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TEACHER EDUCATION: THE PROFESSIONALIZATION
OF TEACHING, ITS PROBLEMS AND PROSPECTS

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Introduction

The title of this paper is not about the methods and techniques for planning, administration and management of teacher education. Rather, it discusses and addresses the issues to all those who are concerned about the education of the younger population of society through the provision of good quality teachers that society can produce. The paper is directed at policy makers, planners, managers, administrators, lecturers, academics teacher trainers and, indeed, teachers themselves to reflect on the whys and wherefores of what teaching is about. It goes beyond the technical tasks of importing knowledge.

The focus of the paper therefore is on problems, issues and prospects of teaching in an African setting where population growth and illiteracy are very high; educational needs and the demand for education are most urgent; planning and management structures are relatively weak; teachers are untrained or under-educated; national incomes and teachers' salaries are relatively low; and education development is very much dependent on external resources and aid in one form or another.

It is the intention of this paper to concentrate on clarifying some of the factors which contribute to the contemporary status of teachers as professionals in schools and society; and to bring to the attention of planners, administrators and policy makers some of the dynamics of teachers attitudes and behaviour and their response to proposals for educational changes and improved teaching in the schools.

In particular the paper focuses attention on the following:

- the changing role of teachers in society and in schools and how the changing relationship between teaching and learning has affected the present role of the teacher;
- teacher education and training i.e. whether teacher training is worthwhile; choosing teaching as a career; the needs and responses of teacher training; and what kind of curricula should be pursued for teacher education and training;
- towards a policy for the professionalization of teachers and of teaching;
- and the policy implications for teacher education and training in African countries.

II. The Changing Role of Teachers in Society and in Schools

In a survey of the status of the teaching profession in Africa, it was pointed out that teaching in this region embraces the following categories of people:

- those who are convinced that teaching is their calling and that they can best serve their country in that capacity;
- those who choose teaching and find satisfaction in it as compared with other occupations;

- those who cannot make good elsewhere, but because they have the minimum academic qualifications required, join the profession from necessity rather than from choice;
- those who have had secondary education, but have been disqualified for further higher education because of poor academic record; and
- those who have not been to secondary schools because of their inability to pass the entrance examinations, or because of lack of opportunity to do so in the past. ^{1/}

Although this observation was made in 1961 at the advent of independence for many African countries, the characteristics of those people entering into teaching have not changed very much from that observation. The change may only be in the last category, i.e. entrants who have not had secondary education. There are few countries if nay, who still recruit new teacher trainees with only primary education. The rest of the categories still hold true to-day, because for a greater part, teachers' roles, their status in society, the work they do, their recruitment and conditions of service, and the values they represent are heavily related and interwoven with the milieu and society in which they operate and work. The adage that every adult is a teacher stems from the fact that teaching through folklore poetry, dance and drama, by precept and example, through informal or formal training, reward and punishment, has continued to be the way in which societies have perpetrated their knowledge, skills and customs. Many of these have been done by parents, adult elders, friends and relatives, skilled craftsmen, churchmen or other religious elders. However, the modern classroom teacher still remains a distinct entity. It is from this distinct entity that we would like to examine the role of teachers in society and in schools.

For a long time, the argument has been buried in the rhetoric that the teacher's main role is to educate school children. But with the development of the modern school systems, other roles have emerged in community development, social integration and nation building. Indeed the occupational roles of people tend to emerge from society's expectations of them and their own image of themselves. Evidence shows that both society and teachers themselves see as their primary responsibility the education of school children and that all other responsibilities are peripheral to this core role.

1/ World Confederation of Organizations of the Teaching Profession: Field Report on the Survey of the Status of the Teaching Profession in Africa, WCOTP, Washington D.C., 1961 P.3

Yet one cannot stop sympathizing with the teacher who has been assigned all sorts of roles as was well put by Thailand's Ministry of Education which suggests that a teacher is:

".... a substitute parent, a registrar of students' academic records, social backgrounds and sometimes political learnings, a book-keeping officer, a canteen manager, a dormitory supervisor, a student welfare officer, or a social worker, a school building construction oversees a community development leader, a disciplinary proctor, a fund raiser for needy students, a counsellor in academic problems as well as students personal ones, a participant in in-service programmes or a dignitary in social functions" ^{2/}

While some of tasks described above are purely administrative they are pointers to the increased bureaucratisation of schools within the education system today requiring accountability on the part of teachers. Indeed the teacher's role has become much more diffuse following socio-economic changes and development. Teachers are expected to be "substitute parent" because most parents now go to work and therefore parents expect teachers to take care of children particularly in the pre-primary and primary schools. So the teachers have to play the custodial and socializing functions which were formerly the responsibility of the family.

Professional expectations demand that teachers should have competence in the use of teaching methods, in handling pupils, in managing and controlling classes when teaching; in implementing the curriculum and in assessing the progress of pupils.

