

# Affective Dispositions Developed by Amhara Region Primary School Prospective Teachers

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**Abstract:-** The purpose of these study was to explore Desirable Affective Dispositions (DADs) and Undesirable Affective Dispositions (UADs) developed by primary school prospective teachers in Amhara region in the course of their training. To achieve this purpose, a qualitative research approach was employed. The samples of study were leaders (selected comprehensively), teacher educators and prospective teachers (selected purposively and randomly). Open ended questionnaire, interview and focus group discussion (FGD) were employed to collect data. Thematic analysis was used to analyze the qualitative data. Consequently, the findings revealed that primary school prospective teachers have developed both DADs and UADs in the course of their training as the function of hidden, societal and official curriculum. The DADs developed by prospective teachers were themed into five major themes and 21 subthemes whereas the UADs were themed into six major themes and 32 subthemes. The overall findings imply that primary school teacher education program in sample colleges has been contributing for the development of both DADs and UADs. Therefore, teacher education college leaders and teacher educators should be conscious of this social reality and need to design a system that maximize development of prospective teachers' DADs and weaken the development of UADs.

**Keywords:-** Affective disposition, Development of affective disposition, Desirable affective disposition, Undesirable affective disposition.

## I. INTRODUCTION

Affective dispositions (ADs) are dynamic, changeable, teachable, cultivable, assessable and developmental qualities which are socially constructed and individually shaped (Baldwin, 2007; Carroll, 2007; Dewey, 1922; NCATE, 2008; Obara, 2009). ADs could be categorized as desirable and undesirable (Katz, 1993; O'Neill, et al., 2014). DADs are qualities that are taken as morally sound and ethical which should be identified, taught, cultivated, and nurtured whereas the UADs are opposite of DADs which need to be identified, assessed, weakened and discouraged in any teacher education program.

NCATE (2008) defines professional disposition as "professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviours as educators interact with students, families, colleagues, and communities" (pp.89-90). For Taylor and Wasicsko (2000), dispositions are the personal qualities that are developed by individuals including attitudes, beliefs, interests, appreciations, values, and modes of adjustment. Dispositions are "the cultivatable set of intellectual, intrapersonal, and interpersonal attributes that enact teacher knowledge and skills to the service of a professional community, which includes students, student families, and other education professionals" (Fonseca-Chacana, 2018, p.274). These affective qualities are necessary for teachers to function ethically, morally, professionally, effectively and efficiently.

The purpose of teacher education programs is to ensure that candidates are effectively prepared in the knowledge, skills and affective dispositions needed to be an effective teacher in a classroom (Mohan & Subashini, 2016). Similarly, Cummins and Asempapa (2013) pointed out that teacher education programs should ensure that their teacher candidates are well prepared in possessing the required affective qualities to become effective teachers in their instructional arena. To this end, teacher education programs are expected to tailor their hidden and official curricula experiences to foster the development of DADs and to weaken the development of UADs (Cummins & Asempapa, 2013). Therefore, teacher candidates could be served by learning communities where teacher educators and leaders provide the needed scaffolding for teacher candidates related to dispositions (Cummins & Asempapa, 2013). To produce quality teachers, teacher preparation process must be excellent and teacher training institutions have high responsibility in identifying desirable and undesirable dispositions which should be communicated to the learning community of the institution (Frederiksen, 2010).

Different teacher education program accrediting agencies identified different DADs to be developed by prospective teachers in the course of their training. For instance, the dispositions identified by NCATE (2008) are caring, love, open-mindedness, freedom, trust, empathy, considerateness, creating supportive learning environment, etc. In the same vein, Sherman (2006) asserted that kindness, fairness, honesty, patience, etc are some of the dispositional qualities that any teacher education

institutions would hope to be developed by graduating prospective teachers. Furthermore, Mohan and Subashini (2016) contends that the most common universal DADs to be cultivated in teacher education program include humility, cooperation, unity, respect, tolerance, courage, etc. Klamm and Smith (2015) also reported 53 DADs identified by various universities, professional associations, researchers, theorists and accrediting agencies to be possessed by pre-service prospective teachers at the end of their preparation.

Being cognizant of the theoretical and empirical facts about the importance for DADs development and UADs weakening in teacher education programs, Ethiopian national educational documents like Education and Training Policy Federal Democratic Republic Government of Ethiopia [FDRGE], 1994), Education Sector Development Program-II (MOE, 2002), Teacher Education System Overhaul (MOE, 2003), Professional Standard for School teachers (MOE, 2012a), and Curriculum Framework for Primary Pre-service Teacher Education (MOE, 2012b) acknowledged different DADs to be developed by prospective teachers. More specifically, MOE (2002) asserted that in order to improve the quality of education, emphasis shall be given to improve not only the academic qualifications, but also to the ethical values of the teaching staff. As parents expect teachers to be professional role models to their children, efforts should be exerted to have teaching staffs that is well motivated, disciplined, and endowed with ethical and moral values (MOE, 2002).

According to MOE (2012b), Ethiopian primary school pre-service teacher education program is intended to achieve objectives like: "Developing desirable dispositions and weakening undesirable ones in prospective teachers; "encouraging an environment of pride, harmony and tolerance within the college community that includes "zero tolerance" of any kind of discrimination, sexual harassment, physical or psychological violence, or bullying" (P.3); developing a serving "mentality among staff and students at the college through which the college as a centre of privilege, accepts the obligation to provide services to the community and to those less fortunate" (p.3). All these objectives of primary school teacher education imply that primary school teacher education colleges are mandated to cultivate DADs and weaken UADs of prospective teachers.

