

Perception Of Teachers To Education Programs And Interventions, As Well As To Their Profession, The Case Of Adwa Town Teachers, 2013.

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Abstract: Introduction Teachers are very important people to implement successfully the programs and interventions, introduced to enhance the implementation of 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 curricular 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. We expect our teachers to work miracles every single day, what our homes churches and communities have been unable to accomplish. And when teachers fall short and where along the line we condemn them for not meeting our idealized expectations (David d. Dill 1995). The FDR government of Ethiopia has introduced several programs and interventions to enhance the successful implementation of the education training policy. This research work would have an importance in assessing the reaction of teachers of Adwa town. And it can initiate educational policy makers and educational administrators to check their programs and interventions. **Objective :** To assess the reaction of Adwa teachers to the introduced programs and interventions. **Methodology-** School based cross sectional study design was employed. This research work has been carried out by dispatching self-administered questionnaire randomly. Among the 698 teachers of Adwa town 278 (39.9%) were respondents. Among the 307 female 87 (28.4%) and among the 391 males (48.9%) were respondents. Ten elementary, three secondary and schools teachers had been participants. The collected data was entered in to a computer using SPSS version 16 and analyzed by using percentages, Chi square, ANOVA and sign test. Result-311 questionnaires were dispatched randomly to Adwa town teachers of ten elementary schools and three secondary schools. Among these 278 (89.4%) had been returned. Majority 171 (61.5%) recruited to the profession with interest ($t < 0.03$). Among those who recruited to the profession interest, 86 (50.3%) developed negative attitude later on ($t < 0.1$). Among those who recruited to the profession without interest, 107 (38.5%) 97 (90.7%) have continued with their negative attitude ($t < 0.01$). In total among those who recruited with interest or without interest 183 (65.8%) have developed hatred to the profession later on ($t < 0.02$). And among these 101 (55.2%) have decided to leave the job ($t < 0.09$). Among the programs and interventions, introduced by MEO, in order to bring quality, of education in the country, the most recommended one by the teachers that they are bringing quality of education as expected is, networking for special help and tutorial 64 (31.5%). Among those which are not bringing quality of education is continuous professional development 44 (24.2%), Most respondent teacher 135 (48.6%) are with very great dissatisfaction feeling with the new salary introduced for teachers. **Conclusion and recommendations** This research work has shown, majority of the teachers have dissatisfied with their profession and have developed negative attitude towards it, even many of them are preparing to leave it. So it is better to improve the working condition, strengthen the implementation of the programs and intervention which are positively recommended and review those which are not recommended. In addition it is better to arrive consensus with the teachers on the given salary scale.

Key words: Attitude, Capacity, education, implementation, interventions, policy, programs, quality

1. Introduction

The federal democratic republic government of Ethiopia has practiced the education training policy, since 1994. The target of the policy has been on improvement of access, quality, and relevance, and equity, efficiency in education sector (USAID and MOE 2008). In order to enhance the implementation of the policy, both pre-service and in service training, quality curriculum, self content, continuous assessment, career structure, organization of learning and learning environment and networking of pupils, teachers and parents for improved quality of learning as well as school improvement programs which include: academic achievement, professional development, improvement of school facilities and teaching resources, improvement of school organization management and leadership and linking the school with the community and other (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 (Mulugata Tsegay, 2007). Teachers are very important people to implement successfully the programs and interventions, introduced to enhance the implementation of 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 curricular 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. We expect our teachers to work miracles every single day, what our homes churches and communities have been unable to accomplish. And when teachers fall short and where along the line we condemn them for not meeting our idealized expectations (David D. Dill 1995). The teacher of course must be motivated. Teacher's needs are likely to be the satisfaction of doing a good job of creating learning situation for the maximum benefit of students of achieving good result (Bryan coombs 1995). In order to have

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feedback on the quality and effectiveness of the education programs and interventions as well as its success in process of implementation teachers reaction is very essential and mandatory (Zenawi Zerihun 2007). According USAD & MEO 2008 the current system of training teachers is adequate in preparing teachers for preprimary education, the curriculum is strongly providing appropriate professional knowledge and skills, action research and problem solving skills, as well as continuous assessment skills. However it has various de-motivating factors as discouraging people from entering and remaining, in their teaching profession such as; work load, low regard for teachers, irregular payment of salaries, poor supervision and professional support, lack of career promotion and transfer and lack of incentives, lack of in-service training, lack of accommodation & facilities. The pre-service training of secondary school teachers was unsatisfactory. The major factors discouraging individuals from becoming and remaining secondary school teachers are; Poor supervision and support, lack of pupils' interest in learning, negative attitude of parents to teachers, distance from school, lack of transfer, work load, distance from school, and lack of transport. Almost half (54.55%) of the elementary school teachers have supported the importance of self-content education, whereas about half (51.54%) have not supported its importance (Abreha kiros 1995 E.C). Since 1994 the FDR Government of Ethiopian has introduced several programs and interventions to enhance the successful implementation of the education training policy. At School Level the most important person to implement whatever means we create for the success of the policy is the teacher. So we have to check the reaction of the teacher at an interval. Although this research work is, restricted to one district, because of financial and time constraints, it would have its own contribution to take important ideas from the teachers. Significance of this study programs - This study will be used to initiate education policy makers interventions and education administrators to assess their and to produce teachers forum in order to arrive consensus.

2.Objective

2.1 General objective

To initiate education policy makers and education administrators to assess their programs and interventions.

2.2 Specific objectives

Assess the reaction of teachers to the quality of the programs & interventions been introduced for the success of ETP. Identify specific areas that need further intervention Identify those programs & intervention inspire or despair teachers Help policy makers, Education leaders and administrators to check their programs, interventions and management.

3.Methodology

Study design- School based cross sectional study design was employed.

Study period- This research work has been carried out by dispatching self administered questionnaires randomly to ten elementary and three secondary teachers of Adwa Result

town, Tigray region, Ethiopia, 2013. Among the 698 teachers of Adwa town 278 (39.9%) were respondents. Among the 307 female 87 (28.4%) and among the 391 males (48.9%) were respondents.

4. Sampling

311 questionnaires were dispatched randomly to Adwa town teachers of ten elementary schools and three secondary schools. Among these 278 (89.4%) had returned while 33 questionnaires (10.6%) had remained unreturned due to various cases. In total, among the 698 teachers of Adwa town 278 (39.9%) were respondents. Among the 307 female 87 (28.4%) and among the 391 males (48.9%) were respondents. Among the 278 respondents 155 (55.8%) were primary school teachers while 62 (22.3%) secondary school and 61 (21.9%) preparatory school teachers. In other wards among the 278 respondents 197 (70.9%) are married 63 (22.7%) are unmarried while 18 (6.5%) did not mention their marital status.

