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

Doğu Etiyopya'daki Orta Dereceli Okullarda Öğretmenlerin Öğrenci Öğrenmesine, Mesleklerine ve Topluluğa Yönelik Bağlılıkları

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

Key Words: PGDT graduates, commitment, profession.

Öz
Bu araştırmanın temel amacı Doğu Etiyopya'daki Orta dereceli okul öğretmenliği (ODOÖ) lisans mezunlarının; öğrencilerinin öğrenmesine, mesleklerine ve topluluğa yönelik bağlılık düzeylerini değerlendirmektir. Araştırmada özellikle nitel eş zamanlı gömülü türün ve nicel yöntemlerin benimsendiği karma araştırma deseni kullanılmıştır. Araştırma 14 orta dereceli okulda 170 katılımcı ile gerçekleştirilmiştir. Araştırmanın sonuçlarına göre öğretmenlerin; öğrenci öğrenmesine, topluluğa ve mesleklerine yönelik bağlılıklarının düşük olmasının nedeni düşük maaş, toplumda mesleğe gösterilen düşük saygı, düşük güdülenme ve farklı yetersizliklerdir. Dolayısıyla eğitim politikalarını belirleyenlerin toplumla işbirliği halinde finanse edilmiş maliyetli konut sağlama, ulaşımın desteklenmesi ve vergilerin azaltılması gibi teşvik edici mekanizmalar tasarlaması yararlı olabilir. Bu gibi mekanizmalar öğretmenlerin gelirlerini ve güdülenmelerini arttırabilir. Buna ek olarak, paydaşların öğretmenlik mesleğine yönelik tutumlarını geliştirmek amacıyla hükümetin farkındalığı arttıran stratejiler üzerinde çalışması gerekmektedir.

Anahtar Sözcükler: ODOÖ mezunları, bağlılık, meslek.

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Introduction

Background of the Study

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

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

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

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

Commitment is important for teachers because it reflects a personal interpretation

of work experience as absorbing and meaningful. It is a significant factor in efforts to improve school outcomes, especially student academic achievement (Kushman, 1992). There are four "matters" commonly associated with teacher commitment: profession, student learning and the community.

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

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

Statement of the Problem

The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. Nevertheless, a teacher cannot perform his or her multifarious tasks and responsibilities unless he or she is professionally and personally up to date with recent developments. Teachers shoulder the responsibility of shaping the future of the nation, thus the future of the nation depends upon the skills and efficiency of the teachers. Teaching is not an easy task and it demands a high degree of professional qualities

and commitment which is inculcated in the teacher's personality. Scholars in the field of education all over the world have started realizing that it is not sufficient to secure enough teachers, but that the most important is securing the right type of teachers with right type of knowledge, skills and attitudes. Due to this, increased stress is being laid on the qualitative aspect of the teacher education.

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

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

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

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

Effective schools anticipate effective teacher education. In making teacher educa-

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

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

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

Objectives of the Study

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

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

Review of Related Literature

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

Teaching as a profession and development

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

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

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

Meaning and Concepts of Commitments

The strength of any profession depends up on the degree of commitment of its members. Teaching is no exception, this means that the strength of teaching profession depends up on the commitment of the teachers. A committed teacher is one whose behavior is consistent with his philosophy of education (Raymond, 1964). According to

Raymond, even though committed teachers differ from each other in many ways, each has the following common characteristics:

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

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

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

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

From teachers serving at all levels of the educational system, we expect them to stimulate student's spirit of understanding, inquiring, and the acquisition of knowledge and thoughtful formulation of worthy goals. Teachers most work towards providing opportunities for the practice of individual right for equal educational opportunity and success through individual dual effort. It is also important to recognize the importance of cooperative relationship and mutual support between schools and the community, and the other institutions, especially the home. In view of this, teachers' professional codes of ethics are related to Commitments to the students, Commitments to the home and the community, and Commitments to the profession.
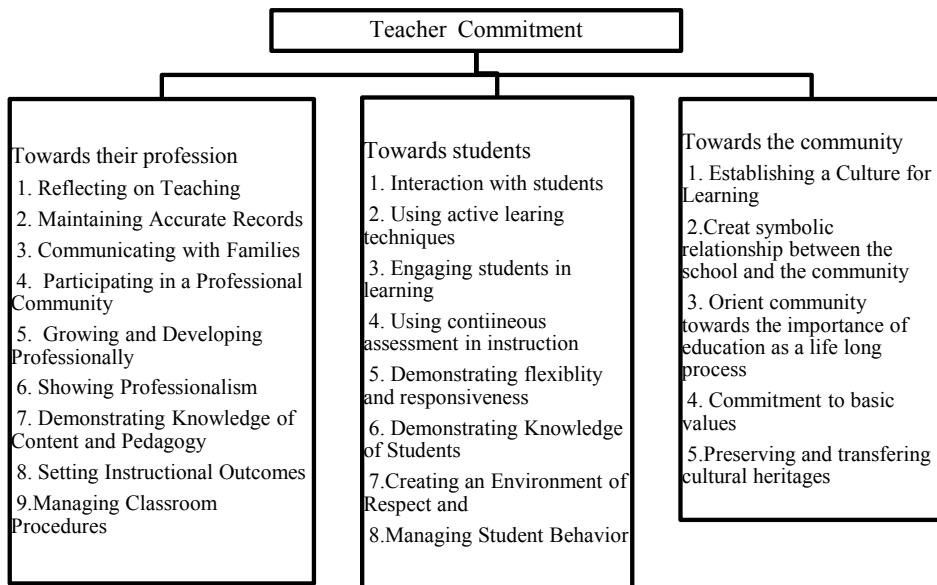
Figure 1. Areas of teacher professional commitments

Teachers' commitment towards student learning: children need teacher who understand them and their needs with sensitivity. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. By taking up the profession of teaching, the teacher is pledged to progress and development of learners

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

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

Research design and methodology

This part of the research focus on research design and methodology, population,

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

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

Population, Sample Size and Sampling Techniques of the Study

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

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

Instruments of data collection

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

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

both qualitative and quantitative information (Kumar, 1999).

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

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

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

Data analysis and interpretation

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

Demographic Information of the Respondents

Table 1. Regarding respondent's gender

Sex	Sex of School Teachers		Sex of School Leaders	
	Frequency	Percentage	Frequency	Percentage
Male	74	89.2	53	93.0
Female	9	10.8	4	7.0
Total	83	100.0	57	100.0

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

Table 2. Regarding respondent's age & work experience

Age	Age of Teachers		Age of School Leaders		Experience	Experience of Teachers		Experience of School Leaders	
	N	%	N	%		N	%	N	%
25 and Below	47	56.6	5	8.8	0-2 years	52	62.7	1	1.8
26-30	36	43.4	32	56.1	3-5 years	25	30.1	13	22.8
31-35	0	0.0	13	22.8	6-8 years	4	4.8	19	33.3
36 and above	0	0.0	7	12.3	9 and above	2	2.4	24	42.1
Total	83	100.0	57	100.0	Total	83	100.0	57	100.0

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

As presented in table-2, 52(62.7%), 25(30.1%), 4(4.8%), 2(2.4%) of teachers in

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

Major Findings of the Study

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

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

To answer this question, five point likert scale (*1= Strongly Disagree, 2= Disagree, 3= Not Sure (Undecided), 4=Agree, and   5=Strongly Agree*) questions were distributed and the finding is presented in table 3 hereunder:

Table 3. PGDT graduates commitment towards their students.

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

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

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

To sum up, as Table 3 indicates, the overall mean score of school leaders and PGDT graduates for the 7 items dispatched to determine teachers' commitment to their students learning were 2.16 and 1.97 respectively. This indicates that, both groups of respondents **disagreed** as PGDT graduates perform a list of activities indicated in

table 3 above. By supporting this, one of the participants during FGD said that some students have less understanding ability due to rate of promotion in first cycle of primary education without achieving the minimum learning competence (MLC). Due to this, most teachers always blame their students for their less understanding. Another participant also said, due to low motivation in their profession as a result of low salary and less incentives, teachers do not cater to encourage students to work hard in order to achieve their individual goals in the development of their physical and intellectual aspects. The third participant also reported that, currently the attitude of the community towards teaching profession is so low, so the community and some students do not respect their teachers. Therefore, it is difficult to say all teachers respect their students and show a sympathetic and positive attitude towards their students.