In fact the main roles of the teacher should be in curriculum development and in the assessment of pupils. Much of what goes on in many African countries is that teachers are very much at the periphery of both these two vitally interlinked roles. Instead, teachers are engaged mostly in imparting textbook information in the classroom. Part of the problem is rooted in the fact that many of the teachers in our schools are untrained or under-trained so that they are unable to participate fully in curriculum development and pupil assessment particularly in continuous assessment. Indeed all teachers should be involved in school-based curriculum development and evaluation activities and these two responsibilities should count as central to the main role of teaching and as such they should be considered as important complements to the direct functions of teaching school children. However to equip teachers so that they are in a position to undertake these key functions, it is

^{2/} Thailand - Ministry of Education - The Changing Role of the Teacher and the Influence on Preparation for the Profession and In-Service Training in Thailand, Bangkok, 1975.

necessary to have teachers trained or retrained for their changed roles.

Of greater importance still is the fact that there is a big change in the relationship between teaching and learning and this relationship has affected the present role of teachers. It is necessary to turn to this changed relationship presently.

A lot has happened in the teaching profession arising out of the shift in emphasis from teaching as the transmission of knowledge by teachers to teaching as the organization of learning. This shift has deeply influenced the role of teachers and has in turn greatly affected the way teachers are trained and the methods they use in their teaching, i.e. that teachers become more as managers of the means to acquire knowledge and less as the transmitters of knowledge.

This change in the teaching-learning process with an emphasis on learning necessitates that the student must be made genuinely responsible for his own learning; that the organization of learning must facilitate the acquisition of skills for further learning, not just the acquisition of knowledge itself; that the development of social and personal abilities is considered equally important as cognitive learning; that evaluation becomes the responsibility of both the learner and the teacher; and that the efforts of the learner to plan, implement and evaluate his own work must be accepted as legitimate by the teacher. In spite of this shift, the role of the teacher does not diminish; it is only enhanced. (See Annex I for further amplification).

With an emphasis on learning rather than teaching, the role of the teacher will perhaps need to be changed in some directions like these.

(i) in the structure of the learning situation

- by introducing individually tailored work assignments to the needs of the learner and having a less rigid working day;
- by having continuous assessment rather than having final examinations as the only measure of achievement; and
- by having a more co-operative working relationship between the learner and the teacher.

(ii) in the attitudes of the teachers

Teachers attitudes have to change greatly in the way they treat their pupils/students; in their understanding of child development; in their working relationship with parents, the community, other teachers and the non-teaching staff in the schools. They have to change their attitudes towards the knowledge of children acquired outside the school or from their environments and the mass media; and their attitude towards acceptance of being in contact with educational research and development activities and with educational innovations.

(iii) in the methods and techniques used by the teacher

The teacher will need to exercise greater flexibility and mastery in the use of methods and techniques for guiding students and evaluating their development and progress; in the mastery of the sources of knowledge, skills and methods of enquiry rather than the knowledge itself for transmitting information to pupils/students. They will need to change their methods and techniques for motivating learners, for creative thinking and for decision-making.

The changing emphasis from teaching to learning has two very important implications to the teaching profession. First in the way teachers should be trained and second, in the need being accorded to in-service training for the majority of teachers who are already in the teaching field as well as the unqualified teachers.

(a) Initial Training of Teachers

The shift in emphasis from teacher-centred methods and techniques of teaching to pupil-centred learning situations calls for a change in teacher education i.e. from an emphasis on teacher skills in transmitting knowledge and information to methods and techniques stressing on the learner as the agent of his own education. In this regard, current teacher training should place great emphasis on the dynamics of motivation and perception, on learner interaction with the environment; and on the skills involved in organizing learning situations and managing resources.

Traditional teacher training approaches and standardized procedures for classroom teaching have become inappropriate for teaching pupils in a modern technological world. Since teaching now places emphasis on the learning process, teacher training should focus on methods and techniques which help individual learners, on group dynamics and on co-operation between learners and teachers as well as other learners and society. Teacher training will therefore have to be done in schools i.e. give the trainees more teaching practice before qualifying as teachers. The content of teacher training programmes will have to be changed to take into account changing times and innovations in education.

It has to be pointed out that the key to the improvement in teacher training lies with the training and re-training of those who train teachers i.e. teacher training tutors, trainers or lecturers. The fact that one has a good degree and can speak well, does not mean that he can train others to become teachers. Training teachers requires special training skills of which many tutors in teacher training institutions, institutes of education etc., do not have. Most of those who train teachers were either trained as primary or secondary school teachers and find themselves training teachers for which task, they lack the necessary skills. They certainly need in-service training to become more proficient in their work.

(b) In-Service Training

To facilitate continuing and self-directed learning by learners, there should be opportunities and incentives for the teachers to learn in the same way. To ensure that teachers are aware of new developments in education and can support educational innovations, there is need for continuous in-service training for teachers engaged in teaching; for tutors and teacher trainers in teacher training institutions, colleges and institutes; for administrators, inspectors, supervisors and examination officers.

Self development on the part of teachers, tutors and teacher trainers should be part of a teaching career of all teachers, i.e. continuous training should be considered as a normal characteristic of the teaching profession. Any new innovations in teaching should be accompanied by in-services training for the teaching, particularly considering that many teachers in Africa are under-trained or untrained.

