Teaching Profession in Tanzania: Unequal Profession among the Equal Professions

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Abstract: This is a library based paper that discusses the teaching profession in Tanzania with comparison to the other four recognized professions namely; engineering, medicine, law and accountant. The paper starts by defining the term profession and criteria that makes up profession. Then follow with a detailed description of the criteria for the five professions. Teaching profession being a profession unequal among equals have been discussed such as parameters in the knowledge base, autonomy, salary, number of clients (students) and the like. The discussion is on how these parameters differ in the teaching profession compared to the other professions. Lastly, the paper gives out actions that are to be taken to make teaching profession equal with other notable professions.
Keywords: Teaching, profession, teaching profession, Tanzania.

Introduction
The term profession has been defined by different scholars in different areas of specialization. Aklahyel *et al.,* (2015) posit that profession is a distinct task which could only be performed meaningfully by an individual who has been initiated, trained and be assessed. They further elaborated that this individual in such a profession must have been trained and be observed under training by more experienced members and due certification that she/he is fit. Orubite (2010, p. 6), defined profession as "an occupation in which members acquires a body of systematic knowledge on which their work with people is based, develop on in-group feelings of belonging and responsibility, assume an attitude of moral concern towards clients and join together in association to advance the vocation and control members conduct through established ethics". Dada and Fadokun, (2010) defined profession as an occupation that is dependent on specialized intellectual study and training for the provision of skilled service to other members of society, government and non-governmental agencies. The term profession at first meant the battery of oaths, and later by natural extension came to mean vocation into which the successful candidate entered after taking those oaths (Barker, 1992). (This is the origin of the term profession).

The student who has completed his/her studies and was about to enter into the occupation of lawyer, physician, cleric, or university teacher was expected to profess his/her dedication to the distinctive ideals and practical realities associated with that occupation. The physician-to- be had to profess that he would use his/her medical knowledge in promoting the bodily health of clients always for good ends (ibid).

Criteria of Profession

In order for profession to be called profession it must have some indictors which have been accepted by the majority at a level of universe. There is a debate on which criteria that makes up a profession. Here are some of the criteria suggested by or written by different people referring to all types of profession. According to Flexner (1951, p.), the criteria that make any profession are as follows: (a) "Professional activity is based on intellectual action along with personal responsibility (b) The practice of profession is based on knowledge (c) There is practical application rather than just theorizing (d) There are techniques that can be taught (e) A profession is organized internally (f) A profession is motivated by altruism, with members working in some sense for the good of society". John and Ogaboh (2010) came up with seven criteria of a profession (a) "Provision of essential social services (b) Possession of specialized knowledge or skills through a long period of training (c) Code of ethics and a kind of control over the quality of membership (d) High degree of autonomy for individual practitioners and for the occupation group (e) Exalt service above personal gains (f) High social status, rewards and recognition by the public (g) Professional association which is usually a set governing organization of members". Mhando (2012) highlighted six criteria for profession namely: "sound knowledge base, authority, and autonomy, accountability for the result of work, collegiality and professional ethics'. From these criteria there are five universal criteria that are discussed with respective profession.

Engineering Profession

The profession is originated back between 4000-2000 BCE in Egypt and Mesopotamia. From the time line, it is believed that the practice of engineering started from these areas before being practised in Europe and other parts of the world such as South Africa, Italy and England (Ishumi, 2013).

Knowledge base: The body of knowledge in engineering profession includes knowledge, skills, and attitudes are that together is called capabilities. A capability is defined as "what an individual is expected to know and be able to do by the time of entry into professional practice in a responsible role (National Society of Professional Engineers" (NSPE), 2013, p. 3).

Each capability is acquired through a combination of engineering education and experience. According to NSPE to be professional engineer one must have 30 capabilities comprising the recommended Engineering body of knowledge. These capabilities are organized into three categories, namely, basic or foundational with three capabilities, technical with sixteen capabilities and professional practice with eleven capabilities.

A code of professional conduct: Members of this profession are expected to show the highest standards of honesty and integrity. Engineering has a direct and vital impact on the quality of life for all people. The services given by engineers needs honesty, impartiality, fairness, and equity, and be dedicated to the protection of the public health, safety, and welfare. Also must perform under a standard of professional behavior that requires adherence to the highest principles of ethical conduct.

Professional autonomy: From the literature autonomy for engineering is accepted as a defining characteristic of a profession and other recognized profession. Kasher (2005, p. 88) provides a succinct definition of the autonomy "one has to use reason and be genuinely free in every context of professional action". Explicitly engineering autonomy is "independence of the individual's judgment." Autonomy in modern engineering differs from that of the orthodox professions of law and medicine, as most engineers are corporate employees. However, the reality is that many contemporary engineers are subject to corporate forces that curtail, to a certain extent, that freedom. The modern view of autonomy differs sharply with Mulholland's view (2000) where trust was a superseding factor and the experience of man was a valuable commodity, regardless of educational stature. It is accepted perspective in the U.S. that professional autonomy is a cornerstone of responsible engineering practice (Luegenbiehl, 2004).

Regulatory Body/professional organisations and regulations: This profession has a regulatory body which has given mandate to monitor members of the profession and others important matters about the profession. In Tanzania the body is called Engineers Registration Board (ERB) which was found in 1968, in Nigeria there is a council known as Council for the Regulation of Engineering in Nigeria (COREN) which was found in 1970 and in Botswana there is institution known as Botswana Institution of Engineers (BOIE) which was formed in 1983 (Ishumi, 2013). In America there is the National Society of Professional Engineers (NSPE).

