

TRANSFORMING THE IMAGE OF THE TEACHING PROFESSION IN KENYA

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Abstract

Lack of a professional body specifically tasked with setting professional standards for teachers in Kenya is a challenge that should not be ignored any longer. The Sessional paper No. 1 of 2005 on education, training and research explain that teachers are an important input in the Education system. Given that teachers play a vital role in the development of the needed human resource for developing Kenya socially, politically and economically, a professional body is necessary to make teachers more effective. Teachers lack cohesion and are fragmented by qualification level and specialization. Post-school teachers tend to keep a status distinction between themselves and the lower level primary school teachers. Lack of homogeneity in the qualifications of teachers weakens organizational capabilities and common purpose for members of the teaching profession. Existing organizations are largely trade unions (Kenya National Union of Teacher, KNUT, the Kenya Union of Post-Secondary Education; KUPPET). Teacher Unions in Kenya have for a long time been associated with strikes and actions that blocked reform in the teaching profession. Given the low status of the teaching profession in Kenya, a professional body for teachers that will improve the quality of teaching through social networks becomes absolutely necessary.

Key words: Education, Profession, Teaching, Social Capital, Social Networking, Traits, Standards

1.0 Introduction

The role of Education in Kenya as an overt secret ingredient in the openly shared recipe for attaining Vision2030 cannot be ignored. The Sessional paper No. 1 of 2005: a policy Framework for Education, Training and Research explains that teachers are an important input in the Education system. Given that teachers play a vital role in the development of the needed human resource for developing Kenya into a socially, politically and economically developed country in the globally competitive arena through the Vision2030 platform, there is thus an inherent need to develop,

managed and enhance professional behavior amongst teachers who are tasked with developing the needed human resource (Republic of Kenya, vision2030)

The aim of this write up is to propose the formation of a professional body that will be in charge of setting professional standards for teachers in Kenya. The article is divided into various sections: problem statement, concept of teaching as profession, status of the teaching profession in Kenya, rationale for formation of a professional body, theoretical and conceptual frameworks, selected cases of professional bodies, call to action, implications to teachers and conclusion.

1.2 Problem statement

Lack of a professional body specifically tasked with setting professional standards for teachers is a challenge that should not be ignored any longer. Traditionally, once teachers have been employed by the Teachers' Service Commission (TSC) in their job initial respective Job Groups, the teachers usually enter into a start of *academic-enhancement pause* until the time they will need promotion into the subsequent Job Groups and thus do an upgrade course or apply to attend a promotion interview once advertised by the employer. This shows that some employed teachers assume that Education phenomenon is a monolithic and static phenomena hence knowledge accrued while in college is terminal till such motivations such as promotion arise. In Kenya, teachers lack a professional body to address their issues. Existing organizations are largely trade unions (Kenya National Union of Teacher, KNUT, and the Kenya Union of Post-Secondary Education: KUPPET). Even with the formation of teachers' unions, teaching has failed to achieve and sustain status enjoyed and consolidated in monopolistic organizational frameworks of certain professions such a law, medicine and engineering. Teacher Unions in Kenya have for a long time been associated with strikes and actions that blocked reform in the teaching profession. With the emergence of mass education, the teaching profession is adversely affected. Due to lack of autonomy, teaching necessitates supervision from higher ranks. Supervision is not a characteristic of the mechanism of control fund in full pledged professions. It is on the basis of the articulated issues that we call for systematic changes in the teaching sector by engaging teachers in decision making processes that impact the teaching profession and learners. Moving from top- down hierarchical model to a circular structure of shared responsibility will help to engage teachers. It is likely that a teachers' professional body would help improve the image of the teaching profession by developing systematic standards. The article therefore presents cases on established professional bodies for reference and suggestions towards formation of a teachers' profession which may go a long way in addressing teacher issues in Kenya.