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

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

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

Five point Likert scale (*1= Strongly Disagree, 2= Disagree, 3= Not Sure (Undecided), 4=Agree, and 5=Strongly Agree*) questions were distributed and the finding is presented in table 4 bellow:

Table 4. PGDT graduates commitment towards the community.

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

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

As indicated in table 4 above, the overall mean score of school leaders and PGDT graduates for the 5 items distributed to determine teacher's commitment towards the community is 1.86 and 1.88 respectively. This indicates that, both groups of respondents showed disagreement on the specified items in table 4. More specifically, the mean score of both groups of respondents (PGDT graduates =1.73, 1.67, 1.57 and school leaders is =2.28, 1.93, 1.79) for item number 1, 2 and 3 respectively which is between 1.5 and 2.49. This indicates, both groups of respondents showed disagreement regarding their effort in performing the activities indicated in item number 1, 2 and 3 of table 4. That means, PGDT graduates involvement on community development efforts, PGDT graduates commitment on work to improve the quality of education in the community and to strengthen the community's moral, spiritual and intellectual life and PGDT graduates respect to the community to be loyal in the school system is low. Regarding item number 4 and 5 of table 5, the mean score of both groups of respondents is between 1.5 and 2.49. This indicates that, both groups of respondents disagree on the ideas that PGDT graduates keep parents continuously informed about the progress of their children and establish friendly & cooperative relationship with parents. However, Shashi (2014) stated that teachers need to have deep concern and commitment towards the community and the organization they work. Additionally, Malik (et al., 2010) wrote that teachers who do not have appropriate level of job satisfaction and organizational commitment cannot properly execute their professional responsibilities and deliver appropriate knowledge to their students

The t-test result t (140), P> 0.05 for all items except item number one. This indicates that, there is no significant difference in the response of both group of respondents (PGDT graduates and school leaders). To find out why significant difference occurred in item number 1of table 5, further investigation was carried out up on school leaders through interview. They reported that most teachers are participating in teaching adults at different adult education centers in addition to teaching children in the allocated time at regular program. But PGDT graduates do not consider this issue as community service and that is why significant difference occurred in the response of the two groups of respondents.

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

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

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

Five point likert scale (*1=Strongly Disagree, 2= Disagree, 3= Not Sure (Undecided), 4=Agree, and   5=Strongly Agree*) questions were distributed to answer this question and the finding is presented in table 5 bellow

Table 5. PGDT graduates commitment towards their profession.

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

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

As depicted in table 5 above, the overall mean score of school leaders and PGDT graduates regarding teachers commitment towards their profession is 2.14 and 2.21 respectively. This indicates that, both school leaders and PGDT graduates disagree as PGDT graduates carry out a list of activities indicated in table 5. This means that, most of teachers in the study area does not regard the profession as a life career and consider membership in the profession as permanent. Their commitment to the ideal of service to humankind rather than to personal gain was low. In the study areas, teachers do not demand a high order of intellectual activity. A teacher was not exerting every effort to raise the educational standard and to improve one's services to promote a climate in which the exercise of professional judgment is encouraged. Furthermore, teachers are not writing or using research findings of others with intellectual honesty for their professional development. The calculated test result t (140), P> 0.05 for all items indicates that, there is no significant difference in the response of both group of respondents

(PGDT graduates and school leaders).

Supporting the above data, the data obtained through document analysis shows that most teachers do not have completed documents on their file of portfolio even if they are participating in Continuous Professional Development (CPD). This indicates that, teachers are not considering their profession as a life career. In addition to this, some teachers do not appropriately use the time granted for professional purposes. That means, sometimes they come out of class before the completion of the allocated time (before the ringing of the bell that introduce the completion of the allocated time) and some teachers enter in to classroom by becoming late. Moreover, while school leaders identified major areas of research and motivate teachers to conduct research on the identified areas to solve the school problem, the number of action researches conducted by PGDT graduates is still insignificant. This indicates that, teachers are not conducting action research to solve the problems of their school. Furthermore, documents on woreda education office indicated that teacher's turnover is very high in almost all the study areas. By supporting this research conducted by Getachew (2013) indicated that, teachers in secondary schools of Assosa Zone had low motivation to their profession and thus they are highly leaving the profession. Moreover, Desta (2014) found out that, teachers' commitment to the profession is not satisfactory. Therefore, from the above discussion it is possible to conclude that, PGDT graduates have low commitment towards their profession.