Medicine Profession

Medicine profession was started in ancient Egypt. The founder of the profession is believed to be Hippocrates of Creece who laid the foundation for a rational approach to medicine and categorized illness into acute, chronic, endemic and epidemic (Ishumi, 2013).

Knowledge base/competence: Professional knowledge in medicine is the "habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served" (Epstein and Hundert, 2002, p. 7). A profession needs acquisition and use of a body of knowledge and technical skills. The individuals in a profession are bound together by a shared commitment. The University of Cambridge also has put forward the knowledge on Scientific and related competencies a medical student need to acquire before becoming a full professional doctor or the equivalent:

Autonomy: According to Freidson (2008), autonomy criterion is the one that distinguishes a profession from other occupations as it is a condition that is not absolute but that depends for its existence on the tolerance and protection of the state. Freidson posits that the special privilege of considerable freedom from the control of outsiders rests on three claims by medicine profession. "Firstly, that there is such an unusual degree of skill and knowledge involved in medicine or other professional work that non-professionals are not equipped to evaluate it. Secondly, medicine or other professionals are responsible and may be trusted to work without supervision. Thirdly, medicine profession can be relied to deal itself with medical professionals who behave clumsily or immorally" (Freidson 2008, p. 17). Though this is crucial criterion for medicine profession, in Britain, Africa and other countries has witnessed its autonomy be constrained by either the employers or other external forces or due to more rigorous standards of practice, a wider base of clinical skills, a broader ethical framework, and new responsibilities to corporate goals and targets in managed care environments (Freidson, 2008).

Medicine professional ethics/ code of conduct: According to Epstein and Hundert (2002) medical educators are expected by a multitude of constituencies to demonstrate professional behavior. Physicians regulate themselves through state medical boards, as well as hospital committees and other peer-review groups. The Accreditation Council for Graduate Medical Education (ACGME) has put forward the requirements for medicine to (i) "Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development (ii) Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices (iii) Demonstrate sensitivity and responsiveness to patients' culture, age, gender and disabilities" (Kirk, 2007).

Regulatory body/ Associations: For medical training and practice in many of the countries there is a regulatory body which among the responsibilities is to set standards to be met during the execution of duties in the profession. In Tanzania there is medical council for Tanganyika (MCT) and is assisted by the medical Association of Tanzania (MAT).

Law Profession
Law or legal practice started during the fifth century BCE to Athens and Creece and later on in Rome where it was more formal (Ishumi, 2013). There has been the formation of Magna Carta i.e the Great Charter and Law Society in UK. Ishumi (2013, p.s91) point out the functions of the Law society as "to investigate solicitors' accounts, to issues annual practising certificates, to help consumers with complaints about solicitors, to improve the status of the profession and lastly to validate and monitor undergraduate and postgraduate education, training contracts and compulsory professional development".

Law professional ethics/ legal ethics: Lawyers are very important for the admiration and application of the rule of law in all societies worldwide. They are the pipeline supporter for the encroachment of human rights, protect the rights of the clients and foster the management of justice. To execute these duties, lawyers are obliged at all time acts freely and diligently in accordance with the law and recognized standards and ethics of the legal profession (Karnavas, 2016).

The standards contains of ethical principles and duties that members are obliged to one another, their clients and to the courts. Karnavas (2016, p. 18) argue that in "various legal traditions ethical standards regulating the legal profession are codified in codes of conduct, regulations, guidelines, procedural rules, and legislation. Through analyzing the ethical standards in various legal traditions, one can presume several fundamental principles guiding the legal profession worldwide such as honesty, integrity, loyalty, confidentiality, fair treatment and diligence".

Law professional Autonomy: The lawyer's autonomy is a core value and is respected in both civil and common law systems. Almost all international and national codes of conduct provide for various lawyer's duties that ensure the lawyer's autonomy (Karnavas, 2016). The autonomy of the legal profession is overtly given in several legal instruments. In England for example the criterion of autonomy is found in the Attorney's law and MBA Code. The International Bar Association (IBA) principles overtly identify the autonomy of lawyers as a core principle of the legal profession worldwide. Rule Number thirteen of the MBA Code states that a lawyer must prevent any incorrect attitude from the representatives towards him

or herself and the client (Karnavas, 2016). According to IBA and MBA, a lawyer is autonomy when he/she is able to put the client's interests at fore front act without any interference in the lawyer-client relationship. As such, there are three dimensions to the lawyer's autonomy as pointed out by Karnavas (2016) namely: "autonomy from external influences, autonomy from the client and professional detachment, and autonomy from the lawyer's self-interest". The universality of the principle of autonomy of lawyers, it is essential to appreciate that what constitutes autonomy varies outstandingly depending on the legal tradition.

Knowledge base/competence: As to other profession a lawyer need knowledge base after training for a minimum of three years. To maintain competence, a lawyer should remain current on the law and attend professional development to improve his or her lawyering skills. For example in England there is a continuing legal education (CLE) where there is training that lawyers continue receiving after their qualification (Karnavas, 2016). CLE ensures that lawyers are up to date of changes in the law and procedure and continue to conduct themselves ethically within the prescribed code of conduct. CLE equips lawyers with the necessary skills and practical experience to provide effective legal assistance and advice to their clients.

Regulatory body/ association: In legal practice there has been a specific association or regulatory body responsible for performing vital roles. In UK there is law society which performs five functions mentioned earlier. Other countries with similar bodies include Ghana, Tanzania, Uganda, Kenya, Zambia, Botswana, Zimbabwe, Namibia etc. In Tanzania for example the association is known as Tanganyika Law of Society (TLS) which was formed in 1955 (Ishumi, 2013).

