

# TEACHERS' COMPETENCIES AND ATTITUDES IN THE TEACHING PROFESSION OF AMHARA REGION AND ADDIS ABABA ADMINISTRATIVE CITY

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## ABSTRACT

The purpose of this study was to investigate Amhara region and Addis Ababa city teachers' competencies and attitude to the teaching profession. 245 primary and secondary teachers selected using multistage sampling from Amhara region and Addis Ababa city. The study used survey method of data collection. From the percentage, mean and Mann Whitney test, some of the results obtained were: some problems observed such as competencies of teachers in the teaching profession like utilizing audiovisual equipment and materials, using different teaching technologies including ICT, and solving classroom problems by doing action research, some teachers have low confidence and motivation in teaching, lack of recognition of their work done and problems in their social acceptance, and lack of conducive working environment, and primary school teachers perform better than the secondary school teachers and female teachers also perform better than male teachers in most competencies and attitude scales, but no difference in terms of regions for most competencies and attitude scales. Some of the recommendations were: give training on lesson planning, active learning methods, assessment, provision of feedback, student management, and action research; improve the salary of teachers and the discipline of the students, give recognition for the teachers' job and provide other benefits like health insurance, provide sufficient instructional materials and improve the working environment.

**Keywords:** Competencies, Attitude, Confidence, Motivation, Value.

## INTRODUCTION

Ethiopia envisions becoming middle economy country by 2025 that requires proper human development. Education is believed to serve as means to provide a fundamental base for all further human development endeavors. But, its availabilities and qualities are central to the human resource development of any society. It is widely believed that the expansion of educational opportunities is a cornerstone to the nation's accelerated socio-economic development. Teacher motivation in Ethiopia has been alarmingly deteriorating at all levels. World Bank, 2013 (XXV) states: "There is considerable evidence that teacher motivation may be the most critical element of effective teacher performance. This is partly a function of salary and working conditions, but also

of selection procedures and criteria that emphasize the longer-term interests of teacher candidates and those in the teaching profession." Teachers are the doorways to literate communities. A community that does not value its teachers will never bring about any social, economic and political development. There is a continuing concern over the quality of the nation's teaching force has sprouted the widespread growth of initiatives to enhance the career development and preparation of teachers. A significant part of this concern has focused on the initial competence and ability of teachers of the nation (Bernard, 1990). The roles and responsibilities of the teachers have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. The behaviour, attitude and interest of the teacher help in shaping the personality of the student.

Over the past few decades, teaching has been characterized as the imperilled profession. This continuing concern over the quality of the nation's teaching force has sprouted the widespread growth of initiatives to enhance the career development and preparation of teachers. A significant portion of this concern has focused on the initial competence and ability of the nation's teaching force (Bernard, 1990). The teacher's roles and responsibilities have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher help in shaping the personality of the student. Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957).

## LITERATURE REVIEW

A competence is described as a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain (Deakin, 2008). *Competence* is therefore distinguished from *skill*, which is defined as the ability to perform complex acts with ease, precision and adaptability. *Teaching* competences are focused on the role of the teacher in the classroom, directly linked with the 'craft' of teaching - with professional knowledge and skills mobilized for action (Hagger & McIntyre, 2006). Professional competences include knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system, and the teacher's role (Whitty, 1996). According to Medley and Shannon (1994), teacher competence is the extent to which a teacher has the knowledge and skills. High teacher competence can lead to positive individual student development. Conversely, an incompetent teacher can adversely affect students' attitudes to learning and lower their self-conceptions. Basic competences show specificities of the teaching profession and include organizational competences, didactic competencies, pedagogical thinking, cognitive-creative competences, psychological competence, evaluative competences, advisory competences, competence for a lifelong development of a teacher as a professional (Snežana, Dragana & Lidija, 2013). Teachers' attitudes towards their chosen career have an important influence on their achievement and competence (Güneyli & Aslan, 2009). Teachers' attitudes towards their profession are usually related with their enjoying their profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important, and believing that they need to improve their profession, and so, themselves, continuously. Learning experiences of prospective

teachers should be organized in a way that they will establish positive attitudes towards the profession of teaching (Temizkan, 2008). Teachers positive attitudes can be seen in their gestures and mimics and they motivate students more easily, their behaviours towards the students are sincere, they do not have strict rules, they use their time efficiently; in short, they enjoy their profession and thus, they may assume the duties, responsibilities and roles of a teacher in a better manner (Çeliköz & Çetin, 2004).