1.4 Growth of the idea of a profession

The idea of a profession of a profession was a church oriented idea. The word implied voluntary devotion to offer services in accordance with that order. To join a particular religious order, one had to profess (take a vow) that he had a calling to offer certain services in accordance with the established order Some religious orders were devoted to teaching for example the Dominicans, Jesuits among others. The word profession therefore implies a calling to a particular vocation. It was only later when the word was extended to other vocations like law and medicine. Those who practiced these disciplines were not expected to do so with an utilitarian motive but with a service motive.

1.3 Teaching as a profession

According to Australian council of professions(ACP,2004), teaching is defined as a disciplined group of individuals who adhere to ethical standards and who hold themselves out and are accepted

by the public as processing special knowledge and exercise these skills in the interest of others (ACP, 2004). Teachers develop an interpretive framework during their career, one that is shaped through interaction with social, cultural, structural and political conditions which impact on their day to day work (Kelchtermans, 2009). Teachers who experience more autonomy feel more satisfied in their work and more motivated and feel more competent (Bogler and Somech, 2011). Teachers unlike other professions are burdened with excessive expectations from the society at large, caught between high expectations and low professional esteem (Swaffield and McBeath, 2011).

There has been much debate today as to whether teaching is a profession or not. Is the teacher a professional in the way we would describe a doctor, a lawyer, an engineer?

There are two views to this debate. One view by teachers' themselves, who feel teaching is a profession; and the other view, held by none teachers who strongly feel that teaching is not a profession. These two views lead to the following questions:-

- What is a profession?
- What are the characteristics of a profession?

Characteristics of a profession

MacBeath (2012); Shiundu and Omulando (1992), articulate the following as characteristics of a profession:

- 1) Theoretical knowledge and concomitant skills: professionals are assumed to have extensive theoretical knowledge and skills which are exercised and practiced. A profession's self-confidence is rooted in the knowledge that its personnel are well trained and well supported.
- 2) Legal recognition and professional closure: professions tend to exclude those who have not met their requirements nor joined the appropriate professional body.
- 3) Quality pre-service academic and professional preparation: professions usually require at least three years academic accreditation plus professional induction, and a requirement to demonstrate professional competence in the work place.
- 4) Induction: a period of induction and a trainee role is a prerequisite to being recognized as a full member of the professional body together with continuous up grading of skills through professional development.
- 5) Work autonomy: professional retain control over their work and also have control over their own theoretical knowledge.
- 6) Code of professional conduct or ethics: professional bodies usually have codes of conduct or ethics for their own members and disciplinary procedures for those who infringe the rules. A profession's self-confidence is rooted in the knowledge that its personnel are well trained and well supported.
- 7) Self-regulation: professional bodies are self-regulating and independent from the government.
- 8) Public service and altruism: services provided are for the public good and altruistic in nature. Services provided by a profession are central to the well-being of society, and the practitioner is motivated by the well-being of his clients.
- 9) Mobility: skills, knowledge and authority belong to the professionals as individuals, not the organization for which they work, and as they move they take their talents with them. Standardization of professional training and procedures enhance such mobility.
- 10) Professional association: professionals usually have professional bodies organized by their members intended to enhance their status together with carefully controlled entrance requirements and membership.

- 11) Professionals' fees are commensurate with services rendered.
- 12) Members never withhold their services on the basis of material gains. There is a high sense of responsibility, honesty, dedication and commitment among members which rules out any form of strike.

1.4 Status of the teaching profession in Kenya

The Teaching profession falls short of the measures of a true profession due to the following

- 1) Status of teachers is generally poor as compared to doctors and lawyers. This is due to low salaries, poor working conditions and terms of service, and poor career prospects.
- 2) The low levels of qualification as a result of recruiting people with low academic education and inadequate training due to high numbers of trainees in training institutions and limited resources.
- 3) Due to recent expansionary pressures and delays in teacher recruitment by the Teachers Service Commission (TSC) many teachers teach subjects which they were not trained in.
- 4) Teaching has become a dumping ground for those who cannot make it elsewhere and for those who use it as a stepping stone to better occupations, and also for those who feel that, as teachers, they can afford time to do other things. Such people are not committed to teaching as a career, and profession. These factors contribute to the erosion of competence and discipline in teaching which causes the lay public to have low regard for it.
- 5) Teachers lack cohesion and are fragmented by qualification level and specialization.

