

Full Length Research Paper

Determinants of Status of the Teaching Profession: A case of Ukerewe District in Tanzania

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ABSTRACT: The study's main focus was on the factors that influence teaching profession status. The main goal of this research was to find out how much teachers' status has influenced their teaching careers. The study's goals were to (i) look into how much teachers' discipline, (ii) remuneration, and (iii) working conditions affect the status of teachers and the teaching profession. The study used identical status theory, which included both quantitative and qualitative research methods. 138 respondents were chosen from 8 secondary schools and included teachers, students, school board members, heads of schools, and district officers. Data were collected through questionnaires, interviews, and focus group discussions, and the findings revealed that teaching has lost its glory as well as attractiveness to young graduates. Even students who are in a position to choose a career do not like teaching, or they choose it as an alternative profession after other priorities fail, because teachers' lifestyles do not reflect the honor and dignity of the profession, and thus most of the students do not choose teaching. Poor working conditions and a lack of motivation for teachers reduce worker morale, increase teacher turnover, and lower the status of the teaching profession. According to the study, there is a need for close mentorship toward junior teachers on professional dress, acting, and socialization with his or her society. This may aid in progressing through the stages of teacher development, which are survival, consolidation, renewal, and maturity.

Keywords; Professionalism, disruptive behaviors, teacher - professional status relationship and working environment

INTRODUCTION

Researchers, educators, and other educational stakeholders argue that, one of the best career (noblest of all professions) and seemed as the mother of all career is the teaching profession. Socrate said that "A teacher is a midwife". In this regard, therefore teaching profession is responsible for guiding people, shape intellectual, character and attitude of an individual as well as the whole society. Historically, the teaching profession was the most valued profession rather than any profession in society. According to Ishumi, (2013, p. 89) Teaching is among the five oldest and historically character-shaping professions in the world ever seen. Moreover, teaching is one of the oldest professionalized vocations, dating back to the fourth century BC, associated with a first formal

school (in the Western world) that was opened in 387 BC by the Greek aristocrat and thinker Plato, in the Academy gardens of the city of Athens. That is to say that every public service provider in the political service of Plato's Republic are the product of the teachers. Also Ishumi, (2013, p.92) insist that a "first teacher training centre was in the Western society for classroom instructors (teacher-trainees) is traced back to a "teaching seminary" established in the 17th century in Germany, which was immediately thereafter adopted by Napoleon in France in 1684 but was termed Ecole Normale, Gold Coast/Ghana in 1815, Kenya at Mombasa, (in 1848) and subsequently Tanzania in Zanzibar (in 1866).

This is also supported by Stromquist, (2018. p. 13) that,

schools are vital places to shape the mental horizons of new generations, to convey both wide and deep knowledge, to foster values that produce healthy and stable societies, and to promote solidarity and avoid rivalry and hatred. Hence, teachers carry an enormous responsibility in their daily practice. Those countries where the teaching profession is highly valued and respected in society, such as Finland, Singapore, and South Korea, students seemed to learn more effectively than countries where teachers are not valued either by employers or society itself (Burns and Darling-Hammond, 2014). These also supported by Hargreaves and Flutter, (2013) as cited by Symeonidis (2015) that teachers' positive sense of their status is closely linked to other aspects of quality education, including continuous professional development, engagement in research, collaboration and exchange with other teachers, and involvement in decision-making. Therefore, the education associations are the most responsible agents that ensure that teachers improve their status by influencing educational policies and employers to create better environment on teaching profession. According to Hoyle, the majority of research shows that the teaching profession is declining, and among the factors influencing this are teacher discipline, low salaries, poor performance and quality of education, as well as teachers' living conditions (2001). In relation to the study, Professional status is frequently attached to professional characteristics such as financial motivation, level of competence required, or qualification level. According to Stromquist, (2018) in her research the findings revealed that globally a medical doctor was identified as the most respected profession, followed closely at distance by engineering and the third rank was teaching, closely followed by nursing. Although teaching is the mother of medical doctor and engineering but still given the value which is not compatible with its importance in the academic. She insists that, in no European or North American (i.e., Canada and the US) country is teaching selected as the most respected profession. In fact, recent studies in Australia found out best and quality graduate teachers in many colleges making hard decision not to enter the teaching profession due its poor status (Ingvarson, Reid, Buckley, Kleinhenz, Masters and Rowley, 2014).

The Education International study found that only a few countries in the rest of the world identified teaching as the most respected of the professions on the list. In Africa these were Ivory Coast, Lesotho, and Kenya; in Asia/Pacific they were Sri Lanka and Korea; and in Latin America it was only Argentina (Stromquist, 2018). McGunnigle, et al., (2015) half of the pre-service teachers across Australia and America identified profession status as important to them. Australian participants placed a higher value on this, with 87% of participants agreeing with this item as compared to 65% of American participants. Most of the literature conquered that early

childhood (primary school teachers) despite their sensitive job of imparting knowledge and skills to the children's, but they are often perceived as less when compared to secondary, high school and university lecturers thing which demoralized their performance and respect toward their clients as well as society at large (Hargreaves and Hopper, 2006; Stromquist, 2018). On this matter, the status of profession in the community gives the professional confident in their normal life as well as in job performance especially for teachers who are responsible for the production of better people who are expected to be agent changers in their societies.

