንደፈታሁ ይሰማኛል							
4.22	ከተማሪዎቹ ጋር መልካም ግንኙነት በቀላሉ እፈጥራለሁ							

4.23. ለመምህራን ስነ ልቦናዊና አካላዊ ድካም መንስኤዎች ምንድን ናቸው?

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4.24. የመምህራን ስነ ልቦናዊና አካላዊ ድካም በተማሪዎች ውጤት ላይ የሚያመጣው ተጽእኖ ምንድን ነው?.....

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4.25. የመምህራንን ስነ ልቦናዊና አካላዊ ድካምን ለመቀነስ ምን ቢደረግ ይሻላል?

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5. ክፍል አምስት: የመምህርነት ሙያ ችግሮች:- የመምህርነት ሙያን ላጋጠሙት ችግሮች መንስኤ የተባሉ ነገሮች ከዚህ በታች ባለው ቻርት ውስጥ ተቀምጠዋል። ከፊት ለፊት ባለው ቁጥት ቦታ መስማማትዎን ወይንም አለመስማማትዎን የ √ ምልክት በማድረግ ያስቀምጡ

- 0= በጣም አልስማማም
- 1= አልስማማም
- 2= እስማማለሁም አልስማማምም
- 3 =እስማማለሁ
- 4= በጣም እስማማለሁ

ተ.ቁ	ለመምህራን ተነሳሽነት መደብ፣ ለብቃት፣ የባህሪና የመዳከም መንስኤዎች	ደረጃ				
		0	1	2	3	4
5.1	ማህበረሰቡ ለመምህርነት ሙያ ክብር አለመስጠት					
5.2	ተማሪዎችና ወላጆች ለመምህራንን ተገቢውን አክብሮት አለመስጠት					
5.3	ለመምህርነት ሙያ ችግሮች መንግስት ዝቅተኛ ትኩረት መስጠት					
5.4	በመምህርነት ሙያ ዙሪያ የሜዲያ ሽፋን አነስተኛ መሆን					
5.5	ከማስተማር ስራ ውጭ የሚሰሩ ተጨማሪ ስራዎች መብዛት					
5.6	ወጤታማ ተግባር ከመምህራን መጠበቅ እየጨመረ መሄድ					
5.7	ተከታታይ የትምህርት ለውጦች (educational reforms) በመምህራን ላይ የስራ ጫና መፍጠር					
5.8	በክፍል ውስጥ የተማሪዎች ቁጥር መብዛት					
5.9	አመች የሆነ የስራ ቦታና አካባቢ አለመኖር					
5.10	በትምህርት አስተዳደር የሚፈጸም ኢፍትሃዊ ተግባር					
5.11	በመምህርነት ሙያ የተጠያቂነት አለመኖር					
5.12	ለመምህራን የሚሰጠው ደመወዝና ጥቅም ጥቅም (reward) ማነስ					
5.13	እየሰፋ የሄደ የተማሪዎች የባህሪ ችግር					
5.14	የሙያ ነጻነት አለመኖር					
5.15	በትምህርት ቤቶች የማስተማሪያ ቁሳቁሶች ተግልቶአል					

5.16. ሌሎች ተጨማሪ መንስኤዎች ካሉ ይዘርዘሩ

.....

6. ክፍል ስድስት፡ የመምህርነት ሙያ ችግሮች መፍትሄ፡- የመምህርነት ሙያን ለተጋረጡት ችግሮች መፍትሄ የተባሉ ነገሮች ከዚህ በታች ባለዉ ቻርት ዉስጥ የተዘረዘሩ ሲሆን ከፊት ለፊት ባለዉ ክፍት ቦታ ላይ የ / ምልክት በማድረግ ምርጫዎን ያስቀምጡ

- 0= በጣም አልሰማማም
- 1= አልሰማማም
- 2= እስማማለሁም፤ አልሰማማምም
- 3 =እስማማለሁ
- 4= በጣም እስማማለሁ

ተ.ቁ.	ለመምህርነት ሙያ ችግሮች መፍትሄ	ደረጃ				
		0	1	2	3	4
6.1	ዘላቂ የመምህርነት ሙያ ልማት መርሃ ግብር መፍጠር					
6.2	የህብረተሰብ ግንዛቤ መፍጠር					
6.3	ሙያዊ አዎንታዊ የሜዲያ ሽፋን እንዲያገኝ ማድረግ					
6.4	የሙያ ነጻነትን ማጎልበት					
6.5	በትምህርት ቤት ዉስጥ የህዝብና የወላጅ ተሳትፎን ማጎልበት					
6.6	በክፍል ዉስጥ የተማሪዎችን ቁጥር መቀነስ					
6.7	በመምህራን ላይ ጫና የሚፈጥሩ ተጨማሪ ስራዎችን መቀነስ					
6.8	የማስተማሪያ መርጃ ቁሳቁሶችን አቅርቦት ማሻሻል					
6.9	በዉሳኔ አሰጣጥ ሂደት የመምህራንን ተሳትፎ ማጎልበት					
6.10	የሙያ ብቃትን በሙያ ላይ ስልጠና ማጎልበት					
6.11	የተማሪዎችን የባህሪ ችግር መቀነስ					
6.12	በችሎታና በሰራ ዉጤት ላይ የተመሰረተ ጸመወዝ መጨመር					
6.13	ደጋፊና አጋዥ የሆነ የት/ቤት አስተዳደር መፍጠር					
6.14	በት/ቤት ዉስጥ ጥሩ የሆነ ግንኙነት በመምህራን መካከል መፍጠር					
6.15	በሁሉም ደረጃ ወጥ የሆኑና ተገቢ አስተዳደራዊ እርምጃና ዉሳኔዎችን ማጎልበት					

6.16. ሌሎች ለመምህርነት ሙያ ችግሮች ተጨማሪ መፍትሄዎች ካሉ ቢገልጹ

.....