According to the review made by the researcher on Ethiopian primary school teacher education curriculum framework it is found out that this national educational document identified around 34 DADs which are expected to be developed among prospective teachers in the course of their training. These identified DADs are almost similar with the international experiences and existing literature. The DADs include abiding by the rules and regulations, adhering to the principles of confidentiality, being reflective, caring for students, adhering to professional code of ethics, being cooperative, communicating high expectations for all students, developing serving mentality, effective communication, flexibility, inclusiveness, learning environmental responsiveness, open mindedness,

positive relationship with students, responsiveness to students, valuing individual students, etc whereas discrimination, sexual harassment, physical or psychological violence, or bullying are acknowledged as UADs.

Dewey (1922) asserted that affective dispositions should be taught, inculcated, nurtured or cultivated using different strategies. Likewise, Garcia (2014) claimed that "non-cognitive skills [DADs] can be intentionally nurtured and developed" (p.6). In the same vein, Baldwin (2007) contended that DADs of prospective teachers could be developed if they are infused to the formal curriculum, taught and assessed intentionally. Furthermore, Tesfaye and Demewoz (2004) asserted that teacher training institutions should design and deliver professional courses to cultivate the affective aspects of prospective teachers.

Prospective teachers are expected to nurture different DADs they had before joining a college or develop new DADs in their course of training. Consistent with this notion, Zenkert (2013) in his qualitative study reported that 99 percent of his research participants indicated that there are DADs that prospective teachers should nurture or newly develop in their course of preparation. Concerning DADs development, LaBelle and Belknap (2016) found out that prospective teachers developed DADs like caring, fairness, belief that all students can learn, fostering a safe learning environment, open-mindedness, role model in morality and ethics, individual freedom appreciation, etc in the course of their training. However, it was found out that prospective teachers in different public universities were found significantly different in developing DADs (Shoaib, Akhtar & Hashmi, 2016). Similarly, Stooksberry, Schussler and Bercaw (2009) asserted that the development of dispositions in teacher preparation varies from institution to institution. Such differences might be attributed to the socio-cultural make of the institution because teacher education colleges are found in deferent socio-cultural setup that has its own set of beliefs, customs, practices and behaviour as a given population.

On the other hand, prospective teachers might also develop UADs in the course of their training. For instance, Zenkert (2013) in his qualitative study reported that 96 percent of the participants indicated that there are undesirable dispositions that teachers should not nurture or newly develop in the course of their training. Empirically, Yeshwas, Aregie and Kine-Tibeb (2019) in their action research at Debre Berhan teacher education college which is one of the teacher training college in Amhara region found out that 57 percent of prospective teachers confirmed that prospective teachers demonstrated UADs whereas 36.86 percent of these participants responded that prospective teachers didn't demonstrate UADs.

➤ *Statement of the problem*

MOE (2017) reported that primary schools teachers are poorly motivated in their professional endeavour. In Addition, in Amhara region it was found out that teacher candidates joining primary school teacher education colleges lacked desirable dispositions Bahir Dar University [BDU],2017). Likewise, Yeshwas et al. (2019) found out that different UADs such as inappropriate hair and dressing styles, uprisings, sexual harassment, locality based parochialism, substance abuse, academic dishonesty, and disrespecting each other, disrespecting teachers and administrative staffs, etc were demonstrated by second year extension students.

Similarly, Tenna(2011) contended that Ethiopian teachers had not been morally cultivated in their teacher preparation program ,"Ethiopia is a country where the development of morality and ethics[DADs] through formal education [is] extremely arrested" (p.44) and yet our education system has not addressed this problem. Meskerem (2014) also asserted that Ethiopian teacher education program would not seem in a position to prepare teachers who could help children as early as possible towards a more spiritually and morally sounding direction.

All the aforementioned local research outputs would inform us that development of DADs and weakening of UADs seem to be a neglected dimension in our teacher education system. Such negligence of affective domain in our education system is a great challenge as a nation and could result in a sever value crisis in the contemporary Ethiopian society which casts its evil shadow in all walks of our life including teacher education system.

Regarding the value crisis observed among the prospective teachers the researcher had his own personal and professional experiences because he worked at teacher education colleges (TECs) being a teacher educator. From this experience he observed that many prospective teachers were engaged in different immoral, unethical and inhuman thinking and acts like cheating, begging grades, disrespecting educators, violating rules and regulations , irresponsibility, selfishness, giving priority for materialistic issues rather than their learning, devaluing education, committing crime, etc. Sharing researcher's experiences, Tenna (2011), Solomon (2012), Tsehay (2016) and MOE (2017) asserted that nationally ethical and moral values are eroded in Ethiopia. Similarly, Mohan and Subashini (2016) at the international level contended that twenty first century witnessed maximum erosion in individual, social, national, moral, ethical and spiritual values because of the prevailing materialistic variables in the society working at the cross-purposes. Both these national and international experiences remind us that UADs development is a universal experiences at all the corners of the world.

