

## SECTION 10

### RESEARCH AND TEACHER EDUCATION

From every quarter, and most especially from the developing institutes of education, comes a plea for more research. The report of the Inter-territorial Education Seminar on Teacher Training Programmes (Samoa, 1963) (123) advocates research into the teaching of English as a second language, selection procedures and similar matters. The report of the Programme Planning Seminar on Education in the University of the South Pacific (115) notes the need for research in curriculum development, selection techniques and child development in a local context. The Government of India report on The Education of Primary Teachers in India (119) advocates the selection of a number of colleges of education to act as 'experimental institutions' with the functions of promoting local research programmes, and S. Shukla in 'Education and Training of Teachers in India' (86) reports growing emphasis on practical observation and research. The University of the West Indies Institute of Education Annual Report for 1963/64 (152) mentions research into methods of teaching, language teaching and job aspirations of school leavers. The Report of the Annual Conference of the Afro-Anglo-American Programme (1965) (131) mentions examples of research in Nigeria (child development and curriculum development), in Ghana (child development, selection tests, and science teaching), in Uganda (child development and language teaching), in Tanzania (selection methods and the use of visual materials) and in other African countries also. The conference considered the possibilities of developing research on a co-operative basis in such areas as child development, selection techniques, language teaching, teaching methods and other commonly recognized needs. An Institute of Education and the Improvement of Primary Education: Report of the A.A.A. Conference, April 1968 (133) mentions examples of research being carried out in Kenya, Tanzania and Zambia. Furthermore virtually every account of the establishment of an institute of education includes a reference to its research functions. Thus, the need for research is widely recognized and actual participation in research is widely reported.

Even greater is the stress placed upon the need for 'action research'. "The strong emphasis should be on 'action research' which will lead directly to an improvement in classroom practice at all levels", suggested the Programme Planning Seminar on Education in the University of the South Pacific (115), and the same view is voiced in the report on Problems in Asian Teacher Training and a Course for Teacher Educators (129).

However, many go a step further and suggest that all teachers and all student teachers should be research workers and research-minded. W. Senteza Kajubi put this point of view to the Conference on Teacher Education for East Africa (1965) 136, and also to the University of East Africa Conference on The Role of the Institutes of Education in Curriculum Development (138), when he stressed that research is "an activity in which . . . all those concerned with the education of ;childres should engage" and not a "highly technical exercise". O.M. Ferron in 'Some Thoughts concerning the Establishment of an Institute of Education in Sierra Leone'(28) takes a similar view when he writes "our intention is . . . to make the profession as a whole more research-minded". For this reason G.A. Auger reports in 'An Institute of Education to Serve the High Commission Territories of

Southern Africa: Basutoland - Bechuanaland - Swaziland' (6) that the institute is to have no special and separate department for research in order to avoid giving the impression that research is the responsibility of a chosen few. Again in the Report of Conference on Teacher Education in the Eastern Caribbean (156) this same point is taken up when the need is stressed for all students to do their own local research in order to encourage in them an analytical approach to their own teaching; "no programme of teacher training can claim to be adequate (much less progressive) unless it provides students with both the inspiration and expertise to embark on educational investigations".