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BEGINNING TEACHING: THE RECRUITMENT, SELECTION
AND EXPECTATIONS OF TRAINEE TEACHERS IN TONGA.

A report^s presented in partial
fulfilment of the requirements
for the degree of Master of Education
at Massey University

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1984

ABSTRACT

It has been over a hundred years since schools were established in Tonga, yet the Tonga Teachers' College is only forty years old. Thus teacher training is still in its early stages of development. Although there has been little change within the college over this period, it is moving towards growth and development in both its academic and professional capacities. The following thesis discusses the implications of teacher recruitment, selection and training within an education system aimed at raising the quality of its standard of education.

Before attempting to discuss teacher education in Tonga, the social, political and physical contexts within which education operates, must be considered. These conditions have moulded the present form of teacher education. After considering these factors in Chapter Two, Chapter Three reviews the history of the Tonga Teachers' College, in relationship to Tongan social history, its aims and objectives, curriculum content, professional development, student intake and staff appointment. This chapter includes a comparative study of teacher education in some South Pacific countries in which similarities and differences in teacher education programmes and developments are discussed. General trends and methods are highlighted when comparisons and contrasts are made with teacher education in Tonga.

In Chapter Four, the researcher considers teacher recruitment in Tonga. The writer proposes that teacher recruitment should be treated as an innovative means of improving the qualities of teacher trainees. Viewed from this perspective, new developments may be quickly and effectively implemented. Vocational preferences of senior secondary school students are examined to determine whether these students place teaching highly in their career priorities. Case studies of secondary school students and untrained teachers are compiled to discover the criteria used for the recruitment and selection of teachers and to provide in-depth information about these groups, from which teacher trainees are recruited.

Chapter Five contains a discussion of the expectations which teacher trainees place on their training programme, followed by consideration of the methods of training and then finally discusses evaluations made of the training programme. Case studies of second year students at the Teachers' College and of probationary assistant teachers are used to elaborate on the

extent to which some of these expectations may or may not have been realised.

Chapter Six contains the writer's reflections on some problems encountered with procedures and method carried out during the research project. This is followed by a concluding commentary on the results of the study and recommendations, aimed at improving teacher education in Tonga, are made.

ACKNOWLEDGEMENTS

Sincere thanks are expressed to the following persons -

The Director of Education, Mr P.S. Bloomfield, Senior Education Officers, Inspectors, Area Organisers, Supervising Teachers and, especially Mrs T. 'U. Taufu, who gave so freely and willingly of their time and opinions to reply to the questionnaires and submit to the interviews which form the primary data used as a basis for this research;

The Head Teacher of Fanga Primary School, Mr T. Telefoni, his staff and pupils for their invaluable responses to case study questionnaires and interviews;

The Principal of Tonga Teachers' College, Staff and students, especially Mrs S.T. Cocker, who submitted to interviews and case study questionnaires and for making the College records available;

Miss T. Tonga and Mrs L. Halatuituia for collating senior students' vocational preferences from Tonga College and Tonga High School;

The Free Wesleyan Church of Tonga Education Department, especially Mr P. Tiueti for submitting to interviews and providing reference material;

The Free Wesleyan Church School "Akoteu" in Nuku'alofa, its Head Teacher, teachers and students who submitted to case study questionnaires and to interviews;

Miss M. Puloka, senior teacher at Queen Salote College, for collating senior students' vocational preferences;

Senior secondary school students, untrained teachers, probationary assistant teachers, primary school teachers, parents and pupils who submitted to interviews and case study questionnaires;

Mr. E. Spooner for providing information on Teacher Education in Niue, Miss N. Pelesikoti for collating resource material on Teacher Education in Fiji, and to all other informants named in this study, whose responses to interviews and questionnaires proved invaluable primary data;

Mrs M.V. Pelesikoti for collating and forwarding resource material on Teacher Education in Tonga used as references in this study;

My supervisor, Mr Wayne Edwards, whose advice and assistance on the formation of the project, on methodological aspects and on the draft text were invaluable;

My friends Julia Taiapa and Helen Prescott for proof reading and for their helpful suggestions and Marion Bartholomew for typing several drafts and this final version of the research; and importantly,

My husband Valita and daughters 'Uheina and Hulita for their unfailing love, understanding, support and encouragement throughout this research project.

'Oku 'oatu heni 'a e fakamalō ki he tokotaha kotoa pē na'a' ne tokoni'i au 'i he feinga ako na'e fai.

Tu'a 'ofa atu,

Lesieli Tongati'o.

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CHAPTER 1: INTRODUCTION.

"...The concept of good education varies,
...with the stage of development of the
school system and of the teachers who
serve it" .

(Beeby,1968,p10)

INTRODUCTION

The Ministry of Education is responsible for the training of primary school teachers in Tonga and recruits teachers from both state and church secondary schools. This thesis endeavours to investigate the recruitment and selection procedures in use and to show how improvements with the selection and recruitment procedures are necessary pre-requisites for improved qualities of new teacher trainees.

The study is concerned with the social, geographical, political and technological contexts against which education in general, and teacher education in particular, must develop and function. An historical survey, case study questionnaire and interview approach is adopted in parts of this study, primarily from an educational perspective.

Beeby's stages of educational development is a useful measure against which the development of education in Tonga can be studied. The educational problems Beeby observed as being similar to primary schools in the United States and New Zealand, and as the practice developed in countries like Western Samoa, prompted him to develop some justification in terms of theory.

"This led to the conception of stages of development in the life-history of a primary educational system, stages through which all systems, at least of a certain type, must pass, and which, though they may be shortened, cannot be skipped."

(Beeby, 1968, p51)

This ready framework provides the basis on which serious study and growth could be based and could lead to the raising of educational standards. Ultimately, change and improvement will be dependent on the ability of teachers to bring about these necessary changes if the school system in Tonga is to be raised to a higher stage. Beeby's stages in the growth of a primary school system are summarised below.

1. Dame School Stage

This stage corresponds to what existed in some of the primary

schools in Tonga and other Pacific Territories around 1945. At this stage, the teachers are "ill-educated and are either untrained or have had only the sketchiest training". (p58) There is no defined syllabus and teachers fall back on the subject content remembered from their school days. Mechanical drill of the 3R's and rote memorising becomes very important. The teaching at this stage is "confusedly and inefficiently formal".

11. Stage of Formalism

In this stage, the teachers are ill-educated but trained. Formalistic type teaching is evident and the teachers' own inadequate education influences the type of teacher training they are given. The classroom,

"is highly organised at the routine level with a detailed and rigid official syllabus, a restricted number of narrow text-books, tight external examinations and a rigorous system of inspection of the work of both pupils and teachers".
(p62)

Again, drill and memorising of facts are acceptable learning strategies.

111. Stage of Transition

Advancement from stage 11 to stage 111 can involve increases of knowledge and skill without a change in educational philosophy while advancement to stage 1V involves the development and acceptance of new goals for education. Stage 111 necessitates the provision of "the conditions for some teachers to break through to the wider conception of education that characterises stage 1V". (p63)

At this stage, the teachers are better educated and trained. They may have completed secondary education and the gap between teachers' and pupils knowledge is considerably widened. Children can ask more questions, although the teacher is unlikely to go out of his way to encourage this. There is more emphasis on meaning and learning for understanding but it is still rather thin and formal. The syllabus and text-books are less restrictive, but teachers still hesitate to use greater freedom.

"The satisfactory completion of the primary course continues to be given on the results of an examination set by the education authority, and, as the time for this approaches, non-examinable "frills" tend to be dropped from the day's work". (p64)

1V. Stage of Meaning

At this stage, teachers are well-educated and well-trained. The main characteristic of this education is "the attempt to give each child a deeper and wider understanding of the symbols with which he works". (p65) Memorising and drill, while still around, becomes subservient to understanding and meaning - the child is taught to think. This stage affords more consideration of the individual's aptitudes and interests and the curriculum content will be wider and more varied. There is increased mental activity and interest in the outside world. Problem solving and creativity are encouraged. A school, at this stage, also encourages the growth of the emotional and aesthetic lives of pupils in the classrooms, as do so many schools at the lower levels.

"A teacher with these wider goals will, of necessity, adopt a type of classroom discipline that is more relaxed and positive, and his higher level of education and training tends to give him the sense of security that such a change demands". (p67)

The question immediately arises as to where, in the scale of stages, the primary school system of Tonga and the rest of the Pacific countries should be placed. Such characteristics as "ill-educated and slightly trained teachers, stiff and formal classrooms and highly organised at the routine level" are common features of the development of education in Tonga. There is needed improvement with the quality of learning and teaching currently in use. Thus, it is clear that the stages of development of primary education as formulated by Beeby, can become useful when analysing the present structure of education in Tonga and its proposed development.

Clearly, stage 1V, the stage of meaning, is the ultimate direction in which Tonga wants to develop, needing a lot of conscious effort and resources. If the quality of education in Tonga is to be raised, the quality of its

teachers must firstly be raised to be able to bring about the necessary changes. These needed improvements are dependent on the academic ability and training of teachers. New teacher trainees must have a sufficiently high academic level to be able to cope with any improvements in the training methods. Therefore, teacher recruitment and selection are vital areas to be considered when intending to raise the qualities and standards of teachers.

Recruitment and selection activities do not seem to present teaching as an attractive employment option for senior secondary school students. This seems to necessitate greater involvement by the educational authorities and the Teachers' College in recruitment policies aimed at attracting the most academically able students into teaching. Alongside these activities, the use of untrained teachers in the primary schools may be a questionable practice. The above factors must be discussed in the light of the availability of resources and the nature of the country. While it is desirable educationally to encourage enquiry and discovery within children, the social background of Tonga is such that compliance, acceptance of authority and formality still predominates. This has resulted in the development of educational practices that have been said to be typically Tongan. This "faka-Tonga" type of education is slow moving, dull, authoritarian, teacher-dominated and examination based, characteristics common to Beeby's stages 11 and 111. Thus any development in education must consider these social influences and be made culturally and economically relevant.

RESEARCH PROBLEM

The writer is concerned with the quality of teachers in Tonga. It is evident that, for the quality of education to be raised, the quality of teachers must be raised. Therefore, the quality of those recruited into training must be raised. The small section of "Teacher Recruitment in Tonga" has been isolated as an area of study. It is the ultimate hope of the writer that those entering Teachers' College do so because they truly want to become teachers and not because it is the only employment opportunity available to them.

The teacher trainees are recruited by both the State and Church Education Departments. A new recruit can enter the Teachers' College as a school leaver or can become an untrained teacher for several years before undertaking training. Admission into the training college is examination performance based, with the Tonga Higher Leaving Certificate as the minimum entry qualification, requiring at least 50% in English and in Tongan. Admission of untrained teachers into the training programme is based on observations made of their teaching by education authorities.

The practice of employing untrained teachers seems to be common to most South Pacific Territories where teacher education in these countries will be examined. The trends followed by Pacific countries like Fiji and Western Samoa indicate the general direction in which teacher education in Tonga will be heading.

The following study will show that teachers expect their training to provide them with the necessary skills to teach in a primary school and to broaden their thinking and knowledge content. These expectations are similarly held by senior secondary students and experienced primary school teachers and, to some degree, by educational officials. However, the degrees to which these expectations are being met vary within the constraints placed on teacher education by limited time, the training programme, primary school curriculum and the academic abilities of trainees and trainers alike.

THE PROBLEM AND ITS SETTING

The Statement of the Problem

This study proposes to identify and evaluate the existing practice for the recruitment, selection and training of students in the primary school teacher education sector of the Tonga Teachers' College. The study also proposes to discuss the degree of success which these selection and training procedures have had in producing "effective" primary school teachers.

The Sub-problems

The first subproblem is to establish the selection and recruitment practices used by the two sectors interested in teacher education, the state and the church.

The second subproblem is to determine whether there is a difference between the recruitment and selection of untrained teachers as opposed to school leavers. These two groups make up the total sample from which entrants into the Tonga Teachers' College are recruited. Having been recruited, how successful is their training towards becoming effective teachers?

The Hypotheses

The first hypothesis is that there is a different set of recruitment and selection practices used by the church and the state sectors in recruiting their teachers.

The second hypothesis is that untrained teachers have lower academic achievements compared to school leavers when selected to enter Tonga Teachers' College and that the effectiveness and success of their training is directly related to the academic background and selection criteria used.

The third hypothesis is that the recruitment and selection procedures currently in use are inadequate. These must be improved if better academically qualified secondary school students are to be attracted to teaching.

METHODOLOGY

Library Research

Library research was conducted into the background of education in Tonga. Relevant thesis, historical, geographical and anthropological studies as well as statistical publications, five year development plans and departmental yearly reports became useful sources of information. This formed the background context within which education operates. The library research was also useful with information on the background to education in developing countries with particular reference to the work of Beeby in Western Samoa. Additional information on Pacific Territories was requested of the Teachers' College in the countries involved in this comparative study.

There was limited available information on teacher education in Tonga for a comprehensive library study and the writer enlisted the aid of the deputy principal of the Tonga Teachers' College, Mrs S.T. Cocker, and a primary school principal, Mrs M.V. Pelesikoti, who are both knowledgeable about education in Tonga. Precise instructions were given to these aides to collate information on the "History of Teacher Education in Tonga". (Appendix One) This information was collated from the Teachers' College records and annual Education Reports. Mrs Cocker conducted an interview with the first Inspector of Schools, Mr. Taulupe Tonga, who supplied information leading up to the opening of the Tonga Teachers' College in 1944. Miss Netatua Pelesikoti was enlisted to collate information about teacher education in Fiji. Mr. R.D. Spooner supplied information on teacher education in Niue. Library research yielded information about teacher education in Western Samoa.

The latter part of this section of the study involved interviews with Mr. Jim Lovett, the principal of Palmerston North Teachers' College, and former principal of Tonga Teachers' College; Mr. Viliami Takau, principal of Tonga College and former principal of Tonga Teachers' College; and Mr. R.D. Spooner a teacher in Wanganui and former director of the Niuean Education Centre whose function it was to train teachers.

These interviews were useful in finding out more about teacher education and particularly teacher recruitment policies in Tonga over a long period of time, between Jim Lovett's time (1956-1958) and V. Takau's time at the Teachers' College (1976-1982). The interview with Mr Spooner elicited information about teacher education in Niue. The interviews gave the writer practice with interviewing skills. The approach to the interviews needed to be friendly and courteous and the questions clearly executed. Some of the questions were developed as the interview progressed through the responses made.

Fieldwork Preparation

The major part of this study involved the writer going to Tonga to undertake fieldwork involving vocational preferences of senior secondary school students, the collation of case studies and the conducting of interviews.

Before leaving for Tonga, the fieldwork had to be set up between the writer and the education authorities of both church and state. Correspondence between these sectors and the writer sought permission to enter primary schools, secondary schools and the Teachers' College and interview staff and students in these places and to fill out case studies. (Appendix Two) This correspondence included a timetable of the proposed fieldwork. However, major changes to this timetable was necessary due to officers' work commitments and the length of interviews. Appendix Three contains this extended timetable.

The writer arrived in Tonga on Friday, fifth of August, 1983, at ten in the evening and the first meeting with the Director of Education took place at nine o'clock on Monday morning. This meeting essentially sought confirmation of the accessibility to schools, records, staff and students within the State sector. The writer assured the Department of Education of the confidentiality with which case studies and interviews were to be treated. This meeting took about half an hour in which the Director of Education confirmed the accessibility of schools, staff, students, and records for the writer's use. There was no written confirmation given for the fieldwork, only verbal acceptance of the project.

During the entire meeting, the writer was careful to be courteous at all times.

The next step was appointing the primary schools to be used for the study. This task was mutually decided by the Senior Education Officer for Primary Schools and Teachers' College and the writer. The school was chosen by having untrained teachers as well as probationary assistant teachers and being situated within Nuku'alofa. Education officers were approached individually to set up interview times.

The next step was to approach the school and politely enlist the help of the school principal. This was particularly important as the writer was careful not to offend these positions by entering their territories and upsetting the school routines.

The above procedures were also adopted when approaching the Church Education Office.

Interviews

The depth interview was extensively used throughout this study, beginning with general questions and focussing on particular issues of recruitment and selection of teachers in Tonga. The writer was careful to establish and maintain rapport throughout the interview by being involved and using leads given in the responses.

Interviews were conducted with 74 participants of whom 22 were senior secondary school students, 12 untrained teachers, 12 second year students at Teachers' College, seven probationary assistant teachers, 19 education officers, the Director of the University of the South Pacific Extension Centre and the coordinator of the secondary teacher education programme. The interview questions were written in the English language, however, both the Tongan and English languages were used during the interviews. The first step to interviewing was being courteous and explaining the type of study being undertaken. This stage took ten to fifteen minutes. Permission to tape the interview was sought during this period, and confidentiality was stressed. During the interview, the writer took notes as well as taping the responses.

Once the formal barrier was broken down, the 'interview' proper began. There was no strict time limit on any of the answers given and in some cases, the questions had to be repeated or rephrased so that the participant understood the question fully. The writer found this approach to depth interviewing very useful in that participants became more relaxed as the interview developed and found the questions easier to discuss. The participants were not strictly randomly selected although only the educational officials, teachers' college lecturers and primary school principals were personally known to the writer. The rest of the participants were all unknown to the writer.

In some cases the interview questions were left with an official to prepare answers or to gather relevant information before the interview.

Questionnaires

The case study questionnaires, the responses to items in various categories and the evaluation questionnaire were explained to each participant using both the English and Tongan languages. Participants took these home to fill out, then the writer picked up the completed questionnaire a few days later.

The senior secondary students were asked to think about their vocational preferences at least two days before they were asked to list their preferences in order of first, second or third choice. Vocational preferences were collected from 144 senior students.

The questionnaire format covered three main areas. The area on background information elicited details on age, sex, religion, parents' occupations, overseas travel and places of birth and growing up. The section on educational history elicited information as to the year and type of examinations the participant had passed, the papers taken for this qualification and the passing grade. The section on teaching experiences sought information regarding any previous (untrained teaching), current or future teaching, expectations of the training programme and teaching methods. These questions formed the basis of the bulk of the discussions that follow.

The Delimitations

This study recognises that caution will be needed in predictions attempted to be made from the results. (Ref. p236, 1)

For most of the time, the present writer was in New Zealand and, therefore, relevant and up-to-date material concerning teacher recruitment and selection in Tonga had to be requested from education officers or sent from Tonga by friends and colleagues. This amounted to long delays and in many cases no responses at all being made to the request.

The writer, to the best of her knowledge, was conducting a study into an area where only limited resources about Teacher Recruitment in Tonga were available. This factor, plus the "one-person" approach to the study, has meant that limitations of space, time and finance dictated what could become part of the study.

The present writer was able to spend four weeks in Tonga to complete fieldwork studies in which case studies and taped interviews were conducted. The limitations placed on the study led to the selection of participants who were in accessible schools, those who had had expertise in education, those being in particular positions of responsibility within the Department and those who had had Teachers' College experience.

The study will attempt to determine and evaluate the preparation and training of teachers, but it is recognised that the degree of success is likely to differ for different students in accordance with different methods of training.

The participants in the case study questionnaires and interviews were not randomly selected; rather they were selected by educational officers and principals, the majority of whom were not known to the writer. Many of the participants were selected on their ability to read English. However, their comments and responses were felt to be representative of the whole group. The interviews with education officers provided consensus on the recruitment procedures currently in use.

Assumptions

The first assumption in this study is that the need for trained teachers in the primary schools will continue, partly because untrained teachers are still teaching in both church and state schools.

Universal primary education has been reached in Tonga and the current concern is with the quality of this education. There is popular demand for raising educational standards in Tonga and the writer is of the view that there would be value in doing this through raising the quality of teacher training. For the quality of teacher training to be raised, the quality of new recruits should also be raised and this could be done through improving the recruitment procedures currently used. At the same time teacher trainers should be well educated and trained to be able to implement the improved standard of teacher training.

The Importance of the Study

Teachers, and the nature of their work, are little publicised in Tongan society. The study of recruitment, selection and training procedures is necessary if the standard of education and training of new recruits is to be raised, and hence the standard of the whole teaching profession. The study is also important if the expectations of the training course are to be met, and the fragmentation of the strategies adopted by those interested in teachers is reduced.

The following section of this introduction deals with the content of each chapter. Immediately following this discussion, is a review of the related literature on teacher education in Tonga with reference to teacher recruitment and selection.

Organization of the Remainder of the Study

In Chapter 2, the writer considers the context within which education operates in Tonga. This background information briefly looks at the geographical, social, political, religious and economic factors that have influenced the development of education in this country.

In Chapter 3, the writer considers education in developing countries with particular reference to Tonga where the educational background to the study is set. The widespread growth of education in Tonga has necessitated the establishment of the Teachers' College and the study considers the history of teacher education in Tonga. The final section of this chapter is a comparative study of teacher education in some Pacific Territories.

In Chapter 4, the writer considers teacher recruitment in Tonga where, if teacher recruitment is treated as an innovation, it might be easier and quicker to implement. The next section looks at teacher recruitment in both the state and church education sectors. This is followed by a survey of senior secondary school students' vocational preferences to assess their teaching preferences. Case studies of two of those students wanting to become teachers were compiled to gain more information about their academic and social backgrounds. The last section of this chapter considers the selection of untrained teachers with two case studies, eliciting detailed information about untrained teachers.

In Chapter 5, the writer considers the expectations various groups place on the teacher training programme. The aims of teacher development in Tonga are discussed before analysing the methods of training. Case studies of second year students at the Teachers' College are followed by depth interviews. The progress of the intake students of 1981 is followed through the college records and up to their probationary assistant teaching year in 1983. Case studies of probationary assistant teachers were collected. The last section of this chapter considers the evaluation of the training programme from a variety of viewpoints.

In Chapter 6, the writer considers the problems encountered with investigative study in Tonga where there are limited resources and strong social influences on education and other

social institutions. In the remainder of this chapter, the writer draws some conclusions and makes some recommendations.

The Definitions of Terms

Church. This is the term used to refer to the different church denominations which have played a dominant role in education in Tonga. This study will restrict itself to the Free Wesleyan Church of Tonga (Methodist Church), which has had the longest association with the Tonga Teachers' College.

State. The Ministry of Education is responsible for the training of teachers in Tonga, and recruits teachers from the Government secondary schools as well as Church schools.

Untrained Teacher. An Untrained Teacher is someone who teaches in a primary or a secondary school prior to entering the Tonga Teachers' College.

School Leaver. This term will be used here to refer to those students who enter the Tonga Teachers' College immediately after leaving secondary school.

Effective Teacher. The Teacher Development Programme in Tonga aims to produce effective and competent teachers who have a sound general education, a high level of professionalism and who are dedicated to teaching. Such teachers should possess:

- "a. a high level of competence in Tongan and in English,
- b. a sound knowledge of the content and methods of the subjects taught in the primary school,
- c. a knowledge, awareness and understanding of the social and cultural context of the Tongan primary school - traditional values and attitudes,
- d. a sound knowledge of the process of teaching and learning, including the ability to relate theory to practice and to implement a range of effective teaching strategies,
- e. a sense of professional responsibility towards the children he teaches, his colleagues and the community, and,
- f. an awareness of the importance of education in the economic, social and cultural development of the country."

(Ministry of Education, 1980,p1)

Thus, it is envisaged that an effective teacher would not only be a skilled practitioner, but the kind of "educated" teacher who is aware of the need for his own personal and professional development and of the part he can play in the development of education in Tonga.

REVIEW OF THE RELATED LITERATURE

There is very little information written on teacher education in Tonga; hence, the bulk of this review has been gleaned from reports on the state of general education in Tonga and unpublished theses.

The early involvement of the Church with Tonga's education in the early 1830's resulted in the widespread opening of schools recruiting teachers from local preachers who were ill-suited for teaching thus:

"Weekly teachers' meetings were organised to help teachers with their work, but it soon became obvious that the only remedy lay in the establishment of an institution for training teachers".

(Lātūkefu, 1974, p75)

The first training institution was opened at Neiafu on 13 July 1841 by the Reverend Francis Wilson. In 1847, the training institution was moved to Nuku'alofa.

Instruction followed the Glasgow training system (embodying the idea of training the whole man) under the supervision of the missionary **Richard Amos**, a trained teacher from the Normal Institution in Glasgow. This training institution became the first secondary school, Tupou College, in 1866. Tupou College trained students who later became preachers, teachers, government officials and community leaders. As the college expanded in numbers and functions, its programme became more concentrated on secondary education and the training of teachers was no longer its priority.

The first report on the state of education and teaching in Tonga was made by Gould (1917), the then Director of Education. In this report there were recommendations for massive improvements to be made with education and teaching *(Ref. p234, 5)* in particular. In 1939, Mr Parsonage, the Director of Education, recommended that teachers should be trained as they are responsible for moulding childrens' futures, endorsing the recommendation of the 1931 Education Commission in which the training of teachers was desirable. *(35, 6a)* (Colonial Reports, 1936) Prior to these recommendations, the 1927 Education Act had endorsed the opening of a Teachers' College.

In 1944, the Tonga Teachers' Training College finally opened. Taylor (1964) documented the aims of the training programme as:

- "1. to raise the level of general education of students
2. to raise the level of professional knowledge and skill of students
3. to make students thoroughly familiar with the syllabus they must teach
4. to encourage students to mature mentally, emotionally physically and socially
5. to encourage habits of diligence, perserverance cooperation and intellectual honesty
6. to encourage sound moral and character development
7. to encourage students to think actively and constructively"

(p4)

These aims identify the importance of a general education, professional knowledge and skills, syllabus knowledge, maturity, good habits in teaching, morality and thinking actively. There is assumed improvement in the childrens' learning as a direct result of being taught by these teachers. Kemp (1959) wrote that the locally trained teachers were so poorly trained it was difficult to distinguish them from uncertificated teachers (untrained). "Few of them appeared to have any idea of where they were supposed to be going and even less idea of how to get there". (p4) Learning was formal, rote and memorising of meaningless facts. These practices Kemp directly attributed to the educational backgrounds of teachers.

"The methods employed in these schools were due to the lack of knowledge of the teachers themselves who clung to formal drills and rote learning as their own teachers had done before them as these were the only methods they could handle with their limited educational background".

(p7)

Kemp went on to relate the influences of the theoretical approach to teacher training, the low academic level of new teachers due to lower wages, the attitude of old head teachers who have had no training and the general apathy in the village, as having all contributed to the low interest exhibited by children in primary schools. Education is a mechanical task with no meaning attached. The level of instruction at the training college was dictated of necessity, by the lower academic group, who slip back to the patterns observed during the years spent as untrained teachers.

These problems could be attributed to a lack of planning, the low quality of teachers, effective control and the unavailability of funds for development. Sutton (1963) again stressed the need for better trained teachers. Gregory (1973) continued to emphasize that the low standards of personal education and no training did little to provide a firm base on which to build an educated and skilled population. The status of teachers was also discussed and was said to be dependent largely on the kind of training they have received and their academic standard.

Kavaliku (1969) identified teacher education as one of the priority areas in educational development. He stated that:

"The quality of primary education, upon which depends the value and contribution of the majority of the population to national development, the personal growth of the majority of teachers and the success of post primary education is dependent first and foremost on the trained and educated teachers. Without well educated and trained teachers, the foundation of teacher education will not be sufficient to meet the needs of all sections concerned. The emphasis is on the educated trained teachers - concerned with classroom and community".

(p447)

Teachers were clearly seen as agents of change and interpreters of it, and, for these changes to be successfully implemented, there was need for qualitative raising of the academic standards in all levels of education.

Kavaliku also proposed the need for a three-year training course in which there was needed balance between general education and professional studies.

The close association with the University of the South Pacific and Macquarie University continues to endorse the need for better trained and educated teachers. The current concern with 'education for what' has initiated workshops and discussions into the nature of teachers and their work. Alongside this is the need for a better quality of education and teachers are seen as basic to this need.

The current five-year development plan agrees that the standard of education is, to a considerable degree, dependent on the quality of the curriculum as well as the

quality and quantity of teachers, educational facilities and supporting services. During this period (1980-1985) the new Institute of Education will have been built and the training of teachers to a "truly professional standard" (p309) is to be achieved. (Ref. p 234, 5b)

It is now 40 years since the opening of the Tonga Teachers' College, "and yet there is much to be desired in the quality of teachers". (Bloomfield, 1983, p2) One of the reasons for this situation is that the quality of teachers is dependent on the quality of the intakes from the secondary schools, and this quality could be raised by improving the recruitment and selection of new teachers.

The literature reviewed above has highlighted the need for better recruitment policies if the academic qualities of teachers are to be improved. There is a very real need for well educated and well trained teachers if the bid to improve the quality of education is to become a reality. However, this reality is fashioned by geographical, social, economic and political influences within Tonga which will be discussed more fully in the following chapter.

CHAPTER 2: THE BACKGROUND TO TEACHER EDUCATION IN TONGA.

"Teachers could be trained to be more responsive to traditional values and to bridge the gap between formal and non-formal education, to create a pattern of education which would be functional, culturally relevant, universally available and economical in its demands on the country's limited resources".

(Honeybone in Gardner (ed), 1980c, p13)

Introduction

The context within which education operates is typically "faka-Tonga". The geographical distribution of islands, the social milieu, the political hierarchy and the financial constraints which mould the development of education have contributed to a Tongan styled type of learning and teaching. It is typically slow moving, formal, authoritative and repetitive. Out of this context arises concern for the quality of education and the writer holds the conviction that teacher education, and particularly teacher recruitment, holds the key to raising the qualities of teaching and consequently education in general. At the same time, there is concern for retaining the "faka-Tonga" intact.

Geographical Location

Tonga is an island nation situated near the Western edge of the Polynesian culture triangle.

"The Kingdom includes some 169 islands between latitudes 15°S and 23.5°S and longitude 175°W and 177°W , and extends over an area of about 140,000 square miles. The total area of land and major island reefs are 289 square miles, much less than one percent of the total area. Thirty six islands are inhabited".

(Government of Tonga, 1975a, p1)

The principal settled islands are divided into three groups. The Vava'u group lies to the north, the Tongatapu group to the south and the Ha'apai group between them. There are the two Niua islands to the extreme north east. The island of Tongatapu is the largest island, with a total area of 99 square miles.

There are two distinct seasons, the dry season and the rainy season. In general, the hot season experiences the heaviest rainfall, but the yearly pattern of rainfall is by no means constant, particularly in the northern islands. The main island of Tongatapu experiences occasional 'cold' nights comparable to a very mild New Zealand winter night. The lowest minimum temperature recorded between 1949 and 1970 on the island of Tongatapu was 10.6°C . (Government of Tonga, 1976 p1)

While Tongatapu itself lies just on the edge of the hurricane belt, the other island groups are periodically afflicted. Hurricane Isaac in 1982 was the worst hurricane experienced by the Tonga islands for almost a hundred years. Other natural phenomena, such as earthquakes, occur from time to time.

The People

The Tongan people are a Polynesian group with origins and date of first settlement dating as far back as 1250 B.C. There is no written historical record, but according to oral tradition, the line of the monarchy can be traced back to about 950 A.D.

The first contact with Europeans occurred in 1616, and, in ¹⁷⁹⁷~~1826~~, the first European missionaries arrived. Today, the major component of the population remains the indigenous Tongan people, who account for 98-99% of the total population. The remaining population consists of Europeans, part Europeans and other Pacific islanders, with very few others.

TABLE 1: THE DISTRIBUTION OF POPULATION IN TONGA

Island Group	Area(sq. miles)	Population 1976	Population Estimated 1979	%Proportion of Total
Tongatapu	99	57411	61544	63.72
Vava'u	55	15068	16141	16.72
Ha'apai	46	10792	11559	11.97
'Eua	36	4486	4777	4.9
Niuas	20	2328	2479	2.58
NUKU'ALOFA	-	18312	19613	20.32
Total Population		90085	96491	

Source: 1976 figures adapted from Table 12, Government of Tonga, Census Report, 1976.
1979 figures adapted from Table 1a and Table 2, Gould, Population Projections, 1979.

Table 1 shows the distribution of population between the main island groups. The total population of Nuku'alofa, the main town, is also shown. The figures show that the population is heavily concentrated in one place, the island of Tongatapu, and especially in the main town of Nuku'alofa

with 20.32% of the total population in 1976. The concentration of the population on the main island has meant that any resources - educational, health, housing and finance - have tended to be concentrated in one place. This, again, reinforces the factors contributing to migration into the island of Tongatapu, leaving other islands under-utilised.

The total population of Tonga recorded in 1956 was 56838. By 1966, it was 77429, and in 1979, it was 90085. With a population growth rate of over 3% per annum, the United Nations estimated the proportion of citizens under the age of 20 years to be around 50%. At the end of 1974, the average density of population was estimated to be 345 persons per square mile of land, which is indeed high. (McNally, 1978, p1-11)

The Social System

The social system of Tonga is based on the family and the extended family concept. There exists a pyramidal social structure, at the apex of which is the King, below him the nobles, with the remaining people at the base. The presence of a ranked strata means that the higher strata traditionally has more access to social prestige and economic resources. Membership in each stratum is by birth. Intermarriage between these strata is generally discouraged.

Tongan society is still very strongly kinship oriented, and such attitudes and behaviour become evident at such life crises events as birthdays, marriage and deaths. In spite of the long contact with the western world, the traditional exists alongside the modern. For example, although modern medicine is readily available, traditional medicines are still widely practiced and used. The social interaction and culture has changed little. Any growth in materialism and individual success is always seen as better achievements for the well being and increased status for the extended family.

Religion and Society

Western religion was established in Tonga by missionaries of the Wesleyan Methodist Church in the nineteenth century. Three local churches have origins in the Wesleyan sect,

namely the Free Wesleyan Church of Tonga, the Free Church of Tonga and the Church of Tonga. Other major denominations include the Roman Catholic, Latter Day Saints (Mormon), Seventh Day Adventist and the Anglican Church. All these denominations play an important role in education and life in Tonga.

The Free Wesleyan Church of Tonga has the largest following (47.4% of total population) and, therefore, the most contribution made towards the education of the Tongan people. The Free Wesleyan Church is also recognised as the official state religion and that of the King and his family. However, Tonga is also influenced by the recent move to integrate the three major denominations of Wesleyan (Methodist), Roman Catholic and Anglican. There is great interaction between the major denominations in Tonga and this is made apparent by their presence and participation in most official and state functions.

Christianity and the social life of Tonga are inextricably wound together in such a way that position in the church is highly associated with social position. The country's motto "God and Tonga are my inheritance" illustrates the importance of religion in the Tongan way of life. A conservative count of the churches in Nuku'alofa itself numbers 24.

Land Tenure

Under the Constitution of 1875, every Tongan male, on reaching the age of 16 years, is entitled to an $8\frac{1}{4}$ acres of bush allotment and a town section. All land in Tonga is the property of the Crown and is administered by the nobles who have hereditary estates.

Clearly, with a population of around 90,000 and a total land area of only 259 square miles, it is no longer possible to allocate $8\frac{1}{4}$ acres to every man. Compounded by this is the larger holdings of nobles, some landholders' bigger allotments, unusable land, school and church land, and the land remaining in the possession of the Crown. (de Bres, 1975, p14)

Government and Political Organisation

Today, the national government of Tonga takes the form of a constitutional monarchy, where the King still retains the right of veto. The Monarch's;

"heirs are entitled under the laws to perpetual succession to the throne. The Constitution was adopted in 1875, finally uniting the nation after a long period of political and civil disorders".

(Government of Tonga, 1975a, p1)

The Government of Tonga is made up of three bodies, the King-in-Privy Council and Cabinet, the Legislative Assembly and the Judiciary. The Privy Council is the highest executive authority assisting the King in the discharge of his functions. This Council is composed of the Cabinet, the Governors and any others whom the King shall see fit to appoint. The Prime Minister and Cabinet are responsible for enacting the resolutions of the Privy Council. The Cabinet consists of the Prime Minister, Ministers and Governors appointed by the King. Any Minister may hold more than one office and all are members of the Privy Council and Legislative Assembly. The Governors of Ha'apai and Vava'u, appointed by the King with the consent of the Cabinet, hold seats in the Legislative Assembly, the Cabinet and the Privy Council. The Legislative Assembly consists of all Cabinet Ministers, nine representatives of the hereditary nobles (out of a total of 33), and nine representatives of the common people (who now total over 90,000). The Cabinet Ministers are largely members of the nobility. (de Bres and Campbell, 1975)

"The system of government is thus western in its legal form but Tongan in its autocratic practice". (Walsh, 1967 p20)

The National Economy

The economy is based on the cultivation and export of primary products - coconut products and bananas, vanilla beans, watermelons, and a small quantity of root vegetables. Approximately half of the total gross domestic product originates in the agricultural sector which also employs about 70% of the labour force. Subsistence farming accounts for about 70% of agricultural production and 40% of gross

domestic products. (Government of Tonga, 1975a, p5)
 Tongan agriculture is subsistence orientated and cash cropping is becoming more important for most farmers. Wage labour provides income for only a few and wages are low, averaging between \$T1.00 to \$T1.75 a day. Most of the wage labour positions are in the area of services.