In Tanzania, during the mid of 19th C up to early of 20th C the teachers felt superior to the villagers, because of their knowledge, payment and society respect. But for the past 20 years, the status of teaching profession and education at large had not been stable which led to unsatisfied examination results in both national examinations Laddunur, (2012). He argued that, the problem arose when the Ministry of Education and Vocational Training (MoEVT) started to recruiting teachers directly from schools through its crash programme and giving them short training ready to overcome the shortage of teachers. Hence, even those teachers who were under qualified were forced to attend in-service training and attain either a Diploma in Education or a Bachelor's degree in Education in order to provide knowledge to the students.

The presence of untrained teachers in schools in both levels, lack of in service training, teachers' discipline, lack of motivation and poor working conditions are among of the factors that demoralized teaching profession status on the world of academicians. Therefore, the current study investigated the driving factors that contribute toward the status of teachers on teaching profession in Ukerewe district so as to come up with best solutions that will improve the status of teachers and teaching profession in Ukerewe District and the whole Tanzania and the rest of African continent to meet the country goal of providing quality education.

Statement of the problem

Historically, the teaching profession was most valued profession rather than any profession in the society because all other professions depend on instructors so as to become competent and being called professions. This is supported by Ishumi, (2013, p. 89) that "Teaching is among the five oldest which was respected and teachers felt superior, and historically character-shaping professions the world has ever seen". It is a profession because teachers undergo special training and they are guided by ethics, but in Tanzania especially Ukerewe district the profession has lost its glory, it is well known fact that status of the teacher is relatively low compared to other professions; it is attractiveness to young

graduate is very lower compared to early day of independence, even students who are in position of selecting career are not like teaching or they just select as their alternative profession once other priorities failed. Teachers themselves feel inferior in front of other profession. Therefore, the current study aimed at investigating the determinants (driving factors) of the status of teaching profession at Ukerewe district in order to make society aware so as they can value teachers and teaching profession.

Research objectives and questions

The main objective of the study is to investigate the determinants of the status of the teaching professional in the society. The study aimed;

To investigate the extent to which teachers' discipline determine to the status of the teaching profession.

To examine the extent to which teachers' remuneration determine to the status of the teaching profession.

To determine the extent to which working conditions determine to the status of the teaching profession.

Significance of the study

The study findings and recommendation may awaken teachers as number one beneficiaries of this study, educational stake holders, teachers' unions, government, civic and opinion leaders on how it is important to enhance and maintain the status of teachers and the teaching profession which historically termed as noblest career and play a greater role on creating and developing many professionals in the society. The teachers may use the study findings to realize that the future of society development in term of social, cultural, political and economic is relied on their hand. Their performance, behavior and patriotism can either help the profession status to be stable or demolish in competing with other occupations. It may enable the school management to develop suitable approaches, strategies and policies that will enhance community participation. Effective community participation will provide the school with funds and other necessary requirement to enable schools in developing their infrastructure like classroom, laboratories, libraries and others to enhance better teaching and learning environment.

Figure 1 shows the conceptual framework presents the available relationship between the two variables, which are independent and dependent variables. It describes the determines of status of teachers' as independent variable which is referred as a contributory factor that affects dependent variable which is teaching profession. Based on this fact, the researcher needs to examine to what extent the teachers discipline, remuneration and

workplace environment lowering the status of teachers in the society which later damage the whole status of teaching profession. Literatures shows that, Rewards, promotions, security and safety, working conditions and unavailability of teaching materials are among of the criteria which determine much on the status dropout. On other hand, teachers of secondary and primary schools both of public and private are the ones who may determine the status of their profession through their behavior. Local community stake holders like civic leaders and opinion leaders they have positive influence on the teachers' status in the community because they may talk positively concerning teaching career once the teachers themselves fulfill their responsibilities of imparting knowledge and shape behavior of the children at school, possessing high degree of ethics so as to inspire other junior students to adopt teaching career.

Currently, teaching profession experiences many youth joining in teaching career, by doing so discipline or indiscipline has impact on their status in the society. The study need to see whether teachers themselves will be the cause of this problem or not, and to what extent has some effect on their teaching responsibility as well as in normal life in the society. Generally, the conceptual frame work helped a researcher to remain in a proper truck when setting questionnaire so as to obtain the relevant answers.

Literature review

The identity status theory, developed by psychologist James Marcia, guided this research (1966). Marcia's theory is a development of German psychologist Erickson's ego psychoanalytic theory from the 1960s, which details the idea that self-identity development is one of eight stages of psychological development in one's life. Marcia's status theory combines an aspect of ego identity with the reactions of adolescent people. According to the theory, people form their personal identities during childhood, and their identities develop during adolescence and early adulthood. Using interviews and surveys of male college students, James Marcia expanded on Erickson's theory. In contrast to Erikson, he proposed identity statuses instead of stages. Statuses do not always change in a straight line, but they can shift in response to environmental crises (Marcia 1966). Identity achievement, identity moratorium, identity foreclosure, and identity diffusion are the four states he categorizes people into.

