

**THE QUALITY OF CONTENTS, STAFFING, AND TEACHING  
APPROACHES IN DEGREE AND NON DEGREE TEACHERS TRAINING  
INSTITUTIONS IN TANZANIA**

**NURDIN MOHAMED**

**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY OF  
THE OPEN UNIVERSITY OF TANZANIA**

**2016**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends the thesis entitled:  
***“The Quality of Contents, Staffing, and Teaching Approaches of Degree and Non-Degree Teachers Training Institutions in Tanzania”*** submitted in fulfillment of the requirements for the award of Doctor of Philosophy in Education of the Open University of Tanzania.

.....

Prof. Issa Mcholo Omari

**(Supervisor)**

.....

Date

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**DEDICATION**

To Allah, the most gracious, most merciful, the compassionate, the almighty, that venerates and the sustainer of the World. To my beloved father, Mohamed Charo, and for the remembrance of my Mother, the late Mariam Sehemu. May Allah rest her soul in everlasting peace.

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## **ABSTRACT**

The purpose of this study was to review and assess the quality of contents, staffing, and training approaches, used in degree and non-degree teachers training institutions in Tanzania. The main focus was on the professional components of the programmes rather than the academic subject matter such as geography or chemistry. The study used both quantitative and qualitative paradigms, as it employed the survey research design. The data were organized in tables, themes, figures and interview data were organized around the specific research objectives which were entry qualifications, curriculum contents, training approaches, trainers qualifications and trainees performance. In terms of findings, the study showed that trainees joined teachers training institutions and university colleges of education with minimum qualifications. Very few students joined with above average qualifications. Likewise, there were very few students who scored distinction and first class in final examinations. The content, structure, and coverage of the programmes were well organized and covered the basic issues in the teaching profession. The professional subjects for grade “A” were in one syllabus. The time allocated for professional subjects was said to be not enough, especially for diploma and grade “A”. There were no modern teaching aids and no well-equipped libraries in all teachers training colleges and in some of the new universities. The passive transmittal teaching and learning approaches were the most used as active learning activities were rare. Furthermore, some tutors and lecturers experiences in teaching were below standards as some possessed bachelor degree only, and some were diploma holders, with very few holder of masters’ degree. On other hand, in universities, most of the lecturers were holder of masters’ degree and a few PhD while professors were very few.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ACSEE	Advanced Certificate of Secondary Education Examination
ATE	Association of Teacher Education
BMT	Baraza la Mitihani Tanzania
BTP	Block Teaching Practice
CSEE	Certificate of Secondary Education Examination
CIPP	Context, Input, Process, Product
CL	Communication Skills
DS	Development Studies
EP	Educational Psychology
EMT	Education Measurement and Technology
FTC	Fully Technician Certificate
GPA	Grade Point Average
ICT	Information Communication Technology
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
MUM	Muslim University of Morogoro
MTP	Micro-teaching Practice
NECTA	National Examination Council of Tanzania
PEDP	Primary Education Development Programme
DSEE	Diploma in Secondary Education Examination
GATCE	Grade A Teachers Certificate Examination
PhD	Philosophy of Doctor
PGD	Post Graduate Diploma

PGC	School of Education
SoED	School of Education
SEKUKO	Sebastian Kolowa University College
SLTP	Single Lesson Teaching Practice
TEHAMA	Teknolojia ya Habari na Mawasiliano
TIE	Tanzania Institute of Education
OUT	Open University of Tanzania
WEMU	Wizara ya Elimu na Mafunzo ya Ufundi
USA	United State of America
USSR	United State of Soviet Republic
TCU	Tanzania Commission of Universities
TESCC	Teacher Education State Council in China
UNESCO	United Nation Education Scientific and Cultural Organization
UK	United Kingdom

## **CHAPTER ONE**

### **1.0 BACKGROUND AND STATEMENT OF THE PROBLEM**

This chapter presents background of the study, statement of the problem, purpose and objectives of the study, research tasks and questions, conceptual framework, significance of the study, limitation of the study and delimitation of the study.

#### **1.1 Background of the Study**

Teacher education is something much more interesting, more extensive and more challenging than a professional training. Modern educators prefer to talk about teacher education rather than teacher training when discussing teacher preparation. On the contrary, most educators talk about teacher training colleges while it has been insisted that one should talk about colleges of education. The main emphasis of these changes is to focus on the desire of having the teacher properly educated and not simply trained. In fact, training has the connotation of passing on definite bodies of knowledge and skills, inculcating, telling, drilling, indoctrination, and it is rigid and narrow (Gurrey, 1963; Ndunguru, 1976).

Many countries of the world recognize teaching as a key profession which takes place alongside other professions like medicine, agriculture, accountancy and law. Some people do not hesitate to ascribe teaching profession as the mother of all other professions, or the key to progress, or the torch that dispels the darkness of ignorance. In this case teachers have many duties. Teachers are described as the custodians of culture, whose sacred duty is to ensure the handing on of society's values, norms and morals from generation to generation. Teachers are like the creator's messengers of

the soul, community leaders and custodians of an extraordinary amount of knowledge of professional type. They are expected to bear witness to truth since their main task is to introduce truth to the young. Not only had that but also to direct learners how to learn and use knowledge gained in daily life activities (Ndunguru, 1976).

### **1.1.1 The Concept of Teacher Education**

Teacher education is an essential component in any formal education system. This sector was where the training of teachers was taking place. Doubtlessly, the training of teachers is not a simple process because it needs qualified and committed personnel, materials, facilities and equipment, standard programmes with clear objectives as well as continuity (Mohamed, 2012a).

Furthermore, teacher education and training as opposed to general education, is a professional development intervention aiming at the provision of basic knowledge, skills and attitudes that are necessary for one to become a teacher. In order for this training to be effective, training institutions should have the necessary resources, infrastructure and equipment. Such resources according to MoEC (1995) include; qualified teacher educators, libraries, laboratories, workshops, classrooms which were equipped with furniture such as chairs, tables and other teaching and learning materials to enable them prepare and produce quality and effective teachers (MoEC, 1995; Batten, 1959). The key courses and concepts introduced in teacher education include professional studies, academic components, pedagogy, teaching practice and educational media and technology. The professional studies include curriculum and teaching, educational psychology, guidance and counseling, foundation of education,

educational research, measurement and evaluation, philosophy of education and history of education.

Teacher education is an instrumental component in education in any society. The children are under the teacher's care for about nine hours per day, five days in a week, four weeks in a month, nine months in a year (Ishumi, 1976). Furthermore, Gurrey (1963) argued that, everything depends on the teachers. Certainly change has taken place in the degree of interest shown by the public concerning education and the teaching profession. The changes that will help teachers to feel with growing confidence that the part they play is gradually becoming recognized as of fundamental importance to the community and the nation at large. In the same vein, the author stresses that the schools need better educated teachers. The task of training people to become teachers is solely done in schools of education and teacher training colleges.

### **1.1.2 Trends in Teacher Education Programmes in Tanzania**

Up to 2013 there were 124 teacher training colleges of which, 90 were private teacher training colleges, and 34 government teacher training colleges, 58 offer certificate courses only while 19 offer diploma in education only, and 47 offer both diplomas and certificates. Also, there are 9 schools of education, in public universities and 31 in non- governmental institutions (MoEVT, 2013) as indicated in Annex 13. Tables 1 and 2 show the number of trainees enrolled from 1995-2012 in teachers training colleges and from 2011-2012 in schools of education.

**Table 1.1 : Number of Students Enrolled in Schools and Faculties of Education in Universities and University Colleges of Education: 2011 and 2012**

<b>Year</b>	<b>Bachelor</b>	<b>Masters</b>	<b>PGC</b>	<b>PGD</b>	<b>PhD</b>	<b>Total</b>
2011	43127	2127	211	500	91	<b>46 056</b>
2012	50632	3030	228	497	84	<b>54 471</b>

Source: MoEVT, (2011; 2012)

**Key:** PGC- Post Graduate Certificate      PGD- Post Graduate Diploma

Table 1.1 indicated that in degree teachers training institutions big number of trainees were bachelor which was 93 759, followed by masters students which was 5157 and PhD students were 175 for 2011 and 2012. The total number of trainees enrolled in 2011 and 2012 in degree teachers institutions were 100 527. Teacher education programmes changed with time. During the colonial era, that is before 1961, there were grade I and II teacher training programmes while after independence, the programmes offered were grade B and C and then grade A and diploma.

Table 1.2 indicates that enrolment of trainees in teacher training colleges increased from 12 417 in 1995 to 39 976 in 2012 for grade A and diploma in education. In 2000 the number of enrolment for trainees in teacher training colleges dropped up to 6072 whereby grade A was 3353 and diploma was 2719. As indicated in Table 1.2 the public teacher training colleges enrolled big number of trainees from 1995 up 2012 than private teachers training colleges.

**Table 1.2 : Number of Non Degree Trainees Enrolled in Private and Public Teachers Training Colleges: 1995 – 2012**

Year	Grade A			Diploma			Grand Total
	Public	Private	Total	Public	Private	Total	
1995	10 833	NA	<b>10 833</b>	1584	NA	<b>1584</b>	<b>12 417</b>
1996	8302	NA	<b>8302</b>	2537	NA	<b>2537</b>	<b>10 839</b>
1997	5848	122	<b>5970</b>	2621	161	<b>2782</b>	<b>8752</b>
1998	2968	157	<b>3125</b>	1910	181	<b>2091</b>	<b>5216</b>
1999	2492	74	<b>2566</b>	1948	175	<b>2123</b>	<b>4689</b>
2000	3303	50	<b>3353</b>	2511	208	<b>2719</b>	<b>6072</b>
2001	8906	140	<b>9046</b>	3600	228	<b>3828</b>	<b>12 874</b>
2002	7136	180	<b>7316</b>	4925	245	<b>5170</b>	<b>12 486</b>
2003	22 487	503	<b>22 990</b>	4693	237	<b>4930</b>	<b>27 920</b>
2004	24 873	1248	<b>26 121</b>	5079	469	<b>5548</b>	<b>31 669</b>
2005	16 758	1572	<b>18 330</b>	6282	539	<b>6821</b>	<b>25 151</b>
2006	11 609	2197	<b>13 806</b>	7411	543	<b>7954</b>	<b>21 760</b>
2007	9557	3362	<b>12 919</b>	5959	361	<b>6320</b>	<b>19 239</b>
2008	8884	4849	<b>13 733</b>	6739	320	<b>7059</b>	<b>20 792</b>
2009	11 177	12 698	<b>23 875</b>	8372	916	<b>9288</b>	<b>33 163</b>
2010	9022	9419	<b>18 441</b>	13 679	998	<b>14 677</b>	<b>33 118</b>
2011	12 060	11 982	<b>24 042</b>	10 473	1109	<b>11 582</b>	<b>35 624</b>
2012	16 221	11 395	<b>27 616</b>	9449	2911	<b>12 360</b>	<b>39 976</b>

Source: MoEVT, (1998, 1999, 2003, 2006, 2009, 2010b, 2011, 2012).

Currently there are grade A, diploma, as well as degree programmes (Mbeo, 1996). Grade C teachers were those who completed seven or eight years of primary education and two years of teacher training. These teachers were allowed to teach in primary schools up to class four. Another programme that was offered after

independence was grade B which was called grade I during colonial time. Grade B teachers are those teachers who had either completed class ten plus two years training, or are those who were upgraded from grade “C” to grade B. This programme was abolished in 1964. After that, the government introduced a new teacher education programme for grade A teachers. This is a two years programme enrolling students who have completed Form Four. These teachers are supposed to teach in primary schools from standard one up to standard seven (Binde, 2001).

In 1965, the government introduced diploma in the teacher education programme. This is a two years programme enrolling students who have completed Form Six. These teachers are supposed to teach in secondary school from Form One up to Form Two. Another programme in operation level of training is degree in teacher education. This is normally a three years concurrent programme. This programme enrolls students who have completed Form Six and its equivalent such as three years full technician course. These teachers are supposed to teach in secondary school from Form One up to Form Six as well as in teachers training colleges (MoEC, 1995).

### **1.1.3 The Teacher Education Subjects and Programmes in Tanzania**

The task of preparing teachers in teacher education is based on both theoretical and practical considerations. The theoretical part of teacher education that takes place in the colleges, consists mainly of lectures, seminars, private studies, discussions, assignments and examinations. The student teachers get opportunities to expand their horizons through contacts with tutors, fellow students, and reserved knowledge in libraries. This component is subdivided into two parts. The first part focus on

academic discipline whereby the future teachers are required to get prepared to teach because they need to strengthen mastery of the subject matter, this includes subjects such as Mathematics, Physics, Biology, Chemistry, Geography, Kiswahili, English, French, History, Civics, Commerce, Bookkeeping, Agriculture, Physical Education, Music, Social Studies, Science, Personality and Sports as well as Vocational Skills. The second part consists of educational subjects including, Educational Foundation, Educational Psychology, Educational Research, Measurement and Evaluation, Curriculum and Teaching, and teaching methodology or pedagogy. Generally, compulsory subjects include Educational Media and Technology, Information and Communication Technology, Information and Computer Studies, Communication Skills and Development Studies. Another area in preparing teachers involves practical teaching practice which focuses on introducing student teachers to the teaching profession. Sometimes trainees are simply required to watch demonstration classes and followed by analysis and discussion. Alternatively, the tutors can arrange small groups of children and bring them to teachers' colleges to enable the trainees do micro-teaching (TIE, 1999, 2010; MoEVT, 2007; OUT 2012; Mohamed, 2012b; WEMU, 2012a).

## **1.2 Statement of the Problem**

The statement of the problem in this study was divided into two parts: First there was the statement of the educational problem and then the statement of the research problem.

### **1.2.1 Statement of the Educational Problem**

Teachers are important persons in the society as are entrusted with the responsibility of educating the youths. Thus, their training should be of high quality and effective, both in ethical and technical terms. Very little has been done to monitor the quality and effectiveness of teacher training in Tanzania. In this case, there are persistent complaints about poor quality of education in the country and often attributed to teachers. Thus one wonders if the problem is in the training processes or at school level. There are also persistent complaints of underperforming of schools, teacher training colleges, and students. Specifically, poor performance in mathematics, sciences, and poor mastery of English language has become chronic problems and often this is attributed to the teacher education system. This is a country which may not have an effective teacher education inspectorates and one wonders if the colleges and schools of education are delivering credible programmes and products. The mushrooming of private colleges of education is particularly worrying as it is not self-evident as to who teaches there and what is going on in these colleges. Given the great shortage of teachers, anything could happen as indicated in Table 1.3.

Table 1.3 indicates that there were 28 teachers training colleges which registered less than 30 students per year. Some of the colleges failed to register even a single student per year as clearly seen at King'ori Teachers Training Colleges and Kihinga Teachers Training Colleges. Other colleges had one, two and three students per year as indicated at Ununio Teachers Training Colleges, Coast Teachers Training Colleges and Mwanza Teachers Training Colleges.

**Table 1.3 : Teachers Training Colleges with Less than 30 Students:2012**

No.	Colleges Name	Programmes	Number of Students
1.	Coast Teachers Training Colleges	DSEE	3
2	Mwanza Teachers Training Colleges	DSEE	1
3	Mukidoma Teachers Training Colleges	DSEE	7
4	Kirinjiko Teachers Training Colleges	DSEE	15
5	Mbeya Moravian Teachers Training Colleges	DSEE	15
6	Capital Teachers Training Colleges	DSEE	22
7	Ubungo Islamic Teachers Training Colleges	DSEE	19
8	Northern Highland Teachers Training Colleges	DSEE	6
9	Salesian Teachers Training Colleges	DSEE	10
10	Montessori Mtwara Teachers Training Colleges	GATCE	15
11	Bishop Durning Teachers Training Colleges	DSEE	10
12	WAAMA Teachers Training Colleges	DSEE	2
13	King'ori Teachers Training Colleges	GATCE	5
		DSEE	0
14	Green Bird Teachers Training Colleges	DSEE	10
15	Tanga Elite Teachers Training Colleges	GATCE	19
16	Mbezi Teachers Training Colleges	DSEE	8
17	SILA Teachers Training Colleges	GATCE	19
18	Arusha Teachers Training Colleges	DSEE	17
19	Bukoba Lutheran Teachers Training Colleges	DSEE	14
20	Benjamin William Mkapa Teachers Training Colleges	DSEE	14
		GATCE	23
21	St.Alberto Teachers Training Colleges	DSEE	8
22	Kisanga Teachers Training Colleges	DSEE	14
23	Kleruu Teachers Training Colleges	GATCE	7
24	Ng'anza Teachers Training Colleges	DSEE	20
25	Lake Teachers Training Colleges	DSEE	17
26	St. Mary's Teachers Training Colleges	DSEE	2
27	Ununio Teachers Training Colleges	DSEE	20
28	Kihinga Teachers Training Colleges	GATCE	0
		DSEE	5

**Key:****DSEE-** Diploma in Secondary Education Examinations**GATCE-** Grade A Teachers Certificate Examinations

Source: NECTA (2012)

Despite the fact that, the teacher education system was producing large number of teachers at all levels, there are persistent complaints of an acute shortage of teachers all over the country. On the other hand, it is not self-evident that the system is producing quality teachers. It is no doubt that the quality and effectiveness of a teacher affects students' performance. That may be the reason why the mass failure of students in the 2012 Form Four Examinations in Tanzania is being connected with, among others, poor teaching and learning of students. However, performance of students in the whole school system has remained chronically unsatisfactory for the long time. One would need to know the quantity, quality and effectiveness of teacher education and training provision in teacher education system.

Specifically, there has been an outcry of poor performance of teachers' trainees all over the country. In 2011 and 2012 performances for teachers colleges all over the country, there was no even a single distinction. Very few got credits and a large number gained passes. Most of the diploma candidates had supplementary examination and some of them failed completely.

According to NECTA (2012), only Four grade A candidates gained distinction from 2009 to 2012 out of 46 261 trainees. Three of them were from private institutions. 5448 out of 46 261 were gained credits whereby 3851 were from government teachers training colleges, 39 223 scored passes whereby 22 684 were from public institutions and 1471 failed whereby 1109 were from private teachers training colleges. In this case, most of trainees from private teachers training colleges failed examinations than trainees from public teachers training colleges. NECTA (2012) indicates that 72.68% diploma in education trainees from public institutions passed

examinations whereby only 38.46% trainees from private institutions passed examinations. On the other hand only 0.7% of trainees from public institutions failed examinations whereby 14.6% of trainees from private institutions failed examinations. This situation shows that the trainees from government teachers training colleges had a good performance in final examinations than private owned institutions. In case of trainees who scored distinction class level was very few for both government and private institutions. From 2009 to 2012 only two diploma trainees scored distinction. This shows that most of trainees in diploma level were not performing well in final examinations. One would like to know the nature of training provided to student teachers in teacher training colleges as indicated in Tables 1.4, 1.5, 1.6 and 1.7 below.

Specifically, Table 1.4 indicates performance of grade A teachers training programme for all colleges whose offered grade courses. The result indicated was for final examinations from 2009 -2012. It was specify the performance for private teachers training institutions and public teachers training institutions. Generally there were only four candidates who scored distinction from all colleges in Tanzania for four academic years. Performance for profession subjects “ualimu” for certificate programme is shown in Table 1.5.

**Table 1.4 : Grade ‘A’ Teacher Training Colleges Final Examination Results: 2009- 2012**

Year	Owner Ship	No. of Colleges	No. of students	Results/Class Level									
				Distinction		Credit		Pass		Failed		Total Passed	
				No	%	No.	%	No.	%	No.	%	No.	%
2009				.									
	Government	23	6353	0	0	1383	28	4920	77	50	0.8	6303	99.21
	Private	25	2322	3	0.13	506	21.8	1648	71	165	7.11	2157	92.9
	<b>Total</b>	<b>48</b>	<b>8675</b>	<b>3</b>	<b>0.03</b>	<b>1889</b>	<b>21.7</b>	<b>6568</b>	<b>75.71</b>	<b>215</b>	<b>2.47</b>	<b>8460</b>	<b>97.52</b>
2010	Government	27	7642	1	0.01	708	9.26	6849	90	84	1.1	7558	99
	Private	34	5073	0	0	299	5.9	4506	89	268	5.28	4805	94.72
	<b>Total</b>	<b>61</b>	<b>12715</b>	<b>1</b>	<b>0.07</b>	<b>1007</b>	<b>7.91</b>	<b>11355</b>	<b>89.30</b>	<b>352</b>	<b>2.76</b>	<b>12363</b>	<b>97.23</b>
2011	Government	24	7146	0	0	715	10.	6293	88	138	1.9	7008	98.07
	Private	40	3700	0	0	153	4.14	3421	92	126	3.41	3574	96.59
	<b>Total</b>	<b>64</b>	<b>10846</b>	<b>0</b>	<b>0</b>	<b>868</b>	<b>8.00</b>	<b>9714</b>	<b>89.56</b>	<b>264</b>	<b>2.43</b>	<b>10582</b>	<b>97.56</b>
2012	Government	22	5872	0	0	1045	17.8	4622	78.7	90	3.49	5667	96.51
	Private	55	8153	0	0	639	7.84	6964	85.4	550	6.75	7603	93.25
	<b>Total</b>	<b>77</b>	<b>14025</b>	<b>0</b>	<b>0</b>	<b>1684</b>	<b>12.0</b>	<b>11586</b>	<b>82.60</b>	<b>640</b>	<b>4.56</b>	<b>13270</b>	<b>94.616</b>
<b>Grand Total</b>		<b>250</b>	<b>46261</b>	<b>4</b>	<b>NA</b>	<b>5448</b>	<b>NA</b>	<b>39223</b>	<b>NA</b>	<b>1471</b>	<b>NA</b>	<b>44675</b>	<b>NA</b>

NA – Not Available

Source: NECTA, (2012)

As shown on Table 1.4 above there were only four grade A students who scored distinctions for the four years consequently from 2009-2012 out of 44,675 students. 5448 students scored credit and 39,223 scored pass; 1471 failed examinations and scored zero grade.

**Table 1.5 : Grade A Teachers Training Colleges Performance in Professional Subject “Ualimu”: 2012 and 2013**

Year	Sex	Registration	Absent	Sat	With held	Clean data	Passed	Grades						
								No.	%	A	B	C	D	F
2012	F	6711	22	6889	22	6667	6302	94.53	0	206	2666	3380	365	6617
	M	7251	43	7208	54	7154	6807	95.15	0	267	2938	3602	367	7174
	T	13 962	65	13897	76	13821	13109	94.84	0	523	5604	6982	712	13821
2013	F	7736	27	7709	25	7684	7591	98.79	73	1485	4499	1534	93	7684
	M	10237	66	10171	14	10157	10063	99.07	102	1907	6082	1972	94	10157
	T	17 973	93	17880	39	17841	17654	98.95	175	3392	10581	3506	187	17841
		31 935	158	31777	11 5	31 662	30 763	193.7 9	175	3915	16185	10488	899	31662

Source: NECTA, (2013)

Table 1.5 indicates the performance of profession subjects whereby 2012 there was no candidates who scored grade A. In 2013 there was an improvement whereby 175 candidates scored grade A. Performance for diploma is indicated in Table 1.6.

