Teachers Professional Commitment towards Students Learning, their Profession and the Community in Eastern Ethiopian Secondary Schools

Doğu Etiyopya’da Orta Dereceli Okullarda Öğretmenlerin Öğrenci Öğrenmesine, Mesleklerine ve Topluluğa Yönelik Bağlılıkları

(Received October 21, 2016- Approved December 6, 2016)

Anwar Ahmed Hussen1, Sisay Awgichew W/Tegegn and Tamirat Zelalem Teshome

Abstract

The main purpose of this study was to assess the status of Post Graduate Diploma in Secondary School Teaching (PGDT) graduates commitment towards students learning, the community and their profession in Eastern Ethiopia. The study employed mixed research design particularly concurrent embedded qualitative and quantitative methods. The study was carried out on 14 secondary schools, and 170 respondents participated. Results of the study revealed that, teachers’ commitment to learning, the community and their profession were low due to low salary, low respect, low attitude towards teaching profession, less motivation and less incentives. Therefore, it is suggested that education policy makers work in collaboration with the community to design incentive mechanisms, such as providing subsidized housing, transportation and reducing taxations that improve teachers’ income and motivation. Moreover, the government could work on awareness rising strategies to improve stakeholders’ attitude towards the teaching profession.

Key Words: PGDT graduates, commitment, profession.

Öz


Anahtar Sözcüklər: ODOÖ mezunları, bağlılık, meslek.

1 Anwar Ahmed Hussen Corresponding author, Lecturers at Haramaya University College of Education and Behavioral Sciences: Ethiopia, E-mail: anwarharamaya123@gmail.com
Introduction

Background of the Study

Education is the only instrument to bring about desirable social change. The importance of education is quite clear: it is the knowledge of putting one’s potentials to maximum use. The development of a nation depends upon the number educated citizens who have access to quality education, which in turn depends upon the competence, dedication or commitment and quality of teacher.

In attempt to improve and further develop the teacher education system, the government of Ethiopia has assessed teacher education at national level (MoE, 2002, 2006 and 2008). A nation-wide study conducted in 2002 on the quality and effectiveness of Teacher Education in Ethiopia showed the urgent need to bring about a paradigm shift in the system. Some of the findings of this study included weak pre-service training, and an absence of continuous professional development opportunities for the teacher educators. In addition, many teacher educators were not professionally trained, and any training they had had not been based on the contextual situations at the schools. Moreover, most of the student teachers enrolled had a poor academic background, and had no interest in, or commitment to, the profession (MoE, 2006).

These findings implicate the poor status of the teaching profession, and the effect it may have on the quality of the education in general. Because of these national assessments of the teacher education system, the ministry of education introduced a new pre-service and in-service curriculum improvement program as the main component of TESO sub program. This was followed by two more sub-programs, namely, Continuous Professional Development (CPD) and Teacher Development Program (TDP), which were implemented to improve the professional development of teachers. The TESO program was renamed as Teacher Development Program (TDP), and teacher professional competencies were set (MoE, 2008). In this case, teaching is recognized as a profession that needs development and competences which teachers should possess to effectively conduct teaching (Yalew et al, 2014).

Different people may identify different factors that affect curriculum implementation. Some people identify quality of the curriculum designed, the quality of school leaders, availability of material resources, commitment of student towards learning, participation of the community, quality of teachers and the organization in which they work. However, in the context of curriculum implementation, teacher commitment cannot be assumed. Without such commitment, any form of implementation will surely fail. Achieving the goals for curriculum implementation or realization of change depends on better understanding the nature and development of a teacher’s commitment. The teacher is the only one who can transform purposes into action, so we must be concerned about whether the teacher is doing this effectively.

Commitment is important for teachers because it reflects a personal interpretation
of work experience as absorbing and meaningful. It is a significant factor in efforts to improve school outcomes, especially student academic achievement (Kushman, 1992). There are four “matters” commonly associated with teacher commitment: profession, student learning and the community.

Professional commitment is typically conceptualized as a positive, affective attachment to one’s work. Commitment, when attached to this object, results from the satisfactions that accrue from a job (Firestone & Rosenblum, 1988). Professional commitment is the feeling of dedication among the individuals of a group towards their profession. This commitment area involves two essential components: namely, pride in one’s being in the teaching profession; and a strong desire for professional development (Shashi, 2014). Commitment to student learning includes teacher dedication to helping students learn regardless of their academic difficulties or social background. Conceptually, this type of commitment speaks to increasing student engagement in learning and academic achievement, particularly for students who are academically at risk (Kushman, 1992). A commitment to the community includes creating a symbolic relation between the school and community. Teachers need to orient and motivate the community to perceive the importance of education as a lifelong process. Teachers need to have deep concern and commitment towards the community and the organization for which they work (Shashi, 2014). Organizational commitment is defined as a multidimensional concept that includes belief in and acceptance of the organization’s goals and values; willingness to exert effort on the organization’s behalf; and a desire to remain in the organization (Mowday et al, 1982).

Globally, governments, voluntary agencies, non-governmental organizations and individuals commit significant resources towards building and developing teacher professionalism. The need for improving teachers’ job satisfaction and commitment has been considered paramount since almost half of the new teachers left the profession in the first five years (Mays & Jerie, 2002, Akalewold, 2004 as cited in Yalew 2014)). Indeed, teaching is classified as profession and a social service for national development, not simply an occupation aimed at making money for livelihood A teacher should be permanently committed to his work. Therefore, checking the commitments of teacher is reasonable and timely to make education more desirable.