APPENDIX XV

Interview question in English

Interview Questions

one: General questions

1. Teaching experience 0- 5 6- 10 11-15 16-20 above 20

2. Sex Male Female

3. School Primary Secondary Preparatory

4. Subject

5. Education background Diploma Degree Masters other

6. Total period per week -----

Two: On commitment

1. How would you characterize a teacher who is highly committed to the profession?
2. How would you characterize a teacher with little commitment to the profession?
3. Are you committed in your work?
4. Do you feel that this commitment has changed throughout your career?
5. Do you think your views are shared by other teachers?
6. What diminished (enhance) your level of commitment to your profession? (personal, school & systemic factors)
7. What is the impact of decline of commitment on student performance?
8. Do you think the educational office is concerned about teachers' commitment?

Three: On non Immediacy/misbehaving/

1. How do you characterize a teacher who misbehaves?
2. What are the major manifestations of misbehaving among teachers? (Incompetence, offensiveness, indolence)
3. Which teachers misbehave most? More experienced or less experienced? Female or male teachers?
4. What caused teachers' misbehaving? (Personal, school administration, school climate & tiredness)
5. What is the impact of teachers misbehaving on student performance?
6. What can be done to solve teachers' misbehaving?

Four: On Teachers Tiredness & Stress

1. *Have you feel bitter about your job?*
2. *Have you feel fatigued & having low energy?*
3. *Are you bored with your job?*
4. *Do you feel that what you do have no result at all?*
5. *Do you feel sad or depressed when Monday is coming?*
6. *Are you caring less about your job than before?*
7. *Do you think tiredness & stress vary with experience? Gender? Why?*
8. *What caused your feeling of tiredness?*
9. *What is the impact of tiredness & stress on students' performance?*
10. *What can be done to solve this problem?*

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APPENDIX XVI
Interview Questions translated in Amharic

የቃለ መጠይቅ ጥያቄዎች

ክፍል አንድ: ጥቅል ጥያቄዎች

1. የማስተማር ልምድ 0- 5 6- 10 11-15 16-20 above 20
2. ምታ ወንድ ሴት
3. ትምህርት ቤት 1ኛ ደረጃ 2ኛ ደረጃ መሰናዶ
4. የሚያስተምሩት ትምህርት
5. የትምህርት ደረጃ ሰርትፊኬት ዲፕሎማ ዲግሪ ማስተርስ
6. ሳምንታዊ ፔሬድ ብዛት 6-12 13-18 19- 24 25 -30

ክፍል ሁለት: የመምህራን ቁርጠኝነት

1. ለሙያዊ ቁርጠኛ የሆነን መምህር እንዴት ይገልጹታል?
2. ለሙያዊ ቁርጠኛ ያልሆነን መምህር እንዴት ይገልጹታል?
3. ለስራዎ ቁርጠኛ ነዎት?
4. ለሙያዊ ላይ በቆዩባቸዉ አመታት ቁርጠኝነቱ/ ተነሳሽነቱ/ እየተለወጠ እንደሄደ ይሰማዎታል?
5. ይህ ስሜት በሌሎች መምህራንም ዘንድ ይንጸባረቃል?
6. ተነሳሽነትን የሚቀንሱና የሚጨምሩ ነገሮች ምንድን ናቸዉ?(ግለሰባዊ፣ ትምህርት ቤት፣ ስርአታዊ/
7. የመምህራን ተነሳሽነት አለመኖር በተማሪዎች ዉጤት ላይ የሚያመጣዉ ዉጤት ምንድን ነዉ?
8. የትምህርት አመራሩና ተቋም ስለመምህራን ተነሳሽነት ይጨነቃሉ ብለዉ ያስባሉ?

ክፍል ሶስት: የመምህራንን ችግር ላይነት /የባህሪ ችግር/

1. የባህሪ ችግር ያለበትን መምህር እንዴት ይገልጹታል?
2. በመምህራን ዘንድ የሚታዩ የባህሪ ችግር መገለጫዎች ምንድን ናቸዉ? (የብቃት ማነስ፣ አዋራጅ ባህሪ /ጉልበተኝነት፣ ደንታ ቢስነት፣ ቸልተኝነት)

3. የትኞቹ መምህራን ከላይ የተባሉትን የባህሪ ችግር ያሳያሉ? ልምድ ያላቸው፣ ልምድ የሌላቸው? ሴት መምህራን ወይንስ ወንዶች መምህራን?

4. ለመምህራን የባህሪ ችግር መንስኤዎች ምንድን ነው? (ግላዊ፣ የት/ቤት አስተዳደር፣ የትምህርት ቤት ሁኔታ፣ ድካም)

5. በመምህራን አካባቢ የሚታይ የባህሪ ችግር በተማሪዎች ላይ የሚያመጣው ወጤት ምንድን ነው?