**Table 1.6 : Diploma Teacher Training Colleges Performance: 2009-2012**

Year	Owner- Ship	No. of Colleges	No. of students	Results/ class level											
				Distinction		Credit		Pass		Supplement ary		Failed		Total Passed	
				No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2009	Government	14	5030	1	0.02	250	4.97	3405	67.7	1341	27	33	0.7	3656	72.68
	Private	15	377	1	0.27	7	1.86	137	36.3	177	47	55	14.6	145	38.46
	<b>Total</b>	<b>29</b>	<b>5407</b>	<b>2</b>	<b>0.03</b>	<b>257</b>	<b>4.75</b>	<b>3542</b>	<b>65.5</b>	<b>1518</b>	<b>28</b>	<b>88</b>	<b>1.62</b>	<b>3801</b>	<b>70.29</b>
2010	Government	15	7017	0	0	71	1.01	4762	67.9	2133	30	51	0.73	4833	68.88
	Private	18	758	0	0	6	0.79	360	47.5	303	40	89	11.7	366	48.28
	<b>Total</b>	<b>33</b>	<b>7775</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>0.99</b>	<b>5122</b>	<b>65.8</b>	<b>2436</b>	<b>31</b>	<b>140</b>	<b>1.80</b>	<b>5199</b>	<b>66.86</b>
2011	Government	15	6228	0	0	118	1.89	4685	75.2	1407	23	18	0.29	4803	77.12
	Private	20	958	0	0	10	1.04	629	65.7	284	30	35	3.7	639	66.7
	<b>Total</b>	<b>35</b>	<b>7186</b>	<b>0</b>	<b>0</b>	<b>128</b>	<b>1.78</b>	<b>5314</b>	<b>73.9</b>	<b>1691</b>	<b>24</b>	<b>53</b>	<b>0.73</b>	<b>5442</b>	<b>75.73</b>
2012	Government	15	3603	0	0	10	0.28	2406	66.9	1171	33	16	0.44	2416	67.06
	Private	24	1245	0	0	0	0	669	53.7	564	45	12	0.96	669	53.7
	<b>Total</b>	<b>39</b>	<b>4848</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0.20</b>	<b>3075</b>	<b>63.4</b>	<b>1735</b>	<b>36</b>	<b>28</b>	<b>0.58</b>	<b>3085</b>	<b>63.63</b>
<b>Grand Total</b>		<b>136</b>	<b>25216</b>	<b>2</b>	<b>0.03</b>	<b>472</b>	<b>7.72</b>	<b>17053</b>	<b>268.6</b>	<b>7380</b>	<b>119</b>	<b>309</b>	<b>4.73</b>	<b>17527</b>	<b>276.51</b>

Source: NECTA, (2012)

Table 1.6 indicates that there were two diploma candidates who performed in a level of distinction, these were obtained in 2009. It means that from 2010 up to 2012 there were no candidates who scored distinction. 472 candidates obtained credit out of 25 216 candidates. The performance for profession subjects in diploma shown in Table 1.7 demonstrate that there were 50 trainees who scored grade A from 2012 - 2013. Other performance in other grades is clearly indicated in this table for every profession subject as indicated in Table 1.7.

**Table 1.7 : Diploma Teacher Training Performance in Professional Subjects:  
2012 and 2013**

Subjects	Year	Sex	Registration	Absent	Sat	With held	Clean	Passed		Grades					
								No.	%	A	B	C	D	F	Total
Educational Psychology  Guidance and counseling	2012	F	2043	11	2032	10	2022	1764	87.24	0	81	760	921	258	2020
		M	2869	31	2838	12	2826	2516	89.03	0	116	1179	1221	310	2826
		<b>T</b>	<b>4912</b>	<b>42</b>	<b>4870</b>	<b>22</b>	<b>4848</b>	<b>4280</b>	<b>88.28</b>	<b>0</b>	<b>197</b>	<b>1939</b>	<b>2142</b>	<b>568</b>	<b>4846</b>
	2013	F	2795	13	2782	2	2780	2602	93.60	0	64	1371	1167	178	2780
		M	5406	24	5382	16	5366	5166	96.27	2	126	2924	2114	200	5366
		<b>T</b>	<b>8201</b>	<b>37</b>	<b>8164</b>	<b>18</b>	<b>8146</b>	<b>7768</b>	<b>95.36</b>	<b>2</b>	<b>190</b>	<b>4295</b>	<b>3281</b>	<b>378</b>	<b>8146</b>
Educational Research, Measurement and Evaluation	2012	F	2043	11	2032	10	2022	1867	92.33	0	148	911	808	155	2022
		M	2869	31	2838	12	2826	2568	90.87	1	185	1238	1144	258	2826
		<b>T</b>	<b>4912</b>	<b>42</b>	<b>4870</b>	<b>22</b>	<b>4848</b>	<b>4435</b>	<b>91.48</b>	<b>1</b>	<b>333</b>	<b>2149</b>	<b>1952</b>	<b>413</b>	<b>4848</b>
	2013	F	2795	13	2782	2	2780	2330	83.81	8	72	761	1489	450	2780
		M	5406	24	5382	16	5366	4650	86.66	19	194	1760	2677	716	5366
		<b>T</b>	<b>8201</b>	<b>37</b>	<b>8164</b>	<b>18</b>	<b>8146</b>	<b>6980</b>	<b>85.69</b>	<b>27</b>	<b>266</b>	<b>2521</b>	<b>4166</b>	<b>1166</b>	<b>8146</b>

**Table 1.7 (cont.)**

Subjects	Year	Sex	Registration	Absent	Sat	With held	Clean data	Passed		Grades					
								No.	%	A	B	C	D	F	Total
Foundatio n of Education	2012	F	2043	11	2032	10	2022	1962	97.03	0	43	1141	778	60	2022
		M	2869	31	2838	12	2826	2770	98.02	0	88	1640	1042	56	2826
		T	4912	42	4870	22	4848	4732	97.61	0	131	2781	1820	116	4848
	2013	F	2795	13	2782	2	2780	2733	98.31	1	139	1732	861	47	2780
		M	5406	26	5380	15	5365	5340	99.53	1	361	3739	1284	25	5410
		T	8201	39	8162	17	8145	8073	99.12	2	500	5471	2145	72	8190
Curriculu m and Teaching	2012	F	2043	12	2031	9	2022	1972	97.53	0	105	1205	652	50	1425
		M	2869	31	2838	12	2826	2760	97.66	0	142	1688	930	66	2826
		T	4912	43	4869	21	4848	4732	97.61	0	247	2893	1592	116	4848
	2013	F	2795	13	2782	2	2780	2692	96.83	8	129	1504	1051	88	2780
		M	5406	25	5381	15	5366	5244	97.73	10	272	2942	2020	122	5366
		T	8201	38	8163	17	8146	7936	97.42	18	401	4446	3071	210	8146

Source: NECTA, (2013)

**1.2.2 Statement of the Research Problem**

When thinking about competent and effective teachers, one should also be thinking about the qualities and effectiveness of the programmes of producing the teachers. Programmes in teacher training colleges should be reviewed to see whether or not they were consisted with planned objectives. Moreover, it is beyond doubt that having paper objectives is not enough. There is a need for regular monitoring of their

implementation. Very little is known about the quality of teacher education in the country, especially given mushrooming of new teacher training institutions, teacher education programmes, with varied human resources landscape in the institutions or varied in capabilities.

### **1.3 Purpose and Objectives of the Study**

There was one general objective and five specific objectives of this study:

#### **1.3.1 The Purpose of the Study**

The purpose of this study was to review and assess the quality of contents, staffing, and training approaches used in degree and non-degree teachers training institutions in Tanzania. The main focus was on the professional components of the programmes rather than the academic subject matter such as geography or chemistry.

#### **1.3.2 Specific Objectives of the Study**

Specifically, the study had the following objectives:

Firstly, examine the entry qualifications of teacher trainees in degree, diploma, and certificate programmes in Tanzania;

Secondly, compare and contrast the curriculum contents of the training institutions in terms of structure, coverage, references materials and library facilities;

Thirdly, examine classroom training methods by using Flanders interaction model in teachers training programmes in Tanzania;

Fourth, assess the qualifications of tutors and lecturers in the teacher training institutions in Tanzania;

Fifth, analyze the performance of degree and non-degree trainees in final examinations.

#### **1.4 Research Tasks and Questions**

The following tasks and questions were used to collect specific data in addressing the research objectives in this study:

##### **1.4.1 Research Tasks for Each Objective**

Firstly, to prove that the quality of teacher trainees entry qualifications in degree, diploma, and certificate are of comparable nature; Secondly, to ascertain if the curriculum contents and structure delivered to student teachers at degree, diploma and certificate level are of comparable quality; Thirdly, to prove that classroom teaching methods and Flanders model are effective at all levels; Fourth, to find out if the tutors' and lecturers' qualifications are comparable in all the colleges; Fifth, to prove that the performance of trainees in final examinations is comparable in all the colleges.

##### **1.4.2 Research Questions in Task One**

First the study examined: How well are the trainees in teachers training colleges in Tanzania admitted?

### **1.4.3 Research Questions in Task Two**

Then address the following questions:

What is the curriculum contents provided in degree, diploma and certificate levels in Tanzania?

What are the similarities between the curriculum contents delivered to student teachers at degree, diploma and certificate levels in Tanzania?

Then, are there any differences between the curriculum contents delivered to student teachers at degree, diploma and certificate levels in Tanzania?

### **1.4.4 Research Questions in Task Three**

The research questions here included:

Do tutors and lecturers in teachers training colleges in Tanzania use a variety of

Training methods during teaching and learning processes?

What are the common training methods used by trainers in training processes?

Are there any similarities between graduate and non-graduate teachers in teaching and learning processes in reference to Flanders model?

### **1.4.5 Research Questions in Task Four**

Here there are two questions which include:

Are the qualifications of tutors who are supposed to teach in teacher training colleges comparable in all colleges in Tanzania?

How have qualifications of tutors affected the qualities and effectiveness of teachers trained in Tanzania?

#### **1.4.6 Research Questions in Task Five**

The research questions here include:

What were the performances of trainees in final examinations?

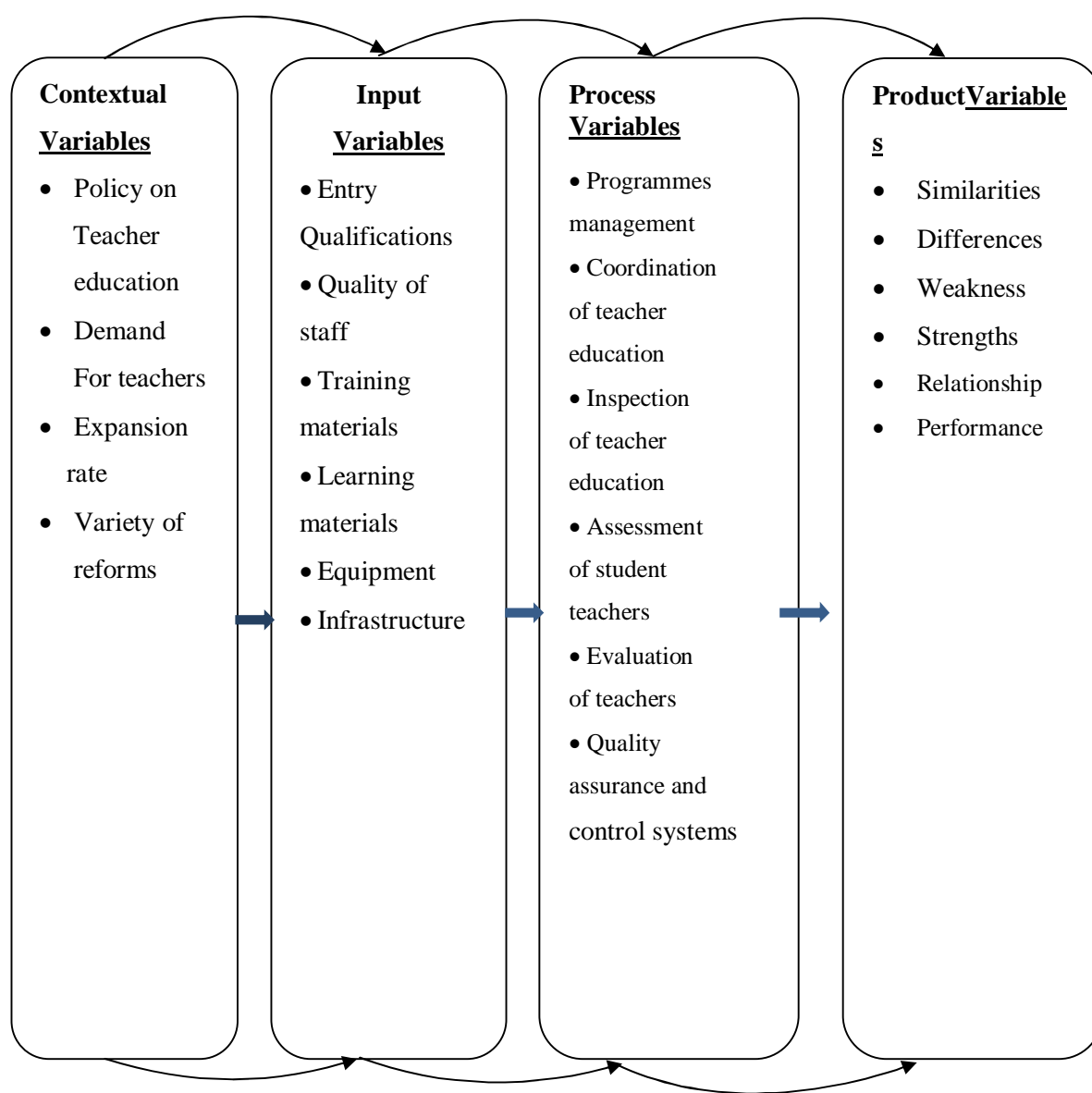
How does the performance of trainees in final examinations affect training, teaching and learning processes in Tanzania?

### **1.5 Conceptual Framework**

Conceptual framework is a type of intermediate theory that attempts to connect all aspects of inquiry such as problem, definition, purpose, literature review, methodology, data collection and analysis. Conceptual frameworks can act like maps that give coherence to empirical inquiry. It was used in this research to outline possible courses of action or to present a preferred approach to an idea or thought. The conceptual framework is very important when one is conducting education research because it helps to explain why the researchers are doing a study in a particular way. It can also help to understand and use the ideas of others who have done similar things. The framework helps to decide and explain the route a researcher is to take such as why we would use certain methods or designs and not others to get to a certain point (Wikimedia Foundation, 2013).

The conceptual framework used in this study was Context, Input, Process and Product (CIPP) Model based on Stufflebeam (1971) evaluation model which shows the

direction of the study. In fact important key elements are indicated under each category of the model. The categories of the model are context variables, input variables, process variables and products variables. The arrows shown in Figure 1.1 underscore the fact that the training processes depend on each other.



**Figure 1.1 : The Conceptual Framework for the Study**

Source: Stufflebeam (1971)

The main issues in the contextual variables are policy on teacher education, demand for teachers, expansion rate and variety of reforms. In case of input there are entry qualifications, quality of staff, training materials, equipment and infrastructure.

The process in this study as far as conceptual frame is concerned is based on program management, coordination of teacher education, inspection of teacher education, assessment of student teachers, evaluation of teachers and tutors as well as quality assurance and control system. In the product part the researcher concentrated on looking for the similarities, differences, weaknesses, strengths as well as relations in all levels of teacher training which includes grade A, diploma in education and degree in education as indicated in Figure 1. 1.

### **1.6 Significance of the study**

Actually, little is known about the quality of teacher education programmes and its expansion since colonial time to the present, simply because there was no specific study conducted to expose this information to the community. It is believed that after attending the degree, diploma and Grade “A” course in education training programmes trainees acquired skills, knowledge, and methodologies required for teaching profession. In principle the training aims at aggrandizing trainees in their respective specialization so as to substantiate their teaching capabilities. The world is changing rapidly whereby students have been exposed to a variety of choices in almost everything about life facet. This indeed implies that educational institutions need to respond to such changes in order to produce teachers who fit into the 21<sup>st</sup>

century. From this study people had observed the real trend of training and its products

The educational researches have broadened our understanding that teachers work best when they are well trained, motivated and trusted to work within their expertise levels. Therefore, it is important for Tanzania educational practitioners to get an insight on the effectiveness of the degree, diploma and Grade A in education programmes.

Consequently, the study were provided adequate exposure on the existing progress of the degree diploma and Grade “A” in education programmes implementation to the different beneficiaries such as education policy makers, planers, and implementers. Other beneficiaries of this study included education stakeholders, educators, tutors and teachers, MoEVT, Regional Education Officer (REO) and District Education Officer (DEO).

The research results were warrant the right steps to be taken. In addition to that, based on scientific findings the study came up with constructive recommendations that triumph in taking necessary measures for improving the teacher education programmes. Not only that but also this study will alert the tutors, lectures, teachers, trainees, students and pupils different approaches and techniques which can be used in teaching and learning processes.

### **1.7 Limitation of the Study**

This study was affected by the following constraints:

Very few colleges had visited especially private teachers colleges and schools or faculties of education which are varied from one another compare to number of them as well as to public teachers colleges and schools or faculties of education which are similar in nature. Another constraint is the duration of the study in the colleges. While others were in the classroom teaching session other colleges were in teaching practice or short or long break.

### **1.8 Delimitation of the Study**

The study had confined itself to the teachers training colleges and schools of education or faculties of education at higher institutions in Tanzania especially which were established five years ago and above. That was helping the researcher to trace information of teacher education from teachers training colleges and schools of education for about five years or more back from 2012.

### **1.9 Definitions of Terms as Focused in this Study**

**Quality:** This is a term used to describe a degree of goodness whereby the characteristics of good trainers, teachers, facilities, examinations approaches and equipment's are considered (Moshi, 2004).

**Teaching Approaches:** Is a systematic methods, means, way, or manner adopted by a teacher or trainer to explain subject matter to a group of learners or in a classroom interaction where teaching and learning process expected to take place (TIE, 2007).

**Contents:** Is knowledge such as facts, explanations, definitions, concepts, skills, and processes such as reading, writing, calculating, dancing, and values includes beliefs, about matters concerned with good and bad as well as right and wrong (TIE, 2007).

**Non-degree:** These are programmes regarding with certificate and diploma level.

## **CHAPTER TWO**

### **2.0 REVIEW OF LITERATURE**

This chapter focuses on the literature related to the study whereby ideas and findings by other researchers were reviewed so as to identify gaps in knowledge. The review is presented in eight major areas in which the effectiveness of teacher education programmes and training provision are examined. They include:

- The Role of Teacher Education;
- Teacher Education as a Professional Discipline;
- The Origin and Expansion of Teacher Education ;
- Teacher Education in Global Perspectives;
- Nature and Source of Curriculum Used in Teacher Education;
- The Evolution of Teacher Education and Training in Tanzania;
- Enrolments in Teacher Education and Other Programmes in Tanzania;
- Quality of Teacher Education Provisions in Tanzania;
- Comparison of Tanzania Teacher Education and those Selected Countries.

#### **2.1 The Role of Teacher Education**

According to the Association of Teacher Educators (ATE1996), teacher education is described as a complex production of many voices. From this base the teacher education programmes prepare new teachers to behave like good teachers in schools and classrooms. They are prepared to cope with real world problems, provided with technical skills and taught both to values experiential knowledge and maintain the

status quo. In case of the knowledge of the core subject matter discipline and additional courses in the academic field behave like a subject matter based profession. Then methods and pedagogy courses are formalities to endure during the process of achieving the teaching credential.

Furthermore, Borrowman (1956) emphasised that teacher education is an accumulation of knowledge, skills and attitudes provided to individuals who aspire to become teachers, or who are already qualified teachers but would like to improve their professional knowledge and skills. On the other hand, teacher education can be said to be a formal process to prepare and advance teachers, usually through formal coursework and practice. Although the concept of teaching as a profession is fairly new, most teachers in industrialized nations today are college or university educated. Although one of the characteristics of professions is long training before one is allowed to practice the profession, the amount of preparatory training varies greatly worldwide.

MoEVT (2007) describes teacher education as an integral component of the educational system. It is intimately connected with society and is conditional by the ethics, culture and character of a nation. The constructional goals, the directive principles of the state policy, the socio economic problems and growth of the knowledge, the merging expectations and the changes operating in education system and provide the perspective within which teacher education programmes need to be viewed. Generally, teacher education is a continuous process and its pre-service and in-service components are inseparable. It is recognizing that this is the professional

sector whereby teacher educators are the professional group which produces teachers in the whole country.

Basically it seems that, teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, schools, and wider community. Although ideally it should be conceived and organized as a seamless continuum. Teacher education is often divided into stages: Initial teacher training means a pre-service programme before entering the classroom as a fully responsible teacher; induction, this is a process of providing training and support during the first few years of the teaching or the first year in a particular school; teacher development or continuing professional development and in-service process for practicing teachers (Wikimedia Foundation 2012). Haki Elimu (2009) in the same vein conceptualize teacher education as a process of preparing youth for the teaching profession imparting to them the knowledge and skills that are relevant to their job.

Kafu (2003) and Loughran (2006) stated that teacher education is an important component of education. Through it, school teachers who are considered to be mentors of a society are prepared and produced. Teacher education is ostensibly designed, developed and administered to produce school teachers for the established system of education. Furthermore, other educationists regard teacher education as the pre-service and in-service teacher preparations where students of teaching seek to develop knowledge and skills of teaching and learn how competently to apply these in practice. These views summarize the importance and the role of teacher education in

the life of a given society. Education in this respect is regarded as the driving force for social development. Teacher education is a pre-service and in-service education and training of all those involved in the dissemination of knowledge at all levels of education aimed at exposing them to new ideas and practices which continuously improve their ability to educate. The improved ability to educate is an important ingredient for sustainable development.

Furthermore, a teacher considers a variety of factors in a comprehensive manner and formulates wide range of the concepts of teacher education. The ranges includes ways of improving and enhancing thinking or cognitive abilities, creating interest, attitude towards learning environment and processes and forces operating in the environment. Issues concern excellence, sense of belonging, team spirit, curiosity, environment, inactivity and tolerance to others, ideas and behaviors all of which could be called the emotional or the effective aspects of human personality; improving more operational skills which are mechanical complex, observational and the psychomotor dimensions as well as inculcation of values and attitudes through teaching.

Consequently, the concept of teacher education indicated by different authors focuses on practical preparation of teachers. The emphases are based on showing that the teacher education is an important component of education system. Hence, the teachers who are supposed to teach at pre-primary schools, primary schools, secondary schools, teachers colleges and schools of education all have been prepared

from teacher education sector, through teachers training colleges and schools or college of education or faculties of education in different universities.

## **2.2. Teacher Education as a Professional Discipline**

According to Cohen *et al.* (1996), professionalism in whatever area of specialization is a product of education and re-education. Hence teacher education professional development entails educating and re-educating a cadre for teaching profession. Basically, the training of a professional teacher does not end with graduation from a college of teacher education. As stressed by MoEC (1995) that teacher professional education is indeed a continuous process even in the post-graduation period. Pithily, the Tanzania Education Training Policy conceives that in-service training and re-training shall be compulsory in order to ensure teachers quality and professionalism.

According to Ndunguru (1976), teacher education programme in a new age and effort of development should concentrate on educating teacher trainees themselves on self-reliance and the preparation of all teachers for the task of educating, in turn and their charges in self-reliance. Educating the teacher is one aspect and quality is another important thing to consider in motivating the teacher whose burden with children is well known. If one dare to assess the proportion of teachers to other professions, one will discover that they are possibly the greatest majority and thus for obvious reasons we are relying on teachers on many social events. Again, if one attempted to discover how a teacher entered the profession, one would find that some had natural inclination into it as an art or had nothing else to do, while others were contradicted into it. Also, if one sought to plot a graph for tendencies out of the profession, the

tendency would certainly be more likely among the bond and those who came in just as a stepping-stone to some other occupations.

Nyerere (1988) stated that teacher professionals continue functioning efficiently and productively and contributed meaningfully towards quality education, they must be given training opportunity to keep them up-to-date and hence, be able to face new professional, academic, and global societal challenges. In this regard, quality teacher professional development programmes are meant to empower teachers in line with changes taking place in the world. In fact, any educational policy needs well trained professional cadres who are continuously updated for it to succeed. Consequently, teacher professional development programmes must be geared towards keeping teachers in all capacities abreast of new professional, academic, pedagogical and global society challenges.