The basic public service salary begins at \$T800.00 per annum and graduates from overseas universities can expect to command salaries around \$T2,500.00 per annum, while Cabinet Ministers' salaries begin around the \$T5,000.00 mark. People employed in the private sector often receive very low wages compared with those in Government services.

There is clearly an unequal distribution of wealth, which only acts to perpetuate the stratified society. For the majority of the people, their only hope of entering the paid workforce is through education.

Tourism has become an important factor in the economy of Tonga and is an increasing earner of 'overseas dollars'. The development of this industry has increased the involvement of people in local handicrafts such as weaving and carving, and brought about welcomed openings in the catering businesses.

The Government has now begun cooperation ventures with various foreign companies to establish small industries such as knitting mills, sports equipment factories, small machinery assemblies and the processing of local copra into various oils. These small ventures are commendable steps and are meeting with some success when the goods have been sold overseas.

Discussion

The geography of the Kingdom of Tonga does not lend itself to mass commercial or industrial development. Not only is there a lack of large development sites, but there are no mineral resources to be utilised for large scale development. Thus, Tonga's dependence on agriculture and fishing must be emphasised throughout the education system so that the future labour source do not aspire only towards securing white collar jobs. There is only a limited number of available jobs and, with the low incomes, work must be

supplemented by other sources, especially agriculture. There is a need for more profitable use to be made of the available land, which would present a challenge to the "faka-Tonga" concept of cropping and land-use.

The authoritative nature of the political organisation, as well as the social interaction in Tonga, is reflected throughout in the institutions of the church, the school and the family. Not only is the stratified society reinforced through the church, it is also evident in the school organisation, family life and community affairs. These are the essence of the Tongan traditional way of life, "faka-Tonga". However, it could be said to be contrary to the development essential in modern Tonga. For example, the school system finds it difficult to encourage enquiry and questioning in young children when these strategies are not encouraged in the home and the community. Therefore, any development in education should be made culturally relevant and economical in its demands on the country's limited resources.

The above discussion may be typical of considerations to be made by developing countries in their bid to upgrade their education systems. The next chapter traces the educational background and history of teacher education and its future development in Tonga followed by a comparative study of teacher education in its near neighbours.

CHAPTER 3: COMPARISONS OF TEACHER EDUCATION IN
TONGA, FIJI, WESTERN SAMOA AND NIUE.

Teacher Education:

"Cannot be treated effectively in isolation from the main trends of education. Its effects are necessarily long-term and must be studied in long-term researches. It is influenced by the policies of the school and, in some cases, almost controlled by what goes on in schools. It cannot move too far from the school curricular without losing its practical effectiveness, but it can exercise widespread and important influences on a school system if the overall governmental planning of education makes that a significant objective"

(Honeybone in Gardner(ed), 1980c, p5)

Introduction

The island nations of the South Pacific can be considered to be developing countries and the writer is of the view that the problems confronting education in developing countries apply to all branches of the education service.

The pertinent problems that must be faced or addressed in any developing nation concern both the quality and the quantity of its education. The popular demand for education is growing, as it is seen as the vehicle for improving the lives of the younger generations. Since many of the parents in Tonga were themselves illiterate, the pressure was for more education rather than for a better quality of education. There has been scant regard and thought given to the inflation of primary school leavers and the lack of jobs for these aspiring young people. In Tonga today, the pressure is for universal secondary education and for better quality education. However, planners have not always agreed on what constitutes a better quality of education. (Beeby, 1968, p31-32)

Education in Tonga has often been closely associated with religion. It has tended to hallow antiquity rather than promote innovation. Ten percent of primary and ninety percent of secondary education in Tonga is currently under the jurisdiction of the various churches. It has taken nearly one hundred years for education to become unified in its objectives, as indicated by having common final examinations towards which all secondary students work. Increasingly, the government is getting more involved with the development of education in the various sectors, church and private.

As early influences of colonial rule, parents in the developing countries have often wanted the kind of academic schooling their European rulers had, for their children. Consequently, this type of schooling has been perpetuated through church and state schools. When the first schools were established by the church, they grew to be the kind of institution that offered a means of escape from the land. People began to view schooling as the only way of securing a white collar job and questioned the changes in curriculum and methods that might bind them more

closely to farm or village.

The demand for academic education goes on. Education is vital in providing skilled workers for the development of the country. However, the wrong or inappropriate kinds of education have contributed to society generally looking down on any form of manual labour. For example, the starting salary for those in state services is often higher than for those in other, more specialised occupations such as skilled craftsmen and technicians. Thus it is not senseless for future employees to seek positions in jobs that society values the most, namely "white collar" jobs. This has resulted in too many people aspiring to jobs which are just not available. However, the whole appeal of education is as a symbol of freedom and of hope. Poorer countries cannot yet afford more education, nor can they afford a certain number of well paid positions. Therefore, there is needed redirection in educational emphasis. Competence with skills needed for development should not be overlooked, nor should technical and vocational training. (Curle, 1970, p85)

Most developing nations can be said to be conservative concerning change and innovation. This may be due to a lack of clear educational objectives that are understood and accepted by those agencies interested in education as well as the society. On the other hand, some of this conservatism is embedded in the teachers who, after all, are the products of the education systems. They tend to embody the virtues as well as the defects of the system and, yet, it is only through them that the system can be reformed. Most teachers find that, when in doubt, they regress back to the teaching methods that were practiced upon them as children. Thus, they only prolong the unsuitable teaching practices. (Beeby, 1968, p44)

The isolation of the teacher in his classroom is also another reason for the conservative attitude towards change. This problem is compounded in schools which are located on isolated islands and with sporadic contact with the education authorities. The innovative teachers are often willing to try new ideas where as others will continue to practice current teaching methods. This, while not necessarily

bad, practice needs to be evaluated regularly in the light of the availability of human resources and information.

More can be done to raise the standards of education, and at less cost, through teacher training than any other activity. A better teaching force cannot be easily created by an under-privileged, low-status, partly trained body of men and women. Not only are teachers' educative roles supremely important but their whole impact on society is important for development. Therefore, any government which desires to promote development should select, train, pay and provide for the further education of its teachers more effectively and efficiently than is the rule. It should give every encouragement to the formation of professional associations, although not organising these associations or it would nullify their purpose. (Curle, 1970, p48)

The teaching profession in Tonga could be said to fall within Beeby's Stage 11 (Stage of Formalism) and Stage 111 (Stage of Transition) of educational development. At Stage 11, the teachers are ill-educated but trained, and the classrooms are stiff and formal, highly organised at the routine level, with a detailed rigid official syllabus. There are a limited number of textbooks with tight external examinations and a rigorous system of inspection of the work of both pupils and teachers.

In Stage 111, the teachers are better trained and educated: that is, they have had some secondary schooling. Children can ask questions, although the teacher is unlikely to go out of his way to stimulate this strategy. Examinations are still evident at this stage. (Beeby, 1968, p64)

The present writer, on the basis of experience in, and reading about, the Tongan education system, considers that education in Tonga currently exhibits features from both Beeby's Stage 11 and Stage 111. The trend within the Tongan education system, as evidenced by developments formulated by the workshop at Macquarie University, 1980, is certainly towards a better educated and trained teaching force. When this happens, teaching methods, it is hoped, should no

longer be strict and formal, with tables and strings of words being chanted by the children.

The major problem faced by developing countries includes a lack of finances and resources for development. Social and political factors, such as pessimistic attitudes held by both people and government towards new ideas and change, could also hinder development.

When considering teacher education in Tonga, it is necessary to gain some understanding of the Tongan system of education. The following section of this study provides an encapsulated view of education in Tonga in order to provide the necessary background against which the study is set. First, the Tongan system of education is outlined. Second, the writer summarises the history of teacher education in Tonga. Third the writer compares the current systems of teacher education of Tonga and her near neighbours.

EDUCATION IN TONGA

Education is compulsory from the age of six to 14 years. Although Tonga's education system can be described as non-secular, the importance of religion can be illustrated.

"The Minister of Education shall make suitable arrangements for the ministers of religion of any denomination or persons accredited by any denomination to visit state schools for the purposes of giving religious instructions to pupils of their respective denominations".

(Government of Tonga, 1974, p17)

Each Friday morning in state schools, religious instruction has been timetabled into the school proceedings. Each school day is started with a prayer. Church schools study the beliefs of their individual denominations. In order to attend a specific church school, it is often compulsory for a prospective pupil to become a member of that church. In these cases, staff are also required to belong to the church.

The education system follows the structure of education operating within New Zealand's primary, secondary and tertiary (or post-primary) institutions. Tertiary institutions in Tonga are not as complex as those in developed countries and can be viewed instead as an extension of secondary education. These tertiary institutions are gradually developing towards western standards. This, in effect, calls for a major increase in the quality of education available to the Tongan student.

Due to the close interaction between the churches and the state, there is also a joint interest in the education of the people. Because there are various sectors taking an interest in education, there have been many programmes followed. However, there is increasing stability with the courses offered in these schools. Since the late 1960's there has been an attempt to equalise the educational opportunities. The Tongan schools' high degree of dependence on overseas curriculums must be critically assessed in the light of available resources, and the changes made on the schools by the demands of society. The school curriculum must be applicable to the Tongan aims and requirements.

Primary Education

The early history of education in Tonga was closely associated with the activities of the Christian Missions. References made to state schools were evident in the speeches of King George 1 delivered approximately 130 years ago. (Government of Tonga, 1937-1963)

Until recently, primary education was shared by the state and the church. State primary education was free while about 30% of the primary pupils who attended church schools paid fees. This figure has been considerably lowered since the gradual take over by the state of primary education. Primary education is co-educational and the course normally extends over a period of six years. The Education Act of 1974 continues to endorse the requirement of compulsory education.

In 1971, there were 82 state primary schools and 47 church primary schools, with a total enrolment of 16416 pupils. In 1980, the number of state primary schools increased to 97 while the number of church primary schools decreased to only 13. There were a total of 19019 primary enrolments. In the years between 1971 and 1980 there was a general decrease in the number of primary schools from 129 to 110, despite the growing number of primary enrolments.

During 1975, approximately 60% of the pupils receiving primary education attended schools in Tongatapu, 19% in Vava'u, 12% in Ha'apai and the remaining 9% attended schools in 'Eua, Niuafu'ou and Niuatopu-tapu. (Government of Tonga, 1975b,p281)

The figures for 1982 showed a decrease in the total number of primary enrolments to 16701. (Government of Tonga, 1982, p17) Further projections for primary school enrolment for 1983 and 1984 show decreases to 16065 and 15982 respectively. (Figures adapted from table 20-2, Government of Tonga, 1981, p311). There is no conclusive evidence for the drop in primary enrolments in schools, although a possible reason for this pattern may be attributed to demographic factors.

There has been limited success with family planning programmes in Tonga and the effect of migration to New Zealand and Hawaii, Australia and U.S.A., may have also contributed to this decrease in primary enrolments. There is, however, no guarantee that this trend will continue.

Secondary Education

The earliest secondary school, Tupou College, was established in 1866 under the auspices of the Wesleyan church. The various religious and private organisations provided 90% of the secondary education while the state provided the remaining 10%. The state operates two secondary schools - Tonga College for boys, and Tonga High School - a co-educational, form one to six school. Both these schools are located on Tongatapu. In 1980, a new secondary school was opened on the island of Niuatoputapu, a joint venture by the church and the state.

The Government offers assistance to church schools through teacher training courses and overseas scholarships enabling students to further their studies. There is also duty free importation of educational materials available.

Over the past 10 years, unlike primary enrolments, there has been an increase in the number of secondary school enrolments. In 1971, there were 10164 enrolled in the secondary schools and 14125 enrolled in 1980; however, the number of secondary schools dropped from 52 in 1971 to 49 in 1980. (Government of Tonga, 1980, p2) The population projections have shown a steady increase in the total population. It is reasonable, therefore, to assume that secondary school enrolments will continue to increase.

The pupil-teacher ratio has been decreasing slowly over the years and in 1980, the ratio was 1:20. This ratio is low but it should be viewed with caution as the majority of teachers are untrained - the trained teacher pupil ratio is 1 : 76 for intermediate schools and 1 : 68 for secondary schools. (Government of Tonga, 1981, p311)

Tertiary Education

There is yet no comprehensive tertiary education programme offered. As well as the Teachers' Training College, there is the Nursing School, the Police Training School, an Agriculture College, a Theological College and two technical schools run by the churches. These technical schools provide only limited training.

The Extension Centre for the University of the South Pacific offers a limited number of courses towards university diplomas and degrees. These courses have proved popular over the years.

'Atenisi Institute is a private school offering a variety of courses up to the associate degree level.

Discussion

Throughout the education system there is a great emphasis on examinations. For example, as early as the age of nine or ten years, primary pupils sit an entry exam to secondary schools. There is, however, a staggering failure rate, and a high proportion of rote learning with emphasis on the examined subjects - English, Tongan, Mathematics and General Knowledge. Other major examinations are the Tonga Higher Leaving Certificate at form four level followed by the New Zealand School Certificate examination at form five and University Entrance at the sixth form. In 1980, there were 19012 primary school enrolments while there were only 14125 secondary school enrolments, a difference of 4894. Those who fail the examinations either repeat that level or drop out of school, if over the age of 14.

At the tertiary levels, the number of enrolments decreases markedly. This leads to many students leaving school early, hoping to enter the work force and compounding the problems of unemployment. Most of these students have no skills to offer. In 1982, there were 16348 secondary school enrolments and only 737 students enrolled at the Teachers' College, technical schools and vocational schools collectively. (Government of Tonga, 1982, p17) Of the 16348 secondary school enrolments, less than 10% ever get to sit the New Zealand School Certificate and University Entrance

examinations, and much fewer numbers are successful. Of those successful, some may win scholarships for further studies overseas or are sponsored by their extended families. Many try to find jobs but are unsuccessful.

The high level of unemployment is somewhat disguised by the strongly held customs of the extended family, in that there is still food and shelter available. The gap between the 'haves' and the 'have nots' is increasing and the education system is still strongly viewed as the vehicle for bettering oneself.

The above background forms the basis on which the education authorities must restructure the system and redirect its goals. Until now, there has been a reliance on external examinations and curriculum content but the emphasis must shift to incorporate valuable traditional culture and knowledge. Often the Tongan student becomes ignorant of his geneologies and traditions, geography and history, in favour of learning to master the English language, geographies and civilizations of other lands and scientific knowledge. Neither aspect should be left out completely, but there must be a re-organisation of the curriculum to allow for a better balance between these aspects of education.

The other prevalent problem that results as a consequence of the social and political environments is that the trained technical and professional experts, much needed for the future development of the country, have in many instances found it difficult to work in this unsatisfactory environment. Some of these people leave the country to live and work overseas, to the detriment of Tonga.

There are a lot of changes to eventuate before the long-term objective of educational development in Tonga is realised. The objective is to improve the quality of education at all levels. The fourth development plan for the period 1980-1985 states the objectives for education as:

- " - continue to upgrade education and training facilities;
- train teachers at all levels to a truly professional standard;

- achieve a more suitable geographic distribution of education and training facilities and opportunities;
- develop vocational and in-service training programmes and facilities;
- improve cooperation and coordination between state, church and other private education authorities to ensure complementarity of activities and achievement of the long-term goals;"

(Government of Tonga, 1981, p309)

It is hoped that a good general education must include an intelligent understanding of the economics of daily living and of economic conditions, so the content and method will be environmentally based and directed towards the integration of school and community. It will encourage pupils to exploit further training in the vocational skills which they will practice as their means of livelihood and which will enable them to make the maximum contribution to their communities. There is still a heavy reliance on academic education and the lack of financial resources has slowed development and change.

The future development of Tonga will be heavily dependent on foreign aid. Therefore, it is important to plan all major projects effectively. Educational planning must be orderly at all levels and forms of activity both formal and informal. It must be fully integrated with the country's economic and social development, so that education may serve most efficiently and effectively the needs of both the nation and the individual. Clearly the most crucial precondition is a sincere conviction by political leaders, administrative officials and a belief by the general public that educational development is of vital importance and that it can best be promoted by planning.

Before embarking on a study of the aspects of teacher education in Tonga, it is necessary to develop an understanding of the main background developments which have occurred during the years of teacher education in Tonga. This section of the study presents a summative view of the background of the teacher education system on which the present study focusses.

THE HISTORY OF TEACHER EDUCATION IN TONGA

Before the establishment of the Teachers' Training College in 1944, primary school teachers were chosen from senior students leaving Tonga College and Tupou College. (Cocker, 1981, p1) In earlier days, teaching was a poorly paid job and, was therefore, regarded as having low social status. This meant that most of the top academic students went to the public service or private businesses for employment. Teaching became the last choice for the prospective worker. At the time the Teachers' Training College was opened, a head teacher's salary was £3.00 per month and assistant teachers received ten shillings per month. Teachers' College students received £1.00 per month. Thus, there was no great attraction for school leavers to enter teaching. (Cocker, 1981, p1)

The first report on the state of education and teaching in Tonga was written by W.H. Gould, then Director of Education in Tonga, about 1917. There were recommendations for massive improvements which were rejected by the Government. Gould, then left Tonga and returned to New Zealand. Thus, an early improvement to teaching was further delayed.

In 1939, Mr. Parsonage who had been a student of Professor Gould in New Zealand, became the Director of Education. Parsonage used some of Gould's suggestions in his report on education and one of them was:

"that teachers should be trained for they are not required only as baby sitters alone but are responsible for moulding children's futures".

(Cocker, 1981, p2)

The Minister of Education, Prince Tungi Mailefihi, was agreeable to the training of teachers, but unfortunately passed away in 1940, and Mr. Parsonage returned to New Zealand in 1941 due to ill health. Training of teachers was again shelved.

The present King succeeded to the post of Minister of Education, and finally, the Teachers' College was opened in February, 1944. The Reverend Gribble became the first

principal and two Tongan senior teachers were chosen to become the first tutors - namely Mr. Malū Taumoepeau and Mr. 'Onelani Faiva'ilo. The Inspector of Schools, Mr. Taulupe Tonga was responsible for appointing these tutors. (Cocker, 1981, p4)

In the beginning, 40 students were enrolled and the intake fluctuated over the years, with some students attending short courses only (some of these courses lasted four to six months). In 1946, there were only 21 students enrolled. The following year, the enrolments increased to 43, and in 1949, to 50. The enrolments fluctuated around the fifties until it reached 60 in 1955. Up to the late 1960's, the enrolments were just over 60 students. Over the life of the college, the numbers have changed little despite a soaring primary school enrolment rate. (Cocker, 1981, p5)

In the 1970's, the enrolment was increased in a bid to overcome crowded classrooms. Table 2 below shows the enrolment numbers over the last 10 years.

TABLE 2: TEACHER TRAINING ENROLMENT IN TONGA

<u>Year</u>	<u>Enrolment</u>
1971	92
1972	73
1973	93
1974	110
1975	117
1976	140
1977	141
1978	134
1979	134
1980	123
1981	123
1982	125

Source: Table 2 is adapted from the Department of Education enrolment Tables. (Government of Tonga, 1980, p3)

From the above data, it may be noted that the number of enrolments must be substantially increased if there is to be a marked improvement in the quality of primary teachers in Tonga.

Ten percent of the Teachers' College intake consists of school leavers who have preferably undergone studies towards the New Zealand School Certificate or University

Entrance examinations. Having passes in these examinations are added bonuses. The other 90% of the intake is taken from untrained teachers who have been teaching in the primary schools from anything between two to ten years. This practice of recruiting teachers to teach first before being trained has been in practice for a long time, even before the Teachers' College was opened.

A secondary division was established in 1980, with an intake of 50 church teachers (untrained), 23 of whom were from the Free Wesleyan schools. This course consists of three weeks intensive study in college, followed by six weeks out at school. After this, the cycle is repeated. This secondary section started offering five subjects and, in 1981, the number of subjects was increased to seven. See Appendix Four for details of the secondary teachers' training programme.

Entry Qualifications

The original intake for the Teachers' College were mostly senior secondary school students. By 1955, the minimum qualification for entry was set at the Tonga Lower Leaving Certificate standard (approximately equivalent to form two in New Zealand). Even as late as 1978, there were still a few people whose only entry qualification was the Lower Leaving Certificate, even though the exam had not been offered since the late 1960's. Those entering the college with this certificate have been untrained teachers teaching in church schools.

In a bid to upgrade the academic levels of future teachers, the entry qualification has been set at the Tonga Higher Leaving Certificate, with clear preferences for those who have attempted the New Zealand School Certificate and University Entrance examinations. This ensures that all trainees have reached at least the form four level of competence.

Curriculum Content

T.F. Kennedy, writing in 1969, (p26), stated that the records indicated little change had taken place in the Teachers' College since 1944. There had been, however, a

gradual, if slow, improvement in educational qualifications of the students on entry. The training of teachers lasted for two years, and there is a record of 19 subjects being taught in 1953. These subjects included Teaching Method, Records and the Education Act, Projects, English Language and Literature, Spelling and Dictation, Reading and Conversation, Tongan, History, Geography, Natural Science, Hygiene, Hand Craft, Needle Work, Art, Music, Physical Education and Handwriting. In 1958, these subjects were reduced to 13, and, in 1968, were further reduced to eight subjects. These were mainly the four major areas of Education, English and two advanced studies at the second year level. Education A was taught to the first year group and consisted of Child Development and Psychology, and Education B was taught to the second year group and consisted of Theories of Learning and the Methodology of Teaching.

In 1978, the curriculum content was split into five areas. The first area, of professional studies, included Human Development, Education Theory, and Learning and Teaching. The second area was academic studies which consisted of English, Mathematics, General Science, Social Science, and Health Education. The third area was sports - games and athletics. The fourth area was cultural activities (singing etc.). Finally, the fifth area was teaching practice. The course content has remained much the same since then.

There is no choice of subjects. Each student undergoes a general study of all the courses offered with some being offered in either year of study. There are about eight papers examined at the end of each year.

Aims and Objectives

The long term objective for educational development is to improve the quality of education at both the primary and secondary levels. (Government of Tonga, 1975a, p133)

Since it is now recognised that, in the 1970's, about 95% of children were receiving six to seven years of primary education, the objective of universal education has been achieved and future emphasis must be on raising

the standard of teaching which, in turn, raises the level of attainment of the pupils. It also means the development of new curriculum; the education and retraining of the entire teaching profession, its philosophy and techniques; provision of a broader concept of educational aim; and, a reorientation of the educational system. (Government of Tonga, 1975a, p286)

During the third five-year development plan period, the (Ref. p234, 5c) target of 863 teachers in the Government sector required an increase of 238 teachers. The actual increase achieved was 206. The total number of teachers in the education sector in December 1979 was 1,373 which represented a total increase of 193 teachers over the 1975 level. The target for the teacher-pupil ratio for primary schools was surpassed and also the target number of qualified teachers in the primary schools (1:26). Caution must be exercised when interpreting these figures - keeping in mind the use of untrained teachers. The current development plan (1980-1985) is committed to improving the teaching force, and it recognises that the quality of education provided depends to a large degree on the quality of the teachers. The long-term aim is for all primary and secondary schools to be staffed with well qualified teachers.

Current aims include: -"provision of better teacher training facilities and personnel
 - improve the status of the teaching profession in the community.
 - increase the availability of support facilities to improve the teachers' working conditions
 - improve the shortcomings in the teacher training curriculum in terms of formal education, pedagogy and methodology".

(Government of Tonga, 1981, p321)

In addition to the provision of universal primary education, it is now the government's aim to provide some secondary education for all students in Tonga. This should provide each individual with an intelligent understanding of the spiritual and cultural aspects of life and of the economics of daily living and commercial conditions. Able students are

encouraged to pursue further studies in areas which will enable them to make the maximum contribution to their communities and to living a fuller life. These criteria are aimed at developing the child as an individual and as a member of society.

Discussion

In the late 1960's, the college was run by a Tongan Principal and the majority of the teaching staff were Tongan. The total staff now consists of Tongan people whose numbers have grown to around 12. This means that there is approximately a student-staff ratio of nine to one, a reasonable number with which to work. Despite this favourable ratio, only a few of these teachers have been trained overseas or hold university degrees. The majority of teachers have been locally trained. This means that the academic quality of the teaching staff is only slightly higher than that of the intake and training concentrates on getting the future teachers competent with the content of the primary school syllabus and its requirements. There is no capacity for much academic study as the academic level of the intake was very low, and this is coupled with the lack of teaching resources and the inadequate staff available. Only the most elementary of courses are covered.

Over the years, the college has shifted sites. This has been unsettling and has made developing a comprehensive course of study difficult. It is yet to shift to another site wherever the new Institute of Education is to be built.

It is desirable to reduce the number of untrained teachers in the field and to increase the number of classrooms to prevent overcrowding. So many of the classrooms are shared by two or more teachers and as a result noise levels tend to be excessive. The practice of drill and repetitive learning all contribute to this sort of learning environment. These new classrooms must be built with population projections in mind.

If the quality of education is to be improved, the teachers must be well trained and educated. The enrolments in the Training College need to be increased and the teachers

out in the schools need to familiarise themselves with new practices being introduced at the college. This necessitates an on-going in-service training course where teachers are released from the classroom to attend, and the Teachers' College should play a major role in these in-service courses.

Despite the efforts to improve the entry qualifications of new teacher trainees, only a few university entrance candidates apply to enter the college. The top students from the secondary schools still regard teaching as having low status, especially the locally trained teachers. Those who have been trained overseas have higher status. Most of the new entrants to the Teachers' College will speak very little or no English, yet they will be lectured to in English and will have to teach English to the primary school pupils. Teachers have tended to equate teaching with rote learning and some even discourage questioning from pupils, as it is sometimes viewed as a threat to the teachers' authority and position. These practices are reflections of the overall social attitudes and culture where 'children are seen but not heard'.

The curriculum content presented at the Teachers' College provides a basic course of study for every student. Students do not have any choice with the number of subjects they study or with the type of course provided. This means that students who have never undertaken any general science studies in the secondary schools still attempt to study it in the college and are expected to teach it in the schools. This is all very well, but there arises motivational problems and the length of the training course does not lend itself to extensive studies of all areas of the curriculum. The students' strengths and weaknesses are not taken into account. Team teaching or group teaching is not practised and every teacher is responsible for teaching everything to his pupils - despite his being unable to teach some subjects properly. It is time to encourage teachers to share their knowledge and strengths in order to improve the quality of education in the primary schools.

It is commendable that the long-term objective of educational development is to improve the quality of education at both primary and secondary level. The third development plan also stated that the entire teacher establishment is to be retrained and its philosophy and techniques broadened. This is a massive programme and it is yet to be implemented throughout the whole country. The current development plan recognises the financial constraints imposed on any educational development. The development of the education system and the promotion of cultural services and facilities have been limited by the availability of finance and the concentration of such resources on infrastructure and economic development.

While universal primary education has become a reality, equal opportunities required in both primary and secondary education are yet to be achieved. The education opportunities offered at present heavily favour the children of Tongatapu to the disadvantage of those in rural areas and the outer islands. The necessary improvement in the quality of teachers have also been made difficult by the biased geographic distribution of facilities and services. In-service training of teachers has been hampered by physical distance and the lack of housing for teachers posted in rural areas and the outer islands. Factors such as these have been disincentives for joining the teaching service.

At present, the primary school curricula is being re-orientated, re-drafted and trialled in schools, yet the Teachers' College curriculum has remained largely unchanged. However, there have been recent workshops regarding the structure and processes of teacher education in Tonga.

It is particularly important that economic as well as cultural aspects and conditions of daily life be made a major concern for all students, as the future of Tonga is undoubtedly affected by its economic situation. However, the country is undergoing social, economic and educational change, the basis of discussion for the next section.

TEACHER EDUCATION AND CHANGE

The view is generally held that initial education and training can provide only a foundation on which the teacher can build through experience and that the training only prepares a teacher for the initial tasks of beginning teaching. Moreover, teachers continually have to face new demands from new subject matter and changes in the curriculum and method, school reorganisation or increasing social responsibilities. Regarding this position, greater support for beginning teachers should be available and teacher education should be seen as a life-long process. This is the direction in which teacher education in Tonga seems to be heading under the guidance of the Teacher Development Committee.

There is widespread demand for reviewing teacher education. This is essentially an expression of concern among teachers about the rising incidence of social, educational and vocational failure among the young, with constricting job opportunities and recurrent failure with examinations. This calls for better selection and training of teachers where communities have looked to education to resolve their problems.

Teachers are continually playing new roles, not only in the classroom but also in out-of-school classes and in community education. The role of the Teachers' College must then accommodate the continuing change in teacher roles. However, important research and analysis must be undertaken before any change is implemented.

Overall, it has been noted that there is a lack of quality support given to beginning teachers. Doyle (1975) reported that out of the third of young teachers in his sample who felt they had not achieved to their own expectations, two-thirds gave the lack of support from senior colleagues as a reason. Two years later, Campbell found that, "it is difficult to avoid the conclusion that the continuing professional development of beginning teachers is a weak feature of the system". (1977, p31) Ross, reported to the New Zealand Teacher Training Review Committee that the

induction of new teachers in New Zealand to their first classes is the weakest area of teacher training, with a lack of coordination among the various agencies offering help. (9th Aug, 1978) Education News, in a note on the same Committee reported that the:

"unsatisfactory nature of the present induction of teachers to classrooms and schools requires that induction programmes for beginning teachers should be effectively designed, implemented, coordinated, adequately staffed and supervised in all educational institutions". (August, 1978, p5)

By comparison, the first year teacher in Tonga does not undergo any introduction programme. Once out of the Teachers' College, there is no liaison with the college. Teachers seeking certification come under the guidance and the inspection of education officers. This short glimpse at the state of teacher education in New Zealand, unveils weaknesses which could be more than doubled in a developing nation like Tonga, with its lack of capital and personnel resources. It is clear that there is a world-wide trend and demand for changes to teacher education. There is needed change in the direction and emphasis in teacher training. The traditional concept of Teachers' Colleges as places of lectures, tutorials, assignments, reading and bases from which practice teaching was arranged, should be changed to one in which paramount use is made of demonstrations, observations and analysis, peer-teaching and micro-teaching. This demand for change is no less obvious in underdeveloped nations where, perhaps, the need for change is greatest and inevitable.

If the suggested proposals intended for education in Tonga are to become working realities, the teaching force must be prepared for the changes.

TEACHER EDUCATION IN TONGA

The structure of teacher education has changed little, if at all, since its establishment in 1944. It has retained the same position within the educational hierarchy.

The present college principal is a Tongan who is directly responsible to the senior education officer for primary and teacher education, who, in turn, is responsible to the Director of Education. The college has access to all state primary schools for the purposes of lesson demonstrations and teaching practice exercises.

The present site is at the old Vaiola Hospital and the college faces chronically inadequate teaching facilities. The present buildings leave much to be desired and, together with the lack of financial and teaching resources, have had major effects on efforts at training teachers.

The following discussion is based on the report of the working party concerning teacher development from the workshop held at Tonga College in 1979. This workshop was held to re-examine the structure and process of teacher education in Tonga and to make recommendations to the Ministry of Education.

Aims of Teacher Development in Tonga

The workshop, initiated by Macquarie University and held at Tonga College, examined the aims of teacher development in close relationship to the aims of primary education in Tonga. Primary education in Tonga has its content and methods of education environmentally based with direction towards integrating the school and the community. "To encourage this, consideration must be given to the intellectual, cultural, physical, emotional, spiritual, social, environmental, language and vocational development and well-being of the whole child". (Low and Dunkley (eds), 1979, p56)

The 1979 workshop report contains a number of growth points for teacher education. These points will be discussed in the following pages. (Ref. p.234, 5d)

The purpose of the education programme is to produce a competent teacher who possesses a range of knowledge, skills

and attitudes for effective teaching and participation in the development of education in Tonga. The pre-service and in-service education of teachers aims at providing a sound general education, a high level of professional competence and producing teachers who are dedicated to teaching. This high level of competence must be achieved in both Tongan and English languages. Every teacher trainee must have sound knowledge of the content and methods of the subjects taught in the primary school. Future teachers should also be knowledgeable and must be aware of the social and cultural development of the country. Thus, the overall aim is to produce both well-trained and well-educated teachers.

There are a number of inter-related areas of study arising for development. These are:

- "1. Education Studies
2. Studies in Science
3. Social Studies
4. Health Education
5. Language Studies
6. Mathematics
7. Cultural Studies"

(Teachers' College Handbook, 1982,p7)

The workshop identified objectives for each area of study. However, the objectives identified for education are presented in this discussion as an example of the present course structure. Specific objectives for education studies are quoted below. Within the knowledge area the teachers should possess:

- "a. knowledge and understanding of the aims, structure and administration of the educational system in Tonga
- b. knowledge of child development
- c. knowledge of the theory and practice of teaching and learning
- d. knowledge of some contemporary theories of education
- e. knowledge of the principles of curriculum development
- f. knowledge of the principles of educational measurement and evaluation
- g. knowledge of school organisation and administration

Within the skills area:

- a. the ability to combine the knowledge of the aims and objectives of the primary education, child development and curriculum in order to formulate the aims and objectives of the classroom teaching
- b. the ability to plan and implement teaching strategies which will achieve these aims and objectives
- c. the ability to develop and utilise appropriate teaching resources.
- d. the ability to evaluate pupil progress and monitor his own teaching"

(Teachers' College Handbook, 1982,p8)

The above lists cover a wide area of study within education and some of these areas have been included in the college curriculum for a number of years. However, an in-depth study of most of these areas has been made more difficult by the low academic achievements of the new students. Thus, with an improvement in the quality of the intake level, more comprehensive studies will be possible.

The report noted that, if the massive changes it envisaged were to become a reality within the Teachers' College, the staff would need to undergo in-service and refresher courses in order to keep up-to-date with new teaching practices and knowledge in the various curriculum areas.

A static teaching staff would not readily apply itself to the new ideas and changes essential to the improvement of the quality of the teaching force but, would rather perpetuate out-dated and unprofitable teaching practices. This is not to discount well tried practices that have worked but new ideas would probably be viewed with suspicion and would tend to be presented in the guise of old methods and practices.

As well as the knowledge and skills area, there is also concern in the report for the attitudes and the personal qualities that each teacher should have. It is proposed that the numbers of untrained teachers entering the Teachers' College should be phased out and for entry standards to be raised to the New Zealand School Certificate and University Entrance levels or their equivalents. Education should also be a lifelong process.

In-service education is to become more comprehensive where the individual's general educational development is increased and to develop new curriculum material and teaching models.

There is also consideration in the report for the evaluation of teachers in which the responsibility of inspectors, field officers and Teachers' College lecturers should be clearly coordinated. It is proposed that the evaluation of teaching competence should be assessed by field officers assisted by selected head teachers who will report on the classroom performance of teachers, including probationary teachers. Copies of the assessment reports should be made available to the teachers, head teachers, the Ministry and the Teachers' College in the case of probationary teachers. There is a great need for consensus on these assessments by the various bodies involved. The use of the teachers' examinations is to be continued but with more extensive in-service courses and counselling to help the teachers who need it.

For the continued development of the Tongan educational system, it will be essential, in the view of the working party, to provide higher educational training for key personnel at both the teaching and administrative level. The use of short courses for specific purposes and full-time study aimed at providing a high level of expertise in certain areas of need, such as in mathematics and science, should be encouraged. (Low and Dunkley(eds) 1979, p48)

For the successful planning and coordination of teacher education, the working party was of the view that the Teacher Development Committee should be responsible for the cooperation of the three agencies responsible for teacher education - namely the Teachers' College, the field officers and the curriculum development unit. The function of this committee would be to plan, implement, coordinate and monitor the developmental sequence of teacher education from pre-service to higher education. This task would involve the selection of the candidates for study in each of the areas of pre-service, in-service and higher education.

The committee would also be involved in the planning and coordination of in-service courses and the planning and coordination of the evaluation of teachers. Such activities would include both the system of examination and assessment of classroom competence. Its task would include, too, the development of new curricula and the designation of the areas of need for which the experience of overseas consultants may be required.

Since there will be close liaison between the agencies contributing to teacher education, staff in each agency should be inter-changeable and should possess high academic qualifications as well as a high level of teaching competence.

Tonga is undergoing major changes socially, economically and educationally. Thus, teacher education has to undergo some changes to keep teachers in line with these current trends. These changes need money and manpower which may not be available. Such areas include the induction of new teachers. The quality and quantity of professional guidance and support given to beginning teachers should be substantially upgraded and teacher training should endeavour to increase the knowledge student teachers have about their role during the first year of teaching.

Discussion

The academic levels of the first year students at the college must be raised to the New Zealand School Certificate and University Entrance levels. In 1978, there were over 400 candidates for the New Zealand School Certificate examination and about 200 for the University Entrance examination. In the space of one year, the number had increased at the University Entrance level from 200 to over 300. Thus, there is a large pool of academically qualified young people from whom future teachers could be recruited.