Strength of the theory

The theory suggests that individuals begin to construct their personal identities during childhood, and that their identities will develop during adolescence and early adulthood. Childhood stage is the best stage for the

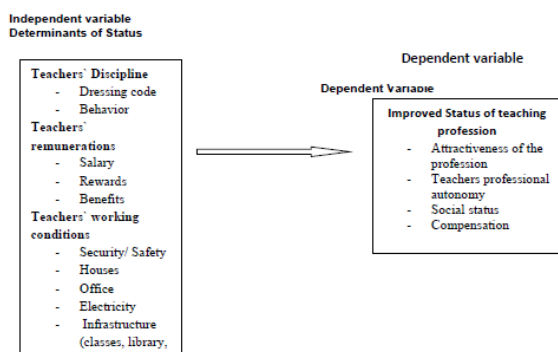


Figure 1: Conceptual framework on the Determinants of the status of the teaching profession in the society.

parents, professions and community to impart knowledge and good perception to ward children so as they inherit whatever professions or community desired too. Basing on teaching profession, many current studies shows that most of the secondary students who are in the position of selecting careers they are no longer desired to choose teaching and once they choose, it is an alternative career when other choices failed due to its poor status within the society (Lusungu, 2016; Oke, Olanrewaju and Muhammad, 2017; Ishumi, 2016; Iwu et al, 2018; Symeonidis, 2015; Husbands, 2013; Call, 2018; Pansiri and Bulawa, 2013; Brandon, 2013). Therefore, the theory has a relationship with the study because once an individual chooses a career for passion and love; automatically he or she will not do anything bad that can have demoralized his or her profession, compare to those who select teaching as an alternative they target salaries much than the call of teaching. Hence they cannot care once teaching status has meaning or not to their profession life, what they think is at the end of month they earn some money.

Teachers` discipline and the status of the teaching profession

According to Symeonidis (2015)'s research, the teaching profession's status in Europe has declined dramatically over the last ten years, which is primarily attributed to salaries and working conditions, the quality of teacher education programs, teachers' discipline, standards for entering the profession, media image, government consultation with unions and teachers, and trust in teachers' professional judgment. The study employed qualitative methods, with only a few stakeholders chosen as a sample, while students, who are also important because they are in a position to choose a career, were left out. This finding continues to demonstrate the status of the teaching profession in the world, with the most responsible agency ignoring this career despite its importance. Disciplinary cases for teachers (particularly junior teachers) are among the reasons that have

demoralized the status of teaching careers in society, but there is some weakness because participants who would speak clearly on teacher disciplinary cases have been left behind. Therefore, the current study covered those weakness so as to come up with concrete findings which may improve the teaching profession.

According to Burns and Darling-Hammond (2014), teachers are the most important agent changers who shape the character of individuals and society when compared to other occupations; however, disciplinary cases done by teachers in the media attribute to a decline in the value of their profession. However, according to this study, becoming a teacher is a difficult task. The researcher contends that the fate of the teaching profession is in the hands of teachers, that disciplinary cases of teachers' act as a catalyst for either improving or deteriorating the profession's status in the Ukerewe district, and that the study addresses so as to nourish the image of the teaching profession. The issue of status on teaching career is still a debate in the world of academia because people having different opinions on the important of status in selecting career. According to Hall and Langton, (2006) on their research in New Zealand on the perception of status of teachers they found that Lawyers, politicians and professional sportspeople are the highest status professions amongst all three segments of interest included teaching while Doctors seemed higher than any profession. But on their other findings, although most of the respondents agreed that status is virtual but others believed that "lack of status does not appear to in any way undermine the attraction of teaching as a career" (p. 17). Under this circumstance it may be either people entering in teaching career in order to get employment (those who do not care the status of profession) or they have some passion in their heart (those who care about the status of the profession) of teaching others toward the road of success.

Hargreaves et al. (2006) study the status of teachers and the teaching profession in England, some respondents (teachers) who have above 55 years seemed that they do not consider much on status of their profession but to them being trusted as professionals, being challenged and given responsibility, and help children and juniors achieve their best is enough and it is a prestige than status through democratic and distributed school leadership and collegial support enhanced their sense. This show that the issues of profession status in teaching is a debatable issue because some of the teachers seem not to pay attention on how the society judge or categorize them compare to other occupations although there some challenges of disciplinary cases of some teachers who misbehave; to them status is not a challenge in fulfilling their responsibilities especially the aged one. But Hargreaves et al. (2006) conclude that professional status has contribution of quality education because teachers can determine learner's success even

though school can have better infrastructure but without teachers nothing could be achieved. High quality teaching has been adopted as an underlying principle in the development of top performing educational systems (Husbands, 2013 as cited by Call, 2018, p. 94).

Therefore, based on the different reviewed literature on the perception of the society toward the contribution of teachers' discipline on status of the teaching profession. The current study investigated how teachers' disruptive behaviors affect teachers and teaching profession status in Ukerewe district. On the same hand the study came out with various possible measures to rescue the current worse situation where the teaching profession is heading. By doing so the teaching profession status may be improved, that in turn results in to quality education in the country.

Teachers` remuneration and the status of the teaching Profession

Like any other occupation, the teaching profession also has several driving factors which can either influence negatively or positively the image of teaching status. According to report of UNESCO and ILO, (2008) identified major reasons which can influence status of teaching profession as initial and continuing training, advancement and promotion, security of tenure, disciplinary procedures, professional freedom, supervision and assessment, responsibilities and rights, participation in educational decision-making, negotiation, conditions for effective teaching and learning, and social security.

Call, (2018) in his article discusses the connections between high quality teaching, international testing, teacher's remuneration and professional standards for teachers by examining the approaches taken by the UK, Japan, US, China, Finland, Australia and Singapore whose current position of teaching status show that in 2016 PISA tables range from 1 –27th, found that in many so called first world countries there is little status afforded to teachers.