Post-school teachers tend to keep a status distinction between themselves and the lower level primary school teachers.

- 6) Low remuneration and poor terms of service.
- 7) Poor conditions of working, which lack basic necessities.
- 8) Limited mobility in the profession.
- 9) Bureaucratic controls through client selection. Entry qualifications are controlled from outside. Teachers have high vulnerability to scrutiny from outside especially after the release of National Examinations results.
- 10) Aspect of pseudocredentiaism i.e., the general assumption that those who know some content can automatically teach e.g., the idea of untrained teachers which strongly suggest that teaching does not require any special talents and training.
- 11) Short period of training. Professions are founded on systematic knowledge that require a lengthy period of study and practical training.
- 12) Teaching profession generally attracts individuals with low academic grades.
- 13) Lack of autonomy. For example teachers are not in control of what they teach and how they teach it. Other bodies largely determine what teachers teach and how they teach it. Kenya Institute of Education for example, develops the curriculum for secondary and primary schools and also prescribes how it is to be taught. The Directorate of Quality Assurance and Standards monitors curriculum implementation in schools while, the Kenya National Examinations Council conducts the summative evaluation of curriculum.
- 14) Lack of homogeneity in the qualifications of teachers weakens organizational capabilities and common purpose for members of the teaching profession.
- 15) Teachers lack a professional body to address their issues. Existing organizations are largely trade unions (Kenya National Union of Teacher, KNUT, the Kenya Union of Post-Secondary Education, and KUPPET). The two unions further weaken the profession by dividing teachers. Some people have categorically argued that teaching is not a profession because it lacks the basic characteristics of a profession, that is, it has not generated a sound

body of theoretical knowledge and a set of technical concepts which would help to legitimize its claims to professional status.

Because of these deficiencies, the teaching profession in Kenya is viewed as semi, Quasi or an emerging profession.

Improving the status of the teaching profession in Kenya

- In-service training of teachers should take priority. Sessional Paper No. 1 of 2005; a policy Framework for Education, Training and Research articulates the need for continuous improvement in the quality of services through continuous skills upgrading for teachers. The rationale for this is to address past weaknesses for practicing teachers by giving them skills beyond those acquired during their pre-service training.
- Admission to teacher education should be based on high academic grades. It should not be a career for those who fail to make the grade for other professions.
- The involvement of untrained teachers at any level of education should be discouraged.
- Terms and conditions of employment for teachers should be comparable to those of other professions. This is likely to attract bright individuals who would otherwise seek career opportunities in more lucrative fields.
- Teacher education must be rooted on commitment to change. This is aimed to prepare the teacher to be innovative, a researcher and an experimenter.
- Teachers must uphold professional ethics at all times
- Teachers and their unions are striving to make teaching be considered as a profession through: struggling for better pay, improved terms of service, good working environment and improved promotion prospects.
- There is also effort to develop the professional status of teachers by improving their academic and professional qualifications through further education and better training.
- Teachers should establish a professional organization to handle matters of professional concerns such as formulation and improvement of educational curriculum, teacher education curriculum, formulate the code of ethics for teachers among others.

1.5 Rationale of formation of a professional body

The TSC was established by an Act of Parliament Cap 212 of the Laws of Kenya 1967 and mandated to register, recruit, deploy, remunerate, discipline and maintain teaching standards in public and tertiary institutions in Kenya. However, close observations on how the TSC runs and manages teachers' affairs closely reveals a bias towards registration, recruitment and remuneration of teachers as a key management program and a peripheral role when it comes to the academic growth and development of the teachers once they are employed.

