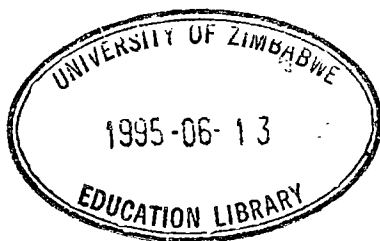


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A COMPARATIVE ANALYSIS OF ATTITUDES TOWARDS AND PERCEP- TIONS OF THE TEACHING PROFES- SION

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ABSTRACT

Limitations notwithstanding, the main purpose of this article is to raise major issues related to people's perception of an attitude towards teaching as a profession in developed and developing countries. These issues include teaching and other professions, socio-economic status, class structures of society, gender, rural-urban factors among others. It is a fact that more research in this area is found in developed than developing countries. By comparing developed and developing countries it is hoped that educationists in developing countries will appreciate the deficiencies as a challenge and carry out research in their own countries especially African countries.

INTRODUCTION

People's attitudes towards and perceptions of the teaching profession are complex. This is particularly the case when taken in the context of occupational choice, that is, whether or not one would like to become a teacher and reasons or motives for this. The situation is made even more complex because occupational choice is a multi-dimensional process. Even if respondents are fully aware of its mechanics, they may be unable to reflect on a wide range of influences that may have prompted them to become teachers in questionnaire responses. In addition respon-

dents may not provide honest answers, yielding to the temptation of submitting socially acceptable responses, rather than answers which really made them choose teaching.

Explanations about career choices require not only questionnaires requesting reasons or factors for choosing that particular career, but background information which ranges from socio-economic, socio-political, family background of respondents among several such information that assist in throwing light on career choices. For as Lomax (1972, p. 117) observed:

We are forced to recognize that occupational choice is a complex process which is unlikely to be fully understood in terms of the data supplied by the blunt research instruments which are present at our disposal.

Aims And Objectives of this Review

If studying career choices within a society is complex, then a comparative study of people's attitudes towards and perceptions of a given career such as the teaching profession between developed and developing countries is even more complex. Some of the main issues at the centre of this comparison include: other professions and the teaching profession, academic qualifications, class structures, gender, rural and urban factors, job security, liking children among others. An attempt will be made to outline main differences and similarities between developed and developing countries in people's attitudes towards and perceptions of the teaching profession.

DEVELOPED COUNTRIES

Teaching and Other Professions.

In developed countries, literature has been produced with regards to pupils' attitudes towards the teaching profession, reasons why people become teachers and factors that determine people's choice

of the teaching profession. On the whole available literature suggests that in comparison to professions such as law, medicine, accountancy, engineering and so forth, teaching is relatively less attractive. In his study involving 1868 Sixth Form pupils, Bradley (1964) found that the majority of these pupils, (1340) indicated that they did not intend to become teachers. Similar findings were reported by Schwarzweller and Lyson (1978) who carried out their studies in West Germany, Norway and the United States.

Academic Qualifications and The Teaching Profession.

The fact that in general, pupils do not opt for teaching as one of the most cherished professions, has led to a situation whereby people who take up teaching as a profession have academic results which are not as 'good' as the academic results of people who take up professions such as engineering, law, medicine, among others.

Evans (1956, p. 66) came to the conclusion that:

.... it is the less successful children who are likely to be interested in teaching

Brent (1964, p. 298) advanced the same argument when he wrote:

It is evident also in this study that many of the below average groups 'drifted' into teaching after failing to gain admission to University.

In a survey carried out in Britain in 1966, it was revealed that the majority of students would consider teaching only if their final examination results were sufficiently disappointing. This survey (HMSO 1966, p. 54) noted:

Teaching is failing to attract enough individuals of the type which modern conditions require. The reasons for this are complex but lack of a really dynamic and enterprising recruitment programme is one of the most obvious.

Literature which advance similar arguments include Schwarzweller and Lyson (1978), Grace (1967), to name a few.

Class Structure And the Teaching Profession.