The development of DADs and UADs by Ethiopian prospective teachers will have a multiplied effect because many Ethiopian children had passed and will pass through the hands of these graduates. However, currently many UADs seem to be knowingly or unknowingly started to be valued and cultivated by TEC communities like leaders, teacher educators, and prospective teachers and emerging as values in our teacher education system. The emergence of such types of undesirable dispositions of prospective teachers is an actual frustrating problem. If this frustrating problem is not started to be curbed in teacher education system, even after many years of progress in different fields, it is doubtful if we are moving towards formation of a just, a happy, a good, an ethical, a humane society, etc-Utopia or renaissance realization. This fear could be minimized when DADs are made strategic concern, valued, cultivated, assessed and developed and UADs are identified and weakened at all levels of education in general and teacher education in particular.

Launching affective dispositional reform in Ethiopian teacher education system is the right direction to make formal education to have a humanizing role and to have a better quality. Therefore, it seems mandatory to invest a lot on developing DADs and weakening UADs in teacher education program by integrating the official, hidden and societal curricula. The reform should start at our primary teacher education system because it is the ideal level where all educational reform including affective dispositional revolution could be launched. In accord with this idea, Buchanan (1971) strongly argues that the logical educational level where affective revolution should be launched is the teacher education system. Similarly, MOE (2003) claims that any educational paradigm shift should start at teacher education. In addition, Singaravelu (2010) contends that the "basic needs of developing affective domain should be fed from the teacher-education"(p.41).

The emergence of immoral, unethical and inhuman values (UADs) and erosion of DADs on the part some prospective teachers would imply that Ethiopian primary school teacher education program seems overlooked one important dimension of teachers' quality that is supposed to be a true medicine for the value crisis and low educational quality Ethiopians faced. This relegated key aspect of prospective teachers' quality could be coined as development of DADs and weakening of UADs- *black box*.

As far the researcher's knowledge is concerned what DADs and UADs are developed by primary school prospective teachers in the course of their training is not comprehensively researched and documented at the national level in general and in Amhara region context in particular. So, investigating these issues in the region's primary school teacher education system and forwarding possible recommendations are timely and sound professional actions. This initiated the researcher to address the issues via research with the purposes of investigating DAD and UAD types developed by prospective teachers in the course of their training.

➤ *Research questions*

- What type of DADs do Amhara region’s primary school pre-service prospective teachers develop in the course of their training?
- What type of UADs do Amhara region’s primary school pre-service prospective teachers develop in the course of their training?

**II. RESEARCH METHODOLOGY**

This study was conducted in three primary school teacher education colleges found in Amhara region. This research employed a qualitative approach because the approach has the power to deeply explain, understand and interpret the research variables in a better and meaningful way. Therefore, the investigation of DADs and UADs developed by prospective teachers in their three years of training urged the researcher to use qualitative approach.

Data gathering tools	Number of participants	Sampling techniques	Reasons for sampling techniques
Interview	Three vice deans	Purposive	Resource fullness of the participants
	Six teacher educators	Purposive	Recommendation of deans
	Six prospective teachers	Convenience	Their willingness and ease of access
	Six mentors	Purposive	Being mentor of prospective teacher interviewees
FGD	18 prospective teacher representatives	Purposive	Resource fullness of the participants
Observation	Six teacher educators	Purposive	Recommendation of deans
	Six prospective teachers	Convenience	Their willingness and ease of access
	12 sections	Convenience	Willingness of teacher educator
Open-ended questionnaire	Nine deans	Comprehensive	Manageability of their number
	18 department heads		
	158 teacher educators	Stratified proportional random	Representing each field of study for prospective teachers and department for teacher educators
	280 prospective teachers		

Table 1:- Summary of data gathering tools, sample size and sampling techniques

➤ *Trustworthiness and credibility*

To maximize the trustworthiness of measuring instruments the first drafts of questionnaire, interview and FGD question items were commented by the advisors of the researcher, Curriculum, English, Amharic Measurement and Evaluation instructors and backward translation was also made by two English instructors. The comments forwarded by these professional were considered in revising and finalizing the data gathering tools. After incorporating the comments the instruments were piloted at Debre Markose teacher Education College which is found in Amhara region.

➤ *Data analysis and interpretation*

Data obtained through interviews, FGD and open ended questionnaire were organized to check their completeness, quality and systematize them. Then, all data

were read, reread, transcribed and coded using open and axial coding based on a theme-based approach consistent with the research leading questions. The transcripts were then analyzed thematically for emerging themes, patterns, similarities, and differences using words, meaningful phrases and statements as a unit of analysis. The subthemes emerged through the analysis were themed into different major themes using Zenkert’s (2013) affective disposition classification framework. This affective disposition classification framework was used because from the different affective disposition classification approaches currently available in the literature the researcher found it more sounding and appropriate to accommodate the subthemes emerged through the analysis of the data. Different codes were used for the sake of confidentiality to represent sample colleges and participants.

### III. RESULTS OF THE STUDY

Based on the thematic analysis the results are presented using the five pre-existing Zenkert's (2013) disposition themes, emerged themes, subthemes and specific DADs and UADs using frequency count and percentage.