**Statement of the Problem**

The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. Nevertheless, a teacher cannot perform his or her multifarious tasks and responsibilities unless he or she is professionally and personally up to date with recent developments. Teachers shoulder the responsibility of shaping the future of the nation, thus the future of the nation depends upon the skills and efficiency of the teachers. Teaching is not an easy task and it demands a high degree of professional qualities
and commitment which is inculcated in the teacher’s personality. Scholars in the field of education all over the world have started realizing that it is not sufficient to secure enough teachers, but that the most important is securing the right type of teachers with right type of knowledge, skills and attitudes. Due to this, increased stress is being laid on the qualitative aspect of the teacher education.

Society needs such teachers who can make education vibrant and production oriented, the teachers who possess professional commitment and selfless devotion. The concept of teaching and position of the teacher has changed with the altered values and views of life over time. The increasing complexity of the Ethiopian educational system has given rise to new dimensions and consequently the role of the teacher increased immensely and has acquired a new meaning. The role of the teacher is crucial in helping pupils, develop a positive attitude towards learning (Shashi, 2014).

A committed teacher is focused and more involved in her/his profession. At times, it is presumed that teachers are committed and devoted to their profession, although this is not always the case. It has been sometimes noted that even though the line of work has been chosen voluntarily by teachers, commitment tend to decrease after sometime. Lower commitment affects the effectiveness of schools and causes teachers to be less successful in their professional performance or to leave the profession in extreme cases. Along with commitment towards the profession, teachers also need to be competent in their skills of teaching.

The professionalism and professional development have significance in affecting teachers’ beliefs, attitudes, practices and student learning. Learning how to teach, and working to become an excellent teacher is a long-term processes that requires not only the development of very practical and complex skill under the guidance and supervision of experts, but also the acquisition of specific knowledge and the promotion of certain ethical values, attitudes and commitment Calderhead and Shorrock (as cited in Yalew, 2014). However, Van Amelsvoort, Hendriks and Scheerens (2000) disclosed in their research that the teaching profession is demoralized and suffering from diminishing job satisfaction and decrease commitment, a situation that will affect the quality of teaching and the adequacy of teacher supply in the long term.

In Ethiopia too, job satisfaction was attributed to different conditions. Akalewold (as cited in Yalew, 2014) confirmed that teachers have been recognized as key professionals for building the future nations. However, Akalewold stated, high level of dissatisfaction; stress and burnout were reported among teachers. In his research, Akalewold also investigated a number of work related variables that contribute to teachers’ dissatisfaction. Some of them are: lack of professional autonomy, low salary, low participation and influence on school policy, lack of parental support: scarce resources, overcrowded classroom, students’ unwanted behavior, and struggling on routine duties.

Effective schools anticipate effective teacher education. In making teacher educa-
tion truly effective and functional, the role of teacher is the most crucial. It is universally recognized that the quality of education rests directly on the teachers. From the available literature on professional commitment of teachers and teacher educators, nothing is clear on how teacher educators stand in terms of their commitments as teachers. Limited verified knowledge comes to hand on the actual nature of commitment of the teacher. The need for the improvement and enhancement of commitment of teacher seems universally emphasized and highlighted in educational circles and forums. How to effect its improvement to the optimum desirable degree is the formidable problem, which teachers and educators face.

Hence, the present study was undertaken to assess the level of teachers’ commitment towards their profession, the community and student learning. Based on this understanding, the researchers addressed the following basic question.

1. To what extent are Postgraduate Diploma in Secondary School Teaching (PGDT) graduates committed towards their students learning?
2. To what extent are Postgraduate Diploma in Secondary School Teaching graduates committed towards the community?
3. To what extent are Postgraduate Diploma in Secondary School Teaching graduates committed towards their profession?

Objectives of the Study

The general objective of this research is to examine the status of PGDT graduates’ commitment in Secondary Schools of Eastern Ethiopia. It has also the following specific objectives:

1. To find out the extent in which PGDT graduates are committed towards their students learning.
2. To examine the frequency that PGDT graduates are committed towards the community.
3. To identify the extent in which PGDT graduates are committed towards their profession.

Review of Related Literature

Educational system is the most important among all other social institutions of the society. Each system made by its employees and ranked as good or bad accordingly with the performance of the employee. Educational institutions are also dependent on human resources for their performance. A committed teacher is an asset to the school and occupies a more important place in educational system, because they are in charge of the future of the nation. Teachers are the main input source of any educational institution and teacher’s adequate work and responsibility towards the institution makes it good or bad. Teachers aim is to be a change agent transforming light of knowledge and wisdom, imagination and enlightenment.
**Teaching as a profession and development**

Teaching is classified as profession. Teaching is no simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. The meaning of teachers’ development is located in their personal and professional lives and in the policy and school settings in which they work. Teachers are at the heart of the educational process. The greater the importance attached to education as a whole whether for cultural transmission, for social cohesion and justice, or for human resource development so critical in modern, technology-based economies the higher is the priority that must be accorded to the teachers responsible for that education (Christopher, 2002). As professionals, teachers view the school in which they work as a place of learning and development. For all members of the school community learning and development are central to the process of schooling. Professional development is the development of teachers and support staff to enhance their knowledge and understanding, and their skills and abilities to improve the quality of teaching and learning (Sonia, 2003).

Good teaching is not just a matter of being efficient, developing competence, mastering technique, and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with pleasure, passion, creativity, challenge, and joy (Hargreaves, 1995 as cited in Christopher, 2002). Professional development will: enhance and improve professional knowledge and understanding, skills and abilities, improve each teacher’s ability to teach and, therefore, their pupils’ opportunity to learn and clarify professional beliefs and values.

