



Tele teaching and the society's new look of the teacher and the teaching profession

Dr. ADE CYRIL MANCHO & SHIYNYUY ELINIS LAILA

Department of Curriculum and Evaluation, Faculty of Education, University of

Yaounde I, Cameroon

ABSTRACT

The television worldwide is used as a major means for entertainment, as it is used for the display of movies, football matches and the daily news amongst others. Most often, those seen on television screens be it movie stars, football stars, news and program presenters are often largely admired and could easily be modelled. The television alongside the social media has attracted the attention of the young and the growing and that of the society at large towards such professions which are brandished on television screens or on various social media platforms. Though the presence of the massive social media networks and other media forums, the teacher and the teaching profession is hardly talked of as it is left lying low. With the upsurge of the tele teaching programs which came to fill the lacuna caused by the seizure of regular classes due to the outbreak of the Corona virus (COVID 19) pandemic, teachers were then brought to the limelight of the Nation as parents, students, stake holders and the society at large were glued to their TV screens in order to follow up the lessons and for those who left school long time ago to feel what the classroom is all about again from a distance. This study thus set out to determine the effect of tele-teaching on the society's new look of the teacher and the teaching profession. This was assessed via three aspects which are. Students' drive towards embracing the teaching profession, the value teachers had for themselves and for the teaching profession, and the way workers who are not teachers then looked and considered teachers and the teaching profession after the tele teaching program. The study made use of the descriptive survey research design within the qualitative research paradigm. A total of 400 students were used for the study, selected through the proportionate simple random sampling technique from various secondary and high schools, 80 teachers selected by simple random sampling technique and 60 workers who are non-teachers also selected by the simple random sampling technique. The instruments used for data collection were questionnaire for students, teachers and non-teachers. The reliability of these instruments were ascertained using the inter rater reliability method and the reliability indices of the three instruments were 0.82, 0.85 and 0.79 respectively, and the validity of the instrument was ascertained by verifying both face validity and content validity of the instruments. The data collected was analysed by thematic analysis backed by discourse analysis. The findings of the study revealed that because of the tele teaching program, students desire more to embrace the teaching profession. Also, the tele teaching program gave teachers a new impetus of the way they see and regard their profession. Still, the tele teaching program also increased the value workers of other works of life had toward the teaching profession. In general, the tele teaching program has given the society as whole a more positive look on the teacher and the teaching profession. It was recommended that tele teaching programs should be regularly organised in order to constantly make the public see the value of teachers and also to keep the teachers' self-esteem afloat.

Key words: *Tele teaching, Society's new look, Teacher, Teaching Profession.*

Introduction

Most adolescents and young adults today while in high school and university in some cases where they are still on the cross roads of making career choices, tend to dream of inculcating themselves or embracing careers which the society around them see as admirable and desirable. This aspect is actually pertinent as career choice is seen as one of the major areas of concern for youths who are almost getting through with their studies (Alberts et al, 2003). In our societies today in sub Saharan Africa, the teaching profession could rarely find its self in the realm of those professions which the society upholds as they do for medicine and law. This relative position which the society takes with respect to various professions helps carve out the status of each of these professions in the society (Tuner, 2001). Despite the position generally given the teacher and the teaching profession in the society, Cameron (2013) still holds firm to the fact that the teacher has an important role in the development of humanity and educational progress and he further affirmed that the educational system is a reflection of the teacher's status. Nowadays, because of the status quo given the teaching profession, most students get into it as a last resort of having a job especially with the public sector in the case of Cameroon

The 21st Century came with the advent of advanced technologies and this has made some professions more known and recognized than others. These modern technologies and resources embedded in them such as the social networking sites of the internet such as the face book, and WhatsApp amongst others have brought immensely to the lime light some professions and have also given birth to new professions which are widely admired by the youthful population of today. Football stars are brandished daily on social medial site and on various television sport channels, journalists are seen on the television screens on daily basis, the media often use medical doctors as resource persons. All these, attract the attention of the young and the growing towards such professions thanks to the modern technologies which exist today. Though the presence of the massive social media networks and other media forums, the teacher and the teaching profession is hardly talked of as it is left lying low.