It is inevitable that two years is insufficient time to adequately cover an intensive study of both academic and professional studies at the Teachers' College. This means that if higher end-of-training qualifications and more specialisation are desirable outcomes of training,

then the period of initial training needs to be extended. The proposals for teacher development envisaged an increase in the length of training from two to three years, to allow the college time to provide a sound background in the teachers' specialist areas and a good foundation in pedagogy.

The objectives identified for education studies are typical of those given for all the seven areas of study. These objectives require new teachers to think about the studies and teaching and, require a whole new approach to training. Teacher trainees should be trained to analyse and critically assess what they are taught so that they can decide what is appropriate to their students at each class level within the curriculum. It is hoped that such an approach may decrease the rote learning and memorising of facts, so typical of education in Tonga. However, it must be remembered that being able to question and inquire about self and the environment is not encouraged by the society. Authoritarian child rearing practices are the norm and children are not supposed to ask many questions. In the classrooms, some teachers feel threatened by pupils asking too many questions in case they do not know the answers and, thus, lose the respect of their pupils. In this sense, developing inquiring minds and using discovery methods of learning and teaching may prove to be difficult but, it is hoped that with time and persistence, this will eventually become part of everyday classroom activities. These are undoubtedly the current directions in which learning and teaching methods are heading with the emphasis on overseas exams, university training and new teaching strategies.

It is a sound proposal to phase out the status of the untrained teacher. When these untrained teachers enter the Teachers' College, they have internalised the teaching practices encountered in the schools. Some of these practices leave much to be desired and two years at the Training College is not enough time to 'de-programme' some of these people.

The principle functions of the Teachers' College will always be the pre-service preparation of teachers but carefully considered participation in selected aspects of in-service teacher education should be organised so that much of the work is relevant and of appropriate quality. Where teacher education is organised so that teachers can benefit from further education at key points in their careers, the quality of education is raised. Where, however, the principal responsibility for the continuing education of teachers is vested in one institution, that institution gains in quality and status. The Tonga Teachers' College is not generally recognised as being the appropriate body for taking major responsibility for the on-going professional needs of teachers. This has a weakening effect on the college's development and isolates the in-service programme and the contribution of mature teachers toward the initial training programme.

The dependence of the education system on examinations continues right through to the practising teachers themselves, as part of their evaluation process. There are much needed in-service courses for those sitting teachers' examinations and counselling for those who fail more than once. It may be well to replace some of these examinations with graded in-service courses as some of the teachers are so frightened by the examination that they fail even before they sit it. Such examinations also encourage rote memorization of facts which can quickly be forgotten afterwards. It is envisaged that three groups will be responsible for the evaluation of teachers - the college lecturers, inspectors and field officers. There is also needed input from head teachers and infant mistresses and for education to be viewed as a life-long process.

The above section is contrasted and compared with studies of teacher education in Western Samoa, Fiji and Niue.

TEACHER EDUCATION IN TONGA'S NEAR NEIGHBOURS

As the Tongan education system is small in scale in comparison to those found in major Western countries and, as Tonga is part of the community of territories in the South Pacific region, the writer considered there would be value in contrasting the teacher education systems of Western Samoa, Fiji and Niue. In this section of the study, teacher education in these places is summarised and a series of contrasting points and common features presented.

The section on teacher education in Western Samoa consisted of library research using books, unpublished theses and a report by its Director of Education, 1979. For teacher education in Fiji, the writer was able to combine library research and discussion of information gathered from Nasinu Teachers' College including its yearly calendar and handbooks. The section on Niue was based on an interview with Mr. R. Spooner who has had extensive experience for a number of years in Niue with its teacher education programme and extension studies to the University of the South Pacific.

TEACHER EDUCATION IN WESTERN SAMOA

General

Western Samoa's first schools were administered by the missions, through the village pastor schools using the Samoan language. By 1900, four parallel school systems were operating in the island, run by the Methodist Church, Roman Catholic Church, Mormon Missions and the London Missionary Society. In every instance the primary object of schooling was religious. One of the important consequence of mission education was the high rate of vernacular literacy and the provision of a basic education and some training in practical subjects. (Pitt, 1970, p219)

In 1953, the first secondary school was established in Western Samoa, built with the aid of the New Zealand Government.

The Teachers' Training College

Previous to the establishment of the Teachers' Training College,

the training of primary school teachers was a function of the pastoral schools. These teachers were appointed from promising young school leavers, and were chosen as closely as possible to the chiefly class (matai). This was necessary as teachers became important people within the village community and were involved in the running of village activities.

"Normal Schools" were organised where the best pupils of the higher schools attended. Teachers were trained in method, as probationer-assistants to more experienced teachers. Annual refresher courses were offered to improve the abilities and skills of these teachers. A number of promising teachers were sent to New Zealand for further experience and several who had proved their competence were appointed as inspectors in supervising the senior primary schools. (Keesing, 1934, p421)

In the late 1920's, the Teachers' Training College was opened to train the much needed teachers. The basic subjects were reading, writing, and arithmetic, with English being introduced haphazardly. Today, the Government runs two teachers' training colleges - one a primary teachers' college and the other a secondary teachers' college. The secondary teachers' college opened in 1978, in close cooperation with the University of the South Pacific and Macquarie University, offering a three year diploma course.

Objectives

The education of children is an important part of Western Samoan life and the primary school is regarded as an integral part of the village by the Samoan people. In determining the aims and objectives of teacher education, both the culture of Western Samoa and the expectations of the local community are given careful consideration in order to ensure harmony and compatibility between the roles of teachers and society.

A teacher should be able to provide the child with a wide variety of learning experiences. Therefore, the college will endeavour to train its teachers to be competent in the various methodologies of teaching - to equip the teacher with

the necessary knowledge, skills and attitudes to enhance further learning by the children. The training programme also aims at providing some knowledge of child learning patterns and behaviour, to ensure competent teaching material is provided for children's learning.

Admission

Admission into the Teachers' College is by passing the Samoan National Examinations or the New Zealand School Certificate with passes in English. This is coupled with an interview conducted by the college.

Due to the high demand for teachers in the primary schools, teachers are entering the profession without any training. This practice prolongs the low standards of teaching.

Assessment and Certification

There is great emphasis on the passing of examinations, whether internal or from overseas. After the two year training period, the teacher is placed on probationary assistant teaching for a year. After this period, following satisfactory teaching performance, the teacher is certificated. Those who do not get certificated, get another evaluation during the following year.

Discussion

When any villager is asked of their greatest ambition for themselves and for their children, they will always reply 'a good education'. This means a European style education in which English plays a dominant role. Therefore, teachers must be competent in the use of the English language.

Over the years, there has been a low calibre of teaching staff. Most teachers have very limited competence and there are many reports of teachers who are literally only two or three pages ahead of pupils. There are a number of reasons for these poor standards. Ineffective teachers are the product of poor secondary education and, particularly, of poor training facilities and low wages. Teachers enter the profession at a lower wage than labourers. As a consequence, the Education Department cannot attract able personnel: staff shortages force the administration both to employ personnel who might normally have been rejected and to overwork staff. (Pitt, 1970, p221)

The close liaison between the training college and the University of the South Pacific is a step towards upgrading the standard of teaching in Western Samoa. There has been valuable assistance from Macquarie University towards the development of teacher education in Western Samoa.

(Low and Dunkley (eds), 1979, p32)

The above discussions have highlighted some major differences between teacher education in Western Samoa and that in Tonga. Western Samoa now offers a three year diploma course for pre-service training for both primary and secondary teachers. Teacher trainees in Western Samoa have a wider choice of available subjects. In contrast, teacher education in Tonga is still a two year pre-service course with limited areas of study which all students must take.

The two countries have developed teacher education later in the development of their national education. The use of untrained teachers is widespread and the University of the South Pacific plays a significant role in their bid to upgrade the quality of teachers and education. The next section of this study discusses teacher education in Fiji.

TEACHER EDUCATION IN FIJI.

General Observations

Prior to 1947, the training of teachers in Fiji was undertaken at five small centres, both government and mission operated. In 1947, all teacher training was centred in one Government Teacher Training College at Nasinu (except that the Seventh Day Adventist Mission continues to train teachers for service in the Mission schools). In 1954 the Catholic Mission received approval to establish a teacher training institute in Fiji to serve the Catholic Missions of the south-west Pacific.

The Functions of the Teachers' Training College

In the past, the function of the college has been limited to the training of teachers with occasional assistance provided by members of the staff at refresher courses. It is considered that the functions of the college, ideally, should include not only the training of teachers and inservice

courses, but that it should also include experimentation and preparation of syllabuses, work schemes and text books, as well as assistance in radio broadcast services to schools. The college should also concern itself with the inspection of professional and academic standards in primary schools. (Colony of Fiji, 1955, p19)

The Nasinu Teachers' College

The establishment of the Nasinu Teachers' College in 1947 was an important step in educational independence for Fiji. From its beginning the college has served as a residential, co-educational and secular institution offering a two year course for primary school teachers. As it developed, the college diversified to create and offer a special one year course for recognised teachers. Later, another course of one year's duration was offered to students who had passed the New Zealand School Certificate Examination.

The college began with an enrolment of 242 students with a steady intake of approximately 120 students each year until 1970. Following the 1973 reconstruction of the college, enrolments began to increase rapidly with the 1976 student roll passing the 400 mark. During these years there has been a marked improvement in the quality of students enrolled for the two-year course. The college has become more involved in the planning and implementation of various in-service programmes for teachers wishing to become specialist subject teachers in secondary schools.

Objectives

The college aims to help its students to develop as educated persons: knowledgeable, professionally competent and with the attributes of personality which will invite the respect of the community and of the children they teach. The college also aims to develop in all its students the capacity to understand self-respect and respect for each other, to think and act with responsibility and independence, and to appreciate the moral, religious and social values of the community in which they operate. The college also seeks to foster qualities of integrity, tolerance, flexibility, imagination and a sympathetic commitment to human welfare and

the future of Fiji. The college curriculum is designed to provide a broad range of experiences through which students will attain a fuller understanding of education and its values. Maturity, independence of thought and a continuing desire for professional improvement will hopefully grow out of the opportunities provided in the curriculum for students to make decisions affecting their own education. (Collegian, 1981, p1)

Further opportunities through lectures and discussions, private study and investigations, through discovery and reflection, are provided for the students to increase their knowledge, clarify their educational ideas, and develop attitudes of mind characterized by independent thinking and personal commitment. Classroom experience is provided to enable students to observe and work with children, to understand how children learn and to develop as teachers in actual school situations. (Ministry of Education(Fiji), 1979, p13)

Admission

There is a minimum academic standard for entry, a minimum age specified, an interview and an available space at the college, before anyone is considered for entry. The minimum academic qualification is a pass in the New Zealand School Certificate, or equivalent, examination. Preference is given to candidates who have attempted the University Entrance Examination. Applicants from rural areas are given priority in selection for a place in the college. All applicants must be over 17 years of age on or before the 1st of January of the year of enrolment. Short listed candidates for the two-year course are interviewed at convenient centres. Successful candidates are offered places before the end of the year.

Assessment and Certification

To qualify for the award of the Teachers' Certificate, the student must be found to be satisfactory in behaviour and attitude, academic and practical work at the college, school experience and attendance at lectures and other official college commitments. The academic progress of each student is

reviewed continuously and twice during the year the student is officially informed of the staff's assessment. These assessments are based on periodical tests, assignments and other personal study exercises, while annual examinations may be given to students. Final assessment is held during the last term of a student's course. Aegrotat passes, based on the year's work, can also be given to students who miss out on any form of assessment. Failing students may be permitted to sit supplementary examinations.

College Courses

The college courses are composed of four main elements. These elements are Professional Studies, Basic Studies, Selected Studies and Other Studies. Professional Studies incorporate the three areas of Theory and Method of Education, Curriculum Studies and School Experience. Basic Studies are designed to ensure that all would-be teachers are adequately literate, numerate and informed. Included in Basic Studies are courses in languages, creative arts, sciences, and humanities. Selected Studies aim at developing deeper understanding and competence in some selected field of study. These courses begin in the student's second year of study at the college, and they include Languages - English, Fijian, Hindi: Arts - Music, Art and Craft, Home Economics and Physical Education: Science - Mathematics, Social Science and Science. Other Studies are designed to encourage the growth of creativity in students who are capable of self directed effort and responsible decision making, combined with desirable attitudes of tolerance, cultural and community awareness. These studies include Cultural Studies, Sports, Club Activities and Environmental Studies. (Ministry of Education(Fiji), 1979, p24)

Allowance and Bonding

Students receive an 'Incidentals Allowance' of two hundred and seventy dollars per annum, and are bonded to serve for three years after successfully completing the course, or for a period equal to the number of years spent in training. (Ministry of Education. (Fiji), 1983,p38)

Lautoka Teachers' College

This college is relatively new, being built in 1977. It is well equipped and provides modern hostel accommodation for 144 students. The college offers a two-year course for the training of primary school teachers, and short in-service courses for practising teachers. The college's activities are similar to those described above for the training of teachers at Nasinu College.

Discussion

The Nasinu Teachers' College Principal's message written in the college magazine of 1979, stated that:

"It is largely true to say that the quality of education in any country is as good as its teachers. It is, therefore, essential that we prepare teachers who are educationally and professionally competent and have the right attitude towards their profession.... In spite of our effort it seems to me that some teachers show lack of commitment and dedication towards their chosen profession. They show a lack of concern for the children and therefore a good deal of the children's learning time is wasted".

(Collegian, 1979, p1)

The above message seems to set the stage for teacher education in Fiji. The college, being so well planned with its modern equipment, should be able to produce teachers who are dedicated to their profession and who are academically capable.

The students at the college are given ample opportunity to devise their own course of study which is allowable through the college's structures. More and more students are entering with passes in University Entrance and, with the close cooperation of the University of the South Pacific, the academic and professional standards should improve.

During the decade of the nineteen-sixties, there was a rapid expansion in school rolls. It is unfortunate that this expansion has resulted in a serious dilution of the teaching service by untrained or under trained teachers. This

shortage could prevent the development of a good educational programme. The teacher-pupil ratio in 1981 was one to 30. What is wanted now is better trained teachers, where teachers must be prepared for future programmes of education. Teachers so educated should have the necessary academic background, should understand the techniques of teaching, and should possess the necessary attitudes. (Fiji, Education Commission, 1969, p31)

Fiji's teacher education programme is the most developed system of the South Pacific territories. Teacher trainees are offered a three year diploma course in close association with the University of the South Pacific. The college lecturers are well trained and educated. The majority have attended university either locally or overseas. Teacher trainees have passed the New Zealand School Certificate examination as a minimum entry requirement. Teachers' Colleges in Fiji are extensively involved with in-service education.

Teacher education in Tonga sharply contrasts with that in Fiji. The trainees have the Tonga Higher Leaving Certificate as their minimum entry requirement and very few of the college lecturers are university graduates or have been trained as teacher educators. The training of teachers is primarily concerned with ensuring that students are familiar and competent with teaching the primary school syllabus.

Tonga and Fiji are both concerned with the quality of their education and the quality of their teachers. The next section of this study considers teacher education in Niue.

TEACHER EDUCATION IN NIUE

Teacher education in Niue has been spasmodic over the years with intake numbers depending on the estimated need for new teachers. The training of teachers has been a function of the Education Centre as part of the whole

Education Department complex. The last intake into the training programme was in 1978. There has been no need for any new teachers, due to the effects of depopulation brought about by mass emigration to New Zealand and a much improved family planning scheme, where family sizes are gradually reducing.

In spite of mass migration by the rest of the population, teachers tend to remain on the island. They have a secure job with a relatively higher salary compared to the rest of the public work force and their mana and status are fairly high. The status of the trained and certificated Niuean teacher is so high that it ranks third to that of the village pastor and village elder. They are very busy people within the community and are associated with a high level of activity within the church and the village councils, usually acting as secretaries or treasurers.

Staff

In 1977, there were two expatriates and two Niuean teacher trainers aided by part-time staff for specialist areas. For example, the Director of Education would teach educational psychology, and if the course branched out into agriculture, specialists from the agriculture department would be called in to handle that particular area.

All the staff members associated with the training of teachers have other jobs within the Department of Education. In effect, these people were all operating on a part-time basis.

Recruitment and Selection

The course for the training of teachers ran over a two year period with a new intake every two years. There would be fourteen new students in their late teens with more males than females. Teaching was one of the lower priorities in the high school leavers' view of a career. The top students would almost automatically go overseas for further studies on scholarships. Students on the next level would find jobs at the public administration level, the public works and various trades. The remaining students would go

into teaching. Recruitment and selection, then did not pose a major problem where competent teachers were needed. However, when it came to improving the quality of the teaching force, they became important and critical factors.

The entrants to the teacher training programme included those who had failed to enter the sixth form after sitting the New Zealand School Certificate examinations. Some would have had passes in one or two subjects. The selection criteria was loose and informal and almost unnecessary, as some years the quota could not be filled. The Education Department would have to take anybody - but that is not to say they did not make good teachers. The criteria used for selection, when necessary, was the use of the applicant's School Certificate marks and interviews. Interviews were aimed at assessing how the applicants could handle themselves under stress - the analogy being that teaching is a stressful exercise. They were asked standard questions on their reasons for becoming teachers and about their interests. During the interview, the interviewer would assess the applicant's fluency and confidence in the use of English. (Spooner, 1983, p1)

The Training Programme

The programme provided for two basic aims of teacher development. There was a professional aim as well as a personal development aim. The professional development of teachers meant that they were taught various teaching methods and there was a thorough consideration of the subjects of the school curriculum and methods of teaching in the school. The second aim of teacher training in Niue was to encourage the students' personal development and maturation. The programme would extend their knowledge of English, Geography, History, Pacific History, Art and Craft, Mathematics and Science.

Both the Niuean and the English languages were used during teaching, depending on circumstances and the clarity of concepts. However, when children went into schools, teaching was all done in Niuean for the first three years of school.

135, (6c) The philosophy behind this use of the Niuean language was that pupils needed to develop their thinking patterns reasonably well before being introduced to a second language. Oral English was introduced in the second year of school in planned steps and sequences and, by the sixth year of schooling, instruction was in English. By this stage, students had to sit the New Zealand School Certificate examination. Some teachers were expatriates from English speaking countries.

For periods of time, students would go out on teaching practice at both primary and secondary schools up to form two level. The Niuean teacher trainers would choose appropriate associate teachers and all students would be observed teaching. The overall assessment of each student was a continual process where there was discussion amongst all the trainers. Those students found to be unsuitable for later teaching were asked to look for other jobs, and resigned. These assessments were reached by consensus decisions between the teacher trainers.

Probationary Teachers

The Department of Education, including the teacher trainers, kept close contact with year one teachers. Teacher trainers would visit these new teachers at least twice a term where they discussed teaching methods and problems. School inspectors and the Director of Education would also visit year one teachers and these bodies then reached a consensus on the certification of each new teacher. (Spooner, 1983, p4)

During their teaching careers, Niuean teachers are encouraged to undertake further studies. These studies are encouraged through the University of the South Pacific Extension Centre towards diplomas and first degrees. If one performs well, the government may provide a scholarship for further studies overseas. Financing these ventures did not pose major problems as all projects were financed by New Zealand aid.

In-Service Training

In-service training for teachers is an on-going process. The last day of each school term is designated as an in-service

day where teachers are exposed to new ideas on learning and teaching and to give them a break from the children. These courses also encourage studies through the University of the South Pacific.

In 1975, all the teachers who had served over four years of teaching went through a retraining programme. This programme lasted for two years, in which a quarter of the teachers at a time were withdrawn for a term to undergo training. The head teachers were withdrawn as a group, the infant mistresses as a group, and so forth. Besides this internal retraining, two to three teachers were chosen to attend observation courses for six months in New Zealand. The more academically capable teachers went to Fiji for university studies. Those going to Fiji are required to have passed some of the courses at the University of the South Pacific Extension Centre. Thus the progress of the Niuean teacher is continually under review. Some teachers undertake courses in "Teaching English as a Second Language" at Victoria University in New Zealand. (Spooner, 1983, p7)

Discussion

The size of the Niuean population is such that there are ample resources for teacher development. As a consequence of de-population, the teacher training centre has been closed. There is an abundance of teachers in Niue.

The intake into the teacher training programme had at least five years of secondary education and while in training they were expected to be taught every technique in teaching. However, the programme offered a variety of techniques and suggestions. When students went on teaching practice, they were encouraged to discuss with their teachers the areas they could teach and to try out some of the ideas learned during training. They were expected to learn through their experiences. This aspect of learning and teaching has been an influence of the social situation whereby young children are told what they must do. The programme was able to help students learn to make choices. Young teachers began to be innovative and to experiment with teaching strategies. There is a low teacher pupil ratio of one to twelve.

Because the young teachers were encouraging children to discuss and question ideas, these children carried it into the homes where the behaviour was not socially acceptable. In this sense the programme tended to be a little too advanced for its time. Parents were still concerned with pupil's learning to read and write fluently and do arithmetic capably.

Through the training programme, the Niuean culture and language became very important. Yet, it was contradictory to what the population wanted from education. Parents opposed any introduction of the Niuean language and culture into high schools. As in Tonga, English is seen as a means of obtaining a white collar job.

The young teacher tends to be conscientious and, coupled with well equipped schools and a good education system where consensus on decisions was desirable, the future of Niuean education looks bright.

The differences in the Niuean teacher education programme and the Tongan teacher education programme are highlighted by the fact that Niue no longer needs to train more teachers. Niue does not have the problems brought about by growing numbers of primary school enrolments and does not employ untrained teachers. The small numbers of the trainees afforded consensus decisions regarding matters of evaluation, curriculum content and methods of teaching. The Niuean teacher is regularly involved with refresher courses as well as further training overseas. The status of the teacher is high.

By comparison, the Tongan primary school teacher's status is regarded as being low and teachers are underpaid. The training of teachers is made more urgent by the increasing enrolment numbers of primary school children. Both countries value the cultural influences on education although some of these may seem in conflict with what parents want for the education of their children. Both countries are in the process of improving the quality of their education.

From the discussions of teacher education in Tonga, Western Samoa, Fiji and Niue, there are certain parallels that can be drawn.

1. The training of teachers had haphazard beginnings in these areas and is a recent phenomenon in the development of education.
2. Training methods need improving and it is encouraging that the cultural background in each island territory is being considered as part of the teacher education curriculum.
3. The use of poorly trained or untrained teachers is a common practice in these South Pacific territories. These people have been used to meet the demands for increased educational opportunities of growing populations. This practice needs to be discontinued.
4. All countries aim at improving the quality of their education and so the qualities of teachers must improve. For the quality of teachers to improve, better selection and recruitment methods need to be employed.

(Ref. p. 234, 5e)

The above factors are being met to a limited extent, but the quantity - quality demands of each country are being slowed by financial, administrative and demographic factors. It can be safely assumed that the future development of teacher education in Tonga is likely to follow the patterns exhibited by its near neighbours. However, recruitment and selection of future teachers must be improved to cope with the new developments. The following chapter discusses more fully, teacher recruitment in Tonga.

CHAPTER 4 : TEACHER RECRUITMENT IN TONGA

Teacher education:

"... cannot at the same time, train many more school teachers, upgrade the unqualified teachers and undertake the variety of other teacher education responsibilities brought about by the changing emphasis on non-formal, basic and life-long education unless fundamental changes are made in the organisational pattern and cheaper alternatives found. This does not mean the abolition of the college based pre-service system but it does emphasise the necessity for a continued search for modifications and complementary alternatives".

(Honeybone in Gardner (ed), 1980c, p14)

Introduction

If improved teacher education is to be seen as a means of improving the qualities of education in general, it is useful to view teacher education as an educational innovation with deliberate and systematic attempts to change, through introducing new ideas and techniques. These new ideas and techniques can be embodied in improvements in the selection and recruitment of future teachers. However, any new idea or technique adopted needs to have been assessed through the technological, political and cultural perspectives affecting education in general, so as to determine its appropriateness to Tonga's development. In so doing, Tonga's readiness for accepting these new ideas and techniques is also assessed and steps can be taken to enable their easy adoption.

If being modern is viewed as being innovative, education must look to technology for its models of innovation and improvements. (House, 1978, p4) Hence the importance of research as the beginning of development.

The political perspective is also important when considering educational change and innovation. In introducing new ideas and techniques to teacher education, it is possible to assume that problems with its adoption would be primarily from teachers, administrators, parents and governments, whose support is essential for changes to become widely acceptable. The researcher is advised to get the support of the above groups who will secure resources and provide social rewards. It is also evident that strong administrative support and local community support is necessary for any success.

New ideas and techniques must also take the cultural perspective into account. As teacher education is constantly interacting with other sectors of the tradition-dominated social setting, any subsequent changes it undertakes will affect these other sectors. For example, changes made with selection and recruitment policies will affect schooling and work prospects of students, especially where unemployment is already a major concern of the country. These factors

shape the behaviour of the participants, making change difficult. The teachers' problems are to ensure that what is learned is important to the culture of Tonga. Hence, research into these sensitive areas takes on an added insight when conducted by local educators!

If any improvement in the recruitment and selection procedures of future teachers in Tonga is to be made, the educational, technological, political and cultural aspects of the society become important. On considering the use of untrained teachers in the primary schools, their contribution towards the education of children must be viewed against the current demand for better education. This demand, ultimately reflected in the demand for better teachers, can initially be met by an improvement in the qualities of the new teacher trainees. However, there are political and administrative cases for the continued use of the untrained teachers; and care must be employed so that these groups do not feel threatened and, therefore, become defensive when one is attempting to improve the academic and professional qualities of those wanting to enter the teaching profession.

It has been established that teaching is a conservative occupation regarding innovation. The career and work rewards are primarily limited to personal contact with children and the job is filled with uncertainties about ultimate effects on children. These factors lead to a teacher belief system in which conservatism and presentism are dominant. These beliefs are encouraged in Tonga by placing high status on those with examination passes. However, Tonga is undergoing change and is increasingly being exposed to new ideas that demand an alternative look into its education system.

TEACHER RECRUITMENT IN THE STATE SECTOR IN TONGA

Before the establishment of the Tonga Teachers' College in 1944, those wishing to become teachers were required to sit and pass the State Civil Service Examination. This examination, now equivalent to a Class Three Teachers' Certificate, is no longer available.

When the college opened, any teacher who had passed the Civil Service examination was "certificated" and those teachers not attending college were known as untrained or uncertificated teachers. This kind of teacher preparation consisted of encouraging the brightest pupils (or would-be teachers) to stay on at school and observe the teachers' 'tricks of the trade'. This period of apprenticeship, combining 'how to do' with some reinforcement of content and insistent drill, is continued in the teachers' training programme.

The Teachers' College Handbook sets out the admission regulations for use by the state and church sectors when presenting candidates to enter the Teachers' College. These regulations state that:

"Every person seeking admission to Tonga Teachers' College shall make written application to the Principal on the form provided that - he has: -

a) At least 50% in English, 50% in Tongan and an aggregate of 250 marks in any five of the subjects of the examination with not less than 50% in each of the subjects.

OR

b) At least 50% in English and an aggregate of not less than 250 marks in any five subjects of the examination. (Ref. p. 234, 5f)

OR

c) Passed the New Zealand School Certificate or Australian School Leaving examination.

OR

d) Completed at any institution, at a standard acceptable to the college authority, a programme of study which, in the opinion of this authority, substantially corresponds to or is equivalent to or higher than the Tonga Higher Leaving Certification examination.

e) Taught for at least one whole academic year at Primary School level".

(Teachers' College Handbook, 1982, p2)

A student who satisfies the above regulations can be considered for selection. Selection of a student for the two-year course depends on many factors. These include the recommendation to the Teachers' College Principal of a student by the secondary school he has attended. An interview with the college authorities will be arranged after the student's application has been received. The student's result in the Tonga Higher Leaving Certificate or the New Zealand School Certificate or any other overseas school certificate examination must be acceptable to the college authority. It will not be possible to confirm a student's acceptance until his examination results are known. All enrolments are provisional for the first term and are liable to cancellation at the end of the term. (Teachers' College Handbook , 1982,p3)

Students entering the teaching profession must have passed the Tonga Higher Leaving Certificate with good marks in English and Tongan. (Teachers' College Handbook, 1982,p3) It is now the hope of the Ministry of Education to recruit more candidates from those with passes in the New Zealand School Certificate and University Entrance Examinations.

It is recognised that proven academic performance is an important aspect of any prospective teacher. The same procedure for entering into the teaching profession has been followed over the years. Anyone wishing to enter teaching as untrained teachers must submit an application letter to the Director of Education, enclosing academic qualifications and references. These applications are filed until a vacancy arises. Students with School Certificate and University Entrance passes can apply to enter directly into the Teachers' College. There is also a definite preference towards male recruits. In this instance, a male applicant is more likely to be admitted to training, over better academically qualified females.

New teachers are selected from the list of applicants on the basis of academic performance, sex and the availability of a post. This is due to the Ministry's practice of

sending these people into primary schools for at least two years as untrained teachers. All men in the teaching service must undergo a period of 'island service'.

Selection of new teachers is followed by an interview. Those wishing to enter Teachers' College upon leaving school are interviewed by the College Principal and any other officer the principal invites to participate. Those entering into the untrained status are interviewed by the Senior Inspector of Schools and Area Organizer. Once successful in these interviews, the new teachers and college students have entered the Civil Service in Tonga and are paid on the same salary scale.

The State runs only three secondary schools (two on Tongatapu and one on Niua) but can recruit teachers from any secondary school. It is also interesting to note that it is rarely necessary to advertise for new teachers as the numbers of those applying to become teachers are far in excess of available positions. The Ministry of Education simply work down a long list.

TEACHER RECRUITMENT IN THE CHURCH SECTOR

Since 1828, the Free Wesleyan Church of Tonga has been providing education for the people of Tonga. In 1866, the church started the first secondary school, Tupou College, which became co-educational in 1869.

The Free Wesleyan Church (from now on referred to as "church") has expanded its educational programme to include an agricultural school, two farm schools and a theological institution, bringing the total of its educational institutions to 33. At present, there are over 7,000 students and 325 teachers, 59% of whom have post-secondary education. Of these teachers, 53% have received local teacher training certificates and 47% have been trained overseas, and of those trained overseas, 35% are Tongans.

(Free Wesleyan Church of Tonga, 1980,p2)

The recruitment and selection procedure states that:

"Applicants for a teaching position will be asked to fill out an application form and be interviewed by the President of Education, who will then make recommendations as to their usefulness as an employee. If an individual principal hires a teacher on his own, an application form should be filled out and sent to the President of Education. Normally hiring must be done by the education office".
(Free Wesleyan Church of Tonga, 1980, p36)

Refer to Appendix Five for the Application form mentioned above.

It is generally accepted that people write to the Church Education Office when applying for teaching positions. These applications are filed until required. Advertisements in the local paper stating available positions are few and far between. If an applicant wants to become a teacher, he/she sends in a letter or contacts other school principals regarding any vacancy.

The Teachers' College set the educational criteria for recruitment so that consistency is maintained between church and state applicants. These criteria, as stated previously, (p77) include having passed the Tonga Higher Leaving Certificate with competence in English. However, possession of other Christian qualities deemed important by the church are an added advantage.

Once applicants are selected, they are interviewed by the President of Education, the Inspectorate and/or a School Principal. The successful applicants' names are then passed onto the church council for approval. These new recruits then become untrained teachers before entering the Teachers' College and, after initial training at Teachers' College, can expect to teach in classes ranging from primers to form four in any of the church schools.

There is a great disparity between the wages paid to government teachers and those paid to church teachers; thus there are special qualities that church teachers must possess to complement the church's main goal and that is, "to prepare students for life according to the teachings of Christ".
(Free Wesleyan Church of Tonga, 1980, p1)

SECONDARY SCHOOL STUDENTS' VOCATIONAL PREFERENCES

When considering teacher recruitment in Tonga, it is necessary to gain information on the vocational preference of senior secondary students. In August, 1983, forms five and six students from two state secondary schools and one church secondary school were asked by the researcher to list their vocational preferences in order of importance: first choice, second choice and third choice. Before listing their choices, these students were asked to think about their vocational preferences for at least three days. For the exercise, the present writer together with staff members from these secondary schools, collected the students' vocational preferences during one teaching period.

The total number of students surveyed was 144, of whom 116 came from state secondary schools and 28 from a church secondary school. Time limited further surveys of church schools as they went on holiday two days after the survey. For the purposes of this study, the preferences of those choosing teaching as a vocation is tabled separately for state and church students. Further along the discussion, the vocational preferences of the 144 students are tabled.

Table 3, below, tables the choices of 61 students who indicated a vocational preference for teaching.

TABLE 3 : TEACHING CHOICES OF STATE STUDENTS

<u>Choices</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
First	11	13	24
Second	5	15	20
Third	5	12	17
Total	21	40	61

Total number of students surveyed equalled 116, Form 6 students from Tonga High School and Tonga College. Note that Tonga College is a boys' college and Tonga High School a co-educational school.

Source : Survey Data

The table includes the 61 students (out of 116 surveyed) who indicated vocational preferences for teaching. The above table shows the number of students choosing teaching

as their first vocational preference, their second and their third. On further analysis of these preferences, of those male students indicating teaching as their first choice, six had definite plans to become secondary school teachers. Of the thirteen female students, only two wanted to become secondary school teachers. Of the twenty indicating teaching as their second vocational preference, all the males and seven of the females indicated a preference for secondary school teaching. The rest did not indicate any preferred level. Of those choosing teaching as their third choice, three females and two males wanted to become secondary school teachers. Of the twelve from Tonga College choosing teaching in any level, nine wanted to become secondary school teachers. Quite a number of students stated further studies overseas as their first choice but did not indicate in what field. One student from Tonga College indicated he wanted to enter the Tonga Teachers' College.

During informal talks with some of these senior students, many viewed teaching as a lower status job, female dominated, lowly paid for hard and often long hours of employment and as a stepping stone into other jobs when these became available. The same procedure, adopted to survey the vocational preferences of form six students at state secondary schools, was used to survey the vocational preferences of form five students from Queen Salote College. The result of this survey is tabled below.

TABLE 4 : TEACHING CHOICES OF CHURCH STUDENTS

<u>Choices</u>	<u>Number</u>
First	4
Second	4
Third	4
Total	12
Total number of students surveyed = 28	
Note that Queen Salote College is a girls' college and does not have a form six.	

Source : Survey Data

The above table includes the twelve students (out of 28 surveyed) who indicated a vocational preference for teaching.

The four students choosing teaching as their first choice did not specify whether they intended to become primary or secondary teachers. Two of those choosing teaching as their second vocational preference chose secondary teaching. One of these indicated a preference to teach at a church secondary school. The four students in the third choice category had two students choosing to be secondary teachers. One student chose kindergarten teaching as her third preference and secondary teaching as her second vocational preference.

Informal talks with some of these students indicated a clear preference for other jobs such as secretarial work, nursing and evangelism. It is interesting to note that not one of these students indicated wanting to pursue further studies overseas as a first choice. Teaching was also viewed by them as a low status occupation and one involving longer hours of preparation and continual upgrading and updating on one's own resources.

Discussion

The Tonga Teachers' College Handbook states the admission and selection procedures for entry into the college. However, it must be remembered that these criteria are only applicable to ten percent of the new entrants into the college. The remaining numbers are admitted on the recommendations of the various church sectors, the inspectorate and the school Area Organisers, within the Ministry of Education, who are involved with selecting the untrained teachers.

The survey conducted of the vocational preferences of senior students in three secondary schools, although limited, is indicative of the general trend within all secondary schools. This brief survey confirms the writer's conviction that improvements are necessary with the recruitment and selection procedures used by both state and church sectors.

Putting the surveys together, conforms to the trends of each school with regard to teaching.

TABLE 5 : TEACHING CHOICES OF THE THREE SECONDARY SCHOOLS

<u>Choice</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
First	11	17	28
Second	5	19	24
Third	5	16	21
Total	21	52	73
Total number surveyed = 144			

Source : Survey Data

It must be remembered that one co-educational school, one male school and one female school was surveyed. This may balance out the sexes involved. However, as two of the schools are state administered, differences in vocational preference may exist between church and state schools.

The numbers show that more than twice the total number of female students, than male students, chose teaching. On the first choice level, eleven male students chose teaching as opposed to only 17 female students. However, six of the males had definite indications of becoming secondary school teachers as against only two females in the first choice category.

The next table shows the full range of vocational preferences indicated by the senior students surveyed. Teaching is shown as being the most popular choice.