Different authors recognized that teachers as professionals should possess different skills, knowledge, disposition, and values. The skills include general pedagogical knowledge, subject matter knowledge, pedagogical content-knowledge, knowledge of student context and disposition, knowledge of strategies (techniques and tools to create and sustain learning environment), knowledge and attitude that support political and social justices, and knowledge and skills on how to implement technology in curriculum (Villegas-Reimers, 2003). Despite these crucial roles, teaching has struggled in the world of the professions. It is neither as prestigious nor as well paid as other occupations, such as medicine, accounting, architecture, and law, which are openly recognized as professions. Many historical reasons account for this situation. Teaching is characterized by high degrees of government oversight, bureaucratic organization, and low status (Danielson, 2007).

**Meaning and Concepts of Commitments**

The strength of any profession depends up on the degree of commitment of its members. Teaching is no exception, this means that the strength of teaching profession depends up on the commitment of the teachers. A committed teacher is one whose behavior is consistent with his philosophy of education (Raymond, 1964). According to
Raymond, even though committed teachers differ from each other in many ways, each has the following common characteristics:

*Desire to be a good teacher:* Perhaps the most important characteristics of a committed teacher is that he/she wants to teach and he/she wants to do this well. The committed teacher enjoys working with children and youth and has a strong desire to help each person develop his full potential.

*Is more than purveyor of facts:* The committed teacher realizes that education is more than accumulation of factual information. The presentation of such information can perhaps more effectively accomplished by the utilization of teaching machines, television, and other technological devises.

*Recognizing and accepting the worth of each individual:* the committed teacher is concerned with all educable youths, not just the gifted or college bound. He recognizes that students vary in size, color, intelligence, background and motivation, and he attempts to provide for such differences. His classroom allows for the development of all students. He is concerned with the total development of his students, not only the intellectual development.

*Fulfilling, his professional responsibility:* the committed teacher recognizes his professional responsibilities to students, colleagues, administrators, parents and the community. He accepts, as the members of the teaching profession, the responsibility of advancing the cause of education, improving the quality of teaching, promoting the welfare of teacher, and elevating the status of the profession.

From teachers serving at all levels of the educational system, we expect them to stimulate student’s spirit of understanding, inquiring, and the acquisition of knowledge and thoughtful formulation of worthy goals. Teachers most work towards providing opportunities for the practice of individual right for equal educational opportunity and success through individual dual effort. It is also important to recognize the importance of cooperative relationship and mutual support between schools and the community, and the other institutions, especially the home. In view of this, teachers’ professional codes of ethics are related to Commitments to the students, Commitments to the home and the community, and Commitments to the profession.
Teachers’ commitment towards student learning: children need teacher who understand them and their needs with sensitivity. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. By taking up the profession of teaching, the teacher is pledged to progress and development of learners.

Teachers’ commitment towards the community: No matter what standards the public schools achieve, their quality depends on how much the community values their product. To sustain quality over time and across groups and communities, school teacher need to understand what people value. The school and community have symbolic relation between them. Teachers need is to orient community towards the importance of education as a lifelong process and motivate them to take it in that perspective. Teachers need to have deep concern and commitment towards the community.

Teachers’ commitment towards their profession: teachers are trusted professionals by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed professionals should adopt various innovative method of teaching taking into consideration how best to learn and bring about the effective learning. This can happen only when teachers themselves show commitment to the profession to improve both guided as well as self-directed learning.

Research design and methodology
This part of the research focus on research design and methodology, population,
sample size and sampling techniques. Moreover, it deals with sources of data, instruments of data collection and methods of data analysis. This study was conducted in four Zones located in eastern part of Ethiopia. These are West Hararghe, East Hararghe, Shinile, and Jig-Jiga Zones. Among them West Hararghe and East Hararghe are located in Oromia National Regional State while the remaining two Zones are located in Somali National Regional State.

In this study, the researchers used mixed research design, specifically, concurrent embedded type. The researcher’s preferred concurrent research design for this study because it saves time and energy spent for collection and analysis of data as both qualitative and quantitative data are collected and analyzed at the same time (side by side) to validate the findings of one another independently (Creswell, 2009).

**Population, Sample Size and Sampling Techniques of the Study**

The population of this research includes PGDT graduates of three groups, Mentors, Principals, and Supervisors. Totally 170 respondents were involved in filling out the questionnaires. Out of these, 90 respondents were secondary school teachers (sample PGDT graduates of three batches) and the remaining 80 respondents were secondary school leaders (Mentors, Principals, and Supervisors)

Somali National Regional State has nine Zones, from which two Zones namely Shinle and Jig-Jiga were selected using purposive sampling technique. From these two Zones, six secondary schools were selected using simple random sampling techniques. From East and West Hararghe Zones, eight secondary schools (four from each Zone) were selected by using simple random sampling technique. From the six sample secondary schools of Somali National Regional States and eight secondary schools of East and West Hararghe Zones, all PGDT graduates, all mentor teachers and all principals were included in the sample by using available sampling technique. Finally, all TDP experts and supervisors in Somali REB and East and West Hararghe Zone Education Departments were included using expert sampling techniques.

**Instruments of data collection**

In this study, four data collection instruments namely: Survey Questionnaire, Interview Form, Documents Analysis Form and Focus Group Discussion (FGD) form were used to collect the necessary data.

Survey Questionnaire: both closed-ended and open-ended types were used to collect data from PGDT graduates and school leaders regarding PGDT graduates extent of performing different activities with regard to their commitment towards their students, community and the profession in general. To do this, most of the items of the questionnaire were adopted by the members of the research team. The investigators preferred to use questionnaire as instrument of data collection for this study because it is the most flexible tools and possesses a unique advantage over others in collecting
both qualitative and quantitative information (Kumar, 1999).