5. Instrument

The data was collected by dispatching questionnaires randomly. The questionnaire was both closed and open type. It has four parts. Part one focused on general information; sex, age, marital status, and level of school they are working. Part two focuses on the respect ion of the respondents to their profession. Part three focused on perspective of the respondent to the introduced programs and intervention to enhance the implementation of the education training policy and part four focuses, feeling of the respondent to the new salary Scale.

6. Data analysis

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

Ethical consideration

Ethical approval and clearance was obtained for the study from Adwa College of teachers and educational leadership, from all the schools included in the study and from the district educational office of Adwa town. The study subject was approached individually and given information regarding the purpose of the study then consent had been obtained for the study. The participant had been assured that they would have full right to participate or withdraw from the study. They had informed that the information obtained from them would not be disclosed to the third person. Name and other identification would not be used in the study.

Dissemination of the study

Dissemination of finding is crucial to any study as it follows the timely utilization of findings on the hard and soft copy. Final study report was submitted to Adwa College of teachers and educational leadership, to the schools included in this study, Adwa town education office and other relevant offices. The result was presented on the annual research conference and will be sent for possible publications on relevant scientific journals.

Table 1. Their attitude towards the profession Before they joined to it

S.N	Their attitude Towards the profession	Respondents	Percentage
1	Respecters	234	84.2
2	Haters (Hatreds)	32	11.5
3	In-between	12	4.3
	Total	278	

The respondents had significant attitudinal difference towards the profession before they recruited to it in their primary and secondary school student life, respecters,

234(84.2%) are significantly greater in number than hatreds 32(11.5%) ($P < 0.03$).

Table 2: Their feeling when they prepared to join To the profession

S.N	Their feeling	Respondents	Percentage
1	Those who joined Having an interest In the profession	171	61.5
2	Those who joined Because they don't Have any other Alternative	107	38.5
	Total	278	

The respondents have significant difference of feeling, when they joined to the profession. Those who had joined having an interest in the profession 171 (61.5%) are

significantly greater in number than those who had joined because they don't have any other alternative 107 (38.5%) ($t < 0.03$).

Table 3: Those who have joined to the profession with interest, Their later feeling in relation to their sex

S.N	Their later Feeling	Respondents					
		Males	%	Females	%	Total	%
1	Continue with Positive interest (feeling)	44	40.7	41	65	85	49.7
2	Develop negative Feeling	64	59.3	22	35	86	50.3
	Total	108		63		171	

Among the teachers, who have joined to the profession having an interest, half of them 86 (50.3%) have developed negative feeling to the profession later on. More males 64 (59.3%) than females 22 (35%) have developed negative feeling later on. But more females 41 (65%) than males 44 (40.7%) have remained steady with their positive interest toward the profession. In total significantly more male teachers than female teachers have developed negative attitude towards the profession later on ($t < 0.03$). There is slight significant difference between those who have

remained with steady positive interest and those who have developed negative feeling later on ($p < 0.1$). There is significant difference between male teachers and female teachers among those who had remained positively steady to the profession and those who have developed negative feeling later on ($t < 0.02$). But there is slight significant difference between female teacher who have remained positively steady to the profession and those who have developed negatively feeling later on ($t < 0.06$).

Table 4: Those who have joined to the profession with Interest their later feeling in relation to the level Of school they are working

S.N	Level of School	Respondents					
		Those who Have Remained Steady With positive Interest		Those who have Developed Negative feeling		Total	
		Amount	%	Amount	%		
1	Primary	4	66.7	2	33.3	6	
2	Full primary	61	64.9	33	35.1	94	
3	Secondary	14	37.8	23	62.2	37	
4	Preparatory	6	17.6	28	82.4	34	
	Total	85	49.7	86	50.3	171	

About half 86 (50.3%) of those who have joined to the profession with interest have develop negative feeling (interest), later on. Most of the preparatory 28 (82.4%) and

secondary 23(62.2%) teachers have developed negative feeling (interest) later on, than the primary 2 (33.3%) and full primary 33 (35.1%) teachers. In other wards most of the

primary 4 (66.7%) and full primary 61(64.9%) teachers have remained steady positive towards their profession than the preparatory 6(17.6%) and secondary 14 (37.8%) teachers. In total there is slight significant difference b/n those who have developed negative feeling (interest) later on and those who have remained steady positive towards their profession ($t < 0.1$). But there is significant difference

among the preparatory, secondary, full primary and primary teachers in case of developing negative attitude to their profession later on ($P < 0.05$). However there is slight significant difference among the primary, full primary, secondary and preparatory teachers in remaining steady positive towards their profession ($P < 0.08$)

Table 5: Those who have joined to the profession with interest Their later feeling in relation to their age.

S.N	Age	Those who have remained steady with positive interest		Those who have developed negative feeling (interest)		Total
		Amount	%	Amount	%	
1	≤ 30	17	31.5	37	68.5	54
2	31-40	15	41.7	21	58.5	36
3	41-50	34	68	16	32	50
4	>50	19	61.3	12	38.7	31
Total		85	49.7	86	50.3	171

About half 86 (50.3%) of those who have joined to the profession with interest have developed negative interest later on. Most of the ≤ 30 Year old 37(68.5) and 31-40 years old 21(58.5%) have developed negative interest to the profession later on, than the 41-50 years old 16 (32%) and > 50 years old 12 (38.7%). In other words most of the > 50 years old 19 (61.3%) and 41-50 Year old 34

(68%) have remained steady positive towards their profession than the 31-40 years old 15 (41.7%) and ≤ 30 17(31.5%). There is slight significant difference among the age groups in case of remaining steady positive towards their profession ($P < 0.09$) But there is significant difference among the age groups in case of developing negative attitude towards the profession later on ($P < 0.05$)

Table 6: Those who have recruited to the profession with interest Or without interest , because they don't have any other Alternative in relation to sex.