Commitment to teach has to be enhanced by psychic rewards, meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, recognition for a work done and social acceptance (Firestone & Pennel, 1993). Large-scale quantitative studies provide evidence that teachers choose to leave schools with poor work environments, and that these conditions are most common in schools that minority and low-income students typically attend (Boyd et al., 2011; Ladd, 2011). In two recent studies, Boyd and his colleagues (2011) & Ladd (2011) found that, in addition to salaries and benefits, working conditions substantially influence teachers' career plans.

Hussain et al. (2011) found that majority of the secondary school teachers in Pakistan do not have positive attitude towards the profession, and also found that the female secondary school teachers have more positive attitude towards the profession than male secondary school teachers. They explained the reason of that result as a stereotyping belief, that "teaching is a feminine job". In addition, they obtained that teachers working in the public sector were more committed and satisfied than the teachers working in private sector. But in the research of Çapa and Çil (2000) showed that gender is not effective on the pre-service teachers' attitude towards teaching profession, but in the sub dimension of loving profession and respect to profession, females have more positive attitude than males. On the other hand, in the sub dimension of confidence, males are more confident than females.

### **Statement of the Problem**

A World Bank study (World Bank, 2013) has observed some outstanding problems in Ethiopian education sector in general. Some of these are poor quality of general education, poor learning achievement of students, and growing need for qualified teachers in government, non-government and community schools and growing need for quality assurance in teacher education. Needless to say thus some of these problems are caused by the quality and qualification problems of teacher preparation programs in Ethiopia and in turn the problems themselves have impact on the quality of the teacher preparation system.

It is better to study teachers' competencies and attitudes towards teaching profession, because there is a contribution for the decline of quality of education, decline of results of the students and the dropout of teachers from their profession. Thus, assessing the teachers' competencies and attitudes towards teaching profession is so important. The findings of the study might help policy makers to get a clear picture in terms of teachers' competencies and attitude to the teaching profession and develop strategies that would help them mitigate observed problems. This study also helps to assess teachers' competencies and attitude to the teaching profession.

## Research Questions of the Study

The purpose of this research was to investigate Amhara region and Addis Ababa city teachers' competencies and attitude to the teaching profession. Therefore, the research questions for this study were:

1. What is the level of teachers' competencies of teaching?
2. Is there a significant difference in teachers' competencies of teaching with respect to region, level of teaching and gender?
3. What is the level of teachers' attitude and components of attitude towards the teaching profession?
4. Is there a significant difference in teachers' attitude and components of attitude towards the teaching profession with respect to region, level of teaching and gender?

## METHODOLOGY

### Research Design

The present study used explanatory survey design. The method used for the study was quantitative based on teachers' questionnaire. The questionnaire was entirely of Likert Scale type.

### Population and Sampling Techniques

The population for this study consisted of all primary and secondary teachers from Amhara region and Addis Ababa administrative city. Multistage sampling technique was employed to select participants in this study. Initially zones and sub-cities were selected and then sixteen schools were selected based on proportionality of urban and rural areas using the multistage sampling technique. All teachers of the sample schools were considered to be the participants of the study. The total number of the participant of the school teachers were 245, where 162 (66.1%) were from Amhara region and 83 (33.9%) were from Addis Ababa city. From these respondent teachers 142 (58%) were from primary schools and 103 (42%) were from secondary schools. There were also 82 (33.5%) female teacher and 163 (66.5%) male teachers.

### Instruments of Data Collection

To investigate teachers' competencies and attitude in the teaching profession a *Questionnaire* using a Likert scale was prepared for teachers. The questionnaire for the school teachers was designed to have two parts: teachers' competencies scale (17 items) and attitude towards teaching profession (36 items), the attitude scale is subdivided in to sub-scales: confidence in teaching (7 items); motivation towards teaching (7 items); valuing teaching (7 items); recognition for a work done & social acceptance (7 items); and working environment (8 items). All the scales were a 1-5 Likert-type scale and the respondents were asked to respond to each item using a five point scale as Strongly disagree, Disagree, Neutral, Agree and Strongly agree.

