

## **Teaching as a Noble Work: Why People Join the Teaching Profession? A Case Study of Undergraduate Students in Education Programme at Mwenge Catholic University in Tanzania**

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### **Abstract**

Teachers' education is referred to as a formal organized professional training whereby the people joining it are expected to engage in the art and science of teaching. To many people it is assumed to be the foundation and basis for all the other occupations existing in the world. Given its due significant the teaching profession has been continuously attracting the large number of people who wants to be members and serve as teachers. The study considered the teaching profession as the Noble and precious work. The author in this study therefore sought to find out the factors which attract people to join the teaching profession and their expectations. In addition the study found out the perceptions of the teacher trainees in the undergraduate education programme in Mwenge Catholic University (MWECAU) in order to get the actual informed reasons. The researcher in this study considered Mwenge Catholic University as a sample whereby 500 undergraduate teacher trainees participated in the study by responding to the questionnaire and focus group discussions. The data was analyzed by descriptive statistics and the findings were summarized into frequencies and percentages. The study found that there were many attractive factors causing people to join the teaching profession such as easy way of getting job, self identity, need for sharing knowledge, and bridge to other occupations, gaining respect from the community among others. The study concluded that there should be special efforts for improving the status of teachers in order to maintain the teaching profession at its higher levels of reputation as expected.

**Key words:** Noble work, Profession, Teaching, Vocation.

## **1. Introduction**

The teaching profession continued to be a complex field as the population demands and changing needs of the evolving world. The role of the teachers has continued to be an inspiring one that calls for more serving than employment for salary and wages. The teaching profession roles has not been only that of transferring knowledge, skills, values and attitudes but also shaping the individuals to fit the world that is changing socially, politically, economically and technologically. The education processes have been also adjusted from time to time to take care of this dynamism behavior while different schools of thought posing their views about how the world should operate regarding professionalism.

The teaching force has been influenced by many factors among them being poor housing, lack of in-service teachers' education, low salary, changing syllabus contents, shortage of teaching and learning materials among others. The Tanzania Education and Training Policy (1995) and its revision in 2014 both emphasize the need for improving the teacher training programme to match with the needs of millennium goals objectives. Teachers have been found to have a profound responsibility of preparing people for other professions such as lawyers, doctors, leaders, physicians, engineers among others. Teaching is seen to be a priceless profession that could inspire many people in the society and thus makes a motivation aspect in their part as their roles gives them respect.

In teaching the profession the occupational depends on the value that the public accords to it, the level of skills and other competences and the role of the teacher in instilling intellectual confidence in their learners. The teachers have to develop the dynamic teaching experiences in order to be up-to- date and to enhance their goals to facilitate learning. The knowledge of the teacher influence the tools, methods and technology employed in teaching.

Komba and Nkumbi (2008) on teacher professional development in Tanzania perceptions and practices suggests that the teachers potentials should match with the growth of science and technology whereby they should be able to improve their teaching confidence and make their learners more creative for meeting the day to day teaching and learning challenges in their lives. However, the teachers should take initiatives to demonstrate the best of their knowledge to the teaching performance in order to produce good learning outputs from their graduates.

Haki Elimu (2011) in their report on teachers qualifications, motivation and commitment to teaching and their implications on quality of education found that among the major factors which motivates people to join the teaching profession are the interest and desire to help others, the interest to work with children or teenagers and the need to fit their personalities to the community moral appreciation. The study however, found that the teachers' commitment influences their performance and satisfaction in the teaching profession. The role of the teachers here remained that of sharing the knowledge and skills with the learners and influence other peoples' behaviors either temporarily or permanently thus to bring personal development of an individual which in turn influences the nation development when the knowledge and skills are well mobilized. The study rather found that, some other reasons to why people willingly joins the teaching profession it is because they wanted to secure employment easily and some of them acknowledged that they joined teaching profession accidentally. Therefore there is still a need to investigate the attractive drives that make people attracted to the teaching profession and their expectations towards joining the teaching job.