Focus Group Discussion Report: As a method for collecting qualitative data, FGD emphasize learning about the thoughts and experiences of others. When the participants take part in a group discussion, they can demonstrate interest in the discussion topic. When the participants are mutually interested in the discussion, their conversational often takes the form of sharing and comparing thoughts about the topic (Victor, 2006). Based on this assumption, the research team used FGD to collect qualitative data regarding PGDT graduates commitment towards their students learning and their profession from Parent Teacher Student Association (PTSA) members.

Interview Form: in qualitative research, interviewing is a major source of data needed for understanding the phenomenon under the study (Merriam 1988). The research team conducted interview with 4 TDP experts at regional and zonal level because they are focal persons to select, assign and evaluate PGDT graduates.

Document Analysis Form: MoE (2009) document indicated that Continuous Professional Development (CPD) is a compulsory requirement for those who teach in all Ethiopian educational establishments. By supporting this, MoE (2015) document emphasized that, without high level of competence in teachers’ transmission of knowledge, skill and value to students will be weak. It has been seen however that the largest to effective implementation of the revised curriculum is lack of pedagogical skill among teachers. The government will therefore provide support to better facilitate this transition by improving qualification process and standards through pre-service training, enriching CPD and strengthening supervision process (in-service training). With this assumption, document analysis was conducted in school level and woreda level educational offices to find out the extent to which PGDT graduates are committed towards their profession by participating in CPD activities, utilizing the time appropriately granted for professional purpose and stay in the profession for long time.

Data analysis and interpretation

170 participants responded to the questionnaires. Out of these, 90 respondents were secondary school teachers (PGDT graduates) and the remaining 80 respondents were secondary school leaders. Accordingly, the questionnaires were distributed to all sample population, out of 90 teachers 83 (92.22%) and out of 80 school leaders 57 (71.25%) completed and returned successfully. At the end, the data collected through questionnaire was analyzed by using descriptive analysis. Besides, the data collected through interview, FGD and document analysis were qualitatively analyzed, organized and interpreted in line with the objectives of the study as described below:
Demographic Information of the Respondents

Table 1. Regarding respondent’s gender

<table>
<thead>
<tr>
<th>Sex</th>
<th>Sex of School Teachers</th>
<th>Sex of School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Male</td>
<td>74</td>
<td>89.2</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10.8</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As indicated in table 1, 74 (89.2%) of teachers (PGDT Graduates) are males and the rest 9(10.8%) are female. This indicates that male teachers dominate secondary schools in the study area and the participation of female teachers is still low. Similarly, 53 (93%) of school leaders are males and the remaining 4 (7%) are females. From this data, it is possible to say that, the participation of females in teaching and leadership position is low. Therefore, to reduce this gap and improve women competitiveness in teaching and leadership positions continuous women empowerment training and capacity-building programs need to be prepared by responsible stakeholders such as NGOs who are working on women empowerment, gender office, women association, the women themselves, federal government.

Table 2. Regarding respondent’s age & work experience

<table>
<thead>
<tr>
<th>Age</th>
<th>Age of Teachers</th>
<th>Age of School Leaders</th>
<th>Experience Teachers</th>
<th>Experience of School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
</tr>
<tr>
<td>25 and Below</td>
<td>47 56.6%</td>
<td>5 8.8%</td>
<td>52 62.7%</td>
<td>1 1.8%</td>
</tr>
<tr>
<td>26-30</td>
<td>36 43.4%</td>
<td>32 56.1%</td>
<td>25 30.1%</td>
<td>13 22.8%</td>
</tr>
<tr>
<td>31-35</td>
<td>0 0.0%</td>
<td>13 22.8%</td>
<td>4 4.8%</td>
<td>19 33.3%</td>
</tr>
<tr>
<td>36 and above</td>
<td>0 0.0%</td>
<td>7 12.3%</td>
<td>2 2.4%</td>
<td>24 42.1%</td>
</tr>
<tr>
<td>Total</td>
<td>83 100.0%</td>
<td>57 100.0%</td>
<td>Total 83 100.0%</td>
<td>57 100.0%</td>
</tr>
</tbody>
</table>

As Table-2 indicates, 47(56.6%) of teachers are within the age range 25 & below and the rest 36(43.4%) are within the age range between 26 and 30 years. Regarding the age of school leaders 5 (8.8%), 32(56.1%), 13(22.8%) and 7 (12.3%) are in the age range of 25 & below, between 26-30, 31-35 and 36 & above respectively. This data indicates that most of school leaders and teachers in the study areas are young and energetic to handle their respective tasks.

As presented in table-2, 52(62.7%), 25(30.1%), 4(4.8%), 2(2.4%) of teachers in
the study area have teaching experience between 0-2, 3-5, 6-8, and above 9 years of teaching experience respectively. Regarding the experience of school leaders table 2 indicated that, 24(42.1%) of school leaders have 9 and above years of experience. The rest 19(33.3%), 13(22.8%) and 1(1.8%) of school leaders have 6-8 years, 3-5 years and 0-2 years of experience respectively. This data implies that most of the teachers in the study areas have low experience when compared with the experience of school leaders who are working in leadership position. Regarding this, a majority of the participants during FGD informed that most of secondary school teachers are looking for better jobs such as business, economics, and engineering and ready to depart their profession. They also added that, there is high turnover of teachers in the study areas due to lack of incentives, low salary and low respect in the society. In similar manner, interview held with school leaders indicated that, shortage of experienced teachers is affecting mentor-mentee professional support activities in some schools. Therefore, it is possible to sum up that, secondary schools in the study areas are facing shortage of experienced teachers and it has also its own effect in running PGDT program.

**Major Findings of the Study**

The findings of this research are presented in line with the basic research questions as follows:

1. To what extent are Postgraduate Diploma in Secondary School Teaching (PGDT) graduates committed towards their students learning?

