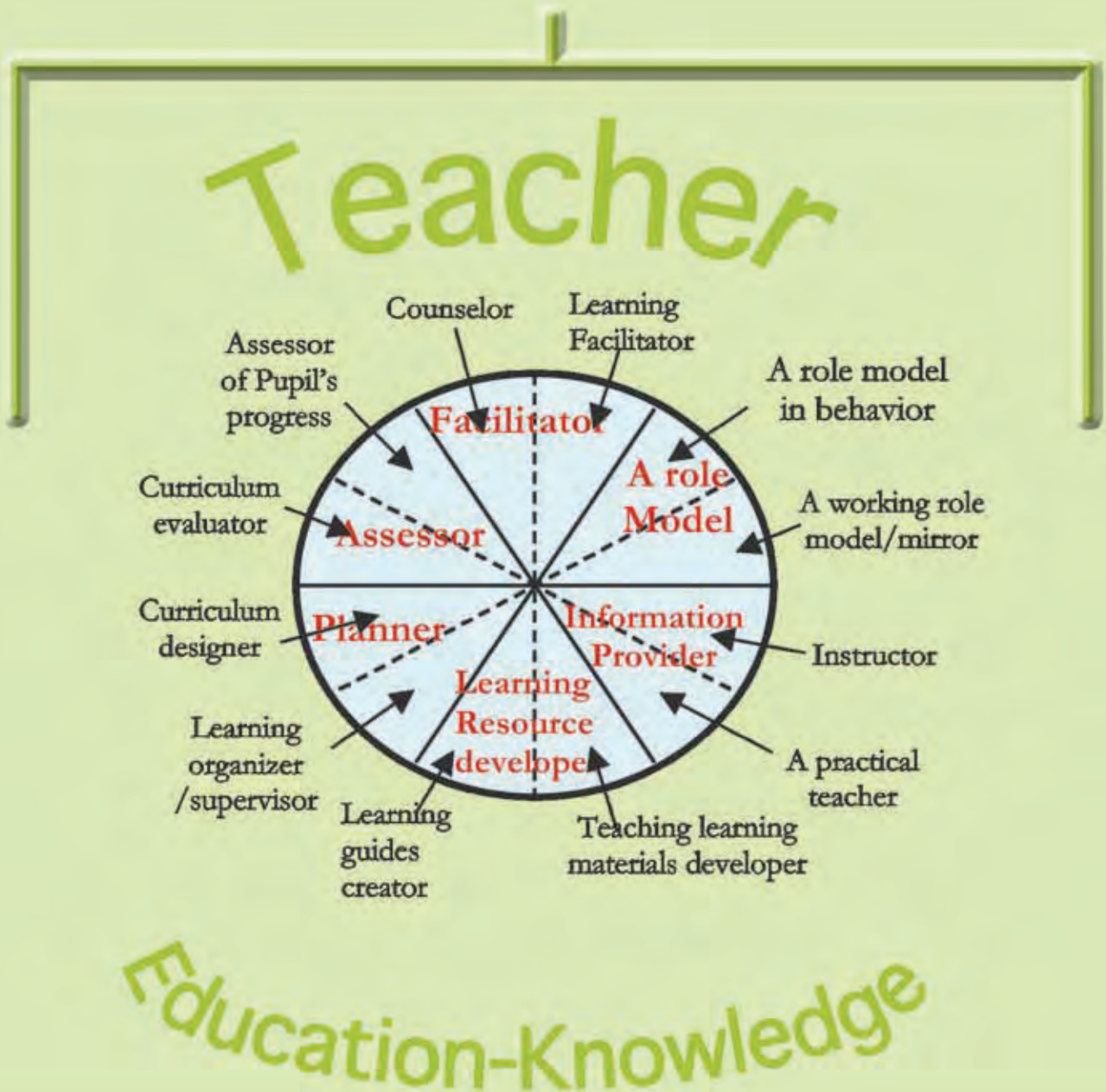


Who is a Teacher?

Quality teachers for Quality education

Role/responsibilities of a Teacher



Who is a teacher?

A quality Teacher for Quality Education¹

1.0 Introduction

For many years, the government has been investing in teacher education. The government efforts have been to ensure supply of teachers in schools. Those efforts are aimed at making sure that Tanzanians get quality education that will help them to fight against the three enemies of development, which according to Mwalimu Nyerere include ignorance, poverty and diseases. In order to meet this objective, the government has made a lot of initiatives since independence, which include employing teachers from abroad.

In 1970, the government implemented a programme known as UPE that aimed at increasing the number of teachers. Through this programme, there was a massive increase in the number of teachers, though the majorities were not qualified. However, the majority of teachers who were trained through UPE became beneficial to the nation because of their dedication, commitment, hard work spirit as well as motivation given to them by the leadership of that time. Despite the fact that most of the teachers in 1970s lacked long time training as most of the trainings of that time were given through crash programme, they were able to deliver as it was expected. In order to ensure maximum efficiency in the teaching profession, the teachers were given opportunity for further studies.

It is true that many initiatives have been taken to improve the education sector in Tanzania. However, as days go on the education sector has not been producing desired results. There are a number of issues that are contributing to the decline of quality of education in Tanzania, mainly of teachers.

It is no doubt that a teacher is part and parcel of the teaching and learning process but there has been a weakness in the recruitment and placement of teachers in schools. Because of this weakness, some teachers are taking the teaching job as their last resort. The status of the teaching profession is also declining. We learn from history that, although every leadership has been struggling to implement different education programmes from independence up to the present time, still the initiatives to improve and enhance the availability of quality teachers have not been made. When we try to examine carefully, we find that initiatives to ensure the availability of quality teachers are far searched.

Those who join teacher-education for example, are the ones who did not perform well in form four and form six respectively. With this regard, can we claim that we are building a strong and self reliant nation, a nation that will produce experts in different fields for her?

Recently, the government has been implementing two programmes namely PEDP and SEDP. Through these programmes, many Tanzanian children have been given access to both basic and secondary education. Under these programmes, the emphasis has been on increasing enrollment, construction of school buildings as well as teaching and learning facilities.

Many teachers were employed under PEDP. However the number of teachers did not meet the requirement of the expanding schools. In order to cater for the evident shortage of teachers in schools, the government made an initiative to increase the number of teachers in both primary and secondary schools. It did so unilaterally through a crash programme that never involved other stakeholders. Much as it was imperative to increase the number of teachers in schools, did the government use a good strategy?