UNESCO (1998) in the world teachers education and teaching report in a changing world pointed out that, the teachers' status is highly affected by the level of salary whereby, those who works with the public are less paid as compared to those in other occupations with similar or even less training. The report shown that, the teaching profession was still attracting many secondary and higher education because of the high demand of human resources needed to meet increasing needs of the work force in the education sector of many countries. On the other hand, Graham (2015) in the UNESCO publication on the professional voice "teaching" found that, the school and the university graduates are attracted to the teaching profession because of the low entry qualification set for joining this category of work. The findings here shows that, the teaching profession enrolls students with relative less minimum grade point average (GPA) as compared to other field that is why its prospects continue to increase at the same time cementing the peoples' negative attitudes towards those who joining teaching. This reports and findings shows that there is still a need to assess the teachers' status and the teaching profession, however there is no strategies set for improving the teaching professional challenges undermining the teachers working in the public sector.

Teachers are always considered as the most significant factor in determining the quality of education in any particular country. The 2030 Sustainable Development Goals agenda assumes that, for a country to achieve quality education for the sustainable development, the teaching profession has to be strengthened and the deliberate efforts to improve the life of its workforce has to be in place.

Nnokam and Sule (2017) in their study on teachers' education and sustainable development goals in Nigeria found that in order to achieve sustainable development the improvement of teachers' service must be considered to be highly of significance. The study points out that there is need to develop the teaching profession taskforce adequately to make sure that the education sector is succeeding. Therefore, the teachers' education should be a priority in order to achieve sustainable development socially, economically, politically and morally.

TWAVEZA (2016) on the study of Kenyans' views on the teaching profession and teachers found that, the teaching professions serve as a foundation for national development and that the teachers should be given a due respect by the community. The study also pointed out that, the in-service teachers should feel proud of their contributions to the knowledge, skills, values and attitudes that they share to shape others and develop the rest of the professions including mentoring the future teacher trainees to join the teaching profession. The study found that 76% of the participants believed that, teachers' salaries increment could serve as a strategy for motivating teachers. These are among the factors that can attract more people to join the teaching force and improves the teaching and teachers' status.

UNESCO (2015) on the study on right to education and the teaching profession, an overview of the measures supporting the rights, status and working conditions of the teaching profession found that, many countries have developed the efforts to improve the teaching professional status. The report shows that, many countries throughout the world initiated the mechanisms for strengthening the teaching profession status through improving the teachers' salaries, incentives and career development support. One of the strategies was to improve the quality of the teacher education through innovative teachers' professional development and follow up mechanism to ensure teachers qualifications and quality. The study showed that there were still some challenges related to the teachers and the teaching profession and thus called upon all countries to revise the teaching conditions and improving the school equipments, infrastructures and the

support for the teachers. Therefore, the researcher in this study sought to find out the views and perceptions of the teacher trainees towards the teaching profession and the teaching work in general focusing on the factors attracting more secondary and university students towards joining the teaching force as a noble work. What real attracts them? What are their expectations towards the teaching profession? And many more questions related to the teaching profession status in Tanzania.

## **2. Statement of the Problem**

The teaching professionalism has continuously gaining popularity but to some extent inadequately maintaining its value. The role of teachers has remained significant but the community perceptions toward the profession have declined significantly.

The Tanzania Education and Training Policy 2014 states clearly that the aim of teacher training programmes at all levels should address the quality of teaching workforce in order to influence the achievement of the national goals and development of the nation. This includes addressing the challenges facing teachers such as teaching environment, remuneration, provision of teaching and learning materials, improving teachers' skills and knowledge among others (TETP, 2014).

Mosha (2017) in the study on the challenges of teacher education in Tanzania found that teacher training programmes at all levels emphasize on the teaching knowledge and methodologies but they still need to develop the in-service teacher educational programmes in order to enhance the knowledge and skills for those teachers' who have been in service for the long time. This would improve the capability of the teachers and their teaching performance and in turn to influences the learning outcomes.

