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Secondary School Teachers' Professional Role Identity and Personal Role Espousal in Central Uganda: Lessons for Teacher Professionalism in Africa

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Abstract: **The study examined secondary school teachers' professional role identity and personal role espousal in Central Uganda in view of better teacher professionalism on the African continent. It first unveiled the tendencies that typify both teachers' professional role identity and personal role espousal, before highlighting lessons for teacher professionalism. The study concluded that many teachers mirror lopsided role identity and role espousal behaviour, which constrains teachers' involvement in co-curricular activities, educational research and community development. It also inhibits the full professionalization of teaching in many African countries. The study closes with recommendations for better professionalism.**

Keywords: **Role identity; role espousal; teacher professionalism.**

I. INTRODUCTION

Although the part played by teachers in determining students' overall educational value cannot be overstated (Bigala, 2006); much depends also on the kind(s) of role perception model(s) that characterise(s) teachers of a given nation. If teachers' role identity and/or role espousal is/are largely lopsided, society (in general) and schools (in particular) will not gain much from them; and the professional status of teaching will stand to suffer serious damage. Such issues justified this study, which examines secondary school teachers' professional role identity and personal role espousal in view of better teacher professionalism in Africa.

II. BACKGROUND

The study relates teachers' professional role identity and personal role espousal (on the one hand) with the status of the teaching profession in Africa (on the other).

In an exclusive (strict) sense, the term "profession" refers to a complex social group "that provides a special service to the community based on accumulated knowledge, skill and wisdom" (Farrant, 1999: 224). In this sense, every profession must meet seven characteristics; namely, numerus clausus (restricted entry), specific degree of proficiency, long period of training, specific curricula and school(s), code of ethics, professional autonomy, and priority of service over personal gain (Ssebuwufu, 2010).

In an inclusive (liberal) sense, however, the term profession simply denotes one's line of work, career or occupation (Arends et al., 1998; Nambale, 2005). Borrowing from Arends et al. (1998) and Akankwasa (1997), the current study applied the term "profession" in this inclusive sense, taking teaching to be only a "professional career". Consequently, the terms "teaching", "teaching profession", and "teaching career" (Hammett, 2007) were interchangeably used.

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For "teaching", whereas a textbook can also figuratively be referred to as a "teacher" (Stinnett, 1962), the teacher conceived of here is a "human person", and not some artefact. The term "teacher" is therefore defined as a person whose responsibility it is to assist others to acquire a skill, attitude, knowledge, ideal or some other form of appreciation in a formal school setting (Nacino-Brown et al., 1982). In this perspective, a teacher is ideally someone who has both been trained and granted a certificate of competence. However, secondary school "teachers" examined by the current study included also untrained teachers, since in the Ugandan context the work of teaching is actually carried out by both (Ssekamwa, 1996; Bigala, 2006).

Together, teachers constitute a team of practitioners whose mission it is "to educate" (Arends et al., 1998). Nkata (2005) therefore contends that teachers are the primary agents of the education system. Education involves both technical and philosophical aspects (Farrant, 1999); that is, teaching-learning chores and values/beliefs, respectively. Thus, teaching may never be reduced to "techne" (subject-expertise), without due regard to "phronesis" (value-rationality) (Tickle, 2000).

Although teachers must perform technical functions with the greatest possible professional knowledge and according to the most stringent technical norms; teaching is essentially a relationship of commitment to a value (Ssebuwufu, 2010). That is why it is said that "quality teachers are not made up of their subject areas, instructional methods…alone, but are made up of great personalities" (Kaahwa, 2006: 48).

Teachers must specialize not only in academic/subject matter, pedagogy, classroom management and curriculum, but also in child-care (counselling) (Tickle, 2000; Kibera & Kimokoti, 2007). It is to the cognitive, affective and psychomotor domains of learners that teaching is directed (Bloom, 1956), which implies "holism" (Bukenya, 2007). The divorcing of efficient causes from final causes could therefore be disastrous for the teaching profession, where technical expertise and affective purposes (caring) go together.

However, not every secondary school teacher shares such a holistic conceptual mapping of the teaching profession. This is most evident when it comes to the different roles which different teachers associate with teaching.