Most of the countries blamed each other on media and politicians question the competence and quality of teachers on defending society morals and social crimes which led to national failures (Block, 2009). Now almost in all developed countries teachers face the same challenge as developing countries faced in a long time in the history of teaching profession. In African countries, teaching in particular has long been a vulnerable profession (Call, 2018).

The Australians also taste the same better on this matter of teaching profession declining as Andreas Schleicher, the Education Director of the OECD in March 2016, in his speech to the Global Education and Skills Forum in Dubai, Schleicher argued that Australia has done a mistake in not placing more emphasis on the

professional development of teachers, remunerations and pedagogical development, hence reduce students' performance in international standards as well as profession status (Bagshaw, 2016).

In Nigeria, "our rewards are in heaven" is a common statement of teachers Iwu et al. (2018). This mean that teachers' efforts are not recognized either by government authorities or the society regardless their potential profession and contribution of nurturing future society leaders; and their demand are no longer taken care. Therefore, teaching profession will be strengthened when the society appreciate the work that teachers do in preparing societal youth for being agent changer within the society. Oke et al. (2017) described new challenge that faced teaching profession in Nigeria which will continue to damage the status of teachers. They view teachers according to their level of teaching and association they belong to, and they see themselves differently and it's very really to speak in one voice and fight for their common grievances because even their payments are differing although they have the same qualifications. This is due to differential categorization of teachers in some groups like Primary School Teachers, Secondary School Teachers, private School Teachers, and colleges of Education Lecturers, polytechnic Lectures, and University Lecturers; Even at the polytechnics some lecturers are categorized as Instructors and Technologist. Even the chairmen of those educational commissions in each level of education in Nigeria (primary, secondary, tertiary and university level) are appointed by political leader so as to defend their interest in leading (Ogundele, 2015). It is very hard under this circumstance to stand together and fight for their profession image.

In Kenya, the study done by Nyakundi (2012; Gitonga, 2012) found that lack of motivations to teachers make them unhappy and not put more emphasis on their teaching career because they feel that their contribution in society is not recognized as other occupations like Doctors. This idea lines up with Chireshe and Shumba, (2011) in their study, teaching as a profession in Zimbabwe: Are teachers facing motivational crisis? It was found that decline of the teaching status contributed by different challenges include, lack of respect, political harassment, poor salaries, poor working condition and overworking without being compensated. Hence, these challenges decreasing teachers' morale, capacity of delivery and brain drain in education sector. Therefore, based on these reviews, the current study investigated to what extent the teachers` remuneration contributes on the status of teachers and teaching profession in Tanzania specifically in Ukerewe district.

Teachers` working condition and the status of the teaching profession

In Rwanda, the teaching profession status experiences

the declination (Rutaisire and Gahima, 2009). The study done by Brandon, (2013, p. 28) found out that the status of teachers is higher in rural areas in Rwanda compared to urban centers, but still teaching profession is not an attractive career especially among young students who are in processes of opting careers. The low status is attributed by the poor perceived value of teaching as a career, and teachers' working and living conditions. It leads many teachers to decide to abandon teaching and find another job to do so as to get quality life because they are paid lowly compare with other occupation while they have huge work load. All teachers in Rwanda regardless their gender, location, or type of school, argued that the salary which they are getting is inadequate for them to live a decent life, (Sumra, 2005, p. 32).

Teachers in Botswana are distressed, according to Pansiri and Bulawa (2013, p. 244), and some have decided to make voluntary retirement, others have joined other sectors in new jobs, others have made departmental transfers to jobs that are not related to their professional training, and some have resigned – a clear sign that teachers are losing their profession identity. They encourage the Botswana government and teacher unions to work together to improve teachers' working conditions and the teaching profession as a whole.

In the Kenyan context, the situation of high teacher turnover is not any different from the global and regional trends. Orodho and Waweru, (2013) insist that not only is there a shortage of qualified teachers in Kenyan schools, but also teachers are leaving the profession to take up non-teaching employment due to hostility of the working condition in schools. Due to this knowing how to use a positive work environment to increase employee, status, satisfaction and reduce turnover is a key for developing a high performance workforce. Any teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact poorly on working mental physical well-being, according to Robbins, (2000) goes further to advocate that working conditions will influence job comfort as employees are concerned with a comfortable physical working environment which influences their desire, status and morally in teaching.

In Tanzania, the study conducted by Shonje, (2016) on the influence of working conditions on teachers' job satisfaction, the case of Kisarawe district, Tanzania recommended that working conditions and work environment in a job greatly determine job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work and this contribute to even rise up their status as teachers and teaching profession. This is line up with Ellis and Dick (2002) that the status working conditions of teaching had not been improved in

ways compared to other college graduates. For example, most secondary school teachers have limited access to an office, computer, telephone, or security. The study conducted by Nyamubi, (2017) reveals that teachers' positive feelings about workplace conditions enhanced their work in a way that promoted their attachment to the job. This means that quality education, performance, attraction and retention of worker depend on working condition. It's also argued by Odhiambo, (2003) that productivity at the workplace is optimized when workers perceive sufficient attention being given to their physical work facilities. This is supported by Mkulu, et al (2017 p. 77-78) that the working place environment of an organization has a positive or negative impact on academic staff retention or attrition. For the teachers to remain focus on the teaching profession the work place environment should be improved so as to increase their morally and status. Also Okumbe, (1998) says that workers were concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more effectively contributing to job satisfaction (Darling Hammond, 2001). Based on these findings, the current study also investigated to what extent the workplace environment contributes on the status of teachers and teaching profession in Ukerewe district.

