

A Theoretical Analysis on the Controversial Issue of Teaching Professional in the Institutionalized Perspective

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Abstract : For structural-functionalism, one set of the common traits of traditional professionals, such as medical practitioners and engineers, can be viewed as the criteria for evaluating whether a given occupation has the right of claiming its professional status or not. Under the influence of this professionalism, teaching practitioners have devoted themselves to acquiring this right as evidenced by the fact that initial training has been extended to even the level of postgraduate. However, for interactionalists, professionalism adopts a predetermined assumption so that it ignores the dynamic nature of social development, which is able to regulate the professional status of a given occupation. Such an interactive approach highlights the concept of professionalization. Furthermore, Marxists argue that structural-functionalists have ignored the impact of proletarianization on the white collar. While professionals gradually lose their control over their practices, the title of profession functions as a self-regulated icon that prevents them from collaborating with the working class and, in turn, creates the ideology of de-politicization sustaining the interests of the ruling class. This article adopts a theoretical analysis on these contradictory arguments. It argues that these criticisms neglect the influence of the institutionalized value system on social operation, which is the core element in sustaining the notion of the profession.

Keywords : teaching profession, professionalism, professionalization, proletarianization, institutionalized value system

Conference Title : ICEPSOL 2017 : International Conference on Educational Policy Studies, Organization and Leadership

Conference Location : Lisbon, Portugal

Conference Dates : April 16-17, 2017