TABLE 6: VOCATIONAL PREFERENCES OF SECONDARY SCHOOL STUDENTS

Vocational Preferences	<u>Choices</u>			Total
	First	Second	Third	
1. Teaching	26	23	21	70
2. Medical Services	20	11	13	44
3. Clerks/Secretarial	10	16	17	43
4. Industrial Training	14	14	12	40
5. Further Studies	26	10	3	39
6. Business Skills	8	13	11	32
7. Agriculture Services	9	8	13	30
8. Religious Services	7	11	8	26
9. Police, Armed & Marine Services	7	8	7	22
10. Travel Services Consultants	3	2	13	18
11. Housewife	-	2	12	14
12. Public Admin & Civil Service	6	3	2	11
13. Undecided	1	1	8	10
14. Air Services	2	3	4	9
15. Media	-	6	3	9
16. Recreation & Arts	3	2	1	6
17. Shipping	1	1	-	2
Total Number Surveyed = 144				

Source : Survey Data

The totals exceed the number surveyed due to students choosing the same category as their first, second and third preference.

The above broad categories have been used for easier handling of the raw data. For example, of the 70 students who chose teaching as their vocational preferences, some had chosen secondary teaching as their first choice; primary teaching as second choice and kindergarten teaching as a third choice. The medical services category included those wanting to become doctors, pharmacists, nurses and dentists. The category of clerks and secretaries aimed at working within the civil service and 92% of these were women. The industrial training group includes mechanics, electricians, engineers and technicians. The fifth group indicating preferences for further studies were unsure as to the nature of the studies. The majority of the categories need further training overseas.

The disparity of wages between state and church teachers resulted in a clear preference of intending teachers to serve in state schools.

TABLE 7 : ANNUAL SALARIES OF TEACHERS

	Starting Salaries	
	(a)State	(b)Church
Untrained Teachers	880	300
Locally Trained Teachers	800	-
Overseas Trained Teachers	2011	-
University Graduates	3220	978

Source: List (a) was compiled from the Civil List
 { Government of Tonga, 1983, p2-52.
 List (b) was obtained from the salary tables
 of the Free Wesleyan Church of Tonga, 1980

These figures show the annual starting salary for four categories in the state service and for two categories in the church service. There are increments for positions of responsibility and a different salary scale operates for administrative staff and senior education officers. Thus, it is clear that people in the church service do not enter teaching to make money, rather a willingness to help people.

RECRUITMENT OF SCHOOL LEAVERS

Senior secondary students are recruited and selected to enter training depending on their academic performance and availability of spaces at the Teachers' College. These students must have undergone studies towards the New Zealand School Certificate or University Entrance Examinations, ensuring a form five level of secondary education.

The following section presents two case studies of secondary school students. These students were chosen from senior secondary school students who indicated that they preferred teaching as a vocational choice. One student was chosen from a state secondary school and the other from a church secondary school. The writer hoped to gain indepth information about the personal and academic background of future teachers. These students were not personally known to the writer.

CASE STUDIES OF TWO SECONDARY SCHOOL STUDENTS

Two case studies were compiled, one each from a state and a church secondary school student. The aims of this section of the study were:

- a) to discover what sort of student wants to become a teacher,
- b) to discover which level of teaching is the most popular,
- c) to gain information into what a "good teacher" should be,
- d) to discover whether or not teaching is being actively promoted in the secondary schools.

Method

Two secondary school students who said they wanted to become teachers were given the case study questionnaire to complete: one female student from a church school and one male student from a state school.

The case study questionnaire covered personal details about the participants. The second area covered the participants' academic background and the third area covered their would-be teaching careers.

The case study questionnaire was followed by a personal interview with each participant, plus ten students each from

state and church secondary schools, in which nine items were given for them to put on a scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. These senior secondary school students were encouraged to make comments on each item. The full interview questions can be seen in Appendix Six.

The Sample

This case study questionnaire and interview was part of the writer's field work which covered a limited period of time and accessibility to students. Thus, interviews most often occurred outside school hours to avoid disrupting the participants' schooling.

The results

1. The case studies

The participants are both Tongan, of each sex, single and 16 and 17 years of age. They have never travelled outside Tonga.

The male participant has passed the New Zealand School Certificate examination and is attempting the University Entrance examination. He wants to become a secondary school teacher. The female participant has passed the Tonga Higher Leaving Certificate examination and is attempting the New Zealand School Certificate and wants to become a primary school teacher. Both participants want to further their education overseas by winning a government scholarship.

Both the participants have been interested in teaching for a while although they do not know very much about it. When asked why they wanted to pursue a teaching career their comments included:

- . wanting to help children learn,
- . like to be around people,
- . want to share knowledge learned at secondary schools,
- . just like teaching .

The participants were asked to describe the factors making a "good" teacher. These comments were gained by means of an open-ended statement: "A good teacher is"

Student replies included:

- . one who is able to explain a subject clearly,
- . fair to all students,
- . takes time to listen to students' problems,
- . can control class and be consistent,
- . knows his subject well and can make learning active,
- . is concerned with the welfare of the students.

The participants felt that more people would choose teaching as a career if it was being actively promoted in secondary schools. There have been 'careers teachers' going over the various possibilities for employment but the participants felt that this was not enough. They preferred to have had talks from different teachers at the three levels of the school - secondary, primary and kindergarten on the opportunities offered within teaching. Those who enter teaching do not know much about administrative work in schools.

2. The interviews

The students interviewed, who wanted to become teachers, preferred secondary teaching to primary or kindergarten teaching. They saw secondary teaching as easier when working with young adults. There were more prestige and monetary rewards afforded the secondary teacher. There was also distinct preference for overseas training and many participants saw entering the local Teachers' College as a last resort towards employment.

TABLE 8: SECONDARY STUDENTS' PATTERN OF RESPONSES TO INTERVIEW QUESTIONNAIRE (APPENDIX SIX)

Results expressed as % N = 22 Items	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
1. Teaching is an important profession	36.3	45.4	4.5	13.6	-
2. Would you make a good teacher?	13.6	36.3	27.2	13.6	9.0
3. Do you want to go overseas for further study?	27.2	72.7	-	-	-
4. Teaching has high status.	-	36.3	31.8	27.2	-
5. Have you been exposed to varying career opportunities?	-	18.1	-	45.4	36.3
6. Untrained teachers should be teaching in schools.	-	-	22.7	40.9	36.3
7. The training course should be helpful for later teaching.	31.8	68.1	-	-	-
8. The content of the training course will be too difficult	13.6	22.7	31.8	22.7	9.0
9. Teaching should be viewed as a life-long career.	18.1	45.45	22.7	9.0	4.5

Source : Survey Data

Commentary on the Responses

Item 1: "Teaching is an important profession"

Teaching is viewed as an important profession by 81.7% (18 students) of the participants. Only 4.5% (1) was undecided with 13.6% (3) of participants disagreeing with the statement. Many stated that the quality of education

depended on its teachers. Some (9) commented that, although they agreed that teaching was an important profession, there were other professions just as important, for example, the medical profession. Some of the comments included: "teachers are important to teach reading, writing and mathematics". Teachers are also seen to be active in various committees within the community.

Item 2: "Would you make a good teacher?"

Participants were divided on this issue, 49.9% (11 students) agreed they would make good teachers, 27.2% (6) were undecided and 22.6% (5) disagreed or strongly disagreed. Reasons given indicated a preference for other professions like medicine, clerical or secretarial work. Some (4) of the undecided group said that they did not know a lot about teaching and any other career opportunities, for that matter, and, therefore, were leaving their options open. This item presented a direct contrast to item 1 above, in that, in spite of the majority of the participants agreeing that teaching was very important, only a small number viewed themselves as being potentially good teachers. Some (8) commented on the continued involvement of teaching both during and after school hours and this factor had discouraged them from teaching.

Item 3: "Do you want to go overseas for further study?"

All the participants wanted to go overseas for further studies if they passed their New Zealand School Certificate or University Entrance examinations. Many (15) were not specific about the type of study they intended to pursue. Some (9) stated medicine, administration, accountancy, engineering and teaching. Those interested in teaching wanted to become secondary school teachers; only two of the participants wanted to teach in primary schools but both would still like to travel overseas.

Item 4: "Teaching has high status"

Only 36.3% (8 students) of the participants agreed that teaching has a high status in relation to other professions, 31.8% (7) of the participants were undecided on this issue and 27.2% (6) disagreed. Many (6) who agreed felt that

secondary school teaching was recognised as having higher status than primary school teaching. Five of those who were undecided were not sure what 'status' meant and, therefore, did not comment. Four of those who disagreed said that other sections of the Civil Service had more prestige and status than teaching, for example, working in the Prime Minister's office and in the medical profession.

Item 5: "Exposed to varying career opportunities"

A significant proportion of the participants had not been exposed to a variety of career opportunities; some 81.7% (18 students) of the participants either disagreed or strongly disagreed with this statement. Many (12) said the only information they had on career opportunities were the jobs they saw advertised in the local paper and the scholarship advertisements. Many (12) had vague ideas about possible career opportunities but would probably change their attitudes if and when opportunities arose. Some (10) students commented that some organised vocational courses could be initiated between schools, education office and work place. These courses would aim at helping senior students decide on a career preference and ease the somewhat unrealistic aim, for many, of obtaining further education overseas. Some of the participants (7) agreed that some effort was being made in supplying senior students with career information but that this had been a haphazard approach. Many (5) students in the 'strongly disagreed' category have no idea what their career is going to be and are not sure in which direction their education is taking them.

Item 6: "Untrained teachers should be teaching in Schools"

A significant proportion of the participants disagreed with the practice of untrained teachers teaching in schools; 40.9% (9 students) disagreed with the statement and 36.3% (8) strongly disagreed with it. Many (15) commented on the lack of teaching skills possessed by these people and their continuing use of conservative, rote and drill methods of teaching. These teachers tended to teach as they were taught. Many (9) of the participants felt that the use of untrained teachers in schools would present problems where the education system is hoping to improve its quality.

The idea of using untrained teachers promoted the government's aim of providing universal education within Tonga. 22.7% (5) of the participants were undecided on this issue. Some of the comments from these students included: "the untrained teacher was given opportunity to see if they like the job": "practise teaching before approaching the theoretical basics" of teaching appealed to others. These people agreed that associate teachers working with untrained teachers should be carefully screened by the Teachers' College or the Ministry of Education, or together, for a more profitable experience.

Item 7: "Training should be helpful for later teaching"

All the participants agreed that attending a training course would be helpful for later teaching; 31.8% (7 students) of the participants strongly agreed and 68.1% (15) agreed with this statement. Seven of those who strongly agreed, wanted some overseas training in both universities and teachers' colleges and were aiming to teach in secondary schools. Many (6) of those agreeing also mentioned overseas training. Some (12) said there would be no difficulty relating an overseas training programme to the local conditions as education in Tonga is modelled on overseas systems. All of these students wanted to go into training before commencing teaching. Some (5) students stated that they would enter the Tonga Teachers' College if no opportunity for further studies overseas became available. All these students envisaged that teaching in the future would require some sort of diploma (overseas), degree or Teachers' College diploma. Five students expected the training to equip them with the necessary skills for teaching children in most of the curriculum areas in the primary school.

Item 8: "Content of training course will be too difficult"

The participants were divided on this issue with 36.3% (8 students) either agreeing or strongly agreeing with the statement that the content of the training course would be too difficult. This difficulty is tied to new areas of study such as education, which is a new topic for them. All of these students were referring to the local Teachers' College. 31.7% (7) of the participants disagreed with

the statement. They felt that their secondary schooling had provided them with enough knowledge content and that the training would concentrate on teaching them how to teach. These students have some New Zealand School Certificate passes and are University Entrance candidates. Seven students who were undecided (31.8%) said the difficulty with any training is related to the area and level of the school they would want to teach at.

Item 9: "Teaching should be a life-long career"

A high proportion of the participants felt that teaching should be a life-long career; 63.5% (14 students) agreed or strongly agreed with this statement. Many (9) students made the comment that if they enjoyed teaching it would be a long-term commitment for them. Some (13) said that regular in-service courses were necessary to keep teachers up to date with changes in teaching methods and with the society in general. Of the students who were undecided on the statement, 22.7% (5), three were not convinced that they would want to remain in the same job for long - they were still undecided on a career at this stage. Those disagreeing or strongly disagreeing with the statement did not give further comments.

Discussion

The interview results indicate that the secondary school students who want to become teachers view teaching as an important profession, although many were unsure as to whether they would make good teachers. Twenty seven percent (39 students) of the secondary students surveyed on their vocational preferences, indicated the desire to travel overseas for further study after passing the New Zealand School Certificate and University Entrance examinations. It may be noted that other vocational choices also need overseas training and it is not unreasonable to assume that most, if not all, senior secondary school students would aspire to this opportunity before entering the work force. The students interviewed also felt that there is need for a comprehensive vocational guidance programme in schools. This is indicated by the students' lack of knowledge of teaching and other professions.

With regard to teaching, senior students would like to see teaching more positively promoted, with recruitment officers discussing the training programme at the Tonga Teachers' College and explaining the career opportunities available in teaching, more fully. The senior students also felt that primary school teaching is not perceived as a high status occupation. Those indicating a preference for teaching wanted to enter training before teaching and to have use of untrained teachers discontinued. Any difficulty with the training course content is a reflection of the abilities of the trainees, and, therefore, care should be taken with recruitment and selection strategies. Many students agreed that teaching should be a life-long career.

In summary, therefore, the results indicate that:

1. Secondary school students want better vocational guidance and counselling.
2. A significant proportion of senior students want to travel overseas for further studies.
3. The recruitment procedures, for future teachers should be improved with regular input from the Department of Education, Education Officers and Teachers' College lecturers with special emphasis on the career prospects within teaching. The establishment of a recruitment officer would coordinate the above factors.
4. Students viewed teaching as an important profession and would like the use of untrained teachers in schools discontinued.
5. Teaching should be viewed as a life-long career.

RECRUITMENT AND SELECTION OF UNTRAINED TEACHERS

Untrained teachers are recruited to teach depending on the needs of each educational district. Most recent trends have clearly indicated preferences for male recruits.

Once a person has entered teaching as an untrained teacher, annual assessments by the inspectorates and area organisers are conducted. This is the basis of recommendations for entrance into Teachers' College. Untrained teachers are assessed under three major headings - personal, professional and academic strengths and weaknesses. On the basis of such assessments, untrained teachers are selected to undertake training, hence, the importance of teaching performance.

(Appendix Eleven contains assessment forms in use)

It has been the practice of the Ministry of Education to select students for training largely from the untrained teachers in the field. The places available to school leavers have always been ten percent of the year's intake. School leavers who have attempted the New Zealand School Certificate and University Entrance examinations can proceed directly into training provided there are available places.

The following section presents the case studies of two untrained teachers, one from a state primary school and the other from a church primary school. The writer hopes that these case studies will provide indepth information about the personal and academic background of untrained teachers and their experiences as untrained teachers. "How" and "why" these two untrained teachers entered the teaching force became important if the practice is to be discontinued.

CASE STUDIES OF TWO UNTRAINED TEACHERS

Case studies of two untrained teachers in a state and church primary school were compiled. The participant from the state primary school was chosen by the Senior Education Officer for Primary Schools and the participant from the church school was chosen by the Inspector of Church Primary Schools. Both the participants were females and neither was personally known to the writer. The aims of the investigation include the desire to:

- a) discover what academic qualifications untrained teachers had achieved,
- b) discover the reasons for entering untrained teaching,
- c) discover if there have been parental (or other) influences on their decisions to become untrained teachers,
- d) discover the procedure of application for entry into untrained teaching.

Method

It was decided to use two untrained teachers to reduce the risk of drawing conclusions about a particularly good or bad example and to include both state and church untrained teachers. A comprehensive questionnaire covering three major areas was administered. Responses were made on the questionnaire paper. The first area contained personal details about the participants. The second area covered the participants' educational history and the third area their teaching career. (See Appendix Seven for the full case study questionnaire). As well as the questionnaire, an interview followed in which nine questions were asked of each participant. These questions covered the relationship to other teachers; length of time as an untrained teacher; likely entrance into Teachers' College; the advantages and disadvantages untrained teachers face compared to school leavers; wages; stress; effects on family and home background; and, ideas on the continued use of untrained teachers at schools. This interview was also conducted with ten other untrained teachers.

The Sample

Because this case study questionnaire and interview was part of the writer's fieldwork, the pressure of limited time available was apparent. Consequently, random selection of participants was impossible, and the participants were selected by the inspectorate of the church education office and the senior education officer for primary school from the Ministry of Education. Both participants teach in primary schools within Nuku'alofa.

The Results

1. The Case Studies

The participants, both females aged 21 and 22, were born and raised in Tongatapu. One is married with two children. Both have never travelled outside Tonga.

Both left school in 1979 with passes in the Tonga Higher Leaving Certificate. Subjects taken were English, Tongan, Mathematics, Music, Social Science, Geography, Science and Home Economics.

One participant decided to embark on a career in teaching as early as 1973. The other decided on teaching when beginning secondary education. The participants started as untrained teachers in 1981 and 1982 when the opportunity arose. They did not enter Tonga Teachers' College because their academic qualifications were not high enough to win them places in the college. They viewed untrained teaching as a stepping stone towards training.

One participant entered teaching with the encouragement of her father, a primary school principal, so did not have to undergo any application or selection procedures before teaching. However, the other participant wrote a letter of application to the Ministry of Education enclosing a testimonial. Acknowledgement of this application was received and the woman was told to wait for a post to become vacant. She waited a year before writing a second letter of application. This time a post came up and she was lucky to gain the position. This second application was personally delivered to a senior inspector of schools who gave assurance of a job.

Initial inductions into teaching were carried out by the senior teachers and school principals mainly in the form of observations.

These participants observed experienced teachers for several weeks before teaching a class. Continual observation opportunities were made available and assistance was given by the school principal and associate teachers, with planning, teaching methods, lesson content, and discipline. Finally, planning was done by an associate teacher with the teaching being carried out by the untrained teacher.

First attempts at teaching met with varying degrees of success as they tried to overcome their shyness and lack of confidence with relating to children. One participant felt a lot more confident after observing the children for two weeks. They both felt that having been an untrained teacher was valuable in familiarising and gaining one's confidence with classroom routines and children's behaviour. However, there was a decided lack of appropriate teaching methods. Necessary improvements had to be made in order to raise the effectiveness of classroom teaching. These included the provision of better teaching resources, equipment, children's workbooks, school libraries, improved teaching methods and lesson content.

The inspectorates from both the church and state education offices visited once during the year, commenting on things like classroom noise and the use of activities such as field trips to improve teaching. During the year, assessments were also made by the infant mistress to ensure that the class' work was in line with the lower classes syllabus within the school. The principal conducted weekly checks on work plans for the following week.

The participants felt there was little help given them regarding pedagogical strategies and both felt that they were not regarded by other teachers as untrained or of lower status. They all contributed to the well being of the school. Both participants were active church goers and were involved in youth groups and village development activities.

Only one participant answered the last question asking her to recount her first day's activities at school:

"On my first day at school, I was shy to meet these new teachers. I was quickly put at ease after the meeting. My associate teacher was really easy to talk to and he has a sense of humour which cracked me from my shell. He introduced me to class then he set on to work while I was around at the back listening to what they were doing, now and then he referred to me by sending the kids over to ask me questions"

Source: Case Study Questionnaire

2. Interviews

The case study questionnaire was followed by interviews with ten other untrained teachers including the participants to the case study questionnaire. It is hoped that the responses given are typical of the whole untrained teacher group.

TABLE 9: UNTRAINED TEACHERS' (UT) RESPONSES TO INTERVIEW QUESTIONS
(APPENDIX SEVEN)

Results expressed as % N = 12 Items	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
1. UT's given the same responsibilities as other teachers	66.66	16.66	16.66	-	-
2. Wanted to enter Teachers' College before teaching	83.33	16.66	-	-	-
3. Training course will be helpful with teaching.	83.33	26.66	-	-	-
4. UT's spent long periods in schools before training.	16.66	58.33	8.33	16.66	-
5. UT's should be teaching in schools <i>Refer p. 232, Table 9, item 5</i>	-	8.33	8.33	33.33	50.00
6. UT's allowance adequate	-	58.33	16.66	16.66	8.33
7. Untrained teaching stressful	16.66	50.00	-	33.33	-
8. Teaching affected your home life.	8.33	66.66	-	16.22	8.33
9. Teaching to be a life-long career.	-	41.66	33.33	8.33	16.66

Source : Survey Data

Commentary on the Responses

Item 1: "Untrained teachers are given the same responsibilities as other teachers"

The majority of the untrained teachers interviewed either Strongly Agreed or Agreed that they were given the same responsibilities as other teachers (83.32% - 10 untrained teachers). Four decided that they were afforded the same status as other teachers and that, after the initial impact of familiarising themselves with the school and its routines, they worked as hard as many trained teachers. Two untrained teachers were undecided and stated that they were used more as a "baby sitting" mechanism by other teachers. Many participants (5) expressed inadequacies with classroom control and lesson planning.

Item 2: "Wanted to enter Teachers' College before teaching"

All the participants wanted to enter the Teachers' College; 83.33% (10 untrained teachers) strongly agreeing to this. The majority (9) felt that they entered the teaching profession as untrained teachers due to their lower academic qualifications (all had Tonga Higher Leaving Certificate). There is an abundance of students who have passed the New Zealand School Certificate and University Entrance examinations from whom direct entrants into the Teachers' College are chosen.

Item 3: "The training course will be helpful with teaching"

All the participants felt that the training course would help them in their teaching; in fact 83.33% (10 untrained teachers) strongly agreed with this statement. Some (4) commented on their lack of training especially regarding teaching theories and advanced learning. Several participants (7) singled out lesson planning as an area where training courses would be particularly helpful as not many were shown these in detail at schools. Some (6) hoped that training would make them more aware of their teaching responsibilities, lesson preparations, provide a wide range of experiences and strategies to use and give them an understanding of methods of evaluation essential to teaching.

Item 4: "Untrained teachers spent long periods in schools before training"

Generally those who had spent more than two years at schools felt that it was too long. 74.99% (9 untrained teachers) either strongly agreed or agreed with this statement. Two students disagreed with this statement and one was undecided. Many (5) conceded that they had benefitted by the exposure to classroom procedures, practices of child discipline and parent involvement with the school, but were lacking in pedagogical background.

Item 5: "Untrained teachers should be teaching in schools"

All but two participants (16.66%) either strongly disagreed or disagreed with the use of untrained teachers in primary schools. Many (4 untrained teachers) felt that while the practice has advantages in familiarising the future teacher with classroom experiences and routines, their presence in schools commanded a lot of associate teachers' time which could be more profitably used for the teaching of children. Some felt a decided lack of personal subject content knowledge and theoretical background. One stated that the apprentice period helped confirm one's decision of whether to pursue a teaching career for the rest of one's working life.

Item 6: "Untrained teachers' allowance is adequate"

Participants were somewhat divided on this issue with 58.33% (7 untrained teachers) agreeing with the statement that present salary (allowance) was adequate. Factors such as home background, marital status and number of dependents affected views on the adequacy of the wage structure. The allowance of the untrained teacher at the government primary schools was higher than that of the untrained teacher in the church primary school. Many (5) felt it was adequate for their needs, two people were undecided and three agreed or strongly disagreed.

Item 7: "Untrained teaching is stressful"

The major stress factor seen by untrained teachers involved trying to get the children to understand what was being taught. 66.66% (8 untrained teachers) of the participants

strongly agreed or agreed with this statement. Because of the long hours associated with lesson preparation and sometimes with the lack of relevant knowledge content in some subjects, some (5) felt that if and when another job became available they would certainly leave the teaching profession.

Item 8: "Teaching has affected your home life"

Teaching (or generally being employed) had affected the home lives of 74.99% (9 untrained teachers) of the participants in the sense that they were now more aware of children's ways of learning. Those with children were able to help with homework and other school activities. Others (10) had improved their standard of living and/or had a higher status within the community, compared to those unemployed.

Item 9: "Teaching should be a life-long career"

The participants seemed undecided on this statement. 33.33% (4 untrained teachers) were undecided about whether or not teaching would be their life-long career, 41.66% (5) agreed and three participants either disagreed or strongly disagreed. These would take other employment where available. Those who were undecided, wanted to undergo some form of formal training before being fully committed to teaching.

From the case studies discussed above and the Teachers' College records, the academic qualifications of an untrained teacher have been either a Lower Leaving Certificate (no longer offered) or a Higher Leaving Certificate. This is at the Form 4 level of secondary education comparative to the New Zealand form system. Those holding the Lower Leaving Certificate have traditionally been from the church education sector. No study has yet been done on the reciprocal relationship between academic qualification and teaching performance in Tonga. Thus, a lower academic standard cannot be equated with poor teaching. However, with the desire to raise the standard and quality of education in Tonga, it must surely be appropriate to recruit teachers from those with a higher academic performance. To ensure this, it is necessary for all future teachers to follow

the accepted procedures for recruitment and selection and to disregard recommendations of a strongly biased nature. Unbiased recruitment and selection of future teachers would ensure that the best possible person is given the opportunity to teach or to undergo training. It is hoped that the quality of teaching will increase, corresponding to any improvement in the quality of future teachers. This is important if the educational performance of primary school pupils is to rely less on rote learning, drill and repetition and more on understanding and application.

One of the participants in the case study showed an early desire to help children learn. Other untrained teachers interviewed also showed this desire for entering into the teaching profession. However, ten percent of those interviewed did not think ahead about teaching, but, having found themselves as untrained teachers, have intended to continue in the profession. The other participant in the case study was certainly influenced by a teacher parent and others were interested only in the chance of employment. These may be viewed as seasonal employees who would leave teaching when better job offers came up. Both the church and the state education officers and inspectors interviewed all agreed on certain criteria to be followed by those applying to enter the teaching profession. However, these were waived in many cases due to different circumstances. The appropriate procedures included:

1. Letter of application enclosing any reference and copies of academic ability.
2. Filling out of application form at the church education office.
3. Interview.

As stated above, these procedures were sometimes waived. For example, male applicants are more or less guaranteed a teaching position, as they are more able to travel to remote islands and their teaching careers are not periodically interrupted by maternity leave.

Applicants with better certificates are not necessarily employed in preference to others. Applicants are considered in terms of their home area, the distance to an available school and the availability of a position. Often applicants make personal contacts with primary school principals or senior education officers who can recommend their applications.

Discussion

It is now the hope of both the church and state ministries of education to recruit candidates who have either pursued courses towards, or who have passed, the New Zealand School Certificate and University Entrance examinations. This is not altogether impossible given the number of secondary students within the Kingdom who have passed these examinations, and, a depressed job market.

The admission regulations stated in the Teachers' College Handbook (1982, p2) are examination performance based with the minimum being the Tonga Higher Leaving exam. These regulations could incorporate some sort of aptitude testing (Ref. p 234/51) and personality analysis in order to lessen the admittance of those who are likely to leave the teaching profession when other employment opportunities become available. This could improve the effectiveness of the use of the limited resources available to the training of teachers.

It is envisaged that, with the opening of the new Teachers' College in 1985, all students admitted will have had some secondary school education beyond the form four level - that is, post Higher Leaving status. The church sector would still admit students with special qualities needed for a Christian devotion to teaching. The state and church in Tonga should work closer towards raising the quality of its education.

The survey of vocational preferences amongst the three secondary schools clearly indicates the lack of any active recruitment policy administered by the state education authorities. The spasmodic practice of the Ministry of

Education staff and career officer in exposing senior students to various career opportunities could be improved. The high proportion of senior students indicating further studies as a first vocational preference is a reflection of the uncertainty these students feel about their future employment possibilities.

Of the total number of students surveyed, about 50% chose teaching as a vocational preference. Of this 50%, just over one-third chose teaching as their first preference. Of the 144 senior students surveyed, only one student indicated a preference for entering the Tonga Teachers' College. Clearly, there is a strong desire to enter secondary school teaching and to train overseas. The local Teachers' College is associated with primary teaching and its graduates possess the lowest status amongst the teaching force. The low status afforded teaching, plus the low wage rate, does not encourage better and able students to enter teaching. This situation could only be improved if better recruitment policies are adopted, such as education officers or Teachers' College lecturers giving talks at the various secondary schools about careers in teaching .

The use of untrained teachers in the primary schools attracted those with lower academic qualifications. Some had taught for more than ten years before an opportunity to enter the Teachers' College became available. Thus, poor teaching habits may have been internalised so that two years of training is not long enough to extend one's knowledge and subject content as well as one's professionalism. This long period of untrained teaching is being reduced as much as possible.

The untrained teachers salary begins at \$T880 with a maximum of \$T920 per annum. If they do not work hard and are not selected to enter Teachers' College their salary remains constant at \$T920.00 per year. It is, therefore, an incentive to improve oneself in order to enter training and, therefore, improve the possible financial rewards.

At present, there are 67 untrained teachers in the primary schools. (Kingdom of Tonga, 1983, p 49-50) Thirty seven second year Teachers' College trainees, if all successful, will enter probationary assistantships in 1984. If these take up 37 of the posts held by the 67 untrained teachers while they enter Teachers' College, 30 of those will still be untrained teachers. Therefore, the demand for teachers still exceeds the supply; hence, the continued use of untrained teachers. It must also be noted here, that it is proposed that there will be no new entrants into the Teachers' College in 1984, while the college prepares for the new Teachers' College in 1985.

This new Teachers' Training College hopes to recruit more school leavers with New Zealand School Certificate and University Entrance examination passes. Some sort of "crash" course must be followed if all untrained teachers presently teaching are to be given some form of basic training. The new Teachers' College hopes to give its graduates a Teachers' College Diploma and negotiations are being made with the University of the South Pacific for recognition of this diploma.

The interview results indicated that the untrained teachers found the experience valuable. Most agreed that more participation by other teachers is essential for the experience to be worthwhile. In summary, therefore, the results indicate that:

1. Untrained teachers' prefer to undergo training before teaching.
2. Training courses will be valuable in later teaching.
3. There is agreement that untrained teachers should not be teaching in primary schools.
4. Stress factors related to untrained teaching experience should be minimised.

The above chapter has highlighted the inadequacy of the present recruitment and selection policies as seen by senior secondary students and untrained teachers, from whom teacher

trainees are selected. This is particularly so where secondary students find it difficult to decide on future career choices. Some students have found themselves as untrained teachers because other employment opportunities are not available. Thus, it is desirable to lessen the possibility of future students 'drifting' into the teaching profession and, hence, lessening the drop-out rate.

Once selected to enter the Teachers' College, future teachers have certain expectations of their training. The following chapter considers these expectations and discusses the extent to which some are being met.

CHAPTER 5: EXPECTATIONS OF TEACHER TRAINING

"Those concerned with teacher education cannot be blamed for not having a clear policy if a government has not given a very definite indication of the sort of society and the sort of economy it wants".

(Elvin in Gardner (ed), 1980c p19)

Introduction

"Attendance at a Teachers' College carries certain obligations to the community as a whole, to the Education Department, and the college itself". (Teachers' College Handbook 1982, p1) The purpose of preservice teacher education is to enable the teacher trainee to acquire the necessary academic competence, skills and attitudes needed for successful entry into the teaching profession (p5).

Decisions with regard to the proportion of academic and professional aspects of the training programme depend largely on the length of the course and the educational background of the students. While the traditional foundation studies cannot be neglected, there is a strong case for additional emphasis to be placed on studies in child development and the nature of the learning process.

Trainee teachers are also exposed to school teaching experiences during the course. This is particularly relevant to those who have not had any teaching experience.

Aims of Teacher Development in Tonga

It is now 40 years since the establishment of the Tonga Teachers' College: "and yet there is much to be desired in the quality of teachers for this level (primary)". (Bloomfield, 1983, p2). It is clear that the quality of teachers depends on the quality of the intakes from (Ref. p234, 5g) the secondary schools. It was only in:

"1983 that a good percentage of the successful applicants were either those who passed the New Zealand School Certificate or the University Entrance examination. Unless this welcomed situation is continued, hopes for marked improvement in the quality of teachers will still remain a dream".

(Bloomfield, 1983, p2)

At the primary level, the Ministry of Education must carefully monitor both the danger of continuing to employ untrained teachers and the usual practice of admitting poorly qualified untrained teachers to Teachers' College.

Thus, it is envisaged that better qualified applicants will improve the situation. "In addition, a three year Diploma pre-service instead of the two year certificate course would be mounted. Gradually all lecturers will be graduates". (Bloomfield, 1983, p2)

The above statement by the Director of Education indicates the direction in which teacher education is moving. With a falling teacher pupil ratio, it is hoped that improvements will be made with the quality of teaching.

TABLE 10 : TEACHER-PUPIL RATIO FOR PRIMARY SCHOOLS

Year	Teacher - Pupil Ratio
1966	1 : 27.5
1971	1 : 26
1976	1 : 26
1981	1 : 22.5
1983	1 : 24

Source : Bloomfield, 1983, P2

The official maximum teacher-pupil ratio is 1:30.

Teacher development in Tonga also aims at implementing pre-service and in-service programmes to produce teachers who will possess a sound general education, a high level of professional competence and a dedication to teaching.

In recognising the importance of the work of teachers, priority must be given to teacher education programmes. All those involved with education should be aware of the functions of teachers and the expectations of teachers. Many of the secondary school students have certain views and expectations of a good teacher in Tonga.

A survey of the characteristics of good teachers elicited the following comments from secondary school students:

A good teacher is:

1. one who knows how to explain subjects well,
2. one who knows his/her subject content and has well prepared lessons,
3. one who knows students well and has a sincere interest in them as individuals and should not have any pets,
4. one who can provide firm discipline in the classroom and in the school,
5. one who is a good model in everything he does .

(Fiefia, 1983, p3)

Hence, it is imperative, that with many of the students entering the teaching force, some of their expectations are met.

The rest of this chapter concentrates on three areas. Firstly, it looks at the expectations of teaching by student teachers, including case studies of two second year students whose views of teacher expectations are examined. A questionnaire was also conducted with other second year students. Finally, the progress of the 1981 intake is followed through the college records for the two years of training.

Secondly, it considers the methods of training and traces the progress of the 1981 group through to their probationary assistant year. Two case studies of probationary assistants and interview questions are included.

Thirdly, it considers, discusses and evaluates the training programme.

STUDENT TEACHERS' EXPECTATIONS OF TRAINING

It is important that what students expect of teacher training programmes is attainable and accessible. Provision of the types of training that will enhance these expectations will increase the relevancy with which the training courses are viewed by student teachers. The following section of the study links the expectations of those undergoing training and the extent to which some, if any, of these expectations have been met. The study employs the use of case study questionnaires from two second year students at the Teachers' College and in-depth interviews to gain typical student expectations of the training programme.

CASE STUDIES OF TWO SECOND YEAR STUDENTS AT TEACHERS' COLLEGE

The cases of two second year students were studied in depth. One student had passed the New Zealand School Certificate and the other the Tonga Higher Leaving Certificate examinations. Informal interviews with these students, as well as with some of their teachers, were conducted. It was hoped that an overall picture of the expectations and commitment of these students could be developed. The aims of the case study investigation included:

1. To discover the academic background of Teachers' College students,
2. To discover recruitment and selection procedures followed before entry into training,
3. To discover the students' reasons for wanting to teach,
4. To discover students' expectations of their Teachers' College training,
5. To discover the qualities "good teachers" should possess.

Method

Two case studies were compiled. The participants were unknown to the writer and were selected by the college principal as being representative of the students' opinions and had to be able to read the English language used in the questionnaire. Both participants were chosen without particular preferences or characteristics in mind. By investigating the cases

of two students in depth, it was hoped that the writer would gain a far greater amount of personal detail from each student, than that indicated in the questionnaire.

For the first part of the case study, the writer sought background information about the participants, the second part sought educational history, and, finally, the third part sought the participants' expectations for their future teaching careers. Responses were made on the questionnaire paper followed by a taped interview with each student. Eleven questions were asked during the interviews centering on the qualities 'good' teachers should possess, recruitment procedures, the use of untrained teachers in schools, college curriculum and length of training, entering the probationary assistant year, in-service training and salary. This interview was also conducted with ten other second year students. Again, these students were not randomly selected; rather an informal approach was used to gain a wider understanding of their views and expectations of teacher education. The ten students were not personally known to the writer. (Appendix Eight)

The Results

1. The Case Studies

The participants were both females aged 20 and 22. Both girls were single, one grew up at Vava'u and the other on Tongatapu. One participant had travelled to New Zealand for a short time with a touring netball team. She had passed the New Zealand School Certificate examinations in 1981 and left high school after form five. The other participant left school with the Tonga Higher Leaving Certificate after form four. Both participants did not become untrained teachers before entering Teachers' College.

The participants wanted to become teachers, and to help children to learn and to prepare for the future. The decision to become teachers were their's alone. On the question regarding the procedures followed before entering Teachers' College, both participants lodged a written application and were interviewed by the Teachers' College Principal and a Senior Education Officer. Some of the interview questions

included:

"Who advised you to become a teacher?
 Why do you want to become a teacher?
 Would you agree to go if you are called to teach
 at another village or island?"

Source : Case Study Questionnaire

These, together with required passes in academic performance, formed the basis of selecting the participants into the Teachers' College.

The subjects taken at the Teachers' College were varied and all were compulsory during the two year course. First year subjects included English, Mathematics, Tongan, Music, Child Study, Science, Health Education, Social Science and Education. Second year subjects included English, Mathematics, Tongan, Science, Music, Physical Education, Health Education, Social Science, Art and Education.