There is thus a need to form a professional body that is solely mandated with professional development of already employed teachers and setting standards of professional conduct in the Teaching-learning activities in the Educational phenomenon in Kenya.

The Sessional paper No. 1 of 2005 recognizes and emphasizes the need for individuals or even organizations to develop research capacities within their jurisdiction. Hence the professional body for teachers will be the best option if we want to change the academic development of already employed teachers in an attempt to enhance professional conduct. It is envisioned that formation of teacher's professional body will be beneficial to teachers in a number of ways; professional recognition, information and advice through well established web sites to offer on-line research facility, networking opportunities, self- regulation, provision of magazines on issues of teachers and

educational matters. Professional organizations may also offer career development programmes, training courses and assessment to upgrade teachers.

It is important to note that the professional body being proposed herein, will help in setting and managing professional standards of teachers in an effort to improve on the quality of teachers and the image of the teaching profession in Kenya. Levin (2010) observes that virtually all the top performing countries on an international education measures have strong teacher unions.

1.6 Theoretical framework

Ideas of a profession are based on three theories; the Trait Theory, Social Capital Theory and the Social Network Theory.

1.6.1 Trait Theory

This theory believes that leadership behavior is the sum total of trait or qualities a leader possesses. Traits of an effective teacher include; open mindedness, flexibility and patience, dedication to work, positive thinking, and high expectations (Shead, 2007). The sociological investigation which begun in the 1930s with the attempt to identify the defining characteristics or traits that distinguished the professions from other occupations came up with a model identifying the common traits as;

- i. Skill based on abstract knowledge
- ii. Certification based on competency testing
- iii. Formal organization
- iv. Provision for training and education
- v. Adherence to code of ethics
- vi. Altruistic service

Teachers can utilize the information from the trait theory to evaluate their position. They can also get an in-depth understanding of their identity and the way they will affect others in an organization.

1.6.2 Social Capital Theory

The fundamental notion of the social capital theory is that social relationships provide access to resources that can be exchanged, borrowed and leveraged to facilitate achievement of desired goals. The theory gives focus to some form of structure, network, or pattern of relationships that play a role in exchange of resources and the facilitation of collective purposive action. Man power or intellectual resources are the valuable assets that exist in a social relationship among linked individuals. Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationship of mutual acquaintances and recognition (Bourdieu,1983).Social capital comprises of the resources embedded in social relations and social structure which can be mobilized when an actor wishes to increase the likelihood of success in purposive action(Lin, 2001).Social capital also refers to feature of social organization such as networks, high levels of interpersonal trust and norms of mutual aid and reciprocity which act as resources for individuals and facilitate collective action(Lochner, Kawachi and Kennedy, 1999).

Several studies have shown relationship between aspects of social capital and organizational functioning. For example tight and stable networks of communication have proven to contribute to effective functioning of organizations (Katzenbach and Smith, 1993). Organizations with dense informal structures within and between organizational units generally achieve higher levels of performance than those with sparse connections (Reagans, Zuckerman, and McEvily

2007). Empirical analysis suggests that social capital in the form of social interaction and trust, can add significantly to the organization's value creation through innovation (Tsai and Ghoshal, 1998).

1.6.2 Social Network Theory

The theory gives focus to both the individual actors and the social relationships connecting them (Wasserman and Galaskiewicz 1994). Social network theory regards social structure as a network of relationships that poses constraints and opportunities for the actors in the network. In a social network, individuals are embedded within dyadic relationships, and dyadic relationships are embedded in larger subgroups that eventually shape a social network. Teachers through a professional body may lead to formation of dyadic social relationships giving teachers power for collective actions.

1.7 Conceptual framework

This write up is based on the concept of selective borrowing from the field of Comparative Education proposed by Victor Cousin around 1813. Before mass borrowing, the concept of selective borrowing advocated for a holistic social-cultural, political and economic analysis of factors that led to the development of the professional bodies so that we can selectively borrow what suits our Kenyan context and discard what does not.