Accounting Profession
Accounting profession started during the Renaissance era during the double-entry accounting system initiated by Luca Pacioli in 1419 and was recognised as legitimate profession in Britain in 1831(Ishumi, 2013). It is believed that in African continent South Africa was the first to have accounting profession as the result of accelerated development that occurred during the 20th century (ibid).

Knowledge base: To become professional accountant one need to have been trained and have attained a relevant certificate. There are many jobs that involve accounting such as auditing, bookkeeping, accounting clerk, and others. All of these positions require a core group of skills or knowledge which are similar. Accounting requires certain complex skills such as mathematics and expertise with accounting software. Also requires knowledge on laws and regulations. For example in USA to become a professional accountant one requires a Certified public Accountant (CPA), in UK one requires a Certified Practicing Accountant (CPA).

Accountant professional code of conduct: The International Ethics Standards Board for accountants (IESBA) has code of conduct that all professional accountants should adhere. The five fundamental principles that all accountants should adhere according to IFAC (2010) are briefly emanated (i) "*Objectivity*- one should not allow bias, conflict of interest, or undue influence of others to override the profession or business judgements. (ii) *integrity*- one should be straight forward and honest in performing services (iii) *Professional competence and due care*-one has a continuing duty to maintain professional knowledge and skills at the level required to ensure that the client/employer receive competent professional services

based on the current development (iv) *Confidentiality-* one should respect the confidentiality of the information acquired and should not disclose such information to any. (v) *Professional behaviour-* one should comply with relevant laws and regulations and should avoid any action that discredits the profession".

Autonomy: The autonomy in accounting profession is approved both internally and externally by highly competent and independent professionals (regulatory body responsible in accounting profession). For long time autonomy in accounts and the associated policies are reviewed by external auditors and judged to be compliant with applicable accounting standards.

Regulatory body/ Associations: Accounting as other professions have regulatory body that has the mandate to control and monitor the conduct of the members in the profession. In Nigeria for example there were four regulatory bodies founded in succession namely: Association of National Accountants (ANAN) in 1960, Institute of Chartered Accountants (ICAN) in 1965, Institute of Certified Public Accountants (ICPAN) in 1979, and Association of Accountancy in West Africa in 1982 (Ishumi, 2013). In Tanzania there is a National Board of Accountants and Auditors (NBAA) and Tanzania Association of Accountants in 1983.

Teaching Profession
Teaching profession is among the oldest profession dating back to the 3rd century BCE. But current there have been debate on whether teaching is a profession or not. According to European traditional thinking, there were only four professions. These professions engaged people with a certain commitment to define principles and came up with four professions. Others were not qualified to be profession and remained to be called jobs or occupations. According to this thinking the four professions were doctors, lawyers, engineers and the clergy. Leaving this thinking, teaching has been a traditional profession which has the following criteria.

Knowledge base: One of the characteristics of good teachers is that they possess a substantial amount of specialized knowledge for teachers known as pedagogical content knowledge (PCK), which is the intersection between pedagogy and content (Shulman, 1986). To be a professional teacher one needs to be competent in both areas, first has to know and master well the subject matter be mathematics, biology, physics, chemistry history and others and secondly the methodology on how to teach such content to the learners.

Teacher's Autonomy: Teachers are expected to have freedom to make judgement without supervision. Teachers are not supposed to wait for permission from superiors in order to carry out their teaching, assessing, evaluating and feedback provision. Sometimes one can wonder an Assistant Lecturer sitting at the back of the lecture theatre assessing the Professor who is fully specialized in teaching as a part of quality assurance bad enough that junior has not have an additional training for such activity. In the case of teachers who have subject inspectors and not mentors or subject advisors it is hard for them to be autonomous (Mhando, 2012).

Teacher's ethics/codes of conduct: Internationally, scholars agree that teachers' ethical conduct is a *sine qua non* for the attainment of educational goals (Evans, 2008, 2011; Olatunji, 2011). Specifically, it plays an important role in fostering students' performance, moulding their personality development as well as nurturing their social welfare and adjustment (Anangisye, 2010; Hallak & Poisson, 2005).Teacher ethics are accepted values and principles that guide teachers' conduct (Dresscher, 2007). They refers to norms, values,

standards and principles officially accepted to govern teachers' conduct in their daily dispensation of service to enhance commitment, dedication and efficiency as well as safeguard the reputation of the teaching profession (Fussy, 2012).

The teachers' code of professional conduct seeks to guide practitioners to safeguard the reputation of the profession (Banks, 2003). Moreover, the teachers' code of professional conduct provides guidance on "how to act and how to make ethical decisions, through encouraging ethical awareness and reflection" (Banks, 2003, p. 12). For example in Tanzania, Section 6(4) of the 2002 Public Service Act No. 8, the Teachers' Service Department (TSD) has been charged with the responsibility of formulating and enforcing the code of professional conduct for teachers throughout Tanzania (URT, 2002).

Teacher's regulatory body/organisation: This probably is the one that have accelerated the negative attitude towards teaching as profession as Tanzania and many other countries have none. This body is the engine of the profession as it defines and set standards required for maintenance and improving the quality of performance in the profession. Boosting and disciplining the members within the profession is done by this body (Ishumi, 2013).

Differences of the Teaching Profession from the Other Professions
There are three major differences between the practice of teaching and other professions such as medicine and law. These are the mystification of knowledge, social distance and reciprocity of effort (Gary, 1990). Starting with mystification of knowledge, teachers are required to provide their knowledge (demystify the knowledge) to their students through teaching methods where by both knowledge of the subject matter such as knowledge in physics, biology, chemistry Kiswahili, civics and others and again is responsible to teach on how to learn such a subject matter. On the other hand, medical doctors do enjoy their profession by mystifying their knowledge as they see themselves as not giving their knowledge to the patients rather than being responsible to make the patients well.

