

Perception Of Pre-Service Trainees To The Training Program And Teaching Profession, The Case Of Adwa Teachers And Educational Leadership College, 2012 Graduates

Workneh Gebreselassie

Abstract: Introduction The federal democratic republic government of Ethiopia has practiced the education training policy, since 1994. The target of the policy has been the improvement of access, quality, relevance, equity, efficiency in education sector In order to enhance the implementation of the policy several programs and interventions have been introduced, such as system of training quality teachers, both pre-service, and in-service, (USAID and MOE 2008). This research work has intended to assess the reaction of the 2012 graduates of Adwa teachers and educational leadership College, after they covered their three years training program, and prepared to celebrate their graduation. **Objective** Assess the reaction of the senior trainees to the quality of the training program and identify specific areas that need further intervention. **Methodology**-institutional based cross sectional study design was employed. This research work has been carried by dispatching 250 questionnaires randomly to 2012 graduate students of Adwa Teachers and Educational leadership College. Among these 220 (88%) returned. In total among the 424, 2012 graduates of Adwa Teachers and Educational leadership College 220 (51.9%) were involved in responding the questionnaires. The collected data was analyzed quantitatively entering in to a computer using SPSS version 16 using Ch-square, Annova, Sign test. **Result-** Among the respondents of this pre-service teachers training majority 152 (69%) entered to the training with interest towards the teaching profession, whereas, 68 (31%) entered without interest. Majority of the trainees 111 (73%) had joined to the training with interest, to the teaching profession, because the profession plays a role as foundation for the development of the country. Among of the trainee who joined to the training without interest to the profession 59 (86.8%) were with negative attitude to the profession, because teachers are with subsistence life condition. Majority of the trainees weather, he/she entered to the training with interest or without interest to the teaching profession, have influenced positively towards the profession, due to the pre-service training given in this college 176 (80%). The degree of the pre-service teachers training given in this college in influencing the trainees both who entered with interest and without interest to be in positive attitude towards the teaching profession is ranked, majority of the trainees 130 (59.1%) had said very high, 46 (20.9%) had said high, 28(12.7%) had said average, Majority of the trainees who joined to the training with interest continued with their positive attitude towards the teaching profession, even after they completed their training 144 (94.7%) .In the other way round 32 (47%) of the trainees who entered to this pre-service training without interest to the profession, develop positive attitude towards the profession, after they completed the training, whereas, 36 (53%) of them continued with their negative attitude towards the profession, even after they completed the training. Majority of the trainees 130 (59.1%) rated the contribution of the Adwa teachers educational leadership college pre-service training in developing positive attitude towards the teaching profession was very great. And all of them reason out it, by saying, because of the afforded courses as well as the instructors were building sufficiently the trainees both academically professionally and ethically. Followed to this 46 (20.9%) of the trainees who rated the contribution of the training in developing positive attitude towards teaching profession is great, among these 40 (87%) of them forwarded their reason, because most of the instructors of the college were building the trainees both academically professionally as well as ethically. **Conclusion and recommendation** Majority of the 2004 E.C graduated pre-service teachers training trainees of ACTELE joined to this pre-service training program having an interest in teaching profession. This positive attitude towards the teaching profession continued even after they completed their training. It had been assured by majority of the graduate trainees that the college played very great role in developing academically, professionally and ethically well build up trainees. But considerable amount of them claimed, problems in some instructors, accommodation, service and infrastructure and administrative case, therefore although the college is in very good situation, better to strengthened positive side and respond the claims of the trainees and be ready more to create conducive environment.

Key words: education, .implementation, intervention. Perception, in-service, Policy, pre-service, profession, program, training

1, Introduction

The federal democratic republic government of Ethiopia has practiced the education training policy, since 1994. The target of the policy has been the improvement of access, quality, relevance, equity, efficiency in education sector (USAID and MOE 2008). In order to enhance the implementation of the policy several programs and interventions have been introduced, such as system of training quality teachers, both pre-service, and in-service, quality curriculum, self content, continuous assessment, career structure, organization of learning and learning environment, school improvement programs (USAID & MOE, 2007,2008).