➤ *DADs types developed by prospective teachers*

DADs themes and subthemes	Frequency (%)
1. Caring related DADs	277(27.59)
Compassionate	84(8.37)
Collaboration	56(5.58)
Civility	41(4.08)
Responsiveness to students	98(9.76)
2.Character related DADs	105(10.46)
Morality	27(2.69)
Enthusiasm	28(2.79)
Positive self image	49(4.88)
3.Intellect related DADs	184(18.31)
Appreciating individual differences	19(1.90)
Communication effectiveness	38(3.79)
Open-mindedness	71(7.07)
Democratic ideals	45(4.48)
Honesty	11(1.10)
4. Practice of teaching related DADs	357(35.56)
Valuing the profession	13(1.29)
Commitment for Students' learning	132(13.15)
Motivating and inspiring students	55(5.49)
Sense of responsibility	28(2.79)
Commitment to cultivate DADS	39(3.88)
Valuing students	45(4.49)
Valuing learning	45(4.49)
5.Professionalism related DADs	81(8.06)
Professional code of ethics	56(5.58)
Positive time concept	24(2.39)
Total f(%)	1004(100)

Table 2:- Recurring frequency of DADs themes developed by prospective teachers

As presented in Table 2, a total of 1004 specific responses in the form of words, meaningful phrases and statements were reported by the participants as DAD types developed by third year prospective teachers. When these specific responses were analyzed 21 DAD subthemes were emerged with different frequency. These 21 subthemes were again themed into five major DAD themes using Zenkerts' (2013) affective disposition classification framework. The five major DAD themes are care, character, intellect, practice of teaching and professionalism. The overall results revealed that commitment for students' learning, responsiveness to students and compassion were the first three most recurring DAD subthemes consecutively whereas honesty, valuing the profession and appreciating individual differences were the first three least frequently mentioned DAD subthemes developed by prospective teachers in the course of their training. The specific sample DADs developed by prospective teachers in the course of their training and categorized under each subtheme are presented as follow in Table 3.

<b>Sample care related DADs developed by prospective teachers</b>
<b>Compassion:</b> caring, empathy, loving children, being ethical, politeness, kindness, sisterly approach ,responding professionally and ethically to UAD, loving each other, ethically attend their peer reading, motherly treating students, positively treating students ,ethically exchanging greeting outside classroom, ], brotherly approaching students, etc
<b>Civility:</b> Respecting teachers, positive perception for others, respecting each other, forgiveness, responding to teacher’s greeting, stood up when teachers enter to class, respecting students, emotionally maturity, calling students by saying my brother, listening students attentively, respecting peers, non-aggressiveness, etc
<b>Responsiveness:</b> Responding to students’ question, giving permission for a student, addressing individual interest, allowing students to go to latrine, responsiveness to individual difference, responsiveness to students issues, etc
<b>Cooperativeness:</b> Collaboration, positive relationship with others, giving greeting, resolving conflicts with discussion, tolerance, unity, committed to work with others, devotion to help other prospective teacher, positive relationship with school teachers, etc
<b>Sample character related DADs developed by prospective teachers</b>
<b>Morality:</b> Morally sounding, humane ,humanistic, hating cheating, attending class in a morally sounding manner, responding mannerly to teacher educator’s greeting , nonexistence of academic side talk, being disciplined, acting morally, humanity, etc
Table 3: continued
<b>Enthusiasm:</b> Smiling when advising students, pleasantly and warmly communicating with students ,smiling, enthusiastic ,passion for teaching, being energetic when teaching , passionately answering questions, being happy when students answer questions, making instruction entertaining , etc
<b>Positive self-image:</b> Confident when answering, confident when presenting, confidently challenging teacher educators, confidently commenting the exam questions, self assertiveness, self valuation ,confidently discussing issues, confidently reflecting, showing feeling of freedom, positive self perception, self confidence, etc
<b>Sample intellect related DADs developed by prospective teachers</b>
Appreciating individual differences: Encouraging diverse ideas, appreciating divergent thinking, appreciating students’ idea, appreciating individual differences, respecting students’ idea, acknowledging students’ ideas, etc.
<b>Communication effectiveness:</b> Effective communication, communication skill, effectively talking with children, making effective professional talk with students to solve their problem , etc
<b>Open-mindedness:</b> Open-mindedness, adaptability, accepting feedback ,reflectivity, flexibility, accepting mentors’ feedback, readiness to learn from anybody, correcting self when mistaken, accepting feedback from peers, admitting their misbehaving self evaluation, having personal dairy ,etc
<b>Democratic ideals:</b> Being democrat, fairness, inclusiveness, tolerating diversity, keeping gender equity, giving freedom for students, believing in fairness, being fair in supporting groups, etc
<b>Honesty:</b> Honesty, genuine, trustworthy, loyalty, faithfulness, openness, frankness, etc
<b>Sample practice of teaching related DADs developed by prospective teachers</b>
<b>Valuing the profession:</b> Loving the profession, respecting the profession, having positive perception about the profession, showing professional commitment, etc
<b>Commitment for Students’ learning:</b> Asking misbehaving students, supporting groups, attending off task students ,giving chance to ask ,giving feedback , commitment for safe learning environment, advising students to study hard, preparing worksheet, etc
<b>Motivating and inspiring students:</b> Motivating students ,inspiring students, praising students ,parsing all presenters, praising ,giving moral for students , motivating students to be ethical, etc
<b>Sense of responsibility:</b> Sense of responsibility, serving mentality, non-negligent, seriousness ,showing sense of responsibility, interest to build nations, etc
<b>Commitment to cultivate DADs:</b> Devaluation of UADs, teaching DADs, teaching ethics, teaching morality & ethics, concern for UADs, intolerant of UADs, concern about students absenteeism ,concern about students discipline, etc
<b>Valuing students:</b> Believing that all students are worthy ,believing that all students can learn, calling students by name, give freedom for students, acknowledging presenters, communicating high expectation for all students, etc
<b>Valuing learning:</b> Attentively follow their peers’ presentation, being on task, interestingly attending oral lecture, learning interest, valuing education, participating in co-curricular activity, showing interest for taking notes, etc
<b>Sample professionalism related DADs developed by prospective teachers</b>
<b>Professional code of ethics:</b> Proper dressing and hair style, adhering to professional code of ethics, wearing gown, professional commitment, governed by college rules and regulation, celebrating flag ceremony, demonstrating professional ethics, neatness , being positive role model, having the disposition to handle children, etc
<b>Positive time concept:</b> Promptness, timekeeping, punctuality, valuing time, doing learning tasks on time, valuing time, proper time utilization, being scheduled, proper time management, etc