The term "role" refers to the part which a person plays in a given setting (Durojaiye, 1976). Roles are the "shared expectations" or "patterns of behaviour" that people have for holders of given social positions (Biddle, 1997; Arends et al., 1998). The current study takes "teacher roles" to be "teacher responsibilities" such as classroom instruction and student counselling.

The study was informed by Abraham Maslow's hierarchy of needs theory (self-actualisation theory) (Maslow, 1970); since one's "prepotent needs" are reported to be key in explaining one's professional role identity and even one's personal role espousal. Maslow's theory posits that prepotent needs are so central to the human organism that they cloud up the entire behaviour of the organism, - including role identity and role espousal. According to Maslow's model, teachers will largely identify themselves with only those roles that appear to lead to their (teachers') prepotent needs' satisfaction.

Currently, the Ugandan system produces two categories of secondary school teachers (Ssekamwa, 2000): Grade V teachers (diploma-holders trained in National Teachers' Colleges), and graduate teachers (degree-holders trained in universities). For both categories, training occurs in three stages; namely, pre-service training (at colleges and universities), induction (during school practice and after training), and in-service training (a life-long process) (Ssekamwa, 2000). Then, in order to be recognised as a member of the teaching profession, one has to be registered by the MoES (Ministry of Education and Sports), after teacher training.

However, in Uganda many secondary school teachers are reported to limit themselves to classroom instruction, shunning caring and co-curricular roles of the profession. Even within the classroom, teachers are further said to be lost in routines of simply "injecting answers" into learners in view of "passing" examinations (Sendegeya, 2010). Even then, some other reports posit that there are also teachers who still pursue a holistic view of teaching in general and teacher roles in particular. However, the relative representation of such functional teachers in relation to others remains to be established.

A related concern is that teachers are (said to be) largely "commercial" in their values, accentuating only those teacher roles that have financial tags attached, and abhorring whatever does not have direct pecuniary returns. They are reported to spend but limited time in the different schools where they operate (Manana, 2005), proving to be a case of "divided loyalty" (Onen, 2007) and turning teaching into an "itinerant occupation". Many do not believe that it is their responsibility to find time to establish rapport with their students (Bukenya, 2007).

Others with part-time jobs outside teaching are also becoming "part-time professionals", incapable of doing justice to their professional roles (Manana, 2005). However, among them, there is also a wide disagreement as to which roles define teaching, as is evident in the different roles that different teachers personally decide to espouse (prioritise).

Yet existing studies on teachers in Uganda limit themselves to such particularistic issues as teachers' salaries (Sekiwu, 2003) and teacher retention (Ecimon, 2007); leaving issues of teachers' role identity and role espousal unattended to. The researcher believes that these issues, though neglected, could be of critical importance for teacher professionalism in Africa; hence the current study whose objectives are three; namely, to establish:-

i. The roles that secondary school teachers perceive to define the teaching profession;

ii. The roles that characterise teachers' personal role-espousal; and,

iii. Lessons for teacher professionalism in Africa that issue from teachers' role identity and role espousal.

III. LITERATURE REVIEW

Research indicates that different societies conceive of teachers' roles differently. In traditional Africa, the main role of a teacher was "to help the 'pupils' [sic] lead the life expected of them by the society, the ancestors and the gods" (Tiberondwa, 1998: 13). In the Greek world, the roles of a teacher were three: First, he was a teacher of his subject; second, he gave his students a broad general education (through the study of literature); and third, through the practice of oratory, he influenced the direction of public policy (Sifuna, 1990: 6). Avveduto et al. (1976) even contend that also within the same society teacher roles keep changing; adjusted expectations placed upon teachers by society constantly give rise to kaleidoscopic permutations of teacher roles.

Thus, today different researchers practicing in different settings have also classified teacher roles differently. For example, Arends et al. (1998) posit that teachers carry out three kinds of tasks; namely, interactive tasks (such as instructing and counselling); leadership tasks; and, organizational tasks. Yet for Data (1984) and Kibera et al. (2007), teachers' roles encompass two broad areas; those on the micro-level within school (essential roles) and those on the macro-level within the wider community beyond school (secondary roles). However, literature does not categorically state if macro-level roles are a mere supplement to micro-roles, or they constitute an essential part.