6. የመምህራንን የባህሪ ችግር ለመፍታት ምን ቢደረግ ይሻላል?

ክፍል አራት: በመምህራን ስነልቦናዊና አካላዊ ድካም ላይ

1. ስለ ስራው አማራጭ አያውቁም? ምን ያህል ጊዜ?

2. በስራው ምክንያት የድካምና የጉልበት ማጣት ስሜት ተሰምቶታት ያወቃል?

3. በመምህርነት ስራው ተሰላችተው ያወቃሉ?

4. በሙያዊ የሚያደርጉት አስተዋፅኦ ምንም ወጤት እንደሌለው ተሰምቶታት ያወቃል?

5. ሰኞ ሲመጣ የገዘንና የመደበር ስሜት አይሰማዎትም?

6. ከቀድሞው ጋር ሲነጻጸር ስለስራዎ ያለዎት ፍላጎት አልቀነሰም?

7. ድካምና ጫና መምህራን ካላቸው ልምድና ጾታ ጋር ይቀያየራል ወይ? ለምን?

8. መምህራን የድካምና የተስፋ ማጣት ስሜት እንዲሰማቸው የሚያደርጉ ምክንያቶች ምንድን ናቸው?

9. የመምህራን ስነልቦናዊና አካላዊ ድካም በተማሪዎች ወጤት የሚያመጣው ተፅዕኖ ምንድን ነው?

10. ይህንን ችግር ለመፍታት ምን ቢደረግ ይሻላል?

APPENDIX XVII

Table showing teachers' burn out based on years of experience

A) 0-5 years experience

No	Signs of burn out among 0-5 years experience teachers =40	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	3	2	7	5	9	6	8
2.	I feel emotionally drained from my work	3	6	12	5	2	2	10
3.	I feel I'm working too hard on my job	1	4	1	3	3	5	24
4.	I feel frustrated by my job	5	9	8	4	3	3	8
5.	I feel fatigued when I get up in the morning and have to face another day on the job	5	9	7	6	4	3	6
6	I feel burned out from my work	5	4	7	7	4	6	7
7	Working with students all day is really a strain for me	3	3	8	5	2	4	15
8	I feel like I'm at the end of my rope	6	9	8	3	3	5	6
	Emotional exhaustion	4	6	7	5	4	4	11
9	Working directly with students puts too much stress on me	7	8	6	5	2	4	8
10	I feel that students blame me for their problems	8	9	9	3	3	3	5
11	I've become more callous toward people since I took this job	7	8	9	4	3	1	8
12	I worry that this job is hardening me emotionally	9	11	7	5	2	2	4
13	I don't really care what happens to some students	8	9	5	4	4	3	7
14	I feel I treat some students as if they were impersonal objects	9	8	6	7	3	3	4
	Depersonalization average	8	9	7	5	3	3	6
15	I feel thrilled when I work with my students	5	7	5	6	8	4	5
16	When I work I feel that I am full of energy	6	5	8	5	8	2	6
17	When I face a problem that angers me I resolve it with patience	8	5	5	7	6	3	6
18	I easily understand what my students feel	3	4	3	11	7	5	7
19	I believe I accomplish many important things in years I teach	6	7	4	6	5	4	8
20	I resolve students problems successfully	3	5	6	8	7	5	6
21	I feel that I positively change peoples problems with my work	5	4	6	6	7	4	8
22	I create a relaxing relationship with my students easily	3	4	5	6	7	6	9
	Feeling of reduced personal accomplishment	5	5	5	7	7	4	7

B) 6-10 years experience

No	Signs of burn out among 6-10 years experience teachers = 44	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	2	6	3	4	6	8	15
2.	I feel emotionally drained from my work	4	10	8	4	5	4	9
3.	I feel I'm working too hard on my job	2	4	3	5	3	6	21
4.	I feel frustrated by my job	6	9	10	3	4	5	7
5.	I feel fatigued when I get up in the morning and have to face another day on the job	7	8	11	7	2	3	6
6	I feel burned out from my work	5	4	7	6	3	7	12
7	Working with students all day is really a strain for me	2	5	5	4	5	6	17
8	I feel like I'm at the end of my rope	5	5	12	4	5	4	9
	Emotional exhaustion average	4	6	7	5	4	5	12
9	Working directly with students puts too much stress on me	7	5	11	7	3	3	8
10	I feel that students blame me for their problems	6	8	8	4	6	5	7
11	I've become more callous toward people since I took this job	8	9	10	5	4	3	5
12	I worry that this job is hardening me emotionally	6	6	7	6	4	5	10
13	I don't really care what happens to some students	7	9	9	3	2	5	9
14	I feel I treat some students as if they were impersonal objects	8	7	7	5	4	5	8
	Depersonalization average	7	7	9	5	4	4	8
15	I feel thrilled when I work with my students	2	4	3	5	10	7	13
16	When I work I feel that I am full of energy	3	3	3	8	11	9	7
17	When I face a problem that angers me I resolve it with patience	3	6	7	8	12	4	4
18	I easily understand what my students feel	2	6	4	10	11	5	6
19	I believe I accomplish many important things in the years I teach	6	9	4	8	7	4	6
20	I resolve students problems successfully	5	8	7	10	5	3	6
21	I feel that I positively change peoples problems with my work	4	6	7	8	8	6	5
22	I create a relaxing relationship with my students easily	1	4	8	10	9	5	7
	Feeling of reduced personal accomplishment average	3	6	5	8	9	5	7

