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

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fulfilment of the requirements  
for the degree of Master of Education  
at Massey University

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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.

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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.