All this would require a change in policy in the way teachers are trained, and in the content and structure of teacher training. And as Susan Balloch pointed out "the changing role of the teacher should therefore be examined on the basis of the following general principle: The professionalization of teachers and the consequent creation of a more effective learning environment for school children cannot be accomplished unless policies for improving the recruitment, training and utilization of teachers are implemented within the context of other social and educational changes. More than any other single aspect of educational reform, new teacher policies, to be effective, call for a new social contract for education".^{3/}

This then brings us into closer examination of teacher education, i.e. whether it is worthwhile, the type of curricula to be pursued and how teachers should be trained to be more responsive to learning needs of their pupils/students.

III. Teacher Education and Training

In as far back as 1966, a UNESCO conference adopted one of its recommendations that "teaching should be regarded as a profession; it

3/ Susan Balloch - Towards a Policy for the Professionalization of Teachers - Goldsmith College, University of London, London, 1974.

is a form public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study" ^{4/} This is as true today as it was then and contrasts sharply with those critics who argue that teaching is a pseudo or semi-profession, resting on experience and apprenticeship, and that teachers cannot be trusted in performing many of the roles they are supposed to play, except in the classroom with the children. ^{5/} Not everyone who has a voice and is audible can teach, because teaching is much more than presenting knowledge and ideas and dishing out information. Anyone who has actually taught rather than presented information knows that teaching is a demanding task which calls for a lot of sacrifice and commitment to a profession.

Teaching, it must be emphasized, is to try to help someone learn something; or more formally to help someone acquire or change some behaviour i.e. some skill, knowledge, attitude, ideas or appreciation. Teaching is therefore "an art and learning a science." ^{6/} We can thus talk about the art of teaching and the science of learning". And thus, all those who want to teach must be properly trained because perfecting an art requires proper training.

It is therefore to be argued that to improve learning in schools, fundamental reforms must take place in teacher education. In this regard, teacher education must proceed both toward incremental reform through strong disciplinary training, research and professional preparation; continual in-service training and re-training and through systematic enquiry and research into teaching and learning.

The forces demanding change in education are four-pronged or dimensional: the pupils/students; parents; teachers and society. Parents usually direct their attack at the schools rather than the Ministry of Education for their children's failure, poor performance or bad behaviour. Society directs its protests to the educational system in the custody of the Ministry of Education for failing to equip students/pupils with the necessary knowledge, skills, attitudes, moral values etc and to prepare for a useful and proeductive role in society. Teachers deplore their

^{4/} UNESCO Recommendations concerning the Status of Teachers - Special Intergovernmental Conference, 5 October, 1966, Paris, 1966. Principle No. 6

^{5/} ECA - Trends and Issues in African Education, Education Monograph No. 5, UNECA, Addis Ababa, 1987 P.94.

^{6/} B.F. Skinner - The Technology of Teaching, Appleton Century Crafts, Meredith Corporation, New York 1968 P.9

lack of preparation, lack of resources and teaching materials for the problems that confront them by placing the blame on training institutions and the Ministry of Education while at the same time expecting help from educational administrators and decision-makers to ease their problems. Pupils/students direct their attack at teachers for poor teaching and thus their (students') poor performance; to the Ministry of Education for the instructional materials; and to the community for the state of affairs in the schools e.g. overcrowding. Teacher education cannot be reformed unless many of these issues will have been resolved and looked into. Thus in reviewing teacher education and training, attention should be focused on the following policy issues.

A. Professionalizing Teacher Training as a Condition of Educational Change

While the issue of professionalization of teaching is discussed in a latter section of this paper, it is important to point out at this juncture that teaching cannot be professionalized unless teacher training is first and foremost professionalized; both initial and in-service, and further training. Development in education, the functioning of educational services, the learning process, social change and technological advances have produced striking changes in the roles of teachers. Teachers are no longer seen as fountains of knowledge from whom learners can have their fill. There are many avenues from which knowledge can be obtained e.g. mass media, television, radio, the environment etc. The teacher has therefore become a facilitator in the learning process.

In professionalizing teaching, it is important that both during the initial and in-service training, a three-dimensional role of the teacher should be emphasized viz: (a) the teachers relationships to the learners which is dependent on the teacher's skills as a clinical observer of each pupil and as a diagnostician of the learners' needs i.e. a professional scholar of children. The teacher should know as much about the children as possible. This diagnostic relationship to the learner, which resembles that of a physician to a young patient, serves as the principal basis for the teacher's educational planning and decisions. (b) The teacher's relationships to the content of the programme as reflected in the teachers knowledge, skills, values, and attitudes and how these are passed on to the learners under the teacher's charge. In specific terms, the teacher must have command of the knowledge being passed to the learners. He/she should have control of the process goals which enable students to acquire, interpret, evaluate and communicate knowledge i.e. tool skills; critical thinking, creative thinking; inquiry, self-instruction; self-evaluation; interest; and study habits. The teacher should also have special commitment to the knowledge he is to teach i.e. his conviction that the subject matter is important for the learner to possess. Thus both command and commitment are crucial for the professional teacher. (c) The teacher's depth in understanding of how learning takes place and of the art-science of instruction (Pedagogy) i.e. the teacher's competence in the use of methods, techniques and strategies to bring about learning in the learner. Through pedagogy we can examine what

the teacher does to inform, to stimulate and to activate the learner in ways which build the bridge between the learner and what he is learning.