With the advent of the Corona virus pandemic (COVID 19) in the World, schools were closed in most countries in the World as a measure of reducing the spread of the pandemic. Cameroon was one the countries who also decided to temporally close down all its educational establishments from the nursery schools to Universities and all professional schools inclusive (PM order;.....). With these measure in place, the Cameroon government deemed it necessary to begin the live broadcast of lessons on National television and on the National radio. Those at the centre of the delivery of the classes were teachers. This then brought teachers to the limelight of the Nation as parents, students, stake holders and the society at large were glued to their TV screens in order to follow up the lessons and for those who left school long time ago to feel what the classroom is all about again from a distance now in this instance. Tele teaching then became a normalcy in the Cameroonian scene which was seen before the outbreak of COVID 19 as a far-fetched issue. The teacher for once was at the centre of action through modern technologies such as the television. With this in place, the society at large was given an opportunity to see the job of a classroom teacher and what it entails from a prestigious plat form such as the

National television. This has thus gone a long way to reshape the ideologies people had about teachers and the teaching profession. Students who were used to seeing their teacher only within the four walls of a classroom dishing out lessons then saw their teachers on the same television set which they used to see and admire journalists, football stars, comedians, actors and actresses amongst others which they held in high esteem.

Statement of the Problem

Teaching is universally considered a noble profession as teachers are normally supposed to be seen and considered as noble. Teachers could be seen to be given these affiliates more in the more developed countries where they have attractive pay packages and are well respected by their students and the society at large because of the social status they hold. In most developing countries and in Cameroon in particular, teachers are not quite seen and considered as noble as the profession they profess connotes. The society does not largely consider the profession as financially very rewarding and as such teachers are not most often given the respect they deserve. This even goes to the exaggerated extent where teachers are slapped by parents of their pupils and their students and are even attacked and assaulted by their own students. All these further down play on the teacher's personality as most students will not desire to become teachers since teachers are not being given the attention and respect given to the other professions which they see around them. In Cameroon, most youths embrace the teaching profession just to be employed by the state, own a public service number and earn a monthly salary since most of them do not admire the teaching profession since they perceive teachers are of less importance to the society compared to other professionals. Counsellors and teachers most often do their best to make the students have a positive image of the teaching profession so that it could also become a prominent dream profession, but all these counselling and advice most often fall on deaf ears. Moreover, workers of other works of life often looked down on teachers in the society, as well as most parents would rarely encourage their kids to embrace the teaching profession. Tele teaching was brought to the lime light in 2020 Nationwide in Cameroon as schools were closed due to the COVID 19 pandemic, and one wonders if this could serve as a booster to students' desire for the teaching profession and if it could change the way workers of other works and the society at large look at the teacher given that teachers now became the new TV stars as major football leagues and other social jamborees which show cased the talents of the already considered stars were observing a shot down. It is from this premise that this paper is out to find out how tele teaching has influenced the way the society looked at the teacher and the teaching profession.

Research Questions

- 1) How has tele teaching affected students opinion of the teaching profession as well as their drive towards embracing the teaching profession?
- 2) What effect has tele teaching had on the values teachers had for themselves and for the teaching profession?
- 3) What effect has tele teaching had on the way workers of other works of life regarded the teacher and the teaching profession?

Objectives of the study

- 1) To find out the extent to which tele teaching has affected students' opinion of the teaching profession and their drive towards embracing the teaching profession
- 2) To find out the extent to which tele teaching has increased the value teachers had for themselves and for the teaching profession
- 3) To assess the extent to which tele teaching has affected the manner in which workers of other fields of life looked at the teacher and at the teaching profession

Theoretical framework

The modelling theory by Albert Bandura is one of the theories on which this study is anchored on. To Bandura, modelling is the means through which most human behaviours are learnt observationally. This theory lays emphasis on the behavioural change of people which takes place through the observation and imitation of characters on the media. The imitation is most likely to take place when the observer admires the model and when the activity being observed is considered to be of great value. Furthermore, Bandura sees effective modelling to be an embodiment of attention, retention, reproduction and motivation. Modelling could also be seen to be a positive process as well as a negative process, that is negative attitudes could be modelled as well as positive attitudes could be modelled. The process of modelling encompasses seeing an action portrayed in a media, identifying the actor, imitating the actor, being motivated if the activity is rewarding. Therefore, the modelling theory is about learning through imitation and identification (Bandura, 1977).