S.N	Their interest To recruit to The profession	Respondents					
		Males	%	Female	%	Total	%
1	Those who Have Recruiting With interest	108	56.5	63	72.4	171	61.5
2	Those who have Recruited to the Profession because They don't have Any other alternative	83	43.5	24	27.6	107	38.5
Total		191		87		278	

Most of the respondent have mentioned their recruitment to the profession was with interest 171(61.5%) where as 107 (38.5%) recruited to the profession because they were with no any other option. ($P < 0.03$). More females 63 (72.4%) than males 108 (56.5%) have recruited to the profession with interest. In other ward more males 83 (43.5 %) Than females 21(27.6%) recruited to the profession because they could not have any other option. There is significant difference between those who have recruited to the

profession with interest and those who have recruited without interest to the profession ($p < 0.02$). Female teachers are significantly more than male teachers in recruiting to the profession with positive attitude, towards the profession ($t < 0.04$) There is significant difference of females, who have recruited to the profession with interest and without interest, ($t < 0.03$) . Whereas there is no significant difference between males who have recruited having interest towards the profession and those recruited without interest ($t < 0.09$)

Table 7: Those who have recruited to the profession because They don't have any other alternative, their feeling Later on in relation to age

S.N	Age	Respondents					
		Those who have Developed negative Feeling		Those who Have developed positive feeling		Total	
		Amount	%	Amount	%		
1	≤ 30	40	97.6	1	2.4	41	
2	31-40	23	100	0	0	23	
3	41-50	22	81.5	5	18.5	27	
4	>50	12	75	4	25	16	
Total		97	90.7	10	9.3	107	

Most of those who recruited to the profession because they don't have any other alternative continued with their negative interest 97(90.7%) ; 40 (97.6%) of the age ≤ 30 , 23(100%) of the age 31-40, 22 (81.5%) of the age 41-50, 12(75%) of the age > 50 have remained steady with their

negative interest toward the profession. There is significant difference between those who have remained steady with negative interest toward the profession and those who have develop positive interest towards the profession later on ($t < 0.01$)

Table 8- Those who have recruited to the profession, because They don't have any other alternative, their feeling later On in relation to the level of school they are working.

S.N	Level of school They are Working	Respondents				Total
		Those who have remained steady with negative interest towards the profession		Those who have developed positive interest later on		
		Amount	%	Amount	%	
1	Primary	2	66.7	1	3.3	3
2	Full primary	48	92.3	4	7.7	52
3	Secondary	22	88	3	12	25
4	Preparatory	25	92.6	2	7.4	27
Total		97	90.7	10	9.3	107

Most of those teachers, who have recruited to the profession without interest have continued steady with their negative attitude towards the profession 97(90.7%); 25 (92.6%) of the preparatory 48(92.3%) of the full primary, 22 (88%) of the secondary and 2 (66.7%) of the primary school teachers, who have been recruited to the profession have remained steady with their negative attitude towards the profession. There is significant difference in interest

between those who have remained steady with their negative attitude towards the profession and those who have been developed positive interest towards the profession later on ($P < 0.01$). There is slight significant difference in those teachers who have remained steady negative towards their profession in terms of the level of school they are working.

Table 9 – Those who have recruited to the profession because, They don't have any other alternative, their feeling Later on in relation to sex

S.N	Their feeling later on	Respondents					
		Males	%	Females	%	Total	%
1	Those who Have Remained Steady with Their negative Attitude	77	95	20	77	97	90.7
2	Those who Developed Positive Attitude later on	4	5	6	23	10	9.3
Total		81		26		107	

Most males 77 (95%) as well as females 20(77%) remained steady with their negative attitude towards the profession even later on. More females 6(23%) than males 4 (5%) have developed positive attitude towards the profession later on. There were significantly more female teacher than

male teacher who have developed positive attitude towards the profession later on. ($t < 0.05$). Whereas significantly more male teachers than female teachers remain steady negative than female teachers ($t < 0.05$).

Table 10- The decision made by those who have developed Negative attitude towards the profession in relation to sex

S.N	The action they Decided to be taken	Respondents					
		Males	%	Females	%	Total	%
1	Those who have decided to leave (change)job	86	58.5	15	41.7	101	55.2
2	Those who have decided to tolerate the problems and to remain in the profession	61	41.5	21	58.3	82	44.8
Total		147		36		183	

Most of those who have developed negative attitude towards the profession 101(55.2%) have decided to leave (change) their job where as 82 (44.8%) of them have decided to stay in the profession tolerating the problems. More males 86 (58.5%) than females 61(41.7%) have decided to change (leave) the profession. In other ward more females 21 (58.3%) than males 61 (41.5%) have

decided to remain in the profession tolerating the problems. But there is no significant difference in sex in both who have decided to leave the job or to remain in the profession. ($P < 0.9$). Aswell as there is no significant difference in total between those who have decided to leave the job and to continue in the profession (pt)

Table 11- The decision made by those who have developed negativeAttitude towards the profession in relation tothe level of School they are working

S.N	The level of school they are working	Respondents				Total
		Those who have decided to leave (change)job		Those who have decided to continue in the job tolerating the problem		
		Amount	%	Amount	%	
1	Primary	1	25	3	75	4
2	Full primary 39	39	48.1	42	51.9	81
3	Secondary	24	53.3	21	46.7	45
4	Preparatory	37	69.8	16	30.2	53
Total		101	55.2	82	44.8	183

Most of the respondent 101 (55.2%) have decided to leave the profession while 82 (44.8%) have decided to stay in the profession tolerating the problems. Most of the preparatory teachers 37 (69.8%) and secondary teachers 24 (53.3%) have decided to leave the profession where as more than half of the full primary teachers 42 (51.9%) and primary teachers 3 (75%) have decided to stay in the profession. In total among those teachers who have

developed hater to the profession, slightly more teachers have decided to leave the profession ($t < 0.09$). There is slight significant difference among the teachers who have decided to leave the profession in terms of level of school they working ($p < 0.09$). Whereas there is significant difference among the teachers who have decided to stay in the profession in terms of level school they working ($P < 0.05$).

Table 12: The decision made by those who have developed negative Attitude towards the profession in relation to age.

S.N	Age	Respondents				Total
		Those who have decided to leave profession		Those who have decided to stay in the profession		
		Amount	%	Amount	%	
1	≤ 30	79	87.8	11	12.2	90
2	31-40	11	31.4	24	68.6	35
3	41-50	6	17.1	29	82.9	35
4	>50	5	21.7	18	78.3	23
Total		101	55.2	82	44.8	183

Most of the age ≤ 30 have decided to leave the profession where as most of the age 31- 40, 41-50 and > 50 have decided to stay in their profession. Significantly more teachers of the age group ≤ 30 have decided to leave the profession ($t < 0.01$). Significantly more teaches of the age

group 31-40 have decided to stay in the profession. Similarly Significantly more teaches of the age group 41-50 as well as age group of >50 have decided to stay in the profession ($P < 0.01$).