### Validity and Reliability of the Instruments

The likert scales were developed by the research themes, and before using the data collection instruments they were distributed to professionals for their comments and presented in the validation workshop and were reviewed by the research themes. In addition, a pilot study was conducted in one school of Addis Ababa city to determine the validity and reliability of the scales. The aim of the piloting was to check the clarity of the questions, ensure the adequacy of the time

duration, and to decide the most suitable questions among overlapping questions. The pilot study was also used to check the reliability of the reviewed instruments. The alpha coefficient of Cronbach yielded 0.928 for competencies in teaching; 0.882 for attitude in teaching profession, 0.740 for confidence in teaching, 0.738 for motivation on teaching, 0.734 for value teaching, 0.748 for recognition of a work done and social acceptance, and 0.764 for working environment in teaching. Cronbach Alpha coefficients of reliability for the variables competencies, attitude, confidence, motivation, value, recognition for a work done and social acceptance, and working environment in teaching indicated that they have high internal-consistency reliability.

### Method of Data Analysis

Since the teachers' competencies in teaching and attitude towards the teaching profession scales were an ordinal of 5 levels Likert scale and the skewness of the distribution assessed for all items and most of the items did not lie between -1 and +1, this indicated that the data is significantly different from normal. These justify that the variable is not distributed approximately normally and we can use non-parametric tests. Therefore, the data analysis techniques used for this study were percentage, mean, standard deviation, Mann Whitney U test.

## RESULTS

### Teachers' Competencies in Teaching

The first research question was: what is the level of teachers' competencies of teaching? To answer this question percentage, mean and standard deviation were used. Below is the frequency table of the perceptions of school teachers in competencies of teaching.

**Table 1: Frequency table for perceptions of school teachers in competencies of teaching**

Teachers' competencies in teaching items	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree		M	SD
	Disagree		e						agree			
	F	%	F	%	F	%	F	%	F	%		
Ability to apply varied & appropriate instructional methods	4	1.6	7	2.9	23	9.4	121	49.4	90	36.7	4.17	.84
Ability to motivate students via modeling, reinforcement, provision of success experiences, & appeal to student interests	3	1.2	8	3.3	19	7.8	126	51.4	89	36.3	4.18	.81
Ability to encourage and facilitate the development of social skills and enhance self-concept	4	1.6	11	4.5	35	14.3	119	48.6	76	31.0	4.03	.88
Ability to utilize classroom observational techniques effectively	5	2.0	13	5.3	53	21.6	118	48.2	56	22.9	3.84	.91
Ability to individualize instruction to meet the varying students' needs	3	1.2	9	3.7	33	13.5	136	55.5	64	26.1	4.02	.81
Ability to apply appropriate assessment techniques of students' progress	4	1.6	8	3.3	33	13.5	132	53.9	68	27.8	4.03	.83
Ability to utilize audiovisual equipment & material in teaching	23	9.4	55	22.4	72	29.4	66	26.9	29	11.8	3.09	1.2

Ability to use value clarification techniques at any age level	7	2.9	10	4.1	45	18.4	127	51.8	56	22.9	3.88	.91
Ability to construct behavioral/performance objectives in your subject	7	2.9	13	5.3	39	15.9	119	48.6	67	27.3	3.92	.95
Ability to construct lesson planning incorporating the students' needs	6	2.4	10	4.1	36	14.7	112	45.7	81	33.1	4.03	.92
Ability to prepare teacher-made tests	5	2.0	1	.4	19	7.8	98	40.0	122	49.8	4.35	.81
Ability to interpret & report student performance	3	1.2	6	2.4	13	5.3	77	31.4	146	59.6	4.46	.81
Ability to identify & support students' diverse needs	4	1.6	5	2.0	29	11.8	119	48.6	88	35.9	4.15	.83
Ability of counseling of students	5	2.0	7	2.9	25	10.2	111	45.3	97	39.6	4.18	.88
Ability to control students' discipline & behavior problems	6	2.4	9	3.7	23	9.4	106	43.3	101	41.2	4.17	.92
Ability to use different teaching technologies including ICT teaching	24	9.8	56	22.9	54	22.0	79	32.2	32	13.1	3.16	1.2
Ability to solve classroom problems by doing action research	21	8.6	31	12.7	56	22.9	97	39.6	40	16.3	3.42	1.2
<b>Teachers' competencies in teaching</b>											<b>3.95</b>	<b>.14</b>