According to Gurrey (1963), everything depends on teachers. Certainly a change has taken place in the degree of interest shown by the public concerning education and the teaching profession. A change that can help teachers to feel with growing confidence that the part they play is gradually becoming recognized as of fundamental importance to the community and even to the nation at large. On the other hand, Gurrey stressed that the recognition of teachers has meant that the teaching profession has never before been so sharply criticized. Much more is demanded of teachers nowadays, and that demands would grow. Already the warning of the educationists has taken effect in teacher training colleges. Formerly disregarded, this need is now widely accepted and the ministry has declared that all

who wish to become teachers must eventually be trained, even if they may be graduates already.

Furthermore, Nyerere (1966) in Lemaet *al.* (2004) stated that in any nation the truth is that it is teachers more than any other single group of people who determine different attitudes, and who shape the ideas and aspirations of the nation. This is a power in its reality, much more so than the task of saying yes or no about building a house or getting a license. Specifically, Nyerere on 27<sup>th</sup> August 1966 at Morogoro Teachers College argued that teachers were far more powerful than many people understood; they had a great influence on society as a result of their impact on pupils. Schools should produce citizens who are awake and aware of themselves. Teachers determined these outcomes by the way that they behaved and taught. They were models which pupils emulated, be it in how they taught or in how they related to local farmers and big officials.

In the same time, Nyerere said that when a teacher comes into a class tired, or looking tired, dispirited and without any enthusiasm for work, when the teacher demands that every bit of physical labor is done by children while watches, or when a teacher act as if every pupil are a nuisance, a dull, in such cases the children will develop the idea that work is something to be avoided, that learning is simply something which one get through, and that the way to use authority is to gets other people to work for you. The teachers encourage the young minds to develop those ideas simply by the manner in which he has approached his task. Conversely, a bright teacher who works with enthusiasm and with his pupils, who encourages the children to help each other,

who explain why he is doing certain things and why certain rules exist, that teacher will be forming quite different and very much constructive in terms of attitudes in the minds of the pupils.

Jeffreys (1950) declared that the training of teachers was commonly regarded as the affair solely of the teacher training colleges and of those responsible for them, and any intervention by those outside this limited circle was considered to be interference. Teachers are responsible for changing the behavior of the children and the owners of schools should doubtlessly show at least some interest in, and where possible some appreciation of what they are doing. In fact they are carrying out their duties in the service of the nation and the nation has the right to see that their teachers are well educated. Thus the better the teachers, the more valuable would be their work. Teacher education is a professional discipline. This indicated by code of ethics of teacher education profession, standards for the professional practice of all teachers, the ideal teaching behaviors which are mastered by the most of good teachers and the favorite outcomes of good teaching as indicated by different authors.

Stewart (2003) indicates that the Code of Ethics of Teacher Education Profession should be as follows: Maintain honesty in all professional dealings, should not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization, should not interfere with a colleague's exercise of political or civil rights and responsibilities, should not engage in harassment or

discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment.

In the same vein, Stewart (2005) stressed that, teacher education profession should not use coercive means or promise special treatment to influence professional judgments of colleagues, should not misrepresent one's own professional qualifications, should not submit fake information on any document in connection with professional activities. should not make any untrue statement or fail to disclose a material fact in one's own or another's application for a professional position, should not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment, should not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession, should report to appropriate authorities any known allegation of a violation, should seek no reprisal against any individual who has reported any allegation of a violation, should comply with the conditions of an order of the Education Practices Commission and the supervising administrator should cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

In teacher education there are different standards or levels of qualifications. Virginia Board of Education (2008) outlined standards or levels for the professional practice of all teachers as follows:

Level one: knowledge of students. The trainers should have knowledge about the students psychologically, socially, culturally, capabilities, weakness, mentally and economically. This will help the trainer to teach student effectively and efficiently.

Level two: knowledge of content. The one who is supposed to train teachers should have enough knowledge about the content supposed to be implemented in training processes.

Level three: Planning, delivery, and assessment of instruction by using the following key elements: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals, the teacher plans instruction to achieve objectives that reflect the Standards of Learning and division curriculum guidelines, the teacher differentiates instruction to accommodate the learning needs of all students, the teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills, the teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning. Furthermore, the teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom, the teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Level four: Safe, effective learning environment which were under the following key elements: The teacher creates a safe and positive environment for students, the teacher manages classroom procedures to maximize academic learning time to ensure

continuous student engagement in learning, the teacher develops and maintains rapport with students, the teacher creates a supportive learning environment for all students that encourage social interaction, active engagement in learning, and self-motivation.

Level six: Professionalism which is dealing with the following elements: The teacher models professional and ethical standards as well as personal integrity in all interactions, the teacher continually reflects on, evaluates, and seeks to improve his/her practice and the teacher takes responsibility for and participates in a meaningful and continuous process of professional development. Generally, teaching profession depends on the teaching behaviors shown by tutors.

Level five: Communication and collaboration which fall under the following key elements: The teacher works in partnership with families to promote student learning at home and in the school, the teacher collaborates with administrators, colleagues, families and community members to promote and support student success.

MoEVT (2007) describes favorite outcomes of good teaching as successful learners in life and not just passing examinations, successful teachers in life not just teaching but happy people. Also dependable individuals in classroom and in community in large, academic achievement in several and diverse subjects, good social skills for intrapersonal and interpersonal relationships. Another outcome is economic success for teachers and pupils in their lives, employability of graduates in appropriate tasks and good image of the school and its product.

Omari (2006) indicates the general or ideal teaching behaviors which should be mastered by all good teachers as follows: Reflection on what to teach, when, why, and how to teach it, persistence for diverse abilities and speed of learners, fairness to all students and honesty in delivery, attentiveness on the individual curiosities in the class, Language should be clear and simple which can be understood by all students, Empathy, the teachers should show love, care and willingness to help learners and trying to be in their own shoes, tolerance to the diverse views of students and mannerisms, creating good ambience in all learning situations and emphasis by stressing the important points in learning.

Furthermore, the author stressed that, teacher demonstrate the mastery of different teaching skills since the students differ greatly in interest and ability as well as relevance. The teachers remaining focused on the goal of the lesson, clarity, giving unambiguous messages on what matters and why, problem solver, demonstration of ability for problem solving behaviors such as investigating, probing, sequencing and understanding. Basically the teacher showing evidence of great mastery and internalization of the subject matter, humility, doing things in a sober way, with little pride and with modesty, without exaggeration and self-elevation, cool interaction, keeping constantly in touch with students, peers, the community and promoting a positive image of teachers and schooling as a profession. Other things are efficient and effective use of classroom time on task for effective learning and good role model. In fact, the good teacher demonstrates good behaviors that can be emulated by students, ability to adapt teaching to new situations and needs such as improvisation.

### **2.3 The Origin and Expansion of Teacher Education**

Magrath and Egbert (1987) have traced the history of training of teachers. Specifically training for teachers originated in France in 1685 by St. John Baptist Delasalle. He was a brother of the Christian schools had non-clerical male teachers teaching poor and middle class children. Teacher education and training had been clerical. This was western history of education's first circular teacher training college. This philosophy of education changed educational history's attitude to education. It reformed education, educational theory, learning, enabled further education reforms and educational theories of teaching in history of education. With education reforms in education history, educational theory of teacher education required of teachers an understanding of the human mind and the theory of education, knowledge of sciences and arts, principles and educational methods of teaching. This need in educational history for a teaching method, method of education, necessitated theories of education. In western history of education, educational theories on teacher education interested educators. These educational philosophies and theories of education on teacher education became the norm in western history of education, teacher training establishment first normal schools in the history of education and training of teachers.

Magrath and Egbert (1987) stressed that teacher education makes a progress of Educational history. In history of education and history of teaching the system of education required and enabled knowledge, in-service experience, certification for teachers, continuing professional development for teachers in teaching. This non-uniform system of teacher education and training enabled teachers, while teaching, at teacher seminars to refresh and increase their knowledge of theory of education and

method of teaching as well as exchanging ideas among teachers. Since then, the practice of teacher training spread rapidly in Europe. Most significantly teacher education as a discipline was invigorated by the work of August Hermann Francke and Johann Pestalozzi seventeenth century. Magrath and Egbert (1987) also found that in the beginning of nineteenth century, there was no formal system of teacher training in United Kingdom. The first crude attempt was made to produce teachers through the monitorial system. Under this system, a number of senior pupils, called 'monitors', were first taught a number of elementary facts or words to be spelt by heart. Each of these then assembled in the great hall with a group of other children to whom he taught what he had just learnt. As the system suffered from a number of defects, it was abandoned and replaced by 'pupil-teacher system'. Then from Europe the monitorial training method spread to the United States.

In the same line, in the expansion process of the pupil-teacher system was introduced in United Kingdom and criticized the monitorial system. In the same spirit, advocated a new arrangement called pupil-teacher system. According to this arrangement "pupil-teachers" were chosen at the age of thirteen from among the most promising pupils in an elementary school. They were formally apprenticed to the headmaster for a term of five years, and were examined on a prescribed graded syllabus at the end of each year. If they acquitted themselves creditably, the Government paid the headmaster a grant of 5 pounds for one pupil-teacher, 9 pounds for two, and 3 pounds for each additional one. At the end of the apprenticeship at the age of eighteen, the pupil-teacher could appear for departmental examination. The successful candidates

were awarded the Queen's Scholarship, which entitled them for a three-year course at a training college. At the end of it, they qualified as "certificated teachers".

Another new system introduced in United Kingdom was the "bursar" and student-teacher system. According to this system, the pupil in a secondary school was allowed to remain there up to the age of seventeen or eighteen as a "bursar" and then proceed direct to a training college or alternatively he could become a 'student-teacher' spending half of his time in actual practice in an elementary school and continue his studies in the secondary school during the other. This system of preliminary training of teachers has been continuing even these days with some modifications and success.

Furthermore, in the United State of America, teacher education started in the beginning of nineteenth century, developed through private academies such as normal schools and colleges of education. During colonial period in America, the only requirements for teaching in the lower schools were a modicum of learning and a willingness to work. By the 1820s and 1830s, however, teacher training became common in most academies.

The expansion and development of teacher education in United State of America were organized under three specific stages: The first stage is normal school movement (1823-1860). In the early years of 19<sup>th</sup> century, private academies had started training teachers. The first set up of the normal school for teachers was in 1823 at Concord and Vermont. More support for strengthen those schools were from

Horace Mann, Edmund Dwight, Cyprus Pierce, Charles Brookes and others, who got inspiration from European system of teacher education. In 1834 James Carter, founded a private teachers' Seminar at Lancaster, Massachusetts. The normal school movement gained a lot of momentum support owing to public. The State Government also entered the field of teacher education.

The first state-owned public normal school in USA was set up at Lexington, Massachusetts in July, 1839. This was followed by many other States and County School Authorities. By 1860, 170 Public Normal Schools had been established. The duration of training in normal schools was about one year. However, some intelligent students were allowed to pass through this course earlier. Candidates, who completed the one year course, were awarded a certificate to teach in the district elementary schools of Massachusetts. Anyone who had passed through elementary school course was allowed admission (Wikipedia 2012). Second stage is the teacher training (1860-1910). During the years following the Civil War there was a vast expansion of every phase of American education. There were over 18 million children enrolled in kindergarten and elementary schools, a number quite close to the total population between the ages of 5 and 13. During the 1870's and 1880's the enrolment in secondary schools began to rise significantly. After 1890 the number practically doubled every decade. By 1910, the figure had crossed 1,000,000. Soon people began to feel, "quality of the teacher is the quality of school".

In this case the educationists felt dissatisfied with the products of these Normal Schools. The need for improvement was strongly felt in two directions: One to

enhance the period of training and other is to revitalize the curriculum of teacher training and to broad base its programme. The establishment of the Illinois Normal University in 1857 was the first concrete step to improve teacher training in the desired direction. It was designed to prepare teachers for all branches of the common schools, including high schools. Its graduates were supposed to become educational leaders as well, as elementary school teachers. After civil war the movement of teacher training gained new momentum. A number of Universities opened Departments of Education. A “Chair of Education” was set up in the University of Iowa in 1873. University of Michigan created a “Chair of Art and Science of Teaching” in 1879. By the end of 19<sup>th</sup> century the number of Colleges and Universities offering teacher training went up to 24 due to the support of top educationists including John Dewey, Stanley Hall, Thorndike and Charles Judd.

The third stage in teacher education development was 1910 onwards. The beginning of the twentieth century marked a turning point in the history of teacher education in U.S.A. Since 1910, there has been the rise of pre-eminence of graduate faculties of education making vigorous efforts for raising the professional standard of teachers. The leading educationists and psychologists, G.Stanley Hall, J. McKeen Cattell, Edward Tichener, Hugo Munsterberg, Edward L. Thorndike and Charles H. Judd showed the way. In other countries like USA people made changes in education for making sure that their education become standard, with high quality. The changes made in Tanzania in education some- time was haphazard which ended with ineffectiveness.

According to Sander (1999), Germany established the first curriculum for teacher training in the 18<sup>th</sup> Century. Before the mid-sixties teacher education was nothing but a minor, rather insignificant subject area forming an appendix then still existing philosophical faculties (for teachers of the gymnasium) or to the faculties of economics and social sciences (for teachers in Vocational Education and Training) within the context of university education; large parts of teacher education such as teachers for the Grundschule, Hauptschule, Realschule were still assigned to institutions outside universities, without any real academic status, although formally being located at higher education level. Even within this separate institutional set-up the ideology of preparing future teachers for professional tasks was generally followed, although with different emphases on subject matter and pedagogical aspects respectively. Higher education was based on an elitist model of rigorous selection which, however, basically took place not at the point of entry to higher education but at the level of (lower) secondary education.

In the same vein, Sander (1999) stressed that from the 1960s onwards, teacher education became the central factor in the expansion of higher education, while simultaneously all teacher education programmes for all types of schools and all levels of teaching (with the exception of pre-school education) were transferred to university. It is important to note the particular form in which this was actually done, in fact it has few if any parallels in Europe. Instead of choosing the relatively easy way of establishing Schools of Education, Faculties of Education, University Institutes, Specialization Schools, Postgraduate Certificate Courses, teacher education was so to say dispersed into the major faculties and departments. It is not difficult to

understand that this radically transformed the situation inside university faculties, particularly inside the large philosophical faculties representing the classical core of German universities and their peculiar ideology of education. This was the institutional setup in which university studies were gradually transformed into a mass phenomenon, with corresponding turmoil and upheaval inside universities. It is not exaggerated to say that, jointly with upper secondary education, higher education became one of the most important reserve mechanisms of the labour market, in the face of growing unemployment in successive crises and downturns from 1965 to 1967, from 1970 to 1971 and especially in the first very serious crisis of 1974 to 1975 (Sander, 1999).

Furthermore, Sander (1996) found that in German, teacher education now became the most important field of studies in quantitative terms. It reached a critical point in the mid-seventies, with student numbers having exploded but staff numbers and general facilities not having grown likewise and with departments and subject areas still struggling with the results and problems of a sudden influx of large numbers of teacher students which sometimes represented a vast majority of all students in particular areas like, German studies and other parts of language studies.

Turning to Africa, formal teacher training in Africa started in Nigeria and South Africa as given in Shrigley (1970) who's writing about teacher education in Africa, said that the African students who enrolled in the Nigeria teachers college were elementary school graduates. The completion of five-year course gave the students twelve years of formal education. Scores made on a regional Mathematics and

English examination as well as personal interview determined entrance to the course for elementary teachers. Shrigley (1970) stress that in Nigeria the professional education under the course title “Principles of Education”, was general in nature. This course dealt with the psychological principles of learning, child development, audio-visual aids and teaching lesson planning. There were no specific courses as the teaching of reading or the teaching of arithmetic. However some instructors dealt with teaching techniques as they taught contents. For example, the instructor of science often made reference to science content.

#### **2.4 Teacher Education in Global Perspective**

According to Carron and Chau (1996), the quality of teachers in Mexico is the foremost determinant of school quality, although in rural schools. In the same case when compared to Guinea, India and China teachers are poorly distributed, inspected and are of low qualifications. They are living in very poor houses with petty salaries. Carron and Chau stressed that in China teachers are individually motivated. In clarifying on the improvement of teacher education in China, Teacher Education State Council in China (TESCC) (2004) declared that, teacher education is an important part of Chinese socialist education system. In the last 50 years' of development since the founding of the People's Republic of China, the governments at different levels have given priorities and great cares to teacher education. China has established on the whole a teacher education system that meets the needs of basic education of different types and at different levels. This system fits the specific Chinese situation and consists of independent teacher training institutions as the principle part, supplemented by other educational organizations. According to

Chinese Embassy Organization (2013), teacher education in China is composed of two parts that is pre-service education and in-service training. The emphasis is on competent persons in the society and graduates of other specialties should be recruited to teach.

Hargreaves and Fullan (1992) found that worldwide quality of teacher education is the engine of development of any nation. They stressed that in United State of America once realized the incompetence and inefficiency of teachers, introduced school based in service training. Successful teachers are given a chance to show other teachers what they do as part of teaching professional. This was done through academic and professional discussion, peer and team teaching as well as mentoring. In fact the situation in Tanzania concerning teacher professional development is very weak, whereby the internal and external inspectors are not making a serious follow up to support teachers in the whole process of teaching.

Vaizery (1975) found that, the first thing that the Soviet Republics did was to create teacher training institutions wherever possible. The emphasis upon the development of universities and other institutions of higher learning came later; teacher training came first. Barely two months after the revolution, in January 1918, teachers received salary increment, another increase came in March, and still another one in November of the same year. A special decree entitled teachers to remunerations including housing accommodation on an equal basis with doctors and engineers. The problem of adequate teacher training was handled with all seriousness and the new attitude towards teaching profession is well illustrated by the following statement:

‘Schools without teachers is a definite and absolute nil’. Teachers in quantity are needed no less, and even more, than doctors, and while we entrust doctors with our health, we entrust teachers with morality and minds of our children, we entrust them with their souls, and at the same time, with the future of our country. If in 1919-1920's only 3% of all teachers had higher education, at present, over 80% of society teachers are graduates. Such graduates are products of Pedagogical Institutes offering 5-6 years programmes leading to master's degrees for secondary school leavers.

Furthermore, according to Komba (2007), in Thailand, supervision was very effective and inspectors visited classrooms regularly to provide ongoing support. In Japan, both qualitative and quantitative achievements were realized by elevating the social status of the teachers and paying them well enough to make the profession greatly valued. In the same vein, the study of Adams and Boediano (1997) in Indonesia showed that head teachers visit every classroom at once daily, and inspectors visit schools twice in each year. This means that teachers get professional support daily which is different from Tanzania where head teachers, principals or head masters never visit classes for supervision regularly. In countries like Indonesia, one can expect much from teachers in terms of effective provision of quality education.

## **2.5 Nature and Source of Curriculum Used in Teacher Education**

According to Ishumi (1976) a good school has good curriculum. Also stresses that even a bad school has always wished for a good, even better way of doing things. It is the curriculum that cannot improve or has been ill designed that makes a school a bad school. One requirement about the curriculum therefore is constant evaluation,

review and appraisal of the objectives brought in the teaching and learning process, the content and methods as well as a constant reorientation of these to the education goals and national aims.

Generally, the evaluative process is to be concerned in a circular relationship. Wrong goals or objectives will lead to a choice of wrong teaching and learning materials. This in turn will affect the methods and will lead to wrong evaluation, or right evaluation of the wrong things. Any sound educational system should lay emphasis on a clear definition and delineation of goals, objectives, content and methods.

In the same stratum, Ndunguru (1976) states that the regular teacher education curriculum in Tanzania is designed by the Tanzania Institute of Education and implemented, after vetting, by the Ministry of Education and Vocational Training. In case of universities the curriculum prepared by the institutions themselves and issued by Tanzania Commission of Universities (TCU). The national curriculum is in two tiers grade A certificate level and diploma level. Both programmes could be offered in the same institution but for some reason, today some of the colleges specialize in either Grade A or diploma. This separation leads to ineffective use of resources including human resource. On other hand, there are some national specializations among the colleges such as emphasis on the science and technical education at Kleruu Teachers Training College, Languages at Marangu Teachers Training College, Arts and sports at Butimba Teachers Training College and Agriculture at Monduli Teachers Training College. In case of universities also there are

specializations. Tumaini Iringa University specializes in mathematics and SEKUKO University specializes in special education. Levels and institution is regarded as a complete programme regardless the special subjects provision at the mentioned colleges.

## **2.6 The Evolution of Teacher Education in Tanzania**

According to Butt (2002), in East Africa and Tanzania in particular, teacher education was introduced with formal education and the introduction of formal schools in 1840s. In the first time, elementary school teachers were trained and followed by teachers of middle and secondary schools. The training systems were inherited at independence. Western influence in teacher education continued after independence. By using the project model, western countries continued to shape the type and nature of teacher education being provided. Ministry of Education and Culture (1966) found that the trend of teacher education in Tanzania can be divided into five major periods. These are the pre-colonial period in which traditional formal and informal education was provided; the German colonial period between 1885 and 1918; the early British Mandate period between 1919 and 1945; the later British Trusteeship period between 1946 and 1961 and the post-independence period from 1961 to the present. In this case Thompson *et al.* (1976) stress that, this shows that education existed in Tanzania and in other parts of Africa before the Christian missionaries brought their education system. What is apparent is that the purpose and characteristics of traditional education were quite different from those of the western education. Therefore the teacher education programmes were changed according to era, as founded by Mbeo (1996) that, during colonial periods there were grade I and grade II programmes, then

immediate after independence the programmes that were offered were grade B and C, and later the grade A, diploma and degree were introduced which are still existing up now.

To strengthen teacher education, Butt (2002) stated that, there were two important projects that provided support for teachers for secondary schools and teachers training colleges of East Africa from 1960. One was teachers for East Africa and the second project was Teacher Education in East Africa. The teacher for East Africa was one of the first international initiatives of the Kennedy Administration, launched in February 1961 with a grant to Teachers Colleges from the International Cooperation Agency, the predecessor to the Agency for International Development.

It seems that the teachers' training institutions involved in the two projects had the professional responsibility of recruiting, selecting and training teachers for educational service and providing technical assistance to help and increase the number of local qualified teachers who trained in East Africa. The author noted that Teacher for East Africa was helping to make possible not only the expansion of secondary education, but also the expansion of teacher training as well. In the long run, it was not to run the schools in East Africa, but to make it possible for East Africa countries to train their own teachers and run their own schools. Butt (2002) declared that teachers training institutions for East Africa supplied 631 teachers for secondary schools and teacher training colleges in Kenya, Uganda and Tanzania from 1961 to 1972. Basically all those effort help East Africa and Tanzania in particular to train their own teachers instead of depending on outsiders training.

Calderhead and Robson (1991) found that the essential aims of teacher education is to enable student teachers to develop their knowledge and understanding of subject matter, children, teaching strategies and school curriculum. This can help in the shaping of their classroom practice. Typically, this was done through lectures and seminars on teaching methods, child psychology, classroom processes as well as subject matter. In addition, this was also done through the encouragement to reflect upon and analyze their teaching. It is expected that student teachers would build coherent, enlightened, integrated body of knowledge that will inform and in turn to be informed by classroom practice. The picture depicted by Calderhead and Robson (1991) describes how teachers are prepared as far as teaching professional as concern.

Gurrey (1963) expressed the wish that teacher education naturally should aim at training the mind which gave priority to training in thinking through a growing master of ideas and through the widest and most fruitful utilization of knowledge, both in practical, physical and in mental and imaginative fields of the teacher. One of the key features of the profession of teaching is that teachers learning did not stop with teacher preparation in teacher education institutions. Classroom practice continues to inform teachers' classroom instruction. In fact, teachers think about a variety of issues during the planning and the implementation of teaching, they constantly make decisions. In reviewing the teacher thinking research, Clark and Peferson (1986) explain that teachers have theories and belief systems that influence their perceptions, plans and action. Teachers' preferred ways of teaching is based on the teachers' value or ideal teaching style and on the teachers' abilities and skills (Zahorik, 1986).