METHODOLOGY

Research design

According to Kumar, (2012) research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and more economically. The study aimed to collect data that depended on human experience, perceptions and feelings. Therefore, the study adopted convergent parallel mixed research design which involved the collection of both quantitative and qualitative data simultaneously. Whereby the data obtained were analyzed them separately, and then compared the result to see if they confirm or disconfirm each other.

Study area

The study was conducted at Ukerewe district which is among of the seven districts of the Mwanza region. It is located on Ukerewe Island, Ukara Island and other neighboring Islands within Lake Victoria.

Study population

The study populations were 690 secondary teachers, 23 secondary schools, 161 members of school board, but

the targeted population involved only 8 secondary schools due to the difficult geography of the island and therefore the targeted populations were 240 teachers, 273 students, 8 head of schools, 20 school board members and 3 district education officers which make a total of 544 participants. The targeted population were obtained through simple random sampling techniques and purposive sampling technique.

Methods of data collection

This study used the research tools which considered the nature of the study area and level of education of respondents in collecting data. Therefore, Questionnaires and interview and focus group discussion were applied in the whole process of data collection. Both closed and open ended questionnaire were used in the study, so as to get the deep information from respondents. It applied to teachers and thereafter their responses were collected. Also researcher employed interview schedules for the collection of data from head of school, educational officer, and opinion leaders, members of school board because more people are willing to contribute verbally than in a written form. The important of this kind of method is that, it allows the researcher to witness the feeling of his or her respondents especially when the study touch people's life (Creswell, 2015). Focus group discussion involved students whereby each group consist of ten students in obtaining the information.

Validity and reliability

Validity of the instrument is the extent to which it does measure what it is intended to measure (Manda, 2013). Is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). The researcher tested the questions designed to the collegians, experts and pre-tested in pilot study in two secondary schools to see the validity of the instruments. The reliability of questionnaire for teachers was 0.71 %. In test-retest reliability the reliability coefficient is obtained by researcher to conduct a repetition of the same measure on a second time. Therefore, the reliability of this study was 0.71 which is enough for the study.

Data recording and analysis

Data recording and analysis are related and there is no a clear boundary between the two concepts (Berg, 2001). Data recording implies documenting and managing data for further usage while data analysis is concerned with organizing, reducing, summarizing and verifying the data to be more understandable. However, quantitative data

were analyzed through processing of coding, editing and tabulating through Statistical Package for Social Sciences (SPSS) version 20 and Qualitative analyses were initially used to translate data obtained from questionnaires into a more logical and easily understood form. Data from closed ended items were analyzed using descriptive statistics such as frequencies, %ages, tables and figures and qualitative data obtained from depth interview were analyzed according to thematic analysis.

RESULTS AND DISCUSSION

The gathered data were statistically analyzed by using descriptive statistical packages and the findings presented in charts and tables in form of frequencies and percentage.

The Extent to which Teachers` Discipline Contributes to the Status of the Teaching Profession

In order to get the desired information, the respondents were asked different question on teachers` discipline in terms of dressing code, socialization with community and life outside the working hours. In case of dressing code, the researcher need to measure to what extent the dressing styles of current teachers and previous teachers of the 1970s up to 1990s differ and to what extent affect in one way the status of teaching profession in society. The result indicates in the table.

Table 1 indicates that 65.0% of the teachers who respond in the question asked by the researcher that *“Many people in society say that our dressing (as teachers) does not measure to that of the teachers in 1970s – 1990s”* agreed.

This shows that it's true to say the teachers of 1970s up to 1990s where more ethically compare to currently teachers and this directly contribute to lowering the status of the teaching profession in the society. 20 % are neither agreed nor disagree, 10 % disagree, 3.3 % strongly disagree and 1.7 % strongly agrees. Those 13.3 % of the respondents disagree with the statement and those are range between ages of 20 to 30 years, thing which shows that they are still young and to them dressing code are not the matter due to different reasons as observed in the focus group discussion with the students.

“Most of our teachers are youth as you see them and globalization is one of the factors for them to copy the unacceptable dressing and unknowingly they teach us to copy as well” (respondent from School X March 20, 2019). “It is true that some of teachers having unacceptable dressing and this makes teachers to be seen badly in the community.”

Table 1: The teachers` dressing code .

Response	Frequency	Percentage
Strongly disagree	2	3.3
Disagree	6	10
Neither agree nor disagree	12	20
Agree	39	65.0
Strongly agree	1	1.7
Total	60	100

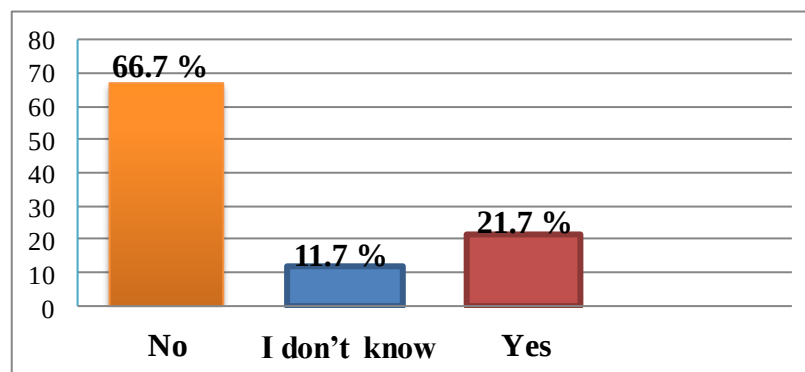


Figure 2: Teachers Dress has greatly contributed to seeing our profession as of low status (n= 60) Source: Filed data (2019).