From the modelling theory above, people easily copy new habits and mannerisms through observation through the media especially when the character being observed is admirable to the observer. In line with this study, some students while watching the tele teaching programs on television would develop interest for the teaching profession as they would easily like to see themselves into the prestigious shoes which the teachers being streamed live on Television were in. Moreover, with the teachers being looked upon as if they were on a high horse by the whole nation as the doors of schools were officially shut down some students could have also developed more interest in embracing the teaching profession.

Also, the theory of self-efficacy also finds a place in this study. The term self-efficacy was first coined by Albert Bandura. He defined self-efficacy as the belief a person has for him or herself in carrying out a certain activity or task. It could also be seen as a person's belief to succeed in a particular situation. This belief which people in carrying out particular tasks or activities could be developed from four sources which are; mastery experiences, vicarious experiences, social persuasion and emotional states (Bandura, 1982). Self-efficacy could also be seen to involve determination and perseverance as these could help an individual overcome obstacles that would interfere with utilizing those innate abilities to achieve goals (Kolbe, 2009).

In line with this study, as teachers observed their peers on television being the centre of attraction of the time, most of them would have surely developed more confidence in themselves as well as more love and affection for the teaching profession. That is the value they had for themselves would have definitely increased as they have seen the way the society value them and how they could also be seen as influential personalities and as television 'stars'. Also, students who had wished to become teachers, after following up the tele teaching program, would have probably also develop more interest in the teaching profession and this had surely in turn boosted their belief of embracing the teaching profession which they have seen has prestige to some extent in addition to the other accolades.

Empirical review

Volkan and Serkan (2017) did a study on factors influencing the choice of the teaching profession by pedagogical formation trainees. The research was anchored on both qualitative and quantitative research paradigms. The research made use of 420 teacher trainees. An information sheet was used to collect the personal information of the respondents, the motivation for teaching scale was used to collect quantitative data while open ended questionnaire was used as the qualitative data collecting tool. The findings of the study revealed that intrinsic, altruistic as well as extrinsic motivation were the main motivational reasons why the teaching profession was preferred.

Salifu and Alagbela (2017) carried out a study in Ghana on factors influencing teaching as a career choice. The study was aimed at examining the structural validity of the Factors influencing teaching choice scale (FIT-choice scale). The study adopted the quantitative research approach. The population of the study comprised of a cohort of 354 teachers. The data collected was analysed using both descriptive and inferential statistics. The findings of the study revealed that the teachers choose the teaching career because they were influenced by social utility value and personal utility value rather than extrinsic utility value.

Kilinc, Watt and Richardson (2012) did a study on factors influencing teaching choice in Turkey. The Factors Influencing Teachers choice (FIT- choice) was translated to Turkish and used for the study. The findings of the study revealed that the most influential factors were the altruistic or social utility value.

Abotsi et al (2017) did a study in Ghana to determine the effect of the ease of attrition on student teacher's choice of the teaching career. The quantitative research design paradigm was adopted and the sample of the study was gotten through the multi stage sampling strategy and a sample of 864 was gotten and used for the study. The findings revealed that the choice of the teaching profession is not affected by the ease of attrition.

Methodology

The methodology involves the research design adopted for the study, the area of the study, the population used for the study as well as the sample and sampling techniques, the instruments used for data collection and their psychometric properties of validity and reliability and the methods used for data analysis.

Research Design

The research design adopted for this study was the descriptive survey research design with a qualitative paradigm. This design was adopted because the study was out to find out how the society which was operationalized and measured through the students, teachers and workers of other professions considered teachers and the teaching profession after the tele teaching programs. Thus, the study was out to find out people's perspectives, impressions and values held on the aforementioned point views, which thus makes the study to be qualitative in nature with a descriptive approach.