C) 11-15 years experience

No	Signs of burn out among 11-15 years experience teachers = 28	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	2	4	6	4	3	4	5
2.	I feel emotionally drained from my work	2	4	4	7	3	5	3
3.	I feel I'm working too hard on my job	2	1	2	2	3	4	14
4.	I feel frustrated by my job	4	6	5	4	1	5	3
5.	I feel fatigued when I get up in the morning and have to face another day on the job	3	7	4	6	1	5	2
6	I feel burned out from my work	4	3	2	8	4	3	4
7	Working with students all day is really a strain for me	1	1	1	3	4	4	14
8	I feel like I'm at the end of my rope	4	7	6	3	3	3	2
	Emotional exhaustion average	3	4	4	5	3	4	6
9	Working directly with students puts too much stress on me	5	7	4	5	4	2	1
10	I feel that students blame me for their problems	4	6	5	3	4	3	3
11	I've become more callous toward people since I took this job	4	8	5	4	4	1	2
12	I worry that this job is hardening me emotionally	3	7	6	2	3	2	5
13	I don't really care what happens to some students	3	6	5	2	5	2	5
14	I feel I treat some students as if they were impersonal objects	6	4	3	3	5	4	3
	Depersonalization average	4	6	5	3	4	2	3
15	I feel thrilled when I work with my students	1	2	4	7	5	3	6
16	When I work I feel that I am full of energy	1	2	3	6	5	4	7
17	When I face a problem that angers me I resolve it with patience	0	2	4	9	5	3	5
18	I easily understand what my students feel	2	2	4	4	5	6	5
19	I believe I accomplish many important things in the years I teach	1	2	3	7	4	7	4
20	I resolve students problems successfully	1	3	5	7	6	3	3
21	I feel that I positively change peoples problems with my work	0	3	5	6	5	4	5
22	I create a relaxing relationship with my students easily	2	3	2	7	7	3	4
	Feeling of reduced personal accomplishment average	1	2	4	7	5	4	5

D) 16-20 years experience

No	Signs of burn out among public 16-20 years experience teachers=11	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	1	0	2	1	1	5	1
2.	I feel emotionally drained from my work	1	0	1	5	1	2	1
3.	I feel I'm working too hard on my job	0	1	0	0	2	2	6
4.	I feel frustrated by my job	1	3	1	2	0	2	2
5.	I feel fatigued when I get up in the morning & have to face another day on the job	0	3	0	3	2	2	1
6	I feel burned out from my work	1	3	2	1	0	4	0
7	Working with students all day is really a strain for me	2	1	0	1	1	2	4
8	I feel like I'm at the end of my rope	2	3	2	2	0	0	2
	Emotional exhaustion average	1	2	1	2	1	2	2
9	Working directly with students puts too much stress on me	3	3	4	0	0	1	0
10	I feel that students blame me for their problems	2	3	3	0	1	0	2
11	I've become more callous toward people since I took this job	4	2	2	1	1	1	0
12	I worry that this job is hardening me emotionally	4	2	3	2	0	0	0
13	I don't really care what happens to some students	3	2	2	2	0	0	2
14	I feel I treat some students as if they were impersonal objects	3	1	3	1	1	1	1
	Depersonalization average	3	2	3	1	1	1	1
15	I feel thrilled when I work with my students	0	0	0	3	2	0	6
16	When I work I feel that I am full of energy	1	0	0	2	0	4	4
17	When I face a problem that angers me I resolve it with patience	1	1	2	0	0	3	4
18	I easily understand what my students feel	0	0	1	4	2	1	3
19	I believe I accomplish many important things in the years I teach	0	2	2	3	1	2	1
20	I resolve students problems successfully	0	0	3	2	2	2	2
21	I feel that I positively change peoples problems with my work	0	2	0	3	1	2	3
22	I create a relaxing relationship with my students easily	0	1	0	4	1	2	3
	Feeling of reduced personal accomplishment average	0	1	1	3	1	2	3

E) Above 20 years experience

No	Signs of burn out among more that 20 years experience teachers 78	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	8	9	8	11	10	17	15
2.	I feel emotionally drained from my work	7	8	9	9	10	18	17
3.	I feel I'm working too hard on my job	3	8	2	4	14	12	35
4.	I feel frustrated by my job	8	12	9	7	13	15	14
5.	I feel fatigued when I get up in the morning and have to face another day on the job	13	16	8	9	8	13	11
6	I feel burned out from my work	12	13	7	10	11	12	13
7	Working with students all day is really a strain for me	9	15	5	10	5	10	24
8	I feel like I'm at the end of my rope	18	12	9	9	6	11	13
	Emotional exhaustion average	10	12	7	9	10	14	18
9	Working directly with students puts too much stress on me	12	13	13	6	10	11	13
10	I feel that students blame me for their problems	22	14	6	4	9	11	12
11	I've become more callous toward people since I took this job	23	18	2	4	9	13	9
12	I worry that this job is hardening me emotionally	25	19	8	6	5	10	5
13	I don't really care what happens to some students	23	9	8	4	10	8	16
14	I feel I treat some students as if they were impersonal objects	21	16	2	6	11	10	12
	Depersonalization average	21	15	7	5	9	11	11
15	I feel thrilled when I work with my students	12	8	9	6	9	13	21
16	When I work I feel that I am full of energy	13	11	9	3	7	17	18
17	When I face a problem that angers me I resolve it with patience	7	9	5	3	9	22	23
18	I easily understand what my students feel	7	6	6	1	17	16	25
19	I believe I accomplish many important things in the years I teach	9	8	6	5	11	18	21
20	I resolve students problems successfully	5	8	3	5	14	23	20
21	I feel that I positively change peoples problems with my work	7	3	9	6	7	27	19
22	I create a relaxing relationship with my students easily	8	11	7	1	10	17	24
	Feeling of reduced personal accomplishment	9	8	7	4	11	19	21

