

From: **Asmaa Ezzat** [asma.ezzat@hindawi.com](mailto:asma.ezzat@hindawi.com)

Date: Fri, May 21, 2021 at 12:35 PM

Subject: 5306378: Thank you submitting your reviewer report!

To: Muhmawangir <Muhmawangir\_uin@radenfatah.ac.id>

Dear Dr. Muh Mawangir,

Thank you for submitting your reviewer report on on Research Article 5306378 titled “Attitude of Ethiopian secondary school teachers towards the teaching profession” by Kindu Aynalem, and for taking the time and effort to review this manuscript for Education Research International.

Kind regards,  
Education Research International

From: **Education Research International** [asma.ezzat@hindawi.com](mailto:asma.ezzat@hindawi.com)

Date: Tue, May 4, 2021 at 10:36 PM

Subject: 5306378: Thank you for agreeing to review

To: Muhmawangir <Muhmawangir\_uin@radenfatah.ac.id>

Dear Dr. Muh Mawangir,

Thank you for agreeing to review the manuscript titled “Attitude of Ethiopian secondary school teachers towards the teaching profession” by Kindu Aynalem.

You can view the full PDF file of the manuscript and post your review report using the link below by May 18, 2021. You will be asked to log in before being able to complete your review.

Kind regards,

Asmaa Ezzat

Education Research International

On Tue, May 4, 2021 at 5:20 PM Elina Kuusisto <asma.ezzat@hindawi.com> wrote:

Dear Dr. Muh Mawangir,

A manuscript titled "**Attitude of Ethiopian secondary school teachers towards the teaching profession**" by **Kindu Aynalem** et al., has been submitted to **Education Research International** for consideration.

As the Academic Editor handling the manuscript, I would be delighted if you would agree to review it and let me know whether you feel it is suitable for publication.

**DECLINE**

**AGREE**

The manuscript's abstract and author information is below to help you decide. Once you have agreed to review, you will be able to download the full article PDF.

## **Attitude of Ethiopian secondary school teachers towards the teaching profession**

Kindu Aynalem<sup>1</sup>, Meneber Yohannes<sup>2</sup>, Ashenafi Ayana<sup>3</sup>, Kindie Lakew<sup>4</sup>, Tilahun Mengstie<sup>5</sup>, Samuel Abate<sup>6</sup>,

<sup>1</sup>Department of Educational planning and management, college of education, university of Gondar.

<sup>2</sup>PhD in Educational Planning and Management, University of Gondar.

<sup>3</sup>Assistant Professor in Educational Planning and Management, University of Gondar.

<sup>4</sup>PhD in Leadership, University of Gondar.

<sup>5</sup>Lecturer, Department of Adult Education and Community Development, College of Education, University of Gondar.

<sup>6</sup>Lecturer, University of Gondar, Ethiopia.

The purpose of this study was to investigate the attitude of teachers towards the teaching

profession in public secondary schools of Amhara Regional State, Ethiopia. A quantitative research approach with a descriptive research design was employed to achieve the purpose of the study. The data were collected through a close-ended questionnaire from 404 teachers who were selected using the proportional stratified random sampling technique and analyzed using descriptive and inferential statistics. The results indicate that teachers had a moderately positive attitude towards the teaching profession; the three response types of attitude (cognitive, affective, and behavioral) had a strong positive correlation among each other; and the demographic variables such of gender, age, qualification, and experience had no effect on the attitude of teachers towards the teaching profession. The study suggests reconsideration of government commitment to fully implement the planned policy initiatives and to prepare new ones in collaboration with stakeholders to increase and sustain a positive attitude towards the teaching profession among teachers.

Reviewers are expected to return their report within 14 days of agreeing to review, however if you need more time please do let us know as we may be able to arrange an alternative deadline.

To ensure we keep delays to a minimum please accept or decline this invitation within the next 7 days.

If a potential conflict of interest exists between yourself and either the authors or the subject of the manuscript, please decline to handle the manuscript. If a conflict becomes apparent during the review process, please let me know at the earliest possible opportunity. For more information about our conflicts of interest policies, please see: <https://new.hindawi.com/ethics/#conflicts-of-interest>.

Kind regards,

Elina Kuusisto

Education Research International

This email was sent to [Muhmawanqir\\_uin@radenfatah.ac.id](mailto:Muhmawanqir_uin@radenfatah.ac.id). You have received this email in regards to the account creation, submission, or peer review process of a submitted paper, published by Hindawi Limited.

Hindawi Limited, 3rd Floor, Adam House, 1 Fitzroy Square, London, W1T 5HF, United Kingdom

Hindawi respects your right to privacy. Please see our [privacy policy](#) for information on how we store, process, and

safeguard your data.

## Attitude of Ethiopian secondary school teachers towards the teaching profession

Kindu Ayecheaw Ayenalem<sup>\*1</sup>, Samuel Getnet Abate<sup>2</sup>, Tilahun Adamu Mengistie<sup>2</sup>, Kindie Abeje Lakew<sup>3</sup>, Ashenafi Mihiret Ayana<sup>4</sup>, and Menber Enyew Yohannes<sup>5</sup>

<sup>\*1</sup>Department of Educational Planning and Management, College of Education, University of Gondar, Ethiopia (Corresponding Author)

Email: [kayecheaw@yahoo.com](mailto:kayecheaw@yahoo.com)

<sup>2</sup>Department of Adult Education and Community Development, College of Education, University of Gondar

Email: [smlgetnet@gmail.com](mailto:smlgetnet@gmail.com) and [tilahunadamu2009@gmail.com](mailto:tilahunadamu2009@gmail.com) respectively

<sup>3</sup>PhD in Leadership, University of Gondar

Email: [kindieab@gmail.com](mailto:kindieab@gmail.com)

<sup>4</sup>Assistant Professor in Educational Planning and Management, University of Gondar

Email: [ashumih2009@gmail.com](mailto:ashumih2009@gmail.com)

<sup>5</sup>PhD in Educational Planning and Management, University of Gondar

Email: [menberenyew12@gmail.com](mailto:menberenyew12@gmail.com)

## Abstract

The purpose of this study was to investigate the attitude of teachers towards the teaching profession in public secondary schools of Amhara Regional State, Ethiopia. Quantitative research approach with descriptive research design was employed to achieve the purpose of the study. The data were collected through close-ended questionnaire from 404 teachers who were selected using proportional stratified random sampling technique and analyzed using descriptive and inferential statistics. The results indicate that teachers had moderately positive attitude towards the teaching profession; the three response types of attitude (cognitive, affective, and behavioral) had strong positive correlation among each other; and the demographic variables such of gender, age, qualification, and experience had no effect on the attitude of teachers

**Comment [WU1]: Suggested Title:** Your paper title serves as the initial guide to the essence of your work so please revise your title so it includes the most important elements of your report. For example, what is your method for conducting this study?

**Comment [WU2]:** Ok, nice

**Comment [WU3]:** Make sure you discuss these in your lit review

towards the teaching profession. The study suggests reconsideration of government commitment to fully implement the planned policy initiatives and to prepare new ones in collaboration with stakeholders to increase and sustain positive attitude towards the teaching profession among teachers.

**Keywords:** Attitude of teachers, teaching profession, Ethiopian secondary schools

## 1. Introduction

The attitudes of an individual towards their profession influence their success and satisfaction (Aktop & Beyazgül, 2014; Ozan, 2019) and this is true for teachers and the teaching profession. The attitude of teachers towards their profession is as important and sensitive issue as the knowledge and the skills they have (Demir, 2016; Purevjav, Molnar & Davaadorj, 2017). In this respect, researchers have argued that exclusive of knowledge and skills, teachers' attitudes to the teaching profession are fundamental in their effects on the practice of teachers and the performance of students (Cristina-Corina & Valerica, 2012). While talent and knowledge are essential, the key that unlocks them both is a positive attitude that teachers have for their profession (Roger, 2008). As studies indicate, being knowledgeable for a teacher is not enough, they should develop positive attitudes towards teaching profession (Khanduri & Yadav, 2017; Yasan-Ak & Yilmaz-Yendi, 2020).