Table 13: Conditions which influence positively those Who have recruit to the profession with interest

S.N	Conditions which influence them to join the profession with interest	Respondents	
		Amount	%
1	Teaching profession is the basement for the development of our nation by capacitating all citizens with necessary valuable knowledge , skill and behavior and producing all professionals that plays a great role in the development of the country	85	49.7
2	At earlier time teaching profession was very respected by government society and student themselves.	44	25.7
3	Teaching profession is a means to gain timely knowledge	18	10.5
4	Their former teachers were teaching with full concern, en loved to the profession so they have taken their role model	16	9.4
5	They Considered the profession is free of corruption	8	4.7
Total		171	

Most positively recruited 85 (49.7%) to the profession are influenced because the profession is decisive for development of the nation by building capacity of citizens and producing all professionals playing great role in development of the country. This is followed by 44 (25.7%) because at earlier time the profession was very respected by government, society and students. Followed by 18 (10.5%) because teaching profession is a means to gain

timely knowledge. Followed by 16(9.4%), because their former teachers were teaching with full concern loving to the profession so they are interested to take their role-model. Followed by 8 (4.7%), because they considered the profession is free of corruption And there is significant difference among the above conditions, which influenced the teachers to enter the profession with interest ($P<0.04$)

Table 14 – condition which influence negatively to those who Have joined to the profession without interest, Because they were not with any other alternative

S.N	Conditions which influence them To have negative attitude to the profession	Respondents	
		Amount	%
1	The salary is very minimum in relation to its work load, responsibilities and as compared to salary of other civil servants	57	53.2
2	The society, government, students disrespect the profession even you can't have marriage being with this profession	19	17.8
3	They could not observe any life improvement in their teachers	13	12.2
4	They were interested to join to other profession	7	6.5
5	They were discouraged with the un disciplinary condition of students	3	2.8
6	You are enforced to work in remote rural /areas /	1	0.9
7	They were interested to join to university	4	3.8
Total		107	

Most teachers recruited with negative attitude towards the profession 57(53.2%)were negatively influenced because the salary is minimum in relation to its work load, responsibilities and as compared to salary of other civil servants. This is followed by 19 (17.8%), because the society, government and students disrespect the profession, even you can't get marriage. Followed by 13 (12.2%), because they don't observe life improvement of their teachers. Followed by 7 (6.5%), because they were

interested to join other professions. Followed by 3 (2.8%), because they were discouraged with the undisciplined condition of students. Followed by 4(3.8%), because they were interested to join to university. Followed by 1 (0.9%), because you have to work in very remote rural areas. And there is significant difference among the above conditions which influence the teachers to enter the profession without interest (($P<0.04$))

Table 15: Conditions which influence negatively later on for Those who have joined to the profession with interest

S.N	Conditions which influence negatively, later on for those who have joined to the profession with interest	Respondents	
		Amount	%
1	The salary is very minimum as compared to the work load responsibilities and to salary of other civil servants	50	58.1
2	There is introduced system which enforced teachers to be evaluated based on the result of the students	10	11.7
3	There is no democracy, justice and dignity to the profession	15	17.4
4	He is head up to deal with the self centered (contain) education system	1	1.2
5	They are head up with the multi meetings and evaluations	2	2.3
6	They are affected with hunger, they cannot fill their stomach	4	4.7
7	Teachers are not evaluated directly with their profession but with side way activities (assignments)	2	2.3
8	They hate the policy of education	2	2.3
Total		86	

Most of those who recruited to the profession with interest have developed negative attitude to the profession later on 50 (58.1%), because salary is very minimum as compared to the work load, responsibilities, and salary of other civil servants. Followed by 15(17.4%) because there is no democracy, justice and dignity to the teachers. Followed by 10(11.7%) because teachers are evaluated based on the result of students Followed by 4(4.7%) because it is very difficult to work being hungry. Followed by 2(2.3%) because

they have head up by multi meeting and evolution. As well as teachers are not evaluated directly related to their profession, but by side way activities (assignments). Also due to hatred to the policy of education. 2(2.3%). Follow by 1 (1.2%), because of hatred of self contain (self center) education system. And there is significant difference among the above conditions which influence the teachers to develop negative attitude after they joined to the profession with interest($P<0.04$)

Table 16: Conditions that makes for those who have joined to The profession with interest still to continue steady With their positive attitude

S.N	Conditions that makes their positive attitude to remain steady	Respondents	
		Amount	%
1	Capacity building of new generation both in knowledge & skill is decisive to the development of the nation	35	36.8
2	They hope to have opportunity for further education, through in-service program	20	21.1
3	They believe that this profession is free of corruption	16	16.8
4	They like teaching profession spiritually	18	18.9
5	They have got good respect ion from society and their students	5	5.3
6	He/she hopes the economic and other problems related to the profession would be solved in the near future	1	1
Total		95	

Most of those who have recruited to the profession with interest have remain steady with their positive attitude 35(36.8%), because the profession has a great role in building the new generation both in knowledge & skill and play great role in bringing the development of the nation. Followed by 20 (21.1%) because the profession has opportunity for further education, through in-service program. Followed by 18(18.9%) because they like the profession spiritually. Followed by 16 (16.8%) because the

profession is free of corruption. Followed by 5 (5.3%), because they are getting good respect ion from the society and their students. Followed by 1(1%) because she/he believe the economic and other problems related to the profession can be solved in the near future. There is slight significant difference among the above conditions which influence the teachers who recruited to the profession with interest to remain steady with their positive attitude towards the profession ($P<0.08$).

