

The Impact of Grade 10 Graduates + 1 Year of Teachers' Training Course in Primary School Management in Mozambique

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Abstract:- This article presents the findings of a study on Mozambique model of teachers' training course and how it impacts on the primary school curriculum management. The qualitative methodologies were used in order to describe and analyse this type of teachers' training effect on curriculum management and pupils' academic performance. The government recruits grade 10 graduates and train them for one year as primary school teachers. The study was undertaken through qualitative research. The design for this study was case study. The study was conducted in Zambezia Province in Mozambique, Data were generated through interviews with education directors, head teachers, recruiters and heads of communities with an intention of understanding how this type of training impacts on primary school management curriculum in the country. The data were analysed using grounded theory. The key finding was that Mozambique has experimented with various models of teacher education since independence as the results, Primary school education is not improving because of the quality of teacher's education and participants were not happy with grade 10 + 1 year of teachers training course considering the period of training is short. The study concludes that teachers are not well trained due to the short period of training and pupils' academic achievement is affected negatively by the type of teachers who are not well trained. The study recommends that the Government of the Republic of Mozambique allocates more financial support to the education system to provide enough learning period at list grade 10 + 3 years of training. The government should benchmark the teachers' development programme with oether SADC member states.

Keywords: *One Year, Teachers' Training, Mozambique Schools.*

I. INTRODUCTION

Effective school curriculum management and implementation occurs whenever there are well trained teachers. While Mozambique government recruits grade 10 candidates to train for a year as primary school teachers, Southern Africa Development Countries of which Mozambique is a member recruit 'O' and 'A' level candidates for teachers' training courses that last three years. Furthermore, in 2019 it was noted that, there are almost 21 government teachers' training institutes offering grade 10 +one year teachers' course in Mozambique.

➤ *Background to the problem*

According to Darling-Hammond (1997), teachers' training programme helps the teacher to know appropriate resources to use that strongly enhances students understanding in the teaching and learning process. Substantial evidence from research showed that changes in the textbooks and other resources make little difference if teachers do not know how to use them well Cite the researchers. Therefore, it is through continued teacher training that proper use of resources can enhance student academic performance. Rowan (2002) found great significance of teacher training on the use of resources in teaching mathematics and reading in primary school. This study examined how Mozambican teachers' training enhance teachers' use of resources for better pupils' academic performance.

Greenwald, Hedges and Laine (1996) in their literature study on school resources, found substantial effects of teacher training on the use of school resources. In addition, the studies by Pate and Thomson (2003); Richardson (2003); Shulman (1987) and Sparks & Hirsh (1997) revealed that teacher training provides teachers with opportunities for hands-on work and is integrated into the daily life of the school and has a positive influence on pupils' academic performance in writing, reading and counting. In the Virginia State, USA, Wenglinisky (2000)

conducted a separate study and evaluated the effects of teacher professional development on the use of new technologies in teaching. He found out a greater influence of teacher training on the use of technological equipment like computers and projectors. This means that the teachers ought to know the use of the provided resources and materials in class for better pupils' academic performance. This motivated the researcher to go directly in class in order to observe clearly how primary school teachers in Mozambique use resources such as textbooks and other materials in the classroom.

➤ *Statement of the Problem*

Teachers' qualities are very important for better pupils' academic performance results. Viano (2009) explains that primary school teachers in Mozambique are poor due to inadequate training, poor working and living conditions, and low salaries. On the same note, Mazula (2016) argues that there is need for the Mozambique teachers to be trained for a longer time in order to be able to handle the increased number of the students in the classroom. In addition to these large numbers in classrooms, there are no incentives offered to help or motivate these teachers. However, the researcher understands that teacher training in the country is now unpredictable and unreliable. According to the Ministry of Education report of 2016, there has been an increase in the number of pupils in both primary and secondary schools. This means that the country requires well trained and qualified teachers for better curriculum management. Therefore, the problem for this study is stated as, there is sub-standard teacher training programmes in Mozambique that impact of student academic performance. Therefore, the question that raises is: how grade 10 + 1 year of teachers' training model affects curriculum management and pupils' academic performance?

➤ *Purpose of the study*

The purpose of this study was to understand the effectiveness of grade 10 + 1 year of teachers' training model in curriculum management and pupils' academic performance.

➤ *Research questions*

1. How is the model of grade 10 + 1 year of teachers' training model accepted by people in Mozambique?
2. How is the teachers' training standard in some countries in SADC?
3. What can be the recommended model of teachers' training in Mozambique?