However, we must emphasis that it is now time the government avoids doing things in haste and instead involve all education stakeholders and experts in planning for programmes that determine the fate of our nation.

¹ This work was prepared by **Gervas Zombwe**, who read different national and international documents regarding a teacher and education. Also he dedicated his time interviewing different education stakeholders some of the being the Senior lecturers in Education at the faculty of Education University of Dar es Salaam and Dar es Salaam University College of Education (DUCE). Other people who gave their views on a teachers and education include teachers, parents and students. The editorial team included Elizabeth Missokia, Samuel Saiguran and Robert Mihayo; All being HakiElimu staff. We are grateful to all, who, in one way or another contributed in making of this book.

Are we ready to learn from our past mistakes? Did we learn from UPE that was implemented in 1970's? If so, what initiative did we take to improve PEDP?

Thousands of Tanzanian children are denied access to quality education because of shortage of qualified teachers. Children from poor families do not have teachers to teach them. Shortage of teachers who are well qualified has contributed to having a nation that is weak, a nation that cannot manage to face challenges existing in the society. As a result we are witnessing poor infrastructure, shortage of clean and safe water, shortage of health care, etc. similarly, shortage of creative engineers as well as agricultural officers, to mention but few. Although Tanzanians are graduating every year in such fields, the above named problems have not been solved because of the quality of education that is provided. It is no doubt that the quality of teachers also determines the quality of education that is given in a certain country. We know for sure that a country cannot manage to fight poverty or ignorance without investing in education. Even the developed countries were able to develop because they invested in education. Education was used as a tool to develop an inquiry and problem solving mind. They used their education to determine both development opportunities as well as challenges. Also, they were able to use the available resources to improve their livelihood. By so doing, they were able to cherish real development.

With regard to the existing problem on the quality of teachers, the government has taken measures to ensure the availability of enough qualified teachers. In a similar fortitude the government has been able to identify the hassles that hinder the development of the education sector. It has consequently been established that unmotivated teaching has led to shortage of teachers as it has been difficult to attract, teach and retain quality teachers. In connection to this, most schools have shortage of teaching and learning facilities. Also schools face the problem of inefficient learning such that pupils are not trained to problem solving kind of learning.

Moreover, there is lack of science and language teachers, curricula that match with teacher-education, in-service training as well as promotion. Other teachers' problems include lack of enough houses near the school, low salaries and poor leadership. The government is aware of these problems and that is why it has established a special programme that deals with teachers' welfare².

The government initiative to solve the problems that teachers are facing is being supported by many education stakeholders who stand for quality education in order to make sure that Tanzanian children get knowledge, skills and ability to solve problems for both personal and national development. As for the children from poor families, education can be used as a tool for not only mental liberation but also economic development.

Tanzania needs quality teachers who will help to produce experts who will in turn help to solve problems such as ignorance and poverty. The fact that many Tanzanians are poor is not a natural phenomenon; we are part of the problem. The education that we are aspiring for should be realistic in that it should be able to address the existing problems rather than exclusively advocate on how to read, count and write. We need teachers who will help our children build and develop independent thinking and problem solving capacity. The time has come whereby the nation builds schools that will train children to be responsible. Citizens should be encouraged to build schools that will teach children patriotism and diligence as these are pivotal towards building a democratic nation. In order to realize all these, qualified teachers must be available. Perhaps time has come for Tanzanians to rethink whether the education system currently in use fulfills our aspiration for a true democracy or not. The system might need a total refurbish.

This publication is an attempt towards discussion on how to revive quality education in Tanzania. In this publication, an attempt has been done to elaborate what is meant both by a teacher and qualities of a good teacher. Also, responsibilities of a teacher as well as effects due to lack of teachers have been covered in the publication. At the end of the chapter, recommendations have been given on how to improve the education sector. We are convinced that adoption of these recommendations is to us, one mode of attaining better education for our children that is necessary towards our fight against poverty, ignorance and diseases which are currently restraining development of our nation.

Elizabeth Missokia
Executive Director
HakiElimu

² Government statement on the Programme for Teachers Management and Development Strategy 2008-2013, page 2.

2.0 The Teacher's Concept

A teacher has been defined differently by many scholars. Although all scholars refer to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process (TUKI 1981:201).

The Tanzanian Education Act (section 353 R-E 2002) section 2(1) defines a teacher as “any registered person in accordance with the law.”

Section 46 of the Education Act (section 353 R-E 2002) stipulates that a person who has been registered by the Commissioner for Education and being awarded a teaching license will be regarded as a teacher. It must be borne in mind that the Tanzania Education Act has vested power to the commissioner for Education to offer teaching license for persons who are not teachers by profession (section 49 of the Education Act, as quoted in (Chamani 2008:2). Mwalimu Julius K. Nyerere gives a definition of a teacher basing on his role to the society that:

“A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and moulding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills and values that cannot be easily challenged by the society.” (Nyerere: 27th August 1966).

A teacher has also been defined as a person i.e. “...an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.” (Senge 2000:26).

Moreover, a teacher has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain (Mbise 2008).

3.0 Uniqueness of Teaching profession and Teachers

Teaching is the special career as it gives rise to other professions. All other professions originate from the teaching profession as one cannot acquire knowledge and specific field skills without a teacher. The teaching profession is special in many aspects, some being that; a teacher is responsible for the provision of knowledge and skills in the society. The teacher is also responsible for nurturing human beings with different manners and attitudes so that they can live well in the society. He uses Educational psychology in creating behavioural change to the learners. Unlike an engineer who deals with the machines, a teacher uses Education psychology to determine the learning behaviours of children according to their age.

Also the teacher uses his knowledge of the curriculum to provide appropriate knowledge to the target learners.³ In addition to that, a teacher is a special person in that she/he is capable of interpreting education philosophy and policy into real life. If the teacher wrongly interprets the national educational philosophy and policy, the expected output will not be realized. The teaching profession should be handled with care so as to avoid putting the nation into a mess. Uneducated nation will also remain ignorant.