   To answer this question, five point likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure (Undecided), 4 = Agree, and 5 = Strongly Agree) questions were distributed and the finding is presented in table 3 hereunder:
Table 3. PGDT graduates commitment towards their students.

<table>
<thead>
<tr>
<th>No</th>
<th>Teachers activity</th>
<th>Respondent</th>
<th>No</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers create a relaxed and supportive environment where students trust the teacher to help them to be successful</td>
<td>Leaders</td>
<td>57</td>
<td>2.02</td>
<td>0.057</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.73</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers encouraging pupils to formulate and work for high individual goals in the development of their physical, intellectual, creative aspects</td>
<td>Leaders</td>
<td>57</td>
<td>2.00</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.77</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers respect children and their rights, showing a sympathetic and positive attitude towards them</td>
<td>Leaders</td>
<td>57</td>
<td>1.96</td>
<td>0.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.49</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers recognize individual differences among pupils and seek to meet their individual needs</td>
<td>Leaders</td>
<td>57</td>
<td>2.17</td>
<td>0.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>2.31</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers refrain from commenting unprofessionally about their students</td>
<td>Leaders</td>
<td>57</td>
<td>2.32</td>
<td>0.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>2.43</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teachers inform appropriate individuals and agencies about the student’s educational needs</td>
<td>Leaders</td>
<td>57</td>
<td>2.31</td>
<td>0.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.96</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teachers never punish or blame a student if the student doesn’t understand the teacher in the class</td>
<td>Leaders</td>
<td>57</td>
<td>2.39</td>
<td>0.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>2.09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall mean score</td>
<td>Leaders</td>
<td>15.17/2.16</td>
<td>0.179</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>13.78/1.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scale of Interpretation  <1.49-Strongly Disagree, 1.5-2.49-Disagree, 2.5-3.49-Undecided, 3.5-4.49-Agree, >4.5-strongly Agree

The mean score of teachers’ response is 1.73, 1.77 and school leaders is 2.02, 2.00 for item number 1 and 2 respectively. This indicates that, both groups of respondents disagreed on the idea that PGDT graduates create a relaxed and supportive environment where students trust the teacher to help them to be successful and does not encouraging pupils to formulate and work for high individual goals in the development of their physical, intellectual and creative aspect. In addition to this, the mean score of both groups of respondents (teachers=1.49, 2.3, 2.43 and school leaders= 1.96, 2.17, 2.32) for item number 3, 4 and 5 respectively. This in turn shows that PGDT graduates have low respect for children and their rights showing a positive attitude towards them, PGDT graduates have low level of recognizing individual differences among pupils to meet their individual needs and PGDT graduates have low level of refraining from commenting unprofessionally about their students. Furthermore, the mean score of school leaders and PGDT graduates is between 1.5 and 2.49 for item number 6 and 7 showing that PGDT graduates have low level of informing appropriate individuals and agencies about their student’s educational needs and PGDT graduates punish or blame a student if their student does not understand the teacher in the class.

To sum up, as Table 3 indicates, the overall mean score of school leaders and PGDT graduates for the 7 items dispatched to determine teachers’ commitment to their students learning were 2.16 and 1.97 respectively. This indicates that, both groups of respondents disagreed as PGDT graduates perform a list of activities indicated in
table 3 above. By supporting this, one of the participants during FGD said that some students have less understanding ability due to rate of promotion in first cycle of primary education without achieving the minimum learning competence (MLC). Due to this, most teachers always blame their students for their less understanding. Another participant also said, due to low motivation in their profession as a result of low salary and less incentives, teachers do not cater to encourage students to work hard in order to achieve their individual goals in the development of their physical and intellectual aspects. The third participant also reported that, currently the attitude of the community towards teaching profession is so low, so the community and some students do not respect their teachers. Therefore, it is difficult to say all teachers respect their students and show a sympathetic and positive attitude towards their students.

From the above discussion, it is possible to conclude that PGDT graduates have low commitment to their students learning because of low satisfaction in their profession due to low salary, low respect in the society and less incentives like housing and transportation services. However, Cagrl (2013) suggested that teachers with high level of commitment contribute a lot for effective students’ achievement and facilitate students learning.

The calculated test result t (of all 140 respondents), P> 0.05 for all items in table 3 above. This indicates that, there is no significant difference in the response of both group of respondents (PGDT graduates and school leaders). That means both PGDT graduates and school leaders disagree on the idea that PGDT graduates perform the seven activities listed in table 3.

2. To what extent are Postgraduate Diploma in Secondary School Teaching graduates committed towards the community?

Five point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure (Undecided), 4 = Agree, and 5 = Strongly Agree) questions were distributed and the finding is presented in table 4 bellow:
Table 4. PGDT graduates commitment towards the community.