The participants expected the Teachers' College courses to "teach me how to become a good teacher" and "to teach different areas of methodology and teaching experiences". (Case Study Questionnaire) Developing skills in teaching and passing the class teachers' examinations were important expectations. To the question on the type of teaching the participants expected from the Teachers' College lecturers, they said that they wanted the lecturers to use both the enquiring approach as well as group activity and note taking.

On the degree of difficulty experienced with the subjects, the participants felt that each subject was adequate for their needs and for teaching in the primary schools at present. However, some difficulty was encountered with the use of the English language - the medium of teaching in the Teachers' College. Both participants were not taking extension studies from the University of the South Pacific but would be considering it in the future.

The participants felt that they were prepared for teaching practice especially in the area of lesson preparation and the collection of teaching aids. Some new ideas and teaching methods are tried out during teaching practice in schools.

Both participants were happy to be guided by college lecturers and associate teachers. Both agreed that teaching practice was an important part of training.

Both participants expected the associate teacher to help with any planning and presentation problems and to make helpful comments on teaching weaknesses and how these might be improved, and to praise any successful teaching efforts. The same comments were expected from college lecturers when they visited students during teaching practice. Both participants felt that observations made by the Teachers' College lecturers during teaching practice did give indications of one's potential success with classroom management and attitudes to teaching.

Both participants felt that, as future teachers, they needed to be involved in sports and other cultural activities within the college and in the larger community. One participant was a national netball representative.

2. The Interviews

As the two students were not a random sample, the writer considered it necessary to gain responses from other students, in order to pursue answers in greater depth and to gain a wider range of input. The case study questionnaire was followed by taped interviews with the two participants as well as ten other second year students. Among the various qualities that good teachers should possess, thorough preparation for all activities was considered by the students interviewed to be of utmost importance. Good teachers must know subject content; be able to control the class; be good models in all aspects of life; be fair in giving discipline and be helpful. All agreed that, if the quality of education is to be improved, teacher education and recruitment would be a place to start.

TABLE 11: SECOND YEAR TEACHERS' COLLEGE STUDENTS' PATTERN OF RESPONSES TO THE INTERVIEW QUESTIONNAIRE.
(APPENDIX EIGHT)

Results Expressed as % N = 12 Items	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
1. The 'right' person is being recruited into teaching	16.66	41.66	8.33	25.0	8.33
2. Two year course long enough	16.66	33.33	8.33	8.33	33.33 8.33
3. Students should choose major subjects to study	66.66	16.66	8.33	8.33	-
4. Training course will help with future teaching	83.33	16.66	-	-	-
5. Teaching practice observation methods adequate	16.66	33.33	16.66	25.0	8.33
6. Teachers' College should evaluate probationary assistants	41.66	25.0	8.33	16.66	8.33
7. Allowance adequate	16.66	58.33	8.33	16.66	-
8. The use of untrained teachers should be continued Refer p. 233, item 8, Table II.	-	8.33	16.66	25.0	50.0
9. Present recruitment methods are adequate	16.66	25.0	8.33	41.66	8.33
10. Teaching is to be viewed as a life-long career	75.0	16.66	8.33	-	-

Source : Survey Data

Commentary on the Responses

Item 1: "The 'right' person is being recruited into teaching"

Students tended to be divided as to whether the 'right' person

was being recruited into teaching. Although 58.32% (7 students) either strongly agreed or agreed that the 'right' person was recruited into teaching, 33.33% (4) disagreed or strongly disagreed. As might be expected the participants reflected the varying capabilities of the students and their self perception. Many (5) felt that the 'right' person for teaching must not only be of high academic quality but must also be competent in other areas such as music and movement, sport and cultural aspects of the community.

Item 2: "The two-year course is long enough"

Participants were divided on this issue as they were on statement one and clearly for the same reasons - varying abilities. 49.99% (6 students) regarded the two year course long enough with 41.66% (5) disagreeing and 8.33% (1) undecided. Those who had been untrained teachers agreed that the two year course was long enough while others wanted a longer course. Many (9) remarked that, when using English as the medium of teaching, a two year course was not long enough, reflecting their inadequacies in the use of the English language.

Item 3: "Students should choose major subjects to study"

All but two participants (16.66%) were either undecided or disagreed that students should be given opportunity to choose major fields of study (88.32% or ten students agreeing). Many (5) felt that, in so doing, greater in-depth studies in each subject area could be undertaken, which might lead to "team teaching" approaches to teaching. Not every teacher is competent in science, mathematics, sports and music and sharing these activities would ease teaching difficulties and afford a fuller school programme. Many students (6) stated that many areas in the curriculum such as physical education are neglected due to a lack of teaching skills and content knowledge. Some (4) agreed that the present training course was adequate in developing the competent teacher for the school's needs at the present time but if schooling standards are to improve the college's programme would need reorganisation and upgrading.

Item 4: "Training course will help with future teaching"

All the students agreed that the training course would help them in their teaching; in fact 83.33% (10 students) strongly agreed with this statement. Some (4) commented on the new methods and techniques they were learning. Several students (7) singled out lesson planning as an area where the training course was helpful. Many (6) said that the theoretical aspects of the training, though not always clear at first, later became clearer when going out on teaching practice exercises. Several (8) mentioned the usefulness of small group discussions used in some subjects as particularly helpful in practicing many teaching skills (for example speech training as in oral English). Those students who had been untrained teachers expressed the desire to have had some training before embarking on teaching as it would have lessened their anxieties.

Item 5: "Teaching Practice observation methods are adequate"

The participants in the interviews were divided on this issue with 16.66% (2 students) agreeing, 16.66% (2) undecided and 33.33% (4) disagreeing. Many (6) commented on the rushed observation programmes where college lecturers did not spend enough time with each student before they were graded. The observation method, which concentrated mainly on class organization and lesson planning, was adequate for some subjects. Some students encountered difficulty with the expected use of the English language for lesson planning and then having to teach in Tongan to the school children. Many students (5) commented that they had to do a lot of teaching while on teaching practice and some associate teachers were not very helpful when they were experiencing difficulties. See Appendix Nine for the form used for teaching practice observation.

Item 6: "Teachers' College should evaluate probationary assistants"

A significant proportion (8 students) of participants did agree that the Teachers' College lecturers should be involved with probationary assistant evaluations to provide a continuing link between college training and practice.

Some 66.66% (8) agreed or strongly agreed with this statement. Many (5) qualified their judgements by stressing the benefits of being evaluated by the Inspectorate sector of the Ministry of Education and felt it would be beneficial to have closer collaboration between the Teachers' College and the Inspectorates. This practice, some felt, would allow Teachers' College lecturers to evaluate their training strategies as its application in schools is what training is all about.

Item 7: "Allowance at Teachers' College adequate".

A high proportion, 74.99% (9 students) felt that the allowance was adequate for their needs and, therefore, this was not a major concern. Four participants were single girls who said the salary catered for all their needs.

Item 8: "Untrained teachers should continue to teach in primary school".

A significant 75% (9 students) of the participants disagreed with the continued use of the untrained teachers. Many felt that, in spite of the schools' efforts to show them how to teach, they personally did not see where they were going - at least for the first few weeks at school. 16.66% (2) of participants were undecided. They felt that although some untrained teachers may have acquired some bad teaching habits during untrained teaching, it gave them an opportunity to be familiar with classroom routines and organisation. Two participants stated that untrained teaching was very stressful in that they were never sure whether the children learned anything by understanding or merely by rote, drill and repetition.

Item 9: "Present recruitment methods are adequate"

49.99% (6 students) of the participants disagreed that the present recruitment methods were adequate. 41.66% (5) agreed with the statement and 8.33% (1) was undecided. Many (4) of those disagreeing with the statement felt that some improvement with the recruitment and selection procedures was necessary and that present conditions be made public so that intending teachers could be made familiar with them. Many (7) stated that entry into Teachers' College be advertised, and interviews be more consistent and standardised.

Some felt that the Vocational Careers Adviser could explain teaching and what it entailed at the higher secondary school level.

Item 10: "Teaching should be a life-long career".

A significant proportion, 91.66%, (11 students) agreed that teaching should be viewed as a life-long career with regular inservice courses provided jointly by the Ministry of Education and Teachers' College.

Discussion

The academic background of those entering Teachers' College has improved over the years and 1983 stands out as the best year for recruitment of trainees with passes in the New Zealand School Certificate and University Entrance examinations. It is recognised that the Tonga Higher Leaving Certificate is still the major examination with which most students are recruited; however, comparison of academic achievements of trainees from 1979 and 1981 show marked improvements.

TABLE 12: ACADEMIC ACHIEVEMENT OF 1981 AND 1979 INTAKES

Examination Attempted or Passed	First Year Students	
	1981	1979
Tonga Higher Leaving Certificate	61	34
New Zealand School Certificate	12	1
New South Wales School Certificate	2	-
New Zealand University Entrance	4	-

Source : Teachers' College Records

Of the 61 entrants in 1981, 12 have attempted the New Zealand School Certificate with varying successes, passing in one to three papers. Two attempted the New South Wales School Certificate and four attempted the New Zealand University Entrance with one or no subject passes. Figures are not available for 1983 as a comparison but "it is only in 1983 that a good percentage of the successful applicants were either those who passed the New Zealand School Certificate or University Entrance examination". (Bloomfield, 1983, p2)

The subjects listed as those passed (1981) at these examinations included English, Tongan, Maths, Home Economics,

History, Geography, General Science, Book-keeping, Economics, Music, Commercial Practice, Geology, Handicraft, Typing, Shorthand and Agriculture. Thus, from the trends shown, it is envisaged that, although the Tonga Higher Leaving Certificate will still be the minimum academic qualification one must acquire to secure a place in the Teachers' College, there is a clear preference for those who have attempted and passed papers in the New Zealand School Certificate and University Entrance examinations. This is, by no means, an unrealistic goal, considering the increasing number of successful School Certificate and University Entrance candidates from the secondary schools. There are certain areas such as sports, physical education, cultural activities and technical competencies which clearly need to be fostered within the training of future teachers.

The procedure for admission into the Teachers' College is clearly defined and stated in the college handbook. All second year students interviewed and the two participants in the case study followed these procedures. A letter of application for admission into the Teachers' College was followed by an interview with the college authorities.

The main reason for wanting to teach, given by seven participants, was their desire to help children learn and to pass on the knowledge acquired from their education. Others indicated that they did not really think about being teachers. For two participants, the opportunity of becoming untrained teachers came up and they were willing to try it. Others regarded teaching as a stepping stone to other jobs. Three participants entered teaching because it was the only employment opportunity available.

The decision to become a teacher in Tonga is largely an individuals' choice although other factors are also important, such as the availability of other employment prospects and the strength of family support offered. It is also stipulated that this decision is closely tied to the level of academic attainment of school leavers. Those passing the New Zealand School Certificate and University Entrance examinations are less likely to want to become locally trained teachers. Those with the Tonga Higher Leaving Certificate are the most

likely candidates. These trends are supported by Table 12 (p 119). Therefore, teacher recruitment should be aimed at students with New Zealand School Certificate and University Entrance examination passes if the academic level of the new recruits is to be raised.

The participants in the questionnaire and the interviews gave various answers to the questions on their expectations of their training. These statements were:

- teach me to become a good teacher in future,
- teach me different areas and methodology,
- to help children,
- to plan a lesson,
- to control a class properly,
- to make teaching aids .

Source : Survey Data

On the questions regarding the teaching methods they expected to use at college and out at schools, 90% of those questioned favoured the group work atmosphere where an inquiry approach could be utilised. This vastly differs from the type of teaching at the college where at least 60% of the teaching is presented in a "lecture" atmosphere with the students being passive recipients.

The majority of the students did not question the type and number of subjects taken at college, although all agreed that certain areas of strengths are not well utilised at present. Such examples include sports and music where teachers could share the teaching responsibilities.

From the above discussions, students' expectations of teaching practice are not being met. This is closely related to the associate teachers to whom students are attached. Some associate teachers are more helpful than others with regard to lesson preparation, discipline and class organisation. Many students are frustrated with the use of the English language as the medium of teaching at the Training College and being made to take subjects of no real interest to themselves (for example, science). There seems to be a case for team teaching although there are other cultural pressures which must be overcome first. The students' expectations of their training showed rather

simple means-ends orientation. The cultural atmosphere is also reflected in the sense that teachers are there to teach the 'ignorants' everything they need to know. There is no great emphasis on understanding, reflecting the importance of rote learning throughout the school system. There is emphasis on control and discipline, both being regarded as necessary ingredients for successful classroom learning.

The following comments on the expectations of the training period support the comments on the qualities good teachers should possess:

- good teachers can control and discipline a class,
- help children learn,
- is fair and do not show favouritism,
- prepared to listen to pupils,
- has lesson planned and teaching aids prepared,
- one who knows how to explain subjects well,
- a good model .

Source: Survey Data

Associate teachers were also asked what they expected of students undergoing training and, comments included:

- able to plan a lesson in detail,
- use group work,
- fair and interested in children,
- willing to try new ideas,
- knows how to approach parents,
- conformative,
- control and discipline children,
- knowledge of content areas,
- competent and confident in use of both English and Tongan .

Source : Survey Data

Associate teachers generally agreed that students leaving Teachers' College should know everything about teaching and that those who have already graduated from the college do not cope well with the above tasks.

The comments on the expectations of the Teachers' College training period leave a lot of room for improvement and, if the people involved with education and training can form some consensus on the important factors of training and teaching, better organisation of the training programme would be achieved. However, teachers in the schools should be made aware that certain aspects of teaching can only be

improved through repetition, practice and continued evaluation of one's goals, ideas and practices. A teachers' certificate is not a guarantee of perfection but rather a licence for continued improvement and adjustment.

Lastly, the interviewees were asked their views on salary and conditions of work. Of the 12 people interviewed, salary was ranked lower in relation to overcrowding and lack of resources and teaching materials. Most interviewees felt that, for their needs, salary was adequate (\$T840.00/Annum.) 75% of those interviewed were living at home or with close relatives and all were unmarried. Therefore, salary did not affect their teaching performances. Resources, teaching materials and overcrowded classrooms are affecting teaching to some degree where there is a high noise level and a lack of equipment - not enough skills are possessed by teachers to be able to cope with these problems.

All interviewees agreed that, if the academic standard of teachers were to improve, an increase in their professional development would be likely.

Having carried out the interviews and questionnaire and having analysed the data, the writer formulated six recommendations for the possible improvement of the pre-service training of teachers in Tonga.

1. Students should be given the opportunity of choices between subjects.
2. The practice teaching observations and evaluations need to be simplified and need to focus more on teaching strategies and skills. Time and care also needs to be taken with the appointment of associate teachers.
3. Teachers' College should be involved with observations and evaluations of probationary assistants.
4. The use of untrained teachers should be discontinued.
5. Present recruitment and selection methods are inadequate.
6. Teaching should be viewed as a life-long process with in-service education to become more important and coordinated.

While the above discussions have centred on student expectations of their training, the next section considers, more fully, the methods of training.

METHODS OF TRAINING

The training of teachers comprises a two-year course followed by a year of probationary assistance.

"The purpose of pre-service teacher education is preparing the novice to effectively participate in his country's educational system, by enabling him to acquire the necessary academic competence, skills and attitudes".

(Teachers' College Handbook, 1982,p6)

It is the aim of the training programme to enable the new teacher to begin his or her career with some awareness of the teaching situation and with sufficient technique to avoid the most obvious pitfalls. There is on-going discussion as to the appropriate proportions of academic subjects and professional aspects of training. Any decision on the final balance will depend largely on the length of the course and educational background of the students. Initial training must provide basic knowledge of the processes of teaching, enable the future teachers to be familiar with subject content and to ensure they know enough about pupils to elicit their response. The trainee teacher should also be exposed to teaching practice for a least two months. (Teachers' College Handbook, 1982, p8) Teachers are also encouraged to be involved within their communities.

Examinations play an important role in the training of teachers. Not only are they essential for entry into the college, but they are also necessary for continuation in the profession. Teachers out in the schools sit examinations to distinguish between different class teacher levels (that is, Class 1 teacher, Class 2 or Class 3). A student leaves the Teachers' College with a Class Three Certificate. Failure in this class level means uncertification and consequently a stay in salary. A pass carries a grade varying from A,B, or C. D is a failure and the particular paper is resat.

For the purposes of this exercise, the records of a cohort of students were studied for the two years up to their probationary year. The aim was to determine these students'

entry qualifications, teaching experience and their evaluations as probationary assistants.

The writer collated the academic background of the 1981 intake. Their performance during the two years in Teachers' College was tabulated and their performances for certification identified. This section formed the link between college training and probationary assistant teaching and the writer hoped to give some indications of the success of the trainee programme. The intake of 1981 became probationary assistant teachers in 1983.

The academic achievements of the 1981 intake are tabled below.

TABLE 13: ACADEMIC ACHIEVEMENTS OF 1981 INTAKE

Examination Passed or Attempted	State		Church		Totals
	Males	Females	Males	Females	
Passed Tonga Higher Leaving Certificate	14	32	6	9	61
Attempted New Zealand School Certificate	3	3	-	1	7
Passed New Zealand School Certificate	-	3	1	-	4
Attempted New Zealand University Entrance	-	3	1	-	4
Passed New Zealand University Entrance	-	-	-	-	-
Other (New South Wales School Certificate)	1	1	-	-	2
TOTALS	18	42	8	10	78

Source : Teachers' College Records 1981

There were 61 new students in 1981. The total in the above table exceeds this number (61) because some students have passed the Tonga Higher Leaving Certificate, the New Zealand School Certificate and the New Zealand University Entrance examinations. "Other" refers to the New South Wales School Certificate.

From the above table, it can be seen that there were more female students and more state students, with at least 11 students above the form four level of secondary education. Of the 61 teacher trainees entering in 1981, only 56 completed the two year course. The others left for other jobs.

At least 50% of those who have passed the Tonga Higher Leaving Certificate examination have been untrained teachers for at least two years. From the above table, it is evident that, due to the great variety of academic backgrounds possessed by the new entrants, the academic studies followed would need to take these into account. This means that a half way course is devised to meet everyone's needs. There is also a real difficulty with the use of the English language as the medium of teaching. This aspect will be discussed later. The more able students (those who have attempted the New Zealand School Certificate and University Entrance) are encouraged to take extra papers through the University of the South Pacific Extension Services. These papers may enable a student to study towards a degree or diploma of education and are proving very popular with both students and teachers.

The intake table above also shows the difference between the academic achievements of the state and church recruits. The state recruits are usually better qualified and they spend shorter periods being untrained teachers before entering the Teachers' College.

While at college, each student follows the same course of study for which they are examined at the end of each year. The following table shows the numbers of passes in each paper offered at the Training College for the 1981 intake during the two years of training.

TABLE 14: NUMBER OF STUDENT PASSES IN EACH PAPER

Subject	First Year(1981)	Second Year(1982)
Teaching Practice	57	53
English	53	54
Mathematics	44	47
General Science	41	53
Education	47	48
Health Education	41	53
Child Development	32	-
Social Science	48	52
Tongan	51	52
Music	45	50
Physical Education	-	54
Art and Craft	-	49
Total number of students =	61	56

Source : Teachers' College Records 1981-1982

Table 14 above shows the numbers who have passed each subject for each year. For each paper, the number of failures in the second year, in comparison to those in the first year, have been significantly reduced. Child development is offered only during the first year while physical education and art and craft are offered only during the second year, making a total of 12 papers which must be passed before a Class 3 Certificate is awarded (certification).

Five trainees left after the first year and 13 had to resit one or more papers after the two-year course toward their Class Three Certificate. Some students failed these papers and had to sit yet again. These students do not get certificated and are considered by the Ministry of Education as "trained uncertificated teachers". Their status changes only when the appropriate exam is passed. During the probationary assistant year, members of the inspectorate from the Education Department assess the new teachers on their teaching performance. If a satisfactory level is reached, the successful teachers are certificated at the end of the year. Those considered below a minimum level are assessed again the following year.

Certification

The inspectors from the Ministry of Education inspect the probationary assistants during the year. They are given a form to guide them in their inspections, and carbon copies of these are given to the trainees. The inspection sheets include

comments made on the personal, professional and academic qualities of the trainees. At the end of the observation and after discussions with the head teacher, a recommendation is made on whether a certificate is to be awarded or not. A copy of the form used can be seen in Appendix ^{Eleven} Five, with a sample of the types of comments given. The names of the inspector and the probationary teacher have both been erased to protect their identities.

The forms of inspection used tend to be general. The broad categories used need to be explained in detail to all concerned and the use of English may prove difficult for some.

Of the 56 students who completed the second year's training in 1982, 46 were certificated at the end of 1983. The others, having either failed one or more of the second year papers at the Training College, or who were not recommended for certification after the annual inspections, remain trained uncertificated teachers until they complete the necessary requirements. About 24% of those who completed the two-year course were not certificated.

For the purposes of this study, the writer felt that there was value in surveying the number of students who dropped out of the training course.

Some interesting figures have been gleaned from the college records regarding the number of students who leave the college within one year. Table 15 below shows the number and percentage of students who leave the training course within one year, from 1964 onwards.

TABLE 15: TOTAL ENTRANTS AGAINST NUMBERS LEFT

Year	Total Intake	Number Left	% of Intake
1964	36	1	2.7
1965	39	5	12.8
1966	37	6	16.2
1967	31	8	25
1968	39	3	7.6
1973	49	3	6.1
1974	59	9	15.2
1975	66	2	3
1978	75	1	1.3
1979	72	9	12.5
1980	72	4	5.5
1981	64	5	7.8
1982	66	5	7.5

Source: Teachers' College Records 1964-1982

Gaps in the years not shown meant there was no one leaving the college. The records did not specify whether those who left were from first or second year groups. The reasons given for leaving training included:

- dismissal by the college due to poor conduct,
- overseas travel either privately or with scholarships for further studies,
- other jobs becoming available, for example nursing and clerical work,
- going back to secondary schools, such as Tupou High School,
- sickness,
- resignation due to personal reasons .

Source: Teachers' College Records

It is interesting to note that not one of the reasons given for leaving was for poor academic performance during the training period, or for poor teaching practice performance. Most of those leaving had other jobs to go to. These people had entered training as a last resort at employment. A fair number of those who left the college within the 1980's had either passed the New Zealand School Certificate or University Entrance examinations. They either realised that teaching was not for them, or were bored with the kind of training they experienced. It is hoped that, with an improvement in the recruitment and training procedures, the number of those leaving the college will be lessened. Two cases of probationary assistants were studied in depth.

CASE STUDIES OF PROBATIONARY ASSISTANT TEACHERS

Case studies of two probationary assistant teachers were compiled. One of these entered training after leaving school while the other entered as an untrained teacher. Informal interviews were conducted with them, as well as five other probationary assistants. The latter were selected for reasons of availability and accessibility. Probationary assistant teachers are posted all over the islands, some in remote areas, which the writer could not reach within the time limits of the survey.

The aims of the investigation included the desire:

1. To discover the reasons for wanting to teach,
2. To discover the procedures followed when wanting to enter Teachers' College,
3. To discover their expectations of the training programme,
4. To discover their views on the training they got,
5. To discover whether the training programme could be easily applied to teaching,
6. To discover the preparation given for the probationary assistant year.

Method

The first section of the case study contained background information on the participants. The second section contained their educational histories and the third section, their teaching experiences.

Answers to the questions were made on the questionnaire paper followed by a taped interview with both probationary assistant teachers. Fifteen questions were asked during the interview centering on the transition from training to teaching; relations with other teachers within the school, assessment of probationary assistants and teachers, the application of theory to practice, salary, recruitment policies and the qualities good teachers should possess. (Appendix Ten)

This interview was also given to the other five probationary assistant teachers who were not randomly selected and, it is the view of the writer that, the responses made by this group are representative of the probationary assistant group.

The Results.

1. The Case Studies

Both participants entered the Teachers' College in 1981, one being male and one being female. Both were single people who had never travelled overseas.

The participants entered the Tonga Teachers' College with the Tonga Higher Leaving Certificate as their minimum entrance qualification. The male participant had sat and passed three New Zealand School Certificate papers and entered training as a school leaver. The other participant was an untrained teacher for three years (1979-1981) before entering the college.

Both participants had decided to become teachers during their secondary school years. Their reasons for wanting to teach were given as follows:

- like working with children,
- to increase my knowledge about the intellectual and physical growth of children,
- to increase knowledge of subjects,
- teaching is a most important occupation,
- to help children learn,
- to help society through teaching children .

Source : Case Study Survey

The male participant decided that he wanted to become a teacher and lodged an application with the Free Wesleyan Church of Tonga's education department. There was no recruitment policy within the secondary school he attended. After an interview with the church inspectorate, he was chosen to enter the college. The female participant was inspected by an education officer while still an untrained teacher and, on the officer's recommendation, was given a place at the Teachers' College - inspectors, area organisers and head teachers collaborated in this decision.

When the female participant entered the Teachers' College she encountered improvements in her teaching. These included a better understanding of the different methods of teaching children and the way children develop and learn. There was also an increase in her knowledge content and, therefore, a sound background as a basis for better teaching.

Thus, there were professional and academic improvements as a result of the training. For the school leaver entering the college directly, there was the opportunity to apply what he had learnt at secondary school and to learn how to pass on this knowledge to children.

Both participants expected their training to show them, through teaching methods and lesson planning, how to increase their knowledge of children's intellectual development; to improve self concept and their content knowledge of various subjects. They expected to be "taught how to teach particular subject areas such as Science and English Reading". On the question of the number of papers offered at the college, the two participants felt it was adequate although special talents were not given enough opportunity to develop. The time given to each course could be increased to afford extensive studies. However, a general education programme was the basis of the training course, and both felt this to be adequate for the needs of the primary schools at present.

Both participants wanted to pursue further studies, through the University of the South Pacific Extension Centre, at a later stage.

On the question regarding the teaching practice experience, there were obvious differences. The participant who had undertaken three years of untrained teaching was familiar with classroom routines and procedures. For the school leaver, some nervousness was experienced when confronting a class for the first time. This did not last long, however. Both participants felt that they were well prepared for teaching practice in the area of lesson preparation and getting teaching aids together. Both were happy to try new teaching ideas learnt while at college.

The two participants agreed that the type of teaching received during the training period would influence their teaching careers. They agreed that they would tend to be authoritative teachers even though they had been exposed to other teaching methods, such as guided discovery, group work and the inquiry approach, and that they hoped their teaching in future would incorporate these ideas when appropriate.

Both participants enjoyed the teaching practice sessions because it familiarised them with the classroom situation. Teaching practice gave them the opportunity to plan lessons and put some of the theories learned at college into practice. The participants were also pleased to work with associate teachers who helped them improve their teaching techniques. Both participants felt that "good" associate teachers should:

- know lesson sequences,
- know appropriate teaching methods to use with each topic or type of lesson,
- have well planned lessons,
- have a general feeling for the children,
- help point out the college student's weaknesses whether it be with control or use of language,
- be able to control the class,
- is present when the student arrives .

Source : Case Study Survey.

The inspections by the college lecturers helped in pointing out a student's weaknesses although the time factor involved was unsatisfactory. These inspections lasted about 30 minutes or less and the participants felt it did not give a clear representation of their potential as teachers. There were too many factors being inspected at once by one lecturer. Both participants felt that a more thorough understanding of the various topics and pedagogy needed to be offered at the Teachers' College. Having done this, a better evaluation programme was also necessary while students were on teaching practice. Both agreed there was room for improvement to the format of this important evaluation. Refer to Appendix Nine for teaching practice observation form.

Both participants agreed that it was important for any teacher to be involved with the wider community. This would enable the teacher to become familiar with what was happening outside the school and would enable the teacher to meet with parents in informal atmospheres.

The following passage was written by one of the participants on her first day at school 1983, her probationary assistant year.

"When I arrived at school, I felt lonely and a bit lost. I did not see anyone I knew from my training. Then I saw a familiar face from my untrained teaching years. I still felt lazy after the holidays and spent time talking to other teachers. The school principal let me choose the class level I wanted to teach in and I chose class two (7 year olds) with 23 pupils. I was given a classroom and the rest of the morning was spent cleaning up my classroom with my class, arranging seating, getting to know the children's names and organising specialist areas such as the science table and the reading corner. I also put up a partition down the middle of the room as two classes were sharing the same classroom. The afternoon was spent cleaning around the school and getting ready for lessons the next day. At 3:00 pm school finished and I was happy to go home".

Source : Case Study Survey

Reflecting on their experiences after seven months of teaching, both participants felt they were now better prepared for continuing teaching. They had had their training, receiving help from other teachers and the school principal, as well as officers from the Ministry of Education. They were now more familiar with the primary school curriculum and were able to vary their teaching styles to suit the lesson. Both were enjoying their probationary assistant year and were confident of certification at the end of the year.

2. Interviews

The case study questionnaire was followed by interviews with the two participants and five other probationary assistant teachers. The probationary assistant teachers were given a table to complete. Although these teachers were not randomly selected, it was the view of the writer to gather more in-depth information about probationary assistants. These responses should be typical of the whole group. The following table summarises the responses to the table and questionnaire and, are expressed as a percentage of the total (seven).

TABLE 16: PROBATIONARY ASSISTANTS' PATTERNS OF RESPONSES TO INTERVIEW QUESTIONNAIRE. (APPENDIX TEN)

Results expressed as % N = 7 Items	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
1. Is two years adequate for training?	57.1	42.8	-	-	-
2. <u>Teaching</u> : Was your -initiation adequate? -status equal to other teachers? -Were you offered help with teaching tasks? Were your expectations of training and teaching fulfilled? Did you have a choice with school and class level now teaching?	28.5 57.1 - 14.2 14.1	14.2 28.5 - 42.8 28.5	- 14.2 14.2 14.2 14.2	57.1 - 57.1 28.5 28.5	- - 28.5 - 14.2
3. <u>Assessment</u> : Probationary Assistant assessments should be done by Inspectorates, Teachers' College and School Principals Teachers examinations a good way of grading teachers.	14.2 28.5	28.5 14.2	28.5 14.2	14.2 14.2 28.5 14.2	14.2 28.5
4. Recruitment Adequate?	14.2	28.5	28.5	14.2	14.2
5. Untrained teachers should continue teaching Refer p. 233, table 16, item 5.	42.8	57.1	-	-	-
6. Salary adequate	14.2	57.1	-	14.2	14.2

Source : Survey Data
Commentary on the responses.

Item 1: "Two years adequate for training"

On the questions relating to the college training the seven interviewed felt that the training was appropriate to the class level they were now teaching. However, four agreed that two years was not long enough for any thorough investigation to have taken place. Three interviewees said that the two years was enough for coping with the type of programme

offered by the college at present. However, if that programme were to be changed or upgraded, the two years would not be sufficient for training. All felt that the probationary assistant year was still a necessity for the consolidation of the training period. They all felt that there should be continued involvement by the college lecturers during this probationary year and with later in-service courses, to keep teachers in touch with the new developments in knowledge and pedagogy.

Item 2: "Teacher initiation, status, expectations and choice of class level"

On the questions relating to their introduction to teaching during the probationary assistant year, the participants were divided on the issue with 57.1% (4 probationary assistants) disagreeing and 42.8% (3) agreeing. Many (5) who entered straight from school felt that there was not enough time spent with school children and, therefore, they were not as well prepared for teaching a full class. However, this initial setback was quickly overcome when new teachers were exposed to the realities of the classroom situation. They felt that perceptions of them held by teachers out in the schools could be improved. These teachers expected them to come out of Teachers' College knowing everything about the classroom, children, curricular and teaching methods. This was seen as a major setback which created ill feeling towards the college programme. As well as this criticism, some staff members did not offer much help with lesson planning and class organization as indicated by 85.6% (6) of the participants, making it a difficult time for probationary assistants. The new probationary assistant was soon able to cope with teaching once the initial contacts with children were established. Some staff members viewed probationary assistant's on an equal status with themselves. 85.6% (6) of the participants agreed with this statement.

There was a general feeling that some of the expectations of training were met and 57.0% (4) agreed with this statement. The ones with higher academic entry qualifications (School Certificate and University Entrance) seemed to have

unfulfilled expectations as far as subject content went. Some of these people extended themselves by taking papers towards diplomas through the University of South Pacific extension courses.

Probationary Assistants were undecided on whether they were given adequate opportunity for choices of the school and class level in which one taught; 42.7% (3) agreeing and 42.7% (3) disagreeing with the statement. Once in school, some agreement was reached with the school principal concerning class level and the number of children.

Item 3: "Assessment of probationary assistants and teachers' examinations"

On the questions relating to assessments, 42.7% (3 probationary assistants) felt that the Teachers' College lecturers could be involved with the assessment of probationary assistants during their first year of teaching. This would present an overall picture of the relationship between college training and first year of teaching. A significant (6) number of the participants agreed with the idea of the Ministry of Education Inspectorate and the Teachers' College lecturer visiting at the same time and pooling their ideas, which would be helpful to new teachers. The School Principal and the Infant Mistress were also involved with assessment of the probationary assistant teacher. Appendix Eleven contains the evaluation forms used by the state for untrained teachers and probationary assistants. The form used by the church is also included.

Participants were undecided when questioned about the grading of teachers using the teachers' examinations. All felt that teachers should also be observed by education officers and graded regularly. These gradings were used for appointing teachers to positions of responsibility and in the grading of schools. However, it was felt by the participants that a more meaningful grading system for teachers should combine both teachers' examinations and classroom performance and, that salary could be pegged to this grading. Appendix Twelve contains the evaluation forms for state and church teachers.

Item 4: "Present recruitment method adequate"

Participants were divided on the adequacy of the recruitment

method used with 42.7% (3 probationary assistants) agreeing, 28.5% (2) undecided and 28.4% (2) disagreeing. Others (3) commented that recruitment activities should be improved if the quality of the trainees is to be improved. Probationary assistants felt that sometimes people who entered training, or the untrained teaching service, were not suitable for teaching. These people either left the service or were not capable of improving the quality of their teaching. This can be reflected in the grading system. Recruitment procedures could be improved by raising the minimum entry qualifications into training to, say, School Certificate and University Entrance levels and leaving out the untrained teaching experience. The recruitment and selection procedures should be made known and closely followed. A recruitment officer could visit the senior secondary school students and discuss teaching as a vocation in the hope of recruiting those who are better qualified for teaching.

Item 5: "Untrained teachers should continue to teach in schools"

On the question relating to the use of untrained teachers, all the participants (7 probationary assistants) felt that untrained teachers should not be teaching in schools. All conceded that the untrained teaching experiences offered the new teacher opportunity to be familiar with classroom teaching and if they did not like it they could leave before training, but six of those interviewed thought these experiences could be provided by the teaching practice opportunities while in the Training College. Those who were untrained teachers went through a difficult adjustment period and the general feeling was that they would have been better being trained first. Many (5) commented that they hoped children had learned something from them.

Item 6: "Salary is adequate"

The salary received by probationary assistants was \$T880.00 per annum. This was viewed as adequate for their needs by 71.3% (5 probationary assistants) of the participants. There was not much left for personal teaching expenses (for example teaching materials like charts and crayons). Therefore, teachers had to rely on the limited resources issued to schools by the Department of Education. Providing teaching aids was

dependent on the initiative and enthusiasm of the teachers. All probationary assistant teachers had not attended any in-service courses at this stage.

On the question regarding the qualities that "good teachers" should possess, the responses were similar to those given by the untrained teachers, that is:

- a good teacher is one who can plan and organise a lesson well,
- warm and fair with students,
- one who knows his subject content,
- gets on with parents and other teachers,
- punctual,
- dresses respectably for school,
- can discipline the class .

Source : Case Study Survey

All those interviewed said they possessed these qualities.

Discussion

It was evident from the case studies and the interviews that those wanting to enter the teaching force have the same purpose of wanting to be useful to themselves, to children and to the community at large. There was a desire to pass on the knowledge that beginning teachers have learned at secondary schools. There were also a few people who entered teaching because there were no other job opportunities available to them. These people usually left the service when such an opportunity arose.

The procedures followed for entering training is that, when one is an untrained teacher, entry is determined by the inspections of their classroom performance made by the inspectorate sector of the Department of Education. These recommendations are also supported by recommendations from school principals.

It is the contention of the writer that there is much needed improvement in this area. The inspectorates give vague directions on what to look for while observing these teachers. In some cases there are no comments on the inspection forms making it difficult for the probationary assistant teachers to assess their own performances and to improve their teaching. There is needed consistency with the scale of competence used - what is needed is for

all concerned to discuss the areas or strategies to look for, and the evaluation methods to be used before probationary teachers are observed. Appendix Five is a sample of the inspection form used for evaluating probationary assistant teachers .

For the secondary school leavers, a letter of application to the Department of Education is followed by an interview with the college principal. Those who attempted the New Zealand School Certificate or any higher examinations are given priority of entrance. Those with a good pass in the Tonga Higher Leaving Certificate can be recommended for untrained teaching experience. However, variations with the above procedures are dependent on those concerned.