The FDR government of Ethiopia has also signatory to bring about the millennium development goals; ensuring economic development, collective security and peace, rule of law and strengthening of democratic infrastructure, human rights which include universal primary education by the year 2015 (Mulugeta Tsegay, 2007). Teachers are very important people to implement successfully the programs and interventions introduced to enhance the implementation of the education and training policy. Quality of education demands planned and properly designed capacity building programs for teachers and other officials in education system (Derebssa Dufera, 2006). Unless we acknowledge that we are talking about a human problem, and not solely a curriculum judgment, we will not attract bright young minds in teaching. One bad teacher is more dangerous than one bad surgeon, because a surgeon can only hurt one person at a time, but good teachers outnumber the bad. So the quality of education can be no greater than the dignity we assign to teaching (David D.Dill 1995). Quality of education of course need well trained teachers, positive attitude of teachers towards their profession, student centered

- Workneh Gebreselassie, (Master in Ecology), mob. 0912176371, E-mail workneh2003@yahoo.com

curriculum, appropriate teaching aids and equipments, parent and community involvement, flexible teaching methods and well supported teachers and schools (Mulugeta Tsegay, 2007). According to USAID & MOE, 2008 the current system of training teachers is adequate in preparing teachers for preprimary education. In providing appropriate professional Knowledge and skills as well as continuous assessment skills. The MOE, 1999 E.C has stated, pre-service teachers training in such a way it enables the teacher to master his subject matter, methodology and to have code of ethics of the profession. According to Zenawi Zerihun, 2007, nowadays the involvement of the major stakeholders, namely students and their instructors to assess their reactions to common indicators such as the quality of teaching and learning as well as accommodation and service is very essential. So this research work has intended to assess the reaction of the 2012 graduates of Adwa teachers Education College, after they covered their three years training program, and prepared to celebrate their graduation.

Significance of this study

This study will be used to assess the reaction of the senior trainees to the quality of the training program and identify specific areas that need further intervention. This is to help policy makers and college leaders to check their training programs and interventions and make improvement.

2. Objective

2.1 General objective

To assess perception of the pre-service trainees of Adwa college of teachers and educational leadership education to the training program and to the teaching profession

2.2 Specific objectives

1. Assess the reaction of the senior trainees to the quality of the training program.
2. Identify specific areas that need further intervention
3. Help policy makers and college leaders to check their training programs and interventions and make improvement.

3. Methodology

Study design-institutional based cross sectional study design was employed

Study period-This research work has been carried out by dispatching self-administered questionnaires randomly to the 2012 graduates of Adwa College of teachers and educational leadership education. The researcher has been influenced to limit the data collection within this College because of financial and time constraints. All the five departments (Natural science and Mathematics, Social sciences, SNE, Language and Professional departments) .Each department was found with one graduate class. Among the 424 graduate trainees 250 trainees were taken randomly and self-administered questionnaires had been given for all the available trainees found in each department (class).

4 Sampling

250 questionnaires were dispatched randomly to 2012 graduate students of Adwa college of Teachers and

educational leadership Education . Among these 220 (88%) returned while 30 questionnaires (12%) remained unreturned, due to various cases. Among these 220, females were 108 (49%) and males were 112 (51%). -

5. Instruments

The data was collected by dispatching questionnaires randomly. The questionnaire was both closed and open type. The questionnaire has three parts. Part one focus on general information; sex, parent's job, and residence place. Part two focus, on their interest to join to the pre-service training of teaching profession. And part three focuses, on contribution of the pre-service teachers' education in developing professional competency and interest.

6. Data analysis

The collected data was entered in to a computer using SPSS version 16 and analysed by using percentages, chi-square, ANOVA and sign test

Ethical consideration

Ethical approval and clearance for the study had been obtained from Adwa College of teachers and educational leadership education. Verbal consent from the department heads of each department of the College has been obtained. This study subject had been approached individually and given information regarding the purpose of the study. The participants have been assured that they would have full right to participate or withdraw from the study. They had been informed that information obtained from them would not be disclosed to the third person. Name and other identification information would not be used in the study.