Table 17- Introduced programs and interventions, positively Recognize by teachers to bring about quality of education

S.N	Positively Recognized program and interventions	Respondents	
		Amount	%
1	Networking for special help and tutorial	64	31.5
2	Improvement of school facilities and resources such as plasma ,ICT, textbook supply teaching aid and others	50	24.6
3	In service training programs (provision of further education or up grading)	34	16.8 d
4	All the introduced program & interventions are important to bring quality of education	29	14.3
5	Student center teaching & learning process	11	5.4
6	Improvement of school organization, management and leader ship	7	3.4
7	Teachers evaluation based on student result	2	1
8	Continuous professional development	2	1
9	Effect to minimize class size to reasonable level	2	1
10	School improvement programs as a whole	2	1
11	Ethical and civics education	3	1.4
12	Strengthening action research	1	0.5
13	Special help for females	1	0.5
14	Curriculum improvement	1	0.5
15	Blocking students attention to copy examination answers	1	0.5
Total		203	

According the recommendation of the teachers, among the introduced programs & interventions, to bring quality of education, networking for special help and tutorial account the highest 64(31.5%). Followed by 50 (24.6%), improvement of school facilities and resources such as plasma, ICT, text book, teaching aid, and other resources. Followed by 34 (16.8%) in-service training program of teachers. Followed by 29 (14.3%) all the introduced program & interventions are equally important in brining quality of education Followed by 11 (5.4%) student centered teaching & learning process Followed by 7 (3.4%) improvement of school organization, management and

leadership Followed by 3 (1.4%) ethical and civics education. Followed by 2each (1%each), teachers evaluation based on student result, continuous professional development, minimizing class size to reasonable level, school improvement program. Followed by 1 each (0.5% each) strengthening action research, special help for females, curriculum development and blocking student's attention, in copying examination answer from their clever class mates. And there is slight significant difference among the programs and interventions in bringing quality of education as recommended by teachers ($P<0.09$)

Table 18:- Reason given by teachers for those programs and Interventions recognized to contribute more in Bringing quality of education

S.N	Given reasons	Respondents	
		Amount	%
1	Networking for special help & tutorial is improving the academic performance of students	64	31.5
2	Improvement of school Facilities' and resource by provision of plasma ,ICT, Textbooks, teaching aids etc are playing great role in improving quality of education	50	24.6
3	Because teachers are the implementers of the introduced programs and interventions at grass root level (School level) capacitating teachers by up grading their education through in-service programs play great role in bringing quality of education.	34	16.8
4	In total schools which are implementing successfully all the programs and interventions are bringing about significant improvement in quality of education	29	14.3
5	Those schools implementing successfully student center teaching and learning are bringing about remarkable change in quality of education.	11	5.4
6	Teachers evaluation based on the result of his student can make the teacher to work more (hard)	2	1
7	Continuous professional development can improve the capacity of teachers	2	1
8	Minimized class size to reasonable level can create conditions in which teachers can help more to their student	2	1
9	School improvement program are on creating conducive environment for the teaching and learning process	2	1
10	Ethical and civics education is playing a great role in producing citizens with good disipline and who love their country	3	1.4
11	Strengthening action research is on enhancing the efforts to be made by teachers in his teaching and learning process	1	0.5
12	Special help for females is on strengthening their academic status	1	0.5
13	Curriculum improvement is on playing great role in bringing quality of education	1	0.5
14	Blocking conditions which encourage students to copy answers of examination from clever students is making students to work hard	1	0.5
Total		203	

Reasons given by the teachers for those programs and intervention, which can bring quality of education are, networking for special help and tutorial is improving the academic performance of student 64 (31.5%). Followed by 50 (24.6%), improvement of school facilities and resource by provision of plasma, ICT, text books, teaching aids and others are playing great role in improving quality of education Followed by 34 (16.8%) because teachers are the main implementers of the programs & interventions, upgrading the capacity of teachers by in-service program can play great role in bringing quality of education. Followed by 29(14.3%), because schools which implements successfully all the programs & interventions are bringing significant change in quality of education. Followed by 11(5.4%) because schools implementing successfully

student centered teaching and learning process are bringing remarkable change in quality of education. Followed by 3(1.4%) ,because schools implement successfully ethical and civics education are producing pupils with good disipline .Followed by 2 each (1% each) teachers evaluation based on the result of his students can make him to work hard, continuous professional development can improve the capacity of the teachers, minimizing class size to reasonable level can create condition in which teachers can help more their students, schools improvement program are on creating conducive environment for the teaching and learning process. Followed by 1 each(0.5%each) strengthening Acton research is on enhancing the efforts to be made by teachers special help for females is on strengthen their academic

status, curriculum improvement is playing a role in bringing quality of education, blocking conditions which encourage students to copy. Answer of examination from clever students is making students to work hard. And there is

slight significant difference among the above reasons, recommended for the introduced programs and interventions, by the teachers as contributor in bringing quality of educations ($P < 0.09$).

Table 19: programs and interventions not recognized by teachers For their role in bringing quality of education

S.N	Not recognized programs & interventions in brining quality of education	Respondents		Reason
		Amount	%	
1	Continuous professional development	44	24.4	It is making teachers to waste their time for nothing new, while the time, can be used for preparation of lesson
2	Evaluation of a teacher based on the result of students	37	20.4	This enforce teachers to give extra mark to his students which plays very negative role in quality of education
3	Direct promotion such as 1-4 even other greades	27	14.9	It makes students not to follow their education seriously and also can limit the efforts that shall be made by parents
4	Self centered education system	21	11.6	One teacher cannot be competent in all subjects, so student can not have enough knowledge on those subjects which the teacher is not competent enough
5	All the programs & interventions are not brining satisfactory result in quality of education because the main implementer the teacher is undermined	31	17.1	The main implementer is the teacher, so without making the teacher to have satisfaction of his profession, it is impossible to attain quality of education
6	Network	7	3.9	Students are wasting their time dealing on non academic affairs
7	Student centered teaching	3	1.6	If limits the knowledge that can be gained from the teacher
8	Full day schooling	5	2.7	Students are wasting their valuable time and also head up with the program, because they are enforced to make 4 times trip
9	School improvement programs	3	1.6	Teachers instead they use their valuable time for preparing their lesson, carefully, they are wasting their time in decorating the school, arranging and checking files etc
10	Curriculum improvement	2	1	No given reason
11	School organization , managements & leadership program	1	0.5	No given reason
12	Ethical & civics education	1	0.5	No given reason
Total		182		

Among the introduced programs and interventions, assumed to bring quality of education, continuous professional development is not recommended by majority of teacher 44 (24.2%) the reason they forwarded is, because it is making teachers to waste their time for unnecessary activities, instead of using it for valuable lesson preparation. Followed by 37 (20.4%) evaluation of teachers based on the result of students. The forwarded reason is because, this can enforce teachers to give extra mark, which can affect negatively the quality of education. Followed by 31(17.1%) all the programs & interventions

cannot bring quality of education. The forwarded reason, without making the teacher to be satisfied with his profession it is impossible to attend quality of education. Followed by 27(14.9%) direct promotion such as 1-4 and other grades, the forwarded reason is because this limits efforts that shall be done by both students and parents. Followed by 21 (11.6%), self centered education. The forwarded reason is one teacher cannot be competent in all the subjects, so cannot help them very well with the subjects he is not fully competent. Followed by 7 (3.9%) networking, the forwarded reason is students are wasting

their time on non academic affairs. Followed by 5 (2.7%) full day schooling. The forwarded reason is students are wasting their time by making 4 times trip to school and home. Followed by 3 (1.6%) school improvement program. The forwarded reason is teachers are wasting their time, which should be used for preparation of their lesson in decorating the school campus, arranging and checking files

etc. Followed by 2 (1%) curriculums improvement, school organization, management & leadership, 1(0.5%) ethical & civics education 1(0.5%) in which reason are not given And there is slight significant difference among the above programs & interventions in their limitations to bring quality of education ($p < 0.1$)