On its part, the Government of Uganda categorises teacher roles under four broad areas; namely: bridging the gap between educational institutions and the community; skilfully imparting knowledge to learners; fostering formation of students' individual personality (values); and, promoting the spirit of collective responsibility (Government of Uganda, 1992). However, this taxonomy is deemed to be too general and thus wanting is specifics.

A review of available literature therefore unveils two basic truisms about teacher roles. First, they (roles) are multiple; secondly, there exists no universally accepted taxonomy of teachers' roles (Henry et al., 1988). Lynch and Plunkett (1973) even argue that a unitary view of teacher roles is obsolete. The current study therefore thought it important to establish the specific roles, which teachers in the Ugandan context associate with their profession; which of those they personally espouse; and, finally, which lessons issue from such conceptions, for better professionalism in Africa.

However, for the sake of a discussion that is both informed and coherent, the current study decided to borrow from several disjointed studies available (Sifuna, 1990; Farrant, 1999; Kaahwa, 2005; Kibera et al., 2007; Nkaada, 2007); and to give secondary school teachers' roles eight probable clusters. These are: teaching (knowledge-mediation or classroom instructin); guidance and counselling, modelling (mentoring or moral exemplification); leadership and management; educational research (research-based professionalism); community development; collegial role (team work); and co-curricular role.

IV. METHODOLOGY

The study employed a descriptive survey design, involving several triangulation protocols, however. The about 20,000 secondary school teachers in central Uganda were the study's target population. The sampled population was teachers operating in two of the 16 districts (13% of districts; Gay, 1996). One district was rural (Masaka); ther other was urban (Wakiso). The two were chosen using stratified random sampling. The same technique was applied to each of the two districts to isolate 15 schools. In all, a sample of 600 teachers and 75 of secondary respondents (e.g. head teachers and

Ministry officials) was used. Convenience sampling was then employed to isolate 20 teachers (from each school) for questionnaires, interview, and FGDs.

The study's instruments were four; namely, questionnaire, interview guide, FGD guide, and documentary analysis checklist. Table 1 summarises the targeted and actual populations.

For validity, content, construct, population and ecological validity were taken care of. Reliability was met by pilot-testing questionnaires. Qualitative data was analyzed using thematic analysis (Gay, 1996; Kombo et al., 2006). For quantitative data, descriptive statistics were used. Also phenomenological reduction (bracketing) and ethical concerns were met.

V. FINDINGS

A. Roles Secondary School Teachers Perceive to Define the Teaching **Profession:**

Teachers were asked to indicate the roles, which they think members of the teaching profession should play. Eight alternative choices were presented to them; namely, classroom instruction, educational research, role modelling (personal example), leadership and management, guidance and counselling, community development, co-curricular role, and, finally, team role. Respondents were free to mark as many roles as they thought were applicable, as indicated in Table 1.

Table 1: Teachers' professional role identity

		DISTRICT					
	ROLE	**MASAKA** N=225		**WAKISO** N=200		**BOTH** **N=425**	
		No.	**Rank**	**No.**	**Rank**	**No.**	**Rank**
1	Instruction	185	4th	172	3rd	357	**3rd**
2	Research	166	6th	138	7th	304	**7th**
3	Role model	198	2nd	175	2nd	373	**2nd**
4	Management	169	5th	149	6th	318	**6th**
5	Counselling	208	1st	193	1st	401	**1st**
6	Development	131	8th	108	8th	239	**8th**
7	Co-curricular	163	7th	161	4th	324	**5th**
8	Team role	186	3rd	159	5th	345	**4th**

Table 1 reveals that the single role with the highest number of teachers who identify the teaching profession with it (in both districts) was guidance and counselling (1st position); followed by role modelling (2nd). Interestingly, classroom instruction, which is taken to be the most apparent teacher role, took a third position; even then, in Masaka (rural district) it took a fourth position, coming after the "team role". "Community development" constituted the role that teachers identify their profession with it (8th position); followed by the "education research" role (in 7th position).