Table 3:- Specific sample DADs developed by prospective teachers

## UAD types developed by prospective teachers

UAD themes and subthemes	Frequency (%)
1. Care related UADs	250(16.77)
Uncompassionate	83(5.57)
Incivility	116(7.78)
Irresponsiveness to students	15(1.01)
Uncooperativeness	36(2.42)
2. Character related UADs	271(18.16)
Immorality	85(5.70)
Inappropriate sexual orientation	89(5.97)
Negative self image	45(3.02)
Dependency syndrome	9(0.06)
Inappropriate grade orientation	27(1.81)
Unenthusiastic	16(1.07)
3. Intellect related UADs/	213(14.29)
Communication ineffectiveness	43(2.88)
Un-open-mindedness	31(2.08)
Undemocratic behaviours	86(5.77)
Parochialism	27(1.81)
Dishonesty	10(0.67)
Individual differences negligence	16(1.07)
4. Practice of teaching related UADs	290(19.45)
De-motivating students	13(0.87)
UADs tolerance	42(2.82)
Learning devaluation	39(2.62)
Wrong perception	34(2.28)
Teaching profession devaluation	41(2.75)
Un-commitment for students' learning	21(1.41)
Sense of irresponsibility	90(6.04)
Student devaluation	10(0.67)
5. Professionalism related UADs	370(24.82)
Unprofessionalism	100(6.71)
Addiction	144(9.66)
Poor time concept	126(8.45)
6.DAD learning related UADs	97(6.52)
Unlearning of socio-cultural DADs	10(0.67)
Unlearning of learning DADs	59(3.96)
Unlearning of professionalism DADs	3(0.20)
Unlearning of ethical and moral DADs	6(0.40)
Unlearning of hope DADs	19(1.27)
Total f (%)	1491(100)

Table 4:- Recurring frequency of UAD themes developed by prospective teachers

As presented in Table 4 a total of 1491 specific responses in the form of words, meaningful phrases and statements were reported by the participants as UADs developed by third year prospective teachers in course of their training. When these 1491 specific responses were analyzed 33 UADs subthemes were emerged with different frequency. It was attempted to categorize the 33 subthemes into five major themes using Zenkerst's (2013) affective disposition classification framework. However, five of the UAD subthemes didn't match to any of Zenkerst's five major themes (Caring, character, intellectual, practice of teaching & professionalism). As a result, a new major theme which is articulated as "DAD learning related UADs" was created as one major theme to accommodate the five UAD subthemes unfitted to Zenkerst's framework. Consequently, the number of major themes emerged through the data analysis were six. The major themes were articulated as care, character, intellect, practice of teaching, professionalism and DAD learning related UADs. The overall results revealed that addiction, unpunctuality and incivility were the first three most recurring UAD subthemes consecutively emerged through the data analysis whereas unlearning of professionalism DADs, unlearning of ethical moral DADs and dependency syndrome were the first least frequently mentioned subthemes consecutively as developed by prospective teachers. The specific sample UADs developed by prospective teachers in the course of their training and categorized under each UAD subtheme are presented under Table 5.