<table>
<thead>
<tr>
<th>No</th>
<th>Teachers activity</th>
<th>Respondent</th>
<th>No</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers are involved actively in community development efforts.</td>
<td>Leaders</td>
<td>57</td>
<td>2.28</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.73</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers work to improve the quality of education in the community and to strengthen the community’s moral, spiritual and intellectual life</td>
<td>Leaders</td>
<td>57</td>
<td>1.93</td>
<td>0.095</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers respect the community and to be loyal to the school system and the community;</td>
<td>Leaders</td>
<td>57</td>
<td>1.79</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.57</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers keep parents informed about the progress of their children</td>
<td>Leaders</td>
<td>57</td>
<td>2.13</td>
<td>0.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>2.09</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers seek to establish friendly and cooperative relationship with parents</td>
<td>Leaders</td>
<td>57</td>
<td>2.18</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>2.32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall mean score</td>
<td>Leaders</td>
<td>9.31/1.86</td>
<td>0.87</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>9.38/1.88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scale of interpretation  <1.49-Strongly Disagree,  1.5-2.49-Disagree,
2.5-3.49-Undecided, 3.5-4.49-Agree, >4.5-strongly Agree

As indicated in table 4 above, the overall mean score of school leaders and PGDT graduates for the 5 items distributed to determine teacher’s commitment towards the community is 1.86 and 1.88 respectively. This indicates that, both groups of respondents showed disagreement on the specified items in table 4. More specifically, the mean score of both groups of respondents (PGDT graduates =1.73, 1.67, 1.57 and school leaders is =2.28, 1.93, 1.79) for item number 1, 2 and 3 respectively which is between 1.5 and 2.49. This indicates, both groups of respondents showed disagreement regarding their effort in performing the activities indicated in item number 1, 2 and 3 of table 4. That means, PGDT graduates involvement on community development efforts, PGDT graduates commitment on work to improve the quality of education in the community and to strengthen the community’s moral, spiritual and intellectual life and PGDT graduates respect to the community to be loyal is low. Regarding item number 4 and 5 of table 5, the mean score of both groups of respondents is between 1.5 and 2.49. This indicates that, both groups of respondents disagree on the ideas that PGDT graduates keep parents continuously informed about the progress of their children and establish friendly & cooperative relationship with parents. However, Shashi (2014) stated that teachers need to have deep concern and commitment towards the community and the organization they work. Additionally, Malik (et al., 2010) wrote that teachers who do not have appropriate level of job satisfaction and organizational commitment cannot properly execute their professional responsibilities and deliver appropriate knowledge to their students.
The t-test result $t (140), P> 0.05$ for all items except item number one. This indicates that, there is no significant difference in the response of both group of respondents (PGDT graduates and school leaders). To find out why significant difference occurred in item number 1 of table 5, further investigation was carried out up on school leaders through interview. They reported that most teachers are participating in teaching adults at different adult education centers in addition to teaching children in the allocated time at regular program. But PGDT graduates do not consider this issue as community service and that is why significant difference occurred in the response of the two groups of respondents.

By supporting the above discussion, one of the participants from Parent Teacher Student Association (PTSA) at the time of FGD said, Teachers do not continuously inform the result of our students’. If teachers inform the result of students on time specially when our students score low, we may take different action so that their result can be improved for the next (in the future). Due to this, many students are scoring low in different subject and repeating in the same grade. Another PTSA member reported that, there is low cooperation between teachers and the community in general, I said this is because it is not only our students that learn from teachers, we also need to learn a lot from teachers if they guide us in many aspects of life beyond teaching their subject matter to our students. Therefore, the school needs to create such meetings every time so that we easily share our ideas regarding the result of students and other development agendas. The third PTSA member also said, as far as my knowledge is concerned teachers are not serving the community as expected because they are restricting their service only to their classroom. Since they have better knowledge than us, they should have to support us in many community issues such as environmental protection, hygiene, saving and etc.

From the above discussion it is possible to conclude that PGDT graduates commitment towards the community is very low. Therefore, improving teachers’ commitment towards community development in collaboration with GOs and NGOs seems timely action.

3. To what extent are post graduate diploma in teaching graduates are committed towards their profession?

Five point likert scale ($1=Strongly Disagree, 2= Disagree, 3= Not Sure (Undecided), 4=Agree, and 5=Strongly Agree$) questions were distributed to answer this question and the finding is presented in table 5 bellow
Table 5. PGDT graduates commitment towards their profession.

<table>
<thead>
<tr>
<th>No</th>
<th>Teachers activity</th>
<th>Respondent</th>
<th>No</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers regard the profession as a life career and consider membership in the profession as permanent.</td>
<td>Leaders</td>
<td>57</td>
<td>2.49</td>
<td>0.054</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.92</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers commit to the ideal of service to humankind rather than to personal gain.</td>
<td>Leaders</td>
<td>57</td>
<td>2.49</td>
<td>0.071</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.89</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers adhere to a code of ethics regarding membership, conduct and practice.</td>
<td>Leaders</td>
<td>57</td>
<td>2.12</td>
<td>0.09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.86</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers demand a high order of intellectual activity</td>
<td>Leaders</td>
<td>57</td>
<td>2.09</td>
<td>0.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.77</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers exert every effort to raise the educational standard and to improve one’s services to promote a climate in which the exercise of professional judgment is encouraged</td>
<td>Leaders</td>
<td>57</td>
<td>2.05</td>
<td>0.065</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>1.75</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teachers refrain from assigning professional duties to non-professional personnel when such assignment is not in the best interests of the students</td>
<td>Leaders</td>
<td>57</td>
<td>2.11</td>
<td>0.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>2.07</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teachers appropriately use of time granted for professional purposes</td>
<td>Leaders</td>
<td>57</td>
<td>3.91</td>
<td>0.56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>4.23</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Teachers use the writing or research findings of others with intellectual honesty for their professional development</td>
<td>Leaders</td>
<td>57</td>
<td>2.35</td>
<td>0.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
<td>83</td>
<td>2.19</td>
<td></td>
</tr>
</tbody>
</table>

Scale of interpretation  
- <1.49 - Strongly Disagree,
- 1.5-2.49 - Disagree,
- 2.5-3.49 - Undecided,
- 3.5-4.49 - Agree,
- >4.5 - strongly Agree