Area of the study

The study was carried out in the Mifi Division of the West Region of Cameroon. The Mifi Division is one of the eight Divisions of the West Region of Cameroon. The Mifi Division covers a total surface area of 402km² and has a population of 301,456. The population is both urban and rural, with 79.4% of the population living in urban areas while 20.6% of the population lives in rural areas. The Mifi Division is quite cosmopolitan and has as Capital the city Bafoussam is located in latitude 5⁰28'39'' and longitude 10⁰25'03'' and also located at 4717 ft above sea level. The Bafoussam city council covers all the three sub divisions of the Mifi division which are; Bafoussam 1 sub division which is found in Bafoussam centre, Bafoussam 2 sub division which is found in Baleng and the Bafoussam 3 sub division which is found in Bamoungoum

Population of the study

The population of the study is made up secondary and high school students teachers and workers of other formal sectors in Cameroon. The target population of the study comprise of secondary and high school students, teachers and workers of other formal sectors. The sampled population was comprised of the students from three colleges from each of the three sub divisions in the Mifi Division, teachers of some colleges in the Mifi Division as well as workers of some public and private establishments. It was from this sampled population that the sample used for the study was drawn.

Sample and Sampling Procedure

The sample of students used for the study were selected in the various colleges through the proportionate random sampling technique. The teachers sampled for the study were also selected through the simple random sampling technique and the workers of other professions were selected through the simple random sampling technique.

Table 1: Sample of students

School	Number of students
Martin Luther King Bilingual College	120
GBHS Gouache	180
Reunification College	100
Total	400

Table 2: Sample of Teachers and other workers

Type of profession	Number
Teachers	80
Other workers	60

Sampling Technique

The samples used for the study were gotten as follows; in selecting the students used for the research, the researcher first selected one school from each of the three sub divisions of the Mifi Division. In each of the selected schools, students of form five and upper sixth were selected for the studies using the purposive sampling technique because they are the students who were being taught through the tele teaching. In each of the form five and upper sixth classes, the students used for the study were then sampled using the simple random sampling technique, that is, the inscription student was written on small pieces of papers corresponding to the number of students to be sampled, and the pieces of papers were then folded, the other pieces of papers which will make up for the total number of students in each of the classes had no inscription on them were also folded. All the pieces of papers were then put in a bag and put in front of the class for the students to pick one each in each of the classes. The students whose pieces of papers had the inscription 'student' were then used for the study in each of the classes sampled.

The teachers used for the study were sampled using the simple random sampling technique. That is the number of teachers whom the researcher sought to select in each school were simply selected randomly in the various schools sampled. The other workers of other professions used for the study were also selected through the simple random sampling technique.

Instruments for Data collection

The instruments used for data collection are a questionnaire for students, a questionnaire for teachers and a questionnaire for other workers who are not teachers. The questionnaire for students was made up of two sections. Section A is based on demographic information made up of closed ended questions and section B is made up of five open ended questions on students' opinion of the teaching profession and on the effect of the

tele teaching on students' drive towards embracing the teaching profession. The questionnaire for teachers was made up of two sections, the first section on demographic information and the second section is made up of four open ended questions which is out to measure the effect of tele teaching on the value teachers had for themselves and for the teaching profession. The questionnaire for other workers who are not teachers was also made up of two sections, the first section was on demographic information and the second section was based on the manner in which workers in other fields of life look at the teacher and the teaching profession.

The validity of the instrument was ascertained through face validity and content validity. The reliability of the instrument was ensured through the inter-rater reliability method. That, a ratio of the total number of agreements to the total of the total agreement and disagreement was derived (Miles and Huberman, 1994). The reliability arrived at was 0.82 for the questionnaire for students, 0.85 for the questionnaire for teachers and 0.79 for the questionnaire for other workers, which were all satisfactory.

Method of data collection

Data in this study was collected through questionnaires for students, for teachers and for non-teachers. Before administering the questionnaire, researchers obtained permission from the Principals of the various schools whose students and teachers were to be used for the study. The researcher also obtained permission from the heads of the services where non teachers were to be used for the study. After the researcher was given permission to access the research subjects, the researcher then administered the questionnaire to the various research subjects through the face to face mode of administration.

Method of Data Analysis

The data collected was analysed using thematic analysis. That is, the themes from each of the questionnaire were analysed, taking into cognizance the various responses given by the respondents. The analysis was also done by critically analysing the various statements made by the various respondents (discourse analysis).

Findings of the study

Three sets of questionnaire were administered to the three groups of respondents respectively. That is, the questionnaire for students were administered to 400 students, the questionnaire for teachers was administered to 80 teachers and a questionnaire for non-teachers was administered to 60 of the non-teachers. The three sets of questionnaire were in line to find appropriate answers to the three research questions. Therefore, the analysis and consequently the findings are presented with respect to the research questions.