Both the state and the church employed similar methods when recruiting teachers; an application was filed and this was followed by an interview and a recommendation for entry into the teaching service or into the Teachers' College.

The probationary assistants' expectations of the training programme and what they actually received were similar in most cases. They expected the programme to train them in lesson planning, appropriate teaching methods and increasing their knowledge in the areas of child development. However, it was felt that the educational theories taught at the Teachers' College were overpowering and difficulties with the use of the English language (the official medium of teaching) sometimes hindered the learning processes. This must be seriously reconsidered in the light of the intakes who are not conversant with the English language. For the students with higher entry qualifications, any aspirations to improve these qualifications and broaden their education were usually unmet as the majority of the students had lower academic qualifications and would probably find such studies difficult. Therefore, there needs to be a standardised academic qualification with either a minimum of New Zealand School Certificate or a revamped Tonga Higher Leaving Certificate examination. At present the Tonga Higher Leaving Certificate is still equivalent to a junior secondary school qualification (about Form 4 level) but the

Department of Education still expects a vast improvement in the quality of its teachers.

There is a need for some form of aptitude testing to be used while applicants are interviewed as it is the contention of the writer that the attitudes of some teachers are very poor. These attitudes are shown by their being absent from classes while the Teachers' College students are on teaching practice; not enough initiative in using local materials for making teaching aids; the bare appearance of most classrooms and the generally observed lack of enthusiasm and creativity amongst teachers. This could also be a reflection of the lower status accorded teachers by the general community. (Ref. p 234, 54)

The probationary assistant teachers interviewed felt that the training they received at the Teachers' College was adequate for their present needs. They were able to plan a lesson or unit of work and could organise their class into various activities. However, when new policies and curriculum areas come into effect there will be an urgent need for in-service training. Some felt that the training could be improved by capitalising on the student's strengths in certain subject areas, which will mean a whole new outlook on teaching. In Tonga, at the moment, there is not much sharing of information and ideas between teachers. The writer feels that the sharing of information between teachers is very necessary, especially where resources are limited. Not every teacher can teach all the areas of the curriculum adequately. If the standards of education are to be raised, team work may become an integral part of teaching. This would mean change in the training programme for teachers, where a three year course with students' majoring in one or two areas of the curriculum would lead to more intensive studies.

The application of the training programme to classroom teaching is sometimes difficult where views held by the Teachers' College differ from those held by the Inspectorates, Area Organisers and Senior Teachers. This has arisen with regard to the teaching procedures of various subjects. This indicates that there should be closer cooperation and

communication between the Department of Education and the Teachers' College. These bodies should be advocating the same ideas and procedures to encourage pupils' responses. Certain policy changes tend to move faster than the teachers' ability to cope with them, for example, the introduction of a comprehensive Tongan language programme to primary schools in 1984. Most teachers feel inadequately prepared to handle this task even though they have been directed to do so. In-service programmes are, therefore, essential in this situation.

The preparation for the probationary assistant year is felt to be adequate. It must be remembered that some of the stark realities of teaching cannot be realised until one gets into the classroom. A recommendation for further improvement could include a teaching practice period at the beginning and end of each term so new teachers can experience these times within a school. It is felt that associate teachers should be carefully selected as they are powerful models for the trainee teachers. Teachers who possess some of the perceived qualities of a "good teacher" would model these to trainees.

Throughout these results and discussions, there has been little mention of understanding and learning for meaning. This is felt by the writer to be a reflection of the general attitude and atmosphere of the community and, consequently, the schools also reflect this atmosphere. The social atmosphere is one of authority and compliance. Learning is by rote, memorising, drill and repetition of facts. Understanding, though an integral part of education, is not always the major factor when discussing the qualities of a good teacher and the training programme. Rather an organised, ordered, obedient and quiet picture of a classroom is painted. It should be remembered that, while these factors are essential for the smooth running of a classroom, the learning for understanding should be geared towards the priorities of teaching and learning, a basic ingredient for raising the quality of education in Tonga.

The associate teachers, head teachers, college lecturers and school inspectors all expect the training programme to

equip the trainee teacher with the necessary academic competence, skills and attitudes needed for teaching. There are various degrees to which these expectations are met. It is successful to the extent that about 99% of the population are literate. The major task for educational development in Tonga is to raise the academic quality and consciousness of the whole country and at the same time retain the culture intact. These two aspects are not always complementary, but, in the main, the school system is still responsible for perpetuating some of the very cultural aspects that may inhibit the raising of its standards. A happy medium must be reached where learning for understanding can still be promoted alongside a culture that is reluctant to encourage inquiry in its children.

Having carried out the interview and questionnaire and having analysed the data, the writer has formulated some actions which she recommends for the improvement of the methods of training:

1. Aptitude testing and better interviewing skills should be used to aid the selection procedures presently adopted.
2. Initiation into teaching should be improved. The pre-service training needs to address this issue more extensively than previously.
3. Inspection of probationary assistant teachers should include the Teachers' College staff and Inspectorate.
4. The evaluation of teaching practice should be made more specific and the format revised. Associate teachers should be well chosen.
5. Group activities, micro-teaching and peer teaching should be encouraged as teaching strategies with students given the opportunity of choosing areas of study. Learning with understanding and meaning should be stressed.
6. Attitudes, expectations and perceptions of student teachers by various sectors of the teaching profession should be rationalised.
7. The use of English as the medium of teaching should be reviewed.

This section has attempted to evaluate the methods of training as experienced by the 1981 intake. The following section presents an extended evaluation of the training.

EVALUATION OF TRAINING

At the conclusion of the interviews and case studies conducted throughout this study, nine questions were completed by 31 participants: 12 probationary assistants, 12 second year teacher trainees and seven trained teachers with years of teaching varying between two to twenty years. The writer felt it necessary to gain in-depth information on the success of the training programme as perceived by the above participants. This evaluation questionnaire was given to the participants to complete during the fieldwork. Although not a random sample, comments were felt to be typical of the present teaching force in Tonga.

The following evaluation reports consist of two parts. Part one represents a summary of the responses to the questions expressed as percentages of the total participants. Part two presents a commentary on the responses to individual items explaining misunderstandings, noting suggestions for improvement and indicating typical responses.

TABLE 17 : PATTERN OF RESPONSES TO THE EVALUATION
QUESTIONNAIRE (APPENDIX THIRTEEN)

Results expressed as % N = 31 Item	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
1. Subject contents too difficult	19.35	25.8	6.45	16.12	32.25
2. Training will help in teaching	77.41	22.58	-	-	-
3. Use of English too difficult	38.70	32.25	6.45	12.90	9.67
4. Teaching Practice sessions helpful	32.25	67.74	-	-	-
5. Small group teaching helpful	64.51	22.58	-	6.45	6.45
6. Too much work to do	51.61	16.12	12.90	12.90	6.45
7. Interest maintained for two years	19.30	16.12	38.70	19.35	6.45
8. Learned a lot from Lecturers	64.51	19.35	9.67	3.22	3.22
9. Textbooks useful	22.58	25.8	25.8	19.35	6.45

Source : Survey Data

Commentary on the Responses

Item 1: "Subject contents too difficult"

The participants tended to be divided as to whether the content of the course was too difficult. Although 48.37% (15 participants) either disagreed or strongly disagreed that it was too difficult, 35.15% (14) agreed or strongly agreed. As might be expected, the responses have reflected the varying capacities of the participants. It must be remembered that the academic achievements of these applicants vary from the Tonga Higher Leaving Certificate (about Form 4 level) to Class 1 Teachers' Certificates and New Zealand School Certificate and University Entrance levels. The most frequent comment related to "doing so much in such a short space of time". Many (11) noted the difficulty with compulsory subjects in which they had shown performance weaknesses and in the use of new terms specific to 13 subjects offered during the two-year programmes. Others commented that course contents may not have been too difficult but that there was not enough time for detailed in-depth study of them.

Seven of the participants were experienced teachers who also commented on the contents of teachers' class certificate examinations. These were found to be difficult especially in subjects like Science, Social Science and Education which were difficult to understand in English. They commented on the need for tutorial sessions (small study groups) to be made available to help study and prepare for these examinations.

Item 2: "Training will help in teaching"

All the second year students at Teachers' College felt that the training would help them in their teaching. Some 77.41% (24 participants) strongly agreed with this statement. Some (9) commented on the new techniques and methods they were learning or had learned and others (14) stressed the need for frequent in-service courses to update these techniques and their knowledge content. Those participants who had been untrained teachers, commented on the improvement in their lesson planning and teaching techniques. The experienced teachers also agreed that they played an

"important role as associate teachers when trainee teachers are out on teaching practice". Some (13) commented that "teachers should not enter teaching without some prior training."

Item 3: "Use of English too difficult"

English is learned by all participants as a second language. They clearly felt that the use of English as the medium of teaching at the Teachers' College has sometimes made training more difficult. In fact, some 70.95% (22 participants) either strongly agreed or agreed with this statement. The few participants (5) who strongly disagreed or disagreed with this statement had attempted School Certificate and University Entrance examinations at secondary schools. Others (11) commented that there seems to be a contradiction between the use of English in the classroom and the use of the Tongan language elsewhere around the college by both students and staff. Some (9) commented that, although they agreed that the use of English as the medium for teachings was very difficult, the lecturers tried their best to simplify matters for them.

Item 4: "Practice teaching sessions helpful"

All the participants agreed or strongly agreed that practical teaching was helpful as part of their training. However, many students (10) had reservations about some of the associate teachers they had been attached to, and felt they tended to be given a lot of the teaching load in the classroom. This is not necessarily a bad thing but they would have liked more guidance from associate teachers regarding teaching techniques and lesson organisation. "Observations" by college lecturers were seen to be inadequate by some (9) of the students and experienced teachers.

Item 5: "Small group teaching helpful"

All but four participants either agreed or strongly agreed that the use of small group tutorials were very helpful (87.08%). Most (17 participants) stressed the advantage of the discussions being in Tongan to facilitate clarification and to provide an opportunity for questioning and for presenting their own interpretations. Several (12) stressed that small

group discussions afforded them the opportunity to get to know their tutors better ; and that tutors must know their material well and be prepared for the tutorials.

Item 6: "Too much work to do during training"

A significant proportion of the participants did see the course as involving too much work with 67.73% (21 participants) agreeing or strongly agreeing with this statement. Many (18) expressed a desire for a system where they could major in particular subjects which could then become their main teaching area. These in-depth studies could be spread over the two years of training. Others (21) felt that the work load became especially heavier at teaching practice time particularly with reading and the planning of lessons. A few (5) participants said that the heavy work load was added on to an already demanding family commitment. There was an expressed view that too much emphasis is placed on exams which made studying 10-13 papers for final examinations a heavy load.

Item 7: "Interest maintained for two years"

35.47% (11 participants) agreed that interest in college courses was maintained throughout the two years. Several (16) commented that there was lack of interest in certain subjects like Physical Education and Art and Craft. Others (5) commented that interest was maintained by the teacher, especially through class organisation and subject structure. Others (10) lost interest due to boring lectures.

Item 8: "Learned a lot from lecturers"

A high proportion of the responses agreed with the statement that a lot was learned from the lecturers. 83.86% - 26 participants either strongly agreed or agreed . Lecturers endeavoured to help students understand the subject and there was special regard for the Tongan lecturers who used both the English and the Tongan language to clarify a point.

Item 9: "Textbooks useful"

Just under half (15) of the participants strongly agreed or agreed that textbooks were a useful aid to learning (48.38%). Some 25.8% (8) of the participants were undecided

and 25.80% (8) disagreed or strongly disagreed with this statement. Many (18) expressed the views that the textbooks were old and used difficult technical terms. Others (25) expressed the view that most of the learning was from the lecturers and the textbooks were only used for extra reading by those who could read English. Some (9) participants found the locally printed materials easier to understand and, therefore, were more helpful. However, few local materials are available.

Discussion

The questionnaire results indicate that all the participants who have undergone training, found it an extremely valuable experience. Those who have been untrained teachers prior to training wanted the practice discontinued on the assumption that the students taught by these untrained teachers would not learn from them. Many feel that the new knowledge and skills learned will greatly improve their teaching.

The use of English as the medium of teaching is a particular hindrance to those who are weak in English and, therefore, the course becomes too difficult and the work load heavier. Some students expressed a wish for a lesser work load by reducing the number of papers during the two years, and others expressed the view that lecturers must have a sound background in education at the tertiary level.

Classroom organisation was another area of concern where participants favoured small group discussions and student participation rather than the "lecturing" technique. This affords a closer interaction between student and teacher.

Teaching practice is an integral part of training. Associate teachers should be carefully screened and the observation format of students by college lecturers needs closer attention. Some students stated that the lecturers did not spend enough time when visiting and some of their comments tended to be too general and, therefore, vague.

The type of textbooks and resource materials available are in need of urgent attention if students are to be encouraged to read further. The courses presently offered are heavily reliant on the lecturers.

The experienced teachers within the schools were concerned about the class teachers' examinations. These examinations are demanding and necessitate a lot of reading in English, in which many teachers are not competent. Some expressed the view that this examination could be supplemented by observation of their classroom performance before granting of a class teachers' certificate. There was also concern expressed at the salary scale and its relation to the class teachers' certificate, where some teachers had passed the Class 1 Teachers' Certificate and whose salary is still on the Class 2 scale. They felt this anomaly to be unfair. There was also concern expressed at the present state of in-service training. Some in-service training is available but this needs to be coordinated between the Ministry of Education, Teachers' College and experienced teachers in schools. Many participants felt that this should be an on-going process whereby teachers are withdrawn from classes, during school time, to attend, and that courses should be offered in all areas of the school curriculum. This becomes particularly important in the light of the school curriculum being rewritten at present. Some teachers are taking the initiative by enrolling for some extension courses, from the University of South Pacific, to further their knowledge. In considering the implications of the evaluation for the future of the training programme, the writer suggests that certain factors are apparent:

1. Future trainees should be competent in English and, therefore, applicants need to be carefully screened.
2. The use of untrained teachers should be discontinued.
3. The whole programme on teaching practice needs restructuring and careful procedures of observation planned.
4. The present period of training should be extended which would, therefore, lessen the work load. Students should be given the opportunity to select major studies.
5. More use should be made of tutorial discussion groups.
6. Resources should be updated, especially with teaching aids and textbooks.
7. Present in-service education courses should be restructured.

8. Class teachers' examinations should be supplemented by classroom observation towards granting of a Teachers' Certificate.
9. Teachers' College lecturers need to possess a sound background in education especially in the tertiary level and they themselves need to attend in-service courses regularly. They should be trained teacher trainers.

This chapter has taken the reader through pre-service training to actual teaching, highlighting some of the expectations teachers hold about their training and its outcome. The next and final chapter discusses some of the writer's reflections about the difficulties encountered during the study and field work in Tonga. Finally, some concluding comments are drawn and recommendations made about teacher education in Tonga, particularly about teacher recruitment and selection.

CHAPTER 6: REFLECTIONS, CONCLUDING COMMENTARY
AND RECOMMENDATIONS

"To arrive at theory..., one nearly always has to make a leap over missing or undigested data".

(Beeby in Gardner(ed), 1980c,p138)

Introduction

Having investigated aspects of teacher recruitment and selection in Tonga - by comparison with other island territories, by consideration of historical factors and by data gathering in the field - the writer believes it appropriate to draw this study to its conclusion. This is necessary to enable the method of investigation to receive suitable reflection. The conclusions of this study can then be stated and appropriate recommendations made.

This chapter, therefore, considers two main areas. The first area contains the writer's reflections on the study, in which the problems and difficulties encountered during the search for references and during the fieldwork are considered. The second, states the conclusions of the study and makes recommendations about teacher recruitment and teacher education which the writer sees as important.

REFLECTIONS

1. Resources

It was difficult to acquire relevant material about teacher education in Tonga. Tonga has neither national archives nor a public library. No historical records have been kept until comparatively recently. Information passed down through generations via the oral traditions, had been modified with the passing of time and the memories of the orators. Any historical investigation was immediately suspect as so much had to be determined from incomplete data.

This research encountered problems created by the unavailability of information regarding teacher education in Tonga. However, it was fortunate that the Teachers' College had been established for only forty years. Thus, it was a relatively short period of time for which to find information. Even departmental circulars and occasionally written papers were hard to locate. These took time to retrieve from the filing system and, in most cases, the filing system was open to official personnel only. Two examples can be cited of the difficulty experienced in gaining resource material. The researcher anticipated that an official statement of the requirements for entry to Teachers' College would exist. However, no such statement was located beyond that printed in the Teachers' College Handbook. Difficulty was experienced,

also, in gaining access to the assessment details of teachers (in particular, probationary assistants and untrained teachers). The researcher made three trips to the offices of the Director of Education and the Senior Inspector, in order to satisfy them that any data received would be handled responsibly and sensitively.

Annual reports and statistical records are kept by each government department. The publishing of these reports is spasmodic and some reports may have been lost. Therefore, care needed to be taken when interpretations were made from inaccurate and incomplete figures. Most books available for reference concentrated on travel, geography and history and were rarely available locally. The University of the South Pacific in Fiji has developed a collection on Pacific resources which can be made available on request. The annual reports of the Ministry of Education contain an abundance of relevant information. However, these reports take over six months to publish; thus, there is always a time lag before these documents are made available. To demonstrate the researcher's difficulties in gaining information, reports of two experiences follow. At the time of the field visit, (August, 1983) the 1982 annual education report had not yet been published. Had the writer not known of the existence of the proof copy awaiting final printing, access to this important document would have been difficult. Access was eventually gained. Similarly, current written resources on teacher education in Tonga were not readily available outside of Tonga. The major resources available in New Zealand were Kemp (1959), Taylor (1964), Kavaliku (1969) and Gregory (1973) - all, obviously, out of date. It is encouraging to note that more scholars are carrying out research studies in the Tonga islands, and, are making their invaluable manuscripts available to the public for general use.

With patience and persistence, one can eventually locate resource material in Tonga. For example, the writer found that useful places to approach for historical data or old manuscripts included the Palace office, the Premier's office, the British Consul's office, the Treasury and the Judiciary. Documents outlining the procedures for grading local and overseas trained teachers in relation to other civil servants,

were obtained from the Premier's office. The Judiciary provided resource material on the appointment criteria for all members of the civil service.

In many cases, the researcher had to check through all the government departments and Ministries before locating information. As educational research was still a fairly new approach to the study of education in Tonga, it created problems with official protocol. Anyone wanting to know too much may have been given inadequate information. Therefore, this researcher found that it was vital that the importance of the study be stressed and made understood. This was particularly important when interviewing case study informants and department officials. Objectivity and confidentiality was of the utmost importance as any indiscretion by the researcher would affect the later availability of material. The researcher, being Tongan and having taught at the Tonga Teachers' College, constantly had to maintain an objective stance during the fieldwork, and also, had to cope with interviewing problems such as:-

The researcher: "What is the criteria for entry to Teachers' College?"

Respondent: "You know the answer to that question because you have worked there".

2. Interviews

This method of enquiry was employed extensively throughout this research project. There were certain considerations to be made. Firstly, before the fieldwork could be executed, approval had to be sought from Cabinet via the Ministry of Education. Gaining this approval required time and forward planning. This allowed the researcher to approach schools and interview teachers and pupils. The same approval was also sought from the Wesleyan Education Department.

The participants were given a case study questionnaire to complete, followed by a taped interview. In some cases, the participants did not agree to being taped during the interview. These feelings were especially strongest from personnel higher up in the educational hierarchy - despite the researcher's assurances of confidentiality. Each interview was preceded by an informal chat aimed at putting respondents at ease. It was important to be friendly and care was taken not to

offend participants by being too demanding or by "putting words into their mouths". The writer acknowledges that the participants' willingness to please, by saying the right thing or by giving an expected response, may have questioned the validity and reliability of the discussions. However, the researcher tried to overcome this problem by being patient with the participants and by interviewing at least five participants in each category so as to ascertain a consensus viewpoint.

The major problem encountered was the use of the English language. A small number of interviews were conducted in English with the majority using Tongan or a mixture of the two languages. This took a long time to transcribe and translate into the English language. Another problem encountered during the interviews was the general lack of privacy at the Ministry of Education and in the schools. When an officer was being interviewed, it was rarely alone. Two or three other officers shared the same office as well as the typist and the clerk. In this situation, the researcher would also ask the opinions of the rest of the officers. In doing so, some consensus was reached. These consensus viewpoints formed the basis on which teacher recruitment and selection in Tonga operates.

The timing of these interviews was something that had to be juggled. It tended to be difficult to arrange interviews with some officers due to work commitments. Some interviews were not finished until eleven o'clock at night. The researcher was able to interview most of the officers (both retired and in office) who had participated in developing teacher education in Tonga, from its conception to the present day. Appendix fourteen lists the names and positions within the education hierarchy of these informants.

Despite the difficulties discussed in this section, the writer considers that the interviews were a key factor in this study and that they elicited reliable and valid information.

3. Attitudes

As previously discussed, Tongan society is somewhat feudalistic in its attitudes and hierarchies are visible in

its social, political, religious and educational institutions. A conservative attitude is apparent in the above institutions in the way their daily operations are organised. People lower down the hierarchy are accountable to their immediate supervisors who, in turn, are accountable to people of higher status.

When looking at the Ministry of Education's administrative structure, one sees how each group is responsible to another. This, therefore, means that decisions take a long time to reach the grass-roots levels, that is, pupils and teachers in schools and vice versa; it also takes information longer to travel to the decision makers. Each administrative post has certain information pertaining to its activities which the researcher found difficult to obtain. Appendix fifteen contains a diagram illustrating the structure of the educational hierarchy in Tonga.

As a result of the hierarchical nature of the administration's structure and the accountability of officers to their superiors, it was natural that the officers would be wary of any researcher, and would give guarded answers, so as not to offend other people in the hierarchy, or jeopardise their positions. To overcome this problem, the researcher spent extra time assuring the participants of the confidentiality with which their answers would be treated. The conservative attitude of the participants tended to be reflected in the type of answers they gave. Participants tended to express ready praise for the present methods, not wanting to upset the status quo and hesitating vis-a-vis any proposals of change to the existing structure.

Reluctance to change was reflected in some of the teaching methods being used. The surveys taken in this study generally indicated that "group work" was a preferred method of teaching and, yet, Teachers' College lecturers, primary school teachers and some parents, still tended to prefer the "lecture" approach to teaching and learning. The authoritarian image of the teacher still prevails where the teacher believes in guarding his own position by not allowing too much participation and questioning by the students. These practices serve to reinforce Tonga as a stratified society and, in spite of one's academic prowess, the social strata is still determined only by birth, into either the noble class or the commoner class.

CONCLUDING COMMENTARY AND RECOMMENDATIONS

"To cope with change requires that we eliminate the "I'll - let - tomorrow - take - care - of itself" syndrome and become an active participant in shaping our future".

(Allain, 1979, p9)

Having undertaken this study of teacher recruitment, selection and expectations of training in Tonga, it is possible for the researcher to provide a concluding commentary on this aspect of Tongan education.

The writer considers that the existing education system does not meet the challenges of a changing community, and, in particular, it is not able to meet the challenges of a developing society. Thus, teacher education authorities might profitably develop a system of primary and secondary teacher training that is effective and relevant to individual and societal needs and consistent with the resources and capabilities of the Tongan Government, society and people. Based on the general aims of education discussed previously, (Chapter 3, p34-35) it is clear that the education system is expected to educate people to be creative, intelligent, skilful, responsible and possess other personal traits that are difficult to achieve through an education that is basically content oriented with listening, memorizing and copying as learning strategies. Thus, the writer is of the view that pre-service teacher education should present a training programme that embodies and advocates these strategies.

THE PROBLEM AND HYPOTHESES REVISITED

Early in the thesis, (p7) the writer gave a focus to the study by stating a problem, two sub-problems and three hypotheses. In this final section of the thesis, it is appropriate to review those items.

The statement of the problems

The study proposed to identify and evaluate the existing practice for primary teacher recruitment, selection and training of teachers. The study proposed, too, to discuss the degree of success of these procedures in producing "effective" primary school teachers. These tasks were achieved by

means of library research and a field study using questionnaires, interviews and the construction of case studies. This data gathering has allowed the writer to indicate and comment on these practices and their effectiveness.

The Sub-problems

The first sub-problem sought to establish the selection and recruitment practices used by the state and the church. These quite different practices were revealed in the study.

(Chapter 4, p74-77) The second sub-problem sought to determine whether there was a difference between the recruitment and selection of untrained teachers as opposed to school leavers. The study notes a considerable difference between these two groups. (Chapter 4, p85-104)

The Hypotheses

The first hypothesis, that there was a different set of recruitment and selection practices used by the church and the state, was found to be true. This was evidenced by information gathered from church sources who recruited teachers with a Christian view and dedication. (Chapter 4, p76-77)

The second hypothesis, that untrained teachers had lower academic achievements compared to school leavers when selected to enter Tonga Teachers' College, was found to be true. This was supported by questionnaires, interviews, case studies and academic records of these groups. (Chapter 4, p92-104; Chapter 5, p105-124) The third hypothesis, that the recruitment and selection procedures currently in use are inadequate, was found to be true. This is reflected in the researcher's recommendations. (Chapter 6, p 157-167) (Refer pp. 231-232)

The remainder of this chapter states the writer's recommendations regarding pre-service teacher education, recruitment and selection of primary teachers.

PRE-SERVICE TEACHER EDUCATION

"The purposes of pre-service teacher education is preparing the novice to effectively participate in his country's educational system by enabling him to acquire the necessary academic competence, skills and attitudes. Pre-service training must be considered as only one stage in the on-going process of facilitating the teachers' professional growth...The certificate awarded at the end of the pre-service training is less a licence to teach than a licence to learn to teach, an endorsement not of competence but of potential".

(Teachers' College Handbook, 1982, p6)

1. Nature of Courses

The writer found that pre-service teacher education courses currently are compulsory, aimed at primary schools, use lecturing methods in the main, while subjects are studied generally rather than in depth. Although controversy remains strong with regard to suitable divisions of training between academic and professional courses, it is important to realise that decisions to balance these two main functions of teacher training will depend largely on the length of the course and the educational background of the students.

In general, however, it would seem that if the curriculum is to be broadened to include those areas which are seen as of direct importance to the teacher and his work, then some reduction is likely to be necessary in the non-professional aspects. If pre-service training is devised as one element in a continuing process of teacher development, sacrifices can be more easily accepted, in the confidence that gaps can be filled through later in-service course provision. The urgency of the overcrowded course is reduced and the pre-service course can be made more effective by concentrating on essentials. While the traditional foundation studies cannot be neglected, there is a strong case for additional emphasis to be placed on studies in child development and the nature of the learning process.

2. Teaching Practice

Teaching practice gives students the opportunity to observe children, teachers, classrooms and schools in action. It enables students to work with children, under supervision, in prepared teaching situations involving individual pupils,

small groups and whole classes wherein ideas, theories, concepts and teaching methods learned at Teachers' College are tried and consolidated. Teaching practice helps students to analyse their teaching strategies and learn from associate teachers, so acquiring more teaching skills.

Current teaching practice provision is short (two weeks per term) and is somewhat unstructured but still tries to cover more than a dozen subject areas. This writer considers that teacher trainees should be exposed to teaching practice for at least two months annually during the training course. Although teaching practice experience is a predominant strategy of learning how to be a teacher, this researcher considers that demonstrations, observations and analysis, peer-teaching and micro-teaching should all become part of the training programme.

Teaching practice performance could be improved by the implementation of contracts between college lecturers and students wherein services and obligations are mutually stated. The contract may specify learning (teaching) objectives, teaching procedures and organisations, mechanisms of evaluation and/or combinations of these.

During teaching practice, students and college lecturers could concentrate on a specific teaching skill or subject area. After observation, time is allowed for the lecturer to analyse the teaching and learning process before the conference and consequent planning for the next teaching practice activity with the student. This may prove to be a more useful teaching practice observation format than that presently used.

3. Roles of Associate Teachers and College Lecturers

Provision should be made to enable students to observe varied teaching experiences. Within this framework, there are expected roles of the associate teacher. Some associate teachers and college lecturers are very effective as pre-service teacher trainers. However, associate teachers, (some of whom are untrained teachers) are not always fully aware of the college's requirements of students on "section" in their classrooms. Not only are associate teachers responsible for advice on classroom management and organisation, but also for the evaluation of students' teaching performances.

Associate teachers also guide students' lesson preparations and presentations and consult with Teachers' College staff on students' development as teachers. Situations whereby trainees are found teaching full classes, when working with small groups would be better suited to their stage of training, should decrease when associate teachers are sure of their roles during teaching practice.

The behaviour of the student is shaped and modified by college lecturers and associate teachers alike. Thus, unacceptable, authoritarian, non-innovative teachers remain embedded in the system - the learner submits to the 'authority' and 'expertise' of the associate teacher, a relationship that may be likely to foster dependence rather than independence. An alternative approach would be to assist students to learn the principles of self management.

If these principles were effective in dealing with study problems and anxiety generally, the student should have acquired tools for solving problems without the direct intervention of an expert. These should enhance self control and, consequently, students should be able to detach themselves from the duplication of available 'models' and to fashion and modify their own teaching approaches.

The roles of college lecturers include making visits to schools in order to consult informally with students, individually or in small groups. They consult with associate teachers concerning the student and assess college expectations of teaching practice with regard to the content and aims of the college courses. College lecturers identify problem areas and refer these to the college principal and observe and evaluate students in teaching situations.

Associate teachers' should be carefully selected and their roles clearly defined so that barriers between themselves, college lecturers and students are lessened to facilitate effective learning by students. Conflicting views and advice from college lecturers and associate teachers should be lessened so that anxiety and stress factors may be minimised.

4. Personnel

The Teachers' College staff should be strengthened and for the term of appointment to remain at least three years before

transferring to other parts of the Ministry. Teachers' College staff also need regular in-service participation and more importantly, to be well trained as teacher educators, intelligent, industrious and caring of their trainees and their future participation in education.

RECRUITMENT AND SELECTION

1. General

The quality of education is determined by a combination of three elements: the curriculum, the instructional materials that are used and the classroom teacher. In many classrooms, inadequately prepared teachers are providing a low quality of education. Even though many of these teachers are conscientious, their limited knowledge makes it impossible for them to be effective. As has been noted above, the completion of a training course is only part of the preparation of the teacher. His success will depend to a great extent on his own academic background. A teacher with limited academic knowledge will be seriously hindered in his efforts to develop the intellectual powers of his pupils. Thus, it is of vital importance that the greatest care be taken in the selection of trainees. It is a mistake to assume that teachers of primary pupils need not possess strong academic ability. This assumption has been reflected in the type of trainees recruited - being of lower academic background, and being willing to leave the teaching profession when other employment opportunities arise. Able students who want to become teachers aspire to becoming secondary school teachers.

The researcher found that recruitment for teaching in Tonga functions in an informal fashion. There is little recruitment campaign which might use careers officers in schools, and no newspaper advertisements or posters to attract applicants. Prospective teachers make independent contact with education authorities or might gain entry as untrained teachers.

Teacher trainees should be prepared for future programmes where their academic background, understanding of teaching techniques and the necessary aptitudes become the ingredients with which trainers help students learn how to teach. Over the years, new trainees have been recruited and selected from

those who have passed the Tonga Lower and Higher Leaving Certificate examinations, a standard equivalent to the form two to four level of education in New Zealand. The demands for increased and improved educational opportunities have meant that the academic competence of teachers has needed to be upgraded beyond the form four level of academic competence. Thus, the minimum academic qualification to be considered for entry should be raised to the New Zealand School Certificate level or its equivalent. Failing this, the Tonga Higher Leaving Certificate should be improved in its standards to ensure a post form four level of secondary schooling for all teachers.

The selection procedure should include consideration of examination results, school records and recommendations from secondary school teachers followed by interviews to be conducted by two or more persons. Although there are recognised limitations to the effectiveness of interviews, they are still useful and could be supplemented by aptitude testing. This procedure should be followed by church and state selection authorities. The case studies of untrained teachers highlighted the different selection requirements in use by these sectors.

The recruitment and selection procedures have not been successful in meeting the needs of senior secondary school students. The case studies of senior students indicated that they did not know much about the teaching profession nor the training course. There was limited vocational guidance available, which made career choices difficult. Thus, an active recruitment campaign would be needed in order to encourage able students to apply for teacher training. It is desirable for a Vocational Guidance Officer to visit schools to discuss various career occupations with senior secondary school students and for this office to be separate from the Scholarship Officer's duties. Inspectors, Teachers' College lecturers and/or Senior Education Officers should also visit secondary schools, presenting information and initiating discussions to try and attract more academically able students to consider teaching as a possible career. A recruitment officer would coordinate these tasks.

The procedures through which new trainees are selected should

be clearly established and strictly followed; that is, the advertisement of available places in the Teachers' College, lodging of an application and interviews. These steps will not necessarily decrease the chances of unsuitable candidates presenting themselves for selection but will increase the chances of those with the proper academic qualifications and maturity being selected.

The selection of untrained teachers for primary school teaching should be discontinued. The education authorities should make every effort to slow down further building of primary schools until an adequate supply of qualified teachers are available. However, should this not be possible and expanding demands for teachers continue, the selection of untrained teachers should follow the same procedures as for the selection of secondary students for teacher training. Teachers' College staff and Education Officers should select these untrained teachers ensuring consistency with selection criteria used.

It is desirable to ensure that those selected to train are sufficiently mature emotionally, physically, intellectually and socially. The Ministry of Education should encourage Tongan students who have graduated overseas to become teachers. This might be done by increasing the number of bursaries for students in the education programme at the University of the South Pacific or for students undergoing primary teacher training in other countries. Genuine interest extended to private students studying overseas will develop goodwill and desire within these students, to become more involved with the development of education in Tonga.

Once secondary students are selected to enter training, every effort must be made to keep them within the profession. This entails a better reward system, not only monetary wise, but also with career prospects, better working conditions and raising teachers' status within the civil service and the community. The status of Tonga Teachers' College also needs to be enhanced and one way of achieving this is for the staff to possess high status themselves by being well educated and trained.

Thus, it can be said that if the quality of education is to

be improved in Tonga, the quality of its teachers must improve, and, for this to happen, the recruitment, selection and training of future teachers should be an important issue to address.

2. Conditions of Employment

The conditions of employment for teachers have a negative effect on future teachers. At present, the teacher is assigned a relatively low status by the community. Low salaries reflect this low status and to some extent cause it. The morale of many teachers is low, some even leaving the teaching force for other positions within the civil service. Those who leave include primary, secondary, graduates and locally trained teachers. Because the teaching force is relatively better trained and qualified, (some with degrees) teachers generally find it easy to enter alternative employment. It is, therefore, not surprising to find very few young people interested in becoming teachers (especially primary teachers). The conditions of service for teachers have a direct effect on the quality and vitality of the teaching force. They affect the calibre of students who can be recruited to the teaching profession and the extent to which they will remain with the profession. Lastly, the conditions of service affect the morale of teachers who stay in the profession and morale has a direct relationship to the quality of teaching. Low morale can arise, also, from over-crowded classrooms, lack of suitable teaching materials and equipment and the limited career opportunities available to teachers. Interviews with education officers, college lecturers, primary and secondary teachers, students and parents, have highlighted the difficulties under which teachers work. Although there was general agreement of the need to improve the conditions of employment, there was also the understanding that improvements are only possible with regard to the availability of resources. The study also highlighted differences between state and church conditions of employment. Conditions for state teachers are considerably better than those for church teachers. Therefore, church secondary school students do not perceive themselves as becoming church teachers, as evidenced by the tables on the vocational preferences of secondary students. (Chapter 4, p80-83)

3. Senior Secondary Students

Senior secondary school students agree that teaching is an important profession and students selected for training should be recruited on their genuine desire to become teachers. Some senior students showed interest in teaching but were apprehensive about whether they would make good teachers and, with the lack of information on teaching as a career, did not choose teaching as a vocational preference. Senior secondary school students also preferred to be trained before they taught in primary schools. (Chapter 4, p93)

4. Untrained Teachers

Interviews with the untrained teachers teaching in primary schools revealed that they would have liked to train before teaching. The training course would have been valuable with later teaching and would have minimized the stress factors associated with their experiences in schools. These refer to difficulties encountered with classroom control, lesson preparation, anxiety and despair at not helping children understand what they were taught. (Chapter 4, p105)

5. Teachers' College Students

Second year students at the Teachers' College felt that the present recruitment and selection methods were inadequate. Many had entered teacher training because there were no other employment opportunities for them and there was a lack of scholarships for further study overseas. These students also felt that there were some inconsistencies with the interviews and procedures for application for teachers' training. Some trainees may have spent up to four years being untrained teachers, while others spent only a year before recommendation for training. A standard procedure should be devised and followed. (Chapter 5, p109-121)

6. Teachers in the Field

An understanding of the Teachers' College's aims and objectives by teachers in the field is important as well as understanding of the teachers' point of view by college lecturers so that constructive teacher development is realised. One implication of understanding such views can be seen in the mutual desire to improve the quality of future trainees

by improving the criteria for recruitment and selection of future teachers. It should be recognised that teachers in the field have made major contributions to the training of teachers by being associate teachers. This contribution should be encouraged.