Dissemination of the study-Dissemination of finding is crucial in any study as it follows the timely utilization of findings, so the hard and soft copy final study report was submitted to Adwa College of teachers and educational leadership education. The result was presented on annual research conference and will be sent for possible publication on relevant repeatable educational/social science journals.

7. Result

Table 1: Respondents attitude towards the teaching profession, before they enter to this pre-service Teachers education in relation to their sex

SN	Sex	Those who entered with positive attitude	%	Those who entered with negative attitude, because they don't have any other alternative	%	Total	%
1	Male	77	68.75	35	31.25	112	51.3
2	female	75	69.4	33	30.6	108	48.7
	Total	152	69	68	31	220	

Among the respondents of this pre-service trainees 112 (51.3%) were males while 108 (48.7%) of them were females 152(69%) of the respondents entered to the pre-service teachers training with interest to the profession. Whereas 68(31%) have entered without interest to the profession, because they don't have any other alternative. In relation to this 77(68.75%) of the males entered with interest while 35(31.25%) without interest. And 75(69.4%) females were with interest, while 30.6% without interest. There is significant difference between those who have entered with interest to that entered without interest ($P<0.04$). As well as in both sexes there is significant difference between those who entered with interest, with those who have entered without interest ($P<0.2$). But there is no significant difference between the male and female trainees, who have joined to this pre-service training ($P<0.2$)

Table 2: Respondents attitude towards the teaching profession, before they entered to this pre-service teachers education in relation to their parents job

S. N	parents job	Those who entered with positive attitude	%	Those who entered with negative attitude, because they don't have any other alternative	%	Total	%
1	Farmers	128	73.1	47	26.9	175	78.6
2	Civil servants	16	59.3	11	40.7	27	12.7
3	Merchants	4	30.8	9	69.2	13	6.4
4	Hand crafts and technicians	1	50	1	50	2	0.9
5	Without job	3	100	-	0	3	1.4
	Total	152	69	68	31	220	

Among the respondents parent 175(78.6%) are farmers, 27(12.7%) are civil servants, 13(6.4 %) merchants, 2(0.9 %) hand crafts (technicians) and 3(1.4 %) are without job. Among the trainees, whose their parents are farmers, 128(73.1%) entered to the pre-service teachers training with interest, while 47(26.9%) them without interest. Among the trainees, whose their parents are civil servants, 16(59.3%) entered to this training with interest, while 40.7% of them without interest. Among the trainees whose their parents, are merchants, 4(30.8%) of them entered with interest, while 9(69.2%) of them, entered without interest. Among the trainees, whose their parents are hand craftsmen or technicians), 1(50%) of them entered with interest, while 1(50%) of them without interest. Among the trainees, whose their parents do not have job 100% them entered to the training with interest. There is significant difference among the respondents parent type of job

($P<0.01$) and also, there is significant difference among those whose their parents are farmers, who have entered to the profession with interest and without interest ($t<0.01$). But there is also significant difference; among those their parents are civil servants, who entered with interest and without interest ($P<0.04$). Similarly there is significant difference among those their parents are merchants who joined to the training with interest and without interest ($t<0.04$). But there is no significant difference among those their parents are hand crafts or technicians who joined to the training with interest or without interest. ($t<0.4$). However, 100% those their parents are jobless, joined to these pre-service training with interest.

Table 3: Respondents attitude towards the teaching profession, before they entered to this pre-service teachers' education in relation to their residence area

S. N	Their residence area	Those who entered with positive attitude	%	Those who entered with negative attitude because they don't have any other alternative	%	Total	%
1	Village (rural area)	114	77	34	23	148	67.3
2	District town	29	54.7	24	45.3	53	24
3	Zone town	8	50	8	50	16	7.3
4	Semi-town (Semi-rural)	2	66.7	1	33.3	3	1.4
		152	69	68	31	220	