In this case, teaching is an art because it calls for inventiveness, ingenuity, and originality in response to unpredictable situations. It is also a science because it derives from an increasingly precise understanding of how children learn and how the technology, procedures and research developed and tested by the profession help the learning process.

Thus the professionalizing of teacher training calls for three types of curricula for the preparation and career development of teachers within the teaching profession viz:

(i) The Professional Curriculum whose primary objectives should be:

- (1) to provide an opportunity for the majority of the untrained teachers already in service to secure the minimum professional education which is essential to teach effectively in primary or secondary schools. In-service courses should be organized for such teachers to ensure that they have some basic professional education.
- (2) to provide teacher trainees with the immediately needed professional education essential for a successful teaching career. Teacher training programmes should give more emphasis on principles of education, philosophy and sociology of education, educational psychology; learning theories, use of technology in education; curriculum development, assessment and evaluation, teaching methods, the necessary academic subjects. etc.
- (3) to provide an opportunity for the ambitious teachers to obtain professional as well as academic work that might help teachers ladder towards advanced certificates, diplomas or degrees and to positions with increased responsibilities such as being appointed head-masters of schools; school inspectors supervisors, or district education officers. Many teachers being appointed to head institutions get no training other than the one they had at a training institution when they first trained as teachers. In this regard, professional curriculum should be a major component of initial teacher training programmes.

(ii) The Co-operative Curriculum

Teacher training institutions should develop a co-operative curriculum for the untrained primary and secondary school teachers which can be implemented by correspondence or using distance teaching methods and techniques. Essentially, the course content of the co-operative curriculum

may not be different from the professional curriculum. Rather, the methods, approach and target group differ.

The co-operative curriculum is designed for the untrained primary and secondary school teachers who may not have a chance of training full-time in an institution for a long time, but will continue to teach for some years. The co-operative curriculum emphasizes on-the-job training for the untrained teachers with the help and assistance of heads of departments or schools; and other trained teachers in the schools. Emphasis is on co-operation in the professional education of the untrained teacher between teacher training institutions and the trained serving teachers on the one hand; and the recipient (the untrained teacher) on the other.

(iii) Administrative Curriculum

The primary objectives of this curriculum should be to provide to teacher trainees and skills in decision-making, class management, running a school, administration, supervision and student assessment and evaluation. In addition the administrative curriculum should provide an opportunity for the outstanding teachers in service to work towards positions of greater responsibility such as belowing school inspectors, examination officers, education administrators, supervisors, headteachers and headmasters. Experience has shown that very little is done during initial teacher training and during in-service courses to prepare teachers for administrative and increased responsibilities. It is always assumed that a good teacher will also become a good administrator. It is however true to say that very good and excellent teachers do not retire from the classroom - teaching. They retire from positions of responsibilities as heads of schools or institutions, inspectors, examination officers, administrators, decision-makers; or simply quit teaching for better pastures. The better one is as a teacher, the less the chances of retiring at the end of a career with a piece of chalk in one's hand.

B. Selection for Access to the Teaching Profession

There are a lot of differences amongst African countries on how teacher training is undertaken in various countries, the selection and recruitment of teachers, initial and in-service, training programmes and the criteria for selecting trainees to teacher training institutions. ^{7/} It seems in most cases, selection is done by a central body under the auspices of the Ministry of Education, and not by the teacher training

^{7/} ECA - Trends and Issues in African Education: Education Monograph No. 7 focus on Educational Developments, Structural Changes and Reforms and Curriculum Development in Sixteen African Countries, UNECA, Addis Ababa, December 1989.

institutions directly. There is also disparity as to who goes for teacher training i.e. the junior secondary school leaver (two or three years of secondary education) or the full secondary school leaver having passed the secondary school examinations.

What appears prevalent, however, is that those who go for primary teacher training are the second best students who were not selected to go for further studies. Also those who go for a teaching diploma were unlucky to proceed to degree courses in their respective countries. It is hard to prescribe a remedy for this hard fact for selecting trainees into the teaching profession on the basis of second-best performance. This does not help to raise the status of teachers. It tends to reinforce the argument that those who were very good at school, academically, could not become primary school teachers or even junior secondary school teachers. The best are destined for secondary school teaching as graduate teachers or lecturers in higher institutions. To professionalize teaching the selection procedures for primary and secondary school teaching will have to change drastically. It may necessitate major educational policy reforms and a change in the structure of the education system.

C. Changes in the Initial Period of Training

Initial teacher training varies from crash programmes of six months to full training course of three to five years of bachelors degree courses. Teachers have been trained on crash programme for six months on the promise that they would return to take full training programmes for a year or two. But very few such crash-trained teachers have returned to colleges to complete the courses.

Primary school teachers in Africa are a mixture of all shades of qualifications.

First, there are the unqualified ones both primary and secondary school leavers thrown into the teaching profession to train on-the-job what others did in two or three years. They, too, are called teachers. Second, there are those trained on crash programmes, three, six, nine or twelve months. They are also teachers. Third, there are those trained for varying training periods from two to five years i.e primary or secondary school leavers, university diplomates and graduates.