Secondly, teachers are obliged to be close to their students as they are supposed to teach in classroom, provide assignments, counsel them, lead them in discussion and other similar activities and hence their social distance is narrowed. Teaching and learning well requires as broad and deep an understanding of the learners as possible, a concern for how what is taught relates to the life experience of the learners (Gary, 1990). For the medical doctors the social distance is broadening as they are confined to the specific ailments described by the patients. They may have three patients in different waiting rooms at one time. Lawyers are a bit less distant depending on whether they are attempting to free the client of a crime although they are inclined by their rules of practices and by preference to remain as remote as possible (Gary, 1990).

Thirdly, reciprocity of effort in teaching is required as the major point here is student learning where students must work hard in order to learn and the teacher doing certain things and stipulating that students must also do certain things be it drill and practice, extended reading, analytical essay or work-book assignments (Gary, 1990). In terms of medicine and law Gary (1990) insists that:

"A visit to a physician often ends with "you have bumbumitis". Fill this prescription and take one tablet three times a day. The surgeon says you have rottennottis. Let us schedule surgery for next month, do not drink twenty four hours before that. The lawyer visits the jail to talk to the client. Don't say anything to anybody, i will handle everything"

Other differences that have been witnessed and reported by authors on how teaching profession differ from other recognized profession (Engineering, Law, Medicine and Accounting) such as Hoyle (1985, 2001), Rowan (1994), Counts (1928) as cited in Ishumi (2013. p. 95-96) are:

  ✓ Membership size of the teaching profession is large (teachers and students) while the other four profession its small.
  ✓ Teaching profession is dominated by female especially at lower levels of education while the other professions are dominated by male. Here there is the assumption that male usually occupies the higher and noble profession such as engineering and medicine.
  ✓ Training duration and academic qualification in teaching profession is rated median while to the rest profession is rated higher. For example while in teaching there are two to three years, there is four to five years in medical training.
  ✓ The principal audience/ clients in teaching profession are the children (take an example those in pre-primary school aged 3-5 years) while the other profession their clients are the adults.
  ✓ In teaching profession, the social status of the clients is both socially and economically dependent while for the other profession they are economically independent.
  ✓ The nature and mode of entry into teaching profession is more liberal and more open as opposed to other profession where it is more closed and stringent
  ✓ The cumulative effect of status, prestige and esteem in teaching profession is lower and mass while in the other profession it is higher and for elites.

These differences are the ones that cement that teaching profession is unequal profession among the equal professions. This statement elaborates that teaching profession was supposed to have all the criteria of professions but it lacks some of the fundamental criteria that are manifested with the other profession such as engineering, law, medicine and accounting. Other differences are narrated in the following paragraphs.

Low level of Autonomy

Autonomy in teaching profession is not at all practiced as what can be seen in other professions like medicine. In teaching there have been a tendency of insuring accountability through setting of standards, licensing system used, increased supervision of teachers work and teachers testing (Horsey and Thomas, 2003). These practices have been described as the ingredients of the erosion of teaching, changes in working conditions, increasing regimes of control and surveillance, lastly the decline in the trust inherent to teachers and hence have caused de-professionalism. Autonomy in teaching profession in Tanzania is missing due to the centralized system of education where all decisions of education are from the central government. The autonomy in teaching is probably influenced by the following factors:
  ✓ The mass nature of education, where teachers work with large groups rather than with a single synchronous client or customer
  ✓ The highly unionized nature of education industrial relations
  ✓ The scale of the education industry
  ✓ The hierarchical nature of school organisation and management (Horsey &Thomas, 2003, p. 43).

It is obvious that even at school level teachers have little autonomy for classroom teaching as they are to show weekly preparation of their scheme of works and lesson plans different from

what the medical doctors and lawyers do during executing their day to day activities. Teachers play a great role in curriculum development and evaluation especially in curriculum implementation. They are to be given the authority and power of performing the following roles:

- ✓ Preparation of teaching materials such as teaching aids, textbooks, guides and the like,
- ✓ Preparation of the content to teach,
- ✓ Developing tests, assignments, projects, portfolios, experiments
- ✓ Developing new activities continually to help bolster the curriculum.

In practice the authority and power in teaching professions is overtaken by the said culture of organization and management from high level of the education system to school level. It is from the power and authority that makes any professional be accountable to the profession. The powers of teachers have been dedicated by many professional teachers including Mwalimu Nyerere who postulated that:

The fact is, therefore, that those who have the responsibility to work with the young have a power which is second to none in relation to the future of our society. That power is shared by two groups – parents and teachers. That is what I meant when I said earlier that the assumption that teachers are not powerful is one of the biggest fallacies of our society. For teachers can make or ruin our society. As a group they have power which is second to none. … It is they, the teachers now at work and now going through Training College, who are shaping what Tanzania will become, much more than we who pass laws, make rules, and make speeches! (Nyerere: 1972)

Low salaries in the teaching profession
One of the compelling reasons as to why teaching profession in Tanzania is negatively conceived by the society is the payment teachers receive in their career. While in other professions and occupations there is high payment in terms of salaries and other benefits, teaching profession is at lower status in terms of the salary. In case of Tanzania people claim that it is better to join police occupation rather than be a teacher as police receives higher salary than teachers. In Tanzania the salary of the Degree holder teacher is 270 USD per month. This is not only the case of Tanzania but even in the developed countries where by the status of teaching in terms of salary is lower than the other professions. In U.S a study form baccalaureate and beyond survey (2000-2001) in Washington DC, department of education revealed that the mean annual salaries for the new bachelor Degree holders in selected occupations varied significantly and teachers were at the lower level ,the following were the salaries in USD:

Managers/ executes (75,470), computer programmers (50, 158), engineers (47, 205), sales (36,521), military (35,917), mechanics (35,818), editors/writers/reporters (29,506), teachers (K-12) (26,609), labourers (24,387) and all other occupations (28, 478)" (Ingersoll and Perda, 2008, p. 19).