Conclusions and Implication

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

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

titude towards their profession.

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

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

Özet

Giriş

Sosyal değişimin istenilen yönde gerçekleşmesini ve ortaya çıkmasını sağlayacak tek araç eğitimdir. Bir ulusun gelişmesi, nitelikli eğitime erişimi eğitilmiş vatandaşların sayısına bağlıdır. Bu kişilerin eğitimi de öğretmenin yeterliği, adanmışlığı, bağlılığı ve kalitesine bağlıdır. Bu anlayışla, Etiyopya hükümeti ulusal düzeyde öğretmen eğitimini değerlendirmiştir (MoE, 2002; 2006; 2008). 2002 yılında Etiyopya'da öğretmen eğitiminin niteliği ve etkililiği üzerine yapılan ülke çapında bir araştırma, ülkenin öğretmen eğitimi sisteminde bir paradigma değişiminin acilen gerekli olduğunu göstermiştir.

Farklı farklı kişiler öğretim programının uygulanmasını etkileyen farklı etkenlerin olduğunu ifade etmektedir. Bu öğretim programı uygulamaları arasında; tasarlanan öğretim programının niteliği, okul liderlerinin niteliği, kaynakların ulaşılabilirliği, öğrencilerin öğrenmeye yönelik bağlılıkları, topluluğun katılımı, öğretmenlerin ve çalıştıkları kurumların niteliği gibi uygulamalar bulunmaktadır. Ancak öğretim programı bağlamında öğretmenlerin bağlılığı tam olarak tahmin edilememektedir. Öğretmen bağlılığı olmazsa uygulama başarısız olacaktır. Öğretmen, amaçların eyleme dönüştürülmesi sağlayabilecek tek kişidir. Bu nedenle öğretmenin uygulamayı etkili bir şekilde yerine getirip getirmediği konusuyla ilgilenmek gerekir. Bağlılık, okulun çıktılarını geliştirmede, özellikle öğrencinin akademik başarısının arttırılmasında gösterilen çabada önemli bir etkendir (Kushman, 1992). Öğretmen bağlığı ile ilişkilendirilen dört

"sorun bulunmaktadır. Bunlar örgüt, meslek, öğrenci öğrenmesi ve topluluktur.

Mesleki bağlılık genellikle, bireyin işine duygusal olarak olumlu yönde bağlanması olarak tanımlanmaktadır. Bağlılık, bir işten elde edilen tatminin sonuçları olarak ortaya çıkmaktadır (Firestone & Rosenblum, 1988). Mesleki bağlılık bir grubun üyelerinin mesleklerine olan adanmışlıkları anlamına gelmektedir. Bu bağlılık bölgesi, öğretmenlik mesleğini icra etmenin getirdiği gurur ve mesleki gelişmeye yönelik güçlü bir istek olarak adlandırılan iki temel bileşeni içermektedir (Shashi, 2014). Öğrenci öğrenmesine olan bağlılık, öğretmenlerin öğrencilerin sosyal geçmişlerine bakmadan veya akademik zorlukları dikkate almadan öğrencilerine yardım etmeye adanmış olmasıdır. Bu tür bir bağlılık, özellikle akademik olarak risk altında olan öğrenciler için akademik başarının ve öğrenmenin arttırılmasını sağlamaktadır (Kushman, 1992). Topluluğa olan bağlılık ise okul ve toplum arasında sembolik bir ilişki yaratmayı ifade etmektedir. Öğretmenler çalıştıkları kurum ve içinde bulundukları topluluğa karşı derin bir bağlılığa ve ilgiye sahip olmalıdırlar (Shashi, 2014). Örgütsel bağlılık; örgüt içinde kalma arzusuna sahip olma, örgüt adına çaba göstermeye istekli olma ve örgütün değerleri ile amaçlarına inanma gibi durumları içeren çok boyutlu bir kavramdır (Mowday ve diğ., 1982).