As a general rule, in developed countries class structures of society are a determining factor in further education and occupations. By the same token, class structure determine people's attitudes towards and perceptions of the teaching profession. Teaching is said to be taken up by people from the middle class, or from pupils whose parents hold skilled or professional occupations. The Robbins Report (1963) showed that the largest group of teachers was drawn from people with non-manual family background. Between 1961 and 1962, in England and Wales, the composition of teachers was 54% middle class, and 23% upper class; the remaining 23% was working class. Lomax (1971) found that 10% of the student teachers' fathers were engaged in semi-skilled or unskilled work, while 40% were in managerial or professional occupations. Noble and Pymn (1980) reported that in their study, they found that student teachers were predominantly middle class and there were less student teachers whose parents were manual or unskilled workers.

In the United States, where teachers are predominantly women, Pavalko (1970) found that women of low socio-economic background were under-represented and those of high socio-economic background over-represented among the teaching force. Pavalko (1970, p. 346) concluded:

The conclusion that teachers tend to come from high socio-economic origins relative to the general age cohort from which they are drawn seems

more valid. Thus, teaching seems to attract women of high socio-economic background to a much greater extent than has been assumed.

Gender and the Teaching Profession.

Gender is also put forward as a factor in determining people's choice to teaching as a profession. As already noted, in the United States (Schwarzweiler and Lyson, 1978) 68% of all teachers of elementary and secondary schools were women, while comparable figures for Norway and West Germany were 45 and 44% respectively. Butcher and Pont (1968) reported a study they carried out in Scotland in which 1100 secondary students rated fifteen careers. Girls rated teaching first in their order of job preference, while boys who favoured careers in engineering placed teaching fifth. In their studies, Schwarzweiler and Lyson (1978) reported that over 66% of American girls at secondary schools who wanted a professional career wanted teaching. Corresponding figures for West Germany and Norway were 55 and 60% respectively. Bradley (1964) who carried his studies in England among 523 prospective teachers, discovered that 62% were girls and 38% were boys; of the 211 who indicated that they would definitely train as teachers, 75% were girls and 25% were boys; and of the 147 who were still undecided, 56% were boys and 44% were girls. Bradley (1983:120) noted: 'Almost half the girls who had provisionally decided on a career had chosen teaching.'

A survey in England by Temperley and Gregory (1971) established that 44% female and 11% male students wanted to become teachers. A number of explanations have been put forward as to why teaching tends to be more attractive to female than to male students.

A possible explanation could be that teaching may be compatible with family roles for married women than any other occupations or it may be that opportunities in other career areas turn out to be less attractive on close acquaintance.

On a similar explanatory note, Lortie (1978, p. 82) observed:

Not only does our society (United States) say that teaching is appropriate work for women, but the division of labour in family life makes teaching particularly attractive (for women).

The teaching profession in developed countries seems to be attractive to females because its net values – financial, family, social etc – are a good deal higher than those for those professions in which *considerable numbers of females are found*. On the whole also, it would seem the salaries offered to teachers taken relative to those in other professions go a long way towards explaining the sex distribution of the teaching profession. Teaching is convenient to a lot of women because its tasks are relatively easily integrated with the demands of family life. House (1971) supported and advanced this view. She claimed that women wanted the teaching profession because it was a career which could be interrupted and rejoined without further training. Women can follow their husbands anywhere and still manage to find teaching posts. Compared to professions demanding comparable periods of training, and similar academic qualifications to the women folk, *it would seem*, teaching is not only convenient but secure. It was noted that class structures contributed towards people's attitude towards the teaching profession. It is possible that women in the developed countries, where class structures seem strong, as a social group, are discriminated against. In that case, the mode of their upbringing, cultural and psychological factors, are such that they are not fully prepared for more challenging jobs. For the career conscious, teaching becomes a refuge.

Rural and Urban Factors and the Teaching Profession.

Geographical factors such as urban or rural origins are also said to be responsible for people's attitudes towards the teaching profession. In their studies, on the United States, Norway and West

Germany already referred to, Schwarzweller and Lyson (1978) found that teaching was not only attractive to girls than boys, but to rural more than urban pupils. They noted (1978, p. 42):

Clearly in rural America and in certain respects also in rural Europe, a career in teaching represents an important means by which lower status youths and girls in general can enhance their lot in life and hope to achieve a modest degree of upward social mobility. Choosing to become a teacher also may function as a catalyst in stimulating, crystallising, and focussing the status ambitions of rural youth especially those in low income situations.

Schwarzweller and Lyson (1978, p. 41) went on:

A career in teaching is by far the most popular professional career choice of rural people in those societies, especially for girls. Indeed one might say that the dominant theme and obvious dream characterising the upward mobility aspirations of rural girls is 'to become a teacher.'