These findings mean that in central Uganda, it is "community development" and "education research" roles that secondary school teachers generally ignore. This also implies that teachers confine their professional operations to within-school tasks, hence impacting little on the people outside school boundaries. Many teachers believe that they are meant to influence students "within-school", and not to improve on education service delivery in general, or to work for the betterment of surrounding communities through social development initiatives.

Such beliefs were further echoed by respondents during interview, like an education officer who observed that;

> *Our teachers do not see themselves as teachers* [of communities] *outside school. They teach, address students and do other such things at school, then put off attires of the profession to go back to their homes outside school to become like any other village villager. They share today's narrow view of a teacher as an academic instructor of pupils within school walls, that's all* (Education officer interview).

However, teachers gave some strong rationales for their role identity models. Those that identified it with at least seven of the eight roles argued that as members of the teaching profession, their work does not stop in the classroom but embraces other pertinent responsibilities so as to form the total person of the student, and even to influence society at large. Such teachers' conceptualized the role of a teacher not only in terms of student "holistic development", but also in terms of "impacting society". For example one teacher argued that;

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As a teacher, I have to teach students while in the classroom, be exemplary in all aspects, guide and counsel my students, be part of sports, and cooperate with fellow staff members (Teacher questionnaire).

Then those who associated the profession with only one role or just a few (2-3 roles), mainly thought in terms of classroom instruction, role modelling, guidance/counselling, and team role. They argued that those were the only roles that they were trained in while at college (or university). Others explained that those were easy roles (for teachers to perform) and sufficient for students (to pass examinations); or that that was all that suited their (teachers') personal interests. One teacher said that;

For me those [classroom instruction, guidance/counselling, and team role] *are the only roles that make up a professional teacher. Those three are the pillars of education* (Teacher questionnaire).

These views imply that teacher training institutions need to expand their curriculum to orient teacher trainees towards broader conceptions of teaching, - including more of social work and education research. Otherwise, currently many teachers see these two roles as being peripheral to the profession.

B. Teachers' Personal Role Espousal:

Apart from the roles that teachers think constitute teaching as a profession, the study also both unveiled and ranked the roles, which individual teachers personally espouse (readily accept). These are summarized in Table 2.

Table 2: Teachers' personal role espousal

		DISTRICT					
	ROLE	**MASAKA** N=220		**WAKISO** N=211		**BOTH N=431**	
		No.	**Rank**	**No.**	**Rank**	**No.**	**Rank**
1	Instruction	163	3	143	2	306	**2nd**
2	Research	120	6	100	5	220	**6th**
3	Role model	175	2	131	3	306	**2nd**
4	Management	123	5	108	4	231	**5th**
5	Counselling	192	1	171	1	363	**1st**
6	Development	78	8	62	8	140	**8th**
7	Co-curricular	107	7	92	7	199	**7th**
8	Team role	137	4	95	6	232	**4th**

Table 2 reveals that the single role that is most personally espoused (in both rural and urban areas) is again "guidance and counselling"; followed by "role modelling" and "classroom instruction", both in second place. It is again surprising that also in their personal practice, teachers in the rural district of Masaka put classroom instruction in a third position, coming after "guidance and counselling" and "role modelling". Yet many secondary respondents reported that in practice teachers hardly carry out guidance and counselling. Perhaps because accountability for them is less demanded, in principle teachers are more willing to play them, although in practice they go for classroom instruction for which accountability is almost on a daily basis.

On the other hand, the single role that teachers were personally least willing to play was that of "community development"; followed by the "co-curricular role". This finding means that many teachers are not willing to move outside school to involve themselves in social development initiatives. This might be due to scarcity of time or out of lack of interest. Perhaps teachers feel "betrayed" by society, hence "hiding" inside schools; even then, within classrooms and staffrooms. However, even within schools, teachers tend to focus on "within-classroom" tasks (such as instruction), and ignore co-curricular activities (such as sports, dance and drama).

Yet the importance of going beyond classroom instruction, in order to realise an education worth the name, cannot be overemphasised;

Meaningful education is both in a classroom situation and in the outside environment in the playground, dance hall etc... It is the integration of both hat leads to success (Education officer interview).