As a nation, we should strive at creating the educated public so as to them independent in planning for their own development. The only people to drive the society out of the pool of ignorance are the teachers. One education stakeholder made the following statement; “*A teacher is a ladder towards independent thinking*” (Statement made by the Senior Lecturer-Education: University of Dar es salaam)

³ Part of the contribution made by panelists at the interview I made with the lecturers at Dar es Salaam University College of Education (DUCE).November 2008.

The fruits of the teaching profession are more humane. All other professions emanate from the teaching profession. The teacher is capable of identifying pupil's potentials and hence nurtures those potentials for the betterment of the pupil and the society at large. An engineer, doctor, businessman, an economist and others, all are a products of a teacher.

“The teaching profession differs from others in that, the teacher deals with three human aspects namely cognitive, attitudes and ethics. The teaching profession for that matter is essentially based on knowledge, teaching strategies, education psychology, care, ethics and general conduct.” (Lecturer- Education, DUCE).

A teacher has knowledge and skills that other people do not have. It is only the teacher who can justify as to why shel/he has taught this and not that, why children should be here and not there and why a certain pupil has understood and the other has not. A layman cannot tell on the teaching and learning situations.”(Lecturer; University of Dar es salaam).

4.0 Qualities of a Good Teacher

“...the minimum requirement for one to be regarded as a teacher shall be grade IIIA teaching certificate. The minimum qualification for the secondary school teachers shall be Diploma in Education from reputable teachers' colleges”⁴ This is according to the government policy on education. As for now, do we have enough teachers with the said qualifications in primary and secondary schools?

According to the government education policy; it is stipulated that... “Teachers should be good models in the teaching and learning process. It is important to adhere to the following principles: reflection on the learning process, patience, justice, feelings, understanding the learning environment, understanding learning differences, relationship, problem solving and mastery of the subject, discipline, interaction and motivation (URT: TDMS 2008 page 2).

Still the national education policy stipulates on the qualities of teachers and their abilities to teach being, “Diploma and Degree in education for secondary schools. Teachers with diploma in education are expected to teach form 1-2 while those with degree in education are expected to teach form 3-6 (ETP 1995:31).

Qualities of a good teacher are universal. Every teacher is expected to have such qualities in order for him/her to be regarded as a true teacher. Throughout the world, a successful teacher is expected to have qualities stipulated in the following chapters:

4.1 Should be knowledgeable in terms of what he/she is teaching

A good teacher is the one who knows exactly what he is teaching. The teacher who is knowledgeable will be able to teach confidently. The teacher who is well qualified and knowledgeable does well in the learning and teaching process as opposed to one who does not know his/her subject matter.

4.2 Should know the teaching methodologies as well as education psychology

Apart from possessing the knowledge of the subject matter/lesson, a teacher is also expected to have skills that will enable him/her to administer the teaching and learning process without any problem. Also the teacher is expected to promote and nurture different potentials among pupils.

The teaching theories help the teacher to open learning opportunities to the pupils. Therefore a teacher should effectively use the psychology of education to facilitate the teaching/learning process. Having the knowledge of education matters, is one thing but how to transmit skills to the learners is another thing. Most of the pupils do misconceive between knowledge and ability to teach. The correlation between knowledge and ability is not always direct. It is a fallacy to claim that every knowledgeable person can teach.

This is the difference between teaching profession and other professions. A teacher is supposed to teach what is expected to the learners and not what the politicians want (Donna 2004:23).

⁴ Education and Training Policy 1995 page 29 and 31

4.3 Should have a sense of humour and love to his/her pupils

Having a sense of humour will make someone a successful teacher. If you have a sense of humour, your class will be peaceful and there will be no unnecessary conflicts. A sense of humour will attract the pupils to love the subject and a teacher as well. Pupils will be interested to listen to a serious teacher. The most important thing is for the teacher to love his job despite the fact that sometimes the teaching job is associated with stress or depression. The teacher should overcome all of these. The teacher's love to the pupils will facilitate creation of the democratic teaching and learning process. At the same time learning will be more interactive and natural. Also there will be no any humiliation or victimization in the class. Love will help the teacher to create effective teaching/learning process.

4.4 To have positive attitude

A positive attitude is the most important thing in the teaching profession as well as life in general. In the teaching profession there are many challenges that a teacher is expected to face. Having positive attitude will enable a teacher to overcome all the problems that occur in the course of teaching. For example in the first day of teaching, one may find himself/herself teaching what they did not expect to teach and therefore not being able to teach as was expected. The teacher should be calm and try to overcome anxieties so that his/her teaching does not affect the pupils. Despite all these challenges, a teacher is expected to go on improving the teaching strategies.

4.5 To have high expectations

A good teacher normally expects much from his/her pupils; she/he prepares the pupils so that they have high expectations in relation to their academic achievements. This is a good indicator of a good teacher. If one expects less he may also receive less. The teacher normally ensures that pupils perform well. She/he also builds confidence to the pupils. This does not mean that pupils should expect miracles from the teacher. By having high expectations from the teacher, the pupils will be able to learn effectively.

4.6 Love of justice and democracy

Most of the people do confuse between justice and a firm stand. A stable teacher is consistent, she/he does not change unnecessarily. The teacher who loves justice treats all the students fairly. The pupils will complain if a teacher favours some pupils while punishing others. For example it will be ridiculous for a teacher who will decide to punish pupils who play football in the classroom and spare those who make noise. Pupils are aware of this situation and a teacher therefore is advised to be careful so as to avoid being labeled a dictator. The teacher is required to involve all pupils in the learning process. The teacher should not monopolize the discussion; he should try to make his class as interactive as possible. All the teaching strategies should be applied so as to promote creativity and an inquiry mind among pupils. This quality of a teacher is important in achieving objectives for provision of education as well as creating a class with pupils who should be able to utilize pupils' potentials.

4.7 Should be a role model

A good teacher should be a role model to the pupils. The teacher should have a hard working spirit, should be diligent, honest and should have good manners so that pupils can be able to emulate. The unqualified teacher will produce the half baked pupils while the qualified teacher will be able to produce learners with true vision about life. For example we do not expect a teacher to be lazy, an alcoholic, a thief, brutal, harsh and a dictator. In terms of decision making the person demonstrating the above named manners does not qualify to be called a teacher because she/he will do nothing other than producing dictators and robbers in the society. Always pupils tend to emulate what the teacher does rather than what is said in the class (Tungaraza 2004).