The reasons given as to why young people in rural areas in developed countries opt for the teaching profession more than their urban counterparts include limited access to a wider range of professional career opportunities for the rural youths than is the case with urban youths.

Liking Children and the Teaching Profession

Bewsher (1966) and Derricott (1968) in their different studies suggest that it is interest in and love for young children which make the teaching profession attractive to some candidates. Clark (1968) reported that students who have no desire to teach have little liking for children. Raby (1970) reported that the dominant career motive for those students who become teachers was desire

to work with children. A liking for children could partly explain why more female than male students opt for the teaching profession in developed countries such as the United States. This is because in general and instinctively women tend to look after children "better" than most men.

Job Security And the Teaching Profession.

There are studies which also show that people in developed countries become teachers because teaching is a secure profession. Derricott (1968) found that job security was one of the most important reasons why his respondents became teachers. With regards to teaching as a job that offers income security, Lenahan (1975, p. 32) concluded:

A reasonable conclusion seems to be that one of the advantages of teaching is job security – security of employment and security of income – but an associated disadvantage may well be few opportunities to reach positions of responsibility which offer chances of considerable influence.

Bewsher (1966) reported that guaranteed salaries, good holidays, security of employment and provision of pensions were among the factors for becoming teachers by his respondents. Ashley, Cohen, McIntyre and Slatter (1968) reported job security, long holidays, interest in own subject, wish to continue with further education, financial rewards among the main reasons why people took up teaching as a profession. James and Choppin (1977) reported job security, good holidays, good working hours, and further education opportunities to be among the attractions in becoming a teacher.

Salaries and the Teaching Profession.

Salaries seem to be the main factor that determine not only status of the teaching profession but whether or not the profession will be able to attract and retain enough professionally trained candidates. An ILO Report (1978, p. 3) noted:

The remuneration which society awards to the members of its teaching profession reflects the importance which that society attaches to the profession, in itself and in comparison with that it accords to other professions and occupations.

This ILO Report (1978, p.103) went on:

Inadequate pay levels affect recruitment to, and stability within the profession and create frustration which may give rise to militancy and even a decline in professional standards. All these factors adversely affect the performance of the education system.

There is literature in developed countries which supports the view that one of the main reasons why the teaching profession in general tends to be relatively unattractive to some secondary pupils and other candidates from whom intending teachers are recruited, is relatively low salaries compared to salaries paid in other professions. In his study, Grace (1967, p. 55) argued:

If able young men (and women) ... are to be attracted into the profession, they must be able to see a scale and career line which compares favourably with that of other professions. No talk of vocations and the unseen rewards of teaching must blind us to those basic facts.

Kelsall (1970, p. 116) wrote:

All those who have undertaken empirical studies of attitudes towards teaching as a career, are convinced that salary improvement relative to alternative opportunities is perhaps the most important single requirement in attracting more young people of the right educational attainment.

Kershaw and McKean (1972, p. 3) wrote:

Salaries significantly influence the supply of applicants from which school officials can choose and therefore influence the quality of the teaching staff in various assignments.

They went on (1972, p. 117):

The higher the pay, the better the schools' ability to maintain a balanced combination of teachers.

In Britain, the Robbins Report (1963) revealed that salary was an important factor for people's refusal to become teachers, particularly among graduates. About a quarter of the men who abandoned the idea of becoming teachers gave poor salaries as the most important reason why they took that decision. They expressed the view that pay and promotion prospects in teaching were poor and that teaching was constricting and monotonous that it would waste their degrees and give them little or no intellectual satisfaction.

Evidence seems to be persistent that teachers' salaries tend to be below those of other occupations, which require post-secondary education. Bibby (1970) found that male graduate teachers were paid less than male graduates working in industry. In fact, age earnings profiles for the two groups revealed that throughout working life, industry graduates were always better paid.

Another study by Holtman (1968) based on the 1960 American census data, which compared life time earnings of teachers and other professionals showed some interesting results. The other professionals comprised some 58 occupations which included accountants, engineers, nurses, scientists among others. By calculating the net present value of life time earnings for teachers, and 'others' with either four or five years of college education, Holtman showed that pecuniary benefits for male teachers were consistently inferior.