II. REVIEW OF RELATED LITERATURE

Several studies have compared teacher training programmes and teaching period as being an important factor that can develop a better teachers' training course. Other factors held constant, there exists a positive correlation between teacher training period and learner's academic achievement (Ngala, 1997). Ngala and Odebero (2010) also carried out a separate study in Rift Valley and Nyanza provinces on staff development programmes as it relates to teacher effectiveness. The study revealed that

teachers in high performing schools took more interest in staff training programmes compared to their colleagues in the average and low performing schools. Atsenga (2002) in his study of the English language revealed that effective teaching methods have high influence on learning. Teacher training programmes, which promote knowledge on choice and use of effective teaching methods, influence the teachers' effectiveness thus, resulting in high student academic achievement. Morgan (2010) asserts that training provides knowledge and skills to improve and encourage better performance and quality output. This study examined how grade 10 + 1 year of teachers' training enhanced effectiveness of Mozambican primary school teachers' skills and teaching methods.

Little and Harrison (1994); Darling-Hammond (1998); Smylie, Allens worth, Greenberg, Harris and Luppescu (2001) and National Staff Development Council (2001) conducted studies in the USA, and agreed that training had visible influence on learners' academic performance results. Wested, Ashton and Crocker (2000) posit that teachers' training had a positive influence on the accountability and student results. Porter *et al.* (2000) also agree that teacher training is the main factor on pupils' academic performance in schools. In addition, Wenglinsky (2000) worked with special populations of students and discovered that there was a positive relationship between higher students' test scores in Mathematics and Science and teachers' training. Nyangarora (1996) concurred that mastery of content area by teacher facilitated trainees facilitated effective teaching and therefore, enhances student academic achievement. In a separate study carried out by Rivers and Sanders (1996) on influence of trained teachers on future student academic achievement, it was discovered that a trained teacher receiving students from untrained teacher can facilitate excellent academic gain for his/her students during the school year. Upon understanding the correlation between teachers training and learner's academic achievement, the researcher identified the number of trained teachers in the studied schools to understand if teachers training influenced the difference in academic achievement of students.

Mazula (2016) explains that it is only Mozambique government among SADC offering grade 10 + one year of training to the teachers' training. For example in Malawi, there are two types of primary school teachers. The first group, the students holding a Malawi Certificate of Education which is four years of high school equivalent to grade 12 of Mozambican education can be recruited to a two years teachers training course. The students holding Junior Certificate which is a two years of high school equivalent to grade 10 of Mozambican education, plus two-years of training. Furthermore, Viano (year) also explained that one must follow one of two routes in becoming a teacher in South Africa, namely: a four-year Bachelor of Education degree (B.Ed.); a three-or four-year Bachelor's degree, followed by a one-year Postgraduate Certificate in Education (PGCE). On the same note, Swaziland primary school teacher's trainings are offered by the University of Swaziland.

➤ *Teacher's training as transfer of knowledge, attitudes and skills*

Dewey (1963) understood teachers training as the process of transfer of knowledge, attitudes and skills (transposition of behaviours, knowledge and modes of organisation from one context to another). On the same note, Mazula (2016) and Viano (2009) concur that the transfer of knowledge is favoured by the use of training processes in which the principles, basic orientations and modes of work organisation are similar to those of the models in which it is intended to make them work. Thus, if the teacher is to focus on the teaching-learning process, on the interests and needs of the students, promoting their active participation in the dynamics of the classes, then it is necessary that during the training, strategies are developed focused on the trainee, this can be possible if the period of training is long enough.

Given that there is no complete synergy between training structures and schools, the transfer should still be facilitated by the probability for trainees to design, implement and evaluate educational projects appropriate to the realities they encounter in pedagogical practice (Piaget, 1955).

Viano (2009) proposes the teacher's training process that prepares future teachers for innovation as a current trend common to many countries, including those in which general educational reforms are being carried out. Training teachers for innovation does not only mean equipping them with the knowledge and skills to implement reforms designed by education technicians. It means, above all, to prepare them so that they can take innovative initiatives in the local contexts in which their professional practice will take place (Mazula, 2016). Therefore, this information has influenced the researcher to reflect on how the teachers apply their knowledge acquired from teacher's training colleges, in designing and implementing curriculum more appropriate to each community and school for pupils' interests and academic performance.

Teachers' training is noticeable that people's development depends much on it; this is to say that, education empowers children, provide them with strong analytical and problem solving skills. These skills are used to overcome challenges that a given society faces. Quality education outcomes are dependent upon teachers' qualities who are the main actors in curriculum management process. Therefore, teachers' training is as an intervention to solve curriculum management challenges.