Little can be expected in the improvement to taching unless there are changes to the initial period of training. Governments should fix a period of training and that any one who has not met this minimum period is not called a teacher. They could be given such names as student teacher, teaching assistants or auxilliary teachers so that they are urged upon to undertake a full training teacher's course. This designation will also have an effect on the self development of those in the teaching profession to strive for further qualifications.

In-service programmes for teachers should be a necessary complement to the initial teacher training. Indeed to enhance the success of

educational innovations, in-service courses should be an integral part of the teaching profession. These in-service programmes should center for all those engaged in education: decision makers, administrators, experienced teachers as well as the inexperienced and untrained teachers. Often curricula changes and educational innovations consequent upon technological or social changes require changes in the learning processes and thus in the methods and techniques used by teachers. To this end, in-service programmes are a necessary condition in enhancing the success of an innovation.

D. Changes in Government Policies Towards Teachers and the Teaching Profession

The advent of technology and social changes have greatly altered the role of teachers who are now involved in a whole range of activities - social, national development, educational, political, community etc. Yet with such changed roles, government policies on the training, recruitment, conditions of service and the status of teachers, remain almost what they were two decades ago.

New policies are needed in respect of course content for teacher training; selection of teacher trainees; recruitment and conditions of service, promotions, teacher salaries, social welfare, licensure and standards and duration of training.

E. Research and Self-Development

Primary school teachers appear least oriented towards self-study, self development, and engaging in some activities which for want of a better word, may be called research activities. Primary school teachers know a lot about child growth; how children learn, the problems of adolescents; and about motivating the learner's. This knowledge however, is never recorded or used for exchange of experiences during in-service courses. It is suggested that primary school teachers should be encouraged to record their experiences for the benefit of other teachers. And those who do very well should be encouraged and rewarded by way of promotion or salary increase, or simply sent for further studies to sharpen their knowledge and skills in what they are doing.

What is being advocated here is not academic penmanship comparable to university research. Rather it is a record of experiences by primary school teachers which calls for some research activities at that level designed to enhance the professional growth of teachers and their self-development.

F. The Training of Teacher Trainers (Training Teacher Training Staff)

Teacher education cannot be expected to improve unless steps are taken to improve the knowledge and skills of those who are training teachers i.e. the teacher trainers or tutors. Most staff engaged in teaching will have had their education at colleges, institutes of education

or at a university in a faculty of education. In many of these cases, the persons undertaking such studies have focused attention on some aspects of education rather than teacher training methodologies and techniques - i.e. how to train teachers.

Teacher trainers often find themselves out of the mainstream of educational developments and with few opportunities for career mobility. Yet as Dove pointed out, "the preparation and professional enrichment of teacher trainers at all levels is one of the potentially most powerful ways of introducing innovations in school teaching and should not continue to be neglected"^{8/} It is therefore to be emphasized that the training of trainers for employment in teacher training institutions should be given top priority if improvement is to be made to the quality of teaching in schools.

IV. Towards the Professionalization of Teaching

In this paper, while an attempt is not being made to give a precise definition of the term "professionalization", efforts are made to refer to two related but distinct usage of the term. The first of this usage refers to what Myers calls "teacher power" i.e. the pressure by teachers and their teachers associations or unions for better pay, conditions of service, working environments and promotion prospects or simply collective bargaining for improving the teaching service.^{9/} The second refers to the process of professional development whereby teachers as individuals improve their competencies i.e. knowledge, skills and attitudes and as a consequence the teaching profession in general and as a whole improves in quality. Quality here refers to the improvements in the way teachers teach i.e. their improved ability to use various methods and techniques in teaching to achieve the desired learning.

This paper is concerned with the second meaning of the term "professionalization" and the relationship of the professional development with improved professional status. In essence, however, the two usages cannot be divorced from each other particularly when account is taken of the long-standing debate about teaching, as to whether teachers are

^{8/} Linda Dove - Teachers and Teacher Education in Developing Countries, Croom Helm, London, 1986 P. 227.

^{9/} Donald Myers - Teacher Power - Professionalization and Collective Bargaining, Lexington Books, Lexington, Massachusetts, 1973.

professionals or semi-professionals. It is always argued that professionals are customarily characterised as "knowledgeable, expert, prestigious, prosperous and autonomous"^{10/}

In as far as it is known, teachers do not normally match all these requirements, particularly as regards their inadequate body of knowledge on which to base their teaching activities; their lack of a professional code of conduct and professional attitudes; their failure to establish proper professional organizations and their insufficient social prestige.

In spite of these short-comings, it has become necessary to professionalize teaching because teaching is "a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge". It is to be emphasized that "the status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of the aims and objectives of education."^{11/}

Yet as far as it is known, it is absolutely important to examine some of these characteristics if teaching is to be professionalized.