In a British study by Zabala (1974) concerned specifically with teaching, the responsiveness of graduates to salaries and unemployment was examined, the econometric model suggested that graduates recruitment was dependent on teachers' salaries relative to other occupations, and job opportunities measured by unemployment levels. Zabala showed that pecuniary rewards were influential in the career choices of females, though to a less degree in comparison to males.

Still in Britain, a survey conducted in 1968 (OECD, 1972) also revealed that one of the main factors why people disliked teaching was low salaries. In 1975, following the implementation of the Houghton Committee recommendations (ILO Report, 1978) which, among other things recommended relatively high salaries for teachers, the number of teachers seeking transfer or waiting to quit the profession for what they regarded as 'better paid professions' declined.

There is also some evidence which shows that when certain categories of teachers receive better salaries than others, the difference is shown by greater difficulty in recruiting the less favoured category. In Austria (OECD 1972) teacher shortage was reported to be less serious in technical than general education. This was because of the proportionately higher salaries paid to technical than general education teachers. In West Germany (OECD 1972) it was reported that there was almost persistent shortage of teachers in gymnasias, special subjects-needlework, music,

sport – at elementary school level, mainly due to the different growth rates in salaries according to the categories of teachers in which those teaching special subjects had lower rates.

Other Factors and the Teaching Profession.

Other factors said to influence people to become teachers include self-image, college organization, the curriculum and teaching methods. Bewsher (1966) and Temperly and Gregory (1971) reported that some people become teachers because of influence from teachers, parents and friends. As for teachers already in service, these are potential recruiters par excellence. Their attitude towards people, the students, their own work, what they do or say, directly or indirectly, may recruit people into or out of the teaching profession.

The literature available in developed Western countries, regarding factors that affect the teaching profession seems disappointing in two main respects. It has not proved sufficiently conclusive to serve as a guide to understanding the situation in developing countries. Maybe that is as it should be so that scholars in developing countries may research into factors that determine the teaching profession without being 'copy cats' of studies carried out in developed countries. Secondly, much of the evidence yielded, tends to provide a somewhat depressing picture of the qualities of many of those who come forward for training as teachers such that it might dissuade potential recruits.

DEVELOPING COUNTRIES.

Teaching and other Profession.

With regard to the popularity of the teaching profession, compared with professions such as engineering, accountancy, law, medicine and so on, the literature from developing countries is generally similar to that from developed countries. The teaching profession is not as popular as these other professions. Studies by Nwagwu (1977), carried out in Nigeria, Foster (1966) in

Ghana, Clignet and Foster (1967) in the Ivory Coast, Dorsey (1975) Dorsey (1977) and Drury (1967), Chivore (1985) in Zimbabwe, Heijnen (1974) in Tanzania and Hicks (1967) in Zambia show that teaching as a profession tends to be relatively unpopular among African secondary pupils. In Zimbabwe for example, Drury (1967) even at that time when professional and job opportunities were limited for African school leavers, found that African pupils became teachers having tried and failed to obtain places for further academic education. Given a choice for example between going for further education or training as teachers after say 'O' levels or their equivalent, African pupils prefer further academic education.

In a survey involving 577 secondary pupils in Zimbabwe, the present author found that secondary teaching scored 5.5% while primary teaching scored 0.7% in popularity. The author (Chivore 1985, p. 280) concluded:

In so far as pupil's perceptions of and attitude towards the teaching profession was concerned, the result showed that secondary teaching was more popular than primary teaching. While it was one of the first ten professions, secondary teaching was below professions such as air pilot, technician, medical doctor, lawyer and dentist. This was in line with findings in developed as well as developing countries whereby it was noted that in comparison with other professions teaching was relatively less popular.

Research carried out in other African countries shows similar trends. Foster found that in Ghana 16.4% of 963 secondary pupils were interested in secondary teaching as a career, and 4.7% wanted to train as primary teachers. In Zambia, Hicks (1967) found that out of 118 careers, Form III African pupils ranked secondary teaching fourteenth and primary teaching sixty-seventh. In Nigeria, Durojaiye (1970) reported a survey involving 110 out of 196 pupils. In that survey, 1.8% of the pupils

wanted to train as primary teachers while 10.0% wanted to train as secondary teachers. Nwagwu (1977) found that out of 609 secondary pupils in his survey carried out in Nigeria, 20% were interested in the teaching profession as a whole. In the same survey, Nwagwu found that out of the 20 given professions, primary and secondary teaching were ranked eighteenth and eleventh on the income list respectively. Golden (1960) found that of the 554 secondary students in Ghana 12.1% wanted to become teachers. The point being stressed is that teaching seems not to be as popular as other professions in developing countries just as is the case with developed countries.