Sample care related UADs developed by prospective teachers
<b>Uncompassionate:</b> Anarchism, being unethical, childish behaviour, cooperating with unethical students, demoralizing students, disobedient, uncaring for children, un-loving students, unloving teachers, inappropriate technology utilization, insulting others, un-empathetic , providing feedback unethically, treating students unprofessionally, triggering conflicts, unethically warning students, unethically treating their students, unkindly responding, using graffiti for unethical purpose ,etc
<b>Incivility:</b> Aggressiveness, arrogantly treating students, arrogance, being disturbed when students misbehave, being nervous, conflicting with guards, teachers and peers, disrespect teachers, disrespecting community elders, emotional immaturity, impatience, rudeness in speaking, verbal aggression, etc.
<b>Irresponsiveness:</b> Did not consider the students' feeling, failing to address students' interest, irresponsiveness, discouraging a student who finished the learning task early, irresponsiveness to students' needs, etc
<b>Uncooperativeness:</b> Unwillingness to join groups, being uncooperative in group work , disliking cooperative learning, inconsiderateness of others, individuality, needing to learn individually ,negative relationship, self centristm ,selfishness , egoism, unwillingness to study together, etc.
Sample character related UADs developed by prospective teachers
<b>Immorality:</b> Acting immorally in the classroom, begging grades,, cheating, plagiarism , conflicting with mentors, cooperating with immoral students, harassing teacher educators, cheap popularity, gossip ,group stealing, insulting habit, shouting irrationally , tearing and taking some pages of modules, using graffiti for immoral issues, using taboo words, etc
<b>Inappropriate sexual orientation:</b> Sexual harassment, sexual addiction, culturing abortion ,irresponsible sexual practice ,culturing prostitution culturing taboo sexual talk, unplanned 720 marriage, raping, committing suicide because of unwanted pregnancy , joining the prostitution life for business purpose, gender harassment ,desiring to make sexual relationship with male teacher educators for grade ,wrong belief about sex, etc
<b>Negative self image:</b> Lacking self confidence, poor self confidence, fearing, self undermining, tension, low self esteem, when invigilating, unconfident, sleeping difficulty because of stress, fearing students' misbehaviour, etc
<b>Dependency syndrome:</b> Depending on others' work, dependency, group leaders dependent behaviour, etc.
<b>Inappropriate grade orientation:</b> Expecting god grade without hard working, grade orientation, sticking to module for grade but not for knowledge, believing that we are guaranteed for 'C' ,giving priority for grade rather than ethics, hunting previous exam papers for grade purpose, sense of we don't care if we scored "C " ,wishing to get good grade by cheating during exams, reading for mark but not for knowledge, etc
<b>Unenthusiastic:</b> Non –energetic, dispassionate, unsmiling, unprofessional classroom movement, unhappiness, etc.
Sample intellectual related UADs developed by prospective teachers
<b>Communication ineffectiveness:</b> Passiveness, poor communication with peers & teachers, harsh communication, self inexpressiveness, non-interactive, unemotional interaction, emotional detachment, high power distance , communication problem in social life, ineffective communication with administrative staffs, etc
<b>Un-open-mindedness:</b> Unwillingness to accept mistakes ,unwillingness to accept students' idea, unopened-mindedness ,resistance to change , being unreflective , resist to accept feedback from students ,unwillingness to share knowledge, rigidity, resisting to accepts teacher's advice, conservativeness, unwillingness to learn from others ,etc
<b>Undemocratic behaviours:</b> Authoritativeness ,corporally punishing students, disliking gender equality, disrespecting differences, frustrating students by test ,frustrating students with question, handling stick ,harassing students , intolerance of diversity, irrationality, unequal treatment of students, unfairness, exclusiveness, inequality, inequity ,etc
<b>Parochialism:</b> Ethnocentrism, parochialism, racism, religious fundamentalism, creating ethnocentric groups, narrowness, parochialism in woreda, Woreda wise racism, etc.
<b>Dishonesty:</b> Not honest, dishonesty, dishonest for teacher, dishonesty during exam, unwillingness to report teachers who missed their class, lying, untruthfulness, etc
<b>Individual differences negligence:</b> focusing on high achievers, not appreciating students' idea , devaluing students' DADs, defocusing on students' positive trait ,exclusiveness of students with special needs, individual difference ignorance, un-acknowledging students ,etc
Sample practice of teaching related UADs developed by prospective teachers
<b>De-motivating students:</b> , uninspiring failing to motivate students, lack of students inspiring quality, never motivating students, never inspire students, demoralizing students, excommunicating high expectation, discouraging students, etc
<b>UADs tolerance:</b> Irresponsiveness to UADs, negligent of students' misbehaving, carelessness in discouraging inappropriate behaviours, poor classroom management, unenergetic in managing classroom, inconsistently discouraging UAD, etc
<b>Learning devaluation:</b> missing class ,absenteeism, losing interest to learn, , non-academic side talks, , devaluing education, uncommitted for learning ,infrequent classes attendance, going to beer house by missing classes, negligent for their learning, ,disliking learning, massive absenteeism ,etc
<b>Wrong perception:</b> Self-overestimation, assuming graduation as the last chapter of their life, assuming practicum result as a free gift, superiority complex, chauvinism, considering courses as enemy, considering the training as wasting time, adapting course repetition, considering employment as an ultimate goal, negative perception for others, , unequal valuation of course, wrong perception about students and leaders, externalizing problems, disbelieving in hard work ,etc were the specific DADs categorized under this subtheme