Table 20- Teachers feeling to the new salary scale

S.N	Their feeling	Respondents	
		Amount	%
1	Very great satisfaction	8	2.9
2	Great satisfaction	11	3.9
3	Satisfactory (satisfaction)	80	28.8
4	Great negative feeling (Great dissatisfaction)	44	15.8
5	Very great negative feeling (very great dissatisfaction)	135	48.6

The feeling of teacher to the new salary Scale can be ranked: very great dissatisfactory (very great negative feeling) 135(48.6%), satisfactory 80 (28.8%), great dissatisfactory (great negative feeling) 44 (15.8%) ,great

satisfactory 11 (3.9%), very great satisfactory 8 (2.9%). And there is significant difference among the teachers feeling to the new salary scale ($P < 0.04$).

Table 21- Teachers feeling towards the new salary scale In relation to the level of School they are working

S.N	Their feeling	Primary		Full primary		Secondary		Preparatory		Total	%
		Amount	%	Amount	%	Amount	%	Amount	%		
1	Very great satisfactory	0	0	7	4.8	0	0	1	1.7	8	2.9
2	Great satisfactory	0	0	8	5.5	3	4	0	0	11	3.9
3	Satisfactory	3	33.3	48	32.9	18	29	11	18	80	28.8
4	Great dissatisfaction (great negative feeling)	3	33.3	24	16.4	7	11.3	10	16.4	44	15.8
5	Very great dissatisfaction (very great negative feeling)	3	33.3	59	40.4	34	54.3	39	63.9	135	48.6
Total		9		146		62		61	278		

The feeling of the teachers to new salary scale in relation to the level of the school they are working is, very great dissatisfaction: preparatory 39 (63.9%), secondary 34(54.3%), full primary 59 (40.4%), and primary 3(33.3%). And more than half of the preparatory and secondary teachers ($P < 0.01$). Are very great dissatisfied on the new salary scale. Nearly half of the full primary teachers are with very great dissatisfactory rank. Whereas about one third of

the primary school teachers are on very great dissatisfactory level. And there is slight significant difference among the four school levels in their very great dissatisfactory level ($P < 0.09$). In total majority of the teachers 135 (48.6%) are in very great dissatisfactory feeling to the new salary scale ($P < 0.04$). Next 80 (28.8%) are on satisfactory feeling. And the third 44(15.8%) feeling great dissatisfaction.

Table 22- Teachers feeling towards the new salary Scale in relation to age

S.N	Their feeling	≤30	%	31-40	%	41-50	%	>50	%	Total	%
1	Very great satisfaction (satisfactory)	0	0	0	0	3	3.9	5	10.7	8	2.9
2	Great satisfactory (satisfaction)	0	0	3	5	7	9.2	1	2.1	11	3.9
3	Satisfactory	9	9.4	19	32.2	30	39.5	22	46.8	80	28.8
4	Great dissatisfactory & (great negative feeling)	6	6.3	16	27.2	16	21	6	12.8	44	15.8
5	Very great dissatisfactory (great negative feeling)	81	84.3	21	35.6	20	26.4	13	27.6	135	48.6
Total		96		59		76		47		278	

Teachers feeling towards the new salary scale, in relation to their age; when we come to very great dissatisfactory level: ≤30 age 81 (84.3%) , 31-40 age 21(35.6%), > 50 age 13(27.6%), 41-50 age 20 (26.4%) .And there is significant difference among the age groups, in relation to very great dissatisfactory level of feeling (P<0.03) In case of the satisfactory level of feeling: >50 age 22(46.8%), 41-50 age

30 (39.5%), 31-40 age, 19(32.2%), ≤30 age 9 (9.4%). And there is slight significant difference in case of the satisfactory feeling in relation to age(P<0.08). In case of the great dissatisfactory level of feeling: 31-40 age 16 (27.2%), 41-50 age 16 (21%), >50 age 6 (12.8%), ≤30 age 6(6.3%). Similarly there is slight significant difference among the age intervals in relation to great dissatisfaction level (P<0.09).

Table 23: Reason given by teachers for their feeling In the new salary scale

S.N	Reason given for their feeling	Respondents	
		Amount	%
1	It is meaningless improvement rather than it play negative role in aggravating the market price and house rent	103	37
2	Teachers salary improvement is very low as compared to the work load, responsibilities and salary improvement done to other civil servants	64	23
3	This cannot be considered as improvement rather than discouragement, disrespect ion and undermining.	38	13.7
4	It is not an answer to the question raised by teachers	14	5
5	It is not service based improvement	8	2.9
6	In addition to the improvement of salary scale addition of salary was necessary	6	2.2
7	They feel happy because new salary scale has been produced by giving special recognition for teaching profession	11	4
8	The issue is not the amount of money but the market price	7	2.6
9	Comparatively it is better incentive for those who have more service	1	0.4
10	Not giving reason	26	9.4
Total		278	

Reasons given by the teachers for their dissatisfaction of the new salary Scale: It is meaningless improvement, rather than it simply aggravates market and house rent 103 (37%). Followed by 64(23%) the improvement is very low as compared to the work load, responsibilities and salary

improvement done for other civil servants. Followed by 38(13.7%) it cannot be considered as improvement, rather than discouragement, foolishing, disrespect ion and undermining. Followed by 14 (5%) it is not an answer to the question raised by the teachers. Followed by 11 (4%) we

are happy, because the new salary scale is sign of better recognition for teaching profession. Followed by 8(2.9%), the issue is not on the amount of salary, but the problem of market price. Followed by 6 (2.2%) it is not service based improvement. Followed by 7(2.9%) in addition to improvement of salary scale, addition of salary was necessary. Followed by 1 (0.4%) comparatively it is better incentive for those who have more service. And finally we have 26(9.4%) who do not mention their reason. And there is slight significant difference among the reasons given for their feeling in the new salary scale ($P < 0.07$).