Obanya (2004) understands that teaching is a versatile field that requires at all times the correct identification of indices of developments in the society. This responsibility makes it imperative that teachers be an embodiment of a constant search for updated knowledge in various fields of life. Kolo (2009) explains that teachers are key personnel in realising the national goal of a knowledgeable society, fundamentally teachers need to be lifelong learners themselves in order to shoulder the heavy responsibilities entrusted to them and be capable of positively influencing the students in their thoughts, behaviours and lifestyle. This

information has influenced the researcher reflect on regulation of Mozambican teachers' training.

Darling (1998) calls to attention that the teachers training schools must also look on other challenges such as the rapid technological advancements, changing patterns of work, explosion in information access and make use of the inculcation of 21st century skills imperative. This means that the teacher must be able to teach for better pupils' academic performance results. Therefore, this information helped the researcher to investigate how Mozambican government prepare the primary school teachers. According to the Ministry of Education (2006), the primary education teachers' training in Mozambique is justified on political economic challenges, socio-cultural education responsibility, and general principals. Therefore, the next section presented the primary school teacher's training based on political economic challenges.

➤ *Curriculum Management for the society's development*

Bilbao et al. (2008) considered the teachers' training curriculum as the heart of any learning institution which means that schools or universities cannot exist without teachers. With its importance in formal education, the teachers' training curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, teachers' training course refers to the complete learning experiences of individuals as professionals not only in school but in society as well. Therefore, Mozambique government also understands that teachers' training curriculum must develop the complete learning experiences of individuals not only to be used in schools but also to be used as well in society in general (MEDH Relatório; 2016).

UNESCO (2006) asserts that one of the biggest challenges faced in the twenty first century is Education for sustainable development (ESD) and it has been an important issue debated for years. Sustainable development is interpreted as the development of the present without compromising future generations (WCED, 1987). The UN Assembly report (1987, p. 43) defines Sustainable Development as "development that meets the needs of the present without compromising the ability of the future generation to meet their own needs". Based on the definition above, it is clear that it possible to overcome these challenges, if the teachers are well trained so that they can prepare well the future of the young generation.

III. METHODOLOGY

❖ *Findings*

➤ *Participants interventions on primary teachers' training effects in Mozambique*

Participants brought in the dimension of training of teachers as one of the interventions that could bring quality of education in academic performance by pupils from government and private primary schools. PGR 1 had to say that:

Em Moçambique o governo introduziu as varias modalidades incluindo ensino a distancia para dar oportunidades a formacao dos professores contratados sem formacao. Da mesma forma, o governo criou Institutos de Adistancia de Professores (IAP). Que é a única instituição que forma professores a distacia.

- *Meaning to say that:*

In Mozambique the government introduced a variety of modalities including that of distance education to provide more opportunities for teachers' training. Government therefore created the National Institute of Teachers Upgrading (IAP), which is the only institution which develops teachers through open distance learning mode using written materials.

GEO 1 also said: *Nos últimos anos, o governo fez esforço e construiu novos Institutos de Formação de Professores - IFPs para abranger todas províncias.*

Meaning to say that: *In recent years the government has made an effort in building new training teachers in order to cover the all country.*

These assertions were confirmed by (Nakala, 2009). MEC (2006), also confirmed the effort by government to train teachers by saying that there were 11 Primary Teacher Training Centres (CFPPs), nine (9) Teacher Training Institute (IFP) and 10 ADPPs Teacher Training Colleges (non-government teacher training institutes) aimed at training primary school teachers as agents of change in rural areas.

- *The members of public in general were not happy with grade 10 + 1 year of teachers training course when they said that:*

Em Moçambique, as organizações não governamentais tais como Desenvolvimento de Acção de Povo para Povo (ADPP), Instituto de Formação de Professores (IFPs) tem recrutado alunos da 10ª Classes para frequentar o curso de professorados. Isto que não é correto ao nível de Deselvominto da Comunidade de Africa Austral (SADC) onde Moçambique é um pais membro.

- *This meaning to say that:*

In Mozambique non-government organisations such as Mozambique Development Aid from People to People (ADPP) –a Mozambican Organisation governed by the 'Law of the Associations' and Institute of Teachers Training (IFP-in Portuguese) recruit candidates with ten years of schooling and train them to be qualified teachers. This is not standard even in Southern Africa Development Community (SADC)in which Mozambique is a member.

The data collected from the students teachers revealed grade 10 + 1 year of teachers training in not enough for the student to be well equipped as professional teacher as one student said that:

O conhecimento adquirido não é suficiente para tendo em conta o período de formação é muito curto mas em tudo vamos ver no terreno o que se quer é emprego.