Socio-economic Background and the Teaching Profession.

Not much literature seems to be available with regards to the socio-economic factor and its impact on the teaching profession, particularly its influence on pupil's decision to become professional teachers in developing countries. Dorsey (1975) found that teaching in Zimbabwe was taken up by pupils from a low social status background. Another study (Young et al, 1980) carried out in Nigeria among 73 students doing a B.Ed. course at Ahmadu Bello University at Zaria, showed that 16 of the 25 women's fathers (64.0%) were civil servants or traders, while 15 of the 48 men's fathers (31.3%) were in occupations other than farming. In other words, whereas women came from a relatively or proportionately high social status background, men came from a proportionately low social status background. But taken together, the majority of these students - 33 (56.2%) - came from a low social status peasant farming background.

In Zimbabwe, Dorsey (1975) found that in comparison with other professions, particularly among male Form IV pupils, teaching attracted pupils of a low socio-economic status. Thus 52.7% of low socio-economic status as compared to 30.2% of high socio-economic status of the males wanted to become teachers. Corresponding figures for engineering were 16.8, 18.8 and 17.9%, while those for doctor were 13.7, 16.6 and 26.3% respectively.

Using education to determine the socio-economic status of pupils, the present author (Chivore, 1985) found that the higher the parents' education the more the likelihood that their children would not like to become teachers. Out of 577 pupils, the analysis showed that of all the pupils who wanted to become secondary teachers, 31.0% had fathers who did not complete primary education; 21.0% had fathers who completed primary education; 7.1% had fathers who completed Z.J.C.; while only 12.3% had fathers who had CSC or 'O' levels. Corresponding percentages based on pupil's mother's qualifications were: 24.0%, 23.7% and 5.8%. The author (Chivore 1985, p. 284) concluded:

These results show that pupils whose parents have relatively low academic qualifications are likely to take up teaching as a profession. Since education is the main criteria for assessing a person's socio-economic status in a developing country such as Zimbabwe, it can be deduced that pupils whose parents belong to a low social class (peasants) are likely to take up teaching as a profession.

With regards to socio-economic status as an influencing factor in people's choice of becoming teachers, there seems to be a difference between developing and developed countries. In developing countries teaching seems to attract people of a low socio-economic status while in developed countries it attracts people from the middle class.

Rural and Urban Factors and the Teaching Profession.

The study by Young (1980) which showed that the majority of the candidates came from a rural peasant background is in line with studies by Nwagwu, (1977), Heijnen (1974) and Chivore (1985).

Heijnen (1974) found that in Tanzania, in the Mwanza urban district, pupils liked the idea of becoming teachers less than pupils in Mwanza rural district. Those in the urban areas ranked teaching sixth, while those in the rural areas ranked it fourth. Nwagwu (1977) found that the percentage of students who were brought up in the rural areas of Nigeria who indicated interest in school teaching was higher than the percentage of those who were brought up in the urban areas. Clignet and Foster (1966) reported that in the Ivory Coast, a preference for teaching as a career was more among individuals from rural illiterate family background. Preference for teaching as a career was twice as high among children of farmers as it was among children of professional and clerical workers.

A study carried out by the author (Chivore and Masango, 1982) among candidates who joined the Zimbabwe Integrated Teacher Education Course (ZINTEC) revealed that the overwhelming majority of student teachers in this programme had a rural background as well as having attended secondary schools situated in rural areas.

In another study, the represent author (Chivore, 1985) discovered that the further one moved away from urban areas the more the interest in teaching as a career. For pupils who indicated that they did not want to train as teachers after their Form IV CSC studies, the percentages were: 60% large urban areas, 58.4% small urban areas, and 34.2% rural areas. Pupils who showed that they wanted to train as teachers after their Form IV CSC studies were: 27.7% from large urban areas, 31.5% from small urban areas, and 47.9% from rural areas. Because of these results, the author concluded (Chivore 1985:296):

These results make us conclude that pupils attending secondary schools situated in rural areas are likely to show more interest in teaching as a profession than pupils attending secondary schools situated in urban areas in Zimbabwe.