Professionalization of teaching entails that a larger number of teachers, in effect, the majority, should be in a position to draw upon a scientific body of knowledge rather than drawing upon their own intuition when teaching in a classroom. For teachers to be professionals, they should have knowledge and skills which laymen do not possess because professional practice rests upon some branch of knowledge to which members of that profession are privy by virtue of long study and by initiation, tutelage and apprenticeship under experienced members of the profession.

If teaching is to be accepted as a profession, and teachers respected as professionals, they should possess a scientific body of knowledge and should have attended training programmes for at least four or five years to learn and acquire this body of knowledge; and should have

^{10/} Susan Balloch in the OECD General Report on the Teacher and the Educational Change: A New Role - OECD, Paris 1974.

^{11/} UNESCO - Special Intergovernmental Conference on Teachers, Paris, 1966)

undergone some internship or apprenticeship (known in this case as teaching practice) during which time this body of knowledge is applied. Unfortunately for the teaching profession, many primary school teachers do not possess this body of knowledge. They do not have high academic records and in addition, they are under-trained or untrained. Some of them are primary school leavers themselves or have just completed secondary education without any training. With such members in the teaching field, it becomes hard to consider such undertrained and unqualified people as professionals.

It is therefore to be emphasized that professionalization of teaching will not be achieved until teachers complete at least four/five years of teacher education and at least a year of internship in the classroom or six to nine months of teaching practice. Short intermittent courses in teaching, do not qualify any one to be labelled a professional.

Secondly, professionalization of teaching will not be advanced until teachers play a major role in all stages of curriculum planning, development and evaluation; and until teachers take active part in determining the courses and programmes required at teacher training institutions and in the schools to ensure the right preparation for teaching. Teachers should be involved in curriculum development and evaluation, in the preparation of institutional materials and in selecting appropriate teaching strategies to achieve the educational goals which will have been set. More important is the role teachers should play in the examinations and assessment of their pupils if the quality of teaching and learning in schools are to be improved. Professionalization of teaching calls for an enhanced rôle for teachers in curriculum development, assessment and evaluation of pupils. After all, they know their clients (pupils) better than anyone else.

Thirdly, professionalization of teaching calls for teachers to gain considerably in income, power and prestige, all of which are complementary. Income normally brings power, and power often increases income. Similarly, income and power normally results in a higher prestige ranking. Unfortunately, teachers are poorly paid or rewarded; and even university academics, scholars and lecturers are not as well paid as those professionals in other fields such as finance, banking and law. Many societies are not willing to see teachers better paid for various reasons. As a result, the calibre of students or trainees joining teaching and teacher training tends to be lower than those entering other professions. University teaching carries with it status and prestige, even if there is less money, (which is not the case with primary school teaching); and as such it attracts high calibre recruits. Unless there is a change in the calibre of trainees joining the teaching profession and less use is made of the untrained and undertrained teachers, it will not be possible to change the status and prestige of teachers; as well as a change in the remuneration paid to teachers.

Fourthly, professionalization of teaching calls for teachers to be free to govern their own profession without interference from citizens,

parents, community, politicians and Ministry and government officials. The tendency now is to allow anyone, so long as that person has a voice to teach children irrespective of the damage caused. Teachers are not consulted for the recruitment of untrained teachers, nor can they stop the half-baked teachers from destroying the growth of pupils through bad teaching. Because of the influx of untrained and under-trained teachers in schools, teaching at primary school level lacks the required characteristics of a profession. Therefore the cause for professionalizing teaching will not be advanced until teachers belong to a united teachers' union or association which has a major say in the selection of teachers, conditions of service and code of conduct for the teaching profession.

More important, professionalization of teaching requires that teachers in the field should evaluate their fellow teachers and such information should be used for decision making. They should be able to develop their own in-service training programmes, and should be in a position to understand the need and necessity for theory and research in education.

Lastly it should be emphasized that teacher professionalization will not be advanced and realized until organizational structures of the teaching profession, the roles and responsibilities for each structure have been established with clearly defined communication channels, and that the teachers work together in an effort to improve the quality of teaching in schools. Also they should be accorded the responsibility to determine the standards of education and training, either through boards, associations or committees; and they should have a say in the selection and recruitment of teachers and that their remunerations are commensurate with their qualifications and training. A lot is expected of teachers, whether we acknowledge of them as professionals or non-professionals. Therefore, all efforts should be made towards professionalizing teaching through research and further study.

V. Policy Implications for Teacher Education and Training

The increasing complexity of teaching tasks is more than a product of the growth of knowledge and social demand for education. It is fundamentally a consequence of the changing socio-economic and socio-political position of both formal and non-formal education and their vital role in social development. There is no doubt that education plays a major role in socializing individuals and in the reproduction of the dominant cultural patterns of society. Also through its selective mechanisms i.e examinations and paper qualifications, education can impede or encourage the mobility of individuals from one social group to another, and to produce the social and political hierarchy prevalent in society.

True indeed that teachers are often caught between two major forces: one which calls for them to support the status quo, and the other which calls for a radical liberalization of educational institutions and practices. These forces have serious implications for teacher education and training; and in turn for professionalizing teaching.