Ishumi (2013) in the study on teaching profession and teacher education trends and challenges in the 21<sup>st</sup> century points out that teaching is among the oldest professions in the world that attracts many people to join it however, there have been a number of problems facing the teachers especially in the developing countries. The study by Hyes and Hegarthy (2015) on why teaching is not a profession and how it might be one they argued that, although teaching as a vocation has been attracting people the status of teachers have continued to decline as compared to the workers from the other professions as a result, its members do not get the profession respect and fringe benefits like who are in other professions such as medical doctors, lawyers, physicians, engineers among others. The work force in other professions are well motivated by some

incentives such as free housing, regular seminars and workshops training, conducive and well facilitates working environment, transport facilities, outreach programs and on call allowances and extra duty allowances. The teachers have being doing the important tasks of teaching and training people who becomes qualified to join different professions that are considered important but the teachers themselves have remained perceived as the poor, volunteer workers, less qualified work category with poor working conditions, poorly facilitated, low salary scales and to some extent not given a due recognition as professional.

Another study by Shagrir (2013) on the factors affecting professional characteristics of teacher educators in Israel and USA found that, to the higher extent teachers' informal characteristics such as their unfair relationship with students for example sexual affairs, corruptions and poor punishment administration have affected their professional practices and make the communities to disrespect the teachers and their professional inputs. From the reviewed studies above and the theories governing professional characters, the researcher shows interest to conduct an investigation on why people join teaching profession regardless of the many challenges facing it. The researcher in this study also sought to identify the perceptions of the undergraduate teacher trainees towards teaching as a Noble work that is geared towards liberating individuals mind and preparing them to work for the national development.

### **3. Research Questions**

1. To what extent do the teaching profession attracts university prospects to join it?
2. What are the expectations of the undergraduate teacher trainees towards the profession?
3. What are the perceptions of undergraduate teacher trainees toward the teaching profession they are pursuing?
4. What measures can be taken to improve the teaching profession status in Tanzania?

### **4. Significance of the Study**

The findings of the study are expected to bring light to the public on the role and the factors attracting people to the teaching profession. The findings on the perceptions of the teacher trainees towards the teaching as a profession and some challenges facing the teaching profession

will help to provide basis for decisions on the improvement of the teacher status in the country. The findings of this study are aimed at creating awareness to the teaching profession prospects that, the profession they want to join is a Noble gift that should not be used as bridge to reach somewhere else that they may wish to be but should be respected as the other professions. The findings of this study should serve as tools for reference to the researchers that wishes to carry out research studies related to the teaching profession or the teachers status thus add in the body of knowledge

## **5. Theoretical Framework**

Max Webber theory on professionalism and bureaucracy emphasize the interrelatedness of the different occupations and professional fields which is the most important aspect for an operating system of a country as cited by Ritzer (1975). The concept of professional hierarchy is clearly explaining that each profession is specialized to perform a particular role for the whole context to get meaning. On teaching profession Max Webber became specific to the point that the workers play a significant role in ensuring that other occupations are created and maintained in standards relevant for achieving a set of goals.

Hargreaves (2000) on the four ages of professionalism and learning emphasize the role of professional teachers' characteristics but also the instance changes in the societies that call for the changes in the teaching profession. The argument here is that the teachers are outgoing professionals whose their roles are in continuous change as a result they are in position to help their learners to be dynamic in their competencies. Stenhouse (1975) analysis of teaching professionalism establishes that the changing society leads to changing teaching profession needs as a result affect the professional status of the teachers. In his Analysis the definition of the teaching professionalism reflects the emphasis on the prestige and status of the teacher thus uplifting the teaching profession to a high element of necessity in any particular country. The view of teacher profession was highly amplified to be a distinct category of profession work that not every person can join it.