Hence, this write up has borrowed bases for foundation of professional bodies, their structure, policies, mandate and functions of professional bodies such as the National Board for Professional Teaching Standards (NBPTS) in the USA, the Institute of Certified Public Accountants of Kenya (ICPAK), and the Kenya Law Society (LSK).

1.8 Ideologies of selected professional bodies

This section looks at the possible structure and functions of the proposed professional body by trying to borrow some characteristics of a professional body from NBPTS, ICPAK and LSK.

1.8.1 The National Board for Professional Teaching Standards (NBPTS).

The NBPTS was established in 1986 (*three years after a heightened public concern about the state of Education in America*) after recommendation by the Carnegie Task Force on Teaching in their report entitled *A Nation Prepared: Teachers for the 21st Century*. The NBPTS was then established and designed a mission to improve the quality of teaching and teachers as well as teaching-learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do
- Providing a national voluntary system certifying teachers who meet these standards
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers (NBCTs).

The NBPTS is committed to professional standards for teaching. Among those standards that it pays close attention to include a body of specialized knowledge, expert knowledge and code of ethics that emphasizes quality service in teaching and learning.

The board developed a policy that would clearly spell out the National Board's vision of accomplished practice. The policy *WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO* has remained the cornerstone of its practice to date. Through this policy, teachers participate in an exercise designed to tap the knowledge, skills, dispositions and professional judgment that distinguish their practice from other professions.

The policy has five core propositions:

Teachers are committed to their students and learning.

Unlike other professionals in various professions, accomplished teachers understand how students develop and learn. They employ current theories of cognitive development and intelligence in their practice. They are aware of the influence culture and context on behavior. They employ motivation techniques, respect individual differences and ethnic or/and racial differences and employ various teaching methods to facilitate learning.

Teachers know the subject they teach and how to teach those subject to students.

Accomplished teachers have a rich comprehension of their teaching subject(s) and appreciate how knowledge in their subject is created, organized, given to student and linked with the real world setting.

From this proposition, we see that teachers therefore command a kind of specialized knowledge of how to convey and reveal content of their subject matter. They are aware of where difficulties in teaching-learning are likely to arise and develop strategies to resolve them.

Teachers are responsible for managing and monitoring student learning.

Accomplished teachers command a range of generic instructional techniques, they know when a particular teaching method is appropriate, how to organize a disciplined learning environment to ensure effective and efficient learning for students to achieve their goals.

Teachers think systematically about their practice and learn from experience.

Teachers are models of educated persons. They typify virtues they seek to inspire in students. Values such as curiosity, tolerance, honesty, fairness, intelligence, creativity, sound reasoning... these values play a vital role in the intellectual growth of a learner and thus all teachers should exemplify them.

Teachers are members of a learning community.

Here, the policy emphasizes the need for teachers to contribute in curriculum development, instructional policy, staff governance among others. The teachers are also capable of working closely with parents and the society where they practice teaching.

The board offers training and research on pedagogical skills through a course work that culminates to the awarding of a certificate. The course work equips teachers already employed with current knowledge in instructional strategies, communication skills how to maintain standards of professional conduct and provide leadership in various positions and situations in the Education phenomenon.