According to Nyerere (1967), the teacher education system has to inculcate a sense of commitment to the total community and counteract the temptation to intellectual arrogance of the educated few. The education's task is a dual one of establishing or rather re- affirming, certain fundamental social values and preparing the younger generation to work in predominantly peasant economy. MoEC (1995) stressed that, the teacher is the most important factor in education and training. The teacher organizes and guides students in their learning experiences and interaction with the content of the curriculum and promotes at all times, student's initiative and readiness for their own learning. The aims and objectives of teacher education and training are: To impart to teacher trainees theories and principles of education psychology, guidance and counseling; To impart teacher trainees, principles and skills of pedagogy, creativity and innovation; To promote an understanding of the foundations of the school curriculum; To sharpen the teacher trainees, teachers and tutors knowledge and mastery of selected subjects, skills and technologies; To impart skills and techniques of research, assessment and evaluation in education; To enable both teacher trainees, serving teachers and tutors to acquire organizational, leadership and management skills in education and training.

Specifically, TIE (2009, 2010) emphasised that essence of teacher education concerned with syllabus of teacher education. Among of important documents which making teacher education courses live. It indicates the competences, goals, objectives, assessment structure, teaching strategies and teaching resources. Also TIE (2010) stress that, the subjects which constitute teacher education at diploma level are Educational Psychology, Guidance and Counseling; Foundation of Education;

Educational Research, Measurement and Evaluation; Curriculum and Teaching and Pedagogy for each subject taught in secondary schools and primary schools. The subjects for certificate level are the same with diploma but combined in one subject called Education and pedagogy is for each subjects taught in primary schools level.

## **2.7 Enrolments in Teacher Education and Other Programmes in Tanzania**

In the university level the numbers of students who were administered differ from one faculty to another or from one programme to another. Table 2.1 indicates the rate of gaps of students from different programmes from 2007 to 2011. The gap of enrolment observed between agriculture programme, engineering sciences programme, medical science programme, natural science programme, science and ICT, business management, teacher education, law and social science. This analysis will help to identify what really happened in teacher education, although there enrolment was big than other programmes as indicated in Table 2.1.

**Table 2.1 : The Number of Student Teachers in University Colleges of Education Versus Other University Programmes: 2007- 2011**

Category	Years					
	2006/07	2007/08	2008/09	2009/10	2010/11	Total
Agriculture	1024	1536	1677	2026	2222	8485
Engineering Science	1757	2635	3889	2737	3001	14 019
Medical Science	4101	6151	8067	5242	5749	29 310
Natural Science	1110	1665	2891	1768	1939	9373
Science and ICT	5288	7932	9072	10 041	11 011	25 200
Business Management	8831	15 013	19 945	18 177	19 934	81 900
Teacher Education	11 058	18 798	21 908	48 812	53 531	154 107
Law and Social Science	16 795	28 552	33 773	19 452	37 980	136 552

Source: TCU,(2013)

Table 2.1 indicates that teacher education programme enrolled many students than any other category of programmes from 2006-2011. The total of students was 154107 from 2006-2011. This situation implied that education category registered many students. Specifically Table 2.1 shows that education category in 2009/2010 registered 48 812 students and in 2010/2011 registered 53 531 students, which was big than any other category. Also this is evidence that from 2009 most of people joining teaching professional than any other programmes category. This is due to enough chance for employment, education take social and science students as well as loan provided by the government in education category. It seems that after completion the course and employed some of them were not remaining in teaching profession for long time. Not only that but also some of them may not report to any

schools for teaching. All these are among of things which make people to claim about shortage of teachers all over the country every day.

## **2.8 Quality of Teacher Education Provisions in Tanzania**

According to MoEC (1995) found that the quality of teacher training depends on improvement of the teaching and learning environment, the availability of requisite good quality resources and materials, the introduction of more attractive terms of service, remuneration and incentive packages for teachers determine the extent to which education can attract and retain good quality teachers in the future. It is imperative therefore that the demand for more qualified teachers and competent teachers matched with a parallel expansion of teacher education and teachers' improvement programmes.

In the same mark McIntyre and Morrison (1996), focuses on three questions on thinking about quality of teachers. One, who are the teachers? Two, how are they selected? And three how are they trained? In the same vein the authors stress that education and social background, personality and perceptions of teachers and teaching, selection process for professional training and occupational opportunities available are basic issues considered in quality. In case of selection the prediction of teaching ability is very important but is not done due to shortage of teachers. Also the predictive studies are crucial issues, which based on interests, attitudes values, personality traits and academic achievement.

Furthermore, MoEC (1995) emphasized that the training of teachers should correspond to the roles expected of a teacher in the present day world. Besides the role of a classroom instructor and facilitator of learning, a teacher is also expected to perform the role of counselor, researcher, organizer of co-curricular activities, mobilize and manager of resources, developer of curricular and evaluation materials. Before sending the trainees to schools for onsite experience, the teacher education institutions has to provide opportunities to observe high quality teaching practice, teaching in simulating situations, learn preparation of teaching aids and evaluation instruments, deliver lessons, learn how to conduct action research, case studies and counseling sessions.

In fact, the most important component of a professional preparation programme is a practical experience related to the demands of the profession concerned. It is this component which distinguishes a programme of professional education from a programme of liberal education. According to Arora (1956); Arenda (1988) teacher education programme, undoubtedly, is a professional programme as it aims to prepare individuals to join the teaching profession initially as may rise to the positions of supervisors, administrators and trainers of teachers. Therefore, it must have a strong component of practicum, which ought to be relevant to the demands of a teacher's job.

According to UNESCO (2005) in order for the teacher to perform his/her role effectively, must carry out a series of tasks for which to build a set of competencies. An analysis of tasks vis-à-vis competencies should be undertaken to develop the

outline of the practicum component of the teacher education programmes. UNESCO (1962) found that in order to perform the role of a manager of classroom instruction, a teacher shall require competencies to undertake pedagogical analysis of the content to be taught to match the content delivery with the level of students' cognitive development, to communicate effectively, to mobilize and appropriately use the requisite teaching and learning materials as well as to create sustain students' interest in learning. Wort ( 2001) stress that to perform the role of learning facilitator, the teacher shall require the competencies to create situations which are conducive for self-learning through dialogue, discussion, problem solving and investigation individually or in groups.

Another important thing is to evaluate students' learning and to use it as a feedback on the quality of instruction. UNESCO (2004) narrates that the teacher should have the competence to frame suitable questions and activities and assignments for both formative and summative evaluation. It is a known fact of our system that it is the type of examination which sets the agenda for curriculum transaction in schools. Therefore, the teacher should have the competence to design such evaluation instruments. This is very potential to trigger self-learning and reflection on the part of students.

In developing country, education in general as well as teaching and learning considered teachers as being the key source of knowledge, skills, wisdom, appropriate orientations, inspiration and models for students. This idea made the learner to depend each and every thing from the teacher as far as teaching and

learning is concern. According to Mosha (2004) during colonial days and immediately after independence, due to the good performance of teachers and the students they taught, traditionally, teachers were accorded a very high esteem in society. They were given front seats in the church, public gathering and were even served first during community social functions. In the same stratum Cameron and Dodd (1970) found that teachers were considered by many in the community to be knowledgeable, skilled, well qualified, dedicated, moral and ethically astute people devoted to providing the best education to children.

According to Thompson *et al.* (1976) it is important to ensure that the quality of teachers training, methodology and content courses were offered and accompanied by practical activities, including, micro teaching practice, single lesson practice and block teaching practice. Dasu (2001) stressed that in order to produce a qualified teacher, appropriate knowledge and skills about teaching are needed for both trainers and trainees. In addition, Mohamed (2012b) indicated that effective training requires qualified personnel, materials, facilities and equipment.

WEMU (2009; 2012b; 2012c) found that another important issue that influence quality is an entry qualifications. This is among of the main factors considered in the process of training good teachers. In Tanzania entry qualification for degree is at least two principals from advanced level examinations, diploma in education is at least one principal pass and at least one subsidiary from advanced level examinations. For certificate in education courses (grade A) at least division four of twenty seven points (27) from Ordinary Level examinations is required. The number of trainees in

different levels of education is good as indicated in Table 2.1, the challenges are on quality.

## **2.9 Comparison of Tanzania Teacher Education and those Selected Countries**

Teacher education as a profession is related in one way or another from one country to another. But in some cases differ in some elements. The basic things which are focused in comparison of Tanzania teacher education and other countries are as follows: One, the structure of teacher training colleges or institutions and training process. Second thing is the objectives of teacher education. And a third thing is discipline studied or curriculum or courses of the study. The countries which were selected for comparisons are United State of Soviet Republic (USSR), United State of America (USA) and United Kingdom (UK) as indicated in Figure 2.1.

Teacher Education Issues	Selected Countries for Comparison			
	USA	UK	USSR	Tanzania
<b>Objectives of the programmes</b>	<ul style="list-style-type: none"> <li>➤ To develop the teacher education programme in accordance with the democratic way of life.</li> <li>➤ To provide an open environment to the pupils and teachers, so that an appropriate development of their personalities can be made.</li> <li>➤ To provide the theoretical and practical awareness about the teaching and learning Process.</li> <li>➤ To develop the skills and competencies of teaching, methods, Techniques and teaching aids.</li> <li>➤ To prepare separate teacher-education programme for distance education teachers.</li> <li>➤ To develop the feelings among teachers but it should be in accordance with democratic form of government.</li> <li>➤ To base the teacher-education Program on the local needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To provide the theoretical awareness of teaching-philosophical, sociological, psychological and economic foundation of education.</li> <li>➤ To develop skills and competencies for using teaching methods, techniques and teaching aids in the classroom.</li> <li>➤ To develop the abilities to deal with the problems of classroom teaching by using action research.</li> <li>➤ To develop the right type attitudes and feelings for National integration and international understanding.</li> <li>➤ To provide separate objectives of Teacher-Education for pre-primary, primary, school and college teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ According to the policy statement, no education system can rise above the quality of its teachers. Among the stated objectives were the following:</li> <li>➤ To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;</li> <li>➤ To enhance teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ To impart to teacher trainees theories and principles of education, psychology, guidance and counseling;</li> <li>➤ To impart teacher trainees, principles and skills of pedagogy, creativity and innovation;</li> <li>➤ To promote an understanding of the foundations of the school curriculum;</li> <li>➤ To sharpen the teacher trainees, teachers and tutors knowledge and mastery of selected subjects, skills and technologies</li> <li>➤ To impart skills and techniques of research, assessment and evaluation in education;</li> <li>➤ To enable both teacher trainees, serving teachers and tutors to acquire</li> </ul>

			commitment to the teaching profession.	organizational, leadership and management skills in education and training
<b>Duration</b>	Four to Five Years	Two to three years	Five to Six years	Two to Three years
<b>Who Joins Teaching</b>	-Minimum GPA 2.5-3.0 -Pass standardized entrance test	-Grade (AAA-ABB) -Grade C for mathematics and English -Pass admission test	-Satisfactory score -Pass unified university examinations	Minimum-Division Four
<b>Structure of training colleges and the training</b>	<ul style="list-style-type: none"> <li>• Training of Teachers done by Public and private institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Old training Colleges opened by private Bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of teachers done at Pedagogical institutes which there were about 200 teachers training colleges.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training institutions were private and public.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers colleges offered integrated courses for elementary and secondary schools for 4 to 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the students taking science subjects and mathematics than social science subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of teachers:</li> </ul>

	<ul style="list-style-type: none"> <li>• Training of specialists teachers and offer courses for teachers colleges and university teachers.</li> <li>• School or college of education established in order to conduct research in the theory and practice of pedagogy and intensive study of the problems of teacher education</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher of primary school. It is a general certificate for two years in training schools</li> <li>Teacher of secondary schools-this is a one year course in university teacher training department</li> </ul>	<ul style="list-style-type: none"> <li>• Higher education built on the sectorial principles. Each college or institute keeps close contacts with the ministry responsible for the corresponding economic sector.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Primary school teachers, take two years certificate courses for who have been completed Form Four</li> </ul>
	<ul style="list-style-type: none"> <li>➤ They developed more intensive programme of teacher education</li> <li>➤ Give new dimension to the professional training of they would be teachers.</li> <li>➤ They produced the most relevant literature in the science of education.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers of special subjects.</li> <li>➤ Further education. Selection for training it's made through teachers associations and others are selected direct from the schools.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Secondary school teachers, take two years diploma courses for who have been completed Form Six with a minimum of 1 principal pass and 1 subsidiary. Also take 3years degree courses after have been completed Form Six with at least two Principals. Some of the teaching at teacher training colleges. <ul style="list-style-type: none"> <li>• There were about 164 teachers training institutions.</li> </ul> </li> </ul>

<b>Programmes</b>	<ul style="list-style-type: none"> <li>• Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate</li> <li>• Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate</li> <li>• Diploma</li> <li>• Degree</li> </ul>
<b>Curriculum Areas</b>	<ul style="list-style-type: none"> <li>• General Education</li> </ul>	<ul style="list-style-type: none"> <li>• Academic studies</li> </ul>	<ul style="list-style-type: none"> <li>• Social sciences with total of 500 hours per semester</li> </ul>	<p>Academic subjects- such as history, chemistry, biology.</p>
	<ul style="list-style-type: none"> <li>• Professional education Theory of 4 years course:               <ul style="list-style-type: none"> <li>➤ Observation and reading –2hours per week</li> <li>➤ Education Psychology- 3hours per week</li> <li>➤ American public education-3hours per week</li> <li>➤ Methods of Teaching were 3hours per week</li> <li>➤ Schools and community relations 2hours per week</li> <li>➤ Introduction to philosophy of education 3hours per week</li> <li>➤ Student teaching and special methods 10 hrs. per semester</li> <li>➤ Electives in education and psychology 2-4hours per week</li> </ul> </li> <li>• Practice teaching               <ul style="list-style-type: none"> <li>➤ Includes observation of lesson</li> <li>➤ Participate in lesson criticism or discussion</li> <li>➤ Actual classroom teaching under the skillful guidance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Professional studies:               <ul style="list-style-type: none"> <li>➤ Principles and practice of teaching</li> <li>➤ Health education</li> <li>➤ History of education</li> <li>➤ Educational Psychology</li> <li>➤ Specialization are provided for two branches</li> </ul> </li> <li>• Teaching of young children in infant schools</li> <li>• Teaching of pupils in junior high schools.</li> <li>• Teaching Practice: Twelve Weeks (12).</li> <li>• Other courses               <ul style="list-style-type: none"> <li>➤ Theory of education</li> <li>➤ Education Psychology</li> <li>➤ Child psychology</li> <li>➤ Teaching methods, techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogical discipline- 460 hours per semester plus 17-19 weeks of teaching practice</li> <li>• Special discipline such as mathematics, physics use 2000 hours per semester</li> <li>• Specialized pedagogical secondary schools for a period ranging from 1-4 years of schooling and obtain diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Professional studies:               <ul style="list-style-type: none"> <li>➤ Curriculum and teaching</li> <li>➤ Educational planning and administration</li> <li>➤ Educational foundation</li> <li>➤ Educational psychology courses</li> <li>➤ Physical education and sport sciences.</li> </ul> </li> <li>• Teaching practice               <p>It takes 16 weeks, 8 weeks for first year and 8 weeks for second year.</p> <ul style="list-style-type: none"> <li>➤ At degree level courses based on units. They take a total of 108 units (1620 hours) which is 36 units (540 hours) for every year according to University of Dar es Salaam. It include teaching practice</li> <li>➤ For diploma and certificate based on</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Undertaken in a laboratory or school in university campus or in the regular public schools</li> <li>• Subject Specialization: <ul style="list-style-type: none"> <li>➤ Social science subjects</li> <li>➤ Languages</li> <li>➤ General science</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>and problems</li> <li>➤ Remedies of education</li> <li>➤ School organization and administration</li> </ul>	which qualify to be admitted to universities	syllabus coverage for two years For every year supposed to use 194 days where by use about 8 hours per day (1552 hours per year).It include teaching practice
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**Figure 2.1 : Comparison of Tanzania Teacher Education with UK, USA and USSR**

Sources: Chitty (2002); MoEC (1995); TIE (2009, 2010); Udom (2003).

Figure 2.1 above shows that all issues indicated in UK were similar to issues indicated in Tanzania. In fact, the most important aspect that differentiated teacher education in UK from that in Tanzania were that Tanzania lacked strong supervision and inspection, lack of standard teaching and learning materials, lack of competent and committed tutors and teachers as well as teacher education was not given as a first priority even in selection of students who were joining in teachers training institutions. In USA every university has its own model of teacher education programme. In USSR over 80% of society teachers were graduates from pedagogical institutions and most of trainees took science subjects such as chemistry, physics, and biology than social science subjects such as history. All these issues contradicted to Tanzania because many teachers were social sciences.

## **2.10 Synthesis and Knowledge Gap**

There has been specific study conducted in Tanzania that assessed and evaluated teacher education programmes and training provision in Tanzania. Convincingly, there was no current study which has conducted so far to examine the quality of the structure of contents, the nature of procedures, types of teaching and learning approaches, as well as effectiveness of teacher education programmes offered by teacher training colleges since the programmes were reformed. Therefore, there was an urgent need of carrying the current study to review the implication of the programmes which are used in training tutors, secondary school teachers, Primary school teachers, and Pre-primary school teachers.

As stated earlier, the expertise remains bedrock and there was very little analytical and research information concerning teacher education programmes available in circulating

literature and in archives. Therefore there was a need to conduct a study on what is actually taking place in the teacher training process by focusing on the teacher education programmes at degree, diploma, and certificate level.

Generally, the literature reviewed in this study focused on issues pertaining to teacher education programmes, specifically based on the following issues: The role of teacher education; teacher education as a professional discipline; the origin and expansion of the practice of teacher education; teacher education in global perspective; relationship between teacher education and curriculum development; the evolution and essence of teacher education and training in Tanzania; quality of teacher education provisions in Tanzania and comparison of Tanzania teacher education and other countries, as analyzed in chapter two.

## **CHAPTER THREE**

### **3.0 METHODS AND PROCEDURES OF INQUIRY**

This chapter presents the methodology and procedures which were used in conducting the study. This chapter dealt with choice of research paradigm, choice of research design, locations of the study, population of the study, sample selection and sample size, instrumentation for data collection, piloting of research instruments, procedures for field visit and ethical issues considered.

#### **3.1 Choice of Research Paradigms**

This study employed qualitative and quantitative research paradigms. The researcher mainly used qualitative research paradigm as demanded by the nature of research. In this case narration and discussion were used in analysis of different documents such as course contents, syllabi and modules. Also classroom observation and interviews were under qualitative paradigm. And the study employed quantitative research paradigm for statistical information whereby tables were used to present statistical data. Tutors' and trainees' qualifications as well as students' performance were presented.

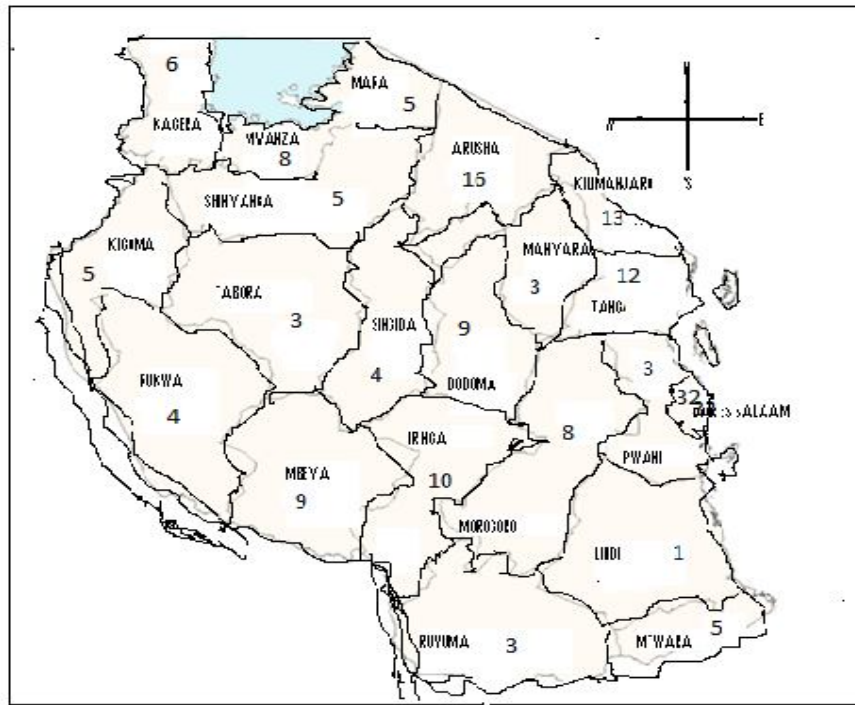
#### **3.2 Choice of Research Design**

This study employed the survey research design. This was help in examining the evolution of teacher education. Thus, the study analysed different relevant documents. Cohen, *et al.*(2000) found that survey research design is reliable because it allows deep exploration of respondents studied to obtain information that is purposively comprehensive .

In the same vein, Creswell (1994) stressed that survey research design gives room to the researcher to gain deeper and clear understanding of the knowledge, experiences, and feelings from the respondents.

### **3.3 Locations of the Study Areas**

The study was conducted in Tanzania where western form of education was introduced in the 19<sup>th</sup> century. The area of the study was Dar es Salaam region since most of documents were obtained from National archives in Dar es Salaam and Ministry of Education and Vocational Training and its institutions which include Tanzania Institute of Education and National Examinations Council of Tanzania. The location and distribution of teachers training colleges and college or schools or faculties of education at universities which were visited for data collection of this study are as follows: In Dar es Salaam region the study was conducted in Ilala, Temeke and Kinondoni municipalities. Another region involved in the study was Morogoro at Morogoro Municipality and Coast region at Kibaha District. These regions and municipalities were selected and visited because they have all categories of teachers training colleges and universities which were required for data collection for this study. The following sketch map shows the distribution of teacher training institutions in the country including teachers training colleges and universities in Tanzania which were visited during the study.



**Figure 3.1 : Location and Number of Teacher Training Institutions**

MoEVT (2013a, 2013b, 2009) show that, Dar es Salaam region has Thirty Two teachers training institutions including Twelve universities and Twenty teachers training colleges, while Lindi region had only One public teachers college as indicated in annex 13. The total number of teachers training institutions was 164 as indicated in Figure 3.1 by number of colleges that offered teacher training programmes in each region.

### **3.4 Population and Sampling Procedures**

The target population of this study were teachers training colleges and schools or colleges or faculties of education which were attached to universities. According to MoEVT (2012), currently there were 124 teachers training colleges in Tanzania, 34 of which were government teacher training colleges and 90 non-government teacher training colleges, and 9 schools of education for the government and 31 for non-

government. Table 3.1 indicates the number of teachers training colleges and universities which were training teachers by regions and ownership during the study.

**Table 3.1 : Teachers Training Colleges and Universities by Regions**

<b>Regions</b>	<b>Private Teachers Colleges</b>	<b>Public Teachers Colleges</b>	<b>Total</b>	<b>Private Universities</b>	<b>Public Universities</b>	<b>Total</b>	<b>Total Teachers Colleges and Universities</b>
Dar es Salaam	20	0	20	8	4	12	32
Pwani	2	1	3	0	0	0	3
Morogoro	0	4	4	2	2	4	8
Dodoma	5	2	7	1	1	2	9
Mara	2	2	4	1	0	1	5
Mwanza	5	2	7	1	0	1	8
Kigoma	3	2	5	0	0	0	5
Kagera	3	1	4	2	0	2	6
Iringa	5	2	7	2	1	3	10
Mtwara	1	3	4	1	0	1	5
Singida	3	1	4	0	0	0	4
Tanga	9	1	10	2	0	2	12
Kilimanjaro	6	3	9	4	0	4	13
Arusha	11	2	13	3	0	3	16
Mbeya	4	2	6	2	1	3	9
Lindi	0	1	1	0	0	0	1
Tabora	0	2	2	1	0	1	3
Shinyanga	4	1	5	0	0	0	5
Ruvuma	1	1	2	1	0	1	3
Rukwa	3	1	4	0	0	0	4
Manyara	3	0	3	0	0	0	3
<b>Total</b>	<b>90</b>	<b>34</b>	<b>124</b>	<b>31</b>	<b>9</b>	<b>40</b>	<b>164</b>

Sources: MoEVT, (2013a, 2013b, 2009e).