Analysis of questionnaire to students

Demographic Information

From amongst the 400 students who responded to the questionnaire, 186 (46.5%) were male and 214 (53.5%) were female students. With respect to the students' age, 20(5%) of them were below 15 years old, 170(42.5%)

of them were 15 to 17 years old, 190(47.5%) of them were between 18 to 20 years old and 40 (10%) of them were above 20 years old. Also 220 (55%) of the students were from public schools while 180 (45%) were from lay private schools. Furthermore, 200(50%) of the students sampled for the study were students of form five from the various schools, while 100 (25%) of the students were from upper sixth science and 100 (25%) of the students were from upper sixth Arts. 325 (81.25%) of the students followed up the tele teaching program on the live TV, 18(4.5%) of the students followed up the tele teaching on a web page, 27(6.75%) of the students followed the tele teaching on face book, and 30 (7.5%) followed the tele teaching program on u-tube.

Research Question 1

How has tele teaching affected students opinion of the teaching profession as well as their drive towards embracing the teaching profession?

In answering this research question, the researcher analysed the responses of the respondents who in this case are the students thematically backed by discourse analysis to some extent. The thematic analysis was presented descriptively as well as analytically.

Firstly, with respect to the way in which tele teaching has influenced the manner in which students considered the personality of a teacher, 318 (79.5%) of the respondents made statements which are affirmative to the fact that tele teaching has positively affected the way they saw or considered the personality of a teacher. One of the students affirmed to this assertion as thus; ‘I can say that during that period the profession was quite admirable and more to that, without the teachers, the program could not be functional’. From the statement of this student, one can see that to a great extent, the tele teaching program reignited in her the love for the teaching profession and place of the teacher in the society. Another student said ‘the tele teaching has made me to admire the teacher because it is a very good job to teach people who want to learn’. To this student the tele teaching made him admire the teaching profession as she might have found herself in a desperate situation with the schools shot down and the teachers came as a solution to remove her from this debacle. Furthermore, another student who also considered the tele teaching program as a booster to loving the teaching profession said ‘It has made me to admire teachers a lot in their ways of teaching on TV as every Cameroonian could follow them up’ From the point of view of this student, he admired the teaching profession because of the attention the nation had on them as they taught their lessons which could be followed up by my fellow Cameroonians on television.

Contrarily, to 82 (20.5%) of the students tele teaching did not affect the way they considered the personality of a teacher or affected them only to a small extent. One of the students said ‘the tele teaching program affected the way he looked at the personality of a teacher only to a small extent because my respect for teachers come from the way they teach and the type of relationship they have with students’. From this student’s perspective, he evaluates a teacher more on the way they teach vis a-vis their interaction with students. But since the classrooms during the tele teaching program were virtual classrooms, and thus he could not adequately assess

the teachers and thus could not have seen the tele teaching to have affected the way he looked at the personality of teachers.

Secondly, in assessing the effect of the tele teaching program on the respect students had for teachers, 343(85.8%) of the students made statements which showed that the tele teaching program increased the respect they had for teachers. One of the students said “after the tele teaching program, the respect I had for teachers increased due to the sacrifice these teachers made in the middle of the pandemic”. This student thus, developed more respect for the teachers after following the tele teaching program because she saw the massive sacrifice the teachers were doing in a time when the corona virus pandemic was alarming. Another student affirmed that “It has improved the way I looked at teachers because I first thought teachers were not well trained, but after the tele teaching program, I saw that teachers deserve respect”. From the statement of this student one could see that the tele teaching program made him to have a complete different image of whom a teacher is. This student may had been exposed to teachers who were not very interesting, charismatic or having a mastery of their subject matter, and with their exposure to teachers from different parts of the country, having different orientations and perspectives towards the subject matter, and looking charismatic and confident, they are poised to see a teacher from a quite different perspective. On the other hand, 57 (14.2%) of the students made statements which showed that tele teaching and learning has not affected the respect they had for teachers in any way. One of the students said “Nothing has changed about my respect for teachers. I still respect every teacher, first as a human being, then as an authority”. From this students’ view, teachers are normally supposed to be respected because they are human beings and because they are in authority, thus the tele teaching program did not affect the respect he had for teachers in any way.