With increased globalization and modernization, shifts have been realized in attitudes as populations become more materialistic leading to loss of cultural values. The same shift is also occurring in the teaching community across the world and in Ethiopia (Sawhney, 2015). Teachers have reported a sense of loss of status, respect, and compensation (Aweke 2015; Egwu, 2015; Gun, 2012). As a result, they may lose a sense of respect and value for their profession (Helterbran, 2008). These concerns have motivated studies at global levels to examine the attitudes of both pre-service and in-service teachers towards the teaching profession. The studies done so far at different times and places have yielded different findings. For example, some studies confirm that both pre-service and in-service teachers have a favorable attitude towards the teaching profession (Akdemir, 2018; Aktop & Beyazgül, 2014; Elaldi & Yerliyurt, 2016; Fadlelmul, 2013; Hussain, Hashmi & Perveen, 2020; Musa & Bichi,

**Comment [WU4]:** It will be great if you arrange them alphabetically and please include a list of key words that capture the main points of your paper. The list should at least include a term that describes your research method.

**Comment [WU5]:** Your intro needs to convince the readers that your local study (Ethiopia) is of global importance. You can develop this rationale by formulating answers to questions such as the following: Does your study address a gap in the body of knowledge on this topic? Is the informational need of local stakeholders similar to others on a more global level? Are you addressing a significant problem, dilemma, or larger question with your study?

2015; Sahin, 2010; Yildirim, 2012; Üredi, 2017); while, other studies also indicate both pre-service and in-service teachers have unfavorable attitudes towards the teaching profession (Alkhateeb, 2013; Chakraborty & Mondal, 2014; Egwu, 2015; Maliki, 2013; Peretomode, 2007).

**Comment [WU6]:** Can you provide studies from other continents?

In Ethiopia, the current government has greater aspiration to enable teachers to develop and maintain the necessary ability, diligence, professional interest, attitudes, and physical and mental fitness appropriate for the profession. The government has developed different policy initiatives to realize such aspirations in relation to teachers and the teaching profession (Federal Democratic Republic of Ethiopia [FDRE], 1994; Ministry of Education [MoE], 2003; 2010; 2015). However, limited studies have investigated how teachers' (in-service teachers) perceive the teaching profession in Ethiopia. Some studies indicate that teachers' preferences and attitude towards the teaching profession in Ethiopia have declined because of different factors over the last four decades in the country (Aklilu, 1967; Menna & Tesfaye 1998; Tekelhaimanot, 2000). Negash (1990) also found that in Ethiopia, majority of secondary school teachers joined the profession unwillingly and without their interests. According to him, placement for university training is done by the government without regard for student's interest and preferences or because of lack of other opportunities. In addition, teacher trainees are also unhappy with the low social status and salaries provided for them. MoE (2014) reported that 70% of teachers would, if given an equivalent pay, leave the profession. Teachers are also less motivated in the teaching profession due to low salary, absence of incentives, lack of recognition, and poor school administration (Aweke, 2015). MoE (2008), stressed that the Ethiopian education system in general and the teaching profession in particular has not attracted high-caliber entrants who wish to remain in teaching profession. Where they have, for example, among teachers enrolled in Postgraduate Diploma in Teaching (PGDT), findings indicate that these teachers have negative attitude toward the teaching profession (Abie, 2019; Aweke, 2015; Habte, 2019; Kassa, 2014; Tesfaye & Demewoz, 2004). However, other research by Merdassa (2012) revealed moderate positive attitudes among prospective teachers toward the teaching profession. MoE (2018) reports that first degree graduates who are unable to get jobs decide to become secondary school teachers. Consequently, a widespread lack of interest and motivation prevails among those in secondary education. In his study, Kassa (2014) confirms majority of the pre-service

teachers believe they joined the teaching profession for reasons other than wanting to be teachers.

**Comment [WU7]:** Is there any explanation why?

The discussions above explains conditions in and out-side of the teaching profession could impact the attitudes of in-service secondary school teachers. They include: (a) Ethiopian teachers' interest and preference in the teaching profession has declined over the last four decades (b) teachers perceive that they are bestowed low social status and salaries compared to other professionals; (c) pre-service teachers joined the teaching profession not by choice or interest but circumstances (government placement, limited opportunities in field of interest, no jobs); (d) the teaching profession in Ethiopia is not attractive enough to 'attract and retain' high caliber teachers in the system; (e) majority of the Ethiopian teachers show a tendency of searching better job opportunities outside of the teaching profession. These scenarios therefore has created a need for research on the attitudes of in-service secondary school teachers towards the teaching profession in Ethiopia in general and in Amhara Regional State in particular. This study assessed the attitudes of public secondary school teachers towards the teaching profession, to determine the relationships among the three components of teachers' attitude towards their profession and the effects of demographic variables such as gender, age, qualification and teaching experience on their attitude to the teaching profession.

**Comment [WU8]:** your intro should include a guiding/central research question that informs the methodological approach

## 2. Review of related literature

This review literature provides a summary of teachers and teaching profession in Ethiopia, attitude and teaching profession, attitude components and its formation.

### Education in Ethiopia: teachers and teaching profession

Ethiopia is the oldest country in Africa with its own traditional education practice for more than a millennium and a half. Ethiopians have had practiced either Christian or Islamic education since the 4<sup>th</sup> and 11<sup>th</sup> centuries respectively (Pankhurst, 1972; Kassaye, 2005). With these educational practices, the country has preserved its history, tradition, culture, values, and religions for a long period of time. For instance, according to Teshome (1979), the traditional education, especially education in the Orthodox Church, enabled the country to develop its own

**Comment [WU9]:** Please add your lit review by including a synopsis of the current knowledge on your chosen topic in terms of content and research processes used, what gap exists in our knowledge both in terms of content and research methods, and how your study is intended to fill that gap, and how literature leads to your research questions

Please remember this section is a literature "review" and not "view" so you need to show that the information presented here communicates your reflections of the collected understanding of the topic in question and not a series of reports from the individual sources you read.



script that made it the only country in Sub-Saharan Africa with an alphabet. The traditional education in Ethiopia has also contributed much more for the country's distinctive character that made it the only African country to have both remained predominantly Christian for over a millennium and a half, and to have well-maintained its ancient independence throughout the European Scramble for Africa (Pankhurst, 1972).

Early in the 20<sup>th</sup> century, Minilik the II introduced modern education in Ethiopia. This form of education system is not however, aligned with the traditional education system of the county rather, unlike the free physical landscape, the modern education system is colonized and highly influenced by the educational system of other countries. To illustrate this, Negash (2006) states that the current education system in Ethiopia is very similar to those that prevailed in African states that were colonized for longer periods. At the time of its inception to a significant number of years, modern education in Ethiopia was taught by foreigners with foreign languages as medium of instruction. Between 1908 and 1935, teachers were first hired from Egypt and Middle Eastern countries to teach in modern schools of the country and French served as a medium of instruction (Pankhurst, 1972; Teshome, 1979). With the expansion of modern/western education, indigenous education was ignored in Ethiopia and other African countries in general. This led to the decimation of identity, indigenous culture, and cultural continuity as these were replaced by new Euro-centric identities and cultural practices (Elleni, 1995 as cited in Wondemetegn, 2016). According to Woldeyes (2017), since the establishment of modern education, a complete Eurocentric education system was implemented in the country. After the withdrawal of Italians in 1941 to the end of the Derge Regime (1991), the country's modern education system was profoundly influenced by Britain, American, Socialist Russian, and Eastern Germany. During these periods of time, the influence of France (1908-1935), Britain (1942-1954), America (1955-1974), and Eastern Germany and Socialist Russia (1975-1991) eroded Ethiopian indigenous systems of education and the cultural, social, and economic life style of Ethiopians replaced them with systems of those foreign countries (Bishaw & Lasser, 2012). To show the irrelevance of western education system and specifically the curriculum, Seyoum (1996:4) quoted a speech of an expatriate educator at that time, "there was nothing Ethiopian in the classroom except the children". According to him, modern education in Ethiopia was alien with little that was Ethiopian in the curriculum. Negash (2006)

argues that as 1958, the curriculum in place was incapable of producing Ethiopian citizens with the capability to interpret, enrich and adapt the heritage of the country to new needs and changing conditions. Wodajo's (1959) work shows that the curriculum in Ethiopia focuses on academics and is too far removed from the practical needs of the nation considering many of the teachers above fourth grade are foreigners and almost all textbooks are from abroad. As a result, school children are at times more familiar with the history of Rome and the life of Abraham Lincoln than with the Geography of their immediate community or the history of their own native country.