From table 1, in general the teachers' competencies in teaching were above average (3.95). Answering the questions related to teacher competencies, the respondents of teachers felt that they have competencies of 86% the on ability to apply varied and appropriate instructional methods and 87% on the ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests. 79% declared to have competence on ability to encourage and facilitate the development of social skills and enhance self-concept and 71% on ability to utilize observational techniques effectively in the classroom. In addition to these, 81% felt to have the competence on ability to individualize instruction to meet the varying needs of students and on the ability to apply appropriate evaluative techniques. 74% also replied to have competence on the ability to use value clarification techniques at any age level and 76% on ability to construct behavioral/ performance objectives in subject matter. 79% of them replied to have ability to construct lesson planning incorporating the various needs of the students and 90% on ability to prepare teacher-made tests. Beyond what has been stated 91% of the respondents declared to have competence on the ability to interpret and report student performance on teacher-made tests and 84% on ability to identify and support students' diverse needs with 85% on the ability of counseling students identifying their needs. 84% also replied to have competence on the ability to control students' discipline and behavior problems. But 38% declared to lack to have competencies on the ability to utilize audiovisual equipment and material, 45% on the ability to use different teaching technologies including ICT, and 56% on the ability to solve classroom problems by doing action research. Similar results were found using the mean of the respondents of school teachers in the above competencies variables. The second research question was: Is there a significant difference in teachers' competencies of teaching with respect to region, level of teaching and gender? In order to check whether the responses of school teachers of Addis Ababa city and Amhara region; primary and secondary schools; and male and female teachers in terms of their competencies of teaching are similar or not Mann-Whitney U test was used and the result is presented in table 2.

**Table 2: Mann-Whitney U test for teachers' competencies of teaching in terms of region, level of teaching and gender**



Item	Variables	Group	N	Mean Rank	U	p
Competencies of Teaching	Region	Addis Ababa	83	146.40	4780.50	.000
		Amhara	162	111.01		
	Level teaching	Primary	142	130.59	6235.00	.049
		Secondary	103	112.53		
	Sex	Male	163	122.20	6552.50	.803
		Female	82	124.59		

From the Mann-Whitney U test of the above table, it can be easily seen that the responses of school teachers of Addis Ababa city were statistically better than the responses of teachers of Amhara region in competencies of teaching,  $U=4780.500$ ,  $p<.05$ . The table indicates also that the responses of primary school teachers were statistically better than the responses of secondary school teachers in competencies of teaching,  $U=6235.000$ ,  $p<.05$ . Similarly, the mean or average ranks for males and females were compared with respect to the variable 'competencies of teaching'. SPSS ranked the 245 school teachers from 245 (highest) to 1 (lowest) and by inspection of the mean ranks it seems that females scored higher than males in the competencies of teaching. But from the Mann-Whitney U and p value, the mean ranks of the sex did not differ significantly in the competencies of teaching. It is thus concluded that competencies in teaching do not differ with respect to sex.

### Attitude towards Teaching Profession

The third research question was: what are the levels of teachers' attitude and components of attitude such as confidence, motivation, value, recognition for a work done and social acceptance and working environment of teaching? To answer this question percentage, mean and standard deviation were used. Below is the table indicating the descriptive table for the teachers' attitude in the teaching profession.

**Table 3: Frequency table for perceptions of school teachers' confidence for teaching**

Variables	Strongly Disagree		Neutral		Agree		Strongly agree		M	SD		
	Disagree											
	F	%	F	%	F	%	F	%				
I feel confident in my ability to teach	4	1.6	2	.8	11	4.5	77	31.4	151	61.6	4.51	.77
I am confident about the approaches of teaching	4	1.6	10	4.1	29	11.8	110	44.9	92	37.6	4.13	.89
I feel less confident in the use of language in teaching	94	38.4	56	22.9	35	14.3	34	13.9	26	10.6	2.36	1.4
I doubt that I will be able to improve my teaching ability	107	43.7	66	26.9	25	10.2	28	11.4	19	7.8	2.13	1.3
I feel confident using sources other than the textbook	15	6.1	11	4.5	18	7.3	90	36.7	111	45.3	4.11	1.1
I am not sure about what to do when teaching	124	50.6	59	24.1	24	9.8	20	8.2	18	7.3	1.98	1.3