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However, some teachers argued that although they are aware that guidance and counselling and sports are also important; working conditions are not so motivating as to enable them (teachers) to perform these roles. For example one noted that:

> *A teacher would do everything if the pay would allow. Otherwise teachers go away [after lessons] to look for money elsewhere* (Focus Group Discussion).

Asked to indicate which specific roles they would readily ignore, and why; teachers were found to be more ready to ignore three roles; namely, community development, co-curricular activities, and educational research, in that order. They explained that this is mainly due to lack of interest, funding, and time; and because, according to them, those roles are not pertinent to their work. One indicated that;

> *First things first. Those other roles may detooth [steal] the limited time the teacher has for the most important thing, classroom instruction* (FGD).

The study's second objective closed with questions geared at expounding two role aspects which take teachers beyond classrooms to participate in both students' conduct and moral guidance, on the one hand, and in social development initiatives outside school, on the other. Tables 3 & 4 summarise the findings.

(i) Beyond Classroom Instruction to Students' Conduct and Moral Guidance:

In order to shade more light on the growing problem of teacher neglect of co-curricular roles (within school), teachers were asked to react to the statement: *"Teachers' work is classroom instruction, and not matters of students' conduct and moral guidance"?* Respondents' open-ended views were then categorised into three; namely, "I Agree", "I Disagree", and "Other" (answers), as in Table 3.

Table 3: Teachers limiting themselves to classroom instruction

District	Masaka (Rural)	Wakiso (Urban)	Both
I Agree	10 (5%)	15 (7%)	25 (6%)
I Disagree	200 (92%)	190 (91%)	390 (91%)
Other views	7 (3%)	5 (2%)	12 (3%)

Table 3 reveals that an overwhelming number of teachers from both districts (91%) disagree with the statement that teachers' work is classroom instruction and not matters of students' conduct and moral guidance, at least in principle. These findings concur with those in Table 2, whereby teachers overwhelmingly reported espousing the guidance and counselling role. This means that most teachers are positive about involving themselves in matters of students' conduct and moral guidance. They explained that it is quite impossible to have disciplined students without guidance and counselling; and that discipline is imperative for academic excellence. One teacher wondered:

But how can one teach without being concerned about students' behaviour; they could kill you in class! The meaning of "teaching" has much to do with moral guidance of learners. Academic instruction and moral guidance are twin brothers to success (Teacher interview).

The few teachers (6%), who believed that their work was only classroom instruction, explained that due to the many assignments they have, or because they themselves are not morally exemplary, they decided to limit themselves to classroom instruction.

However, documentary review indicated that the MoES has often reminded teachers to take care of students' conduct and morals as crucial areas of their practice. In one circular, the MoES categorically stated that;

> *It is our [teachers'] role and, indeed, a professional role and function of the school, to play a pastoral/custodial role* (MoES (1991, November1st). Exclusion from sitting national examinations (ME 246/3), p. 1).

(ii) Beyond School Campus Roles to the Community:

Specifically for teachers' involvement in roles outside school, a statement was presented: *"Teachers don't need to involve themselves in social work outside school; their work is within school, not outside"*. Respondents' open answers are summed up in Table 4.

Table 4: Teachers' opinions on limiting themselves to work within school

District	Masaka (Rural)	Wakiso (Urban)	Both
Yes I agree	13 (6%)	11 (5%)	24 (6%)
No I don't agree	191 (87%)	189 (91%)	380 (89%)
Others	16 (7%)	8 (4%)	24 (6%)

Table 4 reveals that for both districts, the majority of teachers (89%) disagreed with the view that "*teachers don't need to involve themselves in social work outside school"*. This finding implies that, although the practice is different, in principle teachers are willing to reach out to communities outside school, to get involved in such activities as youth workshops, road maintenance, and civic education.

Teachers highlighted the many advantages issuing from such involvement, such as creating rapport with learners' parents, challenging communities with innovative ideas, and creating opportunities for teachers' own economic development.