In Zimbabwe, more so before independence, teaching remained *the* profession which absorbed most of the Form IV CSC pupils who wanted to do a white collar job. Even after independence, teaching remained the white collar job for the vast majority of Form IV CSC school leavers in the rural areas. In fact, teaching in Zimbabwe is the single biggest employer of Form IV CSC school leavers. This is because ordinary jobs, let alone white collar ones, are not as common in rural areas as they are in urban areas. Consequently, parents in the rural areas expect their children to become teachers as the main avenue for improving the socio-economic status of the family as well as assisting in educating other members of the family who might still be at school. Being academically educated in the rural areas, that is receiving secondary and further education, was, sometimes literally, equated with being a teacher. The situation in urban areas was, and still (1990) is different in that compared with rural areas, there were and are, relatively better opportunities of getting jobs other than teaching. Such situations are common in developing countries.

As far as the urban – rural factor is concerned information available in developing countries seems to agree with information obtaining in developed countries in that teaching seems to be appealing more to rural than urban people as a profession.

Gender Factor and the Teaching Profession.

With regards to the gender factor, there does not seem to be much work done in this area in developing countries. The focus has been to compare teacher effectiveness between male and female teachers (Avalos 1981) already in the teaching profession, rather than why these became teachers. In Zimbabwe, however, Dorsey (1975) found that teaching tended to be more attractive to female than to male pupils.

Nwagwu (1977) on the other hand, found that while percentages in his study showed more liking for teaching among female than among male pupils, this difference was not statistically sig-

nificant. But in another study five years later Nwagwu (1981) found that 74.4% girls and 38.7% boys showed interest in the teaching profession. This was a difference of 35.7%. Nwagwu (1981, p. 84) concluded:

The reasons for this is that with improved parental attitude towards the education of women, very large numbers of girls graduate from the secondary school yearly. Since Nigeria is still a rural and agricultural country there are very few jobs in the cities and industries for women. With general discrimination against women by many employment agencies ... school teaching becomes a highly attractive job for women.

From Pakistan, Klitgaard et al (1985) reported that teaching was the most popular career choice for educated women, whereas a small number of men opted for it. The reasons given were that women were not willing to enter the male dominated employment areas of business, and government and other professions except if they can work with and for women.

In Zimbabwe, in her follow up studies Dorsey (1975) who wanted to find what happened to school leavers who completed their Form IV CSC studies, discovered that 32.0% girls and 12.6% of the boys had become teachers. This was a difference of 19.4%.

In his own studies, the present author (Chivore 1985 and 1986) found that there were differences between male and female pupils in their attitude towards and perception of the teaching profession. As far as those who wanted to become teachers were concerned, there were 43.5% female and 41.0% male, a difference of 2.5% in favour of females. For those who indicated that they did not want to become teachers, there were 46.3% males and 40.7% females, a difference of 5.6%. In this countrywide study it was concluded (Chivore 1985, p. 293)

These results lead us to conclude that there were differences between male and female pupils with regard to their perception of and attitude towards teaching... in Zimbabwe which showed more female than male pupils wanting to train in the teaching profession.

The reasons why teaching tends to attract relatively more women than men include marriage, family commitments, professional security, salaries compared to salaries of professions requiring similar academic qualifications and years of training and the ubiquity of teaching. It is interesting (Avalos, 1981) to note that research carried out in different developing countries comparing male and female secondary teachers' competence, suggests that female teachers were more satisfied with their teaching activities. It may therefore mean that a positive attitude towards reasons for becoming a teacher has positive contributions to the teaching profession and the teachers' performance, and possibly pupil achievement. More research on these assumptions is needed.

Reasons for Becoming Teachers

It has been noted that there is literature which supports the view that factors such as gender, rural – urban factors, and socio-economic background of parents do have some impact on pupil's choice of becoming teachers in developed countries. But it would seem not much work has been carried out in developing countries. The study by Young (1980) already referred to, addressed itself to this aspect. This study revealed that of the 73 student teachers at Ahmadu Bello University, 22(33.0%) had wanted to become teachers, 28(38.4%) did not want to be teachers in the first place, and 23(31.5%) did not have a specific job in mind, the majority – 68(93.2%) became teachers because missionaries decided for them.