4.8 Flexible and likes to learn more

A teacher is supposed to have a reading culture so as to cope with the changes. A good teacher should be anxious to learn more so as to improve his teaching methodologies. It is equally important for a teacher to understand that everything is in the state of change; knowledge is not static. Changes are inevitable and therefore a teacher should cope with the changes. Every day is a new day and the teacher therefore should appreciate the changes. Accepting change will help the teacher to have peace of mind since pupils expect much from him/her especially when it involves new things.

“A teacher is always in the learning process. A teacher is expected to update him/herself with the changes since every day there are new things that are put into use” (Senior lecturer at DUCE).

5.0 Teachers' Training/ where do we get teachers?

"...what pains me much is that the teaching profession is now considered as a dumping place rather than a profession that requires one to have skills" (Dean, Faculty of Education, University).

The above named qualities of a teacher are the ones that would make the teachers' training course to take a long time since the student-teacher will be expected to acquire skills that help in effective teaching. In order for a person to be regarded as a teacher, she/he should undergo some training for a specified time. The teacher must get ample time to learn teaching skills that will help him/her to teach well. Teaching is a profession and not a vocation as mistakenly regarded to be so. The idea that teaching is a vocation is politically motivated⁵ and it may mislead people. According to the principle of carrier choice, there are some issues to be observed before one chooses a career. These issues include building a positive attitude to the job, admiring the job and love for the job. One should choose a career that will reflect his/her interests. The issue here is, when we consider teaching as a profession, we mean more than just the name "teacher." To be called a teacher one, needs to undergo a long process.

In Tanzania, teaching is the job that that does not command respected. Even those who train for teaching job are mostly the ones who did not perform well in their examinations. These people who join Teachers' colleges do not even love the job. They just enter the teaching profession as their last resort. It is important to determine if the people called teachers really love that job. Did they perform well and decided to join the teaching profession or they joined the teaching profession as the only alternative? It is a common adage to hear a person who missed the chance to join colleges other than those for teaching, would normally find themselves confronted with questions like: "Did you miss even the teaching job?" This implies the teaching job is regarded to be the least in the order of priorities.

While preparing our teachers, we should ask ourselves the following questions: Does this teacher have qualifications to teach? Does she/he know the curriculum and is she/he able to interpret it to the pupils? Does she/he have education psychology?

These questions take us to the point where we must admit that for a person to teach effectively, she/he should undergo formal training in education.

The trainings should be long term. The qualified teacher must be able to produce the desired outcomes on the part of learners and she/he will enable learners to be active participants in the society. The teacher who is qualified should be entitled to one teaching job and not otherwise. This truth is also emphasized by the lecturer of education at UDSM that: *"A teacher should be prepared to teach both theories and practice so that what is being taught in the class can be reflected in the real world. If so we can therefore say that education programmes that base only on theories like the current three months crush programme is not education at all and teachers who are trained through that programmes are not teachers in principle since they will wreck the education system"* (Senior lecturer at UDSM).

6.0 Maintaining and retaining Teachers

"Good teachers are important for quality education. Evidence shows that most of the pupils who perform well in their examinations do not have interest in the teaching profession. This is because the teaching environment is not attractive. Most teachers who are placed to the rural areas do not report at their working stations and those already in the villages struggle to quit the rural environment. This causes acute shortage of teachers in harsh environments as well as rural areas. The strategy that aims at keeping and motivating teachers has been initiated" (URT: TDMS 2008 page 14).

⁵ Emphasis on the proposition whether teaching is a profession or not from the lecturer of education UDSM

There is a big number of teachers who are running away from the teaching profession as a result, thousands of children miss education opportunities (PEDP 2007:37). How do we retain teachers so that they do not run away from the teaching profession? On keeping and retaining teachers, the government education policy stipulates... “To attract and keep the qualified teachers as many as possible. In connection to this, the society should be encouraged to help the teacher as well as creating a conducive environment by 2009. Also to remove tuition fees for mathematics and science students in colleges” (TDMS 2008:4).

Despite the fact that most of the African countries are experiencing the acute shortage of teachers, we are told that even the few available are running away from the teaching profession. Most people who are employed as teachers do not remain as teachers for a long time as they quickly change profession and some use the teaching job as a ladder to further education. After joining institutions for higher education, these teachers decide to pursue causes not related to the teaching profession. Since there is no motivation for teaching, teachers are consequently enormously desperate.

Also the difficult living conditions that result from meager salary contribute much to the hatred towards the teaching profession. While teachers employed in schools and in some colleges are struggling to get out of their jobs, those in colleges and universities are simultaneously struggling to change their educational course programmes so as to run away from education profession. They do so because there is no hope any longer in the teaching profession.

Even those who could be interested in the teaching profession are overly discouraged by the manner the administrative system is operating. How shall we keep a teacher so that our children get opportunity to be taught?

Teachers are capable of remaining in their jobs if there would be a good policy that focuses on motivation and payment of good salaries. Important considerations for the recruitment, up keeping and retention of teachers include the following:

6.1 Salaries and other benefits

It is imperative for teachers to be paid salaries that will enable them earn a living. It is no doubt that teachers like any other employees, have the responsibilities of taking care of their families. Their needs include *inter alia* paying school fees, food, rent, and fare, medical cover, etc. The teachers too need to plan for their lives. It is important to motivate teachers especially those who live in harsh environment so as to attract them and develop a positive attitude towards teaching profession. For example a teacher teaching at Mlimani primary school or Bunge primary school does not have problems similar to those with a teacher at Kipilipili primary school which is 300 km from Tabora municipal, leave alone the overcrowded classroom of more than 300 pupils which she/he attends.

Also there are teachers who have heavy teaching loads almost 10 times the normal load and these should not receive the same pay as those who teach 45 pupils. Motivation for teachers who do well in their jobs is equally important as it will encourage them to do better. This was emphasized by one of the stake holders in education that:

“A teacher is supposed to be well paid just like other employees since s/he has responsibilities similar to those non teachers have. Teaching nowadays is not a vocation. We are tired of the adage that teaching is a vocation. There is a misconception that a teacher can work happily even in a harsh environment because teaching is a vocation. The rights of a teacher are not in heaven, they are just here on earth. All the teachers’ rights should not be denied. Imagine a teacher with no money to take his/her kids to hospital, a teacher with no school fees for his children, a teacher with no bus fare, etc. How do you expect such a teacher to have effective lesson preparation?” (Lecturer –Education, UDSM).

