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Abstract of Keynote Presentation

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Social Political Prestige of Teaching Profession in the 21st Century

In the past, when education was accessible only by a limited part of society, the teaching profession was considered to be a highly respected and high-status profession (Giddens, 2001). However, the changing living conditions, the development of information technologies, the increase in both the level of education globally and access to education services have led to the failure of the teaching profession to maintain its past position. There has been a significant decline in the social status of teachers from the 1960s onwards (Hargreaves et al. 2007; Freedman, Lipson & Hargreaves, 2008). The widespread opinion in the literature is that the professional and social political status of teaching is at a medium-low level (Hall & Langton, 2006; Macbeath, 2012; Symeonidis, 2015). Although the factors affecting this situation vary from country-to-country basis, common and general factors exist. Professional factors and non-professional factors affect the social status of the teachers in any give country. This study aims to determine the current social political status of teachers in selected countries both in developing and developed countries. To achieve this, aim the study will focus on following research questions: i) What are the teachers' perspectives on their professions? ii) What are the social status problems of teachers? and iii) What are the factors that cause social status problems? To achieve these objectives various reviews will be identified and analysed.

Keywords: teaching, teaching profession, teaching perspective, social and political status