In the history of modern education in Ethiopia, the first teachers were expatriates. During the Italian occupation (1935-1941), the few existing schools were closed down and the few educated Ethiopians were discharged (Seyoum, 1996). For about thirty six years (1908-1944), there was no institution in Ethiopia responsible for teacher training and preparation. Consequently, Western teachers and principals populated the Ethiopian schools (MoE, 1973 cited in Panigrahi, 2013). A teacher training system that was initiated in the late 1940s was managed by foreigners and Ethiopia had not had adequate native teachers for more than half of a century of its modern education journey. Up to 1970 (sixty two years after the start of modern education), more than half of the secondary school teachers were English-speaking foreigners whose commitment to long term national interests was indeed marginal (Negash, 1996). At the height of the US-Ethiopian cultural relations, there were over 400 Peace Corps teachers from the United States in Ethiopia. Even though, the imperial government had established teacher training institutions, to resolve the shortage of teachers nationally, the colleges were modelled and manned by foreign directors, advisors and teachers who had little information about the Ethiopian culture. The teaching staff were predominantly foreigners, the curriculum and text books were from other countries, and the medium of instruction was either English or French (Woldeyes, 2017).

In spite of the establishment of teacher training colleges from the 1950s to produce local teachers, the country has not been able to reduce the shortage of teachers. For example, during the Derge regime (1974-1991), the teacher educators were increasingly Ethiopians rather than foreigners but too few to needs of the country. The acute shortage of teachers forced the Derge

regime to hire a huge number of (5500) untrained teachers (Seyoum, 1996; Panigrahi, 2013). The situation has been repeated by subsequent government in the last two decades. Regardless of the quality, there persists a glaring gap in quantity of teachers at all school levels (Olkaba, Hunde, Mamo, Duresa & Keno, 2019). Despite historical circumstances that gave power to foreign entities in education, successive governments have formulated policy frameworks and initiatives to prepare professional teachers with the necessary skills and dispositions including attitudes appropriate for Ethiopia. Currently, teacher training modalities including the curriculum contents are not different from those in countries like Malaysia, India, Canada, China, South Korea, Taiwan, Hong-Kong and Japan (UNESCO, 1990; Schwille, Tatto, Rowley, Peck & Senk, 2013).

Based on literature, the following observations are made in relation to the Ethiopian's modern education in general and the teacher training institutions, teachers and teaching profession in particular: (1) With foreigners domination the teaching force at the inception of modern education in Ethiopian, traditional and cultural values have dissipated over the last 70 years; (2) The teaching profession has been marginalized with entrance of large population of untrained teachers into the system up to the late 20<sup>th</sup> century. These developments are likely to impact teacher attitudes towards the profession.

Investigating the Ethiopian teachers' attitude towards the teaching profession is contextualized in two broader issues that likely shape attitudes in the profession. In one way, teachers' attitude towards their profession are shaped and varied by the different learning environments, the curriculum, instructional materials and strategies adopted in initial teacher training programs (Bhargava & Pathy, 2014). On the other way, studies also reveal that teachers attitude are shaped by the values, culture, religious and educational backgrounds of their parents, the surrounding community and the society at large (Aweke, 2015; Merdassa. 2012).

### **Attitude and teaching profession**

In most cases, attitude is defined as a psychological tendency expressed by evaluating a particular entity (commonly called attitude object) with some degree of favor or disfavor (Eagly & Chaiken 1993, P.1). It is a mindset that affects how a person thinks and acts and mostly it can

influence a person's performance, positively or negatively (Omolaro & Adebukola, 2015). Many definitions of attitude agree that an attitude is a state of the mind, a set of views, or thoughts, regarding some topic (called the attitude object), which have an evaluative feature (positive, negative or neutral quality). A central point in the definition of attitude is that there is always a 'tendency of evaluation' on a particular issue denoted as attitude object. The evaluation of an attitude object might result in either favorable or unfavorable response expressed in cognitive, affective and/or behavioral responses (Eagly & Chaiken, 1993; 2007).

Teaching is a profession which lays the foundation for preparing individuals for all other professions (Khanduri & Yadav, 2017). Although it is one of the oldest professions, the requirement for entrance into the teaching profession have not always been as high as those for some other professions like law and medicine (Maliki, 2013). Against characteristics of other professions, scholars view teaching profession differently, some as a semi-profession while others consider it as full profession. For instance, according to Mehta and Steven (2014), professions have traditionally been defined as fields that possess the following traits: (a) a well-developed knowledge base that practitioners are required to possess; (b) control by the profession of licensing providers of training and certifying practitioners to ensure that entering members meet its standard of quality; (c) common norms and standards of practice which ensure that practitioners continue to meet the standards of the field; and (d) a moral code that expresses the field's commitment to the common good. According to the scholars, teaching, like other feminized fields, such as nursing and social work, is an aspiring or 'semi' profession. Richard and David (2008) also critically examined the teaching profession with a series of indicators of the traditional characteristics of the professional model which includes: 1) credential and licensing requirements for entry; 2) induction and mentoring programs for entrants; 3) professional development support, opportunities and participation; 4) specialization; 5) authority over decision-making; 6) compensation levels; 7) prestige and occupational social standing; and finally they conclude that teaching continues to be treated as, at best, a 'semi-profession' due to the fact that some of the indicators are not fulfilled as expected. Mehta and Steven (2014) further maintain that although teaching has some of the accoutrements of professionalization, it cannot be considered as a fully professionalized field since the training is relatively short, and there are alternative certification programs, which put people into schools with almost no

training. There are also emergency credentials which allow teachers to teach before receiving full teaching license, teacher licensing exams are easier, unlike counterparts like law, medicine, and engineering.

In Ethiopia, teaching is considered a profession by the government, the teachers themselves and scholars in education and supported by research (Mehta and Steven, 2014). Even though the government policy requires that teachers be certified before they are assigned to teach at any level of education (FDRE, 1994), the policy has not been realized for a variety of reasons. For instance, a study conducted to develop the new education roadmap confirm that: (a) there is no uniform admission standard for teacher candidates by teacher training institutions; (b) teacher selection and recruitment guidelines are violated partly due to lack of potential candidates in some subjects like information technology, business education, and economics; (c) the pool of teacher education candidates at primary level is majorly low achievers; (d) those first degree graduates (without taking teaching courses) who are unable to get jobs decide to become secondary school teachers as a temporary solution; (e) at the secondary level, graduates do not develop a sense of professionalism (MoE, 2018). In relation to teacher licensing and re-licensing, of 333,341 teachers and school principals who have taken licensing exam since 2013 to 2018, only 76,837 teachers and school directors have qualified to receive a certificate. However, prospective teachers are hired irrespective of their results in the exit exam (sometimes called 'licensing exam'). Thus, the teaching profession in Ethiopia falls in the category of semi-profession, considering the characteristics of a profession in general (Mehta & Steven, 2014; Richard & David, 2008).

Part of professionalism is a set of attitudes and behaviors appropriate for that particular profession, and therefor attitude is the manifestation of professionalism (Ahmad et al., 2013, p. 26). Attitude towards teaching as a concept is concerned with teacher's way of thinking, acting and behaving towards the profession (Khanduri &Yadav, 2017; Shah, & Thoker, 2013). Attitudes of teachers towards the profession include likes or dislikes, feelings, emotions, commitments, or behaviors relative to the profession (Ahmad et al., 2013). These attitude manifest as beliefs in their profession, commitment to it, awareness of their professions'

necessity and important for the society and constantly developing themselves to abide by the codes of their profession (Akdemir, 2018).

### **3. Conceptual framework**

A person may not express an attitude, until he or she responds evaluatively to an entity (stimulus or attitude object). The evaluation of an attitude object might result in either favorable or unfavorable response expressed in cognitive, affective and/or behavioral manner (Eagly & Chaiken, 1993; 2007). Soibamcha and Pandey (2016) also argue that in most cases, the three components of attitude appear concomitantly to shape our reactions to situations, objects, things, ideas or persons. Of course, there are different perspectives among scholars on the three components of attitude. Some look at them as part and parcel of attitude (Kreinter & Kinicki, 2007; Zanna & Rempel, 1988) while others see them as ways in which attitude is expressed by (Eagly & Chaiken, 1993; 2007). The conceptual framework for this study (*see figure 1 below*) is thus prepared by considering the three ‘A-B-C’ components/tripartite models (Affective-Behavioral-Cognitive components) as responses. These three classes of responses are central to the attitude concepts, since an attitude is based on responses.