6.2 Security and Good living environment

Teachers like any other workers need good housing and safe environment so that they can perform their duties well. Teachers who travel a long distance cannot work effectively because they will spend much time on the way to and from school. Teachers who live far way therefore cannot manage to prepare lessons effectively. For example there are teachers who need to walk more than 25 km every day to and from school, which means they walk 50 km every day. In this kind of situation, teachers will not be able to effectively teach and there is a big possibility for the children to miss effective learning.⁶

⁶ Part of report given by HakiElimu on The Situation of Education in Simanjiro District, July 2008

6.3 Leadership and administration of education institutions

Bad leadership contributes much to the problems that teachers face in educational institutions. Dictatorship kind of leadership discourages teachers and consequently, some teachers quit their jobs. In some areas, teachers are not even involved in the decision making process. This also demoralizes the hard working spirit among teachers.

Most of the time, heads of educational institutions have not cooperated with teachers. Bad leadership has turned teachers into passive beings. Most of the teachers fear their bosses too much, which reduces creativity and increases hostility instead between teachers and their bosses. The bosses rarely interact with their subordinates, as the result the bosses are feared like lions.⁷ It should be borne in mind that emphasis now has been to promote cooperation, interaction as well as democratic leadership that involves all people in planning and implementation of education objectives. Institutions that apply participatory leadership have been successful. In order to upkeep teachers in schools, the leadership approach should change. We should remember that the school administration has either motivating or demotivating role for teachers. Dictatorial leadership may contribute to teachers running away from the profession. The implication for this will be killing pupils' potentials!

6.4 Training and professional development for teachers

It is important for the teachers to be given trainings so as to enable them to increase efficiency in teaching. Teachers are expected to update their knowledge on particular subject matter so as to cope with changes. Again, teachers should be acquainted with, trained and being oriented to the new changes. This will be helpful to teachers as they will be able to design new teaching methodologies and approaches. Without in-service trainings, seminars, discussions and special trainings that offer new knowledge, teachers will not be able to cope with the rapidly changing world. This will have the negative implication to the pupil as she/he will not be able to receive relevant knowledge.

6.5 Participation of teachers in decision making

Teachers become so much encouraged and motivated if they are involved in decision making. For a long time now in Africa, the politicians, some of them ignorant of education matters, have been key decision makers. Matters pertaining to education and teaching should in reality be left for teachers themselves. Teachers can make good decisions to do with education because they are experts.

Decision making regarding education policy, curriculum, programme, plans and even education act should involve teachers from the onset because they know what education means.

Neglecting teachers in those matters leads to demotivation. Evidence shows that decisions that are made without involving teachers end up with a failure. We witnessed in 2004, for example, an introduction of the new curriculum which encountered so much resistance from the teachers; as the result teaching was not possible. This resulted into the cancellation of that curriculum and the government introduced the new one.⁸ If teachers had been involved from the start, they could have shared their views based on the reality existing on the ground. Involving teachers in the decision making is the most important thing in the development of teaching profession. By involving teachers in decision making, democracy in education can be promoted.

6.6 The society to value and cooperate with teachers

The society can motivate teachers by cooperating with them as well as valuing them. This will facilitate the increase of efficiency among teachers. Teachers are very important to a society as we have seen above. Teachers as part of the society should be valued so that they can teach well. The society especially parents should cooperate with teachers so that children can be effectively taken care of at both school and home. Also the society should participate effectively to safeguard the interests of school. It is very important to invest in human capital because it helps to realize development. Education is the most important heritage a parent can offer to the child.

Parents should sacrifice for the education of their children. Education should be a priority of the school because without it one cannot fight the three enemies of development namely diseases, ignorance and poverty. If we ignore education we may end up living a miserable life. The life without hope (Naker 2007:24).

⁷ Part of the quotation in a book titled 'What is a good school?' Published by "Raising voice". Uganda 2007.

⁸ Part of the statement made by Magareth Sitta, the then minister for Education and Vocational Training when announcing to cancel the Curriculum that merged the subjects in 2006

In the past the society had played a key role in assisting teachers who were placed in localities where without enough houses. The society was fulfilling this responsibility while waiting for the government to build houses for the new teachers. During that time teachers were directly integrated into the society and they had a feeling that they are part and parcel of the society. Today the society does not care about teachers. It is very common to find a teacher living in very difficult condition while the society is watching and expecting the same teacher to teach their children. It is no doubt that doctors, economists, engineers, professors, ministers, etc. all originate from the teacher but the sharp contrast in that the teacher is not valued.

We have witnessed the society contributing millions for wedding ceremonies but the same society is reluctant to assist the teacher who does not have anything to eat because his/her salary has not yet been processed by the government.

The society sometimes relentlessly, abuses sexually the female teacher in the expense of her poverty. Worse enough the society has created hatred with some of the teachers to the extent of threatening their lives. Teachers who punish children because of misconduct at school are threatened to be beaten or killed by the society. Because of this, some teachers are leaving the teaching job.⁹ The negative attitude of the society towards teachers contributes by and large in putting this nation at risk. With this trend, we are creating a nation of ignorant people. The maltreatment of teachers by the society has raised concerns of many education stakeholders as noted here below.

“It is surprising to find a society developing hatred to the teachers. Instead of cooperating and helping teachers, the society is creating enmity. This has a negative impact to our society because without teachers, everything will be in shambles” (lecturer of Education, UDSM).

7.0 Duties and responsibilities of a teacher

The teacher with qualities mentioned above has a key role to play while at school or at home. The following are some of the duties and responsibilities of a teacher:

7.1 To give knowledge and utilize potentials

A teacher has a responsibility to offer knowledge according to the level of the learners. This takes us directly to the main responsibility of a teacher who is considered the source of knowledge. In that matter, presentation of the material and identification of the pupils’ potentials are the vital roles of the teaching process. Presentation involves giving new knowledge which may not be available in the books because such knowledge may be environmental specific. There are important issues to be considered by all teachers regardless of teaching modality used. These issues include involving the pupils in the teaching and learning process, having time to reflect what has been taught and to motivate learners. This will help in creating confidence and making learners active members of society.

A teacher is expected to teach things that are relevant to the society. The teacher should not regard learners as empty tins but she/he should know that learners know something. The teacher should give the learners knowledge and skills to enable them cope with the fast ever changing world.