The investment to the teaching profession depends on the need of the country at a particular time. This has an implication to the nature and behavior of the teachers trained at different times

in a nation whereby they all show some similarity in their performance but differ in their motivations and attitudes towards teaching profession. For example teachers who were trained in content based curriculum might show a clear difference between them and those who their pre-service teacher training curriculum based on the learner centered pedagogy. Therefore the attractions towards the teaching profession might be caused by many factors such as the teachers' commitment to work, practicing teachers' attitudes, values, skills and the professional knowledge. Hattie (2009) points out that the quality of teacher has a great influence on the learners learning behavior and their responses towards the teaching profession. This implies that the teachers quality of work and job practices can attract their students to like or dislike to join the teaching profession in future. Therefore many theories addressing the concept of professionalism and specifically teaching professionalism strongly advocate the role of teachers in the development of the nation in terms of their contribution to knowledge, skills and values for other professional occupations. The theories also demonstrated various factors which make people to be either attracted or hate the teaching profession and thus the reviewed theories provide insights to the researcher in this work to investigate on what attracts people to join it. The theories were not exhaustive and therefore avails the researcher in this study opportunity for investigation and keeping an eye to the current trend in the level of attractions towards teaching profession.

## **6. Methodology**

The study employed a case study design and cross sectional survey design whereby the study details focused on a single institution that offers both the Pre-service and the in-service teacher training programmes for science and Art teachers at the degree level. The target population for the study was 3,500 undergraduate students in the education program at Mwenge Catholic University. A sample of 500 students was selected from the Science and Art courses. The instruments for data collection included questionnaire and focus group discussions to collect data from teacher trainees. The quantitative data obtained was analyzed through descriptive statistics into frequencies and percentages while the qualitative data was organized into themes and presented through text, narratives and quotes.

## **7. Findings and Discussion**

The extent teaching profession attracts university prospects to join it. The researcher in this study sought to find out the extent to which the teaching profession attracts the university prospects to join it regardless of the many challenges that are facing its work force. The data on the university students' expectations were collected and summarized in the Table 1.

**Table 1. Show Expectations of the Undergraduate Teacher Trainees towards the Teaching Profession**

Teacher Trainees Expectations	Frequency	Percentage
Expects to get loans to support their studies in education programme	487	97.4
To be employed directly by private and government sectors after college and university education	457	91.4
To share their knowledge and skills with students	280	56
To get respect from their communities as some among of good teachers	491	98.2
To get permanent job security	469	93.8
Love others as some of the teachers accorded to their students	204	40.8
To be lifelong learners	103	20.6
To be source of other professions such as doctors, lawyers, etc.	435	87
To have a good living standard and meet their basic needs	432	86.4

The findings from the study show that, 98.2% of all the teacher trainee participated in the study expected to be respected by their community members as among of their good teachers while 97.4% joined the teaching profession because they expected to get access to loan provided by the government to the priority programmes including education. This implies that majority of the teacher trainees joined the program because the education programme provides opportunity to its

prospective candidates to be supported by the government loan board in terms of tuition fee and sustaining costs. The finding also show that 93.8% of teacher trainees expected to get permanent job security when they will be employed as teachers by the government while 91.4% expected to be employed directly by the private and government institutions after completing the college and university studies. They believed that teachers can fit themselves in many places in either the government or private sectors.

In addition, the findings indicate that 87% expected to be a source of other professions such as doctors, lawyers, and others. This shows that the teacher trainees appreciates the role played by teachers in the preparation and molding people to join the other important professions and fields whose their existence creates a balance in the societies. The findings show that 86.4% they expected to have a good living standard and meet their basic needs because they will earn income. On the other hand 56% of the teacher trainees expected to share their knowledge and skills with their future students. This implies that the trainees made sense the power of knowledge sharing as a way of transmitting knowledge and skills from generation to generation to achieve the national goals of education in their country.

The findings also show that 40.8% of the teacher trainees are expected to show their love with others as some of the teachers accorded to their students. This implies that, teachers are role models to their students and they can attract them to join the teaching profession as they believe that it encourages the sense of respect and love to others as a vocation. Only 20.6% expected to be lifelong learners, this indicates that, not many people want to be long life learners but in truth that among is the basic role of the teacher. The teachers always read and update their knowledge and skills and in the real sense, they are expected to be lifelong learners a phenomenon that cannot be avoided in any circumstance.

### **Perceptions of the Undergraduate Teacher Trainees toward the Teaching Profession**

The study sought to find out the perceptions of the undergraduate teacher trainees towards the teaching profession. The data on the perceptions was collected and summarized as shown in the Table 2. The findings reflect the general perceptions towards the teaching profession and its

significance to the growth and development of the country given the changing needs of the society and the roles of the teachers in particular.