The selected government teacher training colleges were those situated at Coast region (Pwani) and Morogoro and universities situated at Dar es Salaam. The private Teachers college and universities situated at Dar es Salaam and Morogoro.

Specifically, the categories and number of teachers colleges and universities of education which were visited are shown in Table 3.2.

### 3.5 Sample Selection and Sample Size

In selecting the study sample, purposive sampling was used. In this case, the researcher visited private, faith based and public teachers colleges as indicated in Table 3.2. The selected private teacher training colleges in this study were those situated in Dar es Salaam and Morogoro region, but most of them found in Dar es Salaam because big number of these colleges found in Dar es Salaam. In the Coast Region found only one public teachers college.

**Table 3.2 : Categories of Teachers Colleges Visited During Data Collection**

Ownership	Grade A	Diploma	Degree	Total
Government Teacher training colleges	1	1	1	3
Private Teacher training colleges	2	1	0	3
Faith Based Teacher training colleges	1	1	1	3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>9</b>

The total number of teachers training institutions selected as a sample of this study was nine as indicated in Table 3.2. Three of them were government owned institutions, one in each level. The rationale of this selection is that, always government teacher training

institutions follow a common curriculum in training processes. Therefore, the information from one in each level can stand for others. Four teacher training institutions were private whereby two of them offered grade A, one offered diploma and one was offered degree. The reason for selected private institutions different from the government was due to claim about negativity of following the proper procedures in training processes. Thus, the researcher needed more than one sample for cross reference. Faith based institutions were only three, one in each level. The rationale of this sample was that, always those were purposive institutions with the common characteristics and always follow the same procedures for training processes. Hence, one from each level can be outlook for others.

The characteristics and capacity of colleges which were visited during data collection are shown in Table 3.3. The information of other teachers training colleges and universities which were situated in other regions and not included in the sample their information were taken from the education documents.

**Table 3.3 : Teachers Training Institutions Visited, their Characteristics and Registration Numbers**

<b>Reg.No.</b>	<b>Institution</b>	<b>Founded</b>	<b>University status/Affiliation</b>	<b>Programme offered</b>	<b>Region</b>
CR1/001	University of Dar es Salaam	1961	Public	Degree	Dar es Salaam
CR1/017	Muslim University-Morogoro	2004	Islamic	Degree	Morogoro
TTC-1389	Morogoro Teachers Training College	1928	Public	Diploma	Morogoro
CU.38	Vikindu Teachers Training College	1988	Public	Grade A	Coast
Cu.41	Alharamain College of Education	1987	Private	Diploma and Grade A	Dar es Salaam
CU.52	Ubungo Islamic Teachers College	1998	Islamic Seminary	Diploma	Dar es Salaam
CU.56	St.Mary's Teachers Training College	2000	Christian Seminary	Diploma and GradeA	Dar es Salaam
CU.58	Kindercare Teachers College	2004	Private	Grade A	Dar es Salaam
CU.92	Kisanga Teachers Training College	2009	Private	Diploma and Grade A	Dar es Salaam

Sources: MoEVT, (2013a, 2013b, 2009, 2009e)

### **3.6 Instrumentation for Data Collection**

The instruments which were used in this study for data collection were interview schedule, observation schedule and checklist for key provisions.

#### **3.6.1 Interviews Schedule for Principals and Heads of Departments**

According to Cohen, *et al.* (2000) interview schedule enables participants to discuss and interpret the words live in their own views. An interview schedule is useful because it is quite flexible and can be applied orally during data collection. In this study the interview schedule guide questions were cut across in the objectives of the study as indicated in Annex 12. Thus, there were eight guide questions for interview. Two were based on entry qualifications for trainees. Three of them focused on quality of contents, references and other library facilities. Other two questions were dealing with classroom teaching methods and one guide question was based on tutors' qualifications. Basically, the interview guide questions were for nine Principals and nine heads of departments from teachers training colleges and schools of education. Other questions were raised during the interview process because the researcher needed clarification or more information.

#### **3.6.2 Observation Schedules Using Ned Flanders Model**

According to Omari (2011) this instrument is suitable for classroom interaction analysis for comparison of different categories of teaching behaviors across individuals and subjects. Huimin and Rong, 2003; Hong, 2002; Sampath *et al*, 2007) found that, the Flanders Model can be used by the researcher in observing different activities in classroom interactions. Specifically, the observation schedule was for observing lesson presentation activities by using Flanders analysis model as indicated in Annex nine. The

Flanders interaction model has three main aspects are as follows: Teachers talk, which deals with praises, talk and chart with students' ideas, accepts students' ideas, ask and answer questions, lecturing or teaching, structuring move and criticizing or justifying authority. Another aspect is pupils' talk, which deals with pupils to answer questions and ask questions. Last aspect but not least is silence. This aspect deals with teachers confusion, pause and pupils confusion.

### **3.6.3 Checklist for the Key Provisions**

Omari (2011) found that, generally the aim of using checklists is to obtain a concise and coherent description of the system in terms of objects, attributes, functions, relations between objects as well as between objects and functions, dialogue states, selections and estimated usability.

This tool was used to collect data concerning the entry qualifications, analysis of structure and coverage of professional studies contents, teaching methods which commonly supposed to be used in training process and tutors qualifications as indicated in Annex one, two, three, four, five, six, seven, eight, ten and eleven.

### **3.6.4 Documentary Reviews for the Historical Evolution of Teacher Education in Tanzania**

According to Best and Khan (1992), documentation involves deriving information by studying written documents, which is an important source of data collection in different area of investigation. In this study the reviews of documents was for historical recapitulation of teacher education. Thus, the main documents which had been reviewed were Principals handbook; Teacher education seculars; Education policy; Establishment

procedures for Tanzania Commission of Universities (TCU) and Teachers training framework, modules, syllabus, references and all teaching documents which were prepared by include scheme of work, lesson plan, lesson notes and subject logbook.

### **3.7 Piloting of Research Instruments**

Cohen, *et al.* (2000) found that the validity of piloting research instruments is of great importance to any scientific study. In the same line it is stressed that, validity aimed to establish causal relationships, whereby certain results or outcomes are linked to other conditions. Hence, the significance of piloting research instruments was focused on the evidence and established covering lines of arguments so as to maximize the reliability of information which was collected. In this study, the Flanders classroom interaction model was pre-tested to one teachers training college which was Al-haramain teachers training college at Dar es Salaam region to check if the basic questions for the research instruments led towards obtaining the desirable data. The piloted research instrument was improved by adding information which was necessary and rephrasing some of the important issues to ensure the desired data was obtained.

### **3.8 Procedures for Field Visits**

Procedures for field visit concerns with who would be involved in data collection and the reason for involving them (Omari, 1989). In this study, self-visits to all the sample colleges were used, whereby the Principals and Heads of departments in teacher training colleges were involved. The main reasons for involving them was that, they were the persons who had the practical and current information concerning training processes in teacher training colleges and schools of education in universities and university college

of education. The researcher dealt with pre-service programmes as well as professional studies subjects, particularly curriculum and teaching when collecting data in the field. The reason was that, most of trainees were pre-service and curriculum and teaching was a key subject in professional studies. The role of the researcher was to collect data from the sampled teachers training colleges and schools or faculties of education systematically by using well prepared instruments, and consider all important ethical issues in educational research. For more information of the study the researcher took the information from education documents in a systematic manner including syllabi, frame work of education programmes, course outline of different subjects, modules and other supplementary and references related to education.

### **3.9 Ethical Issues Considered**

The ethical issues in educational research are very important to be considered. According to Omari (2011) educational research is supposed to be a clean sophisticated business and should be conducted with the highest standards of moral and ethical considerations. In this study the ethical issues were considered whereby the researcher treated information from the respondents in confidential manner. The names of the participants did not appear in the thesis. Research clearance, permission letters as well as declaration of confidentiality from the Open University of Tanzania were used in carrying out the research. Other ethical issues considered during conduct the study were as follows:

Acceptance way of getting information was from the adult participants such as teachers or parents, proper way of accessing information was the most important. This helped the

researcher to get information without any problem from the respondents, clarity and honesty as well as clean treatment were given priority, privacy of individuals was respected, information which was supplied remained confidential to the researcher and supplier of information was not betrayed. Also protection was addressed such as causing no harm to participants, either physical or psychological, unacceptable manipulation of data, scientific misconducts of research were greatly avoided, social value and benefits of the study were revealed, selection of participants was fair, consistent, and equitable

Normally, the appropriate methods of data collection and analysis were determined by data types and variables of interest, the actual distribution of the variables, and the number of cases (Trochim, 2006). Different analyses of the same dataset may reflect or represent different aspects of the underlying data structure.

Generally, the data which were collected from classroom observation using Flanders model were described systematically according to what was observed. This was associated with the organization of data into meaningful flow of ideas. Then, similar information were combined together to form categories of ideas for drawing up conclusions and recommendations.

### **3.10 Validation of Research Instruments**

In this study, the research instruments were pre-tested to a small group of about ten participants to check if the basic questions for the research instruments led towards obtaining the desirable data. The piloted research instruments were improved by adding information which was necessary and rephrased some of the questions to ensure that the desired data were obtained.

### **3.11 Data Organization, Analysis and Interpretation Plan**

According to Trochim (2006) the appropriate methods of data analysis are determined by data types and variables of interest, the actual distribution of the variables, and the number of cases. Different analyses of the same dataset may reflect or represent different aspects of the underlying data structure.

Both types of data, (qualitative and quantitative) were collected through documentary reviews, interviews, checklists and observation. Since most of the exposed data was qualitative in nature, they were analyzed through content analysis and interpretive research approaches. According to Omari (2011) content analysis approach is used for providing a meaning of the message in the text of the study and interpretive research approach used for providing a meaning of words used in the study. This implies that the data gathered were contextualized to avail meaning and emphasis in relation to the research objectives.

Specifically, data which were collected from classroom observation by Flanders model were described chronologically according to what had been observed. This was associated with the organization of data into meaningful flow of ideas. Quantitative data were organized in tables or figures before being interpreted. Hence both qualitative and quantitative data were interpreted through narration and discussion whereby inferences were drawn out to answer the desired research questions. Then, the similar information will be combined together to form categories of ideas for drawing conclusion and recommendations.

## **CHAPTER FOUR**

### **4.0 PRESENTATION AND ANALYSIS OF THE RESULTS**

This chapter presents and analyses of the study findings. Tables, figures, headings and narrations were used in analyzing and presenting the data in this study. Generally, this study dealt with the quality of structure of contents, staffing, and training approaches in teacher training institutions in Tanzania. Specifically the study was guided by the following objectives of the study:

First was the entry qualification of teacher trainees in degree, diploma, and certificate programmes in Tanzania;

Second was curriculum contents in terms of quality structure and coverage, include references and library facilities provided to teachers for degree, diploma, and certificate teacher training in Tanzania;

The third objective was on classroom training methods in relation to Flanders interaction model in teachers training institutions in Tanzania;

The fourth objective focused on qualifications of trainers in teacher training institutions in Tanzania;

The final objective was on performance of degree and non-degree trainees in final examinations.

#### **4.1 Entry Qualifications of Candidates**

The entry qualifications in teacher education in Tanzania differed from one level of training to another. In this study three levels of teacher education were identified. One was certificate in primary education, second diploma in secondary education and third was degree in education. The certificate teachers were those who joined to teachers training colleges after have been completed Form four, and supposed to teach in primary school level from standard One to Seven. Diploma teachers were those who joined teachers training colleges after have been completed Form Six or equivalents such as Full Technician Certificate (FTC), and are supposed to teach at secondary school level from Form One up to Form Two. Degree teachers were those who were joining the college of education or school of education at universities after have been completing Form Six or equivalent, and are supposed to teach at secondary school level from Form Three to Form Six and teachers training colleges at certificate and diploma levels (MoEC, 1995).

##### **4.1.1 Entry Qualifications for Trainees at Certificate Level**

According to (MoEC, 1995) the minimum admission requirements for the teacher education certificate course is division three (III) of the Certificate of Secondary Education Examination (CSEE). This policy statement becomes very difficult to be implemented in the whole process of training primary schools teachers for public and private teachers training colleges. This is due to the fact that the government failed to fulfill the number of teachers required in primary schools in Tanzania. Basically these circumstances caused by three main reasons. First reason is the necessity of primary school teachers or shortage of teachers in primary schools which is caused by higher

enrolment in primary schools level, and high attrition of teachers. Second reason is the frequency of poor performance of students in Certificate of Secondary Education Examination (CSEE) whereby some of them were joining to advance level, others joining to technical colleges and those who remain with low qualifications join to the teacher training colleges. And third reason is due to concurrent failure of Grade A Teachers Certificate Examination (GATCE). The actual and prescribed entry qualifications for visited grade A teachers colleges are indicated in Table 4.1.

**Table 4.1 : Entry Qualifications of Trainees in Visited Teacher Training Institutions: 2011-2014**

Entry Qualifications by Divisions and Levels	Entry Qualifications								
	Grade A			Diploma in Education			Degree in Education		
	Actual Qualifications	Entry	Prescribed Qualifications	Entry	Actual Qualifications	Entry	Actual Qualifications	Entry	Prescribed Qualifications
	No.	%			No.	%	No.	%	
Grade A -Division I	0	0	Division four 28-27 points (minimum qualifications)						
-Division II	13	1.4							
-Division III	90	9.6							
-Division IV	812	89							
-Other	0	0							
<b>Total</b>	<b>915</b>								
Diploma -Division I				1	0.1	I principal pass and 1 subsidiary from advanced level examinations (division iv)			
-Division II				10	0.8				
-Division III				86	6.7				
-Division IV				1194	92.4				
-Other				0	0				
<b>Total</b>				<b>1291</b>					
Degree -Division I							597	9	2-5 points from advance level score Or (Minimum of two principals from advanced level)
-Division II							3798	56	
-Division III							2012	30	
-Division IV							0	0	
-Other							331	3	
<b>Total</b>							<b>6738</b>		

Table 4.1 shows that most of the trainees had minimum entry qualifications. This means that most grade A trainees have been joining teachers training colleges with division four from ordinary certificate secondary education, also, most of diploma in education trainees also have been joining teacher training colleges with division four from advanced certificate of secondary education. The same situation applied to students' teachers who have been joining degree in education programmes whereby most of them have attained division three and two. All these resulted to poor performance from secondary education levels.

On other hand, the findings revealed that there was a problem of cheating which was done by trainee who joined grade A programme. Basically they use certificates of other people or prepare their own certificates as indicated in Table 4.2.

**Table 4.2 : Forms of Cheating in Entry Requirements of Grade A Students:2012**

No.	Forms of Cheating	Number of Candidates
1.	The use of qualifications of other person	6
2.	Fake certificates	47
3.	Time out after the completing form four (should be within Five years)	38
4.	Failure to submit the original certificate to NECTA	38
5	Presentation of false Qualifications	55
6.	The use of qualifications which was already used at Advanced Level (Form Six)	14
7.	The use of qualifications which were already used in Grade A Teacher Certificate Examinations (GATCE)	4
<b>Total</b>		<b>202</b>

Source: NECTA, (2012)

#### **4.1.2 Entry Qualifications for Teacher Trainees at Diploma Level**

According to MoEC (1995) as indicated in Education and Training Policy of 1995, the minimum admission requirement for the teacher education diploma course was division three (III) in the Advanced Certificate of Secondary Education Examination (ACSEE). This policy statement becomes very difficult to be maintained in the whole process of training teachers for both private and public owned teachers training colleges. This is due to three main reasons. First reason is shortage of secondary school teachers which is caused by high attrition of teachers, such as death, retirement, dismissal or termination as well as higher enrolment in secondary school level. Second reason is the frequency of poor performance of students in the Advanced Certificate of Secondary Education Examination (ACSEE), whereby some of them have been joining Universities, others were joining technical colleges and those who remain with low qualifications join the teacher training colleges. And third reason is due to concurrent failure of Diploma in Secondary Education Examinations (DSEE). The actual and prescribed entry qualifications for visited diploma in secondary education institutions indicated in Table 4.1.

Also in diploma programme there were the same problems of cheating as they happened in grade A programme. Generally trainees join at different colleges with false qualifications and used fake certificates as indicated in Table 4.3.

**Table 4.3 : Forms of Cheating in Entry Requirements of Diploma Applicants**

No.	Forms of Cheating	Number of Candidates
1.	Fake certificate	3
2	Time out after completion Form Six (should be within 10 years)	3
3	Failure to submit the original certificate to NECTA	6
4	False Qualifications	25
<b>Total</b>		<b>37</b>

Source: NECTA, (2012)

#### **4.1.3 Entry Qualifications for Schools and Colleges of Education in Universities**

Candidates wishing to be enrolled at the University of Dar es Salaam and other public and private universities to pursue the various undergraduate degree and non-degree programmes have to fulfill the general minimum entrance requirements as well as the additional entrance requirements specific to each academic programme. General entry qualifications for school or college of education were two principals pass which was at least 2.5 points from Advance Certificate of Secondary Education Examination (ACSEE). A candidate have been deemed eligible for consideration for admission to a first-degree programme of the University of Dar es Salaam and other public and private universities if the candidate has one of the following qualifications:

First, certificate of Secondary Education Examination (CSEE) or equivalent, with passes in five approved subjects, three of which must be at credit level obtained prior to sitting for the Advanced Certificate of Secondary Education Examination (ACSEE) or equivalent;

Second, two principals level passes in appropriate subjects in the Advanced Certificate of Secondary Education Examination (ACSEE) or equivalent with total points from three subjects not below 5 (for Arts programmes) and 2 (for Science-based programmes) based on the following grade to point conversion scale: A = 5; B = 4; C = 3; D = 2; E = 1; S = 0.5 and F = 0 as indicated in Table 4.1. The principal level passes in Divinity and Islamic Knowledge were not counted or.

Third, an appropriate equivalent Diploma of not less than Second class/Credit level or B grade obtained from a college which is fully registered with National Council of Technical Examinations and approved by the University of Dar es Salaam Senate or any other colleges. For Diplomas that are further classified into upper and lower classes, the requirement were an Upper Second class or B+ average. Note that, applicants from countries which follow an 8-4-4 education system need to complete at least one year of study at a university in their own countries before they can be considered for admission into the Universities in Tanzania;

Fourth, a minimum score of 100 obtained from Mature Age Entry Examination consisting of a score of at least 50 in Paper I and 50 in Paper II. Mature Age Entry Examination was introduced in order to give opportunity to exceptionally well qualified Tanzanian candidates who wish to study for a first degree of the University of Dar es Salaam and other universities but do not possess qualifications which satisfy the University's Direct/Equivalent entry requirements. To qualify for Mature Age Entry Examination one must be 25 years of age or older on 1st August of the year in which admission is sought. In addition, one must have obtained at least three

credits in approved subjects at the Certificate of Secondary Education Examination or completed Form VI at least five years before 1st September of the year in which admission is sought. All those were the indicators of dealing with quality at universities and university colleges of education.

#### **4.2 Curriculum Structure and Contents**

In the process of preparing teachers, there are two complementary processes that take place in preparation of teachers in teachers' training institutions. There were teacher education and teacher training. Education under teacher education referred as a process of learning that develops moral, cultural, social and intellectual aspects of the whole person as an individual and member of the society. Training on the other hand, has a specific goal that is to prepare people for a particular function or vocation.

In case of teachers, training is the process of preparing one to become a professional teacher in a whole range of skills and techniques needed to be applied in order to function as a trained teacher, as opposed to untrained one. In this case, education involves the development of theories, awareness of options, and decision making abilities particular to the teaching profession. On the other hand, about 40 years ago, teacher education curriculum was divided in two aspects. One is academic subjects and the second aspect is professional development skills including teaching practice. The academic subjects taught in primary schools and secondary schools were also taught in grade A, diploma and degree in education respectively, but it is added with methodology parts for each subjects.

According to MoEC (1995), “teacher education curricula for all certificate and diploma level courses shall be designed, developed, monitored and evaluated by the Tanzania Institute of Education. So it is a centralized curriculum in its coordination and monitoring. For the degree level, the training institutions shall design and develop their owned curricula which shall be validated by universities and other appropriate organs”.

#### **4.2.1 Academic Subjects Taught in Teacher Training Institutions**

The academic subjects taught in teachers training colleges in certificate level were those subjects taught in primary school level. All academic subjects taught in certificate teachers training colleges are indicated in Table 4.4. On other hand the academic subjects which were taught in diploma and degree levels were the same. Generally all subjects taught in secondary school levels have been taught in diploma and degree levels by specialization or bias. The methodology added for each subjects according to bias or specialization of the trainees. The main difference was that each subject was taught together with its related teaching methods. Academic subjects which were taught in diploma and degree in education are as indicated in Table 4.4.

Table 4.4 indicates that diploma and degree programmes relied on academic subjects taught in secondary school while grade A relied on the academic subjects taught in primary school level. Also in grade A there were no options in academic subjects. Thus the trainees were supposed to take all subjects as shown in Table 4.4.

**Table 4.4 : Academic Subjects Taught in Teacher Training Institutions**

<b>Levels</b>	<b>Academic Subjects</b>
Grade A	<ul style="list-style-type: none"> <li>➤ Kiswahili</li> <li>➤ English</li> <li>➤ Sayansi</li> <li>➤ Jografia</li> <li>➤ Uraia</li> <li>➤ Hisabati</li> <li>➤ Stadi za kazi</li> <li>➤ TEHAMA (Teknolojia ya Habari na Mawasiliano)</li> <li>➤ Haiba na Michezo</li> <li>➤ Historia</li> </ul>
Diploma in Education	<ul style="list-style-type: none"> <li>➤ Mathematics</li> <li>➤ Biology</li> <li>➤ Chemistry</li> <li>➤ Physics</li> <li>➤ Geography</li> <li>➤ English</li> <li>➤ Kiswahili</li> <li>➤ Civics</li> <li>➤ History</li> <li>➤ Commerce</li> <li>➤ Bookkeeping</li> <li>➤ French</li> <li>➤ Music</li> <li>➤ Fine arts</li> <li>➤ Information Computer studies</li> <li>➤ Home Economics</li> <li>➤ Agriculture</li> <li>➤ Technical Subjects</li> <li>➤ Theatre arts</li> <li>➤ Physical Education</li> </ul>
Degree in Education	<ul style="list-style-type: none"> <li>➤ Mathematics</li> <li>➤ Biology</li> <li>➤ Chemistry</li> <li>➤ Physics</li> <li>➤ Geography</li> <li>➤ English</li> <li>➤ Kiswahili</li> <li>➤ Civics</li> <li>➤ History</li> <li>➤ Commerce</li> <li>➤ Bookkeeping</li> <li>➤ Music</li> <li>➤ French</li> <li>➤ Theatre arts</li> <li>➤ Fine arts</li> <li>➤ Physical Education</li> <li>➤ Agriculture</li> <li>➤ Home Economics</li> <li>➤ Information Computer Studies</li> <li>➤ Technical Subjects taught in technical secondary schools only</li> </ul>

Source: TIE (2009, 2010); SoED (2013).