Our school board members are elected from the society to represent other parents; we heard when people talk about different behavior of teachers and sometimes we get in trouble when we try to defend our teachers. But to me I think globalization is the catalyst for teacher to dress so" (Interviewee K March 18, 2019).

The finding shows that disciplinary cases for the teachers (especially junior teachers) are among of the reasons which demoralized the status of teaching career in the society. This purported by Burns and Darling-Hammond, (2014) that teachers are most important agent changer who shape the character of the individuals and society compare to other occupations, those disciplinary cases reported in media done by teacher's attribute to decline the value of their profession. It is line up with Jewell, (2010) who insist that the teachers" appearance can affect the attitude of not only students but also teachers and that teachers` attire can highly influence the respect given to teachers by students and societal at large. In order to get more information on how teachers discipline has affect the status of teachers and teaching profession, respondents were asked on how teachers dress has greatly contributed to seeing our profession as of low status and the responses are shown in (Figure 2).

According to the (Figure 2) above, the findings indicate that almost 81.7% (combination of the answers of fairly true, True and very true) of total respondents of the

question shows that teachers` discipline especially dressing style has much influence on determines the status of the teaching profession in a society. 18.3 % of the respondents disagree with the statement. This % does not affect the finding of the study although on their side they not consider only dressing but also the way teacher socializes, the issues of working environment e.tc. Therefore, teachers should take measures to make sure that they behave and wearing decent clothes so as to protect the honor and dignity of teaching profession 44 and influence the young generation to adapt teaching career. This also agreed by Sampson (2016) that the status, behavior and competence of an individual is highly determined by his or her attire; teachers as outcomes my help to shape the student's behavior and attract more young students to join teaching profession. Its support a sense of identity and reinforce image held by peer and society (ibid). Furthermore, the researcher wants to know the current status of teaching career in Ukerewe district and teachers were asked to rank the status of the teaching profession as compared to other professions in society, the responses are shown in (Figure 3).

Figure 3 indicates that 71.7% said that the current status of the teaching profession is low while 15% said its very low while 6.7% said the status is high and 6.7% noted that the status is very high. This finding shows that it is true that the teachers indiscipline has contributes



Figure 3: Rank the status of the teaching profession

toward lowering the status of teaching profession. It's also supported by the students in focus group discussion who were asked the same question, and their respond was:

"In reality the teaching profession does not have prestige in the society although it has great contribution in the society. Even we when we select the combination mostly we choose education as our last priority that when we fail in our first or two priorities then we can get the last option that is teaching" (Interviewed on March 19, 2019).

This data shows that currently teaching profession has lost its glory as well as attractiveness to young graduate, Even students who are in position of selecting career are not like teaching or they just select as their alternative profession once other priorities failed because the life style of teacher does not reflect the honor and dignity of teachers hence most of the students thinking negatively on how they can select teaching as one of their best career choice. The findings show some teachers who interact with love affairs with students whom they teach as found through focus group discussion, when students asked the same question respond as follow:

"It's true that in our school there some teachers who has relationship with students especially form four girls and most of the students come from poor family so they took advantage of their poverty to convince them by giving small gifts" (Interviewed on March 19, 2019).

Not only in Ukerewe but also other African countries teaching in particular has long been a vulnerable profession and teachers they are the first victims (Block, 2009). For instance, in Tanzania currently the profession of teaching facing the presence of teachers with qualification but low teaching competencies following the political decision took in 2000s by the government of reducing shortcoming of teachers in most of public school by allowed the form six levers to attend six-month short course in teaching career. The decision disvalued teaching profession to be cheap that any person can enter and be a teacher. Ishumi, (2013, p. 98) said that *"It is not uncommon that in many countries, particularly in developing countries, teaching has often been so permissive as to admit relatively under-qualified and even un-certificated teacher-applicants"*. On this matter the status of teachers and teaching profession is in danger.

This supported by Call (2018) that in many so called first world countries there is little status afforded to teachers and most of the country they blamed each other on media and politicians question the competence and quality of teachers on defending society morals and social crimes which led to national failures. Therefore, it means that even in the developed countries teachers faced with the same challenge as developing countries faced in a long time in the history of teaching profession. The only way to rescue the current situation of teaching profession is to have teaching profession standard especially in developing country where problem is worse and used those standards to cook qualified teachers who will protect and defend the status of teaching profession at their all cost (Tuinamuana, 2011).

The extent to which teachers` remuneration contributes to the status of the teaching profession

For the researcher to get findings, the respondents were asked various questions related to teacher's remuneration especially on salary, rewards, promotion, safety and security. Those criteria aimed to give out the information on how they contribute toward the status of teaching profession. In case of monthly salary, the researcher needs to understand whether the salary is quite ok and the teachers are whether they satisfied or not and the response shown in (Table 2) that, 45% of participants respond by strongly disagree that teachers` monthly salary is not quite ok, while 41.7 % disagree also with the statement. 6% are neither agree nor disagree. However, 1.7% agree that the monthly salary is quite ok and they supported by 5% of respondents whom strongly agree with the question asked. This means that the majority of the respondents who respond in the statement above are not satisfied with the monthly salary that they are paid. This mean that teacher's efforts are not recognized either by government authorities or the society regardless their potential profession and contribution of nurturing future society leaders; and their demand are no longer taken care. It is supported by Iwu et al, (2018) who quote teachers said that "our rewards are in heaven" is a common statement of teachers in Nigeria. This mean that teacher's efforts are not recognized either by government authorities or the society regardless their potential profession as a result failed to live the standard life that any students can admire to be a teacher and their demand are no longer taken care. Therefore, teachers and teaching profession status will be respected and strengthened when the society appreciate the work done by teachers. To learn more about the teachers' remuneration, the teachers were asked what it meant for a salary to be "ok," or what kind of salary would be "ok" for teachers, and they were given the option to select the best answer based on their opinion, which was as shown (Table 2 and Figure 4). Figure 4 shows that 90 % of teachers responds that the

Table 2: Monthly salary is quite ok? (n = 60).