Majority of the rural area residences 114(77%) joined with interest to this pre-service training, whereas 34(23%) of them joined without interest. Similarly majority of the district town residences 29(54.7%) joined with interest, whereas 45.3% of them joined without interest. Unlike to these 8(50%) of the zonal town residence joined with interest and others 8(50%) joined without interest. In difference to this 2(66.7%) of the semi-town residences joined with interest, while 1(33.3%) joined without interest. There is significant difference among the rural area residences, who joined with interest and without interest ($t<0.01$). But there is slight significant difference among the district town residences, who joined with interest and without interest ($t<0.1$). Similarly there is no significant difference among the zonal town residence who joined with interest and without interest ($t<0.4$). But there is significant difference among the semi-rural area residence, who joined with interest and without interest($t<0.04$).

Table 4: Conditions that positively influence for those who entered with positive attitude to this pre-service teachers education

S N	Given reason	Amount	%
1	Because teaching profession is basement for the development of the country, by constructing citizens and by producing other professions who contribute more for the development of the county.	111	73
2	Because teaching profession gives a chance for day to day gaining of new knowledge and also it is free of corruption	26	17.1
3	Because their earlier teachers in primary and high school were devoted to their profession so they have taken their role model	14	9.2
4	To provide education for those citizens in rural area	1	0.7
	Total	152	

Majority of the respondents who joined to this pre-service teachers training with interest 111(73%), have positively influenced towards the profession, because the profession is basement for the development of the country, by building up young generation (citizen) and by producing other professionals who contribute more for the development of the country. The next 26(17.1%) are positively influenced towards the profession, because teaching profession gives a chance for day to day gaining of new knowledge and to live free of corruption. Following to this 14(9.2%) are positively influenced towards the profession, because of their teachers in primary and secondary school, life, were devoted to their profession, so they have taken their role model. Following to this 1(0.7%) are positively influenced, towards the profession, because of an interest to provide education for those citizens in rural areas. And there is significant difference among the above conditions in which the trainees have positively influenced to join to this pre-service teachers training ($P<0.01$).

Table 5: conditions that negatively influence for those who entered with negative attitude to this pre-service teacher's education, because they don't have any other alternative

SN	Given reason	Amount	%
1	Because teachers are with subsistence life condition, while working day and night without rest and they do not have dignity from the society and government.	59	86.8
2	Because their salary is very low they work in remote area, and also to build children is a difficult task	6	8.8
3	Because their aim was to continue to university and to have other professions like engineering, medicine etc	2	2.9
4	I was not aware of the profession	1	1.5
	Total	68	

Majority of those who joined to the training without interest 59(86.6%), have negatively influenced towards the profession, because teachers are with subsistence life condition, while work day and night without rest and they do not have dignity from the society, and government. Following to this 6(8.8%) of them are negatively influenced because of teachers salary is very low while they work in rural area and building a children is a difficult task. Following to this 2(2.9%) are negatively influenced because their aim was to continue to university and to have other professions like engineering, medicine etc. The other one 1(1.5%) says he was not aware about the profession. And there is significant difference among the above conditions, which negatively influence to those who have joined to this pre-service teachers training without interest ($P<0.01$).

Table 6: Conditions of the pre-service teachers education positively influencing the trainees both who have joined with interest or without interest.

SN	Their response	Amount	%
1	Positively influenced graduate trainees	176	80
2	Even after they accomplish the training they continued in negative attitude towards the profession	44	20
	Total	220	

Majority of the trainees 176(80%) who had joined to this pre-service teachers training with interest or without interest have been positively influenced towards the teaching profession. Whereas 44(20%) of them continued with their negative attitude towards the profession. And there is significant difference among those positively influenced towards the profession by the pre-service teachers education given in the college and those who were in negative attitude towards the profession, even after they accomplished the pre-service teachers training given in the college ($P<0.01$).