APPENDIX XVIII

Table showing burn out level of teachers based on educational back ground

A) Degree level teachers

No	Signs of burn out among Degree teachers =134	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	9	19	16	16	21	23	30
2.	I feel emotionally drained from my work	18	29	25	21	11	11	19
3.	I feel I'm working too hard on my job	2	6	5	9	15	11	86
4.	I feel frustrated by my job	24	36	24	12	6	15	17
5.	I feel fatigued when I get up in the morning & have to face another day on the job	32	32	21	22	6	13	8
6.	I feel burned out from my work	22	22	24	18	8	21	19
7.	Working with students all day is really a strain for me	11	15	15	17	10	11	55
8.	I feel like I'm at the end of my rope	40	24	28	11	6	8	17
	Emotional exhaustion average	20	23	20	16	10	14	31
9.	Working directly with students puts too much stress on me	40	26	28	11	10	9	10
10.	I feel that students blame me for their problems	35	25	25	8	11	11	19
11.	I've become more callous toward people since I took this job	50	28	24	11	7	6	8
12.	I worry that this job is hardening me emotionally	42	24	25	14	6	6	17
13.	I don't really care what happens to some students	39	23	22	12	12	8	18
14.	I feel I treat some students as if they were impersonal objects	54	19	19	12	13	8	9
	Depersonalization average	43	24	24	11	10	8	14
15.	I feel thrilled when I work with my students	9	9	10	21	24	15	46
16.	When I work I feel that I am full of energy	12	8	15	22	22	19	36
17.	When I face a problem that angers me I resolve it with patience	11	15	15	31	20	13	29
18.	I easily understand what my students feel	5	10	10	29	23	16	41
19.	I believe I accomplish many important things in the years I teach	11	20	9	24	18	14	38
20.	I resolve students problems successfully	6	13	18	33	13	16	35
21.	I feel that I positively change peoples problems with my work	8	13	16	25	21	17	34
22.	I create a relaxing relationship with my students easily	2	7	13	27	22	18	45
	Feeling of reduced personal accomplishment average	8	12	13	27	20	16	38

B) Diploma level teachers

No	Signs of burn out among Diploma teachers =37	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	7	9	2	5	4	3	7
2.	I feel emotionally drained from my work	15	5	2	6	3	3	3
3.	I feel I'm working too hard on my job	1	4	0	3	4	6	19
4.	I feel frustrated by my job	15	12	0	5	0	4	1
5.	I feel fatigued when I get up in the morning and have to face another day on the job	15	7	3	7	1	4	0
6	I feel burned out from my work	12	3	2	6	5	6	3
7	Working with students all day is really a strain for me	8	4	0	2	2	7	14
8	I feel like I'm at the end of my rope	17	5	2	2	4	2	5
	Emotional exhaustion average	11	6	1	5	3	4	7
9	Working directly with students puts too much stress on me	18	8	1	5	0	4	1
10	I feel that students blame me for their problems	16	8	3	1	2	4	3
11	I've become more callous toward people since I took this job	25	7	2	1	0	2	0
12	I worry that this job is hardening me emotionally	23	3	5	1	0	3	2
13	I don't really care what happens to some students	18	1	2	2	0	4	10
14	I feel I treat some students as if they were impersonal objects	24	4	1	1	1	3	3
	Depersonalization average	21	5	2	2	1	3	3
15	I feel thrilled when I work with my students	0	0	5	2	1	5	24
16	When I work I feel that I am full of energy	1	0	2	0	4	6	24
17	When I face a problem that angers me I resolve it with patience	3	4	2	4	3	11	10
18	I easily understand what my students feel	0	0	2	0	8	9	18
19	I believe I accomplish many important things in the years I teach	0	2	2	1	4	11	17
20	I resolve students problems successfully	0	3	2	3	5	14	10
21	I feel that I positively change peoples problems with my work	0	3	4	1	3	13	13
22	I create a relaxing relationship with my students easily	0	1	1	0	4	9	22
	Feeling of reduced personal accomplishment average	1	2	3	1	4	10	16