Improper teaching practice modality in Tanzania
Teaching practice is an important part of the teacher training programme bound to supervision and assessment procedures. During the teaching practice period, student-teachers are visited by examiners from their respective colleges and universities. It is an activity undertaken for the students' teachers so as to implement the theories leant in classroom into real practice in the classroom. There has been unfair assessment during this exercise.

Supervisors have been reported to misbehave by assessing in the classroom for shorter time than what they have supposed to use for assessment. Others have dared to use 5-10 minutes to award 100% for that assessment. Such assessment practices have been complained from hindering the student-teachers to show the exact skills they have acquired in the teaching career. It is sometimes not a sin to see a tutorial assistant, a librarian, a technician or an engineer going for the teaching practice supervision(from the experience as UDSM-MUCE staff). Sometimes these supervisors are sent to supervise students who are specialized in different subject areas. For example a supervisor who is majoring in mathematics is to supervise student teachers who are specialized in Kiswahili, English, history and others. The big concern here is on the subject matter to whether this supervisor will be competent in assessing that subject content knowledge and give the constructive comments to the prospective teacher. This practice cannot be seen in other professions such as medicine and engineering.

Poor living and working conditions of teachers

Poor living and working conditions for teachers is not only observed in Tanzania but in other countries. A study by Aklahyel *et al.,* (2015) in Nigeria revealed that 60% of teachers involved in interview postulated that lack of professionalization of teaching was the reason behind the lazier fair attitude of people to join teaching. Goodlard (1990) reported that the autonomy and self-governance is covert in teaching. Ajayi (2004) posits that there is lack of commitment of teachers to the profession, the porosity of entrance into teaching, the low social status of teaching and poor remuneration of teachers. For example teaching in Nigeria is considered not a full professional rather a semi-professional due to several reasons like teacher's poor conditions of service and irregular payment of salaries, lack of uniform salary scale, poor condition of school facilities, unfriendly school environment, insufficient chairs and tables for both students and teachers and poor in-service development (Aklahyel, Ibrahim and Bawa, 2015).

In Tanzania, lack of adequate number of classrooms, especially in primary schools brings discomfort for teaching process. Though the government of Tanzania and community effort tried to add the number of classrooms through PEDP I & II for primary schools and SEDP I &II, the problem remains. The average of children in classroom as indicated by the report of the World Bank (2011) was 74 (Sumra &Katabaro, 2014). Due to this big number of students in classroom then the teaching approaches that teachers learn and use are mostly ineffective. The lack of both desks and chairs especially in primary schools results to difficulties for teachers as they have to teach large number of pupils sitting on the floor.

Textbooks shortage brings another problem to teachers in their daily routine of teaching and learning process both in primary and secondary schools. Basing on these few situations then, it will be understatement of fact to say teachers are working in a difficult environment (Sumra and Katabaro, 2014, Sumra, 2005). Class sizes are large as a result of lack of classrooms, many children have to sit on the floor as there are not enough desks in schools; majority of primary and secondary schools have no electricity (Sumra and Katabaro, 2014, Sumra, 2005). All these factors affect the performance of teachers and hence make the teaching profession not attracted as a good profession for both young children and those within the profession compared to other professions. It becomes very difficult to convince a young person to join the teaching profession under the mentioned conditions.

A study conducted by Sumra (2005) in primary and secondary and primary schools in seven regions of Tanzania (Dar es Salaam, Singida, Kilimanjaro, Kigoma, Mwanza, Iringa and

Lindi) on the living and working conditions of teachers in Tanzania has a lot of evidences from teachers on how they perceived teaching, their choice to become teachers and how do the society around them perceive teaching. On issue of choice of teaching as career the teachers had the following to say:

First teacher: I started teaching in 1991. I was attracted to teaching because of the way one secondary school teacher was teaching. I was impressed with the way he was teaching. Initially, I was happy with my decision to become a teacher, but later I found out that teachers were not respected. Pupils, parents or community members do not respect teachers. I will ask my son/daughter to become teachers only if they cannot find other employment.

Second teacher: I was interested in becoming a teacher since I was in primary school. I used to be quite naughty when I was young. Whenever there was no teacher in class, I would stand in front of the class and pretend to be a teacher. Even now my fellow teachers tell me that I was born to be a teacher. However things have not always been easy. During my first posting I realised that things are not going to be easy. The buildings were poor, there were no textbooks and living conditions were terrible (Sumra, 2005, p 11-12).

On the Status of teaching as perceived by the society, teachers had the following to say:

First teacher: Teaching is not a respected and liked profession because of salaries teachers get. They cannot build their own houses or buy cars like people in other professions do. They walk to school like their students. Their living standards are at low level and many are not attracted to become teachers.

Second teacher: Teachers are not respected, not by anyone. Even our students respect us as long as we are in the classroom. Once outside the class, there is no respect. I have tried to encourage my students to opt for the teaching profession and they all laugh. I can see in their eyes as if they are saying, "I do not want to become like you". Students see condition in which we live and the kind of life we have – they do not want to become like us (Sumra, 2005, p. 12).