Table 7: The degree of the pre-service teachers education in positively influencing the trainees both those who have joined with interest or because they don't have any other alternatives

SN	Degree of the pre-service teachers education in creating positive attitude towards the profession	Amount	%
1	Very high	130	59.1
2	High	46	20.9
3	Average	28	12.7
4	Low (below average)	16	7.3
	Total	220	

Most of the respondents of this teachers pre-service training 130(59.1%) are very highly positively influenced towards the teaching profession, because of the effectiveness and efficiency of the training given in this college. Following to this 46(20.9%) of this teachers pre-service trainees were greatly, positively influenced towards the teaching profession, because of the teachers education in the college. Whereas 28(12.7%) of those respondents who have accomplished this pre-service teachers training were with average influenced towards the teaching profession. And 16(7.3%) of those respondents were

influenced below average towards the teaching profession. And there is significant difference in case of the pre-service teachers training given in this college in influencing the trainees to have positive attitude towards the teaching profession ($P < 0.01$).

Table 8: Those who had joined to this pre-service teachers training with interest, their attitude towards the profession, after they had accomplished their training

SN	Their attitude towards the profession at the end of their pre-service training	Amount	%
1	Those who had continued strengthen in their positive attitude towards the profession	144	94.7
2	Those who had developed negative attitude towards the profession after they accomplished their training	8	5.3
Total		152	

Among those trainees who had joined to this pre-service teachers training with interest 144(94.7%) of them continued with their positive attitude towards the teaching profession even after they accomplished the pre-service training program. Whereas 8(5.3%) of them develop negative attitude towards the profession after they accomplished the pre-service training Program. And there is significant difference between those who entered to this pre-service training with interest and then those who continued with their positive attitude towards the teaching profession even after they accomplished the training program and those who later on developed negative attitude towards the teaching profession after they accomplished their pre-service training program ($P < 0.01$).

Table 9: those who had joined to this pre-service teachers training, with out interest, because they don't have any other alternative, their attitude towards the profession after they accomplished the training program.

SN	Their attitude towards the profession, after they had accomplished their pre-service teachers training program	Amount	%
1	Those who have developed positive attitude towards the profession	32	47
2	Those who have continued with their negative attitude towards the profession	36	53
Total		68	

Among those trainees who joined to this pre-service teachers training without interest, because they don't have any other alternative 32(47%) of them developed positive attitude towards the profession after they accomplished their training program, whereas 36(53%) of them continued their negative attitude towards the profession even after they accomplished the training program. There is slight significant difference among those who joined to this pre-service teachers training without interest and then those who have later on developed positive attitude towards the profession and those who have continued with their negative attitude towards the profession ($t < 0.1$).

Table 10: Reasons for the role of the college in developing positive attitude through its teacher's education

SN	Degree	Amount	%	Given reason	Amount	%
1	Very great	130	59.1	Because the afforded courses as well as the instructors were building sufficiently the trainees both academically, professionally as well as ethically	130	100
2	Great	46	20.9	Most of the instructors of the college were building the trainees both academically, professionally, as well as ethically.	40	87
				Academic process is ok, but there is problem in accommodation, service and infrastructure	6	13
3	Average	28	12.7	Although most instructors were giving the training sufficiently, there were few instructors in efficient in providing the training	16	57.2
				Although the training was ok, due to budget limitation the trainees were suffering of hunger, and health problems and this was negatively influenced the process of the training	6	21.4
				There is un willingness form the administrative body to response the raised questions from the trainees	6	21.4
4	Below satisfactory (below average)	16	7.3	There were considerable problems in the provision of training, service, and accommodation	16	100
Total					220	

Reasons given to the degree of role of the pre-service training of the college in creating positive attitude towards the teaching profession is very great 130 (59.1%) and 100% of them said, because the afforded courses as well as the instructors were building sufficiently the trainees both