The third theme was on how well tele teaching has made the teaching profession more attractive to students. 293 (73.3%) of the students made statements which affirm that the tele teaching program made the teaching profession attractive. A student answered “yes, the tele teaching program has made the teaching profession more attractive because the teachers were looking neat, more educated and more loyal”. This student thus was influenced by the teacher’s on the teachers’ appearance and how educated and loyal they looked. Another student said “Yes, the tele teaching program made the teaching profession attractive because I enjoyed the way the teachers taught and that inspired me to become a teacher in the future”. In this case, what attracted the student was the enjoyable manner in which the teachers presented their lessons. Contrarily, 107 (26.7%) of the students did not see the teaching profession as attractive when they followed up the tele teaching program. One of the students stated that “no, the tele teaching has not attracted me to the teaching profession because it has never been my passion”. From the stand point of this student, teaching has never been her passion and the tele teaching program did not affect his stand point in any way. Another student said “No, because it requires a lot of time and focus to do the job, and if you don’t have any of these qualities it will be hell for students”. To this student, despite the flair which other students observed in the tele teaching program, he was concerned with the

time and focus teachers put in doing their jobs and thus did not find the teaching profession attractive because of the tele teaching program.

The fourth theme was focused on the effect of tele teaching on students' drive on embracing the teaching profession. 223 (55.8%) students affirmed that the tele teaching program has given them the drive to embrace the teaching profession. One of the students said "It has increased my drive of considering and embracing the teaching profession as I want to become a future History madam". To this student, the tele teaching program has given her the impetus and she is now dreaming of becoming a History teacher. Another statement said "the tele teaching program has increased my desire in embracing the teaching profession because at first, I thought teaching was just a classroom activity, but now I see that teaching cannot be done in the classroom but through many forms or media, such as the social media, Facebook, Television and web pages. From this students' perspective, the tele teaching program has made her to see the teaching profession and the activity of teaching beyond her expectations, as she now sees that teaching is not limited in the classroom but could take place through a huge variety of media, which to an extent might have enticed her to have more affection for the profession and consequently a desire of embracing it.

Also, 177 (44.2%) of the students made comments which reveals that the tele teaching program has not in any way made them to consider embracing the teaching profession. One of such said "Tele teaching has not made me to like the teaching profession, this is because teachers are more exposed to dangerous risks and may sometimes suffer from many illnesses like headaches, which may disturb their health. From this statement above made by a student, one can see that students in secondary and high school need a lot of counselling in relation to career choice and also to drive away certain fears they are inculcating towards certain professions. Another student said "it has not motivated me in any way because teachers are hardly respected by teachers". From this student's perspective, teachers should strive to uphold the profession with some respect especially by respecting their fellow colleagues. This therefore makes us to see that when teachers disrespect themselves in front of students, it could negatively affect the students' psyche towards the teaching profession.

From the analysis above, tele teaching has positively influenced the way students look at and considered the teaching profession and has generally greatly increased their drive towards embracing the teaching profession.

Analysis of Questionnaire to Teachers

Demographic Information

45(56.25%) of the teachers used for the study were male and 35(43.75%) of the teachers were female. 20 (25%) of the teachers were below 30 years of age, 34(42.5%) of them were between the ages of 30 to 40 years, 16 (20%) were between the ages of 40 to 50 years 10 (12.5%) of them were above the age of 50 years. Also, 50(62.5%) of the teachers were married while 30 (37.5%) of them were still single. With regards to the academic qualification of the teachers, 26 (32.5%) of them were teaching with Bachelor's Degrees, 4(5%) of them with Masters Degrees, 32 (40%) of them with a DIPES I, and 18(22.5%) of them with a DIPES II. Moreover,

16(20%) of the teachers had been teaching for one to five years, 20(25%) of them have been teaching for the duration of 6 to 10 years, 28(35%) of them between 11 to 15 years and 16(20%) of them have been teaching for more than 15 years. Considering the teachers' rate of follow up of the tele teaching program, 52 (65%) of them attested they followed the tele teaching program at least once a week, while 28(35%) of them attested they followed the tele teaching program at least 2 to 3 times a week. Also, 60(80%) of the teachers affirmed that they followed the tele teaching programs live on television, while 13 (16.25%) of them followed the tele teaching program on both television and Facebook and 7 (8.75%) of them followed the tele teaching program on television, Facebook and the web page.