Low level of motivation
Majority of students teachers admitted into teacher education are not interested in teaching as their career (Anangisye, 2010). Teaching is taken as the last opportunity as they take up teaching after failing to secure another job (Kitta and Fussy, 2013) and hence these colleges and universities end up receiving weak candidates. They see themselves as are in wrong profession as they wanted to become engineers, doctors or lawyers but due to low grades they get, then they were no other choice rather than teaching (Anangisye, 2010). A study conducted by Sumra (2005) on the living and working condition of teacher revealed that about 1383 teachers joined teaching through chance.

Teachers like doctors, lawyers and engineers work with clearly defined intentions in their specific professions. What differentiates them is the complexity nature of intentions that exist in the professions. While lawyers, doctors and engineers have control over their intentions, teachers due to complicated situation of teaching and learning parameters find it difficult on control (Mhando, 2006). For instance a lawyer defends his/her client the way he/she chooses as an expert without negotiating with the client's knowledge. The same goes to the surgeon who does not have to reconcile with the knowledge or intentions of the patient but teachers works in a more complex environment. Also to an engineer, the map or the construction of

building do not need the knowledge of the client in order the building to stand (Mhando, 2006). Coming to teacher things are different as there must be negotiation between a teacher, his/her student and the curriculum. In the curriculum, there a lot of learning theories a teacher has to use with reflection to the nature of the learner. Again teachers work with students who have their own ways of making/constructing meanings with respect to what makes sense in their individual and the shared worlds (Mhando, 2006).

Results from many studies on teaching in sub-Saharan Africa have focused on the low level of teacher satisfaction (Lauwerier and Akkari, 2015). The decrease in salaries in Africa is said to have impact on the quality of education, by de-motivating teachers especially for those who are experienced and have worked for a long time. Michaelowa (2002) or Pontefract, Bonnet and Vivekanandan (2013) conducted a research on job satisfaction and realized that it is complex issue involving more than salary-related issues but involve other issues such as conducive environment, respect from society and the ability of teachers to have voices at national level. The weak motivation inherent to these teachers compromises the quality of their activities and has led to institutional instability in many developing countries with repeated strikes (Welmond, 2002; Lauwerier, 2013). This is justified by a study carried out in SA which founds out the negative impact resulted to strikes on learning particularly among the most deprived students (Wills, 2014).

Low academic qualifications/entry qualifications in teaching profession

Any professional work has high sets of skills, intellectual functioning and knowledge that are not easily acquired and not widely held. (De Wet, n.d). Entry into a profession requires a licence/certificate which is obtained only after the completion of an officially sanctioned training programme and passage of examination (Ingersol and Perda, 2008). Teaching as profession require the same said kind of requirement but from both the literature and reality (I have been working as a teacher for 12 years) it is not the case. For example in South Africa in 1984, 70% of black teachers were not qualified to teaching as majority of them did not have a four year teaching qualification (Jacob, 1989). In 2013 there were 7076 unqualified teachers on the Department of Education payroll in SA and also there were 2642 under-qualified teachers who have completed grade 12 and have one or two years of tertiary education training (Wet, n.d).

Those who attack the presence of semi-professional or paraprofessional teachers in Tanzania are not wrong or they are not crazy either (Mhando, 2012). It is the situation that has turned out to be crazy and the solution must be different from the conventions. The said numbers of time they are trained in the colleges and universities (two and three years respectively) are not enough to make them professionals as compared to other professions like medicine where the number of years for their training is five years.

Becoming a professional teacher is not easy as what other people think as it requires a lot of commitment in acquisitions of the content subjects, pedagogy and other supplementary subject important for teachers. Teachers are to have various knowledge bases in order to handle promptly the classroom they teach. They are classroom managers and hence they have to study management courses. They have a bit to have knowledge on psychology especially on learning theories. They need to have knowledge in educational foundations. They need to have knowledge on curriculum including curriculum evaluation and its interpretation.

Knowledge of content is considered the fundamental and basic for teachers as the pedagogical knowledge. The lack of subject content has been articulated as being a problem

not only in Tanzania but also in other developing countries. For example there was a study conducted by the WB assessing the content knowledge of Tanzanian teachers in English and mathematics by using knowledge test found that only one out of 10 teachers managed to complete all the questions on the primary language curriculum (Sumra and Katabaro, 2014). Certificate programme (Grade A) is a two year training which requires a pass mark at Division I-IV though in practice the majority have been those with division IV as those with division I-III continue with A-level. In Diploma programme student teachers are those who completed the advanced certificate of secondary education with minimum of division III. In practice most students who join this programme have division III and IV and are to teach in ordinary level secondary schools. Degree programme in teacher education at universities. Here three programmes are offered for teachers where Bachelor of Arts with education, Bachelor of Science with education and Bachelor of Education. The first two are prepared to teach at secondary schools especially advanced level while the last one is for teachers colleges.

The large number of students enrolled in schools and the teaching force
If one compares the teaching force among the mentioned five professions, for sure teaching profession can account for more the 75%. Teachers in any country occupy large numbers as there are many students at different levels starting pre-primary to university. This detracts the status of teaching profession (Ishumi, 2013). Currently we have about 4786 secondary schools in Tanzania and about 30,000 teachers for government secondary schools. The big number of teachers is sometimes one of the factors that hinder teacher motivation from the government such as the increase of salary. It is possible for example to double the salary to medical doctors rather than increase a 1% salary for teachers. The issue of promotion becomes an obstacle due to big number of teachers.