I am sure I will improve my teaching	8	3.3	4	1.6	19	7.8	72	29.4	142	58.0	4.37	.94	
<b>Confidence in teaching</b>												<b>3.37</b>	<b>.22</b>
Teaching is my hobby	40	16.3	13	5.3	22	9.0	46	18.8	124	50.6	3.82	1.5	
I enjoy the challenge of teaching a new & difficult concept	16	6.5	16	6.5	27	11.0	93	38.0	93	38.0	3.94	1.2	
I enjoy teaching children and meeting many people	10	4.1	5	2.0	21	8.6	82	33.5	127	51.8	4.27	.99	
I enjoy dispensing knowledge to others	5	2.0	3	1.2	16	6.5	65	26.5	156	63.7	4.49	.84	
I am not satisfied with my profession	95	38.8	40	16.3	29	11.8	29	11.8	52	21.2	2.60	1.6	
Teaching is enjoyable and stimulating to me	29	11.8	20	8.2	24	9.8	56	22.9	116	47.3	3.86	1.4	
I dislike having to teach every day	107	43.7	51	20.8	32	13.1	21	8.6	34	13.9	2.28	1.5	
<b>Motivation towards teaching</b>												<b>3.61</b>	<b>.26</b>
Educating others develops my mind	4	1.6	3	1.2	12	4.9	43	17.6	124	74.7	4.62	.78	
Dealing with youth keep a teacher young, alert, & active	9	3.7	12	4.9	16	6.5	76	31.0	131	53.5	4.29	1.1	
Teachers are the molders of society	10	4.1	2	.8	16	6.5	41	16.7	176	71.8	4.51	.96	
Teaching is one of the best means of serving humanity	9	3.7	5	2.0	9	3.7	50	20.4	172	70.2	4.51	.94	
Teaching is one of the greatest stimulants to mental activity	4	1.6	10	4.1	15	6.1	52	21.2	163	66.5	4.50	.99	
I see teaching as a stepping stone to other profession	74	30.2	36	14.7	33	13.5	35	14.3	67	27.3	2.94	1.6	
Teaching is not a waste of time	18	7.3	7	2.9	19	7.8	48	19.6	153	62.4	4.27	1.2	
<b>Value of teaching</b>												<b>4.23</b>	<b>.25</b>
Teachers have low social value	35	14.3	21	8.6	23	9.4	37	15.1	129	52.7	3.83	1.5	
Teachers are respected and value by others	125	51.0	44	18.0	25	10.2	28	11.4	23	9.4	2.10	1.4	
Teaching profession performs more actual good for mankind than any other	34	13.9	12	4.9	20	8.2	39	15.9	140	57.1	3.98	1.5	
Failures in other lines of business usually become teachers	83	33.9	39	15.9	28	11.4	30	12.2	65	26.5	2.82	1.6	
Teaching is one of the most social prestigious profession	107	43.7	46	18.8	20	8.2	24	9.8	48	19.6	2.43	1.6	
The authorities has no regard for teachers welfare	32	13.1	10	4.1	18	7.3	32	13.1	153	62.4	4.08	1.4	
I like the school pupils to recognize me as exemplary teacher	19	7.8	11	4.5	29	11.8	62	25.3	124	50.6	4.07	1.2	
<b>Recognition for a work done &amp; social acceptance</b>												<b>3.33</b>	<b>.12</b>
Availability of relevant teaching aids encourage me	75	30.6	109	44.5	32	13.1	18	7.3	11	4.5	2.00	1.2	
Accessibility of resources encourage me	67	27.3	130	53.1	27	11.0	12	4.9	9	3.7	2.20	1.1	
Availability of offices & stationary materials encourage me	70	28.6	120	49.0	26	10.6	16	6.5	13	5.3	2.08	1.2	
Availability of staff recreational areas encourage me	73	29.8	120	49.0	25	10.2	17	6.9	10	4.1	2.10	1.2	
Accessibility of internet is a good resource of encourage me	73	29.8	130	53.1	26	10.6	14	5.7	2	.8	2.24	1.1	
The behavior of the students discourages me	37	15.1	37	15.1	42	17.1	52	21.2	77	31.4	3.39	1.4	



The interest of the students in learning discourages me	38	15.5	30	12.2	36	14.7	65	26.5	76	31.0	3.45	1.4
Large class size & teaching loads discourage me	26	10.6	28	11.4	50	20.4	67	27.3	74	30.2	3.55	1.3
<b>Working environment</b>											<b>2.53</b>	<b>.14</b>
<b>Attitudes towards teaching profession</b>											<b>3.41</b>	<b>.24</b>

The first component of teachers' attitude in the teaching profession is confidence in teaching. From table 3 of teachers' confidence of teaching, the school teachers responded on the questions of confidence for teaching stated above. 93% of them responded that they have confidence in their ability to teach, 82% have confidence about the approach of teaching, 70% of them do not have doubt to improve their teaching ability, 82% have confident in using different sources other than text books, and 87% are sure for improving their teaching. The results from teachers' motivation on teaching depict that 69% of them indicated that teaching is their hobby, 76% enjoy the challenges of teaching a new and difficult concept, 85% enjoy teaching children and meeting many people, 90% enjoy dispensing knowledge to others, 70% enjoy teaching and 55% were satisfied with their profession.