DISCUSSION

Those who respected the profession in their primary & secondary school student life, before they recruited to the profession 234(84.2%) are significantly more than those who were hatred 32 (11.5%). Those who have recruited to the profession, with interest 171(61.5%) are significantly more in number than those who have recruited to the profession because they don't have any other alternative, 107(38.5%). Unlike to this, about half of the teachers who have recruited to the profession with interest have developed negative attitude later on, 86(50.3%). And among those who have hatred to the profession, males 64(59.3%) are significantly more than females 22(35%). In other ward females, have significantly remained steady with their positive attitude towards the profession 41(65%) than male teachers 44 (40.7%). In total, among those recruited to the profession with interest about half of them 86(50.3%) have developed negative attitude to the profession later on, where as 85 (49.7%) Of them have continued with their positive interest. Among those who have developed negative attitude, while recruited to the profession with interest: preparatory teachers account the highest 28(82.4%), followed by secondary 23 (62.2%), followed by full primary 33(35.1%) and finally by primary teachers 2(33.3%). In other wards, most of the primary 4(66.7%) & full primary teachers 61(64.9%) who have recruited to the profession with interest have remained steady positive towards the profession, whereas most of the preparatory teachers 28(82.4%) and secondary 23(62.2%) teachers who have recruited to the profession with interest have developed negative attitude later on. When we make comparison in age, for those teachers who have recruited to the profession with interest, most of the age ≤ 30 and age 31-40 have developed significant negative attitude with percentage of 37(68.5%) and 21 (58.5%) respectively. Whereas most of the age 41-50, and >50 have significantly remained steady positive toward their profession with percentage of 34(68%) and 19 (61.3%) respectively. Issues related to good governance, low salaries, lack of incentives and the lack of residences around the school are some of the demotivating factors for teachers (USAID and MOE, 2008). Majority of the teachers recruited to the profession were with interest 171(61.5%), which account females 63 (72.4) and males 108(56.5%), whereas less amount of teachers have recruited to the profession because they don't have any other alternative, without interest 107 (38.5%) which account 83(43.5%) males and 24(27.6%) females. Among those who have recruited to the profession without interest, because they don't have any other alternative, majority of them 97(90.7%) have continued with their negative attitude to Wards the

profession .When we relate this condition to age of the teachers, age of 31-40 account 23(100%), age of ≤ 30 account 40 (97.6%), age 41-50, account 22(81.5%) and age of >50 , account 12(75%). Majority of the teachers who have recruited to the profession, without interest because they don't have any other alternative, have continued with negative attitude disregarding the level of school they are working. And this accounts preparatory teachers 25 (92.6%), full primary teachers 48 (92.3%), secondary teachers 22(88%), and primary teachers 2(66.7%). When this condition is compared in relation to sex 77(95%) of males have continue with their negative attitude, while 20(77%) females continued with their negative attitude towards the profession. In total majority of those who have hatred the profession have decided to leave it 101 (55.2%), among these 86(58.5%) are males and 15 (41.7%) are females. Whereas 82 (44.8%) have decided to continue their profession with tolerance to the problems. Among these 21(58.3%) are females, while 61(41.5%) are males. When we relate those who have decided to leave the job 101(55.2%) in relation to the level of school they are working, preparatory account 37(69.8%), secondary account 24(53.3%), full primary account 39(48.1%) and primary account 1(25%). This shows most of the preparatory and secondary and nearly half of the full primary teachers, who have hatred the profession have decided to leave the job. When we relate this condition to their age, 79(87.8%) of the age ≤ 30 who hatred the profession have decided to leave the profession, followed by 11 (31.4%) of age 31-40, 5 (21.7%) of age > 50 and 6 (17.1%) of age 41-50. This implies majority of the age 41-50, 29(82.9%), age > 50 , 18 (78.3%) and age 31- 40, 24 (68.6) who have hatred the profession, have decided to stay in the profession, tolerating the problems. Whereas majority of the age ≤ 30 hatred to the profession have decided to leave the job. Majority of the teachers 85(49.7%), who have recruited to the profession with interest have positively influenced, because they have considered the profession as basement for the development of the nation by building citizens both with knowledge and skill and as means in cultivating other professionals who can play great role in the development of the nation. And other 44(25.7%) are positively influenced towards the profession, because earlier teachers were respected by society, government and students. Majority of the teachers 57 (53.2%), who have recruited to the profession without interest, have negatively influenced, because the salary is minimum in relation to its work load, responsibilities and as compared to the salary of other civil servants. And others 19 (17.8%) are negatively influenced towards the profession because it is disrespected by the society, government and even the student themselves to the extent in which you cannot have marriage. Majority 50 (58.1%) of those who have joined to the profession with interest, developed negative attitude to the profession later on, because the salary is very minimum as compared to the work load, responsibilities and salary of other civil servants. And other of 15 (17.4%) have developed negative attitude towards the profession, because there is no democracy, justice, and dignity, to the professionals. Other teachers who account 10 (11.78) also have developed negative attitude, later on because of an introduced new system in which teachers are to be evaluated by the result

of the student. We have to understand that we will not attract good teacher in to an environment that is demeaning and that lacks empowerment and recognition (David D. Dill 1995et.al). In another ward, majority of the teachers 35 (36.8%) who have remained steady in their positive attitude towards the profession, because they have a belief that the profession is decisive in building up the new generation and development of the nation. Another 20 (21.1%) teachers, are still continue on their positive attitude towards the profession, because they believe they can have opportunity for further education, through the in service program. Another 18(18.9%) are still continue on their positive attitude toward the profession, because they like the profession spiritually. And other 16(16.8%) also are still in positive attitude toward the profession. Because their profession is free of corruption. Among the programs and interventions introduced by MOE, in order to bring quality of education in the country, the most recommended one by the teachers that they are bringing quality of education as expected are: networking for special help and tutorial 64 (31.5%) , improvement of school facilities and resources, such as plasma, ICT, text books, teaching aids & other 50(24.6%), and in-service training program 34(16.8%) about 29 (14.3%) respondent teachers also suggest all the program & intervention are contributing for quality of education, because schools which effectively practice are bringing change . Reasons forwarded by teachers; the above programs & intervention are bringing quality of education as intended because, networking for special help & tutorial is improving the academic performance of students. Also improvement of school facilities and resource is playing a great role in bringing quality of education. Similarly, because teacher are the main implementers of the programs & interventions, upgrading of teachers through in service programs is playing a great role in bringing quality of education. Among the programs & interventions introduced by MOE, to bring quality of education in the country, those which are not recommended by the respondent teachers to bring quality of education are: continuous professional development 44(24.2%), the forwarded reason is the teacher is wasting his time on irrelevant activities, instead of using his time for effective preparation of the lesson he provided. The next one is evaluation of teachers based on the result of students 37(20.4%), the forwarded reason is this condition is influencing teachers to give extra mark for their students. Which will affect on return the quality of education. The other suggestion 31(17.1%) is all the programs & interventions are not playing a role, because they are trying to be implemented without taking in to consideration the best implementer the teacher, while he is dissatisfied on his profession. The next one is direct promotion 27 (14.9%), the forwarded reason is, and this is limiting the efforts to be made by the student himself and his parents. The self centered education 21(11.6%) also considered as not playing a role, the forwarded reason is because a teacher cannot be competent with all subject ,so students can be affected by the subjects in which the teacher is not competent. It is mandatory to involve the major stack holders namely students and their instructor, to assess their reaction to common indicators such as, the quality of teaching and learning (Zenawi Zerhun, 2007). Most respondent teachers 135 (48.6%) are very greatly