#### 4.2.2 Professional Subjects Taught in Teachers Training Institutions

The professional component of the curriculum contained a body of knowledge which teachers needed to master in order to function well as professional teachers. In grade A, this body of knowledge contained in education syllabus called “*ualimu*” which included educational psychology, guidance and counseling, educational research, measurement and evaluation, educational foundation as well as curriculum and teaching as the topics. Also there was a practical part which was teaching practice. The education “*ualimu*” have a comprehensive syllabus which contains contents based on teaching profession as indicated in Table 4.5.

On other hand diploma in education professional subjects were in separable syllabus and in degree arranged to departments or courses. It means in one course it may combine more than one professional subject whereby course outline were used in steady of syllabus. For example educational research, measurement and evaluation were a part of Educational Psychology (EP) in university levels. The professional studies including: Educational psychology guidance and counseling, educational research, measurement and evaluation, educational foundation as well as curriculum and teaching. In degree level the professional subjects designed in form of course outline but it was clearly outlined in universities prospectors. The different of professional subjects in these three levels in teacher education is detail on contents and language of instructions. The level of degree contained more detailed content in professional subjects, followed by diploma in education and then grade A. In case of language of instruction, grade A use Kiswahili, diploma in secondary education and degree use English for both academic and professionals’ subjects. Table 4.5 indicates

contents coverage on professional studies or subjects and Table 4.6 indicates communication skills and technological subjects which were compulsory for all trainees in certificate, diploma and degree.

Table 4.5 indicates the curriculum contents for grade A, diploma and degree in teacher education. The curriculum contents were almost the same in all levels except for slight differences. The professional subjects for grade A were compressed in one syllabus as a one subject known as ‘*ualimu*’. This can limit the scope of professional subjects in grade A because of many subjects with different concepts.

**Table 4.5 : Professional Subjects Taught in Teacher Training Institutions**

Levels	Professional Subjects
Grade A	A. Ualimu <ul style="list-style-type: none"> <li>➤ Mitaala na ufundishaji</li> <li>➤ Saikolojia na ushauri nasaha</li> <li>➤ Upimaji, utafiti na tathmini</li> <li>➤ Misingi ya Elimu</li> </ul> B. Njia za kufundishia masomo yote ya taaluma C. Mazoezi ya kufundisha
Diploma in Education	<ul style="list-style-type: none"> <li>➤ Curriculum and Teaching</li> <li>➤ Foundation of Education</li> <li>➤ Educational Psychology, guidance and counseling</li> <li>➤ Educational Research, Measurement and Evaluation</li> <li>➤ Teaching methods for each academic subjects</li> <li>➤ Teaching Practice</li> </ul>
Degree in Education	<ul style="list-style-type: none"> <li>➤ Curriculum and Teaching</li> <li>➤ Foundation of Education</li> <li>➤ Educational management and organization</li> <li>➤ Psychology</li> <li>➤ Guidance and Counseling</li> <li>➤ Special Education</li> <li>➤ Research, Measurement and Evaluation</li> <li>➤ Teaching methods for each academic subjects</li> <li>➤ Teaching Practice</li> <li>➤ Sociology of education</li> <li>➤ Philosophy of education</li> </ul>

Source: TIE (2009; 2010)

### 4.2.3 Communication Skills and Technology Subjects Taught

Communication skills and technological subjects are taught in degree in education, diploma in education and grade A programme as indicated in Table 4.6. More emphasis of these subjects was in degree level and diploma level than grade A. This means that communication skills and technological subjects are taught in degree and diploma as compulsory subjects which contradicted to grade A.

**Table 4.6 : Communication Skills and other Technology Subjects**

Levels	Communication and Technology Subjects
Grade A	<ul style="list-style-type: none"> <li>➤Vielelezo na Teknolojia</li> <li>➤Communication Skills</li> <li>➤Information Communication Technology</li> </ul>
Diploma in Education	<ul style="list-style-type: none"> <li>➤ Communication Skills</li> <li>➤ Education Media and Technology</li> <li>➤ Development Studies</li> <li>➤ Information Communication Technology</li> </ul>
Degree in Education	<ul style="list-style-type: none"> <li>➤ Communication Skills</li> <li>➤ Education Media and Technology</li> <li>➤ Development Studies</li> <li>➤ Information Communication Technology</li> </ul>

Source: TIE (2009; 2010)

Table 4.6 indicates communication skills and technology subjects whereby in grade A educational media is taught in Kiswahili and called “*vielelezo na teknolojia*”. Also these subjects in grade A were option subjects while in diploma and degree were compulsory subjects. The details about the contents for each profession subject for all levels are indicated in Figure 4.1.

<b>Certificate(Grade A)</b>	<b>Time</b>	<b>Diploma</b>	<b>Time</b>	<b>Degree</b>	<b>Time</b>
<b>Saikolojia ya elimu, ushauri na unasihi</b> 1. Saikolojia Dhana ya saikolojia Dhana ya saikolojia ya elimu 2.Makuzi na ukuaji wa mtoto Dhana ya makunzi ya mtoto Hatua za makunzi ya mtoto Ujana 3.Nadharia ya kujifunza Dhana ya kujifunza Kanuni za kujifunza Kukumbuka na kusahau Motisho na vichocheo Uhawilisho wa mafunzo 4.Ushauri na unasihi Dhana ya ushauri na unasihi Aina za kunasihi Sifa za mnasihi Matatizo yanayohitaji unasihi shuleni	27hrs	<b>Educational psychology, guidance and counseling</b> 1.Psychology and Educational Psychology Meaning of Psychology Origin of Psychology Branches of psychology Meaning, importance and functions of Educational psychology 2.Human development and psychology of teaching and learning Physical development Cognitive development Social development Moral and emotional development Personality development 3. Learning theories The concept of learning Behaviourist learning theories Cognitive learning theories 4. Learning in school settings Motivation and reinforcement Memory and Learning	128hrs	<b>Educational psychology course</b> Introduction to educational psychology Education and psychology The Nature and function of learning theories Human development Educational psychology and school learning Individual differences Theoretical perspective to counseling Practical orientation to counseling Parenting education Emotional and behavioral disorder Psychology of aging 4. Psychology of adolescence Context of adolescence Theories of adolescent development Adolescent development Identity and crises during adolescence Coping strategies during	45hrs

		Transfer of learning 5. Diversity in Learning Learners with diverse learning needs Concepts of key terms Strategies for dealing with diversity in classroom practice. 6. Guidance and counseling Concept of guidance and counseling. -Types of counseling		adolescence Psycho education intervention Introduction to gender psychology Psychology of exceptionalities Psychology of early childhood	
<b>Upimaji Katika Elimu</b> 1. Dhana ya upimaji katika elimu 2. Upimaji na uwekaji wa kumbukumbu 3. Utungaji wa majaribio na mitihani 4. Uchambuzi na tafsiri ya matokeo ya mitihani 5. Uchanganuzi wa swali	23hrs	<b>Educational Measurement</b> 1. The Concept of Educational Measurement 2. Types of Educational Measurement 3. Scales of Measurement 4. Assessing Achievement a. Instruments for Assessing Achievement b. Categories of Tests 5. Test Construction a. Planning to Test b. Constructing Test Items c. Test Administration, Scoring and Recording Qualities of Tests	33hrs	<b>Educational Measurement and Evaluation</b> Basic concept of measurement and evaluation Principles of test construction Assembling, administration and analysis of test results. Assessment of non-cognitive outcomes and IQ Examination system of Tanzania	45hrs

		1. Test Validity 2. Test reliability Analysis and Interpretation of Test Results 1. Processing of Test Scores 2. Central Tendency, Dispersion and Variability 3. Standardization of Test Scores 4. Item Analysis			
<b>Tathmini Katika Elimu</b> 1.Dhana ya tathmini katika elimu 2. Utaratibu wa kufanya tathmini katika somo	23hrs	<b>Educational Assessment and Evaluation</b> 1. Educational Assessment 2. Educational Evaluation	16hrs	<b>Research methods in education</b> Education research Education research strategies The qualitative research approach The quantitative research approach Writing a research proposal Preparing a research report -Research findings and problem solving	45hrs
<b>Utafiti wa Kielimu</b> 1. Dhana ya utafiti wa kielimu 2.Hatua ya kufanya utafiti wa kielimu 3.Uandishi wa ripoti ya utafiti	21hrs	<b>Educational Research</b> 1. The Concept of Educational Research 2. Approaches of Research 3. Types of Educational Research 4. Action Research 5. Research Process 6. Research Proposal	10 hrs		

		7. Research instruments 8. Data Collection 9. The Research Report			
<b>Taaluma ya Ualimu</b> 1. Dhana ya ualimu 2. Mafunzo ya ualimu 3.Haki na wajibu wa mwalimu 4. Changamoto za ualimu Maendeleo ya Elimu Tanzania 1.Dhana ya ualimu 2. Historia ya elimu Tanzania 3.Uongozi wa elimu Tanzania Dhana ya uongozi wa elimu Ngazi za uongozi wa elimu na mahusiano 4.Elimu jumuishi Dhana ya elimu jumuishi Utekelezaji wa elimu jumuishi Changamoto za elimu jumuishi 5.Elimu ya watu wa zima Dhana yake Uendeshaji wa elimu ya watu wazima	21hrs	<b>Foundation of education</b> Education 1. Concept of Education 2.Means of Acquiring Education 3. Forms of Education 4. Adult Education	9hrs		

		<b>Philosophy of Education</b> 1. Concept of Philosophy of Education 2. Ideas of distinguished philosophers Historical development of education in Tanzania 1. African Indigenous Education 2. Colonial Education (1885- 1960) 3. Education After Independence (1961- 1967)	23hrs		
		<b>4.0 Trends in Educational Development in Tanzania and other countries (1967 to date)</b> 1. Education for Self Reliance 2. Education and Training Policy 3. Comparative Education 4. Education and Globalization  <b>Sociology of Education</b> 1. Concept of Sociology of Education 2. Sociological Factors Influencing Education in Tanzania 3. Socialization and its Agents	12hrs       10hrs		

		<b>Educational Management and Administration</b> 6.1 Concepts of Educational Management and Administration 6.2 Leader and Leadership Styles in Schools and Colleges in Tanzania 6.3 Agents of Education Control 6.4 The Teacher and the Teaching Profession 6.5 School and Community Relationship.	20hrs		
<b>Mitaala na Ufundishaji</b> 1. Mtaala Dhana ya mtaala Vifaa vya mtaala 2. Matayarisho ya ufundishaji Dhana ya matayarisho ya ufundishaji Azimio la kazi Andalio la somo Nukuu za somo Shajara za somo 3. Ufundishaji Dhana ya ufundishaji Misingi ya ufundishaji Usimamizi wa darasa	34hrs	<b>Curriculum and Teaching</b> 1.0 curriculum theory 1.1 The Concept of Curriculum 1.2 The Types of Curricula 2.0 Curriculum Development 2.1 The Concept of Curriculum Development 2.2 Curriculum Development Process 2.3 Aims, Goals and Objectives 2.4. Curriculum Content 2.5 Curriculum Evaluation 2.6 Curriculum Change and Innovations 3.0 Teaching and Learning Materials 3.1 The Syllabus 3.2 The Teachers' Guide	94hrs	<b>Curriculum and Teaching</b> 1. Introduction to teaching 2. Teaching practice I and II 3. Principles of curriculum development and teaching Curriculum concepts, theories and issues Curriculum aims, goals and objectives Approaches to curriculum design Factors that influence curriculum development and evaluation Evaluating the curriculum 4. Education media and technology	45hrs

<p>Njia/ mbinu za ufundishaji</p> <p>Mazoezi ya ufundishaji kwa vitendo</p>		<p>3.3 The Textbook</p> <p>3.4 Supplementary Curriculum Materials</p> <p>3.5 Instructional Media</p> <p>4.0 Teaching and Learning Approaches</p> <p>4.1 The Concept of Teaching and Learning</p> <p>4.2 Methods, Strategies and Techniques of Teaching</p> <p>4.3 Classroom Management and Organization</p> <p>5.0 Planning for Teaching</p> <p>5.1 The Scheme of Work</p> <p>5.2 Lesson Plan</p> <p>5.3 Lesson Notes</p> <p>5.4 Making and Improvisation of Teaching and Learning Aids</p> <p>5.5 Log book</p> <p>6.0 Teaching Practice</p> <p>6.1 The Concept of Teaching Practice</p> <p>6.2 Types of Teaching Practice</p> <p>6.3. Preparation for teaching</p> <p>6.4 Assessment and Moderation of Teaching Practice</p>	<p>5. Pedagogy of teacher education</p> <p>6. Pedagogy of academic subjects</p> <p>7. Classroom interaction and research</p> <p><b>Educational Planning and Administration</b></p> <p>1. Management of education and school administration</p> <p>2. Introduction to micro economic in education</p> <p>3. Approaches to educational planning</p> <p>4. Human resource development in educational organization</p> <p>5. School governance</p> <p>6. Management of education and school administration</p> <p>7. Administration and organization behavior in education</p> <p>8. Micro-economic of education and finance</p> <p><b>Educational Foundations Courses</b></p>	
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			1. Principles of education 2. History of education 3. Professionalisms and ethics in education 4. Philosophy of education 5. Sociology of education 6. Comparative and international education.	
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**Figure 4.1 : Content Coverage on Professional Subjects for Grade A, Diploma and Degree Programmes**

**Sources:** School of Education,(2013), TIE (1999, 2009, 2010); MoEVT, (2007)

Figure 4.1 indicates the contents taught in degree, diploma and grade A programmes in relation to time. Grade A programme presented by Kiswahili whereby was a language of instruction for profession and academic subjects at grade A level. Specifically, the time allocation for teaching profession and academic subjects for grade A, diploma and degree programmes indicated in Tables 4.7, 4.8, 4.9 and 4.10

**Table 4.7 : Time Allocated Per Week for Profession Subjects and Academic Subjects For Grade A**

S/N	Subjects	Hours Per Week
1	Ualimu	2
2	Uraia	3
3	Stadi za Kazi	4
4	Historia	3
5	Jografia	3
6	English	5
7	Teknolojia Habari na Mawasiliano (TEHAMA)	2
8	Haiba na Michezo	4
9	Hisabati	5
10	Kiswahili	5
11	Sayansi	5
12	French	3
13	Communication skills	2
14	Vielelezo na Teknolojia	1
15	Information Communication Technology	2

Source: TIE, (2010); WEMU (2009c)

Table 4.7 indicates that most of the academic subjects had more hours per week than profession subject which was “*ualimu*”. Education Media and Technology which was “*vielelezo na teknolojia*” had only one hour per week.

**Table 4.8 : Time Allocated per Term for Profession subjects “Ualimu”, and Academic Subjects in Grade A**

S/N	Subjects	Hours Per Term				
		Year 1		Year 2		Total
		Term1	Term2	Term1	Term2	
1	Ualimu	40	24	40	24	128
2	Uraia	60	38	80	48	226
3	Stadi za Kazi	80	48	80	48	256
4	Historia	80	48	80	48	256
5	Jiografia	80	48	80	48	256
6	English	100	60	100	60	320
7	Teknolojia Habari na Mawasiliano (TEHAMA)	80	48	80	48	256
8	Haiba na Michezo	80	48	80	48	256
9	Hisabati	100	60	100	60	320
10	Kiswahili	100	60	100	60	320
11	Sayansi “Science”	100	60	100	60	320
12	French	60	36	60	36	192
13	Communication skills	40	24	40	24	128
14	Vielelezo na Teknolojia	20	12	20	12	64
15	Information Communication Technology	40	24	40	24	128

Source: TIE, (2010)

Furthermore, time allocated for diploma in education programme for academic and profession subjects including teaching practice are indicated in Table 4.9.

**Table 4.9 : Time Allocation per Week for Two Years Diploma in Education**

<b>DIPLOMA IN EDUCATION</b>			
<b>S/N</b>	<b>Subjects</b>	<b>Hours Each Week</b>	<b>Hours for Two Years</b>
	<b>A. Professional Subjects</b>		
1	Educational psychology, guidance and counseling	2hours	80 hours
2	Foundation of Education	2hours	80 hours
3	Educational research, measurement and evaluation	2hours	80 hours
4	Curriculum and Teaching	2hours	80 hours
	<b>B. Academic Subjects</b>		
5	Option1-Academic subjects	2hours	80 hours
6	Option 1-Pedagogy subjects	2hours	80 hours
7	Option2-Academic subjects	2hours	80 hours
8	Option 2-Pedagogy subjects	2hours	80 hours
	<b>C. General Subjects(compulsory)</b>		
9	ICT	2hours	80 hours
10	Communication skills	2hours	80 hours
11	Development studies	2hours	80 hours
12	Educational Media and Technology	2hours	80 hours
	<b>D. Teaching Practice</b>	2 per programme	160 hours
	<b>E. Projects Work</b>	1per programme	50hours

Source: TIE, (2009); MoEVT, (2009a, 2009b, 2009c, 2009d); SoED (2013)

In degree programmes, time allocation depends on unit bases, whereby one unit equal to fifteen hours. Table 4.10 indicates time and unit allocated for degree programme at the university of Dar es salaam.

**Table 4.10 : Time Allocation for Three Year Degree in Education Programme**

PROFESSIONAL COURSES			ACADEMIC SUBJECTS		
COURSES	UNITS	HOURS (THREE YEARS)	SUBJECTS	UNITS	HOURS (THREE YEARS)
B.Ed (Adult and Community Ed.)	127	1905	Chemistry	41	615
B.Ed (Physical Education)	115	1725	Mathematics	56	840
B.Ed (Commerce)	116	1740	Physics	54	810
B.Ed (Psychology)	108	1620	Biology	44	660
B.Ed ( Early Childhood)	117	1755	Geography	36	540
B.A. Education	39	585	Kiswahili	36	540
B.SC. Education	39	585	History	39	585
			English	36	540
			French	36	540
			Economics	36	540

Source: University of Dar es Salaam Prospectus, (2013)

Table 4.10 indicates time and units for profession subjects and academic subjects. It shows that time and units for Bachelor of Education (B.Ed) in profession subjects were longer than Bachelor of Arts with education (B.A. Education) and Bachelor of Science with Education (B.SC. Education). In academic subjects, time and units allocated were the same for all courses.

#### 4.2.4 Library Facilities and Reference Resources

Generally, teachers training institutions had no enough computers and references. Not only that but also there were problem of internet net working connection and access as well as shortage of books as indicated in Table 4.11- 4.16.

**Table 4.11 : Number of Computers and Usage in Teachers Training Colleges in General:2012**

<b>Owners</b>	<b>Number of Trainees 2012</b>	<b>Number of available computers</b>	<b>Number of functioning computers</b>	<b>Number of computer used for office</b>	<b>Number of computer used for training</b>
Public and Private	37,986	1989	1864	283	1581

Source: MoEVT, (2012)

Table 4.11 indicated that there were only 1581 computers used in training at all teachers college in Tanzania in 2012, whereby there were about 37,986 students.

**Table 4.12 : Number of Computers and Usage in Grade A and Diploma Teachers Training Colleges: 2014**

<b>Owners</b>	<b>Number of Trainees</b>	<b>Number of available computers</b>	<b>Number of functioning computers</b>	<b>Number of computers used for office</b>	<b>Number of computer used for training</b>
Public	1667	209	190	28	162
Private	538	142	114	14	100
<b>Total</b>	<b>2205</b>	<b>351</b>	<b>304</b>	<b>42</b>	<b>262</b>

Source: College Stores Ledgers, (2013)

Table 4.12 shows that, there were 262 computers used in training about 2205 students in 2014 at visited teacher training institutions in Tanzania.

**Table 4.13 : Copies of Syllabi in Professional Subjects in Diploma and Grade A in Teachers Training Colleges**

Levels	Number of Trainees	Number of Copies Available					Number of Copies needed	Shortage
		Very Good Condition	Good Condition	Fair Condition	Bad Condition	Total		
Grade A	915	0	27	0	0	27	NA	NA
Diploma	1290	0	41	0	0	41	NA	NA
<b>Total</b>	<b>2205</b>	<b>0</b>	<b>68</b>	<b>0</b>	<b>0</b>	<b>68</b>	<b>NA</b>	<b>NA</b>

NA: Not Available

Source: College Stores Ledgers, (2013)

**Table 4.14 : Copies of Modules in Professional Subjects in Diploma and Grade A Teachers Training Colleges**

Levels	Number of Trainees	Number of Copies Available					Number of Copies needed	Shortage
		Very Good Condition	Good Condition	Fair Condition	Bad Condition	Total		
Grade A	915	65	0	0	0	65	NA	NA
Diploma	1290	447	0	0	0	447	NA	NA
<b>Total</b>	<b>2205</b>	<b>512</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>512</b>	<b>NA</b>	<b>NA</b>

NA: Not Available

Source: Colleges Stores Ledgers, (2013)

**Table 4.15 : Copies of Supplementary Books in Professional Subjects in Diploma and Grade A Teachers Training Colleges**

Levels	Number of Trainees	Number of Copies Available and Quality					Number of Copies needed	Shortage
		Very Good	Good	Fair	Bad	Total		
Grade A	915	688	0	0	0	688	NA	NA
Diploma	1290	953	0	0	0	953	NA	NA
<b>Total</b>	<b>2205</b>	<b>1641</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1641</b>	<b>NA</b>	<b>NA</b>

NA: Not Available

Source: Colleges Stores Ledgers, (2013)

**Table 4.16 : Copies of Textbooks in Academic and Professional Subjects in Diploma and Grade A in Visited Teachers Training Colleges**

Levels	Number of Trainees	Number of Copies Available and Quality					Number of Copies needed	Shortage
		Very Good	Good	Fair	Bad	Total		
Grade A	915	352	0	0	0	352	NA	NA
Diploma	1290	522	0	0	0	522	NA	NA
<b>Total</b>	<b>2205</b>	<b>874</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>874</b>	<b>NA</b>	<b>NA</b>

Source: Colleges Stores Ledger, (2013)

Table 4.13, 4.14, 4.15 and 4.16 indicate the teaching materials and references available at teachers training institutions in Tanzania. Generally it showed that there were few references and other teaching materials in teacher training institutions.

### **4.3 Academic Qualifications of Staff**

The term trainers describe the status of instructors for teachers training institutions. Specifically in teacher training colleges which means diploma and certificate level the trainers are known as tutors and in the colleges of education in universities trainers they are known as lecturers.

#### **4.3.1 Qualifications of Tutors in Teachers Training Colleges**

MoEC (1995) as indicated in Tanzania Education and Training Policy of 1995, states that minimum qualifications for tutors at certificate and diploma level teachers' courses shall be the possession of a valid university degree, with the necessary relevant professional qualifications and specialization. Furthermore, Tanzania Institute of Education shall establish facilities and programmes for training and further professional development of tutors of teachers training colleges". The situation in teachers training colleges was contradicting to the statement of the policy whereby some of tutors were diploma holders instead of degree.

The eleven public institutions give out a general situation of qualifications of tutors in teachers training college of Tanzania. Those colleges were Tarime Teachers Training College, Bunda Teachers Training College, Kitangali Teachers Training College, Kleruu Teachers Training College, Marangu Teachers Training College, Mtwara Teachers Training College, Tandala Teachers Training College, Patandi Teachers Training College, Mpwapwa Teachers Training College, Tabora Teachers Training College, Bustan Teachers Training College.