7. Teachers' College Lecturers

Successful teacher education starts with students who have strong academic backgrounds. Consequently, there needs to be a strong staff to train these new teachers. It is no longer appropriate to give students a series of lesson plans to be used in their teaching. Rather, the students must learn to think for themselves in order to guide their own learning experiences. Hence, members of the staff must be able to elicit these activities from their students.

Teachers' College lecturers should be university graduates, or should have equivalent specialist qualifications. The increasing use of local people is commendable but they must be well prepared for the tasks they are required to undertake. Teachers of teachers should be well trained.

However, the success of any of these measures ultimately rests on the quality of the trainees. It has been the practice to recruit less qualified teachers to meet the demands of quantitative expansion in primary school enrolments, but the recruitment of teachers needs careful consideration and preparation if the quality of new recruits is to be improved. Thus, this writer considers that candidates for training should be carefully selected on the basis of health, intellectual ability, desirable personality traits and teaching aptitude. These characteristics have been seen to be important by untrained teachers, secondary school students and Teachers' College students.

Future trainees should be competent in English and, therefore, applicants need to be carefully screened. The case studies and questionnaires indicated that it is recognised that - because the Tongan education system is pegged on overseas (Ref. p 235, 5k) examples - the emphasis on the use of the English language is justified. However, the Tongan language should be equally important. By raising the academic standard of new recruits to a minimum of the New Zealand School Certificate examination,

or its equivalent, some competence with the use of the English language will be guaranteed. Therefore, basic to all these arguments is planning.

"Educational planning is the exercising of foresight in determining the policy, priorities and costs of an educational system, having due regard for economic and political realities, for the system's potential for growth, and for the needs of the country and of the pupils served by the system".

(Beeby, 1969, p13)

SUMMARY OF RECOMMENDATIONS

In summary, therefore, the following recommendations for the recruitment, selection and training of teachers are stressed. (Ref. p 233, 4)

1. That the practice of using untrained teachers in schools should be discontinued;
2. That vocational guidance counselling, including the discussions of career prospects for teaching, should be made more readily available at senior secondary school level;
3. That the minimum academic qualification for entry to Teachers' College should be raised to form five level of secondary education. Subject passes in the New Zealand School Certificate examinations, or their equivalent, would add additional strength to an application for entry;
4. That the procedures leading to selection should be made known to all secondary school students and, then, should be followed closely - namely:
 - a. Advertisement of available training positions at the Teachers' College,
 - b. Letter of application,
 - c. Interview and aptitude testing,
 - d. Selection of suitable candidates;
5. That every effort should be made to keep teachers in the profession by raising its status, upgrading the conditions of employment, offering an attractive reward system and creating career opportunities within the service;
6. That trainees should select areas for major studies and to view teaching as a life-long career;
7. That teacher trainers should be well-educated, well-trained and able to employ group activity, peer-teaching, micro-teaching and a well structured evaluation system;
8. That teaching practice should be extended to two months annually, utilising teacher-student contracts to improve its quality and that the roles of college lecturers, associate teachers and trainees should be clearly defined;
9. That future programmes for the recruitment, selection and preparation of teachers should be well planned and coordinated.

Having completed the above study, the writer considers that further research would be fruitful in the following areas:

1. To determine the correct and future needs of knowledge and skills required for teaching in Tonga as a guide to ensuring that the teacher education curriculum will be appropriate for the years ahead.
2. To examine the career patterns of teachers in Tonga as a means of identifying reasons for remaining in the teaching force and reasons for leaving the teaching force - thereby, increasing our understanding of Tongan teachers' motivations, rewards, anxieties and needs.
3. To examine the relationship between academic qualifications and teaching performance to determine whether teachers with above average academic abilities make better teachers than those with lower academic abilities.

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APPENDIX ONE

Letter to Deputy Principal of Tonga Teachers' College
 seeking information about the History of Teacher Education
 in Tonga.

164B Cuba St.,
 Palmerston North,
 June 27th, 1982.

Mrs Siu Cocker,
 Teachers' College,
 Nuku'alofa,
TONGA.

Dear Siu,

I am completing a masterate degree for Massey University, and my thesis is on Teacher Recruitment in Tonga. I would like to know more about the history of teacher training in Tonga. Would you please make available the College Records to my mother, Mele Pelesikoti, to collate recording the following information: -

- number of entrants each year, males and females
- sponsoring body of each student
- subjects taken during training
- staffing of the college
- academic background of college students
- teaching practice grades
- numbers and reasons for not completing the course
- students' allowances
- college regulations
- other information

I am also interested in the decision to open the Teachers' College and the reasons for this. What were the aims and objectives for this development?

I realise that some of this information may not be written in any form, but with your experience and long service in the Tonga Teachers' College, I am sure that you are so familiar with these issues. My mother will send the material out to me when she has collated them.

Once again, I thank you for your help.

Yours sincerely,

Lesieli Tongati'o

APPENDIX TWOLetter to the Director of Education

seeking approval and access to Schools,
teachers and students.

164B Cuba St.,
Palmerston North.
July 28, 1983.

The Director of Education,
Ministry of Education,
Nuku'alofa,
TONGA.

Dear Sir,

I wish to seek your approval for the field work outlined below.

I will be in Tonga from August 5th until September 2nd, and am proposing to undertake the fieldwork during that time. This fieldwork is a major part of my thesis investigating "Teacher Recruitment in Tonga".

As the time spent in Tonga is limited, I do seek your advice and cooperation and hope to work as closely as possible to the proposed programme. However, I do realise that if the proposed times are not convenient, I would appreciate it if you would give a specific time for interviews with yourself and with selected members of your staff who are directly associated with the recruitment of untrained teachers and the evaluation of probationary assistant teachers. These will involve School Inspectors, Area Organisers, and Senior Education Officers.

I also seek approval for visiting and talking to the Teachers' College Principal, staff and students and to using the college records. While there, I propose to write case studies of second year students. I also wish to visit Tonga High School and Tonga College to find information about the vocational preferences of senior students and to interview locally trained teachers there. While there, I propose to write case studies of senior students wishing to become teachers.

The next proposed visit is to a primary school and I hope to interview the head teacher, some staff members concentrating on their expectations of teacher training. I propose to write case studies of untrained teachers and probationary assistant teachers.

I propose to follow the same procedures through the Wesleyan Church Education system.

I stress that all material used will be treated with the utmost confidentiality and any interpretations will be made with integrity and honesty. For correspondence regarding the enclosed schedule, I could be reached through P.O. Box 415, Nuku'alofa: Phone - 21-107.

Yours faithfully,
Lesieli Tongati'o.

Letter to the Director of Education, Wesleyan Education Department
 seeking approval and access to schools, teachers and students.

164B Cuba St.,
 Palmerston North,
 New Zealand.
 28th July, 1983.

The Director of Education,
 Wesleyan Education Department,
 Nuku'alofa,
Tonga.

Dear Sir,

I wish to seek your approval for the field work outlined below. I will be in Tonga from August 8th until September 2nd, and am proposing to undertake the fieldwork during that time. This fieldwork is a major part of my thesis investigating "Teacher Recruitment in Tonga"

As the time spent in Tonga is limited, I do ask your advice and cooperation and hope to work as closely as possible to the proposed programme. However, I do realise that if the proposed times are not convenient, I would appreciate if you would give a specific time for interviews with yourself and with selected members of your staff who are directly associated with the recruiting of untrained teachers and the evaluation of probationary assistant teachers.

I wish to visit Queen Salote College to find information about the vocational preferences of senior students and to interview locally trained teachers there, if any. While there, I propose to write a case study of a senior student wishing to become a teacher.

The next proposed visit is to a primary school (akoteu) where I am hoping to interview the head teacher, some staff members concentrating on their expectations of teacher training. I also wish to write a case study of an untrained teacher and a probationary assistant teacher. Therefore, I would be grateful if you would approve an appropriate school to visit.

I am proposing to follow the same procedures through the Government education system.

I stress that all material used will be treated with the utmost confidentiality and any interpretations will be made with integrity and honesty. For correspondence regarding the enclosed schedule, I could be reached through P.O. Box 415, Nuku'alofa: Phone: 21-107

Sincerely awaiting a reply.

Yours faithfully,
 Lesieli Tongati'o

APPENDIX THREEFieldwork Schedule for Four WeeksWeek 1 August 8th - 12th

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9.00	D.E.(1)	Fanga Primary School	Teachers' College Records	S.E.O.P.	Area Organiser
9.30	S.E.O.P. (2)	Case study of Probationary assistant teacher	"	"	Mele Taufe'ulungaki
10.00	Senior Inspector (3)	Taped interview with above	"	"	"
11.00	"	School Principal (4)	"	S.E.O.(5)	"
1.00	T.H.S. (6)	Case study (7)	Case study (8)	S.E.O.S (9)	Senior Inspector(3)
2.00	Teachers' College Preliminary	Interview (7)	Interview (8)	"	Inspectors (10)
3.00	Deputy Principal	Locally Trained Teachers' Interview	T.H.S. Case study (11)	S.E.O. (12)	"
4.00	Teachers' College Staff General Discussions	Case study of an untrained teacher	T.H.S. Student Interviews	"	"
5.00		Interview with above	"		

Notes

- 1 - Director of Education, Mr Paul Bloomfield - approval for the study was given to the writer during this discussion. Primary Schools, teachers, pupils, and teachers college given access.
- 2 - Senior Education Officer for Primary School - Mrs Tupou 'Ulu'ave Taufa. The writer was given a list of the schools with the teachers in each. Fanga Primary School was chosen for the purposes of the study as it consisted of members of the staff who are untrained teachers and probationary assistants.

- 3 - Senior Inspector for Primary Schools - Mr Paula Tu'ivailala.
- 4 - Fanga Primary School Principal - Mr To'ofuhe Telefoni.
- 5 - Senior Education Officer - Mr Penisimani Tupouniua.
- 6 - Tonga High School form six for vocational preferences preliminary.
- 7 - Case Study of Second Year student from Teachers' College who was on teaching practice.
- 8 - Taped Interview with Second Year Teachers' College student.
- 9 - Senior Education Officer for Secondary Schools - Mrs Tuna Fielakepa.
- 10 - Inspectors - Pone Folaumoetu'i and Viliami Naupoto.
- 11 - Tonga High School Case Study of a student wanting to become a teacher.
- 12 - Senior Education Officer - Miss 'Ana Taufe'ulungaki.

Week 2 August 15th - 19th

The following activities were conducted with the approval of the Free Wesleyan Church of Tonga's Education

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9.00	Church D.E.(a)	Q.S.C. (b)	Akoteu - Case Study of Untrained Teacher	Interview with inspector of schools (c)	Evaluation Questionnaire with Untrained Teacher
10.00	"	Q.S.C. Staff discussions	Taped interview with untrained teacher	"	
11.00	Records of selection of untrained teachers	"	Informal Discussions with teachers	"	
1.00	Records of Assessment Procedures and salary structure	Case Study of probation assistant teacher at Akoteu			
2.00	"				Pick up Case Study of Untrained Teacher and Probationary Assistant
3.00	"	Senior Student Interviews	Senior Student Interviews		

Notes

- a - Wesleyan Church's Director of Education represented by the Senior Inspector where the writer was given permission to enter the church's primary schools and secondary schools.
- b - Queen Salote College - Discussions with the Deputy Principal initiating the survey of the senior students' vocational preferences.
- c - Inspector of Schools - Mr Paukamea Tiueti.

Week 3 August 22nd - 26th

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9.00	D.E.(1) Interview	Interview with T.C. Principal (3)	T.H.S. students' vocational preference	Interview with USP Centre Director (6)	Evaluation Questionnaire given out
10.00	"	"	Interview with STEP coordinator (5)	"	"
11.00	"	"	"	"	"
12.00				"	"
1.00	S.E.O. (2)	Teachers' College Records	Atele - senior students' vocational preferences - preliminary		"
2.00	"	"	Discussion with some of staff members		"
3.00	Pick up Probationary Assistant Case study questionnaire from Fanga.	Interview with Teachers' College Deputy Principal (4)			"
4.00		"	Senior secondary students' interview and case study of a senior student interested in teaching		Pick up Tonga College's senior students vocational preferences and senior student case study
7.00				S.E.O. Broadcasting (7)	

Notes

- 1 - Interview with the Director of Education - given access to departmental records.
- 2 - Interview with Senior Education Officer for Curriculum Development - Motu'ahala.
- 3 - Teachers' College Principal - Mr Mana Latu.

- 4 - Teachers' College Deputy Principal and longest member on the college's staff - Mrs Siu Cocker.
- 5 - Secondary Teachers' Education Programme coordinator - Miss Veiongo Mafi.
- 6 - University of the South Pacific Extension Centre Director and former Director of Education - Mr Na'a Fiefia.
- 7 - Senior Education Officer for Broadcasting - Mr Masiu Moala.

Week 4 August 29th-September 2nd

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9.00	Interview with scholarship and vocational officer		Picking up all the Evaluation Questionnaire		
10.00	"		"		
11.00			"		Saying Thankyou to the Director of Education and his staff for the help during the fieldwork
4.00					Copies of the Probationary Assistants' evaluations made available

APPENDIX FOURSECONDARY TEACHER EDUCATION PROGRAMME

The programme for the development of secondary teacher education training (STEP) in Tonga is basically out of a need to upgrade the qualifications of existing secondary teachers. About 50-60% of these teachers have undergone a primary training programme and have found themselves teaching in post-primary schools.

Of the 530 secondary school teachers teaching in Tonga, 40% of those teaching in secondary schools and 60% of those teaching in middle schools have had no further education beyond their own secondary education (Ministry of Education, 1979, 1).

Population projections indicate that secondary enrolments will continue to increase well into the 1990's. There will therefore be a continued increasing demand for trained secondary teachers.

The need for trained teachers has become so imperative that the development of the training programme became top priority to assist the scholarship training of secondary teachers overseas.

This training programme was established with cooperation and assistance from Macquarie University and other educational institutions in Australia, the Tonga Teachers' College, the Ministry of Education and experienced secondary school teachers. Intake into this programme will number 50 and in the three years since its introduction some 150 teachers have participated.

The areas of study the programme concentrated on were the language arts, Education Theory and Practice and Specialist teaching subjects from which trainees chose two teaching subjects out of Mathematics, English, Agriculture, Home Economics, Science, Social Science, Industrial Arts, and Tongan Language.

For the three years in which the STEP programme has been implemented, it has been positively accepted by secondary schools and teachers. Those taking the course have felt that it would improve their teaching.

It is the hope of the Ministry that the STEP programme will be incorporated into the Teachers' College set up when the Institute is established in 1984. It is the long term objective in which both primary and secondary teachers in Tonga are to be trained and subsequently raising the standard of Education.

APPENDIX FIVE

APPLICATION TO TEACH IN FREE WESLEYAN CHURCH OF TONGA

(ALL SPACES MUST BE FILLED IN ENGLISH)

A. PERSONAL INFORMATION

- 1. FULL NAMES
- 2. ADDRESS
- 3. PLACE OF BIRTHDATE
- 4. ARE YOU MARRIED OR SINGLE?
- 5. IF MARRIED? NAME OF WIFE/HUSBAND
- 6. NAMES OF CHILDREN AND AGES:.....

NAMES

AGES

.....

.....

.....

- 7. WHAT IS YOUR FATHER'S NAME
- 8. WHAT IS YOUR MOTHER'S NAME
- 9. WHAT ARE YOUR BROTHER(S) NAME(S)

.....

.....

.....

- 10. WHAT ARE YOUR SISTER(S) NAME(S)
-
-
-

B. ACADEMIC HISTORY:

- 1. PLEASE FILL IN THE NAMES OF THE PRIMARY SCHOOLS WHICH YOU ATTENDED AND THE YEARS

PRIMARY SCHOOL

YEARS

.....FROMTO.....

.....FROMTO.....

.....FROMTO.....

2. PLEASE FILL IN THE NAMES OF THE MIDDLE AND SECONDARY SCHOOL WHICH YOU ATTENDED AND THE YEARS.

SECONDARY SCHOOL

YEARS

.....FROMTO.....

.....FROMTO.....

.....FROMTO.....

3. DO YOU HAVE TONGAN TEACHER TRAINING?

PLEASE GIVE DETAILS

YEARS

CERTIFICATE

CLASS

.....

.....

.....

4. DO YOU HAVE ANY OVERSEAS EXPERIENCE?

PLEASE GIVE QUALIFICATIONS AND YEARS IN WHICH YOU GAINED QUALIFICATIONS

QUALIFICATION

YEARS

.....

.....

.....

5. PLEASE LIST ALL EXAMINATION CERTIFICATES PASSED IN TONGA. THE YEARS? THE SUBJECTS AND THE MARKS, (i.e. A,B,C,D, etc.)

.....

.....

.....

.....

.....

6. WHAT SUBJECTS CAN YOU TEACH BEST?

.....

.....

.....

C. CHURCH RECORD

1. Are you a church member?.....
2. Which church
3. How many years have you been a churchmember?.....
4. What positions do you hold in the church?.....
5.

READ THROUGH THE FOLLOWING STATEMENTS. PLACE TICK
IN THE BOX WHICH APPROPRIATE.

I ATTEND THE FOLLOWING MEETINGS:-

Early Sunday Morning Prayer	Regularly	Sometimes	Never
Sunday Morning Service	Regularly	Sometimes	Never
Ako Lotu	Regularly	Sometimes	Never
Sunday School	Regularly	Sometimes	Never
Early Morning Prayer Meetings	Regularly	Sometimes	Never
Afternoon Prayer Meetins	Regularly	Sometimes	Never
Kaluseti	Regularly	Sometimes	Never
Choir Practice	Regularly	Sometimes	Never

7. I READ THE BIBLE
- Regularly
Never
Only in Church
When I have a problem

8. I PRAY
- Sometimes
Never
In the prayer meeting
In Church on Sunday
When I have a problem
Everyday
Not very often
In our family worship

9. READ THE FOLLOWING QUESTIONS CROSS OUT THE ANSWER
THAT DOES APPLY TO YOU

Do you use alcoholic drinks (Kava malohi)?.....

10. ARE YOU A MEMBER OF ANY OF THE FOLLOWING ORGANISATIONS?

Red Cross	Yes/No
Langa Fonua	Yes/No
Family Planning Association	Yes/No
Rotary	Yes/No

- Co-operative Societies Yes/No
- Girl Guides Yes/No
- Scouts Yes/No

11. DO YOU HAVE ANY OF THE FOLLOWING SKILLS OR ABILITIES?

- Choir Conducting Yes/No
- Play a musical instrument Yes/No
- Drawing Yes/No
- Painting Yes/No
- Weaving Yes/No
- Needlework Yes/No
- Tongan Dancing Yes/No
- Carpentry Yes/No
- Carving Yes/No

12. PLEASE LIST THREE PEOPLE WHO CAN SUPPLY A REFERENCE

(Minister, Headmaster, Member of Parliament, Head of Government - Department, Medical Officer).

- a. Name Address
- b. Name Address
- c. Name Address

13. PLEASE STATE IN 10 LINES WHY YOU WISH TO TEACH IN THE CHURCH SCHOOL?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

14. WORK EXPERIENCE

.....

.....

.....

15. WHICH SCHOOLS CAN YOU TEACH IN?

16. I wish to apply for a position as a Church Teacher. The information I have given above is true in every detail. I agree to give at least 4 weeks notice if I wish to resign or rest from the work.

Signed

APPENDIX SIXCase Study for Senior Secondary School Students

Please answer all questions as fully as possible.

1. Background Information

Age _____

Sex _____

Nationality _____

Religion _____

Your Birthplace _____

Where did you grow up? _____

Your Father's occupation _____

Your Mother's occupation _____

Have you travelled overseas? _____ If so, when _____?
and where? _____ If overseas travel was for
educational purposes state the name of the school
attended _____
and class level _____ or other.

2. Educational History

	<u>Name</u>	<u>Year</u>
Primary School attended	_____	_____
Middle School attended	_____	_____
Secondary School now attending	_____	_____
Other	_____	_____

Major Examinations Attempted and its result.

	<u>Year</u>	<u>Result P/F*</u>
Secondary School Entrance	_____	_____
Higher Leaving Certificate	_____	_____
New Zealand School Certificate	_____	_____
New Zealand University Entrance	_____	_____
Australian Matriculation	_____	_____
Other (Please state)	_____	_____

What is the highest qualification you hold now? _____

What year did you pass this examination? _____ and class
level? _____

List the subjects taken for this qualification.

* P for pass
F for failure

3. Place a tick in the appropriate box in the following table. Consider each item carefully and give comments for your choice as much as possible.

<u>Item</u>	Strongly Agree	Undecided	Disagree	Strongly Disagree	Comments
1. Teaching is an important profession					
2. Do you think you would make a good teacher?					
3. If you pass your exams, do you want to go overseas for further studies before teaching?					
4. Do you agree that teaching has a high status in relation to other professions?					
5. Have you been exposed to varying career opportunities?					
6. Do you think untrained teachers should be teaching in schools?					
7. The training course should be helpful for later teaching					
8. The content of the training course will be too difficult					
9. Teaching is to be viewed as a life-long career.					

Further comments

Copies of the above table were given to ten other state as well as ten other church secondary students to fill out. A taped interview with these secondary students followed and included the following questions.

1. When did you decide to become a teacher and why?
2. How might the present recruitment and selection of teachers be improved?
3. What is your idea of a good teacher?
4. What level do you want to teach and why?
5. If you entered the local teachers' college, what are your expectations of it? Consider learning and teaching activities.

APPENDIX SEVENCase Study for Untrained Teachers

Please answer all questions as fully as possible.

1. Background Information

Age _____

Sex _____

Nationality _____

Religion _____

Your Birthplace _____

Where did you grow up? _____

Your Marital status _____

Number of children _____

Your Father's occupation _____

Your Mother's occupation _____

Have you travelled overseas? _____ If so, when _____? and where? _____

If overseas travel was for educational purposes state the name of the school attended _____ and class level _____ or other.

2. Educational History

	<u>Name</u>	<u>Year</u>
Primary School attended	_____	_____
Middle School attended	_____	_____
Secondary School attended	_____	_____
Other	_____	_____

Major Examinations Attempted and its result.

	<u>Year</u>	<u>Result P/F*</u>
Secondary School Entrance	_____	_____
Lower Leaving Certificate	_____	_____
Higher Leaving Certificate	_____	_____
New Zealand School Certificate	_____	_____
New Zealand University Entrance	_____	_____
Australian Matriculation	_____	_____
Other (Please state)	_____	_____

What was the highest qualification you left school with? _____ and at what age _____ and class level _____

List the subjects taken for this qualification.

* P for pass
F for failure

4. A good Teacher is
5. How do you rate yourself as a teacher? Circle one of these types. Excellent, very good, good, bad, undecided or other.
Give comments on your choice.
6. Are the above ratings based on your teaching performance or on pupil classroom performance. Discuss.
7. How do you relate to other teachers within the school. Please tick the appropriate box.

lower an equal undecided

teaching methods

lesson content

status

parents views on your
teaching

work load around the
school

Ministry's view of you
and your work

other trained teachers'
view you and your work

Further comments

8. Assessment
- a) How often are you inspected by the officers of the Ministry of Education during the year? Give full comments on these visits.
- b) Do you think these inspections improve your teaching capabilities? Comment.
9. Are you involved with sports or cultural activities within the school or the community and if so, do you consider these beneficial for your overall preparation as a teacher?

Further comments

10. Place a tick in the appropriate box in the following table. Consider each item carefully and give comments for your choice as much as possible.

<u>Item</u>	Strongly Agree	Undecided	Disagree	Strongly Disagree	Comments
-------------	----------------	-----------	----------	-------------------	----------

1. Untrained teachers are given equal responsibilities as other trained teachers

2. Want to enter teachers' college

3. The training course will be helpful for later teaching

4. Spent too long periods being untrained

5. Untrained teachers should not be teaching in schools

6. Allowance/salary adequate

7. Untrained teaching is a stressful activity

8. Has teaching affected your home life?

9. Teaching is a life-long career

Further comments

Copies of the above table were given to ten other untrained teachers to fill out. A taped interview with these untrained teachers included the following questions.

1. When are you likely to enter the teachers' college and on whom is this decision based?
2. When you enter teachers' college, what advantages and disadvantages will you have over the school leavers?
3. How might recruitment procedures be improved?
4. Do you think the college programme would be adequate in developing the good teacher?
5. If the quality of education is to be improved, would teacher education and recruitment, in particular, be a good place to start?

APPENDIX EIGHTCase Study for Second Year Student at Teachers' College

Please answer all questions as fully as possible.

1. Background Information

Age _____ Father's occupation _____

Sex _____ Mother's occupation _____

Nationality _____

Religion _____

Marital Status _____

Number of Children _____

Your Birthplace _____

Where Did you grow up? _____

Have you travelled overseas? _____ If so, when _____
where _____

If overseas travel was for educational purposes state
the name of the school attended _____
and class level _____ or other.

2. Educational History

	<u>Name</u>	<u>Year</u>
Primary School attended	_____	_____
Middle School attended	_____	_____
Secondary School attended	_____	_____
Other	_____	_____

Major Examinations Attempted

	<u>Year</u>	<u>Result P/F *</u>
Secondary School Entrance	_____	_____
Lower Leaving Certificate	_____	_____
Higher Leaving Certificate	_____	_____
New Zealand School Certificate	_____	_____
New Zealand University Entrance	_____	_____
Australian Matriculation	_____	_____
Other (Please state)	_____	_____

What was the highest qualification you left
school with? _____

and at what age _____ and class level _____

List the subjects taken for this qualification

* P for pass
F for failure

3. Teachers' College Training

- a) When did you decide to become a teacher and give your reasons for this decision?
- b) Have you been an untrained teacher? If yes, state the
 years _____
 school _____
 and class level _____

If you entered teachers' college as a school leaver go to question 4.

- c) Having been an untrained teacher, how were you chosen to enter the training college? Tick the appropriate box.

Interviews	<input type="checkbox"/>
Tests	<input type="checkbox"/>
Letter of Application	<input type="checkbox"/>
Inspections by the school inspector	<input type="checkbox"/>
Recommendations from the school principal	<input type="checkbox"/>

Further comments

- d) Now that you are at teachers' college, how does learning to become a teacher compliment or contrast your personal experiences as an untrained teacher? Consider your professional and academic development.
- e) List the subjects you are taking at teachers' college.

Now go to question 8.

4. If you have entered teachers' college after leaving secondary school, When did you decide to become a teacher? Give your reasons.
5. Did a recruitment officer visit your school? If not, how did you know when and how to apply for entry?

6. How were you chosen to enter the training college?
Tick the appropriate box.

Interviews

Tests

Letter of Application

Recommendations from
the school principal

7. List the subjects you are taking at the teachers' college.
8. What did you expect from your training? Consider your professional and academic development.
9. Do you think the subjects taught at teachers' college are too many, too easy, difficult, useless, other? Circle the appropriate word and give reasons for your answer.
10. Teaching Practice
- a) Are you well prepared for teaching practice (section)? Consider lesson preparations, school curriculum, teaching methods, other.
- b) Do you try out new ideas learned at the teachers' college or do you fall back on your teaching experiences as an untrained teacher? Discuss.
- c) Why do you think you go out on teaching practice?
- d) What do you consider to be the role of associate teachers?
- e) A good teacher is
11. What type of teaching do you expect from college lecturers? Traditional/authoritarian, guided discovery, or other. Please discuss your choice.

- b) What type of teaching do you expect to do once out of teachers' college?

12. Assessment

- a) What do you think of the tests and examinations taken at the teachers' college? Discuss your answer.

- b) How does inspections from college lecturers help your development as a teacher?

- c) What improvements could be made with these assessments?

13. Are you involved with sports or cultural activities within the training college or the community and if so, do you consider these beneficial for your overall preparation as a teacher?

14. Place a tick in the appropriate box in the following table. Consider each item carefully and give comments for your choice as much as possible.

<u>Item</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Comments
1. The right person is being recruited into teaching						
2. Two year course is long enough						
3. Should be given opportunity to choose major fields of study						
4. Training will help with future teaching						
5. Section observation methods adequate						
6. Teachers' College should be involved with probationary assistant evaluations						
7. Allowance/salary adequate						
8. The use of untrained teachers should discontinue						
9. Present Recruitment methods adequate						
10. Teaching is a life-long career						

Further Comments.

Copies of the above table were given to ten other second year students to fill out. A taped interview with these students included the following questions.

1. What qualities do you think 'good teachers should possess?
2. How might recruitment procedures be improved?
3. Do you think the college programme is adequate in developing the good teacher?
4. Should you be given a choice with the eventual school, class level and number of children you wish to teach during your probationary assistant year?
5. If the quality of education is to be improved, would teacher education and recruitment, in particular, be a good place to start?

APPENDIX NINE
TONGA TEACHERS' COLLEGE
TEACHING COMPETENCY PROFILE

Student:	School:	Date:		
PLANNING COMPETENCIES	Strong (3)	Satis- factory (2)	Weak (1)	COMMENT
Clarity of Objectives				
Selection of Strategies				
Selection of Resources				
TEACHING COMPETENCIES				
Motivation				
Presentation				
Questioning				
Reinforcement and Feedback				
Consolidation and Review				
Classroom Management				
EVALUATION C OMPETENCIES				
Progressive				
Terminal				

GENERAL COMMENT

Lecturer:.....

Subject:.....

APPENDIX TENCase Study for Probationary Assistant Teachers

Please answer all questions as fully as possible.

1. Background Information

Age _____

Sex _____

Nationality _____

Religion _____

Your Birthplace _____

Where did you grow up? _____

Your Marital status _____

Number of Children _____

Your Father's occupation _____

Your Mother's occupation _____

Have you travelled overseas? _____ If so, when _____?,
and where? _____. If overseas travel was for
educational purposed, state the name of the school
attended _____ and class level _____ or other.

2. Educational History

	<u>Name</u>	<u>Year</u>
Primary School attended	_____	_____
Middle School attended	_____	_____
Secondary School attended	_____	_____
Other	_____	_____

Major Examinations Attempted and its Result

	<u>Year</u>	<u>Result P/F*</u>
Secondary School Entrance	_____	_____
Lower Leaving Certificate	_____	_____
Higher Leaving Certificate	_____	_____
New Zealand School Certificate	_____	_____
New Zealand University Entrance	_____	_____
Australian Matriculation	_____	_____
Other (Please state)	_____	_____

What was the highest qualification you left school
with? _____ and at what age? _____ and class
level? _____.

List the subjects taken for this qualification.

*P for pass
F for failure

7. How were you chosen to enter the training college?
Tick the appropriate box.

Interviews
Tests
Letter of
application
Recommendations
from the school
principal

8. What did you expect from your training? Consider your professional and academic development.
9. Do you think the subjects taught at teachers' college are too many, too easy, too difficult, useless, other? Circle the appropriate word and give reasons for your answer.
10. Teaching Practice
- a) Were you well prepared for teaching practice (section)? Consider lesson preparation, school curriculum, teaching methods, other.
- b) Did you try out new ideas learned at the teachers' college or do you fall back on your teaching experiences as an untrained teacher? Discuss.
- c) Why do you think you go out on teaching practice?
- d) What do you consider to be the role of associate teachers?
- e) A Good Teacher is
11. What type of teaching did you expect from college lecturers) Traditional/authoritarian, guided discovery, or other. Please discuss your choice.
- b) What type of teaching are you using now that you are a probationary assistant teacher?

12. Assessment

What are your thoughts on the tests and examinations taken at the teachers' college? Discuss your answer.

b) How did the inspections from college lecturers help your development as a teacher?

13. Are you involved with sports or cultural activities within the community and if so, do you consider these beneficial for your overall development as a teacher?

14. Recount your first day at school as a probationary assistant teacher.

15. Place a tick in the appropriate box in the following table. Consider each item carefully and give comments for your choice as much as possible.

<u>Item</u>	Strongly Agree	Undecided	Disagree	Strongly Disagree	Comment
-------------	----------------	-----------	----------	-------------------	---------

-
1. Is two years long enough for training?
 2. Teaching
 - a) Initiation into teaching is adequate,
 - b) all teachers within the school have equal status,
 - c) there is adequate help offered by other staff members.
 - d) Expectations of training and teaching fulfilled.
 - e) Choice taken for the school and class level now teaching
 3. Assessment
 - a) Assessment for probationary assistant year should be done by inspectors, college lecturers and school principals
 - b) Teachers' examinations a good way of grading teachers.
 4. Present recruitment procedures adequate.
 5. Untrained teachers should *not* teach in schools
 6. Present salary is adequate.

Copies of the above table were given to five other probationary assistants to fill out. A taped interview with these untrained teachers included the following questions.

1. What are some of your expectations of the training period that have not been fulfilled?
2. Do you attend any in-service courses? Do you think these are necessary for your continued development as a teacher?
3. Do you think the training you got prepared you well for the class level you are now teaching?
4. Do you think the right person is being recruited into teaching?
5. How might recruitment procedures be improved?
6. Are you taking any papers through the University of the South Pacific Extension Centre?

APPENDIX ELEVEN

Evaluation form used for the evaluation of
Probationary Assistant and Untrained Teachers.

Name: Date: Post:

School: Class: No. of
Children.....

Comments (Points of strengths and weaknesses) relative to all
other Teachers in the same level.

1. PERSONAL

Dressed very respectable
Has a good use of her voice. Speak very clearly.

2. PROFESSIONAL

All plans are well kept and up to date.
Has some very good wall charts for all subjects.
Has good control of her class.

3. ACADEMIC

I observed her taking a Tongan Language
and she knew her content quite well. She
keeps a record of her content of her work
in the work Book, which I thought is good.

General:

Outstanding.
Average.
Below Average.

CERTIFICATE:

TRAINING COLLEGE:Recommended
Not
Recommended

I suggested that she placed some of her charts in a
lower place where children would be able to reach them.
They would be able to use them more if they were within
their reach.

.....
INSPECTOR OF SCHOOL

FREE WESLEYAN CHURCH SCHOOLS
EDUCATION OFFICE INSPECTION FORM

Name: _____ Number of Class _____
 Position: _____ Number of children _____
 Classroom: _____ qualification _____
 School: _____ Date: _____
 Age: _____

HEAD MASTER

1. School Planning (organization) _____

2. School Attendance Register
3. School Record Books
4. School Fees
5. School ground
6. School Materials & properties, syllabus
7. Teachers' punctuality
8. Teachers' house

CLASS TEACHER:-

1. Teachers' Work Books-
 - a) Programme of Work Book.....
 - b) Long Term Plan.....
 - c) Mark Books
 2. Teaching Aids
 3. Use of the blackboard
 4. Class attendance & punctuality
 5. Teachers' attendance & punctuality
 6. Class Syllabus
 7. Children's working.....
 8. Teaching Methods
 9. Lesson Observation.....
 10. Classroom atmosphere
 11. Class needs
 12. General Comments
- (points for greatest attention).....

- 13. Class Organization
- 14. School needs (for Head Master).....
.....
.....
- 15. Recommendation
- 16. Inspector,.....
.....

APPENDIX TWELVEMINISTRY OF EDUCATIONT O N G AOBSERVATION AND EVALUATION OF TEACHERSHEAD TEACHER

Name: Date:.....

School:..... No. of Children:.....

Comments (Points of strengths and weaknesses)relative to all
other Head TeachersAssessment 5 Point Scale (5 Excellent)

1.	<u>PERSONAL PROFESSIONAL QUALITIES:</u>	
2.	<u>RELATIONSHIP WITH CHILDREN, STAFF AND PARENTS:</u>	
3.	<u>PLANNING AND RECORDS:</u>	
4.	<u>SCHOOL ATMOSPHERE AND MANAGEMENT:</u>	
5.	<u>CAPACITY TO ADMINISTER A LARGE SCHOOL:</u>	
6.	<u>CAPACITY FOR PROFESSIONAL LEADERSHIP AND GUIDANCE:</u>	

GENERAL ASSESSMENT: 5 4 3 2 1GENERAL COMMENTS:.....
INSPECTOR OF SCHOOLS

KEY TO INSPECTOR'S REPORT

1. PERSONAL PROFESSIONAL QUALITIES:
 - Effort to give best possible service to Children and Staff.
 - Understanding of the purposes of the school.
 - Effort to keep up-to-date professionally and to use new knowledge.
 - Vitality, initiative, and organising ability.
 - Capacity to carry responsibility
2. RELATIONSHIP WITH CHILDREN, STAFF AND PARENTS:
 - Success in establishing warmth and friendly relation with children, staff and parents and in winning their respect
 - Understanding of the nature and needs of children of Primary School Age
3. PLANNING AND RECORDS:
 - Quality of the general programme of work planned for the school.
 - Efforts to make the physical environment of the school attractive and educationally useful.
 - Care in keeping essential school records.
4. SCHOOL ATMOSPHERE AND MANAGEMENT:
 - A lively and happy atmosphere, together with firmly established but unobtrusive class/school routine, and a good working tone.
 - Success in establishing an organisation and atmosphere favourable to the recognition of varying individual needs, the exercise by pupils of initiative and responsibility, and group activity.
5. CAPACITY TO ADMINISTER A LARGE SCHOOL:
 - Competence and ease in organisation and administration.
 - Skill in delegation of authority.
 - Ability to give constructive professional assistance to teachers.
 - Ability to establish good working relations with staff, parents and Ministry.
6. CAPACITY FOR PROFESSIONAL LEADERSHIP AND GUIDANCE:
 - Ability to take a leading part in working out a good school policy and putting it into effect.
 - Ability to stimulate enthusiastic effort and professional growth among members of staff and to use the special gifts of individual teachers to the best effect.
 - Ability to understand the professional problems of teachers and to give necessary help.