MoES officials also underscored the benefits accruing to teacher involvement in community activities. However, they warned teachers against over-involvement. One officer echoed this when she noted that;

> *Teachers should get involved because the outside community helps to link information about the school and students' discipline. Secondly, also people from the community need developmental ideas and advice from teachers. Involvement in social work broadly widens teachers' thinking. They have to think big for development rather than doing teaching alone. Teachers are the agents of social change. However, teachers' involvement should be moderate to avoid going contrary to the professional code of conduct* (MoES official interview).

This means that many individuals in society still trust teachers' ability to guide them in social development. Indeed society expects such guidance from teachers.

Respondents who believed that teachers do not need to involve themslves in social work outside school, argued that teachers' tasks within school are enough to occupy them.

> *Teachers do not have time to do social work because their time tables at school are so fixed that they have no extra time left. We go to school so early* [in the] *morning and we leave late at night. We are kept busy 24 hours with students' work. When do you think you could join social work or development initiatives?* (FGD).

Other respondents attributed the problem to teachers' inferiority complex:

> *Teachers just hide inside school because they are not sure of themselves. Outside school very few teachers have some tangible success to show* (FGD).

VI. DISCUSSION

The study discovered that although each of the eight assumed teacher roles has individual teachers in central Uganda that indeed play it; in principel, the majority of teachers identify their profession with and also personally espouse three roles; namely, guidance and counselling, role modelling, and classroom instruction, in that order. This finding partially disagrees with Durojaiye (1976), Sifuna (1990), Farrant (1999), Kaahwa (2005) and Nkaada (2007), who thought that teachers espouse those roles, among others. In this regard, the current study's new discovery is the relative representation of each of the eight roles in relation to others. Thus, the schema of role identity (and role espousal) expressly emerging out of Uganda is in terms of guidance and counselling, role modelling, classroom instruction, team role, co-curricular activities, management, research and community development, in that order.

The discovery that classroom instruction is one of the three cardinal roles most important in secondary school teachers' self-definition concurs with Farrant (1999), Kaahwa (2005) and Kibera et al. (2007) that the typical role of a teacher is the instructional one, also referred to as the "technical role". However, one would then expect this so-called "typical role" to occupy the first place. Also studies by Bukenya (2007) and Nabiruma (2010) contend that it is academic instruction that teachers generally accentuate at the expense of role modelling, guidance and counselling, and not vice versa. These contradictions may be explained by Kasibante (2004), who indicates that whereas in principle secondary school teachers

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champion guidance/counselling and role-modelling roles, in practice the search for "first grades" and "profit-making" compel them to accentuate academic instruction at the expense of the other two roles. It may therefore be more tenable to contend that although in principle the majority of secondary school teachers in Uganda identify their profession first and foremost with guidance and counselling and moral exemplification, in practice it is classroom instruction that they champion. Manufacturing first grades and making money are stronger than teachers' role identity and role espousal in determining teachers' professional behaviour.

Nevertheless, the discovery that role modelling, guidance and counselling are the two roles most highly ranked by teachers is also significant. It implies that teachers are aware of the importance that the two roles have for teaching, in particular, and education, in general. This concurs with Burnard (1992)'s, Flannery (1992)'s and Bukenya (2007)'s contention that teachers should act in "loco parentis", by giving "parental guidance" to students. In principle, teachers in Uganda agree with Kaahwa (2005) that these roles make a learning contribution to the program of the school, which is as important as the academic subjects studied. It is the practice that needs to be worked upon, as Nabiruma (2010) and Kasibante (2004) also indicate.

The findings on teacher espousal of modelling roles contradict the argument indicated by Huitt (2004) that teachers should focus only on academic issues, leaving morals to senior women, parents and school chaplains. In their professional self-definitions, teachers in Uganda agree more with Moran (1987) that "morality and education are essentially the same process" (p. 14). Farrant (1999) and Langford (1968) were therefore justified in proposing that since the teaching profession occupies a special position of public trust, teachers ought to adhere to a reasonable pattern of behaviour expected by the community for professional persons; or at least avoid having a bad effect on pupils' moral formation.