“The teacher plays a big role in moulding and shaping learners. The teacher normally nurtures the pupils from the early stages of learning to the highest stage. Teachers are expected to train learners to independent thinking and problem solving at the highest level. Perhaps these days we may not have teachers who are capable of doing this” (Lecturer, UDSM).

7.2 To facilitate the teaching and learning process

This is the most important step expected to be done by the teacher before entering the class. The teacher is supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well prepared, s/he can also teach effectively and efficiently. In sharp contrast, most of the teachers do not prepare lessons before hand, as the result the teaching and learning process has not been effective. This lack of preparation affects teachers with high teaching load. It is imperative for a teacher to update his/her lesson notes every now and then. This helps him/her to cope with the ever changing world.

⁹ In May 2008, parents invaded and attacked teachers at Mwembesango Primary school in Morogoro Municipality on the ground that their children were punished by teachers.

7.3 Keeping class records

A teacher is supposed to use his/her time while at school to check for pupil's attendance, to keep pupils' progress report and to make any other relevant follow-ups regarding his/her pupils. The way the teacher handles these matters reflects his/her preparedness in general. If a teacher has made preparation prior to teaching, he will find the teaching process easy and will have enough time to attend the pupils. The teacher is also responsible for keeping records related to pupils' conduct, pupil's personal history as well as academic progress.

7.4 To maintain and build discipline/values to the pupils

One of the most difficult responsibilities of teachers is to maintain discipline. But if a teacher uses different approaches, it will be possible to maintain discipline in the class. One of the principles a teacher may use to maintain discipline in the class is to have class regulations. These regulations should be known to all the pupils and they should be displayed on the notice board together with their possible penalties. If the teacher is not fair enough, there is no point of having the regulations. The teacher is also supposed to build the attitude of patriotism to the country among pupils.

Moreover, the teacher should train learners to develop a sense of solidarity, honesty and love to the nation. In the past this was done through teachings and sports and games.

7.6 Creative and researcher

A teacher is always a researcher. S/he uses most of her/his time conducting researches on her/his pupils. Through research the teacher can easily understand her/his pupils' learning abilities. In a research, a teacher identifies pupils' potentials and their relevance to the society. The teacher normally creates new teaching approaches. The teacher is also supposed to equip her/himself with changes so as to cope with science and technology. By updating her/his knowledge and skills, the teacher will be able to give relevant material to her/his pupils. In terms of creativity, a teacher is expected to be creative enough to make his lesson natural and interesting to the pupils. Also by being creative, the teacher will be able to encourage the pupils to participate effectively in the lesson. More over the teacher should provide room for pupils to practice so as to reinforce the lesson.

7.7 The role model

(i) Should be a good example in her/his work: The importance of a teacher as a role model has been documented extensively. A teacher, like a medical doctor should set a good example so that the pupils can emulate from his teachings. Pupils tend to emulate from their teachers in the course of teaching and learning process. Also pupils tend to emulate teachers' attitudes towards different aspects of life.

(ii) A role model in good conduct/behavior as well as hard working spirit: Being facilitators in the learning process, teachers are expected to be the role model in the society. A good teacher is the one who involves his pupils during the teaching and learning process. Also a good teacher makes his lesson interesting to the pupils. The teacher should encourage class interaction and exchange of views with the pupils. The teacher should instill pupils with a sense of trust for what s/he is teaching. He/she should be a good example for the pupils. For example, a teacher who comes to class late will not be able to convince the pupils that late coming is improper. Also a teacher who preaches cleanliness cannot be trusted by the pupils if s/he is not clean. More over it does not make sense to prohibit the use of mobile phones in class while the same teacher uses a mobile phone regularly during class time. The teacher's personality plays a key role in the teaching and learning process.

7.8 A facilitator

A teacher is a facilitator in the learning and teaching process. In the past the teacher was considered the only source of knowledge, but nowadays the orientation is different. Instead the teacher is not considered to be the only source of knowledge but rather a facilitator in the learning process. The participative teaching approach has changed the role of a teacher. The teaching approach today is based on the problem solving on the part of the pupils. Rather than being considered the source of knowledge, the teacher is nowadays considered as just a facilitator.

7.9 An evaluator

(i) An evaluator to the pupils: To evaluate pupils' academic progress is one of the most important responsibilities of a teacher. Teachers are expected to effectively assess pupils' progress in the course of teaching and learning process. All the tasks assigned to the pupils should be evaluated. When making lesson preparation, a teacher should also determine how the lesson will be assessed to check whether or not the pupils have been able to follow what has been taught. It is therefore vital for a teacher to set time for course evaluation.

Evaluation helps a teacher to determine pupils' progress from one grade to another. Also evaluation helps a teacher to determine the readiness of the pupils in grasping the material in the class. Moreover, evaluation/assessment helps to determine pupils' potentials. However, it is easier to be a good teacher but to be a good course evaluator is something difficult.

(ii) Curriculum evaluator

Teacher's responsibility is not only confined to preparing and executing education plans and evaluation of the plans of education. A teacher is also responsible for the assessment/evaluation of the existing curriculum. Planning and making evaluation on the best teaching is an important process in education. Evaluation, as an important process, is useful in a teaching profession because it guides the teachers in executing their responsibility efficiently.

7.10 curriculum designer

Teachers have a responsibility to plan and implement the curriculum. A teacher is responsible for lesson preparation as well as lesson development. The teacher should make his course material understandable. With this regard, the teacher should read widely and extensively. The teacher should determine the relevant learning material for his pupils as well as their needs. The teacher should determine relevant and appropriate teaching and learning facilities.

In curriculum planning and designing, teachers are given opportunity to give their views regarding the curriculum in question. Curriculum planning is one of the challenges teachers face. This is due to the fact that curriculum designing is a task that needs great experience, dedication and is time consuming. Giving guidelines on what is to be taught is another important responsibility of a teacher. The teacher should also prepare handouts so as to facilitate teaching process. S/he should also prepare lesson objectives, learning outcomes and other important material that pupils need to know.

7.11 The solicitor of knowledge

The teacher should act as a solicitor of knowledge. Due to the development of information technology, finding information has now been easier. Pupils, nowadays, are able to surf via internet for information they need. They therefore do not rely completely on the teacher. The responsibility of a teacher as a solicitor of information has essentially remained the same. The teacher normally solicits the relevant material to be used by learners.