Teacher professional code of conduct ethics not adhered
As indicated by Boimanda (2004) in Ishumi (2013, p.106), the status of teaching professional code of conduct is worse as teachers were reported to commit a number of unethical doings such as (i) absenteeism and refusal of transfers (ii) sexual relations and rape (iii) examination malpractices such as examination leakage (iv) alcoholism (v) ghost teaching and others of the same manner. The most dangerous unethical conduct which has big prolonged impact is the examination leakage (here the author writes in brief as this brings detrimental effects). There have been several cases of examination linkages in Tanzania whereby the national examinations, terminal exams, annual exams, mock exams and other types of assessment are given out to students before the date of the examination. For example NECTA cancelled the Mathematics paper for the ongoing, countrywide 2008 Form Four (Certificate for Secondary Education) examinations following discovery of massive leakage and decided to disclose it. Also in 1998 all CSEE examinations were reported to have been leaked and the government under responsible ministry abandoned the examinations and hence was conducted in January 1999. More badly, in 2018 October NECTA cancelled the results of primary leaving examinations in Chemba District and other eight schools involved. This scandal was involved by head of schools through WhatsApp in which the answers were circulated from one area to another. For all these leakages teachers were pointed fingers to have been involved in one way or another.

In the same vein, the report from the Teachers' Service Department (TSD) for 2008/2009 and 2010/2011 indicates that 472 teachers were dismissed yearly for professional misconduct (URT, 2011). In particular, 660 were fired for truancy, 213 for examination irregularities, and 59 for sexual relationships with students, seven for rape and four for embezzlement. The

report also revealed that Iringa, Rukwa, Manyara and Pwani were the leading regions in teachers' misconduct (URT, 2011). A recent study carried out to find the prevalence of teacher's professional malpractices in Tanzania public secondary schools has revealed that teachers are still misbehaving in absenteeism, love affairs with students, corruption, examination fraud and the use of abusive language (Mfaume and Bilinga, 2016).

Actions towards Raising the Status and Attractiveness of Teaching Profession in Tanzania

It is of no doubt that if teaching profession is not professionalized, no one can wonder when we produce good doctors, lawyers, engineers who were passed through the frustrated and unmotivated teachers without saying it was the God's will.

It is not a sin to see the current student teachers at university level watching a carpenter preparing the so called teaching materials/aids for them so that they can present such teaching aid to lecturers to get marks as part of their coursework. Foundationally preparing teaching materials is one of the important tasks that teachers are to be creative and innovative in designing them to foster learning. Bad enough these teachers are being prepared to teach students through "learning by doing" "learning by inquiry" "problem solving" and the like in the competence based curriculum.

Teaching profession can be compared to the "light" or "salt" which have been used by religious philosophers as we read the Bible, Koran and Vedanta as pointed by Ishumi (2010): You are the salt of the earth: but if the salt loses its flavour, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot by men. You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven (Ishumi, 2013.p.13).

In these quotations light and salt are the teachers and the "father in heaven" is the teaching profession. For sure teachers are the light as they are to be models before their students they teach and the society at large. Teaching profession is here compared with father in the heaven as it is the one which play a big role in giving birth of the other professions such as doctors, accountants, lawyers and engineers. Teachers involving in misconducts such as sex relationship with students, moonlighting, examination malpractices/fraud, rigidity in professional development if chances occur, and the like, can cause the light becoming dark and the salt becoming worthless. There are efforts required to make teaching profession be like the "father in the heaven" in which every human being is proud of regardless of the religion affiliation. The following are few actions/policies suggested that if done efficiently will turn up the lost image of the teaching profession.

Strengthen the modality of teacher preparation with feasible duration for preparation

It is high time to rethink about the existing modes of teacher education in Tanzania. What counts is not only the number of years student teachers stay at colleges or universities but how are they be prepared. One can notice the difference between the today's graduates and graduates of those years in terms of content knowledge, pedagogical knowledge, ethical conduct and the commitment in teaching. Something must be wrong in the ways we prepare these teachers. There is a need to determine the necessary content knowledge, pedagogical content knowledge and the combination of the two as are the panacea for teacher's preparation. The following paragraphs discuss the three types of the knowledge in a nutshell.

Content Knowledge (CK): CK is knowledge about the actual subject matter that is to be learned or taught, including, for example, Biology, Chemistry, Physics, Mathematics and related subjects. Such knowledge would include knowledge of science education such as those subjects mentioned before and the related one such as geography, environmental sciences, earth sciences and the like. The impact of lacking a comprehensive content knowledge can be quite prohibitive as learners will receive impartial information and hence develop misconceptions about the content area (National Research Council, 2000; Pfundt and Duit, 2000, Kitta, 2004).

Pedagogical Knowledge (PK): PK is deep knowledge about the processes and practices or methods of teaching and learning, encompassing educational purposes, values, aims, and more. This is a generic form of knowledge that applies to student learning, classroom management, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods used in the classroom; the nature of the target audience; and strategies for evaluating student understanding (Mishra and Koehler, 2006).

Pedagogical Content Knowledge (PCK): (PCK) is the intersection and interaction of pedagogy and content knowledge discussed briefly in the previous paragraphs. The notion of PCK since its introduction in 1987 has permeated the scholarship that deals with teacher education and the subject matter of education. It is valued as an epistemological concept that usefully blends the traditionally separated knowledge bases of content and pedagogy. The big question under the debate here is "does the Universities and colleges prepare/teach these teachers to teach the so called competence-based curriculum"? May be it is high time to rethink on the way we prepare these teacher by first changing the university curriculum from the content based to competence based. The duration for formal schooling should be four years for degree programmes and three for diploma and two years for certificate.

