

SECTION 2

QUANTITY AND QUALITY

Ruth Wong in her article 'Teacher Education and its Problems in Some Developing Countries in South East Asia'(110) points out that the trends and developments in teacher education can be seen as the responses to a cluster of recognised dilemmas - the traditional/modern dilemma, the consumption/investment dilemma, the legitimate/expedient dilemma, and the quantitative/qualitative dilemma. The evidence of conference, commission and seminar reports suggests that of these dilemmas most dominant is that between quantity and quality.

Professor Frederick Harbison described education as a 'self-escalating industry' in his paper, 'Teacher Education for Economic Change' in Teacher Education for Socio-Economic Change: Report of the 8th Annual Conference of the Afro-Anglo-American Program (134). The experience of all developing countries over the past twenty five years would confirm this view, and the rate of escalation has increased markedly in the last decade. There has been a massive demand for more and more education to higher and higher levels, a demand motivated by the desire for economic progress and for equality of opportunity at both national and individual levels. This demand has been a common phenomenon throughout the world, but in the developing countries it has been the more explosive for three important reasons; the tremendous lee-way to be made up in countries where commonly less than fifty per cent of the appropriate school-age population attend primary school and less than five per cent attend secondary school; the lack of financial resources in many countries to meet or even assuage the explosive demand; and, in the long run the most important of all, the alarming rate of population growth which means that many developing countries have, in educational terms, to run fast in order to remain in the same place.

All this amounts to a general demand and a general need for more, and more and more teachers. The UNESCO sponsored conferences such as those held at Karachi and Addis Ababa at the beginning of the decade, and the education planning mission reports and educational development plans which have appeared in the 1960s, are not alone in forecasting and underlining the need for more teachers. The references come from every quarter: Ruth Wong in the article already mentioned writes of South East Asia; K. Nesiiah in 'Teacher Education in Ceylon (67) begins with the fact that since independence "the training of teachers has not kept pace with this expansion of education"; from India, the Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education 1963-1965 (116) makes its starting point the 1975 target of universal education for the six to fourteen age group; in 'Current Teacher Education in Pakistan' (91), Stoner and Neteland set the problem against the background of the goal of five years compulsory education by 1971; from East Africa, Professor E.B. Castle looks at 'Expansion Problems in East African Education' in the Report of the Conference on Teacher Education in East Africa (1965) (136); on the West Coast of Africa similar problems are described by T.T. Solaru in Teacher Training in Nigeria (90); and to take one example from the Caribbean, Dr. P.C.C. Evans examines this aspect in 'Planning for Expansion of Teacher Training in Jamaica' (25). More generally there is the report of the XXVIth Session of the International Conference on Public Education, 1963, which is entitled The Shortage of Primary School Teachers:

Research in Comparative Education (121), and also the report of the XXXth Session of the same conference - The Shortage of Secondary School Teachers: Research in Comparative Education (122).

Thus the struggle for quantity is a clear trend in teacher education in the developing countries of the Commonwealth. It explains the widespread interest in such expedients as in-service teacher education and correspondence courses, which are the subject of Sections 12 and 13. But the struggle for quantity is made all the more difficult by the general wastage from the teaching profession. The status of the teaching profession in the developing world and the effect of that status upon the recruitment and retention of teachers is referred to later.

But if quantity is of tremendous importance even greater is the emphasis on quality, a definition of which is attempted in the papers edited by Dr. C.E. Beeby in Qualitative Aspects of Educational Planning (8) which deals with every aspect of education. From this concern with quality stems the general interest in methods of improving the intake into colleges, in possibilities of improving the quality of the tutors, in reforming the curriculum, in replacing the untrained teachers, in providing continuous in-service education and so on.

And the emphasis on quality is as widespread as it is great. Recommendation 57 of the XXVIth International Conference on Public Education of 1963 in its report The Shortage of Primary School Teachers: Research in Comparative Education (121) puts the dilemma this way: "among the steps to be envisaged in the solution to the problem of the shortage of primary school teachers, it is desirable to resort in the first place to those which have the least adverse effect on the quality of education . . ." Primary Teacher Training in Asia (76), a UNESCO report by E.A. Pires, emphasizes the need to improve teachers' qualifications, to improve the staffing of colleges to provide better material facilities, to improve the curriculum and to adopt better teaching methods. The choice and use of these words set the tone for this and so many other reports, such as the Government of India report on The Education of Primary Teachers in India (119) with its recommendation that all teachers should be qualified at the end of a ten year period. The Annual Report, 1963/64: University of West Indies Institute of Education (152) boldly declares that "the main function and responsibility of the Institute of Education is to help to maintain and improve the quality of education in all the contributing territories". This preoccupation with quality is as common to Africa as it is to Asia and the Caribbean. It underlies the reports of the Annual Conferences of the Afro-Anglo-American Programme; indeed the theme of the conference of 1968 was An Institute of Education and the Improvement of Primary Education (133). The report of the committee to the second Kenya Conference on Teacher Education, published in New Directions in Teacher Education (128), is based on the statement that the committee was "mainly concerned with quality"; Professor L.J. Lewis' suggestions for In-Service Teacher Training (56) begin with an expression of concern that "nine tenths of the teachers in primary schools (in Nigeria) are not properly trained for the job. In the secondary schools the story is similar"; and from Guyana M.K. Bacchus writes in 'Towards a Policy in Teacher Education' (7); "By 1957 the percentage of trained teachers had fallen to 17 per cent from 20 per cent in 1948 . . . the percentage of trained teachers had deteriorated so far that a new approach aimed at a rapid increase in the number of teachers with some sort of professional training was necessary if an immediate impact was to be made in raising the general educational

standards in the primary schools". Perhaps John Osogo sums it all up in the very title of his article in the Kenya Education Journal - 'Pepping Up Kenya's Teaching Profession' (69).