Another discovery was that management and team-member (collegial) roles are of less importance to teachers; but they come next in rank to the first three (reported) leading roles. Thus, in Uganda, many teachers view management and collegial roles as being "peripheral" roles, a term that Durojaiye (1976) reserves only for community development and educational research roles. Ignoring the collegial role might imply that teachers rarely get together to share, learn, inspire, encourage, and motivate each other at work (Kaahwa, 2006). Lack of such peer support might explain why many teachers in Africa are said to find teaching to be quite frustrating (Stinnett, 1968). A growing habit of wasteful competition among teachers (Bigala, 2006) might also be attributed to such neglect.

The discovery that in central Uganda teachers hardly espouse leadership and management roles contradicts both Kaahwa (2005)'s assumption that teachers are the "real leaders" in education, and Bob and Howard (2005)'s belief that teachers are the de facto linchpins of educational reform. Buchmann (1989)'s idea that teachers usually spend more time managing and controlling children than instructing them, also lacks evidence in teachers' personal role-espousal behaviour in Uganda.

Findings also showed that the three roles, which teachers are most willing to ignore are community development, co-curricular activities, and educational research. This confirms Kibuuka (1998) that the many teachers delegate co-curricular tasks to student leaders, a practice he referred to as "misplaced responsibility".

Teacher disregard of educational research implies failure at "research-based professionalism" also known as "grounded intra-professional theorizing" (Tickle, 2000). Yet it is such research that is associated with better professionalism through an active construction of knowledge issuing from both "reflection-in-action" and "reflection-on-action".

Moreover, such neglect of educational research confirms Lindblad (1997) and Akankwasa (2002) that many teachers are more of passive objects being researched on by "tele-experts" from outside school settings than active subjects carrying out such research themselves. This explains the unfortunate flourishing of largely conservative, non-reflective stances in the teaching profession (Henry et al., 1988); and the stifling of classroom-level innovations (Randi et al., 1997) in Africa.

For community development, the findings indicate that it is the role least championed by teachers in Uganda. This disagrees with Kaahwa (2005) that teachers are the agents of every form of progress in society. However, the finding concurs with Ivan Illich and Paulo Freire as cited by Farrant (1999) that teachers need to move beyond schools to meet people where they are, so as to avail them with development opportunities. Henry et al. (1988) attribute teacher-neglect of community development is due to the fact that members of the teaching profession are typically regarded by society as impractical and naïve idealists, ill-equipped to deal with social development. Such a misconception of the profession is unfortunate.

However, these findings justify Sifuna (1990) and Scotter et al. (1985) that teachers have neither the time nor the know-how to do everything including social work and social development. Perhaps Durojaiye (1976) was justified to include community development in what he termed "peripheral" roles of the profession.

Finally, Maslow (1970)'s hierarchy of needs theory also helps to explain the study's findings. In their practice, teachers appear to play whichever roles seem to issue in prepotent needs satisfaction. Maslow is therefore justified in perceiving all teacher behaviour (including role identity and role-espousal) as a mirror of more important hidden realities related with needs' satisfaction. On the whole, it is prepotent needs of survival (making money by producing many first grades) that help to explain teacher roles in Uganda; bearing in mind that when an organism is dominated by a certain need, the organism's entire value system and routine behaviour also tend to change to reflect that need.

VII. LESSONS FOR TEACHER PROFESSIONALISM IN AFRICA

Secondary school teachers' professional role identity and personal role espousal tendencies in Central Uganda bear several lessons for the development of teacher professionalism in Africa.

The first is that in Africa, the teaching profession's influence within the larger community outside school is diminishing. Today, teachers' expertise hardly reaches the wider society; for example in terms of teachers of agriculture going out to train communities around them in better farming methods. This failure does not only deny society an opportunity to reap from teacher expertise (ripple effect); but also renders teaching professionals less effective in their work (because they remain more or less theoretical).

Teachers are no longer the indisputable "champions of progress" in society that they once were. This state of affairs partly explains today's cry for "restoration of teachers' lost glory" in many African countries. If the profession borrowed more from"pedagogy of the oppressed" and also embraced more andragogic models, it could render a better service in transforming Africa societies.