C) Certificate level teachers

No	Signs of burn out among Certificate teachers =30	Level of repetition						
		0	1	2	3	4	5	6
1.	I feel used up at the end of the workday	3	6	5	7	2	5	2
2.	I feel emotionally drained from my work	5	8	6	2	1	6	2
3.	I feel I'm working too hard on my job	0	2	1	2	4	7	14
4.	I feel frustrated by my job	11	12	1	1	1	2	2
5.	I feel fatigued when I get up in the morning and have to face another day on the job	12	10	2	3	0	3	0
6.	I feel burned out from my work	10	8	7	2	0	2	1
7.	Working with students all day is really a strain for me	4	7	2	4	0	4	9
8.	I feel like I'm at the end of my rope	12	7	3	3	2	1	2
	Emotional exhaustion average	7	8	3	3	1	4	4
9.	Working directly with students puts too much stress on me	10	10	3	4	0	3	0
10.	I feel that students blame me for their problems	12	13	3	0	0	0	2
11.	I've become more callous toward people since I took this job	17	11	2	0	0	0	0
12.	I worry that this job is hardening me emotionally	15	13	1	1	0	0	0
13.	I don't really care what happens to some students	9	10	0	0	1	1	9
14.	I feel I treat some students as if they were impersonal objects	17	6	1	0	1	2	3
	Depersonalization average	13	11	2	1	0	1	2
15.	I feel thrilled when I work with my students	2	0	0	0	5	6	17
16.	When I work I feel that I am full of energy	1	0	0	2	2	10	15
17.	When I face a problem that angers me I resolve it with patience	2	4	6	2	2	5	9
18.	I easily understand what my students feel	0	1	1	1	5	8	14
19.	I believe I accomplish many important things in the years I teach	1	1	2	3	2	7	14
20.	I resolve students problems successfully	0	1	3	4	3	9	10
21.	I feel that I positively change peoples problems with my work	0	2	3	4	4	5	12
22.	I create a relaxing relationship with my students easily	0	0	3	1	3	10	13
	Feeling of reduced personal accomplishment average	1	1	2	2	3	8	13

APPENDIX XIX

Table showing generalized burn out level based on years of experience

No	Burn out based on years of experience	Dimension of burn out	Level of burn out					
			low		Neither low or high		High	
			No of Teachers	%	No of Teachers	%	No of Teachers	%
1	0-5	Emotional exhaustion	17	42.5%	5	12.5%	19	47.5%
		Depersonalization	24	60%	5	12.5%	12	30%
		Reduced personal accomplishment	15	37.5%	7	17.5%	18	45%
2	6-10	Emotional exhaustion	17	38.63%	5	11.36%	22	50%
		Depersonalization	23	52.27%	5	11.36%	16	36.36%
		Reduced personal accomplishment	14	31.81%	8	18.18%	21	47.72%
3	11-15	Emotional exhaustion	11	39.28%	5	17.85%	13	46.42%
		Depersonalization	15	53.57%	3	10.71%	10	35.71%
		Reduced personal accomplishment	7	25%	7	25%	14	50%
4	16-20	Emotional exhaustion	4	36.36%	2	18.18%	5	45.45%
		Depersonalization	8	72.72%	1	9.09%	3	27.27%
		Reduced personal accomplishment	2	18.18%	3	27.27%	6	54.54%
5	Above 20	Emotional exhaustion	29	37.17%	9	11.53%	42	53.84%
		Depersonalization	43	55.12%	5	6.41%	31	39.74%
		Reduced personal accomplishment	24	30.76%	4	5.12%	51	65.38%

APPENDIX XX

Table showing teachers misbehaving based on educational level

A) Certificate teachers

No	Misbehaving opinion of certificate teachers	level						
		0	1	2	3	4	5	6
1	Giving confusing lectures,	7	11	9	2	1	0	0
2	apathy toward students when teaching	5	7	9	4	1	3	1
3	unfair testing	8	10	6	4	1	1	0
4	Use of boring lectures,	6	7	9	4	2	2	0
5	Use of unintelligible accents,	6	7	10	4	2	1	0
6	information overload,	8	10	3	6	1	2	0
7	lack of knowledge on subject matter,	5	7	10	4	3	1	0
8	Instructing or assigning work with inappropriate volume	4	12	3	6	2	2	1
9	Use of bad grammar and/or spelling	10	10	4	4	1	0	1
	<i>Incompetence average</i>	7	9	7	4	2	1	0
10	sarcasm/putdowns, humiliate students	4	14	6	2	1	1	2
11	verbally abuse students	5	10	6	3	2	1	3
12	unreasonable or arbitrary rules, punishments	8	8	7	2	3	2	0
13	sexual harassment of students	9	10	3	2	1	2	3
14	Negative attitude & personality,	7	12	6	1	2	0	2
15	favoritism and/or prejudice to some students	7	9	4	3	1	4	2
	<i>Offensiveness average</i>	7	11	5	2	2	2	2
16	being absent or late for class	2	6	9	7	0	5	1
17	Tardy, disregard for students	3	12	4	5	1	4	1
18	Coming to class unprepared or showing no interest in their work	7	7	7	4	1	2	2
19	deviating from syllabus, spend period with unnecessary issues	10	7	4	3	3	2	1
20	returning work & test results late	3	12	7	3	1	3	1
21	information under load, instruct below expectation	7	9	6	2	3	1	2
22	Instruct in a disorganized way	8	9	5	2	3	2	1
	<i>Tardiness average</i>	6	9	6	4	2	3	1