Meaning to say that: *The acquired knowledge is not enough due to the period to training is very short. But we shall see as we go to the field, all we need is to be employed.* Furthermore, the other student also said that: *Não aprendemos suficiente seria melhor se prolongasse o periodo de formação.* Meaning to say that: *We did not learn enough because of the period of training is short.*

Data from documents anlysis reveal that Government of Mozambique understands that training the teacher is consciously educating candidates to become professional, with a profound scientific and pedagogical preparation capable of educating the young and adults, (National Education System (SNE), as set forth in Article 3 (e) of Law 6/92, of May 6). Documents read indicate that Mozambique teachers' training cannot be reduced to its academic dimension; the content should be organised by disciplines. It should integrate the practical and theoretical component that allows it to recognise the main paths to be followed in the contact with the environment of professional practice. It should also provide experiences that stimulate mobilisation, integration of knowledge and development of the capacity to understand the real through the observation and intervention of trainees.

Mozambique National Education System (MSNE), shows that there is a decisive stage of preparation for entering the teaching profession and the initial training should not be taken as the last mark in the professional development of the teacher. It should aim at providing conceptual and methodological bases for the exercise of the profession and guaranteeing the possibility of the future teacher to continue learning, in a perspective of permanent auto-training. The initial training described in this Curriculum Plan should be complemented by in-service training, both through training courses and through distance learning.

In a society that is constantly changing and in the face of the accelerated evolution of the scientific and technological knowledge currently under way, it is not possible to predict, in the time and space of initial training, all the situations that the teacher will have to answer in his or her life future professional experience (Plano Curricular de Formação De Professores para do Ensino Primário – PCFPEP, 2006). In addition to acquiring scientific and pedagogical knowledge, Mazula (2016) a Mozambique scholar explains that for teaching practice, it is essential that the future teacher also develops an attitude of systematic analysis of the reality, the pedagogical strategies used and the results obtained, with a view to a constant pedagogical innovation that points to the needs of students' society. This means that if there are poor pupils' academic performance results in writing, reading and counting as well as examination results, there could be something wrong with teachers.

The above information was confirmed by one (1) school head teachers who said: *Muitos professores em mocambique têm qualificações abaixo de padrao normal devido a sua formação. Assim sendo, dificulta na gestão do currículo.*

Meaning to say that: *many government teachers have sub-standard qualifications because of the training that they are getting. Therefore, this brings in negative effects in curriculum managements.*

However, Ministry of Education (2006) stated that the Mozambican teachers training curricular plan is characterised by an integrated approach to content, combining academic preparation with professional training, seeking to maintain a balance between theory and practice. On the same note, G EO 2 said that:

A formação de professores n~ao esta muito mal com dizem, porque consegue transmitir metodologias profissional de como ensinar as diferentes disciplinas. O que significa o currículo de formação de professor de ensino primario esta organizados em principios geral, objectivos de formação e o perfil de graduado.

- *Meaning to say that:*

The teachers' professional training is delivered in the form of teaching methodologies of the different subjects; which means Curriculum of Teacher Training for Primary Education justifies and is organized in general principles, training objectives and profile of the graduate.

- *SHT 2 also had this to say about the process of training teachers before independence:*

A razão da varias mundanças do currículo de formação de professores foi a exclusão do povo moçambicano no acesso ao ensino através do sistema de educação colonial dos portugueses. Assim sendo, foi necessário que haja compreensão para incorporar outros moçambicanos no sistema.

- *Meaning to say that:*

The central issue that led the government of Mozambique to change the National Education System was the exclusion of the Mozambican people in the education system by the Portuguese colonial regime, since it was a less comprehensive system in which a large part of the population was not incorporated, causing a high number of illiterate populations.

Mazula (1995) confirms that black Mozambique people education had a universal characteristic of the colonial Portuguese ideology in which it presented its ideas as the noblest and most rational in the development of country. In 1977, school teachers were mostly from outside the country. However, few years from then teacher training was undertaken by the University of Eduardo Mondlane (UEM) (Gómez, 1999, p. 244 - 245).

Data from documents such as Law 4/83 of 1983, that was approved through Presidential Decree No. 4/82, created

the National Education Council as the highest consultation body of the Ministry of Education with the intention of adapting Education for Mozambican reality.