academically, professionally as well as ethically. Following to this 46 (20.9%) of the respondents said, the contribution of the training in creating positive attitude towards the teaching profession is great. And the reason given to this is 40 (87%) of them said most of the instructors of the college are building the trainees both academically, professionally as well as ethically, while 6(13%) them said, academic process is ok, but there were problems in accommodation, service and infrastructure. Others 28 (12.7%) of the respondents said, the contribution is average, and the given reasons varies; 57.2% of them said, though most instructors were giving the training sufficiently, there were few who are insufficient in providing the training, while 6 (21.4%) of them said, though the way of training is ok, due to budget limitation, the trainees were suffering of hunger and health problems and this is negatively influencing the process of training. while 6 (21.4%) of them said there was unwillingness form the administrative body to respond the raised questions from the trainees. Other 16 (7.3%) respondents, said the contribution of the college to bring positive attitude towards the teaching profession is below average (below satisfactory) and the given reason was, there were considerable problems regarding the academic process, service and accommodation. And there is significant difference among the reasons given for the role of the pre-service teachers training in developing positive attitude towards teaching profession ($P < 0.01$)

DISCUSSION

Among the respondents of this pre-service teachers training majority 152 (69%) entered to the training with interest towards the teaching profession, whereas, 68 (31%) entered without interest. This situation also repeated in both sexes', majority males 77 (68.75%) had joined to the training with interest towards the teaching profession whereas, 35 (31.25%) without interest. Similarly majority females 75 (69.4%), had joined to the training with interest towards the teaching profession, whereas 33 (30.6%) without interest. Majority of the parents of the respondents are farmers 175 (78.6%) followed by civil servants 27 (12.7%), then merchants 13 (6.4%), then jobless parents 3 (1.4%) and lastly hand crafts men or technicians, 2 (0.9%). Majority of the trainees whose their parents are farmers had joined to this pre-service teachers training with interest to the teaching profession 128 (73.1%) whereas, 47 (26.9%) of them without interest. More of the trainees whose their parents are civil servants had joined to the training with interest towards the teaching profession 16 (59.3%), whereas 11 (40.7%) of them with interest. Majority of the trainees whose their parents are merchants joined to training without interest to the teaching profession, because they don't have any other alternative 9 (69.2%) whereas, 4 (30.8%) with interest. All 3 (100%) of the trainees whose their parents are jobless joined to the training with interest to the teaching profession. When we come to the trainees whose their parents are hand craft men or technicians; 1(50%) had joined to the training with interest to the teaching profession, whereas 1 (50%) without interest. Majority of the trainees were rural area residences 148 (67.3%) followed by district town 53 (24%) followed by zonal town 16 (7.3%) and lastly semi town residences 3 (1.4%). Majority of those who were rural area residences 114 (77%) had joined to the teaching profession with

interest, whereas 34 (23%) had joined without interest. Similarly majority of the semi rural residences 2 (66.7%) had joined to the training with interest, whereas 1 (33.3%) had joined without interest. More of the district town residences joined with interest to the profession 29 (54.7%), whereas, 24 (45.3%) had joined without interest. Unlikely, 8 (50%) of the zonal town residences had joined to the training with interest to the profession, whereas 8 (50%) had joined without interest Majority of the trainees 111 (73%) had joined to the training with interest, to the teaching profession, because the profession plays a role as foundation for the development of the country by building up young citizens, and by producing other professionals who can contribute more for developing the country. Followed by 26 (17.1%) had joined with interest to the profession, because teaching profession gives a chance for day to day gaining of new knowledge and also it is free of corruption. Followed by 14 (9.2%), because their earlier teachers in primary and secondary school life were devoted to their profession, so they have taken their role model. Lastly 1 (0.7%) of the respondents said, because he has interested to provide education for those citizens in rural area. Majority of the trainee who joined to the training without interest to the profession 59 (86.8%) were with negative attitude to the profession, because teachers are with subsistence life condition, while working day and night without rest, and also they do not have dignity from the society and government. Followed by 6 (8.8%), because the salary is small, the work place is remote areas, and to build children is a difficult task. Followed by 2 (2.9 %) because their aim was to continue university and to have other professions like engineering, medicine and others. Followed by 1 (1.5%) due to lack of awareness to the profession. Majority of the trainees weather, he/she entered to the training with interest or without interest to the teaching profession, have influenced positively towards the profession, due to the pre-service training given in this college 176 (80%) whereas 44 (20%) of them didn't develop positive attitude towards the teaching profession, while they completed their pre-service teachers training. The quality of primary education demands planned and properly designed capacity building programs for teachers, school directors, and other officials in the education system (Derebssa Dufera, 2006). This had also supported by research work done by USAID and MOE, 2008, the curriculum system of training teachers is adequate in preparing teachers for pre-primary education. The degree of the pre-service teachers training given in this college in influencing the trainees both who entered with interest and without interest to be in positive attitude towards the teaching profession is ranked, majority of the trainees 130 (59.1%) had said very high, 46 (20.9%) had said high, 28(12.7%) had said average, and lastly 16 (7.3%) of them said below average. Majority of the trainees who joined to the training with interest continued with their positive attitude towards the teaching profession, even after they completed their training 144 (94.7%) unlikely 8 (5.3 %) of them developed negative attitude towards the profession, after they completed their training. In the other way round 32 (47%) of the trainees who entered to this pre-service training without interest to the profession, develop positive attitude towards the profession, after they completed the training, whereas, 36 (53%) of them continued with their