B) Diploma teachers

No	Misbehaving opinion of Diploma teachers	level						
		0	1	2	3	4	5	6
1	Giving confusing lectures,	8	14	11	1	2	1	0
2	apathy toward students when teaching	10	9	8	6	3	1	0
3	unfair testing	9	9	7	6	2	3	1
4	Use of boring lectures,	9	7	9	8	1	1	2
5	Use of unintelligible accents,	11	8	9	4	2	1	2
6	information overload,	11	7	3	11	3	1	1
7	lack of knowledge on subject matter,	9	12	3	8	2	1	2
8	Instructing or assigning work with inappropriate volume	7	12	5	7	3	2	1
9	Use of bad grammar and/or spelling	11	12	8	3	1	1	1
	Incompetence average	9	10	7	6	2	1	1
10	sarcasm/putdowns, humiliate students	12	16	3	3	1	1	1
11	Verbally abuse students	6	14	8	5	1	3	0
12	unreasonable or arbitrary rules, punishments	12	12	4	3	3	2	1
13	sexual harassment of students	23	5	5	1	1	2	0
14	Negative attitude & personality,	15	12	5	2	0	2	1
15	favoritism and/or prejudice to some students	11	8	10	4	1	2	1
	Offensiveness average	13	11	6	3	1	2	1
16	Being absent or late for class	4	10	6	9	0	6	2
17	Tardy, disregard for students	10	10	8	4	2	2	1
18	Coming to class unprepared or showing no interest in their work	11	13	3	7	1	1	1
19	deviating from syllabus, spend period with unnecessary issues	15	12	3	3	1	2	1
20	returning work & test results late	8	12	10	4	0	1	2
21	information under load, instruct below expectation	14	9	5	4	2	2	1
22	Instruct in a disorganized way	11	11	7	3	2	2	1
	Tardiness average	10	11	6	5	1	2	1

C. Degree level teachers

No	Misbehaving opinion of Degree teachers	level						
		0	1	2	3	4	5	6
1	Giving confusing lectures,	23	40	40	20	5	3	3
2	apathy toward students when teaching	31	39	32	20	2	5	5
3	unfair testing	25	38	38	20	3	5	5
4	Use of boring lectures,	22	43	36	23	6	3	1
5	Use of unintelligible accents,	21	34	46	22	7	2	2
6	information overload,	27	41	30	20	6	8	2
7	lack of knowledge on subject matter,	31	47	26	19	4	5	2
8	Instructing or assigning work with inappropriate volume	29	34	39	23	4	5	0
9	Use of bad grammar and/or spelling	30	48	38	12	3	3	0
	<i>Incompetence average</i>	27	40	36	20	4	4	2
10	sarcasm/putdowns, humiliate students	30	49	29	15	7	4	0
11	verbally abuse students	28	34	33	25	9	4	1
12	unreasonable or arbitrary rules, punishments	36	47	26	11	11	3	0
13	sexual harassment of students	31	45	32	14	7	5	0
14	Negative attitude & personality,	34	40	34	15	7	4	0
15	favoritism and/or prejudice to some students	30	43	34	16	6	3	2
	<i>Offensiveness</i>	32	43	31	16	8	4	1
16	being absent or late for class	23	43	38	17	6	5	2
17	Tardy, disregard for students	25	39	45	17	3	3	2
18	Coming to class unprepared or showing no interest in their work	30	41	38	15	5	2	3
19	deviating from syllabus, spend period with unnecessary issues	31	41	35	15	7	5	0
20	returning work & test results late	20	42	41	18	7	4	2
21	information under load, instruct below expectation	39	38	29	21	3	3	1
22	Instruct in a disorganized way	31	46	36	14	2	3	2
	<i>Tardiness average</i>	28	41	37	17	5	4	2

APPENDIX XXI

Table showing teachers commitment based on educational level

No	A) Commitment level among certificate teachers'	level						
		0	1	2	3	4	5	6
1	To work hard for the school & its better future	0	11	3	5	5	5	1
2	Tendency to cover other teachers class room in order to stay in the school	3	10	5	5	2	4	1
3	Desire to fulfill & finish work assigned by the school adm.	3	10	6	1	3	2	5
4	To prefer working at this school even though having choices to leave	3	8	5	1	4	5	4
5	Desire deal with & resolve the problem of the school.	1	10	4	1	6	3	5
6	To perceive the school as the best one among the others	4	8	6	1	4	4	3
	<i>Commitment to school in Average</i>	1	10	5	2	4	4	4
7	To feel becoming a teacher as best decision in his/her life	3	8	5	2	5	4	3
8	To be proud of being a teacher. .	1	6	5	5	6	3	4
9	Perceive the values of teaching profession more important than other professions	4	7	3	4	5	4	3
10	To perceive teaching occupation as best for working life	6	5	2	4	6	4	3
11	The desire to be well-known in teaching profession	2	11	3	1	4	4	5
12	The desire to continue teaching without economic needs.	6	9	9	2	1	1	2
	<i>Commitment to the profession in Average</i>	2	8	5	3	5	4	4
13	To help students learning (activities) outside classroom.	0	14	4	3	4	3	2
14	To spend free time with students	1	6	8	4	5	3	3
15	The responsibility of entering the class on time. .	4	6	6	1	5	3	5
16	To accomplish the job with enthusiasm.	2	10	4	3	2	5	4
17	To get information about the student's family life.	1	8	7	8	3	2	1
18	To try to do the best for the unsuccessful students	3	9	4	6	4	3	1
	<i>Commitment to students in Average</i>	1	9	6	4	4	3	3
19	To be pleased & laugh with other teachers in the breaks.	2	8	10	3	1	2	4
20	To be proud of his/her colleagues performance	1	12	7	5	2	1	2
21	To feel perceived as close friend by the other teachers at work place & outside	2	7	7	4	3	4	3
22	To feel other teachers in the school as best friends.	4	7	5	3	3	5	3
	<i>Commitment to colleagues in Average</i>	2	9	7	4	2	3	4
	Total	56	190	118	72	83	74	67
	Average organizational commitment	3	9	5	3	4	3	3