On the teachers' value of teaching component, 92% of them indicated that educating others develops their mind, 84% stated that dealing with youth tends to keep a teacher young, alert, and active, 88% declared that teachers are the models of society, 90% described that teaching is one of the best means of serving humanity, 87% mapped that teaching is one of the greatest stimulants to mental activity, 41% highlighted that teaching as a stepping stone to other profession and 82% described that teaching is not a waste of time. From these responses one can see that most of the teachers tended to see teaching as important for them and as valuable. Albeit this general result, whether the demonstrated value to teaching is consistently the same across regions, school levels and sex, worth investigating.

The table also indicates that the responses of the school teachers' on the recognition of teachers' work done and social acceptance were as follows. 68% described that teachers have low social value, 21% said teachers are respected and valued by others, 73% reported that teaching profession performs more actual good for mankind than any other, 38% stated that those who failed in other lines of business usually become teachers, 29% highlighted that teaching is one of the most social prestigious profession, 75% reported that the authorities have no regard for teachers welfare and 76% of them stated that they would like the school pupils to recognize them as exemplary teacher. Most of the teachers felt that their professions are not recognized, though.

Regarding working environment of the teachers, 75% of respondent teachers feel to disagree that there are available relevant teaching aids, 80% tend to disagree on the accessibility of libraries and laboratories, 77% on the availability of offices and stationary materials, 78% on the availability of staff recreational areas, 83% on accessibility of internet, 52% on the behavior of the students, 57% on the interest of students' learning and 57% on the class size and teaching load of the teachers discourage them as profession.

Finally, from the table, the attitude of teachers towards the teaching profession was almost above average (3.41). Therefore, teachers' attitude towards the teaching profession was the marginal position of positive attitude.

The fourth research question was: Is there a significant difference in teachers' attitude and components of attitude with respect to region, level of teaching and gender? In order to check whether the responses of teachers of Addis Ababa city and Amhara region; primary and secondary schools; and male and female teachers in terms of components of attitude in teaching are similar or not Mann-Whitney U test was used.

**Table 4: Mann-Whitney U test for teachers' attitude, confidence, motivation, value, recognition for work done and social acceptance, and working environment towards teaching profession in terms of region, level of teaching and gender**

Item	Variables	Group	N	Mean Rank	U	p
<b>Teachers' attitude towards teaching profession</b>	Region	Addis Ababa	83	123.52	6124.00	.704
		Amhara	162	119.71		
	Level teaching	Primary	142	128.20	5715.50	.008
		Secondary	103	108.87		
	Gender	Male	163	117.54	5965.00	.218
Female		82	127.88			
<b>Teachers' confidence in teaching</b>	Region	Addis Ababa	83	135.93	5650.00	.040
		Amhara	162	116.38		
	Level teaching	Primary	142	129.02	6458.00	.116
		Secondary	103	114.70		
	Gender	Male	163	116.69	5655.00	.048
Female		82	135.54			
<b>Teachers' motivation in teaching</b>	Region	Addis Ababa	83	121.39	6589.50	.798
		Amhara	162	123.82		
	Level teaching	Primary	142	129.85	6341.00	.073
		Secondary	103	113.56		
	Gender	Male	163	121.50	6438.50	.638
Female		82	125.98			
<b>Teachers' value of teaching</b>	Region	Addis Ababa	83	124.55	6594.00	.804
		Amhara	162	122.20		
	Level teaching	Primary	142	133.53	5817.50	.006
		Secondary	103	108.48		
	Gender	Male	163	123.07	6672.00	.983