In the teaching profession, teachers’ attitudes are likely shaped by factors such as prestige, working conditions, students, salaries and incentives, colleagues, other professions, the community, and the government. Based on those factors and taking teaching profession ‘as an attitude object’, teachers might develop favorable or unfavorable attitudes expressed affectively, cognitively and/or behaviorally. The affective type of response by teachers consists of their emotions, feelings, or moods that they have towards the teaching profession depending on the experience they are confronted with it. On a measurement level, the responses of teachers to their profession can range from extremely positive (e.g. emotion of enthusiasm, hope, optimism, love, pride or joy) to extremely negative (e.g. anger, fear, pessimism, dislike or depression) (Eagly & Chaiken 1993). Cognitive responses on the other hand refers the thoughts, beliefs, perceptions or ideas that teachers have developed toward their teaching profession. Like, the affective responses, the cognitive responses might be located on an evaluative continuum from extremely positive to extremely negative (Eagly & Chaiken 1993). The behavioral type of

response may also reflect the teachers' intentions/tendencies and/or their actions in relation to their teaching profession (Eagly & Chaiken, 1993; 2007). Considering their concomitant appearance (Soibamcha & Pandey, 2016), one can also expect that there might be correlation/ mutual relationship among the three classes of attitude responses. Besides, studies indicate that disparities are observed among teachers in their attitudes towards the teaching profession with respect to certain demographic characteristics such as gender, age, qualification and teaching experience. Therefore, the very interest of the researchers in this study, is to investigate the attitude of Ethiopian teachers based on the three components of attitude, to determine the correlation between each of the three dimensions and to observe the effect of demographic/independent variables / on the attitude of teachers towards the teaching profession.

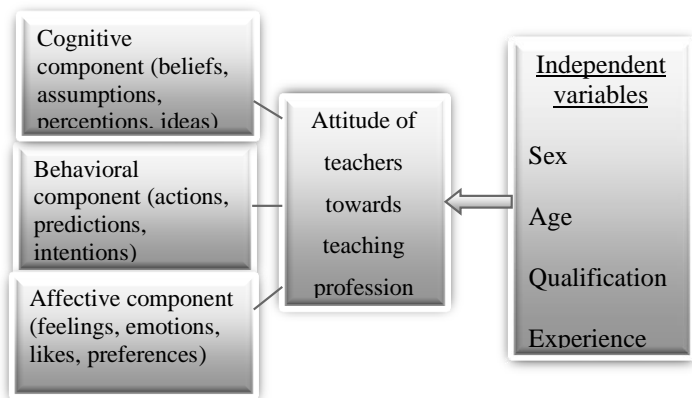


Fig. 1: Conceptual Framework (Researchers, 2021)

**Comment [WU10]:** Want to see them in your questionnaire

#### 4. Methods and materials

##### 4.1. Research design

Quantitative research approach with descriptive research design was used because it allows for description of the existing facts, behaviors and situations of a given phenomenon and practice of events (Gray, 2004; Kothari, 2004).

**Comment [WU11]:** Please provide your rationale for selecting a design in general and your particular choice in particular and discuss how these choices are appropriate to answering the questions under study.

**Comment [WU12]:** I believe this was a survey study, please make it sure.

#### 4.2. Population, sample and sampling technique

The target population of this study were public secondary school teachers found in four randomly selected zones Amhara Regional State of Ethiopia, namely: Central, North, West, and South Gondar zones. Among 127 secondary schools and 9005 teachers (Male =6085, Female =2920) in the selected zones, 22 secondary schools and 421 teachers were selected for the study using proportional random and stratified sampling techniques respectively. Teachers were selected using sample size determination formula (Yamane, 1967).  $n = N/1+N (e)^2$  =9005/1+9005(0.05)<sup>2</sup> = 382.98 ≈ 383; where n= sample size, N= Population, e = sample error by taking 95% confidence interval level. 10 % was added to accommodate non-response and non-sense filled data (if any). Thus, 421 (324 male and 97 female) teachers were participated in the study.

#### 4.3. Data collection tool

A questionnaire was used to collect quantitative data from the sample (Moorman & Podsakoff, 1992; Tharenou, Donohue & Coper, 2007). The questionnaire comprised 30 close-ended items used to measure teachers attitudes towards the teaching profession in the three classes of attitude responses (for cognitive =12 items, affective =10 items and behavioral =8 items). Majority of the items were adapted from the work of Alkhateeb (2013) with the internal consistency .94. However, for the purpose of clarity and to avoid communication barriers, the items were translated to the participants' into the native language, Amharic and reviewed by senior professionals for face and content validity check. They were also piloted on 40 teachers to check the internal consistency of items. Cronbach's Alpha ( $\alpha$ ) analysis was conducted and the reliability coefficient was found to be  $\alpha = .89$ . Even if, is a bit less than from Alkhateeb's (2013) test  $\alpha = .94$ , it is still good as suggested by (Cohen, Manion, & Morrison, 2007). Thus, the questionnaires were distributed for 421 research participants and 404 (95.9%) them were completed and used for analysis.

#### 4.4. Data Analysis Techniques

**Comment [WU13]:** The participants, their characteristics and their selection methods should be described in detail and justified. The current information is not enough.

**Comment [WU14]:** Please explain every step of data generation and collection and provide a rationale for each of your research decisions.

**Comment [WU15]:** Please provide information, how many statements or questions you have and please provide the categories in your questionnaire.

Please attach your complete questionnaire at the end of your paper.

**Comment [WU16]:** 1. Please explain every step of data generation and collection and provide a rationale for each of your research decisions (please cite the literature that you used as a guide).  
2. Clearly describe each step of your analysis of the data—include an example for illustration. You may present each step in terms of it from both a conceptual and operational perspective (please cite the literature that you used as a guide).



The data were analyzed quantitatively using both descriptive and inferential statistics through IBM SPSS version 20. Mean and standard deviations were used to measure attitude of teachers towards the teaching profession while, independent sample t-test and one ANOVA were used to determine whether significance difference is observed among teachers towards the teaching profession based on their gender, age, qualification and teaching experience. Pearson correlation was also employed to examine the relationship among the three response types of attitude.

The questionnaire items were formatted with a five point Likert scales: 1= Strongly Disagree, 2= Disagree 3= Undecided, 4= Agree, and 5= Strongly Agree). In this study, the expected average mean is 3.00 which denoted *neutral* attitude. Thus, the mean scores in the data analysis were interpreted comparing the actual/observed mean with the expected mean. That is, if the calculated/observed mean is below the expected mean (3.00), it was interpreted as ‘disagreement’ (which represent unfavorable attitude) and if the observed mean is found above the expected mean (3.00) it was interpreted as ‘agreement’ (understood as favorable attitude).

#### 4.5. Ethical Consideration

Comment [WU17]: good

The participants were informed about the purpose of the study and participated based on their agreement and free will during data collection. They were also informed that the information we get from them would be used only for the research purpose.

### 5. Results

Comment [WU18]: see my previous comments in your intro and method sections

#### Your results

Comment [WU19]: Findings should respond to the purpose of the study, and should be presented systematically. So, please note where you have included multiple and statistical data within tables, you should give evidence in the section or include only the best piece of evidence in your judgment and carefully bring forth the element’s evidential aspects in support of your statistical (quantitative) findings. Please revise your findings.

As the data in Table 1 indicates, the average mean scores for each of the three attitudinal responses (cognitive, affective and Behavioral) were above the expected mean score ( $M= 3.00$ ). The overall mean score ( $M=3.55$ ,  $SD= 1.30$ ) indicate that teachers had moderately positive attitude towards the teaching profession.

Table 1: Attitude of Teachers towards Teaching Profession

Category of attitude components	no. of items	Response (N=404)	
		Mean	SD

The cognitive component of attitude	12	3.60	1.228
The Affective component of attitude	10	3.49	1.372
The behavior component of attitude	8	3.54	1.337
Grand mean and SD	30	3.55	1.30

**Comment [WU20]:** Is it possible to present all the items?

Table 2, indicates that the three components of attitude have correlations among each other. The correlation between affective and, cognitive and behavioral components were  $r = .666$  and  $.668$  at  $\alpha = 0.01$  significant level, respectively. Similarly, the correlation between cognitive and behavioral components of attitude towards teaching profession was  $r = .801$ , at  $\alpha = 0.01$  significant level.