negative attitude towards the profession, even after they completed the training. According to Zenawi Zerhiun, 2007, it is mandatory to involve the majority stalk holders namely, students and their instructors to assess to the quality of teaching learning process. Majority of the trainees 130 (59.1%) rated the contribution of the Adwa Adwa College of teachers and educational leadership education pre-service training in developing positive attitude towards the teaching profession was very great. And all of them reason out it, by saying, because of the afforded courses as well as the instructors were building sufficiently the trainees both academically professionally and ethically. Followed to this 46 (20.9%) of the trainees who rated the contribution of the training in developing positive attitude towards teaching profession is great, among these 40 (87%) of them forwarded their reason, because most of the instructors of the college were building the trainees both academically professionally as well as ethically. The others 6 (13%) forwarded their reason, the academic process is ok, but there is problem in accommodation service and infrastructure. Followed to this, 28 (12.7%) of them who rated the contribution of the college's training in developing positive attitude, towards the teaching profession was average. And differently they gave three types of reasons. These are 16 (57.2%) of them said although, most instructors were giving the training sufficiently, there were some, who were inefficient in providing the training. The other 6 (21.4%) of them said although the way of training was ok, due to budget limitation, the trainees were suffering of hunger and health problems and this was negatively influenced, the process of the training. The others 6 (21.4%) of them said, there is unwillingness from the administrative body to respond the questions rose from the trainees. Lastly 16 (7.3%) of the trainees, who rated the contribution of the college's training in developing positive attitude towards the teaching profession was below satisfactory (below average) they forwarded there reason because there was considerable problems in provision of academy (training), service and accommodation.

CONCLUSION AND RECOMMENDATION

Majority of the 2012 raduated pre-service teachers training trainees of ACTELE joined to this pre-service training program having an interest in teaching profession. This condition is shown in both sexes. This positive attitude towards the teaching profession continued even after they completed their training. It had been assured by majority of the graduate trainees that the college played very great role in developing academically, professionally and ethically well build up trainees. Besides to this, majority of the trainees were residence of rural areas and followed to this district towns. And parents of the majority trainees are farmers. So this situation can inform us there is positive condition in which majority youngsters, are joining the profession to work stably and with interest as far as the working ground is ok. Especially there is a strong condition for this, because majority of those who joined to this pre-service training, convinced themselves that the teaching profession plays a very great role as foundation for the development of the country by building up young citizens and by producing other professionals who can contribute more for the development of the country and they are interested to make themselves part of this great mission, as far as ground is

adjusted to keep sustainability of these young teachers. Majority of the graduated trainees had assured that the contribution of the college in developing positive attitude of the trainees towards the teaching profession was very great, because, the curriculum as well as the efforts made by the instructors fit to bring such type of development. But considerable amount of them claimed, problems in some instructors, accommodation, service and infrastructure and administrative case, therefore although the college is in very good situation, better to strengthened positive side and respond the claims of the trainees and be ready more to create conducive environment. It is understood more of the claims are related with budget so better to deal with the higher body and resolve the problem as much as possible.

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