Research Question 2

What effect has tele teaching had on the values teachers had for themselves and for the teaching profession?

In order to appropriately answer this research question, the researcher retrieved the responses of the teachers to the questionnaire to teachers which was then analysed thematically accompanied with discourse analysis of various responses of the teachers.

Firstly, with respect to the effect of tele teaching on the value teachers had for themselves, 63(78.75%) of the teachers affirmed that tele teaching has significantly increased the value they had for themselves and the teaching profession. In affirming this assertion, one of the teachers said “Tele teaching clearly made me to see that the teaching profession cannot be ignored and that it is most needed for country's development. When I saw my colleagues teaching, children in the entire country at once and I realised teaching is a noble profession”. From the above statement, the respondent who is a teacher has seen more the importance the teaching profession has in the society especially pertaining to growth and development. Also, another teacher said “tele teaching has had a positive effect on me and it has given me more knowledge and passion for the teaching profession”. From her statement, tele teaching has given her a stronger drive and passion towards the teaching position.

Moreover, 17(21.25%) of the teachers did not see that the tele teaching significantly increase the value they had for themselves and for the teaching profession. In line with this view, one of the teachers said “the lessons dispensed on television were lacking in effectiveness as most of the teachers did not seem to have mastered the subject matter, and for those who had mastered seemed to be lacking in competence as most of the questions posed were not answered in line with the subject matter”. From his view point, some of the teachers who were carrying out the tele teaching lacked effectiveness and consequently the tele teaching program did not significantly increase the value he had for himself as a teacher nor his drive towards the teaching profession.

Also, with respect to teacher's impression on whether the tele teaching program has made them to know that teachers should be accorded more respect in the society, 80 (100%) of the teachers affirmed that the tele teaching program has made it clear that teachers should be respected more by the society. One of the teachers said “From what I saw, if teachers are given more respect by the society, they will be more than that”. She was implying that the performance of teachers would be increased if they are given more respect by the society.

Moreover, 52(65%) of the teachers also affirmed that the tele teaching program increases in them the fulfilment they had as teachers. With one of the teacher saying “I feel so fulfilled seeing that my profession is so important for society and hence country’s development”. Therefore, she saw teachers as the fulcrum for societal development

From the analysis above, it shows that the tele teaching program has increased the value teachers had for themselves as teachers and for the teaching profession.

Analysis of Questionnaire to Non teachers

39(65%) of the non-teachers were male while 21(35%) of the non-teachers were female, 18(30%) of the workers who were non teachers were between the ages of 30 and 35, 39(65%) of the non-teachers were between the ages of 36 and 50, 3(5%) of the non-teachers were between the ages of 51 and 65. Also 60(100%) of the workers who are non-teachers affirmed that they followed the tele teaching program live on Television.

Research Question 3

What effect has tele teaching had on the way workers of other works of life regarded the teacher and the teaching profession?

To appropriately answer this research question, the researcher analysed the questionnaire for non-teachers qualitatively using the thematic approach and discourse analysis.

Firstly, all the non-teachers used for the study 60(100%) affirmed that they have had a more positive view of teachers and the teaching profession since they followed up the tele teaching program. One of them said “my views of teachers has changed positively concerning the teaching profession. I can say after the program that the work is not easy and they have to be considered as the other civil servants”. From his view, teachers from what he has been seeing them do with regards to their profession should be give more consideration.

Also, with regards to how the government and public at large should be treating teachers, 60(100%) of the non-teachers asserted that the Government as well as the society at large should treat teachers better and that the government should ameliorate the general treatment given to teachers, one of the respondents said “I think the government can improve the condition of teachers’ salaries and the general treatment of teachers”. By this he meant the Government should ameliorate the working conditions of teachers and to improve upon the way they are generally treated. To buttress more this point, one of the respondents said “I think the teachers need more financial accommodations”.