Another study was done by Segun Adesina (Hanson and Crozier, 1974) on reasons for becoming teachers by 210 bonded student teachers undergoing a crash programme training to become secon-

dary teachers in Lagos State, Nigeria. The following reasons were given: by accident (38.0%), love of the profession (30.0%), no other alternative (17.0%), as a stopgap for other endeavours (20.0%), and other reasons (5.0%). The sad thing about this study is that when respondents were asked about their intentions after completing their crash programme and bonding contracts, they gave the following intentions: plan to quit secondary teaching after serving their bonds (72%), plan to remain as secondary teachers after serving their bonds (20%) and uncertain plans (8%).

Abangma (1981) asked his respondents in English speaking Cameroon to give seven most important reasons why they became teachers. In rank order, the following were the reasons given: seemed the only thing to do at the time; advice of relatives; liking for teaching; long vacation; attractive salary; to secure advanced studies; and fondness for children. Nwagwu (1981) found that the reasons which made primary student teachers take up teaching as a profession were; education in the teacher training is free; a teaching post is the only job people can get easily; primary teachers are not easily dismissed from service; and teachers can teach near their homes or where their wives or husbands are working.

Another study by the author in Zimbabwe (Chivore and Masango 1982) carried out among ZINTEC student teachers, showed that the reasons given as having prompted these candidates to train as primary teachers were: I wanted to assist in meeting primary teacher shortage in Zimbabwe, I enjoy teaching, to train young people to meet future manpower needs in the country, the ZINTEC programme offered me the chance to do further education, I wanted to assist in teaching literacy in the community through the ZINTEC programme, I wanted to train in a secure profession and under the ZINTEC programme I can earn while training.

In another study (Chivore, 1985) the author requested secondary student teachers to indicate reasons which prompted them to take up secondary teaching as professional career. The reasons given, in rank order were as follows: I enjoy teaching, teaching offered me a chance to do further education, to train young people to meet future manpower needs in Zimbabwe I wanted to assist in teaching literacy in the community, I wanted to train in a secure profession, I enjoy working with young people and these days teaching is a well paid career. On the whole these reasons were positive. This method of obtaining information (opinions) from respondents might be criticised in that it may solicit biased responses from trainees since they already embarked upon teacher training. To indicate a dislike of a profession in which they were already training might be seen as a contradiction. But when the author carried out another study in 1978 (Chivore, 1985) that is before independence the response was negative. The majority of the respondents stated that they became teachers because that was the only job available for the African people. The 1982, 1985 and 1978 results seem to have been representative of those times. The 1982 and 1985 results were interesting in that they were positive. A positive attitude towards reasons for becoming teachers is important because it may mean that such a person or persons may find satisfaction in teaching and develop stability in that occupation.

Salaries and the Teaching Profession.

Surprisingly, even though there is general talk of salaries being crucial in the teaching profession in developing countries, the present author was not able to get hold of a lot of empirically researched studies on this aspect. All the same there are a few studies on this aspect. In Nigeria (Hanson and Crozier 1974) when there was general dissatisfaction among secondary teachers due to low salaries and poor conditions of services, a survey conducted by the Lagos State (1966-1968) found that approximately 10.0% of the teachers were leaving the profession each year to join the public sector, business, industry or for further studies.

In his studies on Nigeria, Nwagwu (1981) discovered that when conditions of service which included salaries, were improved, secondary school pupil's attitudes towards the teaching profession improved. He found that whereas in 1972, 23.3% of secondary school leavers wanted primary teaching, in 1977 the percentage increased to 50.0%. This was after implementing the Udoji Commission recommendation which among other things improved the salaries offered to primary teachers. Nwagwu (1981, p. 85) concluded:

Attitudes of secondary school students in Nigeria towards teaching in primary schools shows that improved conditions of service have had some significant favourable impact on students' interest and attitudes patterns.

Abangma (1981) in his studies carried out in English speaking Cameroon found that among his respondents, salaries were rated as the most crucial single factor in attracting candidates into and retaining those already in the teaching profession. Abangma (1981, p. 285) observed:

When talking with teachers about their profession, one regularly heard complaints about their salaries. Over 80 teachers used the space at the end of the questionnaire booklet to complain about their financial position, and particularly at the differences in salaries between government teachers and voluntary agencies' teachers.