1.8.2 The Institute of Certified Public Accountants of Kenya (ICPAK)

ICPAK was established by the Accountants Act CAP 531 in 1978 and reviewed by the Accountants Act No 15, 2008 as an organization that will regulate the activities of all Certified Public accountants in Kenya. Some of its mandates include:

- To promote standards of professional competence and practice amongst members
- To promote research into the subject of accountancy and publication of journals, periodical and articles

- Establish by-laws to assist it in its work
- To advise the Ministry on matters relating to financial accountability in all sectors of the economy.
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Governance and management of ICPAK

The Institute of Certified Public Accountants of Kenya is governed by an 10 council member: a chair person, six members, two members nominated by the Ministry of Finance, one member nominated by the Kenya Accountants and Secretaries National Examination Board (KASNEB)

Benefits of being a member of ICPAK

Some of the listed benefits of becoming a member of ICPAK include:

- Right to use the CPA (K) designate
- Employers increasingly seeking professional qualifications over and above academic qualifications
- Regular updating of skills through Continuous Programs of Development (CPD)
- Representation of member's professional interest through relationship building with related partners and lobbying to relevant partners such as KRA, RBA, KACC, IRA
- Access to professional tools
- Access to technical support to professional matters for example, tax, audit, financial reporting

ICPAK Certification

The CPA certification is for experienced accountants students who wish to qualify and work as professional accountants, auditors and financial consultants. Registered members are highly respected in the industry than those who are not registered and their career opportunities are as well increased compared to members not registered.

1.8.3The Law Society of Kenya (LSK)

The Law Society of Kenya was established in 1948 by Section 3 of the Law Society of Kenya Ordinance and later on the Ordinance was repealed by the current Law Society of Kenya Act 1992(Republic of Kenya, 2008). The mission of LSK is to be a world recognized bar association in the provision of quality services fostering advocacy and the rule of law.

The mandate of LSK is to advise and assist members of the legal profession, the government and the larger public in all matters relating to the administration of justice.

Objectives of LSK

- To maintain and improve the standards of conduct and running of the legal profession in Kenya
- To facilitate the acquisition of legal knowledge by members of the legal profession and others.
- To protect and assist the public in Kenya in all matters touching, ancillary or incidental to the law

Membership, management and structure

The LSK has an Act of Parliament that directs and dictates all its matters, that is, the Law Society of Kenya Act.

Membership-Part III of the Act states that the Society has members, special members, and honorary members. The Act also outlines the powers of the 12 member council: a chair person, a vice chairperson, and ten other members

1.9 Discussion based on the three organizations

Having looked at the three organizations that are solely engaged in professional conduct of its members, we realize that it is possible to establish a professional body in Kenya that will prioritize professional standards of teachers as well as assist the government and the public on matters relating to teaching and learning in Kenya .

However, there is something common about those organizations we have looked at that may pose as a challenge towards the establishment of the professional body; the Legal backing. It is evident that the ICPAK and LSK all have an Act of Parliament that truly legitimizes their organization and the NBPTS has a Task Force Report that anchors its activities.

The bodies have tried as much as possible to ensure that their mandate is restricted in the sense that they do not appear superior to Government agencies involved in their respective areas of interest. For instance, NBPTS is categorically clear in its mandate that it is neither going to *neither replace* State recruitment and deployment of teacher nor will it involve itself with disciplining of teachers. On the other hand, we see that ICPAK and LSK are primarily involved in increasing professional competence amongst the members as well offering assistance to the Government and public in matters relating to Accounting and Law respectively.

Each organization has also shown the benefits its members are likely to gain unlike those who are not registered. Therefore, the professional body that we propose in this write up should exemplify these honorable attributes in its attempt to co-exist in the real-world setting.

1.10 Call to action

Teacher Unions in Kenya have for a long time been associated with strikes and actions that blocked reform in the teaching profession. We call for systematic changes in the teaching sector by engaging teachers in decision making processes that impact the teaching profession and learners. Moving from top- down hierarchical model to a circular structure of shared responsibility will help to engage teachers. The professional body will work to identify teacher preparation programmes, teacher educators, teacher evaluation, and advancement within the profession. It is hoped that the professional body will work together with the Teachers' Service Commission to promote an ideological framework to benefit the education sector. Teachers should seek a renewed or transformed professional identity reflecting their full status in the education system. Suggestions to guide formation of the professional body:

1.10.1 Foundation for establishment

The professional body will require an Act of parliament to legally legitimize it. However, if that delays, we can use a tactic of registering it as a Union at a national level or even regional level. This is how many unions and organizations emerge if the socio-cultural, economic and political atmosphere is not conducive for its rapid establishment and growth.