**Table 2. Show Perceptions of Undergraduate Teacher Trainees toward the Teaching Profession**

Responses	Frequency	Percent
Low paying job compared to other professions	498	99.6
Less public respect	204	40.8
Profession that workers have poor working conditions	308	61.6
Workers have poor housing or living conditions	398	79.6
Low academic entry qualifications (GPA)	207	41.4
Promotion procedures unclear	304	60.8
As a profession with poor teacher professional development opportunities	469	93.8
Profession that has inadequate materials and facilities for implementation	489	97.8
Profession that needs its employees to have high level of patience	270	54
Teachers do not have time for leisure because they work even at home	443	88.6
CWT is useless in the struggles for teachers' condition improvement	492	98.4

The findings in Table 2 show that 99.6% of the teacher trainees perceive the teaching profession as a low paying job compared to other professions. This implies that although the trainees are pursuing the courses in the programme they are also not happy with the professional remunerations and other payments that the teachers are provided when they compare their

professional job activities and what the teachers receives. The findings show that 98.4% of the teacher trainees are aware that, even the teachers' society is not doing much to improve the teachers' working conditions and status, e.g. the teachers' grades promotions and increments in the government sector were held for several years since 2015 simply because the government was conducting a diligence auditing of its human resources something that was not supposed to affect the teachers' and other civil servants' rights. Generally the teachers feel like they are not considered equally important as other professional fields such as medical doctors, engineers, nurses among others. The results also show that 97.8% of the teacher trainees participated in the study indicated that the teaching profession has inadequate materials and facilities for implementation its activities. This is an implication of fewer budgets accorded to the education sector that cannot support at most the educational needs for effective implementation of the teaching and learning processes. The findings reveal that, there is a need to improve the National budget for education in order to support the provision of instructional materials in schools, improve teachers' salaries, and equipping schools with basic facilities such as laboratory, classrooms, libraries and computers for improving the quality of education.

On the other hand 93.8% of the teacher trainees perceive teaching as having poor teacher professional development opportunities. The finding implies that the teacher trainees feel inferior about the teaching professional development training programmes which in turn lowers their performance in job and limit them from accessing new knowledge and professional skills. This findings are in support of a study by Angelista (2018) on the role of School-Based In-Service Teacher Professional Development which show that teachers need to be encouraged to attend professional development in order update their skills and knowledge for enhancing their job practices. Therefore more opportunities for the teachers' professional advancement should be set in order to adequately address the teachers' needs and performances.

Another finding indicates that 88.6% of teacher trainees perceived that teachers do not have time for leisure because they do official works even at home. This implies that the community perceives the teaching profession as a full time job which requires its employees to work day and night because it is a work demanding than any other profession. The teachers spend time helping their students during the day and take of their extra time to attend less achiever and prepare their

next day lessons. The complexity of teaching and learning process forces the teachers to spend most of their time in thinking how they can prepare and teach best their students and make them perform in their examinations.

The finding is in line with a study by Ishumi (2013) on the study on teaching profession and teacher education trends and challenges in the 21<sup>st</sup> century which found that, the teachers spend most of the time in their life thinking of their job and students than their families and friends. Therefore teachers' support and motivation is mandatory for making them realize the outcomes of their dedication to the service as public servants.

The findings in Table 2 also indicate that 79.6 % of the teacher trainees perceived teaching workers as having the poor housing or living conditions especially in the schools where the housing facility is not available or poorly constructed. This implies that the community perceives teachers as tolerant professionals who bear difficulty living conditions including old houses, insecurity environment, poor social services such as water and electricity poor feeding and refreshments because of the location of their working stations and the little money they earn. The finding concurs with the findings by Mosha (2017) on the challenges of teacher education in Tanzania which also found that the teachers experience living difficulties and less motivated due to how they are treated. The teacher trainees 61.6% responded that the employees in the teaching profession have poor working conditions such as lack of offices, instructional materials for implementing the national curriculum as intended. This implies that there are challenges which are facing teachers in their working stations which hinder them from performing their jobs adequately and thus discourages them from committing themselves to the teaching work.