As depicted in table 5 above, the overall mean score of school leaders and PGDT graduates regarding teachers commitment towards their profession is 2.14 and 2.21 respectively. This indicates that, both school leaders and PGDT graduates disagree as PGDT graduates carry out a list of activities indicated in table 5. This means that, most of teachers in the study area does not regard the profession as a life career and consider membership in the profession as permanent. Their commitment to the ideal of service to humankind rather than to personal gain was low. In the study areas, teachers do not demand a high order of intellectual activity. A teacher was not exerting every effort to raise the educational standard and to improve one’s services to promote a climate in which the exercise of professional judgment is encouraged. Furthermore, teachers are not writing or using research findings of others with intellectual honesty for their professional development. The calculated test result t (140), P> 0.05 for all items indicates that, there is no significant difference in the response of both group of respondents
Supporting the above data, the data obtained through document analysis shows that most teachers do not have completed documents on their file of portfolio even if they are participating in Continuous Professional Development (CPD). This indicates that, teachers are not considering their profession as a life career. In addition to this, some teachers do not appropriately use the time granted for professional purposes. That means, sometimes they come out of class before the completion of the allocated time (before the ringing of the bell that introduce the completion of the allocated time) and some teachers enter in to classroom by becoming late. Moreover, while school leaders identified major areas of research and motivate teachers to conduct research on the identified areas to solve the school problem, the number of action researches conducted by PGDT graduates is still insignificant. This indicates that, teachers are not conducting action research to solve the problems of their school. Furthermore, documents on woreda education office indicated that teacher’s turnover is very high in almost all the study areas. By supporting this research conducted by Getachew (2013) indicated that, teachers in secondary schools of Assosa Zone had low motivation to their profession and thus they are highly leaving the profession. Moreover, Desta (2014) found out that, teachers’ commitment to the profession is not satisfactory. Therefore, from the above discussion it is possible to conclude that, PGDT graduates have low commitment towards their profession.

Conclusions and Implication

1. Regarding PGDT graduates commitment towards their students learning, it was found out that the contribution of PGDT graduates was low in performing activities such as creating relaxed and supportive environment where students trust their teachers’, recognizing individual differences among pupils, and refraining from commenting their students unprofessionally. Therefore, it would have been better if teacher training colleges and universities in collaboration with zonal and woreda level educational offices provide training for PGDT graduates on how to identify the needs of students, professional ethics, classroom management techniques and active learning approaches.

2. In relation to PGDT graduates commitment towards the community, the finding of the study clearly reveled that, PGDT graduates involvement on community development efforts, work to improve the quality of education in the community, keeping parents continuously informed about the progress of their children were low. Thus, the researchers suggested that, school improvement programs should focus on school community relationships. Moreover, school principals need to work hard in linking PGDT graduates with the community through different meetings to develop teachers’ commitment. Furthermore, the community including the students’ need to respect teachers and the teaching profession in general so as to improve graduates positive at-
titude towards their profession.

3. With regard to PGDT graduates commitment towards their profession, the finding of the study indicated that, PGDT graduates have low commitment towards their profession. As a result it would have been better if massive awareness creation forums and discussion are made to enhance motivation of PGDT graduates towards their profession and improve perception of the society to teachers. Moreover, the researchers suggested that, the community including students need to create sense of learning partnership to improve the teaching profession, influence and admire the next generation to be excellent teacher and to sustain quality education. This may be realized through a continuous awareness creation programs by all concerned stakeholders’ such as government officials, medias, GOs, NGOs, Community elder, Volunteers’, individuals, students and teachers as well.

Finally, interpretation of the results of the current study should be has some limitations because the data was gathered from respondents of Eastern Ethiopia that restricts the generalizability of the findings. Therefore, nationwide research is needed to generalize the status of Ethiopian teachers’ commitment towards student learning, the community and teaching profession.

Özet

Giriş


“sorun bulunmaktadır. Bunlar örgüt, meslek, öğrenci öğrenmesi ve topluluklardır.


Öğretmenlerin mesleğe bağlılıklarını ve öğretmen eğitimcileri üzerine ulaşılabilecek alan yazarın bakıldığında, öğretmen eğitimcilerinin bir öğretmen olarak bağlılıklarını-
ni nasıl sürdürdükleri konusunda net bir bilgi olmadığı görülmüştür. Öğretmenlerin bağlılığının gerçek doğasına ilişkin ulaşılabilen bilgiler çok sınırlıdır. Eğitim çevresinde ve uluslararası toplantılarda, öğretmenlerin bağlılığının geliştirilmesi ve iyileştirilmesi yönlenik bir konudur. Dolayısıyla bu araştırma öğretmenlerin, mesleklerine, topluluk ve öğrencinin öğrenmesine yönelik bağlılık düzeylerini değerlendirmek amacıyla yapılmıştır. Bu düşünceye hareketle araştırmacılar şu sorulara yanıt aramıştır: (1) Orta dereceli okul öğretmenliği (ODOÖ) lisans mezunları, öğrencilerinin öğrenmesine ne düzeyde katkıda bulunuyor? (2) Orta dereceli okul öğretmenliği lisans mezunları, topluluk ve topluma ne düzeyde katkıda bulunuyor? (3) Orta dereceli okul öğretmenliği lisans mezunları, mesleklerine ne düzeyde katkıda bulunuyor?