dissatisfied with the new salary scale. And about 80 (28.8%) of the respondents have satisfactory level of feeling; while about 44(15.8%) have great dissatisfaction. The teacher of course must be motivated; his needs are likely to be the satisfaction of doing a good job creating learning situation for the maximum benefits of students (Bryan coombs, 1995). When we relate this condition to the schools they are working 39(63.9%) of the preparatory, 34(54.3%) of the secondary, 59(40.4%) of the full primary and 3(33.3%) of the primary teachers are on very great dissatisfaction level. This has shown more than half of the preparatory and secondary teachers are in very great dissatisfaction. Whereas nearly half and about one third of the full primary & primary are on very great dissatisfaction level. The next level of feeling is satisfaction level which accounted by 3(33.3%) of primary, 48(32.9%),of full primary, 18(29%) of secondary and 11(18%)of preparatory teachers. When we see the feeling in relation to age; the very great dissatisfaction is accounted by ≤ 30 age, 81(84.3%), 31- 40 age 21(35.6%), > 50 age 13 (27.6%), 41-50 age 20(26.4%) The next feeling that is satisfactory level is accounted by > 50 age 22(46.8%), 41-50 age 30(39.5%), the 31-40 age 19 (32.2%), and the ≤ 30 age, 9(9.4%). The third level of feeling which is the great dissatisfaction is accounted by 31-40, age 16 (27.2%), 41-50 age 16(21%) >50 age , 6(12.8%)and the ≤ 30 age 6(6.3%). The reason for the dissatisfaction on the new salary scale is, 103(37%) of the respondent teachers says it is meaningless improvement, rather than it cause aggravation of market and house rent. And 64(23%) of the respondents said the salary improvement is too low as compared to the work load, responsibilities, and salary improvement in other civil servants. Whereas about 38(13.7%) Said, it cannot be consider as improvement rather than discouragement, disrespecting and undermining. Unless we acknowledge that we are talking about a human problem and solely a curricular judgment we will not attract bright young minds in teaching (Bryan coombs,1995).

CONCLUSION AND RECOMMENDATIONS

Majority of the teachers had been respected teaching profession in their student life. In relation to this, majority of the teachers also recruited to the profession, with interest. But majority of the teachers have had developed negative attitude towards their profession later on, as they go on working. And male teachers have developed more negativity than female teachers. Besides to this preparatory, secondary, and full primary teachers have developed more negative attitude towards their profession than the primary teachers. As well as the age ≤ 30 and 31-40 teachers have developed more negativity than the above 41 aged teachers. Majority of the teachers who have disliked the profession have decided to leave the profession. In the other way round, majority of the teachers who have recruited to the profession with interest and still decided to remain in the profession have had positively influenced towards the profession because, they believe teaching profession is the one which plays a great role in building the young generation and other professionals, who can also play a great role in development of the nation. Besides to this, those who have hatred to the profession, had been negatively influenced because of minimum salary payment in relation to the heavy work load, responsibilities

and as compared to the payment of other civil servants, and related to democratic, justice, and dignity problem. Among the programs and interventions introduced by the ministry of education, 'the networking for special help and tutorial, improvement of school facilities and resources as well as in-service training programs have been recommended by the teachers, that they are bringing remarkable change in the quality of education. Unlike to this programs and interventions, like continuous professional development, evaluation of the teacher by the students result, direct promotion and self centered education have had criticized that they are not doing good in bringing change in quality of education, rather than demoralizing, discouraging and wasting the time of the teacher which could have been used for effective preparation of his lesson. Other teachers even had said all the programs & interventions are not playing a role in bringing a change in quality of education, because they have been tried to be implemented without considering the issues of the teacher. Even majority of the teachers are very greatly dissatisfied with the new teachers salary scale, The major forwarded reasons were it is meaningless improvement as compared to the work load, responsibility, and salary improvement done to other civil servants. Rather than it simply contribute for additional economic crises by aggravating market price and house rent. This research work has shown, majority of the teachers have dissatisfied with their profession and have developed negative attitude towards it, even many of them are preparing to leave it. As far as teachers are key stalk holders in implementing the programs and interventions the government is introducing assuming to bring quality of education, how is possible to bring success. It is like expecting to be a winner of a war having standardized weapons, while you don't have morally ready military power. It is known that the future development of the nation is on hands of the young generation And young generation can do it if and only if capacitated very well with required knowledge, skill and attitude. In order to have well built up generation, we have to have standardized education policy, programs and intervention. Besides to this there must be all round developed teachers and education officers; developed with standardized knowledge, skill and attitude. So the attitude of the teacher towards his profession is one of the decisive factors for success of the education policy. And according the result of this research work, majority of the teachers are in negative attitude towards their profession. Then how can we expect the success of the education policy? So the first thing to be done must be to be together with the teachers, instead, of having different blocks. So to deal with their major problems then to proceed together forward and to bring together the success of education policy and development of the nation. So as soon as possible it is better to deal with their major problems related to salary, democracy, justice, and dignity. In addition to this, better to strengthen the implementation of the programs and intervention which are positively recommended: the networking for special help and tutorial, improvement of school facilities and resources as well as in-service training. And also come up with sort of amendment for those programs and interventions, criticized by the teacher taking in to consideration our national environment such as, on continuous professional

development, evaluation of teachers by students result, direct promotion, and self center education

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