<b>Teaching profession devaluation:</b> Unloving their profession, disrespecting the profession, lack of professional commitment, hating the profession, disinterested in the profession, ,perceiving the profession as job opportunity, unmotivated to, degrading the profession, devaluing the profession, unconcerned about their profession, etc
<b>Uncommitted for students' learning:</b> Safe learning environment inconsiderateness, never check students learning readiness, uncommitted for students learning , poor student follow up, etc
<b>Sense of irresponsibility:</b> Carelessness about their education, sense of irresponsibility for college resource ,writing on a module, uncaring for modules, uncaring for school resources, sense of irresponsibility for their society, failing to discharge responsibility, uncaring for books , resisting to be class monitor, negligence orientation, etc
<b>Student devaluation:</b> Inattentiveness for presenters, inattentiveness, paying less attention for students, inattentiveness for students' argument, inattentiveness to answering students, emotional, etc
Sample professionalism related UADs developed by prospective teachers
<b>Unprofessionalism:</b> Inappropriate dressing and hair style, not governed by college rules and regulations, lack of preparation, disrespecting the college laws ,unwillingness to celebrate flag ceremony, ungoverned by professional code of ethics, unwillingness to sings songs during flag ceremony , negligence about personal hygiene, ungoverned by rules and regulations of the schools, professional irresponsibility , being negative role model, etc
<b>Addiction:</b> Addiction to sex, games, alcohol, chat , night clubs, cigarette, coffee ,tobacco, local drink , gambling ,face book, DSTV, sex film, social media ,football film and news, sucking narcotic, drinking alcohol , intoxication, ,etc
<b>Poor time concept:</b> Unpunctuality, devaluing time, inappropriate time utilization, wasting time by none-academic talk , wasting time by sleeping too long, wasting time at local drink, gambling , chat ,pool and film house, etc
Sample of DAD learning related UADs developed by prospective teachers
<b>Unlearning of socio-cultural DADs:</b> Being colonized by foreign culture, eroding desirable social values like dressing and hair style, losing indigenous societal, values, weakening sense of national unity, losing the societal greeting style violating religious dispositions, etc were the specific DADs categorized under this subtheme
<b>Unlearning of learning DADs:</b> devaluing some courses, learning interest reduction, losing attention , losing commitment in every aspect, losing interest for learning, losing interest to learn from peers, losing interest to score better grade, losing motivation to learn, losing readiness, losing reading interest, habit, ,and culture, , losing willingness to learn, etc
<b>Unlearning of ethical and moral DAD:</b> Being ethical and morally sounding students changed to unethical and immoral, losing many ethical and moral DADs, losing empathy and considerateness ,losing ethics ,discipline ,etc
<b>Unlearning of professionalism DADs:</b> Unlearning of loving and respecting the profession, etc
<b>Unlearning of hope DADs:</b> Developing negative self esteem, giving up, losing hope, losing peer pressure resistance power , losing positive self esteem, losing vision , etc

Table 5:- Specific sample UADs developed by prospective teachers

➤ *Contributing factors for the development of DADs and UADs*

Some participants of this study attributed the development of DADs by prospective teachers to different contributing factors. DX3 attributed to factors such as assessment system of the college, anti-academic dishonesty position of the college, college's legislation, developmental stage of prospective teachers, official curriculum, teacher educators, leaders, prospective teachers and administrative staffs. Furthermore, TE3 asserted that the development of DADs by prospective teachers is the function of practicum courses, teacher educators, peers, leaders, life experiences and their age. PT4 added that prospective teachers developed DADs because of the influence of courses and teacher educators. FGD discussants also asserted that 3<sup>rd</sup> year students are better than other batches because of their age, courses and time.

Similarly, some participants of the study attributed the development of UADs by prospective teachers in the course of their training to different factors. Some of the attributing factors include economic problems, age level of prospective teachers, non-boarding living system of prospective teachers and negative influence of leader, teacher educators, peers, technology, society and government (TE6), hopelessness because of low salary, grading system , nature of human being and giving priority

for grade rather than ethics(GD18), curriculum, societal influence and background of the trainees(FGD discussant from college Y), westernization, lack of concern for indigenous culture, forgetting self identity ,considering graduation as the last life chapter, absence of efficient and effective professional advising and counselling service and prospective teacher representatives failure to charge their responsibility(FGD discussants from college X), urbanization, globalization and socialization(DY3) .

#### IV. DISCUSSION OF RESULTS

➤ *Type of ADs developed by prospective teachers*

DADs and UADs are dynamic, changeable, learnable, cultivable and developmental (Baldwin, 2007; Carroll, 2007; Dewey, 1922; NCATE, 2008; Obara, 2009). To this end , in the arena of teacher affective disposition around 53 different DADs such as fairness, caring, moral and ethical integrity, belief that all students can learn, etc were identified by various universities, professional associations, researchers, theorists ,teacher education accrediting agencies and scholars to be developed by pre-service prospective teachers in their initial preparation (Klamm & Smith ,2015). In the same vein, in Ethiopian context MOE (2012b) identified around 34 DADs to be developed by primary school pre-service prospective teachers in the course of their of training . In relation to DAD

development the qualitative data of the present study obtained using interview, FGD and observation confirmed that prospective teachers have developed different DADs (see Table 2 &3). This finding is in harmony with previous studies (Klamm & Smith, 2015; NCATE, 2008; Obara, 2009). These DADs developed by prospective teachers are similar with DADs acknowledged by Ethiopian primary school teacher education curriculum framework and existing literature to be possessed by prospective teachers at the end of their training. For instance, Carroll (2012) explored that open-mindedness, fairness, inclusiveness, communication effectiveness, respecting students, inspiring students, kindness, flexibility, collaboration, etc are some of the DADs developed by prospective teachers in their initial preparation.

Some participants of this study attributed the development of DADs by prospective teachers to different contributing factors. The factors were related to college institutional system, very nature of courses, leaders, teacher educators and prospective teachers. These findings imply that prospective teachers' DADs development is the function of different factors and the development of DADs is environmental. In line with this attribution, O'Neill et al. (2014) and Carroll (2012) pointed out that DADs are environmentally sensitive, acquired, supported by interactive experiences in learning environment with significant adults such as leaders, teacher educators, peers and administrative staffs.