		Female	82	122.87		
<b>Teachers' recognition for work done and social acceptance</b>	Region	Addis Ababa	83	122.89	6713.50	.985
		Amhara	162	123.06		
	Level teaching	Primary	142	135.92	5479.00	.001
		Secondary	103	105.19		
	Gender	Male	163	113.11	5071.50	.002
		Female	82	142.65		
<b>Teachers' working environment</b>	Region	Addis Ababa	83	112.86	6711.50	.982
		Amhara	162	113.07		
	Level teaching	Primary	142	112.67	6224.50	.046
		Secondary	103	102.43		
	Gender	Male	163	113.33	6630.00	.919
		Female	82	112.35		

From table 4, regarding with region, we conclude that there is no significant difference between Addis Ababa city and Amhara region teachers' attitude ( $U=6124.000$ ,  $p>.05$ ), motivation ( $U=6589.500$ ,  $p>.05$ ), value ( $U=6594.000$ ,  $p>.05$ ), recognition for work done and social acceptance ( $U=6713.500$ ,  $p>.05$ ), and working environment ( $U=6711.500$ ,  $p>.05$ ) towards teaching profession, but Addis Ababa city teachers are more confident in teaching than Amhara region ( $U=5650.000$ ,  $p<.05$ ). Regarding with level of teaching, there is no significant difference between primary and secondary school teachers' confident ( $U=6458.000$ ,  $p > .05$ ) and motivation ( $U=6341.000$ ,  $p>.05$ ) in teaching, but primary school teachers had more attitude ( $U=5715.500$ ,  $p<.05$ ), value ( $U=5817.500$ ,  $p<.05$ ), recognition for work done and social acceptance ( $U=5479.000$ ,  $p<.05$ ), and working environment ( $U=6224.500$ ,  $p<.05$ ) towards teaching profession than secondary school teachers. In addition with respect to gender, there is no significant difference between male and female teachers' attitude ( $U=5965.000$ ,  $p>.05$ ), motivation ( $U=6438.500$ ,  $p>.05$ ), value ( $U=6672.000$ ,  $p>.05$ ), and working environment ( $U=6630.000$ ,  $p>.05$ ) in teaching, but female teachers had more confident ( $U=5655.000$ ,  $p<.05$ ), and recognition for work done and social acceptance ( $U=5071.500$ ,  $p<.05$ ) towards teaching profession than male teachers.

## DISCUSSION

Nguyen, Griffin & Nguyen (2006) stated the three major areas of teachers' competence common among the different models of their professional development. These areas are important in process of their assessment as professional knowledge, professional skills, and professionalism and professional ethics. Bjekic, Krneta & Milošević (2010) considered professional competences as the system of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities. From the finding of teacher competencies, the respondent teachers felt that they have better competencies in applying varied and appropriate

instructional methods, motivating student, encouraging and facilitating the development of social skills, applying appropriate assessment techniques, constructing lesson planning incorporating the various needs of the students, interpreting and reporting student performance on teacher-made tests, identifying and supporting students' diverse needs, counseling of students, and controlling students' discipline and behavior problems, but have less competencies in utilizing audiovisual equipment and material, using different teaching technologies including ICT, and solving classroom problems by doing action research. Comparing the responses with respect to region, grade level and sex; the school teachers of Addis Ababa region were better than the teachers of Amhara regions and primary school teachers were also better than the responses of secondary school teachers in competencies of teaching. But the mean ranks of the sex did not differ significantly in the competencies of teaching.

Teachers' attitudes towards their profession are usually related with their enjoying their profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important, and believing that they need to improve their profession, and so, themselves, continuously. School status, school infrastructure, safety conditions in the school, social and professional status (Barros & Ela, 2008); teaching experience (Suja, 2007); inadequate financial remuneration and delay in payment of salaries (Osunde & Izevbigie, 2006) are the factors that affect the teachers attitude to their teaching profession. Teachers' attitudes towards their chosen career have an important influence on their achievement and competence (Güneyli & Aslan, 2009); developing creative thinking and motivating students (Celikoz & Cetin, 2004); motivate students more easily (Çeliköz and Çetin, 2004). Consequently, if it is intended to improve the quality of the education system then teacher education should be a focal point of reform and improvement. It follows that teacher education is of paramount importance and of great research interest (Sezgin, 2002). Initial teacher training helps in shaping the attitude of student teachers towards teaching profession. In line with this, the attitude of teachers towards the teaching profession was the marginal position of positive attitude. The finding of attitude contradict with the finding of Maliki (2009) indicated that teachers have negative attitudes towards the teaching profession. Also the finding of this study shows that there is no significant difference in teachers' attitude towards teaching profession with respect to region and gender. But, the primary school teachers have more attitude towards teaching profession than the secondary school teachers. In regard to gender, this finding corresponds with the findings of Bulut & Dogar (2006) and Bulut (2009) reported no significant difference between male and female teachers in the attitude towards teaching profession, but the finding contradicts with the finding of Maliki (2009) and Hussain et al. (2011) found that female teachers have positive attitude towards teaching profession than male teachers. Regarding to the finding of attitude of teachers with level of teaching contradict with the research finding of Bulut & Dogar (2006) found that a positive relation between the class levels and attitude, that is when the class level increases, teachers' attitude towards teaching profession rise and vice versa; but Maliki (2009) found that the level of teaching does not significantly influence teachers' attitude towards the teaching profession.