The first policy implication, relates to the social origins of teachers. Most primary school teachers are from peasant families, subsistence farmers, illiterate parents, poor and deprived parents, or the less fortunate school leavers. Even in urban areas, primary school teachers are from the less better off parents. Also most secondary school teachers who are not graduates will be from parents of humble origins and not from the meritocracy or middle/high class. More prevalent as regards the origins of teachers, is that those who are channelled into teaching are those who will not have done well at school. Their academic records will not be very high. Unless there is a deliberate policy to change the requirements for entry into teaching either raising the academic requirements for trainees to enter college; and that incentives are introduced into teaching to attract high calibre students, little can be done to improve the status quo of the teaching profession.

Secondly, teacher education should encourage teachers to develop towards personal, emotional and cognitive maturity; and should assist them to understand and to evaluate their own impact on the child's whole learning environment. The implications for teacher education and training policies would be that trainee teachers should be selected for their psychological maturity or their potential to mature without serious problems while in training. Maturity can be observed amongst those who work as pupil teachers or untrained teachers prior to joining training institutions, and through observations of the untrained teachers in their interest of child growth. In essence then, since the process of both the pupils' and teacher's personal and intellectual development is potentially without end, it is necessary to turn current education into one of a teacher's regular commitment and link it closely to educational research so that teachers are in a better position to follow and understand child growth.

Thirdly, because of the fast social and technological changes taking place in Africa, teacher education should help teachers to become more responsive to the demands of the social, economic and political environment in which they work. Teacher training curricula should therefore include elements of community and social welfare skills, leadership skills; social participation and national development activities, as well as decision-making and management skills. Indeed, teachers are so much a part of the conventional fabric of their societies that they cannot develop professional expertise, knowledge and attitudes, individualized student/teacher relationships and a willingness to enhance their own development without prior changes in the environment in which they and their learners are expected to work. This means that the social and political functions of education should be modified so that teachers can concentrate on developing expertise in the management of learning. So far, the teachers role in social and political activities has greatly expanded so that he has no time to concentrate on the management of learning.

Fourthly, it is important in this last section of the paper to highlight some of the major issues raised in this paper to focus on the

kind of policy needed on teachers and teacher training. These issues are addressed to all those concerned with education, and teaching itself i.e. policy makers, administrators, educators and education officers, government officials, educational planners and curriculum planners and developmental policy makers and implementers. These are proposals or suggestions rather than prescriptions because the unique context in each country warrants a precise formulation of policy appropriate to that country. In this regard, four such major issues need highlighting for developmental policy making regarding teaching viz: financing teacher education and training; career development within the teaching profession; administrative and professional support for teachers; and teacher education and training. Policy proposals in respect of these have been formulated toward the goal of improving the competence and professionalism of teachers, particularly at primary and secondary levels.

While there may be nothing new in these proposals, our justification for restating these proposals stems from the fact that progress, while existent, is too slow in such a vital area as teacher education and training. There is urgent need for political will and commitment to improving teacher education and training if the quality of education is to be improved. Secondly, the time is propitious for serious policy study and for action because there is not just a national but global concern with the efficiency of education systems during such a period of socio-economic crisis in Africa. Efficiency implies a number of things - cost containment; optimal utilization of resources (human, financial and material), improvement of educational management; improved completion and pass rates; better quality outputs of school leavers etc. This also calls for reforms in school curricula and a change in the learning - teaching process employing better methods, techniques and strategies.

(a) Financing of Teacher Education

In many African countries, the financing of education does not command the same high priority as defence, agriculture, industry or transportation; and the proportion for teacher education is a mere fraction. But as the truism goes, "we only get what we pay for". And therefore it is a contradiction for governments to bemoan the low calibre of teachers whilst withholding the low salaries and poor conditions of service for teachers which would attract highly motivated and high achieving recruits into the teaching service. It is therefore being proposed as an imperative necessity that governments should make good the conditions of service for teachers and should have better salaries to attract teacher recruits of high calibre.

(b) Career Development for Teachers

Cost implications make governments reluctant to develop better career opportunities for educational personnel and teachers. This reluctance has serious implications for implementing in-service up-grading programmes and professional development. Many good teachers leave the service because they see no career prospects and promotional opportunities, let alone, professional upgrading within the service. Within the teaching service

itself, there is evidence of discrimination against females for promotion and leadership positions in education. In both cases, (males and females) upgrading should not necessarily bring the right to automatic promotion. Promotion should be tied to good performance, i.e. as a reward of good teaching and not just good academic qualifications.

In any case, policy reforms for the adjustment of teachers salaries, conditions of service, promotions, career development, realignment of the teaching service with other government services in terms of salaries and conditions of service often appear easy to make and pronounce but not easy to work out and implement, because of serious financial implications. This should not deter us from establishing well defined structures for career development within the teaching profession and giving priority for the promotion of female teachers.

(c) Administrative and Professional Support

Teachers need both administrative and professional support in the form of better working conditions, instructional materials and equipment; good channels of communication; less bureaucratic procedures, and administrative support services of non-teaching staff. Many primary school teachers do not have pupils or teachers' textbooks, let alone a staff room where to sit and prepare their lessons or mark pupils' work. Heads of schools, in some cases, are no better trained than the teachers whom they are supervising; and as such they cannot give any professional advice or guidance to their teaching staff; nor can they supervise teaching activities properly.