A related lesson is that in Africa, society still expects teachers not only to teach its children (at school), but also to guide it in community development work. It even trusts that teachers are capable of playing this role effectively. Thus, African society's conception of a teacher is of a person that has also practical skills and abilities beyond pedagogical expertise. For example, apart from teaching their children at school, society expects a teacher to be able to give them credible advice on such issues as modern farming (seeds, soils), primary health care ("first aid") and business (markets, value addition).

Thus, being a (subject) content expert no longer suffices for one to be a "genuine" professional in Africa; one must also display a clear ability in pointing out answers to society's existing problems. Of course a teacher cannot be a know-it-all; and probably no one expects him/her to be that. Rather, he/she is expected to be well versed in a variety of fields (general knowledge); and, thus, to be a perpetual learner (reading culture model).

Another lesson is that African teachers are lacking in research-based professionalism, as indicated by teacher failure to carry out action research on such educational problems as learner absenteeism and school dropout. Also classroom level innovations are dwindling in many African schools.

The implication is that the persistence of many educational problems in Africa is partly explained by teachers' reluctance to involve themselves in research. This renders the teaching profession less of an asset in confronting the challenges that schools face in realising their educational goals and objectives in Africa. Perhaps, then, society is justified in calling teachers "naive idealists" who cannot deliver answers to "real problems" of real society (of course in addition to neglecting co-curricular roles inside school).

In a different perspective, in practice many African teachers are not keen on playing roles (such as counselling and research) for which direct accountability is not usually demanded (by school administration), even though they (teachers) may personally espouse those roles. Such a dichotomy of "teacher action" from "teacher belief" is however also explained by the mounting social pressure associated with an unbounded quest for first grades (at the expense of other educational goods), which characterises many African schools today. There is an emerging overload of teachers with menial tasks associated with "manufacturing" grades (as if they were machines); and this practice is dangerous to the sanity of both the teaching profession, in particular, and education, in general. Thus, there is need for practical ways of enabling teachers to play those roles (such as guidance and counselling), which they already espouse in principle, but fail to carry out in practice.

It cannot also be overemphasized that the study's findings point to a need for more collegiality (team role) among teachers for better professionalism on the African continent. It is important for teachers to partner to solve school and/or educational problems together. If balkanised models of teaching are left unabated, it will take longer for teaching to realise a genuinely professional status in many African countries.

VIII. CONCLUSION

The study concludes that truly secondary school teachers' professional role identity and personal role espousal in Central Uganda is of critical importance for better teacher professionalism in Africa. Since roles embody the "real work" that members of a given profession do; lopsided role identity behaviour tantamount to lopsided "professionalism", which, in a strict sense, is no professionalism at all.

Thus, realisation of a true professional status of teaching still begs for revival of the neglected roles (such as education research and community development), as well as practically espousing those roles, which are currently espoused only in principle but not in practice ("teacher belief" vs. "teacher action"). Genuine professionalism even implies end of the current dichotomy between teacher action and teacher belief.

Finally, this study's discoveries mean that research on teacher roles can indeed make a substantial contribution to the realisation of better teacher professionalism in Africa. Thus, the current study calls for more such studies beyond Uganda and East Africa; in view of realising more empirically justifiable generalisations for teacher professionalism in Africa.

IX. RECOMMENDATIONS

First, secondary school teachers should involve themselves more in both co-curricular roles outside the classroom (e.g. sports and counselling), and in extra school roles, particularly education research. If "to educate" is the purpose of teaching, it clearly points to more than "classroom instruction".

Secondly, there is need for school administrators to give teachers more time to involve themselves in extra school roles in view of enabling teachers to benchmark other experts (for better educational practice) and to make a bigger input in providing answers to communities' problems. Such involvement can help to improve on the professional image of teaching.

Similarly, school administrators should not only assign teachers to play roles such as student guidance and counselling, but they should also regularly demand accountability from teachers. Administrators should even tailor teacher pay to conscientious performance of these roles, among other criteria.

Finally, teacher training institutions should orient trainees more towards those currently neglected roles such as community development and education research; remembering that individuals are not willing to play roles that they were not trained in (at college/university).

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