Findings indicate that 60.8% of the teacher trainees perceived teaching as a field that its promotion procedures are unclear or not followed effectively. This might be the reasons to why some teachers thinking of quitting the teaching career to join other fields that consider promotions as a motivational and retaining strategy for its employees while 54% perceived it as a profession that needs its employees to have high level of patience. This implies the members of the community see the teachers as extra ordinary people who can serve with patience even if they know that they do not get their necessities and thus it is where the teaching can be viewed to be more of a call than a normal profession. The findings however, show that 41.4% perceived the

teaching profession as a field that admits its prospect students with relatively low academic entry qualifications (GPA) as compared to others disciplines such as medicine, law, engineering and others. This might be one of the reasons that attract many students to join it or use it as a bridge to join their interests in future. The findings are in support of Komba and Nkumbi (2008) on teacher professional development in Tanzania whose study found that the teaching profession admits students with less grade point average than other professions in the country. Therefore, there is a need to revisit the entry qualification to the teacher training programmes. The findings show that 40.8% of the teacher trainees perceived teaching as a less public respected job compared to others. Therefore there is a need to increase the minimum entry requirement for joining the teaching profession in order to improve the public image and respect accorded to the teaching profession. Generally the perceptions of the teacher trainees towards the teaching profession was not that positive, but still attracting more enrollments because of the opportunities that are available after one undergoes the training. The teachers can work as the assistant in many other fields because the training equips them with basic social, psychological, philosophical and methodological perspectives that can places them at the centre of the diverse interactive pattern with respect to various fields.

### **Challenges Facing the Teaching Profession**

The study sought to find out challenges facing the teaching profession in Tanzania. The data was collected from five hundred teacher trainees and the findings were summarized and presented in the Table 3 below.

**Table 3. Shows Responses of Teacher Trainees on Challenges Facing the Teaching Profession**

<b>Challenges</b>	<b>Frequency</b>	<b>Percent</b>
Immoral relationships with their students	320	64
Alcoholism and substance abuse	380	76
Absenteeism from job	112	22.4

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Leakage of examinations	289	57.8
Fighting with students or other teachers	103	20.6
Some teachers are incompetent	301	60.2
Inefficiency by some of teachers	105	21
Long service without professional development	447	89.4
Redundancy of some teachers to curriculum changes	125	25
Shortage of teaching and learning resources and materials	490	98

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The findings in Table 3 indicate that 98% of the teacher trainees pointed out that among the many challenges facing the teaching profession in Tanzania was the shortage of teaching and learning resources and materials in schools. The findings imply that, there was a serious shortage of instructional materials required for teachers to teach effectively. This may be the reason that the academic performance in the national examinations but also learning in schools is done more theoretically than practically which in turn affects the students learning outcomes.

Findings from the study also indicate that, 89.4% of the teacher trainees identified that there has been teachers who have been in the stations for a long time and they had never or really attended the in-service professional development programmes. This implies that the inadequate training of in-service teachers subject them to less up-to date knowledge and skills and thus diminishes their teaching performances and readiness to work as teachers, because they do not get the ample time to share their challenges and ideas pertaining to their job experiences. The findings concur with the findings in the study conducted by Shagrir (2013) on the factors affecting professional characteristics of teacher educators which asserts that the teachers require a regular retraining on the professional knowledge, subject matter and the teaching skills in order to match their practices with the current needs of the particular learners and the society in general. Therefore teachers' professional development plays a great role in solving teachers' difficulties in teaching and make teaching and learning process more interesting thus improves students learning.

The study findings also show that, 76% of the teacher trainees responded that some teachers are engaged in some antisocial behaviors such as alcoholism and substance abuse, while 64% responded that some of the teachers were involved in immoral relationships with their students. This finding implies that the teacher professional code of conduct is to some extent violated by some of teachers and this brings the image of teachers' personality to be low.