Data from documents indicate that since the independence in 1975, Mozambique has experimented with various models of teacher education, with emphasis on: 6th grade + one to three months of training. From 1975 to 1977, sixth grade + six months training, from 1977 to 1982, sixth grade + 1 year, 7th grade + 3 years and grade 10 + 2 years of training, from 1999 to 2004 10th grade + 3 years, which is still being implemented in some Institutes in the country. In 2008 the government conceived and put into effect the grade 10 + 1-year training model. For this model, which is still in force, the candidate must have at least the 10th Class of Education, of the Nation Education System (SNE) or equivalent, with a global average of 12 or more, or have the grade 12 of the SNE, but without a requirement of the minimum global average marks of 12 (twelve).

Data from the Ministry of Education (MINED) Strategic plan (2012-2016) points out that the Mozambican education system, over the last few years, has introduced important reforms to improve academic performance, with particular emphasis on the introduction of the new curriculum, the distribution of the textbook, the training of teachers and school managers (head teachers). However, there are signs that the quality of learning and teaching process is not improving. According to the Strategic Plan (Ibid), the level of pupils' academic performance has declined since 2008 when compared to previous school years. Furthermore, there is the perception that there are many children who cannot read and write at the end of 1st cycle (Grade 2). The results of the SACMEQ III study (2007) show that most students in the 6th grade have not yet achieved basic reading and basic calculus skills.

The quality of teacher education is one of the key factors for improving the quality of education. The projection of the need for teachers is one of the main aspects of planning the necessary resources. Parents and Guardians 1 and 2 Representing public in general had this to say about the current teachers training model:

O sistema de 10ª Classes + 1 ano traz muitos debates entre os academicos e public em geral. Isso porque, o period de formação é questionado, Outros países de SADC perferem 12ª Classes como sendo a classe mínima do candidato. Esta pode vir ser a razão dos aproveitamentos pedagógicos entre alunos do publico e privados.

- *Meaning to say that:*

The grade 10 + 1-year training model raises a number of national debates, both for academics and for the general public, as teacher training model in Mozambique, because of training period 1 (one) year has been questioned. Other SADC countries have grade 12 or Form four as basic education to entering teachers training. This could be the reason for the difference in pupils' academic performance between government and private primary schools.

RECOMMENDATIONS

The recommendations that are advanced by the study are based on the findings and conclusion of the study.

➤ *Recommendations to the Mozambican Government*

- The study recommends that the Government of the Republic of Mozambique allocates more financial support to the education system to provide enough learning period at least grade 10 + 3 years of training.
- It is recommended that the government benchmark the teachers' development programme with other SADC member states.

➤ *Recommendations to the Ministry of Education*

It is recommended that the Ministry conducts consistently the supervision of the curriculum managers and profession development of teachers to prepare teachers with lower academic levels.

➤ *Recommendations for Further Research*

To the researchers and other scholars, it is recommended that:

A similar research at a larger scale applying mixed methods of quantitative and qualitative should be conducted to cover more provinces and schools for better understanding of the phenomenon.

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Data from documents such as article 2 of Law 6/92, of the SNE, of May 6, 1992 reveal that the Government of the Republic of Mozambique established the Teacher Training curriculum based on the pedagogical principles as stated below:

- a. The development of skills and personality in a harmonious, balanced and constant way, giving full training;
- b. The connection between theory and practice, which translates into the content and teaching method of the various subjects, the polytechnic character of the teaching given and the link between the school and the community;
- c. Linking the training to socially useful productive work as a way of applying scientific knowledge to production and participation in the economic and social development of the country;
- d. A close link between the school and the community, in which the school actively participates in promoting the socio-economic and cultural development of the community and receives from it the necessary guidance for the realisation of education and training that meets the requirements of the country's development

• Thus, according to these principles, the training of teachers for primary education is based on:

1. Articulation of the theory and practice in an integrated perspective;
2. Transfer of knowledge, attitudes and skills for future professional practice, and
3. Innovation and research (SNE, Lai 6/92, de 6 de Maio).

➤ *The key findings:*

The study came up with the following as the key findings:

- Mozambique has experimented with various models of teacher education since independence. Therefore, Primary school education is not improving because of the quality of teacher's education. The participants were not happy with grade 10 + 1 year of teachers training course considering the period of training is short.

IV. CONCLUSIONS

- This study concluded that the model of grade 10 + 1 year of teachers' training course practiced in Mozambique is not practiced else within SADC region.
- The study also concluded that student teachers are not well trained due to the short period of training.
- The study concluded that pupils' academic achievement is affected negatively by the type of teachers who are not well trained.
- Finally, the study concluded that the public in general are not satisfied with the model of teachers' training course of grade 10 students + 1 year of training.