1.10.2 Mission and Vision Statement

This can be formulated by a group of persons devoted to formation of a professional body. However, the mission and vision statements should echo the importance of professional competence and consistent research in pedagogical issues so as to improve quality of the teaching-learning phenomenon.

1.10.3 Membership and Benefits

Membership should allow for both a national and county form of organizational structure in line with the Basic Education Act 2013 and the Devolution System enshrined in the Constitution of Kenya 2010.

The executive or Council or whichever term may be deemed appropriate for the think-tank of the organization should be composed of relatively few persons, such as 11 or 12 in the LSK or ICPAK structure. This is advantageous because it reduces expenditure on officials consequently making management effective and efficient.

Other members such as SPECIAL/HONORARY members may be included but they must either come from fields related to Education or teaching-subject areas or may be a Government official.

Access to articles, Journals that the professional body will be obliged to produce

1.10.4 Mandate/Functions

The body will be involved in professional development of the already employed teachers in terms of pedagogically related skills. This will be mainly through organization of obligatory symposia or conferences either at county or national levels.

The professional body will be expected to set teaching standards as a mechanism for improving the status of the teaching profession and as a means to develop high quality teachers and enhance learning outcomes. The call to standards has been embedded in the rhetoric of quality control of education and of accountability for public funds spent in education.

To achieve this, we can selectively borrow from the five policy propositions of the NBPTS of USA to act as a guide when setting standards that will distinguish the Teaching Profession from others.

The body will dictate what competence an already employed worker should demonstrate. This will reduce the propensity of *academic-enhancement pause*. It will be tasked with equipping serving teachers with knowledge in practical curriculum arrangement and organization, knowledge in general and subject specific methods, skills for teaching inter-ethnic, inter-racial classrooms.

The body will advise TSC on matters relating to promotion in Job Groups.

The body would be responsible for all matters relating to teaching-learning in Kenya at primary and secondary level.

To develop a culture where only members with approval from the professional body are promoted, highly remunerated and respected when it comes to teaching-learning matters

1.10.5 Regulations

The body can develop its own by-laws or rules to regulate its members.

1.10.6 Code of ethics

The proposed code of ethics for teachers should take into account five basic properties: universal distribution, enforceable visibility, and allowance for individuality, collegial obligations, disciplinary procedures and alignment with recognized status. These properties present the basis for a collective agreement about teachers' ethical obligations. A systematic approach to articulating a common ground which can be seen as a strategy for universalizing professional understanding of the ethics in teaching is necessary. The code of ethics should therefore present a step towards teacher solidarity.

1.11 Implications for teachers

To develop a workable professional body will require a consensus from the teachers which will have certain implications for them. Teachers to:

- i. Work with each other to create guidelines resulting to a comprehensive teacher profession,
- ii. Adopt the goal of improving quality of teaching through social relations,
- iii. Launch a programme to learn more about the professional needs of teachers to and purpose to address these needs.
- iv. Address internal barriers such as legal requirements to organizational engagement about the teaching profession.
- v. Recruit effective teachers to serve in the leadership roles
- vi. Teachers to display transformatory solidarity as a collective action that seeks to change the structural premise and bring about reform in teaching.

1.12 Conclusion

Establishing a professional body for teachers in Kenya may not be a simple task as planning to establish it may seem. However, the dire need to reshape and organize teachers' quality in Kenya should be a driving force that should motivate anyone who is interested with human resource development for a productive nation and globalization. The professional guidelines exemplify the professionalism, honour, and highest social commitment demanded of teachers by the public. Through the profession, teachers can be united at the global level and align themselves to powerful coalitions that give greater capacity for teachers to empower their own profession and be a force in determining what it means to develop professionally.

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