In addition, 60.2% of teacher trainees participated in the study identified that, some teachers are incompetent and this hinders the effectiveness of learning by students and in turn lowers their understanding of the basic and fundamental concepts. On the other hand 57.8% of the teacher trainees responded that some teachers cause leakage of examinations in school based assessments and national summative examinations which make it difficult to determine the students' learning outcomes.

The findings from the study indicate that, 25% of teacher trainees show their concern on the nature of some teachers to who sometimes show redundancy of to curriculum changes. This result implies that, these teachers continue to teach what they know and not what is supposed to be taught which leads to inconsistencies in what and how the teachers teaches in the classrooms. Therefore through the in-service teacher training programmes the teachers learn from others by sharing and exchange of the experiences.

On the other hand, the findings show that 22.4% of the teacher trainees responded that one of the challenging behavior of some teachers was absenteeism from the job. This shows that those teachers who absent themselves from school discourage their students because the fail to cover their syllabus content and do not have time for doing consultation therefore brings bad image to the teaching profession. This implies that the misbehaving teacher do not attract their students to become teachers in their future. However, 21% of the teacher trainees pointed out that, some of the inefficient teachers misleading their students. Some of the inefficient teachers discourage their students to ask questions or to give their contribution during the teaching and learning process simply because they lack effective methodologies for making their students learn well. Some teacher trainees 20.6% indicated that some teachers fight with students or other teachers. The findings are in support of a study by Anangisye (2006) on educating teachers; the ethical dimension of teacher professionals in Tanzania which clearly asserts that the teachers'

responsibilities and actions must follow the ethical conducts and adhere to the public servants regulations. This also might be one of the reasons to why some school students and members of the community do not respect the teaching professionalism.

### **Measures to be taken to improve the Teaching Profession Status in Tanzania**

The study sought also to find out from the teacher trainees their suggestions on the measures that can be in place for helping to improve the teaching professionalism in Tanzania. Their suggestions were summarized as shown in Table 4.

**Table 4. Suggestions on the Measures to be taken to improve the Teaching Profession Status in Tanzania**

<b>Suggestions</b>	<b>Frequency</b>	<b>Percent</b>
To provide in-service professional development	400	80
Improve the mode of teacher preparation programmes	238	47.6
Improve professional teacher support services	451	90.2
Improve motivation for teachers such as rewards and privileges	472	94.4
Review teachers' salary and other remunerations	496	99.2
Formation of strict teacher regulations	255	51
Strengthening teacher performance	360	72
Strengthening teacher performance based accountability	133	26.6
Providing teachers with improved living conditions such as housing facilities	489	97.8
Improve teachers' working conditions such as teaching and learning facilities and resources	500	100

All the teacher trainees suggested that there should be initiatives to improve teachers' working conditions such as providing them with teaching and learning facilities and resources. This will help the teachers to work comfortably in any school condition regardless of the location of the school. The findings implied that, the government should prioritize the education needs in the schools in order to encourage teachers to be more effective in facilitating teaching and learning processes.

The result in Table 4 indicates that, 99.2% of the teacher trainee who participated in the study proposed that the teachers' employment authorities should review the teachers' salary and other remunerations. The revision of the teachers' salary should consider the amount of work and the roles teachers play in the teaching profession. The teacher trainees proposed that teachers should be similar to that of the employees of the other fields that provides service such as medical doctors, engineers, nurses, lawyers among others. Generally, the improvement of the teachers' salary is assumed to influence the teachers' performance because teachers will feel get time to concentrate in the teaching and helping students instead of doing other side activities to earn some extra income. The findings concur with Grangeat (2007) in a study on the factors influencing teachers' professional competence development which points out that the main teachers complain is low salary and their motivation in their works which makes them underperform and loose the morale towards work.