**Yöntem**

lärnin dâhil edildiği t testi sonuçlarına göre iki grup (ODOÖ mezunları ve okul liderleri) arasında anlamlı bir farklılık (tüm maddeler için p>0.05) bulunmamaktadır. Ancak Cagrl (2013) yüksek bağlılık düzeyi olan öğretmenlerin etkili öğrenci başarısına katkıda bulunduğunu ve öğrencilerin öğrenmesine yardımcı olduğunu önermiştir. ODOÖ mezunlarının, bulundukları topluluga yönelik bağlıklarını bakıldığında, toplumunahlaki, manevi ve entelektüel yaşamını güçlendirecek ve topluğun eğitiminde kaliteyi artıracak işler gibi toplumu geliştirme çabalarında yeterli düzeyde bağlılık göstermedikleri belirlenmiştir. T testi sonuçları (140 katılımcı, tüm maddeler için p>0.05) öğretmenlerin bulundukları topluluga yönelik düşük bağlılıkları için iki grup arasında anlamlı farklılık bulunmadığını göstermektedir. Ancak Shashi (2014) gibi akademisyenler, öğretmenliğin topluma özel hizmet sundan bir meslek olduğunu yazmıştır. Öğretmenler çalıştıkları kuruma ve bulundukları topluluga karşı derin bir ilgi ve bağlılığa sahip olmalıdır. Öğretmenlerin meşruluk etkinlikleri talep etmemektedir ve eğitim standartlarının arttırmak için etkinlikler talep etmemektedirler. Hesaplanan t testi sonuçları (140 katılımcı, tüm maddeler için p>0.05) iki grup arasında anlamlı farklılık olmadığını göstermektedir. Ayrıca woreda eğitim bürosunun raporlarına göre meslekten ayrılan öğretmen sayısı yüksektir. Getachew (2013) tarafından yapılan yerel bir araştırmada Assosa Bölgesi’nde orta dereceli okullardaki öğretmenlerin mesleklerine yönelik güc dönenmelerinin düşük olduğu bunun nedeni öğretmenin sayısının yüksek olması sebebiyle ele alınmıştır. Bunlara ek olarak Desta (2014) da öğretmenlerin mesleğe yönelik güçlü bağlıklarının yeterli olmadığını belirlemiştir. Malik ve diğerleri (2010) yeterli düzeyde iş doyumu ve örgütçül bağlılığı olmayan öğretmenlerin mesleki sorumluluklarını uygun bir şekilde yerine getiremeyecek ve öğrencilere uygun bilgiyi veremeyecekleri ifade etmiştir.

Sonuçlar

ODOÖ mezunlarının; öğrencilerinin öğrenmelerine olan bağlılıklarının düzeyi, öğrencilerine katıklarının düşük olduğu göstermektedir. Bu nedenle, öğretmen yetiştiricilerinin üniversitelerin bölgesel ve woreda düzeyinde eğitim büroları ile işbirliği içinde ODOÖ mezunlarının, eğitici programlar sağlanması yararlı olabilir. Bu programlar öğrencilerin ihtiyaçlarını, öğretmenlerin mesleki etiklerin, sınıf yönetimi tekniklerinin ve öğrenci öğrenmesini geliştirmek için etkin öğrenme yaklaşımlarının öğretmenler tarafından nasıl belirleneceğini öğretmek amacıyla yapılabilir. Araştırmanın bulguları ODOÖ mezunlarının; toplumun eğitim kalitesini geliştirmeye, öğrencilerin gelişimleri ile ilgili aileleri bilgilendirmeye gibi topluluğun gelişimi için gösterdikleri çabannı düşük

References / Kaynaklar


Information About the Authors

Anwar Ahmed

Mr. Anwar Ahmed is a Higher Diploma Program (HDP) Coordinator in College of Education and Behavioral Sciences at Haramaya University since 2015/16. He is also Programs Design and Review Support Team Leader in Haramaya University. He has been provided various training for secondary school teachers and principals in Eastern Ethiopia in the areas of Instructional Planning, Teaching Methods and Action Research. Furthermore, he participated in facilitation of Induction Programs for newly recruited University Instructors and Higher Diploma Program (HDP) for senior University instructor as main trainer on session such as Active Learning, Curriculum Design, Instructional planning and cooperative learning. Mr Anwar is a lecture in the College of Education and provided course for Undergraduate students in the field of Curriculum Design and Development, Social Work Methods and Principles, Integrated Functional Adult Literacy, Work Place Learning and continuous Professional Development, Instructional Technology and Action Research. He has an interest to conduct research in the area of Teaching and Learning in Higher Institutions, Teacher Education, Multiculturalism, Instructional Technology and Competence Based Education.

Contact:
Haramaya University, Ethiopia, P. o. Box. 138, Dire Dawa
College of Education and Behavioral Sciences
Phone +251-09-40-26-59-09
E-mail: anwarharamaya123@gmail.com

Sisay Awgichew

Mr. Sisay Awgichew is a Head Department of Adult Education and Community Development in the College of Education and Behavioral Sciences at Haramaya University since 2013/14. He has taken part while Haramaya University was organized International Conferences about quality education. He has been provided various training for secondary school senior and newly deployed teachers and principals in Eastern Ethiopia in the areas of Educational Planning, Cooperative Learning, Teaching Methods and Action Research. Furthermore, he has been participated in facilitation of both Induction Programs for newly recruited University Instructors and Higher Diploma Program (HDP) for senior University Instructor as main trainer on session such as Active Learning, Curriculum Design, Instructional planning and cooperative learning. Mr. Sisay is a lecture in the College of Education and provided course for Undergraduate students in the field of Curriculum Design and Development, Social Change and Adult Education, Comparative and International education, Instructional Technology and Action Research. He has been participated in curriculum development
as pedagogy editor, and as well as syllabus and study material production. He has an interest to conduct research in the area of Teacher Education, Constructivist Thought, multiculturalism, Comparative and International Education, Adult Education and Instructional Technology.

**Contact:**
Haramaya University, Ethiopia, P. o. Box. 138, Dire Dawa
College of Education and Behavioral Sciences
Phone +251-09-20-32-02-42
E-mail: sisay0171@gmail.com