Teacher confidence, motivation, value, recognition for a work done and social acceptance and working environment are the major components in shaping the attitude of teachers in the teaching profession. Teacher confidence is a great concern among teacher educators since teacher confidence may affect students' confidence and achievement; thus, to feel confident in the classroom the instructor must begin acting confidently (William James (1958) cited in James (1990)). Gangoli cited in Igwe (2002) stipulates that for teaching and learning of science to be interesting, there has to be motivation on the part of both the teacher and the learner so as to enhance positive attitude and subsequently maximum academic achievement. Teachers build future citizens of the country, and as they mold the children, so the country will be molded. From this point of view, a lot of responsibilities

lie with the teacher to execute in his/her day-to-day activities, and teachers should develop their values to perform their duties effectively (Chauhan, 1984).

Commitment to teach has been enhanced by recognition for a work done and social acceptance (Firestone & Pennel, 1993). Among the factors that contribute to increased teacher dissatisfaction and to teachers leaving the profession identified by Shann (1998) were recognition of teachers' work done and social acceptance by colleagues, administrators and students. Recent large-scale quantitative studies provide evidence that teachers choose to leave schools with poor working environments, and that these conditions are most common in schools that minority and low-income students typically attend (Boyd et al., 2011; Ladd 2011). In two recent studies, Boyd and his colleagues (2011) and Ladd (2011) found that, in addition to salaries and benefits, working conditions substantially influence teachers' career plans. From the finding, most of the teachers have confidence, motivation, values and recognition for a work done and social acceptance in the teaching profession but they are dissatisfied in their working environment. The finding also indicated as the teachers of Addis Ababa city were more confident in teaching than teachers of Amhara region and female teachers were more confident in teaching than the male teachers; the primary school teachers felt better recognition of teachers' work done and social acceptance than the secondary school teachers and female teachers felt better recognition of teachers' work done and social acceptance than male teachers; and the primary school teachers had better working environment than secondary school teachers. But, there is no difference for the other variables.

## CONCLUSIONS

Based on the research findings, the following conclusions were made:

- 1) For the teachers' competencies in teaching, some problems were observed such as competencies of teachers in the teaching profession like utilizing audiovisual equipment and materials, using different teaching technologies including ICT, and solving classroom problems by doing action research,
- 2) For the teachers' attitude in the teaching profession, some problems were observed such as some teachers have low confidence and motivation in teaching, lack of recognition of their work done and problems in their social acceptance, and lack of conducive working environment.
- 3) Regarding the comparison of regions, level of teaching and gender in the teachers' competencies and attitude in teaching, primary school teachers perform better than the secondary school teachers and female teachers also perform better than male teachers in most competencies and attitude scales, but no difference in terms of regions for most competencies and attitude scales.

## RECOMMENDATIONS

To address the challenges the schools faced, actors at different levels need to take actions. The findings of this study revealed the existence of several problems. To improve the teachers' competencies and attitude in teaching the following intervention is recommended:

- 1) To improve the competencies of the teachers in teaching, give training for teachers in the area of implement and evaluate lesson planning; implementing active learning methods (focus on

Hands-on activities) and formative continuous assessment; provision of effective instructional feedback to students; student management, student assessment, and action research.

- 2) To increase the attitude of teachers in the teaching profession, increase the salary of teachers; improve students' attitude in learning mathematics; the discipline of the students; revise the instrument of the evaluation of the promotion; give recognition for the teachers job; give other benefits like health insurance, further training, opportunity to transfer; provide sufficient instructional materials, and improve the working environment.

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