Response	Frequency	Percentage
Strongly disagree	27	45
Disagree	25	41.7
Neither agree nor disagree	4	6
Agree	1	1.7
Strongly agree	3	5
Total	60	100

Table 3: Provide of regular payment on teaching profession status

Response	Frequency	Percentage
Strongly disagree	16	26.7
Disagree	31	51.7
Neither agree nor disagree	8	13.3
Agree	4	6.7
Strongly agree	1	1.7
Total	60	100

Table 4: Kind of Rewards Given to Teachers in School (n=60)

Response	Frequency	Percentage
Letter of appreciation	7	11.7
Money	15	25
A say of congratulation	38	63.3
Total	60	100

Table 5: Do the following working condition available in your school?

Statement	Frequency/%		
	Yes	Not enough	No
Teachers` houses	-	46(76.7)	14(23.3)
Laboratory & library	8(13.3)	1(1.7)	56(85)
Teachers` office	47(78.3)	-	13(21.7)
Classroom	-	60(100)	-
Electricity	14(23.3)	-	46(76.7)
Water supply	-	-	60(100)

Ranked using these codes; 1 = Yes, 2 = Not enough, 3 = No.

salary that is ok is one that will fulfill the basic needs that any human being needs, while 6.7% said that is the one that will be used and some amount will be saved for different emergencies and last were 3.3 % who respond that the enough salary is that which makes them to survive. The findings mean that the salary that teachers desired is the one which will make sure they meet basic needs like food, shelter, healthy and self - esteem compare to current salary which is actually not enough although teachers are paid regularly their salary for instance after every end of month. But researcher interested to know if the regularity payment of teacher's salary can contribute to seeing the teaching profession as one of the best jobs in Ukerewe district. Table 3 shows that 51.7% of teachers' respondents disagree, while 26.7% said they are strongly disagree with the statement. 13.3% of the respondents are neutral that means they

are neither agree nor disagree, but 6.7 percent agree and 1.7 percent also strongly agree that regular payment has contribute to seeing teaching profession as one of the best jobs in Ukerewe. According to the two categories of strongly disagree and disagree make a total of 78.4 percent of 60 respondents who actually disagree with the statement above, which means that although teachers are paid low and on a regular basis, it is not enough to make teachers and teaching profession status look high, but there are other driving factors that can contribute as they respond in questionnaire. On the hand, teachers asked if they received rewards and 66.7 % of 60 teachers who respond the questionnaire said that there are no rewards in schools, while 11.7 % they don't know even rewards are provided in their school and 21.7 % said Yes there is rewards in school. Researcher is also interested to know what kind of rewards given to them (Table 4) and

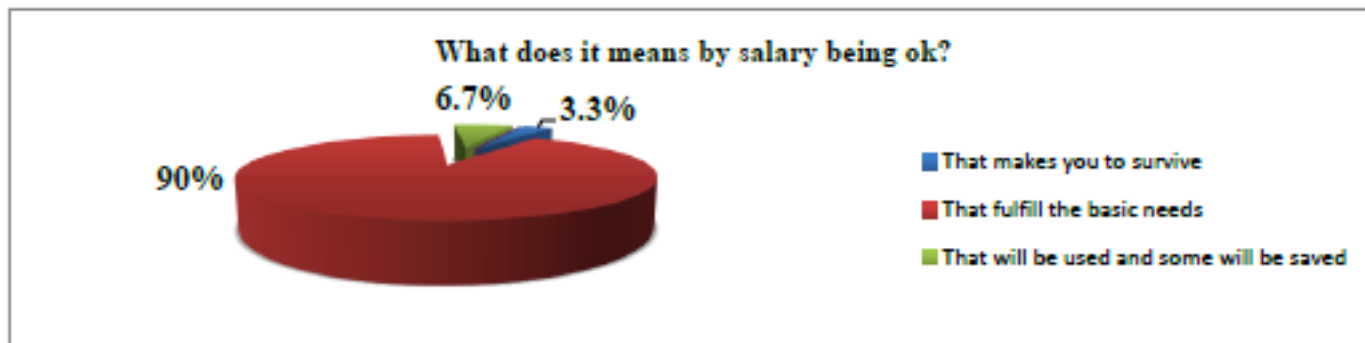


Figure 4: What does it means by salary being ok? Source: Field Data (2019).

and they responded that 63.3 % of 60 respondents said that they only receive just a say of congratulation, while 25 % noted that they are given money as one of the motivation and 11.7 % received a letter of appreciation for what they have done. But it seemed the only head teachers are the one who received administrative allowance in every month as one of them respond during interview:

"It's true that we head of school received leadership allowances in each end of the month, we always given almost two hundred and fifty thousand shilling and this started during 2017 but previously were like other teachers no allowances" (Interviewed on March 26, 2019)

This finding shows that the efforts of normal teachers are not cared and this is common not only in Tanzania but also in Nigeria as Iwu et al, (2018) who quoted that "our rewards are in heaven" is a common statement of teachers This mean that teacher's efforts are not recognized either by government authorities or the society regardless their potential profession and contribution of nurturing future society leaders; and their demand are no longer taken care. Therefore, teaching profession will be strengthened when the society appreciate the work that they do by every member of society.