Öğretmenlerin iş doyumu ve bağlığını geliştirmeye duyulan ihtiyaç en üst düzeydedir çünkü öğretmenlerin yarısı mesleklerinin ilk beş yılında bu meslekten ayrılmaktadır (Mays & Jerie, 2002, Akalewold, 2004 akt. Yalew, 2014). Aslında öğretmenlik, bireyin geçimini sağlamak için para kazanmayı amaçladığı bir meslek değil, ulusal gelişim için sunduğu sosyal bir hizmettir. Farklı yazarlar, öğretmenlerin meslek uzmanları olarak çeşitli beceri, bilgi, eğilim ve değerlere sahip olması gerektiğine işaret etmiştir (Sonia, 2003). Öğretmenlerden genel pedagojik bilgiye, konu bilgisine, pedagojik içerik bilgisine, öğrencilerin eğilimleri ve kapasitelerine yönelik bilgiye, stratejilere ilişkin bilgiye, politik ve sosyal adaleti destekleyen bilgiye ve tutuma ve son olarak öğretim programında teknoloji kullanımının nasıl olacağına dair bilgi ve becerilere sahip olması beklenir (Villegas-Reimers, 2003). Bu çok önemli rollere rağmen öğretmenlik mesleği, tıp, muhasebe, mimarlık ve hukuk alanlarındaki meslekler kadar saygın ve maaşı iyi olan bir meslek değildir. Düşük statü, bürokratik örgüt yapısı ve hükümetin üst düzey birimleri tarafından belirlenen özellikler, geçmişten beri öğretmenliğin bu durumda olmasına neden olmaktadır (Danielson, 2007). İşine bağlı bir öğretmen, eğitim felsefesi ile tutarlı davranışları olan bir kişidir (Raymond, 1964). Gün geçtikçe eğitime verilen önemin artması, eğitimden sorumlu öğretmenler ile ilişkilendirilmektedir (Christopher, 2002). Van Amelsvoot, Hendriks ve Scheerens (2000) öğretmenlik mesleğine azalan bağlılık ve iş doyumu nedeniyle, üzüldüklerini ifade etmektedirler. Bu durum öğretimin niteliğini ve uzun vadede öğretmenlere sunulan kaynağın yeterliliğini etkileyecek bir durumdur.

Öğretmenlerin mesleğe bağlılıkları ve öğretmen eğitimcileri üzerine ulaşılabilen alan yazına bakıldığında, öğretmen eğitimcilerinin bir öğretmen olarak bağlılıkları-

nı nasıl sürdürdükleri konusunda net bir bilgi olmadığı görülmüştür. Öğretmenlerin bağlılığının gerçek doğasına ilişkin ulaşılabilen bilgiler çok sınırlıdır. Eğitim çevrelerinde ve uluslararası toplantılarda, öğretmenlerin bağlılığının geliştirilmesi ve iyileştirilmesine yönelik ihtiyaca vurgu yapılmaktadır. Öğretmenlerin bağlılığının istenilen en üst düzeye çıkarılması, öğretmenlerin ve eğitimcilerin yüzleştiği zorlu bir sorundur. Dolayısıyla bu araştırma öğretmenlerin; mesleklerine, topluluğa ve öğrenci öğrenmesine yönelik bağlılık düzeylerini değerlendirmek amacıyla yapılmıştır. Bu düşünceden hareketle araştırmacılar şu sorulara yanıt aramıştır: (1) Orta dereceli okul öğretmenliği (ODOÖ) lisans mezunları, öğrencilerinin öğrenmesine ne düzeye kadar bağlıdır? (2) Orta dereceli okul öğretmenliği lisans mezunları, topluluğa ne düzeyde bağlıdır? (3) Orta dereceli okul öğretmenliği lisans mezunları, mesleklerine ne düzeyde bağlıdır?