Imposing probation conditions for professional teacher confirmation

For sure there is no query that if one is being employed to the engineer, medicine, law or accountant profession, he/she must be subjected to a maximum of two years of probation prior to confirmation. But for teaching profession this has been not a case as some teachers have been posted to the teaching post without even application. Recently there was a tendency were the graduate from universities were secured their employment before they formally graduate. This probably was due to the high demand of teachers. It is a time now to forget the past evils that have been treated as customs and traditions that a graduate teacher must secure teaching career as if that career is useless and have no regulations and standards. For example in higher education one is required to be inducted for two years before being confirmed. This is very important as it requires a period of time and a process of occupational socialization and classroom practice before the inducted teacher be confirmed as practiced professional.

Formation of an independent teacher's body/regulatory body

As have been discussed earlier by comparing teaching profession and the other four professions, one of the criteria that are missing is regulatory body. The other four professions have strong and overt regulatory bodies responsible for monitoring and protecting those professions. This probably is the one that have accelerated the negative attitude towards teaching as profession as Tanzania and many other countries have none. In Tanzania, public school teachers fall under the Tanzania Service Department (TSD) whereas their private counterparts do not and this has nothing in maintaining the teaching profession. The Tanzania

Teachers Union (TTU) and Tanzania Teachers Association (TTA) are the toothless organs that have not given the required mandate to handle all issues related to teaching profession.

There is a need now to formulate an independent teacher's regulatory body which will be the engine of the profession as it will has the mandate to defines and set standards required for maintenance and improving the quality of performance in the teaching profession. Also this organ will be responsible in boosting and disciplining the members within the teaching profession through providing the penalties and rewards or the sticks and carrots respectively as Ishumi, (2013) baptized them. The big question here remain "Who has the power to provide the said carrots and sticks to teachers for the case of our peaceful Tanzania"? One can use the case which was recently happened in Mbeya day secondary school when student teachers punished unethically one of the crude students. Each leader was having a chance to decide on that matter including the Minister of home Affairs, the Minister of Local Government and the Minister of Education, Science, technology and Vocational Training. It will come a time when a member of parliament, Regional Commissioner and even the District Commissioner will be empowered to handle serious issues in teaching profession on behalf of the government. As Ishumi (2013) suggests, we have to learn from those who have shown success by having this important body.

Instituting the teacher performance-based accountability

The main idea behind teacher performance-based accountability in education is to evaluate a teacher as one needs to determine what that professional needs to know and be able to do, and then how that professional demonstrates this knowledge through performance (Schacter, 2001). This idea of teacher performance-based accountability is hardly new. Teacher performance-based accountability is very important as it focus on efforts on actual teaching performance and providing constructive knowledge base to develop the lost teacher quality. The release of the report of the National Commission on Excellence in Education titled "*A Nation at Risk (1983)"* woken the public interest in increasing the America's teacher quality. Teacher performance-based accountability can be set to include different domain of learning such as subject content mastery, types of instructional practices, skills specific to assessment and testing procedures, and the influence to infrastructure that supports instruction (Hannaway & Hamilton, n.d).

Dedication on teacher's professional development

Beyond pre-service basic training and mentoring for the beginners, teachers require ongoing in-service training and growth throughout their teaching career. This goes clandestinely with the view that achieving a professional level, mastery of complex skills and knowledge is a prolonged and continuous process and moreover teachers must continually update their skills as the body of technology, skills and knowledge advances (Ingersoll and Pedra, 2008).

Professional development is perceived in different ways by many scholars such as; Jauhiainen, Lavonen, Koponen, & Kurki-Suonio, (2002) compares professional development with in-service training program which is defined as a long-term teachers training programs designed to enhance /improve teachers' subject matter and pedagogical content knowledge. MoEVT, (2005) defines professional development as a process of enabling teachers to develop their skills of teaching. According to MoEVT teachers' professional development constitutes an important element for quality, efficiency and efficacy of teachers in education. It is one of the components of school improvement involving teachers seeking guidance through different strategies so that they can update their teaching skills (Pedagogical practice), it can be done for the purpose of improving

effectiveness of teaching in Tanzania**.** Some time it can take place through in-service training programs or by attending full time training in colleges. In-service training is education for employees to help them develop their skills in a specific discipline or occupation. It takes place after an individual begins work responsibilities. This is a benefit of in-service training; the trainees can draw from their work experience. Teacher has the most impact on the student learning as student's learning depends on teacher's knowledge. According to Bober (2004) teacher learning is important to reform, because how teachers learn will be reflected in how they teach their students. Therefore teachers are the primary clients of professional development, knowing the client can confirm the staff development effort.

They are different factors that may influence teacher to participate in professional development such as changes in teacher confidence in their subject matter and impact on teacher behaviors; these may arouse the needs of teachers to join the program. The developer should ensure that the program will in fact meet student's and teacher's need. Loucks-Horsley *et al* (2003) argue that teachers of students of different ages will vary in their knowledge, skills and needs. Professional development designs should vary according to that needs. Being aware of teacher's needs means considering among other things, class levels they teach. Professional developers must take time to find out about teachers background and experiences, knowledge and beliefs and goals and needs.

Conclusion
It is not a matter of discussion that teaching profession is suppose to be the model for other professions as is the one which start preparing a medical doctor, a lawyer, an engineer, accountant and other experts on various occupations. As teaching is compared with "light "and "salt" let it regain its light and salt to produce engineers, doctors, accountants and lawyers who have passed through the full teaching professionals. This is not a simple job as it needs commitment to both teachers and the government. Teachers are to be accountable for the outcomes from teaching as what is happening to other professions. The government should play its role in facilitating the growth of teaching profession through supporting the teaching environment, financial support, aiding professional development and the like. These efforts will be okay unless an independent regulatory body for teachers is formulated. It is possible to make teaching profession a green pasture for qualified people to join it similar to medicine.

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