The extent to which working conditions contributes to the status of the teaching profession

The working conditions that targeted by the researcher was teacher's houses, teacher's office, laboratory, library, classrooms and availability of social services like water and electricity. Teachers` were asked to provide answers by coding the working conditions that available in his or her school so as researcher to get clearly information what kind of working condition are not available, available or not enough so as to see to what extent they contribute to determine the status of teaching profession in the

society. Table 5 indicates that 76.7% of teachers said that the teacher's houses are not enough compared to the ratio of employed teachers in a single station, while 23.3 % replied that there are no teachers houses and almost all teachers are hired villagers houses for living. Table 5 also indicates that 85% of teachers said that there is no laboratory or library in their school, while 13.3% said there is laboratory and library. 1.7% said it is not enough because there is a single class which divided so as to get library and laboratory which does not satisfied the needs of teachers and students. Table 5 data indicates that 78.3 % said that there is teacher's office, while 21.7% seemed to respond on category of No teacher's houses.

Table 5 shows that almost in all schools that involved in the study are suffering with the problems of classes. This supported by 100 % of respondents who respond the question said that the classes are not enough and they are overclouded with larger number of students. Smith, (2003) in a study based on a sample of 57 schools in England and Wales concluded that those learning institutions with abundant learning and teaching resource (Teaching facilities), favorable student- teacher ratio, commendable workload and good reward and incentive for teachers feeling autonomy and performing with better grade compared to learning institutions which do not provide the same.

Additionally, Bakahwemama et al, (2010) revealed that class size is important in the provision of quality education. The data show schools in Ukerewe are largely inequitable places were teachers and students not enjoying the environment and kind of education which provided cannot determine the status of teachers as well as students' performance. This kind of working conditions that available in Ukerewe distressed teachers and decided to make voluntary retirement, some joining other sectors in new jobs and others making departmental transfer to jobs that are not related to their professional training, and some resigned – a clear sign that teachers are losing their profession identity. This is supported by Mkulu et al. (2017 p. 77-78) that "the working place

environment of an organization has a positive or negative impact on academic staff retention or attrition". For the teachers to remain focus on the teaching profession the work place environment should be improved so as to increase their morally and status. Also Okumbe, (1998) says that workers were concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more effectively contributing to job satisfaction (Darling Hammond, 2001).

In today's world of science and technology, most of the Ukerewe district secondary schools have no electricity. The data shows that 76.7% of all schools used in the study have no electricity and 100% of the schools have no water supply channels although Ukerewe itself is an Island within the Victoria Lake. Few schools collect rain water for short of time uses during the rainfall session while most of the school used local water sources to get water for domestic purpose especially in dry session. In fact, the environment is poor that is why the data show that the teachers and teaching status is very low.

Conclusions and Recommendation

Researchers, educators, and other educational stake holders agreed that one among of the best career (noblest of all profession) and seemed as the mother of all career is teaching profession. It is also known as a midwife; In this regard, therefore teaching profession is responsible for guiding people, shape intellect, character and attitude of an individual as well as the whole society. Based on the finding of the study on the status of teachers and teaching profession it is clearly shown that the status of teachers and teaching profession is lowering compare to other occupation teachers themselves through their indiscipline behaviors that they conduct in the schools and outside the school's compounds. The issues of dressing styles, alcoholism, love affairs with students are among of the reason which disvalues the honor and dignity of teachers and teaching status in the society. There appears to be a need for teachers to understand the importance of professionalism and to work towards cultivating a professional orientation in schools. Teachers cannot expect to achieve professional recognition or status until they themselves take an active interest in their professionalism. Secondly, the study concludes that lack of remuneration to the teachers like rewards, motivations (both intrinsic and extrinsic motivation), salaries and promotions demoralized teaching profession. Teachers who were the respondents' feels that their efforts are not recognized and appreciated and this contribute to decrease their morally in performing better so as to ensure quality education. Thirdly, the workplace environment is not

favorable to protect their value as professionals in the society. Lack of teachers' houses, water supply, electricity, teaching facilities (libraries, classrooms, laboratories) as well as teachers' offices discovered in the study as the things which contribute in lowering the status of teachers and teaching profession in the society. The study finalized that teaching profession is the most dangerous weapon in the war of ignorance, poverty, diseases, and social crimes in developing countries while it is nearly dangerous bomb to explode if not well treated. The study recommends that there is need to closely mentorship toward the junior teachers so as to control their discipline and directing them on how the professional teachers should dress, acting and socialized with his or her society. This may help to pass throughout the stages of teacher development that is survival, consolidation, renewal and maturity. Also government should improve the workplace environments so as to protect the honor and dignity of teachers in the society and lastly salary and other motivation should be improved so as to reduce the number of teachers who shifting into other career because they have a notion that their efforts are not respected or appreciated. Further study should be carried out on how cultural practices in Ukerewe affect the teacher professionalism and professional development and a study on academic staff retention on public secondary schools in Tanzania

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