7.12 Counselor and mentor

Apart from teaching, the teacher also fulfils other duties in the society. Teachers are also consulted to solve different problems in the society. Teachers also participate in different development activities in the society. In Tanzania, for example, teachers are involved in many instances. During general elections, teachers are normally assigned tasks to participate in the election process. Also in 2004, teachers were used to register permanent voters in the national registry ledger. Because of their relatively big number, teachers play a key role in the society. If teachers become discomfited they can cause havoc to a society. In any social setting, teachers are given a priority of being leaders. For example, leaders of different committees, leaders of NGOs, chairpersons and secretaries of different civil associations, etc. Although these responsibilities cannot explicitly be seen, they are there as one of the day to day responsibilities of teachers.

8.0 Categories of today's teachers

Despite many elaborations on who a teacher is, according to education policy and education act as well as from the contributions made by scholars, still there is no consensus on what qualities a Teacher is supposed to have. As from now teachers are put into different categories depending on their qualifications. African and Asian government still employs unqualified teachers who have little impact as far as learning outcomes are concerned. The reason for using unqualified teachers is due to pressure from the World Bank and lack of seriousness among our leaders. The following is the misguided report by the World Bank that led to employing unqualified teachers:

In April 2006, Mr Adrian Verspoor, the World Bank official presented two reports titled "scientific researches" at the African International Forum convened by ADEA. Part of his report claimed that there is no relationship between teacher-education and the learning outcomes to the pupils. Also it was reported that there was no any impact even if the class would have 60 pupils or so. The message was very clear to the Minister for Education that teachers' colleges have to be closed and anybody can do the teaching job. Also the number of pupils has no impact in the teaching and learning process, according

to the report. This is evident that the World Bank does not consider African affairs. These misguided reports by the World Bank are now being implemented. According to the statement made by EFA GMR 2006, 20% of primary school teachers and 30% of secondary school teachers are unqualified.¹⁰

The World Bank report as well as lack of political will have caused a lot of problems to the teaching profession in Africa and other developing countries including Tanzania. Nowadays, persons regarded as teachers can be put into four groups:

8.1 The qualified profession teachers

These are the real teachers because they meet all the requirements needed by a teaching profession. They have undergone formal trainings on teaching methodologies, education psychology, education foundations and principle as well as education philosophy. These know what they are doing while in class. But currently, teachers in this category are the leading in terms of quitting the teaching job and joining other careers.

8.2 Teachers with qualifications other than teaching/non-professional teachers

The number of this kind of teachers is now increasing. This group includes teachers who are qualified in the fields other than education. They include engineers, lawyers, historians and sociologists, etc. These people did not undergo any training in relation to education psychology or education philosophy. Currently, such people are employed to carry out the teaching job. Their teachings have not been effective at all. What has been going around here is not teaching per se, but a mechanical kind of teaching. Few 'teachers' in this category do manage to deliver what is expected.

8.3 The half cooked/baked teachers

This group includes teachers who have been given teaching licences. They are also nicknamed "voda faster" because they spend a too short period of time on training. Most of them did not perform well in their "A" level examinations and hence could not secure a chance for further studies. Most of these teachers do not join the teaching profession by their wishes but rather as a way to buy time as they are waiting to re-sit for the failed for six examinations or as they wait for any other opportunities. In principle, these are not teachers and are of course not supposed to be called teachers. This truth was substantiated by most of the lecturers interviewed (see uniqueness of teaching profession).

8.4 Teachers without teaching knowledge and methodologies (para-teachers)

This group involves teachers who are called volunteers. These are people in areas with acute shortage of teachers. These kinds of teachers enter the class not knowing what is supposed to be taught due to lack of teaching qualifications. All they do is to reproduce notes from books and then feed the pupils. They are not capable of interpreting content due to lack of relevant skills.

They just teach as a formality not knowing exactly what to be taught. These are very dangerous to the welfare of children and the fate of the nation at large. These kinds of teachers are common in areas which administer special classes for children who did not get chance for education (MEMKWA).

9.0 The role of teachers to the development of a nation

"A teacher is like a small ship sailing from the land of ignorant people to the land of knowledgeable people" (Socrates 470-399 B.C.).

Development of any nation is dependent on the teaching profession. The role of the teaching profession to the society is what makes the teaching profession essential. Teachers prepare the society for many development perspectives and challenges. In order for a society to develop, it must invest in education.

Despite the fact that Tanzania is one among the countries that adopted the Dakar Declaration on education for all by 2015, this cannot be realized by investing on quality teachers. The declaration instead can be implemented only if there are dedicated and enough teachers who can teach both effectively and efficiently. Teachers are the most important resource to the society. Without teachers, the learning process will be hindered regardless of whether or not there is availability of desks, buildings and other teaching and learning material.

¹⁰ Part of the letter by Educational International and Action Aid titled "Building Strategic Partnership between Teachers' Unions and NGOs, 2007 page 13

Apart from teaching, a teacher is also responsible for shaping the pupil's behaviour. At school, teachers do teach pupils ethics and good conduct. Teachers are responsible for determining the potentials in pupils. A society cannot achieve its development goals without a teacher. The importance of a teacher in the society is emphasized by many scholars like Lopa who one made the following statement:

"...The education that a teacher has is like a honey comb put in a bowl for everybody to taste"

The bowl here has been used to mean the role of a teacher in education. The good teacher normally knows his responsibility to the society. It is clear that a teacher prepares the pupils for life and the way to face the challenges that they may come across.¹¹

10.0 Lack of qualified teachers and its implication

A senior lecturer at the University of Dare S Salaam had the following to say with regard to lack of teachers and its implication:

"It is better one dies rather than having a nation of ignorant people. The ignorant nation is like the dead one because its people cannot do anything and therefore not easy to attain development. Teachers are the integral part in enlightening the nation".

It is very dangerous to the nation to have unqualified teachers. When you have unqualified teachers, the fate of the nation is misty. This danger has been explicitly shown by the government through its education and training policy. The government education policy clearly stipulates qualifications and qualities of teachers as follows:

"...public primary and secondary schools will be taught by diploma and degree holders. The situation in private secondary schools is not the same in that some schools are taught by unqualified teachers. Some of the teachers employed to teach in private schools are mere form six leavers who do not have teaching qualifications. The owners of some of the private schools have violated the education and training policy" (ETP: 1995:31).