Yöntem

Bu araştırma Doğu Etiyopya'da yer alan dört bölgede gerçekleştirilmiştir. Araştırmacılar özellikle eş zamanlı gömülü türün benimsendiği karma araştırma desenini kullanmıştır. Araştırmacılar eş zamanlı araştırma desenini tercih etmiştir çünkü bu desen verilerin toplanması ve analizinde hem zamandan hem de harcanan enerjiden tasarruf edilmesini sağlamaktadır. Bu desende nicel ve nitel veriler birlikte toplanmakta ve her birinin bulguları birbirinden bağımsız bir şekilde doğrulanmaktadır (Creswell, 2009). Araştırmanın evrenini akıl hocaları (mentors), okul müdürleri ve denetleyicilerden oluşan ODOÖ mezunları oluşturmaktadır. Anketleri, toplamda 170 katılımcı cevaplamıştır. Bunlardan 90'ı orta dereceli okul öğretmeniyken geri kalan 80 katılımcı orta dereceli okul liderleridir (akıl hocaları, okul müdürleri ve denetleyiciler). Bu araştırmada dört adet veri toplama aracı kullanılmıştır: (1) Esnek ve basit bir araç olduğu için Anket Formu (Kumar, 2006), (2) Araştırmada incelenen olguyu anlamaya yardımcı olduğu için Görüşme Formu (Merriam, 1988), (3) Konuyla ilgili düşüncelerin paylaşılmasını ve karşılaştırılmasını sağladığı için (Victor, 2006) Odak Grup Görüşme (OGG) Formu. MoE (2009; 2015), öğretmenlerin yeterliklerinin yüksek düzeyde olmadığı zaman öğrencilere bilgi, beceri ve değer aktarımlarının zayıf olacağını vurgulamıştır. Bu konuları kontrol etmek amacıyla Doküman İnceleme Formu, dördüncü veri toplama aracı olarak kullanılmıştır. Nicel verilerin analizinde yüzde, ortalama ve bağımsız gruplar t-testi kullanılırken, açık uçlu sorular, doküman analizi, OGG ve görüşmelerle elde edilen nitel verilerin analizinde tematik analiz kullanılmıştır.

Bulgular ve Tartışma

Bu makale ODOÖ mezunlarının; öğrencilerinin öğrenmesine, topluluklarına ve mesleklerine yönelik bağlılıklarını incelemiştir. Araştırmanın bulgularına göre, ODOÖ mezunlarının, öğrencilerinin öğrenmesine olan bağlılıkları düşük çıkmıştır çünkü düşük maaş, toplumda mesleğe gösterilen düşük saygı, barınma ve ulaşımdaki yetersizlikler nedeniyle öğretmenlerin iş doyumu düşüktür. 140 katılımcının cevap-