Table 2: Correlations of the three components of attitude response

components of attitude		Affective component	Cognitive component	Behavioral component
Affective component	Pearson Correlation	1	.666**	.668**
	Sig. (2-tailed)		.000	.000
	N	404	404	404
Cognitive component	Pearson Correlation	.666**	1	.801**
	Sig. (2-tailed)	.000		.000
	N	404	404	404
Behavioral component	Pearson Correlation	.668**	.801**	1
	Sig. (2-tailed)	.000	.000	
	N	404	404	404

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 3, the independent samples *t*-test results indicates that there is no significant difference on the attitudes of teachers towards the teaching profession with respect to gender ( $p = .091$ ,  $\alpha = 0.05$ ) and educational level ( $p = .137$ ,  $\alpha = 0.05$ ).

Table 3: Attitude of teachers towards teaching profession with respect to sex and qualification

Demographic variables	Category	N	M	SD	t	df	p-value
Sex of Respondents	Male	314	3.5207	.70581	-1.692	402	.091
	Female	90	3.6619	.66901			
Educational level	First Degree	315	3.5247	.69944	-1.488	402	.137
	Second Degree	89	3.6494	.69464			

The one way ANOVA result as depicted in Table 4, also indicated that there is no significant difference on the attitudes of teachers with respect to age ( $p=.666$ ,  $a=.05$ ) and teaching experience ( $p=.632$ ,  $a=.05$ ).

Table 4: Attitude of teachers towards teaching profession with respect to age and experiences

Demographic variables	Category	N	M	SD	F	df	p-value
Age of participants	21-30 years old	143	3.5128	.71984	.406	2	.666
	31-40 years old	209	3.5663	.68701		401	
	41 years old and above	52	3.6032	.70021		403	
Teaching Experience	1-5 years	47	3.5468	.84261	.644	4	.632
	6-10 years	124	3.5449	.69937		399	
	11-15 years	147	3.5070	.67551		403	
	16-20 years	56	3.6030	.63419			
	21 years and above	30	3.7167	.70285			

## 6. Discussion

The present study indicates that secondary school teachers had moderately positive attitude towards the teaching profession. Previous studies reflect similar findings. Daniel et al. (2014) reported that teachers' attitude towards the teaching profession was generally positive. However, across components, their study found a positive attitude only in cognitive and affective components where they indicate that teachers had negative attitude to teaching profession behaviorally. But, the current study reveals that teachers had positive attitude towards the teaching profession not only affectively and cognitively but also behaviorally. Although he did not treat these three components separately, Sivakumar (2018) also found that teachers had favorable attitude towards the teaching profession. Similarly, Ahmed et al. (2013) indicated that majority of the teachers had positive attitude to the teaching profession. Likewise, different studies revealed that both prospective and in-service teachers have positive attitude towards teaching profession (Bademcioglu, Karatas & Alci, 2014; Baglari, 2016; Charalambos, 2017; Elaldi & Yerliyurt, 2016; Mehmood et al., 2013; Muhammet & Sarigöz, 2018; Trivedi, 2012; Yildiz, Şahin & Çelik, 2020). Contrary to these previous studies and the current study, other studies indicate that teachers had negative attitude towards the teaching profession (Alkhateeb, 2013; Chakraborty & Mondal, 2014; Peretomode, 2007).

**Comment [WU21]:** Please address the following:

1. Discuss your findings in terms of what was previous known and not know about the focus of your research. Did your findings cohere and/or contrast with previous research on similar groups, locations, people, etc.?
2. Discuss the limitations of your study. These limitations can be organized around simple distinctions of the choices you made in your study regarding who, what, where, when, why, and how.
3. Discuss your position on the generalizability of your results.
4. Discuss the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners, or policy considerations for administrators).
5. In addressing any of these elements, please make sure your discussion remains directly connected with the study you conducted.

The present study also reveals that there is no significant difference in the attitudes of teachers with respect to gender, age, teaching experience and educational level (*see Table 3 and Table 4*). Previous studies had similar findings (Bhargava & Pathy, 2014; Farrukh & Shakoor, 2018; Kartal, Parvez & Shakir, 2013; Sharma & Srivastava, 2015; Tok, 2012). Some studies indicate that gender was significant factor in determining attitude of teachers for their profession. For example, studies found that female teachers had more favorable attitude towards the teaching profession than males (Erdamar, Aytaç, Türk & Arseven, 2016; Güneyli & Aslan, 2009; Kögce, Aydın & Yildiz, 2010; Sener, 2015; Yasan-Ak & Yilmaz-Yendi, 2020). Whereas, others for example, Shah and Thoker (2013) concluded that male teachers had better favorable attitude towards the teaching profession than females. With respect to the level of qualifications, inconsistencies with the present study are noted. Chakraborty and Mondal (2014) and Dhammi (2009) conclude that there was statistically significant difference in attitude towards the teaching profession based on academic qualifications by which post graduate teachers showing higher positive attitude than graduate teachers. With respect to age, consistent with the result of this study, previous researchers reported that the age of the teachers is not a significant factor to determine teachers' attitude towards the teaching profession (Charalambos, 2017; Soibamcha & Pandey, 2016). However, Divya (2014) found that the age of teachers influenced their attitudes towards the teaching profession with teachers whose age above 30 years showing higher levels of positive attitude towards teaching profession than those below 30 years. Regarding to teaching experience, the result of this study is consistent with other previous studies which reveal that teaching experience had no significant effect on attitude of teachers towards the teaching profession (Charalambos, 2017; Sarkar & Behera, 2016; Soibamcha & Pandey, 2016). On the contrary, some studies indicate that experienced teachers have more positive attitude towards the teaching profession than less experienced one (Dhammi, 2009; Al-Harthy, Jamaluddin & Abedalaziz, 2013).

Globally, there might be a number of motivating factors for individuals to choose, love and stay in the teaching profession. Studies confirm that different driving factors influence teachers to join, continue and prefer teaching profession. For instance, Charalambos (2017) listed out them as: the lifetime dream, easy to get employment, joined teaching on a temporary basis, parental, and government policy influences individuals to prefer teaching profession than others. Keçici

(2019) on her part reveals that professional and financial security, reconciling family and career, especially among the females, the motive to work with children and young people, and the influence of role model teachers aspire people to join teaching profession. Individuals may also chose teaching profession as a response to a failure to follow a desired career choice; use it as a springboard to a career elsewhere; a means to upgrade qualification; and selecting teaching as a vocation (Mtika & Gates, 2011) and to have a personally satisfying job; to make contribution to society, and to work in notable, moral and ethical profession (Su, 1997).

In Ethiopia, the moderate positive attitude of secondary school teachers might be associated with the government planned initiatives on teachers and the teaching profession in the past five to ten years and the issue of macro economy, particularly the case of employment. In the first place, the Ethiopian government has planned different initiatives to inspire teachers and to rebuild the status of the teaching profession as well as made some practical efforts that pave ways to ensure the aspiration of the policy initiatives (MoE, 2010; 2015). With regard to the policy initiatives, the government aspires to take various steps to incentivize and motivate teachers especially in adjusting the career structure to: (a) improve the living conditions of teachers through increasing the salary and other related incentives; (b) ensure that teachers are the most esteemed and an increasingly respected figures in the school as well as in the community; (c) attract able and strong students to the teaching profession; (d) differentiate the highly ethical, capable, and hard-working teachers from those who are unethical, incompetent, and bad role models for students in order to encourage the deserving ones and weed out inept teachers; (e) enhance teachers' accountability and responsibility for quality oriented teaching and learning process; (f) 'transform teaching into a profession of choice' with the ambition to re-establish the prestige of the teaching profession that can attract the most able and ensure that all teachers are valued and value their profession (FDRE, 1994; MoE, 2002; 2010 & 2015). In terms of practical interventions, as an additional incentive, the salary scale of teachers has been made one scale higher than that of other civil servants; and hardship allowances are also paid. From the daily observations, the level of employability (except in teaching sector) has declined in the country in the past five to ten years for all graduates. The teaching profession both in the government and private sector is relatively taking individuals as teacher professionals and this

might be the other reason that Ethiopian secondary school teachers show moderately positive attitude for their profession.