The consequence of having unqualified teachers is the drop in the standard of education. This is seen in a situation where we have educated persons who are not creative enough because the kind of education they have is more bookish. These kinds of people are unproductive since they cannot work effectively and efficiently because they lack relevant skills.

Lack of qualified people has led to the accumulation of problems because our intellectuals lack problem solving skills. Our intellectuals have not been creative enough to solve the existing problems in the society, as a result we have just been postponing them. It is surprising to note that the 50 years of independence have had no impact on Africa. The continent still faces the same problems it has experienced in the past. For example, we still rely on expertise to solve the problems which Africans who would have received respective training could have solved. In Tanzania for example, we rely on foreigners to construct structures such as the recently built National Stadium in Dar es Salaam and the Bunge hall in Dodoma. The natural resources in Tanzania are found in abundance but deliberate efforts to utilize them effectively are not there. Most of the Tanzanian natural resources are in the hands of the foreigners who use them the way they wish. To the great extent, ignorance is the cause of all this.

In mining centres for example, we see foreigners benefiting much more from minerals than the Tanzanians. Minerals are being extracted extensively, as the result Tanzania is left with open pits. Everything is taken to Europe and America. Likewise, timber is harvested and exported abroad. What is left behind is a desert. Ignorance is really costing our nation because the foreigners are taking advantage of peoples' ignorance to perpetuate and intensify exploitation. Exploitation by foreigners is everywhere for example; at the University of Dar es Salaam land is a complex investment where a lot of business stores and shops have been erected by rich people. This implies that the University land has been turned into the shopping centre. The investors chose to erect the shopping malls as their priority but could not bother to invest in students' halls of residence which is a national priority. Although *Mlimani city* has changed the scenery of the area ironically, students in the sane University are sleeping in overcrowded rooms. Some can hardly find even the low standard rooms off campus. The developed countries have turned Africa into market places. Countries like Tanzania for example, are the market for low quality electronic equipment/material, vehicles, etc. all from abroad. Our poor education system and technology partly to blame for all these.

¹¹ Part of the elaborations given by Ludovick Lopa on the role of a teacher. Ludovic is a student at Junior Lutheran seminary Morogoro.

Also, leaders are using people's ignorance to impose policies of their interests. The citizens do not have power to question because of ignorance. Leaders and some businessmen are enriching themselves out of people's ignorance. Those who are clever enough are investing in research as well as science and technology. They do this through determining people with special potentials and knowledge which could be used to save the society. Once such people are determined, they are developed to the highest level. However, on the contrary, we consider somebody as educated if s/he can show a certificate. Therefore, to us, education equals to certification. Africa is now busy copying western culture instead of technology and knowledge. It is the teacher only who will be able to clear this mess. If we don't invest in human capital, for sure there will be no development. We must also be careful with the kind of teachers we have in our schools. If we continue the trend of using unqualified teachers in our schools, we will not manage to face the challenges of globalization. We will continue to be exploited and regarded as people with no contribution under the sun.

11.0 Conclusion/Recommendations

The society should differentiate between education and attending school. Education does not mean wearing nice school uniforms. It has instead something to do with cognitive, psychomotor and affective part of the pupil. The educated person should show change of behaviour in terms of the three taxonomy of education. Education is not related to buildings or desks and neither does education mean ability to read and write there has been a misconception in the society where education has been equated to the ability to read and write. People have also been equating education with buildings, ability to speak English, ability to imitate western culture, certification as well as passing examinations. Education is basically broader than the mere above named aspects.

A person may have all the above aspects but still may not be considered as educated. Education in its holistic sense refers to the interaction between a teacher and pupils. It is also related to the availability and effective utilization of books i.e. text and reference books, laboratories, etc. education leads to knowledge, skills and values which the learner uses to solve different problems existing in the society.

Any decision we make today in relation to education can determine our destiny. If we teach our children well, it will be possible for them to face challenges of the world. Pupils are supposed to have knowledge and skills which are flexible in different situations and environment. They should be trained how to think critically and independently. They should be trained to be disciplined so that they can realize their educational aspirations.

We should strive to investing in human capital rather than investing in commodities. By investing much more in education especially in quality education, we will also excel in the provision of quality education to our children. Doing the contrary will be betraying our nation. Education is an important tool in liberation as well as development. Investing in human capital therefore should be seen as a precious decision.

The only way forward for the betterment of our children is to invest in good-teacher education. Ignoring education sector is like betraying our own children and hence killing our nation because there will be no enough qualified teachers. Pupils taught by desperate and unqualified teachers produce a nation with no vision; the nation whose people live in a deep pool of poverty, ignorance and diseases. Therefore let us clear the mess. It can be done. Just play your part.

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It is evident that every education stakeholder acknowledges the role of a teacher in education and society at large. Despite this fact, teachers are still in a place where they are not supposed to be. They don't have professional teachers qualities and most of them live a difficult and miserable life. This is very contrary to the contribution of these people to the society.

The situation that the teachers have been subjected to, has led to the decline of the teaching profession. Currently, teaching is no longer regarded as a noble profession; and anybody can venture into it. Teaching has now been regarded as a last resort for those who could not excel in other careers. Ironically, those who venture into the profession are not there to stay although they may regard themselves to be teachers. Teaching profession continues to be used as a bridge to other careers due to lack of political will and good education policy. There is no clear policy with regard to the fate of the teachers who live on meagre salaries leaving alone the difficult conditions that teachers work in particularly in the rural areas.

The implication of all these is the decline of education sector as well as the quality of education. Most people who are a product of this misguided education system, as we can see today, complete school as a formality; the 'education' that they have received has not been able to change their lives. Our education system has produced people who; are not creative, have no problem solving skills and cannot work independently. Due to this, most of the society's problems have remained unsolved although every day people graduate.

The main challenge we are now facing is to re-define the qualities of a good teacher as well as training programmes. Also, we should revisit the duties and responsibilities of a teacher in order to do away with teachers recruited to appease the ruling cadre. We should not let politics influence decisions related to education.

This publication on education by HakiElimu will be used as a starting point to all education stakeholders when discussing on our education system and the fate of our nation. It is only through investing in human capital especially in our children that we can have dreams of development. Short of that, it will be difficult to achieve social-economic development in our country.

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