larının dâhil edildiği t testi sonuçlarına göre iki grup (ODOÖ mezunları ve okul liderleri) arasında anlamlı bir farklılık (tüm maddeler için p>0.05) bulunmamaktadır. Ancak Cagrl (2013) yüksek bağlılık düzeyi olan öğretmenlerin etkili öğrenci başarısına katkıda bulunduğunu ve öğrencilerin öğrenmesine yardımcı olduğunu önermiştir. ODOÖ mezunlarının, bulundukları topluluğa yönelik bağlılıklarına bakıldığında, toplumun ahlaki, manevi ve entelektüel yaşamını güçlendirecek ve topluluğun eğitiminde kaliteyi arttıracak işler gibi toplumu geliştirme çabalarında yeterli düzeyde bağlılık göstermedikleri belirlenmiştir. T testi sonuçları (140 katılımcı, tüm maddeler için p>0.05) öğretmenlerin bulundukları topluluğa yönelik düşük bağlılıkları için iki grup arasında anlamlı farklılık bulunmadığını göstermektedir. Ancak Shashi (2014) gibi akademisyenler, öğretmenliğin topluma özel hizmet sunan bir meslek olduğunu yazmıştır. Öğretmenler çalıştıkları kuruma ve bulundukları topluluğa karşı derin bir ilgi ve bağlılığa sahip olmalıdırlar. Öğretmenlerin mesleklerine yönelik bağlılıklarına ilişkin ortalama puan 2.21 iken okul liderlerinin ortalama puanı 2.14'tür. Bu durum, öğretmenlerin mesleklerini yaşam boyu sürdürecekleri bir kariyer olarak görmedikleri ve kendilerini bu mesleğin kalıcı üyeleri olarak düşünmedikleri anlamına gelmektedir. Öğretmenlerin insanlığa ideal hizmete olan bağlılıkları düşüktür; öğretmenler yüksek düzeyde entelektüel etkinlikler talep etmemektedir ve eğitim standartlarını arttırmak için ellerinden gelen tüm çabayı sergilememektedirler. Hesaplanan t testi sonuçları (140 katılımcı, tüm maddeler için p>0.05) iki grup arasında anlamlı farklılık olmadığını göstermektedir. Ayrıca woreda eğitim bürosunun raporlarına göre meslekten ayrılan öğretmen sayısı yüksektir. Getachew (2013) tarafından yapılan yerel bir araştırmada Assosa Bölgesi'nde orta dereceli okullardaki öğretmenlerin mesleklerine yönelik güdülenmelerinin düşük olduğu bu nedenle öğretmenlerin çoğunun meslekten ayrıldığı sonucuna ulaşılmıştır. Bunlara ek olarak Desta (2014) da öğretmenlerin mesleğe yönelik bağlılıklarının yeterli olmadığını belirlemiştir. Malik ve diğerleri (2010) yeterli düzeyde iş doyumu ve örgütsel bağlılığı olmayan öğretmenlerin mesleki sorumluluklarını uygun bir şekilde yerine getiremeyeceklerini ve öğrencilere uygun bilgiyi veremeyeceklerini ifade etmiştir.

Sonuçlar

ODOÖ mezunlarının; öğrencilerinin öğrenmelerine olan bağlılıklarının düzeyi, öğrencilerine katkılarının düşük olduğunu göstermektedir. Bu nedenle, öğretmen yetiştiren üniversitelerin bölgesel ve woreda düzeyinde eğitim büroları ile işbirliği içinde ODOÖ mezunlarına, eğitici programlar sağlaması yararlı olabilir. Bu programlar öğrencilerin ihtiyaçlarının, öğretmenlerin mesleki etiklerinin, sınıf yönetimi tekniklerinin ve öğrenci öğrenmesini geliştirmek için etkin öğrenme yaklaşımlarının öğretmenler tarafından nasıl belirleneceğini öğretmek amacıyla yapılabilir. Araştırmanın bulguları ODOÖ mezunlarının; toplumun eğitim kalitesini geliştirme, öğrencilerin gelişimleri ile ilgili aileleri bilgilendirme gibi topluluğun gelişimi için gösterdikleri çabanın düşük

olduğunu ortaya çıkarmıştır. Bu nedenle araştırmacılar okul geliştirme programlarının yeniden tasarlanmasında topluluğa danışarak okul-toplum ilişkilerine odaklanılmasını önermiştir. Dahası, öğrenciler dâhil olmak üzere tüm topluluk, öğretmenlere ve genel olarak öğretmenlik mesleğine saygı duymalıdır. Bu saygının artması mezunların mesleklerine olan olumlu tutumlarını artıracaktır. Bir diğer bulgu da ODOÖ mezunlarının mesleklerine yönelik bağlılıklarının düşük olduğunu ortaya çıkarmıştır. Sonuç olarak, öğretmenlerin mesleklerine yönelik bağlılıklarını ve toplumun öğretmenlere yönelik algısını geliştirmek amacıyla MoE tarafından kitlesel farkındalık yaratacak tartışmalar ve toplantılar yapılması iyi olabilir. Ek olarak araştırmacılar, okulların toplumla birlikte öğrenme ortaklığı hissini yaratması gerektiğini öne sürmüştür. Böylece öğretmenlik mesleği gelişebilir, yeni nesillerde harika öğretmenler olmak arzusu yaratılabilir ve eğitimin niteliği arttırılabilir. Bu durum hükümet yetkilileri, medya araçları, GOs NGOs, topluluk liderleri, gönüllüler, bireyler, öğrenciler ve öğretmenler gibi ilgili paydaşlar tarafından hazırlanan farkındalık yaratma programları aracılığıyla ortaya çıkarılabilir.

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