**Table 4.17 : Academic Qualification of Tutors in Eleven Public Teachers Colleges 2011**

Colleges	PhD	Masters	PGDE	Bachelor	A.diploma	Diploma	Grade A	Total
Tarime	0	1	1	18	0	18	2	40
Bunda	0	3	0	20	0	11	3	37
Kitangali	0	0	0	14	0	8	14	36
Kleruu	0	0	0	37	0	0	0	37
Marangu	0	3	0	51	1	5	2	62
Mtwara	0	1	0	17	0	13	1	32
Patandi	0	0	0	11	0	12	4	27
Mpwapwa	0	1	0	60	1	4	0	66
Tabora	0	1	1	18	0	8	5	33
Tandala	0	0	0	16	0	15	0	31
Bustan	0	0	0	23	0	12	3	38
<b>Total</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>285</b>	<b>2</b>	<b>106</b>	<b>34</b>	<b>439</b>

**Source:** Omari, (2013)

Table 4.17 shows that for eleven public teachers training colleges as identified, there was no PhD holder, 10 of them were masters' holder; 285 tutors had a bachelor of education and 106 had diploma in education. Also there were 34 tutors who had grade A qualifications. In fact the best requirement for tutors is masters and PhD holders. But as far as education policy of 1995 is concerned, the tutors' qualification should be a bachelor degree in education. In contrary to that there were tutors who have diploma in education and grade A.

Generally, the number of teaching staff and qualified tutors in teachers training colleges increased year after year as indicated in Table 4.18.

**Table 4.18 : Qualified Tutors in Teacher Training Colleges by Ownership :  
2007-2012**

Items	Years					
	2007	2008	2009	2010	2011	2012
<b>Training Staff</b>	<b>943</b>	<b>1060</b>	<b>1678</b>	<b>1745</b>	<b>1833</b>	<b>2044</b>
Government	NA	NA	1271	1356	1320	1515
Non-government	NA	NA	407	389	513	529
<b>Qualified tutors</b>	<b>943</b>	<b>1060</b>	<b>1678</b>	<b>1665</b>	<b>1769</b>	<b>2005</b>
Government	NA	NA	1271	1288	1273	1549
Non-government	NA	NA	407	377	496	456
% of qualified tutors	NA	NA	NA	95%	97%	98%

**NA:** Not Available

Source: MoEVT, (2011, 2012a).

Table 4.18 indicates that the number of qualified teachers were less than teaching staff from 2010 to 2012. In 2010 there were 1665 qualified tutors but in 2010 there were 1745 training staff. In 2012 there were 2005 qualified tutors but there were 2044 training staff.

### 4.3.2 Academic Qualifications for Lecturers in Visited Institutions

The Tanzania Commission of Universities (TCU) is concerned with qualifications for those who are supposed to teach at schools or colleges or faculties of education at university level. In fact the issue of tutors and lecturers are different in one way or another. First, universities have autonomy in the recruitment and remuneration of its staff, which includes both academic subject specialists and professional educationists. They have their own staff development plans. Since the production of teachers fall under Ministry of education and Vocational Training, it has been recognized that higher education institutions have their own mechanisms on job training. In fact some have whole units for improvement of university teaching and learning as well as continuing education. The lecturers were supposed to have Doctor of Philosophy(PhD) degree. Table 4.5 indicates the staff qualifications for all levels at the visited teacher education and training institutions.

*“Through interviews, some of the Principals and heads of departments from different teachers training institutions claimed that some of trainers were not systematic in training process. There were no enough training and learning materials, time given per each subjects and for the whole course was not related to contents, and common methods used were lecture method whereby become very difficult for some students to capture the lesson. Also they were not teaching by using teaching aids but emphasized the trainees to use it during teaching and learning process”.*

Table 4.19 below indicates that, there were 352 trainers in nine (9) visited teachers training institutions. Five of them were professors, associate professors were 5, PhD holders were 30, masters were 87, bachelors were 191 and diploma holders were 34.

**Table 4.19 : Staffing Qualifications in Visited Teachers Training Institutions:2013/2014**

Levels	Academic Qualifications																						
	PhD's									Masters			Bachelor			Diploma			Grade A			Total	
	Full Professors			Associate Professors			Doctors																
Grade A and Diploma	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
	0	0	0	0	0	0	3	1	4	18	21	39	88	99	187	18	16	34	0	0	0	264	
Degree	4	1	5	4	1	5	18	8	26	35	13	48	2	2	4	0	0	0	0	0	0	88	
Total	4	1	5	4	1	5	21	9	30	53	34	87	90	101	191	18	16	34	0	0	0	352	

**Table 4.20 : Visited Universities at School of Education Staffing by Departments: 2013**

Departments	Prof esso rs	Associa te Profess or	Senior Lecture rs	Lectur ers	Assist ant Lectur ers	Tutori al Assist ants	Tech nicia ns	Special Educatio n support	Mliman Pre- school	<b>Total</b>
Department of Educational Psychology and Curriculum Studies	2	2	9	8	14	1	2	4	7	<b>49</b>
Department of Educational Foundations, Management and Lifelong Learning	3	1	2	3	22	1	0	0	0	<b>32</b>
Physical Education and Sport Sciences Unit	0	1	1	2	6	2	5	0	0	<b>17</b>
<b>Total</b>	<b>5</b>	<b>4</b>	<b>12</b>	<b>13</b>	<b>42</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>98</b>

Source: SoED,(2013)

Table 4.20 indicates the trainers of visited university at school of education by departments. There were three departments which were Department of Educational Psychology and Curriculum Studies, Department of Educational Foundations, Management and Lifelong Learning, and the Department of Physical Education and sport Sciences Unit. Table 4.21 indicates lecturers who were on leave.

**Table 4.21 : Visited Universities at School of Education Staff on Study Leave:  
2013/2014**

S/N	Nature of Leave	Number of Staffs	Qualification	Departments or Unit
1	Training leave	7	Assistant Lecturers	Department of Educational Psychology and Curriculum Studies
		2	Technicians	
		1	Support special needs	
		2	Lectures	Department of Educational Foundations, Management and Lifelong Learning.
		16	Assistant Lecturer	
		6	Assistant Lecturers	Physical Education and Sport Sciences Unit
		1	Tutorial Assistants	
2	Sabbatical Leave	NA	NA	NA
3	Leave of Absence / secondment	1	Associate Professor	Department of Educational Foundations, Management and Lifelong Learning.
	<b>Total</b>	<b>36</b>		

Source: SoED, (2013)

Table 4.21 shows that 36 lecturers were on leave of different nature. Some were on training leave, another group was on sabbatical leave and others were in secondment leave or leave of absence.

#### **4.4 Training Methods Being Used in Visited Institutions**

In this study the researcher observed the training methods according to Flanders interaction model. Also the research were surveyed some documents such as teacher education framework, syllabus and modules. According to TIE, (2009, 2010) suggested that, the certificate, diploma and teacher education courses in general should emphasize student centered approaches in the teaching and learning process. Tutor should not be the sole source of knowledge but should act as facilitator providing a broad range of teaching and learning experiences. Student teachers are encouraged to assume more responsibility for their learning. Table 4.22 indicates the Flanders Model interaction categories as applied by trainers in the classroom at the visited institutions.

##### **4.4.1 Activities Observed in the Classroom**

Specifically, the activities which were observed in the classroom during teaching and learning process are divided into three parts. Part one is teacher's activities which consist of sub-activities: Praises or encourages; Talk or chart to pupils' ideas; Accepts or uses ideas of pupils; Asks and answer questions; Lecturing or Teaching; Structuring move; Criticizing or justifying authority. Second part is student activities which also have sub-activities: Pupils answer questions and pupils ask questions. Third part is silence which comprises: Teacher confusion; Pauses for organizing ideas and pupils' confusion as indicated in Table 4.22.

The average of an observation in the classroom teaching and learning process by using Flanders categories as indicated in Table 4.22 shows that, lecturing or teaching was an event that occurred many times. It occurred in the average of 43 times and

followed by an event of asked and answered questions which occurred in the average of 30 times and the lowest average was 2 which occurred in the structuring move and criticizing or justifying authority.

Another event was talk or chart to pupils' ideas which occurred in the average of 14 under the process of brainstorming between teacher and pupils. Other events were as indicated in Table 4.22. In fact, there was a strong relationship between the teaching methods and Flanders model events or activities used in the classroom teaching. When compare the methods used in teaching in teachers training institutions and the occurrence of events were joint together. Example the most method used by most of tutors in professional subjects during classroom interaction was lecture and events or activities occurred many times was lecturing or teaching as indicated in Table 4.22.

Generally, tutors forget the significant activities which are supposed to be used during training and teaching processes at all levels of education. Some tutors thinking that some activities were mine, but in reality have a very big impact in teaching and learning processes. Among of those activities are pause, students' confusion and charting with students during teaching and learning process in the classroom.

The process of observation was done by the researcher without using supportive researcher. The normal periods which were one hour were used. The observation were done for every class for professional subjects only especially for curriculum and teaching. The average of all classes from all levels was used to prepare Table 4.22 which indicates all the events observed during training process in relation to time used. Topics which were observed once for each class used during observation were

preparation for teaching in diploma second year class, teaching methods in grade A first year class and instructional objectives in degree level second year class. Furthermore, Table 4.23 indicates teaching methods used in teachers training institutions and Table 4.24 show the intensive activities corresponding with Ned Flanders model of interaction during teaching and learning process.

**Table 4.22 : Events Observed in Visited Teachers Training Institutions  
Classroom Interaction Using Flanders Model of Classroom  
Interaction Analysis**

Actor	Activities	Time in Minutes for a Given Periods						
		0-10	10-20	20-30	30-40	40-50	50-60	Total
Teacher talk	1.Praises or encourages	2	0	0	0	0	3	5
	2.Talk or chart to pupils ideas	4	4	1	1	2	2	14
	3.Accepts or uses ideas of pupils	1	1	0	0	0	2	4
	4.Asks and answer questions	5	7	4	2	6	6	30
	5.Lecturing or Teaching	4	6	10	15	5	3	43
	6.Structuring move	0	1	0	0	1	0	2
	7.Criticizing or justifying authority	0	0	1	1	0	0	2
Pupil talk	8.Pupils answer questions	2	1	1	1	1	2	8
	9. Pupils asks questions	2	2	0	0	0	4	8
Silence	10.Teacher confusion	0	1	0	0	0	2	3
	11.Pauses for organizing ideas	0	1	1	0	1	0	3
	12.Pupils confusion	0	2	0	0	0	1	3

#### 4.4.2 Teaching Methods Observed in the Classroom

About 17 teaching methods were observed by researcher in eight classrooms for all Levels, those were degree, diploma, and grade A as indicated in Table 4.23.

**Table 4.23 : Teaching Methods Used in Training and Learning Process in Teacher Training Institutions**

Teaching Methods	Grade A	Diploma	Degree
Group discussion	***	***	***
Individual projects	***	***	***
Group projects	***	***	***
Study visits	**	*	*
Lecture methods	*****	*****	*****
Questions and answers	*****	*****	*****
Story telling	***	**	*
Brainstorming	*****	*****	*****
Guest speakers	**	**	*
Class presentations	***	*****	*****
Seminar discussion	*	**	*****
Library search	**	***	***
Role play	**	*	*
Demonstration	**	**	**
Experiments	*	*	*
Group assignments	**	**	**
Individual assignments	***	***	***

Key:       \*\*\*\*\*   Very much Used  
               \*\*\*       Moderately used  
               \*\*        Hardly used  
               \*         Not used

**Table 4.24 : The Intensity of Training Activities as Observed in Teacher Training Institutions Through Flanders Model**

Levels	Flanders Categories of Classroom Behaviour											
	Teachers Talk							Pupils Talk		Silence		
	Praises or Encourages	Talk or chart to pupils ideas	Accepts or use ideas of the pupils	Asks and answer questions	Lecturing	Structuring	Criticizing or justifying authority	Pupils answer questions	Pupils answer questions	Teacher confusion	Pauses for organizing ideas	Pupils confusion
Grade A	##	#	##	###	###	#	#	#	#	#	#	#
Diploma	##	#	##	###	###	#	#	#	#	#	#	#
Degree	##	#	##	###	###	#	#	#	#	#	#	#

**Key:**

### Greatly happening

## Moderately happening

# Rarely observed

#### **4.5 The Performance of Trainees in Final Examinations**

Among the signs of good teachers is indicated by performance. Teachers training colleges in Tanzania currently were not performing well in final examinations. The performance of teacher training colleges grouped differently between non-degree and degree in terms of range of marks, grade and classification.

#### **4.5.1 Categories of Performance in Teacher Training Institutions**

The performance of non-degree is categorized in four groups: The first category was distinction; this was the highest rate of pass whereby from 2009 up 2012 in diploma level there were only two candidates who were scored distinction, while in grade A were only four.

Second category was credit, whereby only 472 candidates in diploma level were gain credit out of 25 216 students and 5448 only in grade A out of 46 261.

Third category was pass, in this category 17 053 candidates in diploma level gain pass out of 25 216 and 39 223 grade A out of 46 261.

Fourth category was failure, whereby 209 diploma candidates failed out of 25 216 and 1471 grade A failed out of 46 261. In University College of education the performance were categorized into five groups as follows: First class, upper second class, lower second class, third class (pass) and failure. Most of the trainees fall under upper second and lower class and then first class as indicated in Table 4.27. In the same vein, the performance of the visited teachers training colleges indicated in Tables 4.25 and 4.26 whereby showing the performances of 2013 only for grade A and diploma levels.

Tables 4.25 and 4.26 indicate that there were no candidates who scored distinction in 2013 at visited colleges. There were very few candidates who gained credits; only two diploma candidates gain credit out of 927 and 188 grade A candidates out of 644 gained credit. Total of 604 candidates pass examinations out of 927 in diploma level

whereby 323 failed and 630 candidates in grade A out of 645 pass examinations and about 15 failed (NECTA 2013).

In degree programme the performance also categorized in four groups but different terms as follows: First class, upper second class, lower second class, pass, and failure. More detail indicated in Table 4.27.

**Table 4.25 : Visited Grade A Teachers Training Colleges Performance: 2013**

Number of Teachers Colleges	Ownership	Sex	Registration	Absent	With Held	Final data	Distinction	Credit	Pass	Supplemen tary	Failed	Total Passes
1	Government	F	141	0	0	141	0	53	87	0	1	141
		M	127	0	1	126	0	71	55	0	0	126
		T	268	0	1	267	0	124	142	0	1	267
2	Faith based	F	86	0	0	86	0	10	75	0	1	86
		M	110	0	0	110	0	21	86	0	3	110
		F	21	0	0	21	0	1	16	0	4	21
		M	17	0	0	17	0	2	13	0	2	17
		T	234	0	0	234	0	34	190	0	10	224
2	Pure Private	F	48	0	0	48	0	6	42	0	0	48
		M	28	0	0	28	0	8	20	0	0	28
		F	21	0	0	21	0	6	13	0	2	21
		M	46	0	0	46	0	10	35	0	1	46
		T	143	0	0	143	0	30	110	0	3	143
Grand Total			645	0	1	644	0	188	442	0	14	630

**Table 4.26 : Visited Diploma Teachers Training Colleges Performance: 2013**

Number of Teachers Colleges	Ownership	Sex	Registration	Absent	With held	Final data	Distinction	Credit	Pass	Supplementary	Failed	Total Passes
1	Government	F	351	0	0	351	0	0	234	114	3	234
		M	494	3	3	488	0	1	322	160	5	323
		T	845	3	3	839	0	1	556	274	8	557
2	Faith based	F	29	0	0	29	0	0	14	14	1	14
		M	20	1	0	19	0	1	9	9	0	9
		F	0	0	0	0	0	0	0	0	0	0
		M	2	0	0	2	0	0	2	0	0	2
		T	51	1	0	50	0	1	25	23	1	26
1	Pure Private	F	6	0	0	13	0	0	4	1	1	4
		M	13	0	0	9	0	0	11	2	0	11
		F	8	0	0	8	0	0	5	3	0	5
		M	4	0	0	4	0	0	1	3	0	1
		T	31	0	0	31	0	0	21	9	1	21
Grand Total			927	4	3	920	0	2	602	306	10	604

**Table 4.27 : Performance at Degree Level in Bachelor of Education Courses at University of Dar es Salaam: 2012 and 2013**

Years	First Class		Upper Second		Lower Second		Pass		Failure		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2012	1	1.0	67	70	28	29	0	0	0	0	96	100
2013	2	1.4	76	51.3	70	47.3	0	0	0	0	148	100
<b>Total</b>	<b>3</b>	<b>1.2</b>	<b>143</b>	<b>58.6</b>	<b>98</b>	<b>40.2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>244</b>	<b>100</b>

Source: University of Dar es Salaam School of Education, (2012; 2013)

Table 4.27 indicates that there were only three students who scored first class out of 244. In 2012 there was only one student who scored first class out 96. Furthermore in 2013 there were only two (2) trainees who scored first class out of 148. In this case 143 trainees gained upper second and 98 trainees scored lower second. Pass and failure were none in the two years as indicated in Table 4.27 for University of Dar es Salaam in school of education.

#### **4.5.2 Assessment Approaches in Teachers Training Institutions**

The assessments procedures at teachers training institutions were well organized and planned. The structure of it covered all important aspects as far as measurement and assessment were concerned as indicated in Table 4.28 and 4.29.

**Table 4.28 : Assessment Structure for Grade A and Diploma Teacher Training Colleges**

Assessment	Continuous Assessment					
	Year I		Year 2		Weighting	
	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	%	Frequency
Classroom Presentation	1	1	1	1	10	4
Individual assignments	1	1	1	NA	10	3
Tests	1	1	1	1	10	4
Terminal Examinations	1	1	1	NA	20	3
Final Examinations	NA	NA	NA	1	50	1

**NA:** Not Available

Source: TIE, (2010)

Table 4.28 indicates the structure of assessment for teacher training institutions whereby system of examinations and assignments identified. In Table 4.29 shows the assessment specifically for professional subjects and indicates marks for each item.

The detailed discussions of these results are provided in chapter five titled as discussion of the results or findings of the study.

**Table 4.29 : Structure of Assessment for Core Profession Subjects in Teacher Training Colleges**

S/N	Subjects	Types of Assessment and weighting					
		Internal Assessment			Final Assessment		Total
1			Frequency	%	Frequency	%	
	Psychology Guidance and Counseling	1.Seminar presentation	4	10	1	50	100
		2.Test	4	10			
		3.Project	1	5			
		4.Terminal Examination	3	20			
		5.Portfolio	5	5			
2	Foundations of Education	1.Seminar presentation	4	10	1	50	100
		2.Test	4	10			
		3.Project	1	5			
		4.Terminal Examination	3	20			
		5.Portfolio	5	5			
3	Educational Research, Measurement and Evaluation	1.Seminar presentation	4	10	1	50	100
		2.Test	4	10			
		3.Project	1	5			
		4.Terminal Examination	3	20			
		5.Portfolio	5	5			
4	Curriculum Teaching and	1.Seminar presentation	4	10	1	50	100
		2.Test	4	10			
		3.Project	1	5			
		4.Terminal Examination	3	20			
		5.Portfolio	5	5			

Source: TIE, (2009)

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF THE RESULTS**

This chapter presents the discussion of the findings of the study. The study generally focused on the quality of structure, the contents, staffing, and training approaches in teachers training institutions in Tanzania. The discussion relied on the objectives of the study as follows:

First, entry qualifications of teacher trainees in degree, diploma, and certificate programmes in Tanzania;

Second, curriculum contents in terms of quality, structure and coverage, include references and library facilities provided to teachers for degree, diploma, and certificate teacher training in Tanzania;

Third, classroom training methods in relation to Flanders model in teachers training programmes in Tanzania;

Fourth, qualifications of trainers in teacher training institutions in Tanzania;

Fifth, the performance of degree and non-degree trainees in final examinations.

#### **5.1 Similarities and Differences in Entry Qualifications**

Teacher education training in Tanzania has minimum standards of entry qualifications which were commonly used for candidates who have been joining teacher training institutions. In fact, the entry qualifications were just stated in education and training policy of 1995 but were not applied in admission process in training. As a result

teacher education sector has changed the entry qualifications almost for every year or after two to three years by providing the directives through education circulars.

The entry qualifications in grade A teacher training colleges differ from diploma and degree in education programmes. In this case the Commissioner of Education issued circular which directed the alternative entry qualifications instead of relying on these which have been stated in Tanzania Educational Policy of 1995 which was division three from Certificate of Secondary Education Examination (CSEE). In contrary to entry qualifications for diploma as stated in education and training policy of 1995 was two principal pass for Advance Certificate for Secondary Education Examination (ACSEE). Also this entry qualification was used in training degree teachers' programme as stated in prospectus for each college according to Tanzania Commission of Universities (TCU) directives.

Generally, the candidates who scored two principal pass and above from Advance Certificate for Secondary Education Examination (ACSEE) joined at university colleges of education rather than diploma in education. The one who joined at diploma in education were those who scored at least one principal pass and one subsidiary from ACSEE. While all of them trained in order to teach secondary school level. On other hand, the best candidates from ACSEE joined other programmes such as law, accountancy, engineering and other health sciences programmes. In this case, teacher training institutions remaining with students with low qualifications and were not fulfill the opportunities required at each college. Thus, teacher education needs special care and treatment like other programmes so as to attract many students with

better qualifications to join teaching profession programmes. It means that teaching and learning environment should be conducive.

Furthermore, among of the statements indicated in Tanzania Education Policy of 1995 concerned training in higher education was that “the enrollment at universities and other institutions of higher education and training shall be increased for expansion and strengthening”. In this case there was no criterion given for enrollment process. Currently, the higher education was under Tanzania Commission of Universities (TCU). According to Tanzania Commission of Universities (TCU) directives Candidates who completed A-Level from 1988 to date and were applying for degree programmes under direct entry category should channel their applications through a Central Admission System of Tanzania Commission for Universities.

The candidates requiring to be enrolled at the University, either public or private universities to pursue the various undergraduate degree and non-degree programmes, have to fulfill the general minimum entrance requirements as well as the additional entrance requirements specific to each academic programme. General entry qualifications for school or college of education were two principal pass which was at least 2.5 points from Advance Certificate of Secondary Education Examination (ACSEE). Among of the important thing needed to be added in entry requirement is standardized test which should be done before students started the programme so as the ability of students to be known by trainers. This can help to train them according to their ability.

### **5.1.1 Reasons for Low Entry Qualifications**

In fact the government decided to reduce the entry qualifications for diploma in education from two principal passes to one principal pass and one subsidiary from advanced level examinations in order to get a big number of trainees who would fulfill the needs of teachers in secondary school level. The process of training diploma teachers through qualifications which were indicated in education and training policy of 1995 became very difficult because, there has been an increase in total enrolment from Form One to Form Six by 75.5% from 1 020 510 students in 2007 to 1 789 547 students in 2011, and in 2012 the enrolment increased up to 1 884 272. The rapid increase of enrolment has resulted from the government initiative of constructing at least one secondary school for each ward all over the country (MoEVT, 2011, 2012).

Before 2004 circular which was implemented from 2005, it is observed that teachers training programme for primary teachers, some of the trainees trained attained the lowest points in division four. The government decided to train big number of teachers in order to support Primary Education Development Programme (PEDP) (2002-2006) whereby the enrolment of primary level increased from 4 875 764 in 2001 to 8 316 925 in 2007, and generally increased from 3 872 473 in 1995 to 8 247 172 in 2012 (MoEVT, 2002, 2003, 2004, 2005, 2006, 2008, 2009, 2010, 2011, 2012).

Normally, as number of students increased either at pre- primary, primary and secondary schools, more qualified teachers are required. Important issue to look for is to plan for having teachers for all subjects including science, mathematics and

English. Many teachers, parents, and students complained that the mentioned subjects are problematic because of the shortage of teachers all over the country. All these call for the government to plan for increased teachers at all levels of education and came up with different strategies including lowering of entry qualifications requirement for non-degree programmes by use of circular system which were provided when changes needed.

### **5.1.2 Contradictions of Circular Series Provided in Teacher Training Colleges**

The series of circular issued directives on entry qualifications in grade A and diploma are as indicated in WEMU (2004, 2008, 2009a, 2009b, 2012). At degree level the entry qualifications were indicated in a prospectus of each college according to the directives from Tanzania Commissions for Universities (TCU).