MINISTRY OF EDUCATION

T O N G A

OBSERVATION AND EVALUATION OF TEACHERS

TEACHER INCHARGE/FIRST ASSISTANT AND INFANT MISTRESS

Name: Date: Post:.....

School: Class:No. of Children:....

Comments (Points of strengths and weaknesses)relative to all other Teachers in the same level.

Assessment 5 Point Scale (5 Excellent)

1.	<u>PERSONAL PROFESSIONAL QUALITIES:</u>	
2.	<u>PLANNING, PREPARATION AND RECORDS:</u>	
3.	<u>METHODS OF TEACHING:</u>	
4.	<u>STAFF AND PARENTS:</u>	
5.	<u>CLASSROOM ATMOSPHERE AND MANAGEMENT:</u>	
6.	<u>CAPACITY FOR PROFESSIONAL LEADERSHIP AND GUIDANCE:</u>	
7.	<u>CAPACITY TO ORGANISE AND ADMINISTER:</u>	

GENERAL ASSESSMENT: 5 4 3 2 1

GENERAL COMMENTS:

.....
INSPECTOR OF SCHOOLS

KEY TO INSPECTOR'S REPORT

1. PERSONAL PROFESSIONAL QUALITIES:
 - Effort to give best possible service to pupils both inside and outside classroom.
 - Effort to gain further knowledge and ability to utilise such knowledge in teaching.
 - Understand the purpose of the school.
 2. PLANNING, PREPARATION AND RECORDS:
 - Quality of the general programme of work planned for the class.
 - Efforts to make the physical environment of the classroom attractive and educationally useful.
 3. METHODS OF TEACHING:
 - Method used to bring about most effective learning, appropriate, apparatus.
 4. STAFF AND PARENTS:
 - Establishing warm and friendly relation with staff and parents.
 5. CLASSROOM ATMOSPHERE AND MANAGEMENT:
 - A lively and happy atmosphere, together with firmly established but unobtrusive class routine, and a good working tone.
 - Success in establishing an organisation and atmosphere favourable to the recognition of varying individual needs, the exercise by pupils of initiative and responsibility, and group activity.
 6. CAPACITY FOR PROFESSIONAL LEADERSHIP AND GUIDANCE:
 - Ability to take a leading part in working out a good school policy and putting it into effect.
 - Ability to stimulate enthusiastic effort and professional growth among members of staff and to use the special gifts of individual teachers to the best effect.
 - Ability to understand the professional problems of teachers and to give necessary help.
 7. CAPACITY TO ORGANISE AND ADMINISTER:
 - Competence and ease in organisation and administration.
 - Skill in delegation of authority.
-

MINISTRY OF EDUCATION

T O N G A

OBSERVATION AND EVALUATION OF TEACHERS

SENIOR ASSISTANT TEACHER

Name: Date:

School: Class:No.of Children:.....

Comments (Points of strengths and weaknesses) relative to all other teachers in the same level.

Assessment 9 Point Scale (9 Excellent)

1.	<u>PERSONAL PROFESSIONAL QUALITIES:</u>	
2.	<u>PLANNING, PREPARATION AND RECORDS:</u>	
3.	<u>METHODS OF TEACHING:</u>	
4.	<u>RELATIONSHIP WITH CHILDREN:</u>	
5.	<u>CLASSROOM ATMOSPHERE AND MANAGEMENT:</u>	
6.	<u>CAPACITY TO CONDUCT A SMALL SCHOOL:</u>	

GENERAL ASSESSMENT: 9 8 7 6 5 4 3 2 1.

GENERAL COMMENTS:

.....
INSPECTOR OF SCHOOLS

KEY TO INSPECTOR'S REPORT

1. PERSONAL PROFESSIONAL QUALITIES:
 - Effort to give best possible service to pupils both inside and outside classroom.
 - Effort to gain further knowledge and ability to utilise such knowledge in teaching.
 - Understanding the purpose of the school.
 2. PLANNING, PREPARATION AND RECORDS:
 - Quality of the general programme of work planned for the class.
 - Efforts to make the physical environment of the Classroom attractive and educationally useful.
 3. METHODS OF TEACHING:
 - Method used to bring about most effective learning, Appropriate, Apparatus.
 4. RELATIONSHIP WITH CHILDREN:
 - Establishing warm and friendly relation with children and in winning their respects.
 - Understanding the needs of children and an awareness of individual problems and skills in handling them.
 5. CLASSROOM ATMOSPHERE AND MANAGEMENT:
 - A lively and happy atmosphere, together with firmly established but unobtrusive class routine, and a good working tone.
 - Success in establishing an organisation and atmosphere favourable to the recognition of varying individual needs, the exercise by pupils of initiative and responsibility, and group activity.
 6. CAPACITY TO CONDUCT A SMALL SCHOOL:
 - Ability to run a small school.
 - Competent and ease in organisation and administration.
 - Establish good working relations with other teachers and with parents.
-

MINISTRY OF EDUCATIONT O N G AEVALUATION OF TEACHERSName: School/Post:Class(es) No. of Chn: Date:ASSESSMENT 9 POINT SCALE 1 2 3 4 5 6 7 8 99 EXCELLENTA. PERSONAL PROFESSIONAL QUALITIES:(KO E 'ULUNGAANGA FAKANGAUE 'OE FAIAKO TAKITAHA)ASSESSMENT

1 2 3 4 5 6 7 8 9

1. GENERAL APPEARANCE - FÖTUNGA HÄ MAI:

- a) Clean - Ma'a.
- b) Tidy - Maau.
- c) Respectable - Taau.

2. MANNERS - ANGA:

- a) } Deportment - To'onga 1 2 3 4 5 6 7 8 9
- b) } Speech - Lea
- c) } Polite - Faka'apa'apa
- d) } Sociable - Feohi

3. EMOTIONAL CONTROL-LOTO MAPULE'I: 1 2 3 4 5 6 7 8 9

- a) } Mature & stable(well adjusted)- Fakapotopoto
- b) } Patient - Fa'a kataki
- c) } Confident - Ta'e veiveiua
- d) } Kind - Anga'ofa

4. ATTITUDE - TÖKUNGA FAKAKAUKAU & ONGO'I:

1 2 3 4 5 6 7 8 9

- a) } Responsible - Anga Falla'anga
- b) } Conscientious - Fa'a ngäue, fakamaatoato.
- c) } Co-operative - Ngaue Fakataha
- d) } Flexible - Faka'atu'i

5. LEADERSHIP - TAKI:

- a) } Ability to share responsibilities-fakapotopoto
hé vahe 'oe ngaahi fatongia
- b) } Democratic - Fakatemokalati
- c) } Reliable - Falala'anga
- d) } Initiative - Ta'e fakakouna
- e) } Firm & fair - Totonu mo anga'ofa
- f) } Tactful - Fai tokanga & 'ilo'ilo.
- g) } Respectable - Toka'i

6. KNOWLEDGE - 'ILO:

1 2 3 4 5 6 7 8 9

- a) } Effort to keep up-to-date professionally,
é.g. knowledge of content and innovation.
- Vivili ke fakalakalaka 'a e 'ilo fakangäue.
- b) } Organizing Ability - Poto he fokotu'utu'u-
ngäue.

B. RELATIONSHIP WITH CHILDREN, STAFF & COMMUNITY:

(KO E VAHA'ANGATAE MO E FANAU, KAU NGAUE,
MO E KOLO)

ASSESSMENT:

1 2 3 4 5 6 7 8 9

- a) Understanding nature and needs of children.
 - 'Ilo ki he natula moe ngaahi fiema'u 'a e fanau.
- b) Like children, respect them, glad to be with them.
 - Sai'ia ke feohi mo e fanau.
- c) Success in stimulating educationally valuable interest and effort e.g. extra curricula activities.
 - Taukei 'i hono faka'ai'ai ē fanau ke nau manako he ako.
- d) Respected and liked by staff.
 - Toka'i ' e hono kaunga ngaue.
- e) Involvement in and respected by the community.
 - Ngaue fakataha mo e kolo, pea 'oku toka'i ia.

C. PLANNING, PREPARATION AND RECORDS:

(FOKOTU'UTU'U, TEUTEU MO E NGAHI LEKOOTI)

1 2 3 4 5 6 7 8 9

- 1.a) Accurate - Tonu
- b) Suitable - Taau
- c) Attractive - Matamatalelei (content not physical appearance).
- d) Concise - Mahino
- e) Feasible - Malava 'o ngaue'i
- f) Useful - 'Aonga.
- 2.a) School register, stock, book, issue book.
 - Lesisita, tohi lekooti naunau.
- b) Teacher's Workbooks, e.g. short-term and Radio, Long term, Case book, etc.

D. CLASS (OR SCHOOL) ATMOSPHERE AND MANAGEMENT

(FOUNGA PULE'I 'OE KALASI (PE AKO)

1 2 3 4 5 6 7 8 9

- a) Success in achieving an ordered freedom. e.g. a lively and happy atmosphere, together with firmly established but unobtrusive class routines and a good working tone.
 - Lava 'o fakahoko ha founga ngaue 'oku tau'atāina mo maau
- b) Success in establishing, an atmosphere which is conducive to learning.
 - Lava 'o fakahoko ha founga 'e tokoni ki he ako lelei 'a e fanau.

E. METHODS OF TEACHER:(NGAAHI FOUNGA FAIAKO)

1 2 3 4 5 6 7 8 9

- a) Successful use of appropriate methods (both general and special methods for all subjects).
 - Taukei ki hono ngaue'aki ē ngaahi founga 'oku tuha mo e lēsoni takitaha.
- b) Discriminating and effective use of Teaching Aids and of the Resources of the Local Environment.
 - Lava 'o ngaue lelei'aki 'a e ngaahi naunau kehe, kau ai 'a e 'ataakai.

F. CHILDREN'S PERFORMANCE: (NGĀUE 'A E FĀNAU)

- | | | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| a) | Children's books - pepa 'a e fānau. | | | | | | | | |
| b) | Display of chn's work-Faka'ali'ali 'enau ngāue. | | | | | | | | |
| c) | Evaluation of work - Vakai'i 'enau ngaue. | | | | | | | | |

COMMENTS:

Signature:.....

FREE WESLEYAN CHURCH SCHOOLS
EDUCATION OFFICE INSPECTING SCHOOLS

Name: - _____ Number of class:- _____
 Position:- _____ Number of children:- _____
 Class:- _____ Date: - _____
 School:- _____
 Age:- _____

	TEACHING AIDS		ACHIEVEMENT			Comments
	Charts Cards		A	B	C	
oral English						
W/English						
Maths						
E/Reading						
T/Reading						
Tongan						
Env. Studies or Social Studies						
Nature Studies						
Health						
Music						
Art & Craft						
Dev. Period						
Script						
Handwriting & Printing						

RATING OF ACHIEVEMENT

Key A - Plenty - P
 - More - M
 - Less - L
 - Few - F
 - Nothing - N
Key B - Excellent -E
 - Very Good -VG
 - Good -G
 - Fair -F

Key C
Effort - A always tries hard
 - B usually tries hard
 - C Inconsistent
 - D Rarely tries hard

Lesson observation } ⇒ Comments

General Comments:

Recommendations:

Inspector:

APPENDIX THIRTEENEVALUATION OF TRAINING

Place a tick in the appropriate box in the following table. Consider each item carefully and give comments for your choice as much as possible.

<u>Item</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Comments
1. Contents of College papers are too difficult						
2. Training helpful with teaching						
3. The use of English is too difficult						
4. Teaching Practice sessions helpful as a training strategy						
5. Small group teaching helpful for learning						
6. Too much work to do at Teachers' College						
7. Interest maintained for two years						
8. Learned a lot from college lecturers						
9. Textbooks helpful						

Further Comments

APPENDIX FOURTEENINTERVIEW QUESTIONS FOR DIRECTOR OF EDUCATION
SENIOR EDUCATION OFFICERS AND TEACHERS' COLLEGE PRINCIPAL.

1. What are your views on teacher recruitment and selection?
2. Do you think the "right" person is being recruited into the teaching force?
3. What qualities should "good" teachers possess? Have the teachers recruited so far possessed these qualities?
4. Is the training programme adequate in developing the "good" teacher?
5. Is the quality of teaching adequate and if not, in what areas should there be improvement?
6. How well do you think the teaching profession is able to deal with change, social pressures, liquor abuse, increasing unemployment and overcrowding? Should teachers be aware of these problems? How far does the social environment affect the learning and teaching in schools?
7. Is there too much emphasis on academic education? How does the type of education pupils receive at present prepare them for life in the community?
8. Is there close cooperation between the community and education, with regard to what is being taught in schools?
9. The use of foreign curriculums and examinations such as the New Zealand School Certificate and University Entrance has been the major thrust towards the improvement of the quality of schooling. How does this curriculum relate to the local community?
10. If teacher training is aiming to recruiting the 'top' strata of the passes in School Certificate and University Entrance, what procedures should be adopted? Why is teaching not attractive to these people?
11. Should further studies, by teachers, to the University of the South Pacific be encouraged? Is teacher training eventually going to be a diploma course?
12. The continued use of the untrained teacher within the schools pose problems when entering the teachers' college especially in the area of teaching methods. Would the use of untrained teachers likely to end? Why was it necessary to employ these people in the beginning?
13. What is the department's planned programme for teacher education?
14. Is the present method of grading teachers adequate?
15. Do you think in-service courses are necessary? Who should be responsible for them? Should these courses be of emergency measures to introduce teachers to new curriculum developments, or should it become a necessary part of a teachers' continuing professional and intellectual development?

16. If the quality of education is to be improved, would teacher recruitment and selection be a good place to start?
17. Is there any evidence of stress amongst teachers?
18. What is the status of teachers in comparison to other professions? Is this status related to salary?

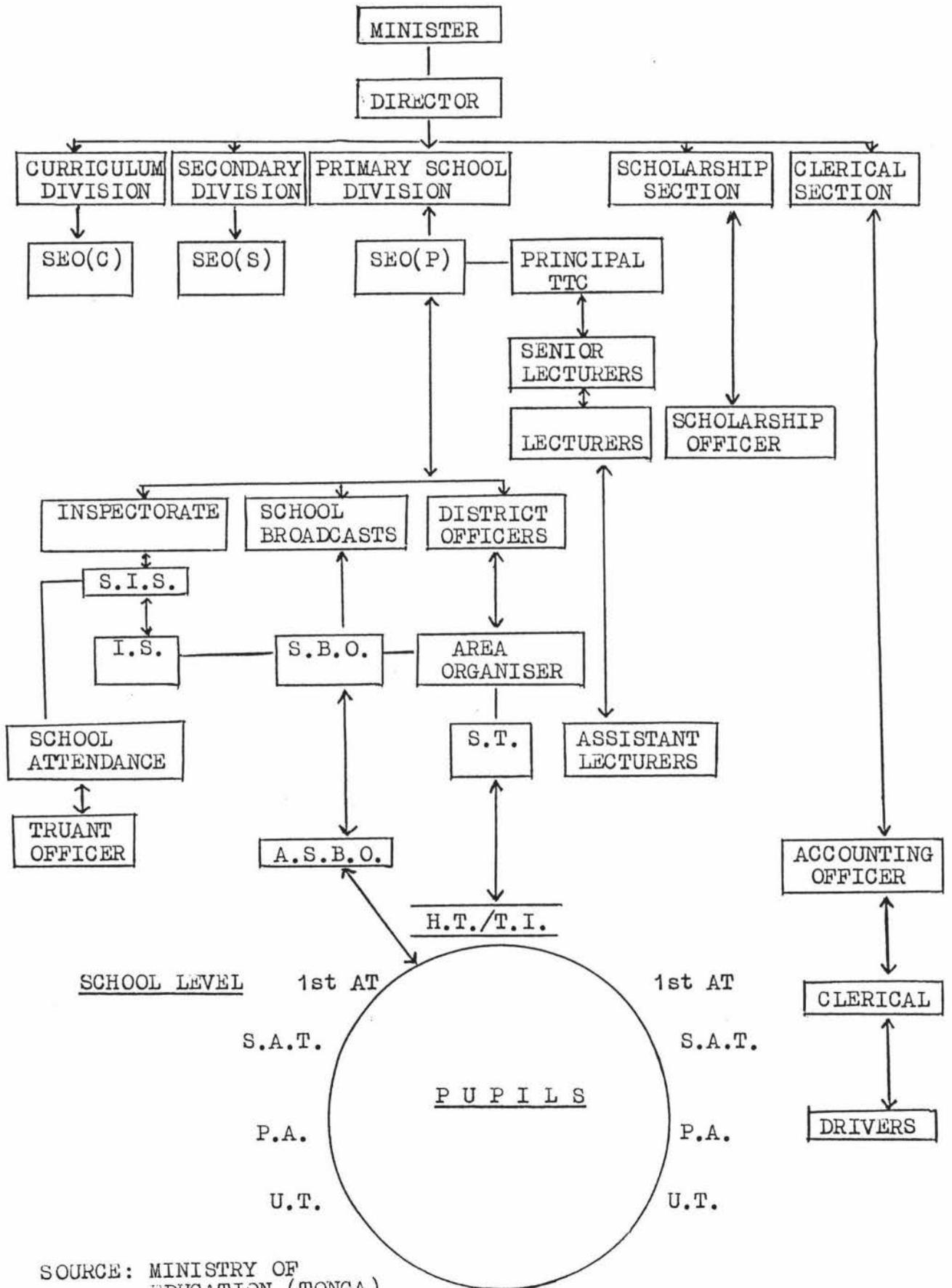
INTERVIEW QUESTIONS FOR INSPECTORS OF SCHOOLS
AND AREA ORGANISERS

This questionnaire also included the interview questions 1 - 18 asked of the Director of Education and Senior Educations Officers. (Appendix Fourteen)

- . What factors do you look for when inspecting probationary assistant teachers and how often is this assessment during the year?
- . What happens to probationary assistants who do not meet the criterias of this inspection?
- . How well do probationary assistant teachers fit into the classroom situation? Consider their relationships with other staff members, handling of children, knowledge of curriculum, teaching methods and planning.
- . Is there any consultation between yourself and the teachers' college staff over the assessment of probationary assistants?
- . Is the two year training programme long enough for training teachers towards a life-long career?

APPENDIX FIFTEEN

ADMINISTRATIVE STRUCTURE OF THE PRIMARY DIVISION
MINISTRY OF EDUCATION



SOURCE: MINISTRY OF EDUCATION (TONGA)

KEY TO TABLE (APPENDIX FIFTEEN)

SEO: Senior Education Officer
TTC: Tonga Teachers' College
S.I.S;Senior Inspector of Schools
I.S: Inspector of Schools
S.B.O:School Broadcasting Officer
A.S.B.O: Assistant School Broadcasting Officer
S.T. Supervising Teachers
H.T. Head Teacher
T.I. Teacher in Charge
A.T. Assistant Teachers
P.A. Probationary Assistants
U.T. Untrained Teachers

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Press, 1977. (p.96 by N. Gunson)

INFORMANTS

The following people served as informants who were interviewed at various stages of the research reported in this thesis. Most of these Officers have served within the Tonga Teachers' College at one time:

- | | |
|---|---|
| BLOOMFIELD Paula S. | - Director of Education and former Teachers' College lecturer; |
| COCKER Siu T. | - Acting Deputy Principal of Tonga Teachers' College; |
| FIEFIA S. Na'a | - Director of the University of the South Pacific Extension Centre, Nuku'alofa; former Director of Education and lecturer at Tonga Teachers' College; |
| FIELAKEPA Tuna K. | - Acting Senior Inspector for Secondary Schools and former lecturer at Teachers' College; |
| FOLAUMOETU'I Pone
LATU Mana | - School Inspector;
- Principal of Tonga Teachers' College; |
| LOVETT Jim | - Principal of Palmerston Teachers' College and former Principal of Tonga Teachers' College; |
| MAFI Veiongo | - Coordinator of Secondary Teachers' Education (STEP) Programme and former Senior Education Officer and lecturer at Teachers' College; |
| MOALA Masiu | - Senior Inspector of Schools and former lecturer at Teachers' College; |
| MOTU'AHALA Kanongata'a
Fakasi'i'eiki | - Senior Education Officer in charge of The Curriculum Development Unit and former principal of Tonga Teachers' College; |
| NAUPOTO Viliami | - School Inspector; |
| SPOONER R.D. | - Wanganui Teacher and former Coordinator of Niue Teachers' College and the University of the South Pacific Extension Centre, Niue; |
| TAKAU Viliami | Principal of Tonga College and former Principal of Tonga Teachers' College; |
| TAUFA Tupou'U | - Acting Senior Education Officer for Primary and Teachers' College and former lecturer at Teachers' College; |
| TAUFE'ULUNGAKI 'Ana | - Senior Education Officer; |
| TAUFE'ULUNGAKI Mele | - Area Organiser and former lecturer at Teachers' College; |
| TELEFONI To'ofuhe | - Principal of Fanga Primary School, Nuku'alofa; |
| TONGILAVA 'Elaona | - Scholarship and Vocational Guidance Officer; |
| TIUETI Paukamea | - Inspector of the Free Wesleyan Church of Tonga Primary Education; |

TU'IVAILALA Paula - School Inspector;
TUPOUNIUA Penisimani - Senior Education Officer.

There were interviews with other primary school head teachers, senior teachers, students, parents and college lecturers.

1. Sampling:

- . This study recognises that caution will be needed in predictions attempted to be made from the results.(p12)
- . Each group of participants was selected from schools and colleges within the Nuku'alofa education area, comprising both state and church schools. The small numbers in the samples indicated the participants' availability for completing questionnaires and submitting to interviews.
- . The data derived from these groups is specific to the groups and is not considered to be representative of the wider populations of these groups in the Tongan education system and, where the term representative is used, this should not be taken to imply any contradiction to this statement.

2. Hypotheses:

The following pages cite evidence and relevant page references for each hypothesis.

- . The first hypothesis stated that there was a different set of recruitment and selection practices used by the church and the state sectors in recruiting their teachers. (p7) This hypothesis was found to be true.(p156) The Ministry of Education sets the criteria to be met prior to students' being selected into teachers' training. These requirements are quoted from the Teachers' College Handbook, "Sio Atu".(p74) New teachers are selected on the basis of academic performance and the availability of a position within an education area. There has been a tendency to recruit males ahead of females. The above broad guidelines are used in different ways by each sector. The state can recruit teachers from any secondary school whereas the church is restricted to its own secondary school.(p76) The church recruits and selects teachers with emphasis on those of its members possessing desirable Christian qualities. These qualities include being able to participate in Sunday church activities and community groups. They must be able to live within the wage structure of the church teaching service, which is

service. They must be able to "prepare students for life according to the teachings of Christ".(p77; Table 7,p82; 101) There is a difference between the academic standards of state and church recruits. The state recruits usually hold better qualifications. The church recruited teachers from preachers, who were ill suited for teaching and even as late as 1978, some church recruits had only the Lower Leaving Certificate as their highest entry qualification - form two level.(p16; 41; 124)

The secondary school career preferences had one person out of twelve indicating a preference to teach in a church school. None from state secondary schools indicated such a preference.(p80)

All church recruits became untrained teachers before entering Teachers' College.

- . The second hypothesis stated that untrained teachers have lower academic achievements compared to school leavers when selected to enter Teachers' College.(p7) This hypothesis was found to be true. The Teachers' College recruitment policy recruited ten percent of its intake from secondary students who have attempted the New Zealand University Entrance and School Certificate courses. Students with Higher Leaving Certificate as their highest academic qualification embark on untrained teaching for at least two years. Because academic performance is important, school leavers entering training after secondary education must be relatively better.(p41; 83; 92) All secondary students interviewed wanted to go overseas for further studies if they passed their School Certificate and University Entrance examinations. Unsuccessful ones would then be available for recruitment into teaching, provided there are places available.(p8

The two untrained teachers' cases studied did not enter training prior to teaching as their academic qualifications were not sufficient to win them places at the College.(p94) All untrained teachers interviewed wanted to enter training prior to teaching. They felt that they entered untrained teaching because of their lower academic qualifications.(Item 2 p97; 102-3) The lower academic status is also reflected in the wage structure of both church and state sectors. Untrained teachers are the lowest paid.(Table 7,p8) Untrained teachers' lower academic status is reflected in the type of training they undertake, concentrating more on primary school curriculum content.

. The third hypothesis stated that the recruitment and selection procedures currently in use are inadequate.(p7) This hypothesis was found to be true.(p156) The recruitment and selection activities do not present teaching as an attractive employment opportunity. Although the Ministry of Education sets the criteria for the recruitment and selection of future students,(p74) the church has complete freedom to choose its teachers. Thus, there was still a wide range of educational qualifications held by trainees ranging from forms two to six levels of secondary education. These practices inevitably lead to teachers being poorly trained,(p17;19) and, that teacher development as envisaged by the 1979 workshop on teacher education has not been reached.(p51)

Inadequacies with the recruitment and selection procedures are also reflected in the secondary students' vocational preferences. 61 out of 144 students whose career preferences were tabled indicated a preference for teaching. However, only one of these 61 students wanted to enter Tonga Teachers' College. The rest indicated a preference for secondary teaching and further training overseas.(p78-80) The church also had difficulty recruiting teachers. Low wages, long periods at untrained teaching and low status compound the problem.(p82) Only one student from the church secondary school whose career preferences was tabled indicated a preference to teach in a church school at the secondary level.

All people interviewed indicated that teacher recruitment and selection could be improved. Secondary students have vague ideas about career opportunities in teaching and general vocational guidance counselling. (p88;90-1) Second year college students interviewed raised questions regarding the recruitment and selection criteria being publicised and interviews to be more consistent and standardised.(p116) Probationary assistants interviewed preferred to have been trained prior to teaching and that a recruitment officer would be useful.(p130-6)

The inadequacies of the recruitment and selection procedures currently in use is aptly echoed by the present Director of Education: that "... there is much to be desired in the quality of teachers for this level (primary)".(p106)

3. Tables/texts/appendixed questionnaires:

The case studies and interview questionnaires given to each participant appear as numbered appendices. These wordings have been shortened in some 'item' column of Tables 8,9,11,16 and 17.

The following pages refer to the above tables and how each 'item' column should read. References are given for appropriate pages of tables/texts/appendixed questionnaires.

TABLE 8: SECONDARY STUDENTS' PATTERN OF RESPONSES TO INTERVIEW QUESTIONNAIRE (APPENDIX SIX)
(p86; 186)

Items

2. Do you think you would make a good teacher? (p86;87;186)
3. If you pass your exams, do you want to go overseas for further studies before teaching? (p86;87;186)
4. Do you agree that teaching has a high status in relation to other professions? (p86-88;186) One person did not respond to this question.
6. Do you think untrained teachers should be teaching in schools? (p86;88-9;186)
9. Teaching is to be viewed as a life-long career.(p86;90;186)

TABLE 9: UNTRAINED TEACHERS' (UT) RESPONSES TO INTERVIEW QUESTIONS (APPENDIX SEVEN)
(p96;191)

Items

1. Untrained teachers are given equal responsibilities as other trained teachers. (p96;97;191)
 2. Wanted to enter Teachers' College before teaching.(p96;97;191)
 3. The training course will be helpful for later teaching.(p96;97;191)
 4. Untrained teachers spent long periods in schools before training. (p96;98;191)
 5. Untrained teachers should not be teaching in schools.(p96;98;191)
- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|-----|----------------|-------|-----------|----------|-------------------|
| 50% | 33.33 | - | 8.33 | 8.33 | |
7. Untrained teaching is a stressful activity.(p96;98-9;191)
 8. Has teaching affected your home life?(p96;99;191)
 9. Teaching is a life-long career.(p96;99;191)

TABLE 11: SECOND YEAR TEACHERS' COLLEGE STUDENTS' PATTERN OF RESPONSES TO THE INTERVIEW QUESTIONNAIRE. (APPENDIX EIGHT)
(p113;197)

Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
3. Students should be given opportunity to choose major fields of study. (p113-114;197)	50%	25.0	16.66	8.33	-
5. Teaching practice observation methods adequate.(p113;115;197)					
6. Teachers' College should be involved with probationary assistant evaluations.(p113;115-6;197)					
8. The use of untrained teachers should discontinue.(p113;116;197)					
10. Teaching is to be viewed as a life-long career.(p113;117;197)					

TABLE 16: PROBATIONARY ASSISTANTS' PATTERN OF RESPONSES TO INTERVIEW QUESTIONNAIRE. (APPENDIX TEN)
(p133;204)

Items
1. Is two years long enough for training? (p133-4;204)
2. <u>Teaching</u>
a) Was your initiation into teaching adequate?
b) Do all teachers within the school have equal status?
c) Were you offered help with teaching tasks?
d) Were your expectations of training and teaching fulfilled?
e) Did you have a choice with school and class level in which you now teach? (p133-5;204)
4. Present recruitment procedures are adequate.(p133-6;204)
5. Untrained teachers should not teach in schools.(p133;136;204)

TABLE 17: PATTERN OF RESPONSES TO THE EVALUATION QUESTIONNAIRE (APPENDIX THIRTEEN)
(p142;219)

Items
1. Contents of College papers are too difficult.(p142-3;219)
4. Teaching practice sessions helpful as a training strategy. (p142;144;219)
5. Small group teaching helpful for learning.(p142;144-5;219)
6. Too much work to do at Teachers' College.(p142;145;219)

4. Recommendations.(p157-167)

These items are points for possible action made by the writer, as a professional person and a student who has undergone the whole experience associated with this thesis: from learning about Tonga and its educational system, from viewing that system in relation to other education systems in the South Pacific, from contact with (and examining data from) teachers and administrators in the Tongan education system. The recommendations emanate from the writer's total experience with this thesis. The writer further explains her recommendations.(p167)

- 1) The practice of using untrained teachers in schools should be discontinued. This recommendation is strongly supported by the evidence gathered from case studies, interview questionnaires and discussions throughout the text. Secondary school students interviewed showed a significant proportion disagreeing with the use of untrained teachers.(Table 8, item 6,p86;88-9) Untrained teachers gave similar responses and that, in spite of the experience's advantages in familiarising the future teacher with classroom experiences and routines, they felt a decided lack of personal subject content knowledge and theoretical background.(Table 9, item 5, p96;98) Second year Teachers' College students interviewed strongly supported the use of untrained teachers be discontinued - 75%. (Table 11, item 8, p113;116) Probationary assistants interviewed disagreed with the use of untrained teachers and felt that this experience was provided through the teaching practice experience.(Table 16, item 5, p133;136) Interviews with administrators, teacher trainers, school teachers and students support the above recommendation.
- 2) Vocational guidance counselling, including discussions of career prospects for teaching, should be made more readily available at senior secondary school level. Secondary students interviewed showed a significant proportion of the students had not been exposed to a variety of career opportunities (81.7%). (Table 8, item 5, p86;88) This uncertainty is also reflected by about a quarter of secondary students who gave further studies overseas' as a career preference without definite fields of study being specified.(Table 6, p81) Case studies and interviews also showed the lack of adequate vocational guidance in secondary schools, where students do not know much about

teaching and career opportunities. Secondary students want better vocational guidance and counselling.(p91)

- 3) The minimum academic qualification for entry to Teachers' College should be raised to form five level of secondary education. This would ensure that future teachers would possess a basic amount of secondary education, with sufficient understanding of English to cope with the College curriculum.(p147)
- 4) The procedures leading to selection should be made known and clearly followed reducing uncertainties and delays.(p100)
- 5) Efforts be made to keep teachers in the profession. This could be done by raising teachers' status by upgrading conditions of employment and rewarding teachers adequately. Table 7 (p82) shows the annual salaries of teachers. Although allowances and wages were seen by participants interviewed as adequate, teachers still left teaching when other job opportunities arose. Table 15 (p126) tables the number of student teachers who left within a year of their training.
- 6) Selecting major study areas and viewing teaching as a life-long process was significantly supported by participants. 63.5% of secondary students agreed teaching should be a life-long career.(p86;90) Untrained teachers interviewed had 41.66% agreeing (p96;99) and second year Teachers' College students had 91.66% of participants agreeing. (p113;117)
- 7) Teacher trainers should be well educated with provision for adequate refresher courses. (p148)
- 8) Teaching practice should be improved with specified roles for college lecturers, students and associate teachers. Second year Teachers' College students commented that there was too much emphasis on class organization and lesson planning. (p113, item 5;115) Probationary assistants commented on the lack of cooperation between college teachers and associate teachers.(p134, item 2) All participants for the evaluation questionnaire agreed teaching practice was a useful training method. (p142;144)

5. Explanations:

- a. Gould's massive improvements for education in Tonga included the need to establish a training college for teachers. Senior students from secondary schools would be recruited to have

some training with methodology, child development and to familiarise themselves with the primary school syllabus.

- b. The Institute of Education would consist of Rural Development, Teacher Training and Vocational Training. The Institute is designed to be a multi-purpose centre where teachers, agriculture extension workers, farmers, tradesmen, health officers and social workers meet on campus, following some courses in common, and pursuing their specialities separately.
- c. The Third Development Plan (1975-1980) aimed at upgrading teachers' quality and increasing their numbers. Strategies intended to be followed included:-
 - " - teacher numbers will be increased and the quality raised in both primary and secondary schools through better teacher training programmes, including the provision of scholarships as resources permit;
 - ...teaching facilities at primary level to be improved...
 - the pupil/classroom ratio will be reduced to a more acceptable level by a continuation of the primary school building programme."
- d. The Macquarie University workshop report (1979) tabled the aims of future teacher development in Tonga. The writer endorses the growth points proposed by this workshop and comments on the extent to which some of these points have been met.
- e. Niue's teaching situation differs markedly from other territories in its decreased need for trained teachers, caused by a declining population. Its teachers are well trained, overseas graduates and well rewarded. Low teacher pupil ratio, young innovative teachers, well equipped schools and a good education system contribute to this marked difference. The Island has no untrained teachers and its teachers are regularly involved in refresher courses and teachers hold high status within the community.
- f. The examination referred to in items a) and b) (p74) is the Tonga Higher Leaving Certificate.
- g. Comments between the Bloomfield quotes of p.106 and p.107 are the writer's.
- h. Read 'attitude' testing instead of 'aptitude' testing.(p101;139)
- i. 'Table 11, item 2, Strongly Disagree' column should read 33.33 and not 8.33. (n113.114)

- j . Few young people are interested in becoming locally trained primary teachers. One student out of all secondary students indicating vocational preferences stated a preference to enter Tonga Teachers' College. (p79)
- k . The Tongan education system has been influenced and based on overseas systems. (p165) For example, the state secondary school, "Tonga High School", is modelled on the New Zealand system. More recently, the education systems for both state and church have been standardised to include this system - all secondary schools now offer the School Certificate and University Entrance examinations. There is also a clear division between primary, intermediate and secondary schools. The Teachers' College students have and use a college library. Library materials are mostly in English with limited Tongan volumes. Students in Tonga have limited use of English. Therefore, use of the Tongan language as the medium of instruction at the College would increase students' understanding of concepts, lead to less stress on both tutors and students who are all speakers of the Tongan language and minimise inadequate teaching practices.

6. Corrections:

- . p16, line 37 should read, '...was considered desirable'.
- . p22, line 14 should read, '...and, in 1797, the first European missionaries arrived'. (Rutherford, 1977,p90)
- . p67, line 7 should read, '...and, by the sixth year of secondary schooling,...'.
- . References:
 - . 'Spooner, E.' should read Spooner. R.G. (p8; 56; 229)
 - . 'Appendix Five' should read 'Appendix Eleven'. (p126,line 5)
 - . Spooner (1983), to whom reference is made, was interviewed in 1983. This reference refers to the writer's interview notes, in accordance with which he is listed as an informant. (p66;67;68;229)
 - . 'Collegian' (p61, line 8) is listed in the bibliography as 'Nasimu Teachers' College Collegian'. (p228)
 - . '1980c' should read 'circa 1980'. (p226, line 1)

*Note: Written additions in the text
have been undertaken, with Mrs.
Taufatiki's permission, by:
Margie Edumatai,
Supervisor.*

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