Another finding indicates that 97.8% of the trainee participants suggested that, the government should improve teachers' living conditions such as housing facilities. The improvement of teachers living conditions will help to promote teachers welfare and as a result boosts their motivation to work. Therefore, there is a need for the government to take into consideration the living conditions for the teachers especially in the rural schools where teachers face a number of challenges including lack of houses or inadequate living facilities such as water, electricity, health and transport. The finding is in the line with what was found from a study on why teaching is not a profession and how it might be one by Hyes and Hegarthy (2015) which asserts that teacher as other public servants should be treated with fairness as their work contributes to a high extent on the quality and the existence of other professional fields. The findings show that 94.4% of the teacher trainees also suggested that there should be the mechanisms for motivating

the teachers such as providing rewards and privileges. This might be one way of attracting the secondary school students to join the teaching profession work force. The findings also show that, 90. 2% of the teacher trainees suggest that there should be some improvements of professional teachers support services such as professional development programmes, collegial supervision, active teachers' associations, subject discussion forums and other services relevant for the growth and development of teachers and the teaching profession.

Furthermore, 80% of the teacher trainees suggested that, the teachers should be provided in-service professional development. This implies that the regular teacher professional development should be organized and provided to teachers who have served for long time in order to promote their professional knowledge and skills. The teacher professional development expected to enhance teaching and learning processes which in turn boost students' interest and morale to learn from their teachers.

In addition the findings indicated that, 72% of the teacher trainees suggested that the mechanism for strengthening the teacher performance should be put in place in order to improve their teaching practices. This implies that the performance of some teachers is not satisfying and there is a need for the teacher commissions to establish strategies for enhancing their teaching performance. On the other hand, 51% of the teacher trainees proposed that the teachers' service department should form of strict teachers' regulations. This will enhance the teachers' moral conduct and minimize challenges related to teachers' codes of conduct. The result also implies that if teachers' professional conduct will be observed by all the teachers then the students will find out good role models who will attract them to them to join the teaching career. The findings are in line the study by Ingersol and Perda (2008) on the status of teaching as a profession which asserts that the teachers' commitment to a career and public service is one of the challenges facing teaching profession worldwide.

On the suggestion related to teacher training was also pointed out. The findings show that 47.6 % of the teacher trainees suggested that some improvement on the mode of teacher preparation programmes should be made in order to assess the duration and nature of the professional courses offered for the pre-service teachers training programmes. About 26.6% of teacher trainees suggested that, there should be the strengthening strategies for the teachers' performance

based on the accountability. This implies that, there are problems related to accountability this might be the reason to why teachers most of time do not adhere and follow their code of conducts. This challenge can be solved by creating a good teachers' performance appraisal and follow up strategies to ensure that teachers set their goals and evaluated regularly.

## **8. Conclusions**

The study findings conclude that, there are many factors which attract university prospects to join the teaching programme. Among these factors is the access to government loans which are provided to the students applying for education programmes, higher probability of getting employment after graduating their educational courses and their interest to share knowledge and skills with the rest of the community especially their students. Most of the teacher trainees acknowledged that, they were attracted to join the teaching work force because they had good role models during their school time and that they wanted to imitate what their role model teachers were doing and the value they accorded to their students. Generally the researcher in this study concludes that, teaching profession as other professions particularly in Tanzania and in the world helps its employees to earn some income and improve their living conditions. Therefore it should be provided with a conducive working environment that will attract more the young generation to willingly join it while preventing the in-service teachers to abandon it for the sake of the national developments.

## **9. Recommendations**

The researcher recommends that, the Government should make the deliberate efforts to improve the teachers personal and the school conditions in order to improve teachers' motivation and interest to work. The teachers' salary should be reviewed in order to make teachers settle their minds and concentrate in doing their work rather than spending their time to think and doing other side works or business to sustain their needs. There should be purposeful efforts to implement strictly the teaching profession regulation to the teachers who violets it in order to develop trust and respect to this Noble work. The teaching work should not be done by people who are not trained as teachers and who are not licensed to carry out the teaching activities, because this might continue to undermine the value of teaching profession. The teachers should

be registered under the teachers' professional board for the purpose of controlling and safe guarding their qualifications, eligibility, responsibilities, accountabilities and their rights. Thus teaching should not be done by any educated person but by those who have been trained on the professional knowledge and skills and qualified and licensed to be teachers. On the other hand teaching and learning materials should be provided to the schools to easy the teaching and learning process thus improving the teachers' teaching performance.

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