No	B) Commitment level among Diploma teachers'	level						
		0	1	2	3	4	5	6
1	To work hard for the school & its better future	0	10	0	6	9	7	5
2	Tendency to cover other teachers class room in order to stay in the school	5	11	10	4	2	2	3
3	Desire to fulfill & finish work assigned by the school adm.	2	8	6	5	8	6	2
4	To prefer working at this school even though having choices to leave	3	7	9	6	5	4	3
5	Desire deal with & resolve the problem of the school.	3	15	4	3	3	5	4
6	To perceive the school as the best one among the others	3	11	5	4	7	4	3
	<i>Commitment to school in Average</i>	3	10	6	5	6	5	3
7	To feel becoming a teacher as best decision in his/her life	1	10	5	10	5	3	3
8	To be proud of being a teacher. .	3	9	5	8	4	3	5
9	Perceive the values of teaching profession more important than other professions	3	15	1	6	2	5	5
10	To perceive teaching occupation as best for working life	1	6	8	8	3	6	5
11	The desire to be well-known in teaching profession	1	9	6	7	6	3	5
12	The desire to continue teaching without economic needs.	2	10	6	8	5	2	4
	<i>Commitment to the profession in Average</i>	2	10	5	8	4	4	5
13	To help students learning (activities) outside classroom.	6	11	9	1	4	4	2
14	To spend free time with students	1	19	4	6	3	1	3
15	The responsibility of entering the class on time. .	2	10	5	4	5	5	6
16	To accomplish the job with enthusiasm.	1	17	1	5	6	3	4
17	To get information about the student's family life.	1	15	9	8	2	2	0
18	To try to do the best for the unsuccessful students	1	15	11	2	3	4	1
	<i>Commitment to students in Average</i>	2	15	7	4	4	3	3
19	To be pleased & laugh with other teachers in the breaks.	3	8	9	4	6	3	4
20	To be proud of his/her colleagues performance	2	8	11	7	5	2	2
21	To feel perceived as close friend by the other teachers at work place & outside	1	9	7	7	5	3	5
22	To feel other teachers in the school as best friends.	1	4	9	13	4	3	3
	<i>Commitment to colleagues in Average</i>	2	7	9	8	5	3	4
	Total	60	237	142	134	102	76	62
	Average organizational commitment	3	11	6	6	5	3	3

No	C) Commitment level among Degree teachers'	level						
		0	1	2	3	4	5	6
1	To work hard for the school & its better future	9	51	15	7	21	17	14
2	Tendency to cover other teachers class room in order to stay in the school	20	43	29	28	8	6	0
3	Desire to fulfill & finish work assigned by the school adm.	10	44	22	11	21	11	15
4	To prefer working at this school even though having choices to leave	33	31	25	24	7	8	6
5	Desire deal with & resolve the problem of the school.	9	48	30	14	12	13	8
6	To perceive the school as the best one among the others	10	43	33	15	12	13	8
	<i>Commitment to school in Average</i>	14	43	26	17	14	12	9
7	To feel becoming a teacher as best decision in his/her life	26	29	31	27	6	5	10
8	To be proud of being a teacher. .	23	32	32	19	7	8	13
9	Perceive the values of teaching profession more important than other professions	26	25	25	21	14	7	16
10	To perceive teaching occupation as best for working life	25	25	31	32	6	3	12
11	The desire to be well-known in teaching profession	18	31	27	18	12	11	17
12	The desire to continue teaching without economic needs.	19	34	27	22	9	11	12
	<i>Commitment to the profession in Average</i>	23	29	29	24	9	8	13
13	To help students learning (activities) outside classroom.	10	42	44	12	9	9	8
14	To spend free time with students	11	47	36	19	9	7	5
15	The responsibility of entering the class on time. .	12	37	28	8	16	14	19
16	To accomplish the job with enthusiasm.	11	35	28	20	15	8	17
17	To get information about the student's family life.	22	44	36	19	3	4	6
18	To try to do the best for the unsuccessful students	11	49	34	20	3	5	12
	<i>Commitment to students in Average</i>	11	42	34	16	9	8	13
19	To be pleased & laugh with other teachers in the breaks.	11	26	41	20	10	12	14
20	To be proud of his/her colleagues performance	9	36	38	27	9	6	9
21	To feel perceived as close friend by the other teachers at work place & outside	10	39	34	17	11	8	15
22	To feel other teachers in the school as best friends.	7	43	27	21	13	11	12
	<i>Commitment to colleagues in Average</i>	9	36	35	22	11	9	13
	Total	342	834	673	421	233	197	248
	Average organizational commitment	16	38	31	18	11	9	11

Declaration

I the under signed declared that the thesis is comprised my own work. In compliance with internationally accepted practices, I have duly acknowledged and referenced all materials used in this work. I understand that non adherence to principles of academic honesty and integrity, misrepresentation/fabrication of any idea/ideas/facts/ sources will constitute sufficient ground for disciplinary action by the University and can evoke penal action from the sources which have not been properly cited or acknowledged.



Signature

Seid Mohammed

Name of the student

[K] 127/01

University Identification Number

June 20/2011

Date of Submission