Overall, the present study gives important lessons and directions for the government policy initiatives and implementation. First, one can learn that if governments develop a policy aimed to address the basic needs and interests of teachers and the teaching profession, teachers will become more motivated and show positive attitude for their profession. However, it has to be noted that promising policy initiatives by themselves could not be taken for granted as they could be rhetorical unless otherwise they are brought into practice (Morris & Scott, 2003). Second, one can also understand that practical interventions (even in piecemeal approach) can bring a positive changes on teachers and their views to the teaching profession. However, care has to be taken on that piecemeal intervention may not bring significant and sustainable positive outcomes. Third, teachers may look teaching profession positively due to lack of job opportunities in other sectors. But, if that is the case, the teachers' positive attitude for the teaching profession might be for the time being as things to be alright in other fields. Thus, in order to increase and sustain the positive attitude of teachers towards the teaching profession, the Ethiopian government has to do more efforts targeting teachers and the teaching profession in a way that: (a) planned policy initiatives has to be implemented cooperatively and in coordination with stakeholders at all educational levels; (b) additional policy initiatives focusing on improving the living and working conditions of teachers, teacher recruitment, selection, training and placement should also be prepared explicitly both at national and regional levels; (c) different mechanisms (e.g. continuous awareness creation, media campaign) has to be designed and implemented to increase the social status and prestige of teachers and the teaching profession; (d) well thought incentive and compensation systems including but not limited to par time fee, house, transport and hardship allowances should be established and implemented uniformly for teachers in similar conditions; (e) system in which people has to select teaching profession like medicine, law, engineering should be created in the long run by improving the status of the teaching profession at most. For this to happen, strict teacher recruitment and selection procedures, strong and comprehensive teacher training systems, and contextualized licensing and relicensing exams should be also introduced. If all these things are in place and practiced accordingly, the system can not only maintain the positive attitude of teachers towards

their profession but also can ensure sustained student achievement, quality education and national progress. This is because research has proved that a positive attitude of teachers towards the teaching profession is helpful to teachers in not only maintaining cordial relationships characterized by mutual affection and sympathetic understanding but also in improving their day-to-day performance, professional advancement and thereby the achievements of students (Ahmed et al., 2014; Gun, 2012; Khan et al., 2013; Kumar, 2016).

## 6. Conclusion and Recommendations

The results indicate that secondary school teachers had moderately a favorable attitude towards the teaching profession. This might be due to the aspiring government policy initiatives and some practical interventions made recently for the teachers and teaching profession along with the nature of teaching profession in paving ways for individual's employment opportunity. The study also proves that demographic variables such as gender, age, qualification, and teaching experience had no effect on the attitude of teachers towards the teaching profession. Therefore, the study has an implication for the Ethiopian government to fully implement the pre-planned policy initiatives and to prepare the new ones that give guidance for the improvement of the living and working conditions of teachers, teacher recruitment, selection, training, and placement procedures, incentive and compensation mechanisms and contextualized licensing and relicensing systems. This calls a more coordinated and continuous efforts targeting teachers and the teaching profession at all levels to increase and sustain the positive attitude teachers have towards the teaching profession as favorable attitude of teachers' to their profession has a positive impact on students' achievement, quality education attainment and national progress. The results also draw attention to an important direction for future research, to examine whether the teachers have positive attitude towards teaching profession elsewhere. However, the study has limitations in a sense that it is quantitative study which involves only teachers. Thus, the researchers believe that the attitude of teachers' towards the teaching profession should be further investigated qualitatively. In addition, we recommend that the attitude of teachers' towards the teaching profession should better assessed as perceived by their students, principals, education experts and the wider community both qualitatively and quantitatively to have full picture about the attitude of teachers to their profession.

**Comment [WU22]:** Conclusions should be based on the evidence. Conclusion must be drawn based on research questions and purposes of your study.

## Acknowledgments

We would like to express our heartfelt indebtedness to Prof. Teresa Wasonga for her professional guidance during the preparation of this manuscript.

## Declaration

Here, we declare that the manuscript is our original work and has not been published previously and is not under simultaneous review elsewhere.

## Reference

- Abie. A. (2019). Post Graduate Diploma in Teaching (PGDT) pre-service teacher development policy reform initiative: its practices, outcomes and challenges in Bahr Dar University *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1696503>.
- Ahmad, I., Said, H., Zeb, A., Sihatullah, & Rehman, K. (2013). Effects of professional attitude of teachers on their teaching performance: Case of government secondary school teachers in Malakand Region, Khyber Pakhtunkhwa, Pakistan. *Journal of Educational and Social Research*, 3 (1), 25-31. doi:10.5901/jesr.2013.v3n1p25.
- Akdemir, Ö, A. (2018). An Investigation of the Relationship between Prospective teachers' Self-Efficacy Beliefs and their Attitude towards Teaching Profession. *Journal of Education and e-Learning Research*, 5(3), 157-164. doi:10.20448/journal.509.2018.53.157.164.
- Aklilu, H. (1967). Brain Drain in the Elementary Schools: Why Teachers Leave the Profession? *The Ethiopian Journal of Education*, 1(1), 27-39. Retrieved from: <https://tinyurl.com/skpx3zkh>.
- Aktop, A., & Beyazgül, G. (2014). Pre-service physical education teacher's attitude towards teaching professionals. *Procedia - Social and Behavioral Sciences*, 116, 3194-3197. doi.org/10.1016/j.sbspro.2014.01.733.
- Al-Harthy, S. H., Jamaluddin, S. & Abedalaziz, N. A. (2013). Teachers' attitude and performance: an analysis of effects due to teaching experience. *International Interdisciplinary Journal of Education*, 2(9), 888-893. Retrieved from: <https://tinyurl.com/cmtbcrkn>.
- Alkhateeb, H. M. (2013). Attitude towards Teaching Profession of Education Students in Qatar, *Inovative teaching*, 2(9), 1-5. <https://doi.org/10.2466/01.03.IT.2.9>.

**Comment [WU23]:** Make sure you follow the guidelines of the journal. Please make sure what you cited in the text is presented in your references.



- Aweke, S. (2015). Factors Affecting Teachers Motivation and Professionalism: The Case of Public Primary Schools in Addis Ababa, Ethiopia. *The International Journal of Humanities & Social Studies*, 3(8), 140-146. Accessed from: <https://tinyurl.com/2s6xz9b2>.
- Bademcioglu, M. Karatas, H. & Alci, B. (2014). The Investigation of Teacher Candidates' Attitude towards Teaching Profession. *The International Journal of Educational Researchers*, 5 (2): 16-29. Accessed from: <https://files.eric.ed.gov/fulltext/EJ1159907.pdf>.
- Baglari, N. (2016). A Study on the Attitude of Elementary School Teachers' towards Teaching-Profession. *International Journal of Humanities & Social Science Studies*, 2(5), 362-375. Accessed from: <https://tinyurl.com/3n87zsr>.
- Bhargava, A. & Pathy, M.K. (2014). Attitude of student teachers towards teaching profession. *Turkish Online Journal of Distance Education*, 15(3), 27-36. Accessed from: <https://dergipark.org.tr/tr/download/article-file/155729>.
- Bishaw, A. & Lasser, J. (2012). Education in Ethiopia: Past, Present and Future Prospects- *African Nebula*, Issue 5. Retrieved from: <https://tinyurl.com/35m6a7vn>.
- Chakraborty, A. & Mondal, B. C. (2014). Attitude of prospective teachers towards teaching profession. *International Journal of Secondary Education*, 3(1), 8-13. doi:10.11648/j.ijsedu.s.20150301.12.
- Charalambos, A. (2017). Choosing the Teaching Profession : Teachers' Perceptions and Factors Influencing their Choice to Join Teaching as Profession. *Journal of Education and Practice*, 8(10), 219–233. <https://files.eric.ed.gov/fulltext/EJ1139714.pdf>
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in Education* (6<sup>th</sup>ed.). New York: Routledge.
- Cristina-Corina, B., & Valerica, A. (2012). Teachers' Perceptions and Attitude towards Professional Activity. *Procedia - Social and Behavioral Sciences*, 51, 167–171. <https://doi.org/10.1016/j.sbspro.2012.08.139>.
- Daniel, A.; Muúata, B., Victor B. & Macr, C. (2014). Attitude towards teaching profession. *Procedia - Social and Behavioral Sciences*, 142, 628 – 632. Retrieved from: <https://tinyurl.com/2kf73dfe>
- Demir, S. (2016). An analysis of pre-service teachers' attitude and opinions regarding the teaching profession via q-methodology. *European Journal of Contemporary Education*, 17(3), 295-310. doi:10.13187/ejced.2016.17.295.