Governments may need to pronounce policies regarding administrative and professional support for teachers and on the most efficient ways of supply distribution of educational materials, textbooks, and equipment to schools. Teachers cannot be expected to become better professionals if such support is not there and where bureaucratic procedures stand in the way of efficient school management.

(d) Teacher Education and Training

The quality of teacher training in many African countries is still very low; partly because of the selection procedures and the level of entry requirements for those going into teacher training; partly because of the quality of teacher trainers (the training staff of institutions; but more so because of the curriculum pursued by training institutions which fails to equip teachers with the right knowledge, skills and attitudes.

What is very obvious is that the recruitment and training of teacher trainers, though important is a neglected area of policy. Teacher trainers in universities or schools of education, tend to lack prestige relative to other academics. Those engaged in non-graduate teacher training are assumed to be inferior to those undergraduate prospective teachers or

graduate teachers. Careers in teacher training in general tend to lead nowhere else. Often recruitment policies do not ensure that high calibre academics are selected to train teachers; nor do policies allow for mobility of trainees to move to other assignments; nor engage in developmental research in pedagogy to better understand the methods, techniques and strategies for training teachers.

The training of teacher trainers should therefore become a top priority covering not just initial orientation in teaching, but professional development and contact with curriculum developers, examination experts, classroom teachers and pupils as well as producers of school materials, textbooks and equipment. The recruitment of high calibre, and good academic standing of teacher trainers together with the provision of training of trainers would undoubtedly unleash beneficial multiplier effect for improving the quality of teacher education and training, and more so the quality of teaching in the schools.

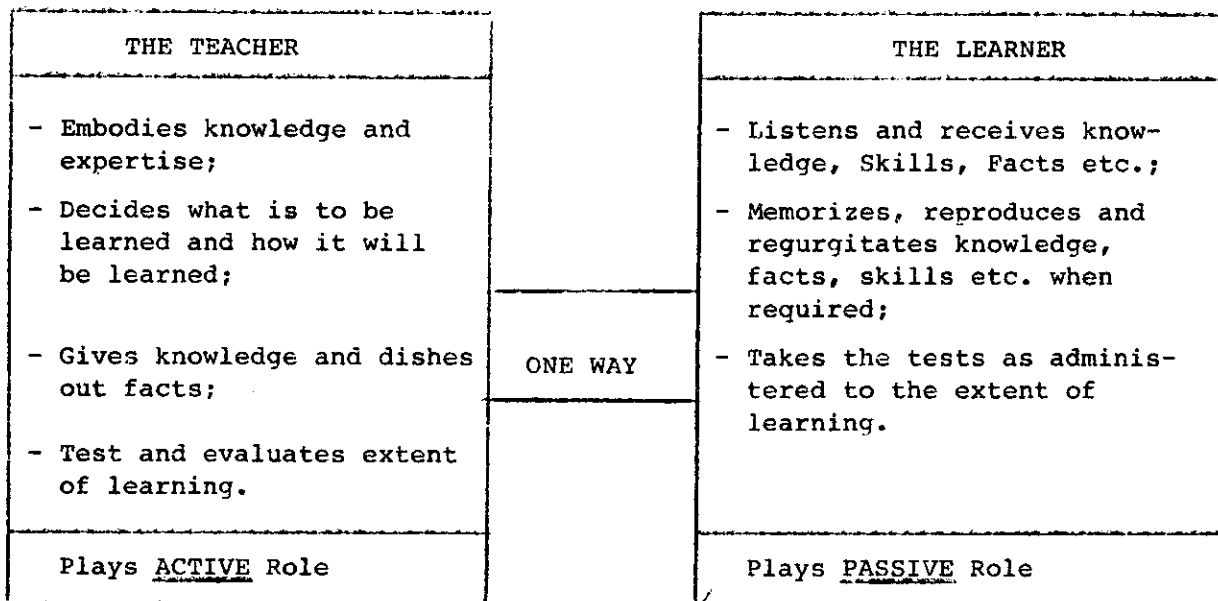
Conclusion

This paper does not claim to have come up with new prescriptions in the reform of teacher education and training. Many of the issues have been re-stated because they constitute an imperative necessity for immediate action and attention. The point which has been greatly emphasized is the urgency with which these policy proposals must be attended to. Some of the proposals put forward require the country's political will and commitment to change the teaching profession, its status quo, and the structure of the teaching profession. Others have serious financial implications. But even these can be attended to if the commitment is there considering the amount of money spent on other government activities by African states such as defence, public functions and celebrations etc. Other proposals, made in this paper such as those on research and evaluation studies and in areas (such as pedagogy) where knowledge is lacking, are neither very costly undertaking nor controversial. These require conviction, determination, vision, good planning and management of education.

What is needed therefore is not more polemics about professionalization of teaching but a political will and commitment to improve teacher education and training by providing the necessary condiments as discussed in the paper that will change the quality of education for the better.

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Annex IThe Teacher-Learner Relationship in the Learning Process(a) The Traditional View: The Teaching-Learning Process(b) The Humanistic View: The Learning-Teaching Process