Abangma found a relationship between teachers' low morale as a result of poor conditions and performance in terms of accepting new ideas, especially those ideas relating to changes in the curriculum. Those who had low morale did not readily accept new curriculum changes. Due to this situation, Abangma on page 286 concluded:

Cameroon's (possibly all Africa's) greatest problem in the field of primary teacher education is not that of raising the quality of its initial training, but of keeping its teachers in the field interested, active, and efficient. In this context, it is interesting to note that the first three ranked items deal with the teachers' financial and social difficulties rather than with the educational or professional inadequacy within the system.

In his studies on Zimbabwe, the author (Chivore, 1985) found that from the point of view of student teachers as well as qualified teachers, the most crucial factor which determined the attractiveness of the teaching profession was salary. Over 95.0% of the respondents rated salary as the most important issue in making the teaching profession attractive. The present author (Chivore 1985, p. 476) concluded:

It is clear that the most rated single factor that determined the attractiveness of the teaching profession in Zimbabwe was salaries relative to those (salaries) paid in the private and the public sector.

In that study it was established that teachers were paid less than people with similar qualifications requiring similar years of training in both the public and the private sector. As far as the private sector was concerned, university graduate teachers were paid less than some non-university graduate employees particularly those with technical diplomas.

Observations.

The main aim of this review was to outline major issues related to people's perception of and attitude towards the teaching profession in developed and developing countries. It is impossible to cover all the factors that determine people's perceptions of and attitudes towards the teaching profession. This is because whether

developed or developing, countries are as different as they are complex. But it is equally important to recognise that even in diverse and complex societies of the developed and developing countries from a comparative point of view, common elements may exist and in fact do exist. It is the aim of this last section to outline areas and aspects that are similar as well as those that are different under factors that determine people's attitudes towards and perceptions of the teaching profession between developing and developed countries.

Similarities.

On the whole, relying on literature reviewed, there seems to be more similarities in factors that are said to determine people's perceptions of and attitudes towards the teaching profession between developed and developing countries. Among similar factors that determine people's attitude towards and perceptions of the teaching profession include:

Whether in developing and developed countries, the teaching profession tends to attract candidates whose academic results are not as good as those of candidates who join such professions as medicine, law, accountancy and so on. Thus the teaching profession is not as popular as professions such as law, medicine, accountancy among others.

The popularity and status of the teaching profession and hence people's attitudes and perceptions towards it, seems to be affected by salaries paid to candidates who join this profession. Generally teachers tend to receive less salaries in comparison to jobs requiring similar academic and years of training in both the private and public sector.

Gender seems to be a factor in the determination of the teaching profession. In both developing and developed countries, teaching as a profession seems to appeal to female more than male

candidates. As a profession, teaching seems to be refuge for the females who are subjected to discriminatory practices in the world of employment.

Geographical factors, that is rural - urban factors, seem to play a part in determining people's choice of the teaching profession. Available literature seems to suggest that more rural than urban candidates are attracted to the teaching profession.

Differences.

As already noted, there are more similarities than differences in people's attitude towards and perception of the teaching profession between developed and developing countries. The author was able to identify one major difference, that is socio-economic background. The socio-economic background of people who become teachers in developing countries is different from that of people who become teachers in developed countries. In developing countries people who become teachers are predominantly those with peasant background whereas in developed countries it is people from the middle class.

CONCLUSION.

People's attitudes towards and perceptions of the teaching profession are complicated and complex. While it is useful to compare findings across cultures, there are problems that should be realised. The socio-economic, socio-political, cultural institutions and class structures of societies are complex. Even comparison of literature within the same continent such as Africa have their limits since there are cultural differences within the same continent. It is important therefore to observe that while there seems to be more similarities than differences in people's perception of and attitude towards the teaching profession between developed and developing countries, this should not be taken as implying uniformity. It is however, encouraging to find that

there are more similarities than differences between developed and developing countries in people's attitude towards and perception of the teaching profession.

Finally it will be noticed that this discussion has not tried to come up with solutions that might assist in improving people's attitude towards the teaching profession. This would be a futile exercise. What we can state confidently is that this discussion has outlined different perspectives of attitudes towards teaching. It is important to state that several areas for possible research by teacher educators and other interested educationists have been outlined. Its a challenge for such scholars particularly on the African continent to carry out further research as to why people in their particular countries took up teaching as a profession.

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