- Dhammi, S. K. (2009). A study of attitude of elementary school teachers of Punjab in relation to gender, location, teaching experience and qualification. *Procedia Social and Behavioral Sciences* 1(1), 2825–2827. <https://doi.org/10.1016/j.sbspro.2009.01.502>
- Divya. C. (2014). Attitude of teachers towards their profession and administration. *The Criterion an International Journal in English*, 5(4), 69-74. Retrieved from: <https://tinyurl.com/23sf7h5u>
- Eagly, A. & Chaiken, S. (1993). *The Psychology of Attitude*, Belmont USA: Wadsworth.
- Eagly, A. & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social Cognition*, 25(5), 582-602.
- Egwu, O. S. (2015). Attitude of Students towards Teaching Profession in Nigeria: Implications for Education Development. *Journal of Education and Practice*, 6 (29), 21–25. Accessed from: <https://tinyurl.com/w4f9m4d8>
- Elaldi, Ş., & Yerliyurt, N. S. (2016). Pre-service preschool teachers' self -efficacy beliefs and attitude toward teaching profession. *Educational Research and Reviews*, 11(7), 345–357. <https://doi.org/10.5897/ERR2016.2648>.
- Erdamar, G., Aytaç, T., Türk, N., & Arseven, Z. (2016). The Effects of Gender on Attitude of Pre-service Teachers towards the Teaching Profession : A Meta-analysis Study. *Universal Journal of Educational Research*, 4(2), 445–456. <https://doi.org/10.13189/ujer.2016.040219>.
- Fadlelmul, K. F. (2013). Attitude of Pre-service Teachers towards Teaching Profession. *Turkish Journal of Education*, 2(4), 55-63. <https://doi.org/10.19128/turje.181070>.
- Farrukh, A., & Shakoor, U. (2018). A comparative study of the attitude of the male and female elementary school teachers towards teaching profession. *Journal of Education and Educational Development*; 5 (2), 227-239. Retrieved from: <https://tinyurl.com/m7cx8tns>
- Federal Democratic Republic of Ethiopia (1994). *Education and Training Policy*. Addis Ababa: ST. George Printing Press.
- Gray, D. E. (2004). *Doing Research in the Real World*. London: Sage Publications Ltd.
- Gun, E. S. (2012). Attitude of Primary School Teacher Candidates towards the Teaching Profession. *Procedia - Social and Behavioral Sciences*, 46, 2922–2926. <https://doi.org/10.1016/j.sbspro.2012.05.590>.
- Güneyli, A., & Aslan, C. (2009). Evaluation of Turkish prospective teachers' attitude towards teaching profession (Near East University case). *Procedia - Social and Behavioral Sciences*, 1(1), 313–319. <https://doi.org/10.1016/j.sbspro.2009.01.059>.

- Habte, A. (2019). Teacher Self-efficacy and Its Antecedents among Post Graduate Diploma in Teaching Trainees of Dilla University: Implications for Ethiopian Secondary School Teacher Education. *Journal of Education, Society and Behavioral Science*, 31(4), 1–18. <https://doi.org/10.9734/JESBS/2019/v31i430157>.
- Helterbran, V. R. (2008). Professionalism: Teachers Taking the Reins. *Journal of the Clearing House*, 81(3), pp. 123-127.
- Hussain, T., Hashmi, A. & Perveen, Z. (2020). Attitude towards Teaching Profession in Pakistan: A Case of Public Sector Secondary School Teachers. *Pakistan Social Sciences Review*, 4(2):483-491.
- Kartal, T., Kaya, V. H., Öztürk, N., & Ekici, G. (2012). The Exploration of the Attitude of the Science Teacher Candidates towards Teaching Profession. *Procedia - Social and Behavioral Sciences*, 46, 2759–2764. <https://doi.org/10.1016/j.sbspro.2012.05.561>.
- Kassa, K. (2014). Attitude of Postgraduate Diploma in Teaching (PGDT) Student Teachers towards Teaching Profession in Ethiopian University College of Teacher Education. *Middle Eastern & African Journal of Educational Research*, Issue 7, 44-56.
- Keçici, S. E. (2019). Reasons for Choosing the Profession of Teacher. *Asian Journal of Education and Training*, 5(3), 447-453. doi: 10.20448/journal.522.2019.53.447.453.
- Khan, F., Nadeem, N.A. & Basu, S. (2013). Professional attitude: A study of secondary teachers. *Journal of Education Research and Behavioral Sciences*, 2(8), 119-125, <https://doi.org/10.13189/ujer.2020.081303>
- Khanduri, G. & Yadav, S. (2017). A comparative study of attitude of primary and secondary school teachers towards teaching as career. *International Journal of Applied Research*; 3(7): 747-748.
- Kögce, D., Aydın, M., & Yildiz, C. (2010). Freshman and Senior Pre-service Mathematics Teachers' Attitude toward Teaching Profession. *The International Journal of Research in Teacher Education*, 1(2):2-18.
- Kothari, C. (2004). *Research Methodology: Methods and Techniques (2<sup>nd</sup> ed)*. New Delhi: New Age International, LTD.
- Kreitner, R. & Kinicki, A. (2007). *Organization Behavior*. Arizona: McGraw- Hill Ryerson.
- Kumar, R. V. (2016). Attitude of Postgraduate Students Towards the teaching Profession. *MIER Journal of Educational Studies, Trends & Practices*, 6(2), 193–203.

- Maliki, E. A. (2013). Attitude of Teachers' in Yenagoa Local Governmen Area Bayelsa State Nigeria, Towards the Teaching Profession: Counselling Implications. *International Journal of Research in Social Sciences*, 2(2): 61-67.
- Mehmood, T., Akhter, M., Ch, H. A. & Azam, R. (2013). Attitude of Prospective Teachers towards Profession- Measure for Institutional Development. *International Journal of Asian Social Science*, 3(11): 2363-2374.
- Mehta, J. & Steven, T. (2014). "Professionalization: the Case for Plural Professionalism in Education." In *Teacher Quality: Will Today's Reforms Hold Back Tomorrow's Schools?* Eds. Michael McShane and Frederick Hess. Cambridge: Harvard Education Press.
- Menna O. & Tesfaye S. (1998). Does the New Salary Scale Predicts Teachers' Decision to Stay or Leave Teaching Profession? In the Proceedings of the National Workshop to Strengthen Primary and Teacher Education in Ethiopia, KCTE.
- Merdassa, A.B. (2012). Assessment of the Attitude of Prospective Teachers Enrolled in Postgraduate Diploma in Teaching: The Case of Wollega University. *Science, Technology and Arts Research Journal*, 1(4):65-73.
- Ministry of Education (2002). *The Education and Training Policy and its Implementation*. Addiss Ababa.
- \_\_\_\_\_ (2003). *Teacher Education System Overhaul (TESO) Handbook*. Addis Ababa: FDRE Ministry of Education of Ethiopia.
- \_\_\_\_\_ (2008). *General Education Quality Improvement Package (GEQIP)*. Addiss Ababa.
- \_\_\_\_\_ (2010). *Education Sector Development Program IV*. Addiss Ababa.
- \_\_\_\_\_ (2015). *Education Sector Development Program V*. Addiss Ababa.
- \_\_\_\_\_ (2018). *Ethiopian Education Development Roadmap*. Addiss Ababa: Education Strategy Center
- Moorman, R.H. & Podsakoff, P .M. (1992). A meta-analytic review and empirical test of the potential confounding effects of social desirability response sets in organizational behavior research. *Journal of Occupational and Organizational Psychology*, 65, 131-149.
- Morris, P. and Scott, I. (2003). Educational reform and policy implementation in Hong Kong. *Journal of Education Policy*, 18(1), 71-84. DOI: 10.1080/0268093032000042218.
- Mtika, P. & Gates, P. (2011). what do secondary trainee teachers say about teaching as a profession of their "choice" in Malawi? *Teaching and Teacher Education*, 27, 424-433, <https://doi.org/10.1016/j.tate.2010.09.012>.