With respect to whether the non-teachers admired the teaching profession from the tele teaching program or not, 60(100%) of the respondents also affirmed they admired and envied the teaching profession. One of the respondents agreed he envies the teaching profession and asserted that “yes, because the teachers explain the lessons explicitly and the way they answered the questions correctly. This respondent therefore envies the

teaching profession because of the way the teachers gave explanations explicitly and the way they smartly answered the questions.

The tele teaching might have also made the non-teachers to admire the teaching profession to the extent that they might want their children or siblings to embrace the teaching profession. In reference to this aspect, 48(80%) of the respondents affirmed that they will want their children or younger ones to embrace the teaching profession. One of the respondents said “I can encourage my children or younger ones to become teachers because it is a very honourable profession, the teachers are the builders of the society”. From his point of view, the teaching profession is honourable and this view might have stemmed or increased from the way he viewed and considered the teachers from the tele teaching program, and by saying they are builders of the society means he has seen the fundamental role they play in impacting the lives of learners through the manner in which they inculcate knowledge in them. One of the respondents who debunked this assertion of his child becoming a teacher said “I want my daughter to become a doctor”. Which means that even if he admired the teaching profession, he preferred the daughter to become a doctor.

From the analysis above, the tele teaching program has given a more positive impression about teachers and the teaching profession to workers of other works of life.

Discussion

The findings of the study revealed that the tele teaching program positively influenced the way students looked at the teaching profession and has increased the drive they had in them in embracing the teaching profession. This thus has made the teaching profession more admirable as it has increased the drive students had for it, that is it has given the teaching profession a different and more positive image in the eyes of the students. This thus falls in line with Albert Bandura’s modelling theory which stipulates that people would like to copy the mannerisms and habits of those they admire and could like to be like them in carrying out the admired activity. This finding falls in line with that of Volkan and Selkan (2017) whose findings reveal that intrinsic, altruistic as well as extrinsic motivation were the main motivational reasons why the teaching profession was preferred. The findings were also in line with that of Kilinc, Watt and Richardson (2012) and were not in accordance with that of Salifu and Alagbela (2017).

Furthermore, the findings of the study also revealed that, the tele teaching program has greatly increased the values teachers had for themselves and for the teaching profession. That is seeing their colleagues becoming television stars made them to also know how important not only their profession is to the society, but they themselves.

Also, the tele teaching program has also made workers of other works of life to have a more general positive impression about teachers and the teaching profession. That is the value they accorded to teachers has significantly increased as well as there has been a marked change in the way they considered the teaching profession in general.

Conclusion

Tele teaching came as a remedy to rescue the non-schooling stalemate brought forth by the outbreak of the corona virus pandemic. Though coming to fill the gap of regular schooling to some extent, it also brought in other salient goodies with it, one of such being the rejuvenation of the society's look on the teacher and the teaching profession. That is, from the findings of the study, students desire more to embrace the teaching profession as a direct product of the tele teaching program. Also, the tele teaching program gave teachers a new impetus of the way they see and regarded their profession as it increased in them the values they had for themselves as teachers and the value they accorded to the teaching profession. Still, the tele teaching program also increased the value workers of other works of life had toward the teaching profession. In general, the tele teaching program has given the society as whole a more positive look on the teacher and the teaching profession.

Implications of the Findings

The findings of this study have the following implications

- 1) Firstly, students would be more interested in the teaching profession if it is made more attractive by the teachers themselves and the public in general.
- 2) Also, teachers would feel more dignified and thus would be more productive if they are put more on the lime light on issues pertaining to them which indicates their relevance to the society
- 3) By making the teaching profession more prominent and more attractive, more people will be interested in making their children or younger one's more interested in embracing the teaching profession.

Recommendations

- 1) The government should make strides to always give the teaching profession a prestigious look so as to boost the teachers' morals in their profession so as to reduce the rate of abandonment of their jobs for greener pastures abroad.
- 2) The Government as well as appropriate stake holders should make the teaching profession more attractive so as to encourage students to desire embracing the teaching profession.
- 3) Tele teaching programs should be regularly organised in order to constantly make the public see the value of teachers and also to keep the teachers' self-esteem afloat.

Suggestion for further studies

- 1) Studies should be carried out to find out why students like or dislike the teaching profession.
- 2) More studies should also be carried out to determine the factors affecting students' choice of a particular career.
- 3) Also, studies should be carried out to determine the effect of the social media on students' choice of career.

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