However, the qualitative findings also disclosed that prospective teachers were found developing different UADs in the course of their training (see Table 4 & 5). These findings are in harmony with the existing literature (Da Ros-Voseles & Fowler-Haughey, 2007; Lang & Wilkerson, 2008; Velea & Farca, 2013; Yeshwas et al., 2019). Yeshwas and his associates found out that in course of their training primary school prospective teachers have developed different UADs such as inappropriate dressing, unmannered hair style, immoral insulting, committing sexual harassment, unwillingness to celebrate flag ceremony, inappropriate technology utilization, plagiarism, absenteeism, upraising, academic dishonesty, establishing parochialism based on their locality, habiting intoxication, abducting female prospective teachers, wasting time at local drink houses, lack of neatness, etc.

Moreover, Arterian (2009) pointed out that UADs like unprofessional values are developed unintentionally as the function of hidden curriculum by negative modelling. Arterian also noted that for instance law school students negatively model professors, leaders and other staffs. The development of such UADs by prospective teacher could affect their current college and future social, personal and professional lives. Supporting this claim Beverly, Santos and Kyger (2006) pointed out that development of undesirable dispositions by prospective teachers in the course of their training could negatively impact their success in both the university, school and community settings regarding their professional, social and personal lives.

Surprisingly, the result also revealed that prospective teachers were found unlearned the DADs they possessed when joining the TECs. Regarding this finding, DY3 confirmed that students from a place called "Quarit" were very ethical, punctual, tolerant, and respectful for elders, cooperative and had proper wearing style when they joined the college but through the training they have unlearned these DADs. This would imply that teacher education colleges made prospective teachers to unlearn their DADs instead of nurturing them which is against the ideal assumption that education is for cultivating desirable dispositions. Supporting this finding, Tenna (2011), Solomon (2012), Tsehay (2016) and MOE (2017) asserted that nationally ethical and moral values are eroded in Ethiopia. Moreover, Semper and Balsico (2018) pointed out that "adult learners in higher education institutions have a larger reservoir of personal experience on which they draw when integrating new learning, either through relearning or unlearning what they already know" (p.12).

The development of UADs by prospective teachers entails that prospective teachers are also in a position of unlearning the DADs in the course of their training which they possessed before joining the teacher preparation program or they developed new UADs in course of their training.

However, when the contributing factors are critically analyzed it seems possible to boldly argue that it is the hidden curriculum which is more significant in impacting the development of both DADs and UADs than the rest two forms of curriculum. This is because ADs development is primarily the function of hidden curriculum experiences. Sharing this argument, scholars argued that teacher education hidden curriculum has a significant effect on development of moral and social personality of prospective teachers (Hashemi, et al., 2011), is more significant in affecting the development of DADs (Baldwin, 2007), is always at work in shaping the development of prospective teachers' ADs (Stewart & Davis, 2004; Carroll, 2007), has a significant potential to cultivate DADs (Ritchhart, 2001) and provides room for unintended and undesired learning outcomes in any classroom (Jung, Ressler & Linder, 2018). All these imply that teachers don't develop in vacuum rather they are outcomes of combined effect of social factors like the college communities and the societies where they are living with.

Overall, prospective teachers have been certified by possessing both DADs and UADs and started their actual teaching journey. This social reality might be analogous with a farmer having a mix of pure quality wheat seeds (DADs) and weed seeds (UADs) at hand to sow on the same virgin farmland (mind of children). This fact made the quality of primary school graduate teachers under question mark. That is why still the government, the public and even teachers themselves are crying for the quality of primary education in the region. Therefore, teacher education colleges in general and their leaders and educators in particular are the first accountable professionals for the

materialization of this frustrating reality because they certified their graduates as they possess the required affective disposition. This might lead to claim that primary school teacher education program in Amhara region at equal position to train prospective teachers to be generation killer or saver of a generation because the UADs they developed and the DADs the unlearn in the course of their training would make them to be a killer whereas the DADs they nurtured and newly developed in the course of the program would make them to be saver.

## V. CONCLUSION

The overall findings lead to conclude that prospective teachers have developed both DADs and UADs in course of their training and the development of these dispositional types was attributed to different factors which are related to official, hidden and societal curriculum factors. Primary school teacher education program in Amhara region has been contributing for the development of both DADs and UADs. Moreover, primary school teacher training system in the sample colleges seems to force prospective teachers to unlearn different DADs that they had before rather than nurturing them.

The findings of the study have different theoretical and practical implications. Theoretically, the findings would enrich the knowledge base of ADs development in teacher education. Practically, the results seem to remind primary school teacher education colleges to be very critical in leading, implementing and evaluating the formal and hidden curricula experiences to have a positive contribution in developing prospective teachers' DADs and weakening UADs. The results also remind CTEs to be conscious of about the societal curriculum which was found as a contributing factor for the development of DADs and UADs. Furthermore, the results inform leaders, teacher educators and administrative staffs of the sample colleges to be a positive role model in demonstrating DADs for their prospective teachers. Again, the findings have an implication for curriculum developers to re-induct DADs during planning process.

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