- Muhammet, B. & Sarigöz, O. (2018). An examination of teacher candidates' attitude towards teaching profession. *International Journal of Educational Administration and Policy Studies*, 10 (4), pp. 25-32: doi: 10.5897/IJEAPS2018.0553.
- Musa, A. & Bichi, A. A. (2015). Assessment of Prospective Teachers Attitude towards Teaching Profession: The Case of Northwest University, Kano-Nigeria. *Journal of Research & Method in Education*, 5(3), 17-24. <https://doi.org/10.9790/7388-05311724>.
- Negash, T. (1990). *The Crisis of Ethiopian Education: Some implications for Nation- Building*. Department of Education, Uppsala University, Sweden.
- \_\_\_\_\_ (1996). Rethinking education in Ethiopia. Uppsala: Nordiska Afrikainstitutet.
- \_\_\_\_\_ (2006). Education in Ethiopia: From Crisis to the Brink of Collapse. Sweden: Nordiska Afrikainstitutet.
- Olkaba, T. T., Hunde, A. B., Mamo, T. R., & Duresa, G. F., Keno, D. D. (2019). Analysis of the Teacher Training System in Ethiopia with Specific Reference to Areas for Improvement. *Makerere Journal of Higher Education*, 10(2), 157–170. doi: <http://dx.doi.org/10.4314/majohe.v10i2.12>
- Omolara, R.S. & Adebukola, R. O. (2015). Teachers' Attitude: A Great Influence on Teaching and Learning of Social Studies. *Journal of Law, Policy and Globalization*; 42, 131-137.
- Ozan, C. (2019). The Relationship between Prospective Teachers' Thinking Styles and Attitude towards Teaching Profession. *Journal of Curriculum and Teaching*, 8(3), 50–62. <https://doi.org/10.5430/jct.v8n3p50>.
- Panigrahi, M. R. (2013). Teacher Education in Ethiopia: A Paradigm Shift. *Pedagogy of Learning*, 1 (2), 23-28.
- Pankhurst, R. (1972). "Education Language and History: A Historical Background to post-war Ethiopia." *Ethiopian Journal of Education*, 7, 94.
- Parvez, M., & Shakir, M. (2013). Attitude of Prospective Teachers towards Teaching Profession. *Journal of Education and Practice* 4(10), 172–178.
- Peretomode, V.F. (2007). The Perceived Status of Teachers and Their Attitude towards Teaching as a Career, *J. Educational Res. Ext.*, 44(3): 50-64.
- Purevjav D., Molnár E. K. & Davaadorj, D. (2017). Professional Ethics and Morality: Teachers' Views on the State of the Teaching Profession in Mongolia (accessed from <http://www.itpd.mn/u/Ethics-and-Morality>).

- Richard, M. I. & David, P. (2008). "The Status of Teaching as a Profession." Chapter 12, pp 106-118 in *Schools and Society: a Sociological Approach to Education*. Edited by Jeanne Ballantine and Joan Spade. Los Angeles: Pine Forge Press.
- Roger, F. (2008). *The power of a positive attitude: discovering the key to success*. New York: JMW Group Company.
- Sahin, S. F. (2010). Teacher candidates' attitude towards teaching profession and life satisfaction levels. *Procedia Social and Behavioral Sciences*, 2(2) 5196–5201. <https://doi.org/10.1016/j.sbspro.2010.03.845>.
- Sarkar, D. & Behera, S. (2016). Attitude of college teachers towards teaching profession. *American Journal of Educational Research*, 4(11), 834-839. doi:10.12691/education-4-11-9.
- Sawhney, N. (2015). Professional ethics and commitment in teacher education. <https://doi.org/10.13140/RG.2.1.4900.1120>.
- Schwille, J., Tatto, T., M., Rowley, M., Peck, R., Senk, L. S. (2013). An Analysis of Teacher Education Context, Structure, and Quality- Assurance Arrangements in TEDS-M Countries. International Association for the Evaluation of Educational Achievement. Australian Council for Educational Research Michigan State University.
- Şener, S. (2015). Examining Trainee Teachers' Attitude towards Teaching Profession: Çanakkale Onsekiz Mart University Case. *Procedia - Social and Behavioral Sciences*, 199, 571–580. <https://doi.org/10.1016/j.sbspro.2015.07.550>.
- Seyoum, T. (1996). Attempts at Educational Reform in Ethiopia: A Top-down or a Bottom-up Reform? *The Ethiopian Journal of Education* vol. 14(1): 1-37.
- Shah, A.I. & Thoker, A. A. (2013). A Comparative study of government and private secondary school teachers towards their teaching profession. *Journal of Education and Practice*, 4(1), 118- 121.
- Sharma, R. & Srivastava, C. N. (2015). Attitude of Higher Secondary Schools' Teachers *International Journal of Scientific and Innovative Research*; 3(2): 116-119.
- Sivakumar, R. (2018). Teachers' attitude towards teaching profession in relation to their self-concept. *Journal of Contemporary Educational Research and Innovations*, 8(3): 283-288.
- Soibamcha, E. & Pandey, N. (2016). Attitude of teachers towards teaching profession. *Global Journal Interdisciplinary social science*, 5(3), 49-51.
- Su, Z. (1997). Teaching as a profession and as a career: minority candidates' perspective. *Teaching and Teachers Education*, 13(3):325-340.

- Teklehaimanot, H. (2000). Secondary School Teacher-Education in Ethiopia: A New Perspective. *IER Flambeau*: 7(20):1 - 15.
- Tesfaye, S., & Demewoz, A. (2004). Beginning Teacher Education Students' Attitude towards their Future Profession: The Case of Dilla College of Teacher Education and Health Sciences. *The Ethiopian Journal of Education*, 24(1), 51-82.
- Tharenou, P., Donohue, R. & Cooper, B. (2007). *Management research methods*. New York: Cambridge University Press.
- Tok, T. N. (2012). Teacher Candidates' Attitude towards the Teaching Profession in Turkey. *Alberta Journal of Educational Research*, 58(3), 381–403.
- Trivedi, P. R. (2012). A Study of Attitude of Teachers towards Teaching Profession Teaching at Different Level. *International Multidisciplinary e-Journal*, 1(5):24-30.
- UNESCO. (1990). Innovations and initiatives in teacher education in Asia and the pacific region, *Volume2: case studies*. Bangkok.
- Üredi, L. (2017). Investigating the Relationship between Job Satisfaction Levels of the Teachers in Educational Institutions and Their Attitude towards Teaching Profession. *Journal of Education and Practice*, 8(12), 175–182.
- Woldeyes, Y.G. (2017). *Native Colonialism: Education and the Economy of Violence against Tradition in Ethiopia*. Trento, New Jersey: The red see press.
- Wondemetegegn, S. A. (2016). The Historic Move, Contemporary Challenges and Opportunities in Ethiopian Education. *International Journal of African and Asian Studies* Vol. 26,
- Yamane, T. (1967). *Statistics, an Introductory Analysis*, 2nd Ed., New York: Harper and Row.
- Yasan-Ak, N., & Yilmaz-Yendi, B. (2020). An investigation of pre-service teachers' attitude towards teaching profession in regard to some variables: The case of Middle East Technical University. *International Online Journal of Education and Teaching*, 7(1). 111-125.
- Yildirim, E. (2012). The investigation of the teacher candidates' attitude towards teaching profession according to their demographic variables (The sample of Maltepe University). *Procedia - Social and Behavioral Sciences*, 46, 2352–2355. <https://doi.org/10.1016/j.sbspro.2012.05.483>.
- Yildiz, N. İ., Şahin, H., & Çelik, F. (2020). Investigation of Pre-service Social Studies Teachers' Self -Efficacy Perception of and Attitude towards the Profession of Teaching. *Journal of Curriculum and Teaching*, 9(2), 47–61. <https://doi.org/10.5430/jct.v9n2p47>.

Zanna M.P. and Rempel, J.K. (1988). "A new look at an old concept", in D. Bar-Tal and A.W. Kruglanski (Eds.) *the social psychology of knowledge*, Cambridge, England: Cambridge University Press, 315-334.