Circular issued on 1<sup>st</sup> October, 2004 with reference number TTDB/193/437/01/68 and practically used in 2005 stated that the grade A candidates should possess at least division four, twenty eight points (28) of Certificate of Secondary Education Examination (CSEE). In the contrary to diploma the candidates should possess at least two principal passes and one subsidiary of Advance Certificate of Secondary Education Examination (ACSEE) for one sit or more than one sit. Other equivalent qualifications were diploma in music, games and sports, dramatization, technicians and special education.

The circular issued on 14<sup>th</sup> July, 2009 with reference number TTDB.360/375/01/33 stated that, the grade A candidates should possess at least four credits (from grade C to A) at one or more sit for form four examinations and not allowed to combine grade

for more than one sit or certificate and to get 28 points. Private teachers training colleges allowed to train only those who completed form four not more than five years since they completed form four. In case of diploma, the candidates who joined diploma in education were those who have completed Advance Certificate of Secondary Education Examination (ACSEE) not more than ten years after completed Form Six. For degree in education there were no limit of time to join as used in diploma and certificate in education. In fact the limitation of time for trainees who were supposed to join at teacher training institutions did not make any sense. In teacher education there was a concept of long life learning. However, five to ten years after completion of a certain level of education was not a long time as far as learning is concerned. The important things to be considered are qualifications and ability of an individual. It is argued that the standardized test or achievement test should be used as requirement to join in teacher training institutions as practiced in United State of America and United Kingdom.

The circular issued on 7<sup>th</sup> March 2012 with reference number TTDB/56//289/01/39 stated that, the grade A candidates should have completed form four between 2008 and 2012; this means that five years after completion form four were only for those who were allowed to be registered to teachers training colleges for certificate level. Also the candidates should possess at least division four or twenty seven points of Certificate of Secondary Education Examination (CSEE). The candidates who sit for examinations for more than once should possess at least four credits that means a grade between C and A for Certificate of Secondary Education Examination (CSEE).

In case of diploma, the candidates should possess at least one principal pass and one subsidiary of Advance Certificate of Secondary Education Examination (ACSEE) for subjects taught in secondary school level from Form One up to Form Four. Recently, the National Council of Technical Education (NACTE) came up with minimum qualifications to join teacher training which was 1.6 Grade Point (GPA). This was equal to division three or credit score. Not only that but also emphasized on having diploma in primary and pre-primary education rather than certificate. Actually this is the best idea especially in improvement of teacher training programmes.

The circulars as indicated above showed that the candidates who are trained to be the primary teachers were with low entry grades from Form Four, as took those with 28 points which was division four. From the intake of 2012 the government decided to rise the points from 28 to 27, but 27 was still division four. Also the government limits time according to completion of Form Four. It is strict to train those who have been completed Form Four in last five years from the current academic year which was not a good strategy in improving teacher training programmes.

Among, those who joined training colleges in academic year 2013/2014 were those who completed Form Four since 2008 up to 2012 only. More than that should require a special permission from the Ministry of Education and Vocational Training. One of the important factors to get permission according to the circular was to be in a certain religious denomination. There was however no chance for such persons to be employed by the government should be trained for denomination schools only or any other purpose.

The arguments were that the students who had completed secondary schools for long time for about five years and above had lost some knowledge which could be a source of having low capability in learning which is not true, unless there were other reasons. The second argument was that, most of fake certificate were observed for certificates of 2007 and below. Both arguments made the Ministry of Education to issue a circular which directed the colleges to have a very comprehensive interview before the students started the training and then inspected by National Examination Council by checking the certificate for all candidates. Also this situation were applied in diploma in education whereby most of trainees have joined teacher training with division four then followed by division three, division two and division one were very few which was only 0.1% as indicated in Tables 4.1. At degree level most of the trainees joined the university college of education with division two then followed by division three and very few joined with division one which was about 9%, but this data was only for visited training institutions.

### **5.1.3 Relationship Between Entry Qualifications and Students' Performance**

Amazingly, the weakness and underperformance of teachers deserved at all levels of education were caused by poor foundation of training process at teacher training institutions. It is argued that among of best criteria for selection should be first focus on an individual's qualifications. Thus, the entry qualification is a good foundation in training process. In fact, in non-degree and degree programmes the entry qualifications were still low.

Vividly, entry qualifications for many grade A trainees were division four. It took a very big part for those who have been joining grade A in teachers training colleges in Tanzania. There is evidence that, the candidates who trained to be teachers for primary schools their entry qualifications were under average. As far as these entry qualifications were concerned, at the final examinations the candidates were performing poorly at all teachers colleges due to low entry qualifications of trainees, including other factors. The minimum entry qualifications in 2012/2013 and 2013/2014 were division four 27 points. From 2011 backward the entry qualifications were division four 28 points. These levels of entry qualifications need to be increased so as teacher education to be in a position of providing the best products for schools and teacher training colleges.

In case of diploma in education, the same situation were applied in entry qualifications like grade A, division four took a very big part for those who have been joining diploma in teachers training colleges in Tanzania. As far as these entry qualifications were concerned at the end of the programme there was no good performance at all teachers training colleges offered diploma in education due to low entry qualifications of trainees. The minimum entry qualifications in 2013/2014 were one principal pass and one subsidiary. Eight to ten years ago the entry qualifications were two principal pass as indicated in Table 4.1, but now it has been changed to one principal pass and one subsidiary which was not good indeed. The entry qualifications need to be increased for improvement and for institutions to be in a position of producing qualified teachers for secondary school teachers.

As indicated in the findings, at degree level there were improvements in entry qualifications compared to diploma and grade A. Most of trainees who joined to degree level have been attained division two, division three, division one and last other qualification such as Full Technician Certificate (FTC). At university and university college of education, the number of candidates who joined teacher training programme with high entry qualifications increased because of availability of student loans. This was not provided for diploma and grade students. Basically, it discourages students with high qualifications to join non-degree teachers' programmes. As a result most of trainees at non-degree teachers' programmes were those who joined with low entry qualifications.

Thus, candidates at university and university college of education have been deemed eligible for consideration for admission to a first degree programme of the university college of education if they had the required entry qualifications as stated by colleges as far as Tanzania Commission of Universities (TCU) directives were concerned. However, the students failed even to get the minimum qualifications which made the universities to have shortage of students at different academic year.

#### **5.1.6 Capacity of Teacher Training Institutions Versus Performance at Lower Levels**

Omari (2013) found that due to poor performance in advanced level secondary certificate examination, universities suffered from shortage for about 30,000 students in academic year 2013/2014. This means that there was space in universities which could accommodate 30,000 students but there were no students who had university

qualifications to join them. Private universities registered minimal numbers of trainees compared to public universities. Morogoro Muslim universities admitted 1193, 418 and 497 from 2011- 2014 academic years respectively. When compared to University of Dar es Salaam at Schools of education whereby admitted 1600, 1560 and 1724 from 2011-2014 academic years respectively. The fact is that public universities can accommodate many students than private universities with a very big gap or difference. Also, more chances remain at different colleges and no one to join because students from lower level failed, even to gain a minimum entry qualification for universities. In this case more effort is required to be imposed at Advanced Level secondary school section. The efforts required include equipping secondary schools with relevant materials and infrastructure. Not only that, but also to retain teachers by giving them incentives and in-service training always. The government should make sure that all schools have enough and competent teachers.

It is noted that the entry qualifications for all teachers training institutions depend on the performance in Form Four and Form Six final examinations. Trainees who have joined teachers training colleges for Grade A or certificate were those who have been completed Form Four. On other hand, trainees who have joined teachers training institutions for diploma in education and degree in education were those who have been completed Form Six. The performance of secondary school level varies from one year to another.

Thus, if the results of secondary school level were good, it is easy to get many students who have proper entry qualifications for teachers training colleges. On the

other hand, if the results were bad with many failures and low pass mark, it become very difficult to get enough number with proper entry qualifications for teachers training colleges. As a result the entry qualifications changed from higher to lower from one year to another. MoEVT, (2012); WEMU, (2012d) indicates that pass rate in Form Four Examinations have been deteriorating from year to year. From 2001 up to 2012 the highest pass was in 2004 which is 91.5% and the lowest pass was in 2012 which was 34.5%. The rate of candidates who failed started to increase from 16.3 % 2008 to 65.5 % in 2012.

The training for diploma and degree teachers depends on Advanced Certificate of Secondary Education Examination Performance. The concurrent minimal qualifications for diploma level were one principal and one subsidiary of Advanced Certificate of Secondary Education Examination. If the performance was good the number of trainees who qualified to join diploma teachers colleges becomes high. On the other hand if the performance is poor, the number of trainees who have been qualified to join diploma in education becomes minimal. Also the students who have been joining to the universities were those who have been completed Form Six and to get a required qualifications for joining high institutions. In academic year 2013/2014 the universities suffer for students due to poor performance of Form Six in 2013. According to BMT (2013) indicated that, only 35,880 which were 83.74% gained division 1-III, female was 12,108 which is equal to 87.30% and male were 23,772 which is equal to 82.04% out of 44,366 who were passed. The total number of students who were sits for examinations were 50,611. Note that, the universities have

been admitted students with not less than division three. While other technical, business, health and other colleges depending on the same students.

MoEVT, (2011, 2012) stated that the pass rate of Advanced Certificate Secondary Education Examination (ACSEE) in 2001-2013 varied from year to year. It was ranging from 92.1% to 98.0%. The number of candidates increased swiftly from 10,661 in 2001 to 48,791 in 2010. There were very few candidates who passed in the level of division I, in 2012 only 5.7% gain division I which is only 2,519 out of 44,188 candidates. Candidates who scored division I and II and some of division III have an access to join in universities and other high institutions. Very few candidates remain with low pass mark particular division IV and very few for division III have an opportunity to join in diploma in education. As a result diploma in education remains with few candidates who have low qualifications and ability. This is among of the reason of poor performance at the final examinations whereby the candidates failed to gain distinction and credit. Thus, it implies that at the end of the day the system of education comprises many teachers who are incompetent and not committed in teaching professional.

As indicated by MoVET (2012), out of 180,987 grade A teachers (primary schools teachers), 45,194, which was 24.9%, were of age of 50 years and above. This implies that ten years to come over 25% of teachers should be recruited to cover this gap and for other reasons of attrition such as retirement, death and terminations. For about 2529 of primary school teachers dismissed from the schools due to different reasons including 1466 from retirement due to different factors including leaving teaching

profession, sickness, accidents and misbehave. The situation of number of teachers' versus age in primary schools in Tanzania whereby many teacher were at age 25-29 and few teachers ranging from age less than 20 and followed by age 60 and above MoEVT (2012). Also in diploma and degree level teachers affected by attrition occurred in secondary school. Among of the factors of attrition were; leaving teaching professions, prolonged sickness, retirement age, short term sickness, accident, misbehave and truancy. All these were categorized into three parts; Retirement, death and terminations.

In the same vein, secondary school teachers who left the teaching profession in 2012 were 603 only, (MoEVT 2012). This situation may be caused by adverse environment, including remunerations problems, and poor teaching and learning environment. The total number of secondary teachers' attrition in 2011 was 1684. Also the big numbers of secondary school teachers were ranging between ages 25-44 in general. The big number of teachers ranging between ages 25 to 29 followed by age 30 to 34 and then 35 to 39. The age of 60 and above there is a minimal number of teachers, followed by age of 0 to 20, 55 to 59, 50 to 54 and then age of 45 to 49. The problem of retirement is minimal, but for about ten years is better to plan to cover the gaps which will be caused by retirement and other reason for attrition of teachers such as leaving the profession, death and firing.

#### **5.1.5 Cheating in Entry Qualifications and Other Malpractices**

There was a problem of cheating which affect the quality of entry qualifications to teacher training institutions. The Ministry of Education and Vocational Training and

National Examination Council of Tanzania claim that some of trainees penetrate and joined teachers colleges with fake certificate, failure, and the use of certificate of other people or join without having a certificate. Tables 4.2 and 4.3 shows the type of cheating in 2012 for both Grade A Teacher Certificate Examinations (GATCE) and Diploma in Secondary Education Examinations (DSEE) 2012.

Currently, cheating during registration process especially for grade A and diploma has gained momentum. Because of this bad situation the National Examination Council of Tanzania used a data base system to identify any kind of cheating in qualifications. Also they used experiences to identify cheating by checking original certificates. The main characteristics looking for were font size of the certificate, materials used to prepare certificate and hidden sign inserted to the all certificates. According to National Examination Council of Tanzania forgery of certificate is mostly observed in students who completed Form Four from 2007 backward; That is why currently there was restriction of years of completion which is based on five years after completed Form Four. On the other hand the Ministry of Education and Vocational Training claim that more than five years the learner loss some of their capability, especially when remain without using it for long time, that's why based on the range of five years since the learners completed Form Four(WEMU, 2009b).

This process alerted people to be careful in issues pertaining education.

There were about 37 diploma trainees cheating in entry qualifications in 2012. The big number of them was under less qualification which was 25. All these caused by concurrent poor performance of Advanced Certificate of Secondary Education

Examination (ACSEE). Also in diploma of education limitation of years were applied as among of the condition of entry qualifications. It was ten years after have been completed Form Six. All these come in in order to control insincere entry qualifications for trainees who join diploma in education. In order the country to be in a good position as far as teachers training are concerned, more attention should at secondary school levels.

#### **5.1.6 Current Admission System in Teacher Training Institutions**

The admission for public teachers training institutions has a common characteristic, whereby candidates are selected and posted by the Ministry of Education and Vocational Training to different teachers colleges. Sometimes the Ministry of Education and Vocational Training failed to get the maximum number for those who were required to be trained in a particular academic year. Also universities suffered for the problem of shortage of students due to lack of incentives which could attract the teaching profession.

Evidently, universities had a shortage of students in general. More challenges were at private teachers training colleges, whereby the number of trainees for some colleges were less than thirty. Table 1.3 indicates private teachers training colleges which administered trainees less than 30 student teachers. This situation caused by less number of students who qualified to join teachers' education courses, mushroom of private teachers colleges and expenses as well. In this case names and levels were indicated to show the real situation in private teachers colleges regardless their capacities, facilities and human resources.

The records of 2013 show that, there were 90 private teachers training colleges and 34 public teachers training colleges which make a total of 124 teacher training colleges in Tanzania. In contrary in 2012 there were 28 private teachers colleges registered less than thirty trainees in academic year 2012/2013. This means 28 colleges had 333 trainees only. If this was a case, how will the government be able to fill the shortage of teachers at all levels of education in the country. Regarding that, many attritions including retirement, leaving the teaching profession, death and terminations were increasing year after year. All these are sources which can cause shortage of teachers. Now what kind of strategies can be used to eliminate shortage of teachers at all levels of education in Tanzania. In addition to this there was another problem of failure of trainees in all teachers training colleges in Tanzania. All these hinder the proper establishment to all levels of education.

Basically, it is desirable to have teachers' trainers with high academic and professional qualifications who are also committed. Mosha (2011) found that effective teaching arises from the teacher's competence in engaging students in academically focused activities. Furthermore the recruitment of well trained and professionally developed teachers ensures that students master and can manipulate the subject content with ease, as the result that they can tackle examination questions with confidence and handle daily activities with ease. The achievement of this needs the students to have good foundations from low level. Not only that but also the trainers should use active approaches during teaching and learning process.

Furthermore, Mosha (2012) stated that although there are growing numbers of private primary and secondary schools with adequate numbers of well qualified and regularly developed teachers, who are also well remunerated, many public schools currently faced an acute shortage of well qualified teachers. This problem started from the point of selection in teachers training colleges whereby qualifications is among of the factor for selection. If the selection based on quality, means the one who selected to join teachers training colleges possess the high pass mark from ordinary or advance level, this problem of quality teachers will be redundant in the system of education.

The entry qualifications of trainees in teacher training institutions were among of the problems associated with the training qualified, knowledgeable, and competent teachers. Most of trainees in teachers training colleges entered with low qualifications. Grade A trainees joined the teacher training colleges with division four while the same applied in diploma level. There were very few who joined with division three, two and one. In degree level most of trainees entered in training with division two and three. The high quality of teachers should be connected with high entry qualifications of trainees who joined to teacher training institutions at all levels.

## **5.2 Contrasts in Curriculum Contents by Levels and Countries**

In the process of preparing teachers, there were two complementary processes that took place in the preparation of teachers in teachers' institutions. There were teacher education and teacher training. According to Dasu (2001) refers education under teacher education as a process of learning that develops moral, cultural, social and intellectual aspects of the whole person as an individual and member of the society.

Training on the other hand, has a specific goal that is to prepare people for a particular function or vocation.

In case of teachers, training is the process of preparing one to become a professional teacher in a whole range of skills and techniques needed to be applied in order to function as a trained teacher, as opposed to untrained one. In this case, education involves the development of theories, awareness of options, and decision making abilities particular to the teaching profession.

In the same vein, Dasu (2001) found that since 1970s, the teacher education curriculum was divided in two aspects. One is academic subjects and the second aspect is professional development skills including teaching practice. The academic subjects taught in primary schools and secondary schools are also taught in grade A, diploma and degree in education respectively, but it is added with methodology parts for each subjects. In United State of America, United Kingdom and Russia the same subjects and system were used. Specifically in Russia were emphasized more on sciences subjects. For about 80% of teachers were science subjects' teachers and master's holder degree. In USA and UK the candidates who joined teacher education programmes were given standardized test or achievement test before they started a programme which was not applied in Tanzania. This helps them to know who need what according to their performance. Actually in these countries there were standard and enough facilities in terms of materials and human resource whereby in Tanzania was a very big problem. This is a point of departure between Tanzania and these countries especially in education and training. There are many other things to learn

from these countries especially in education system and training as indicated in Figures 2.1.

Furthermore, MoEC (1995) stated that, “teacher education curricula for all certificate and diploma level courses shall be designed, developed, monitored and evaluated by the Tanzania Institute of Education. So it was a centralized curriculum in its formation, coordination, and monitoring. For the degree level, the training institutions design and develop their owned curricula which shall be validated by universities and other appropriate organs such as the Commission of Universities.

### **5.2.1 Categories of Subjects in Teacher Training Institutions**

Group one was academic subjects. The academic subjects taught in teachers training colleges in certificate level were those subjects taught in primary school level by using Kiswahili except very few private teachers colleges were used English. And academic subjects taught in diploma and degree in education were the same and were those subjects taught in secondary school level by using English language except for Kiswahili as a subject. Specifically, the academic subjects can be organized in terms of bias and combinations especially for degree and diploma level. Thus, every college takes the specific bias. For example, Monduli Teachers College focused on Agriculture. Kleruu was for science subjects, Marangu was for Languages. Patandi Teachers Training Colleges was for special education and Butimba was for physical education. In case of Universities College of Education, Tumaini Iringa University was based on mathematics. Also the details differ from one level to another. In degree level there were more details, followed by diploma and then grade A as indicated

below. The specialization of institutions was very important especially for intensity learning a certain bias and proper utilization of resources.

Academic subjects taught in grade A teachers training colleges were as follows as indicated by TIE, (2010): *Uraia, hisabati, sayansi, stadi za kazi, jiografia, historia, English Teknolojia Habari na Mawasiliano (TEHAMA), haiba na michezo na Kiswahili*. The contents of all these subjects were related to content taught in primary school level. Basically, the academic contents taught are helpful in mastering trainees to be knowledgeable enough for simplify the process of teaching and learning in primary level.

The academic subjects taught in degree and diploma in education were as follows: Mathematics, Biology, Chemistry, Physics, Geography, Agriculture, Book-keeping, Commerce, English, Kiswahili, Civics, History, Home Economics, Music, French, Theatre Arts, Fine Arts, Technical subjects, Information Computer Studies (ICS), and Physical Education (PE). The selection of these subjects were done properly because covered all crucial bias in daily human being activities such engineering, doctors, games and players, farmers, business and technicians.

The subjects indicated above for grade A and diploma as well as degree, each of them have a two side, one is a content focused on academic as taught in primary level and secondary level respectively. These help teachers to get enough knowledge to maximize mastering of academic knowledge. Another side is methodology part for each subject. This is very important because it is built up a professional part of a

student teacher. The main problem is on number of subject. Ten academic subjects were compulsory to all trainees in grade A. It is evidence that in certificate level there was no bias and combinations as used in diploma and degree in education. Thus, the trainees required to learn all academic subjects taught in primary school level. The trainees in diploma and degree were supposed to select at least two subjects from the list shown as their teaching subjects, which differ from grade 'A' who were supposed to take ten subjects from the primary level subjects as the teaching subjects. For each subjects selected by the trainees should take its methodology. Also it was compulsory for all student teachers at degree and diploma level to take general subjects which were communication skills subjects and technological subjects out of methodology, academic and professional subjects TIE, (2009). Communication skills and other technology subjects are very important because it support greatly academic and professional subjects. In fact the students get knowledge on how to manipulate a language when tackling different issues in other subjects. Not only that but also simplify the work of searching teaching and learning materials from different sources such internet and books.

The second group was professional subjects. These subjects were the same at all levels. The main difference was that, grade A was taught by using Kiswahili while diploma and degree taught by English. Also in degree level has more detail than grade A and diploma. Furthermore, the professional subjects in grade A were compacted in one syllabus known as "*ualimu*" means education subjects. All the differences identified for each programme it make sense due to the fact that the levels

which were dealt with were different in content supposed to be covered and ability of the candidates.

The profession subjects for grade A were as follows: *Mitaala na Ufundishaji, Saikolojia ya Elimu, Ushauri na Kunasihi, Misingi ya Elimu, Utafiti, Upimaji na Tathimini ya Elimu*. These are professional subjects which help to strength trainees psychologically, classroom management and control, examination setup, marking, evaluation of the subjects, history of education and its background in general, guidance and counseling process and many other disciplinary issues as far as teaching and learning in schools are concerned.

The way contents are compressed in one syllabus it causes problem of time allocation and its balance with content. Also this kind of organization limits scope of analysis and detail. This arrangement of professional subject in certificate differs from diploma and degree where by in diploma each component have independent syllabus and in degree indicated in prospectors and also use a specific course outline which prepared by lecturers.

The professional subjects for diploma and degree in education were as follows: Curriculum and Teaching, Foundation of Education, Educational Psychology, guidance and counseling, Educational Research, Measurement and Evaluation, Teaching method for each academic subject, teaching practice, Educational Management and Organization, Special Need Education, Sociology of Education, Philosophy of Education and Educational Statistics.

The third group was technology, communication skills and general knowledge subjects. In case of diploma and degree, all subjects under this category were compulsory while in grade A was an option whereby trainees allowed to-opt or to take all subjects: Communication Skills, *Vielelezo na Teknolojia*, French, ICT (Information Communication Technology). The trainees were supposed to opt for one among the four subjects above. In this case are better the trainees to be allowed to learn all these subjects in order to simplify communication and searching of teaching and learning materials from different sources.

The technology, communication skills and general knowledge subjects in diploma and degree were compulsory to all students. This is good because simplify the interactions among students, students and tutors as well as students with learning materials. These subjects were as follows: Communication Skills (CL), Education Media and Technology (EMT), Development Studies (DS), Information Communication Technology (ICT).

Incredibly, some head of departments claimed that French language was planned to be compulsory to certificate level in teachers colleges as well as primary level, the main obstacle was that there were no teachers to teach French subject. It is clearly seen that in certificate level there was no specialization of academic subjects. Therefore, the trainees were supposed to take all subjects, which were different from diploma and degree. The main focus in this study was professional studies or subjects rather than academic and general subjects as well.

### **5.2.2 Content Coverage of Professional Subjects in Grade A, Diploma, and Degree in Education Programmes**

Teaching is a professional which comprise the unique ethics and code of conduct. Anybody who trained to be a teacher should apparel teaching professional ethics and code of conduct regardless the level of education. The professionalism of teaching is drawn from professional studies or subjects.

Commonly, the professional subjects were the same to all levels of training. The main differences were based on details, time, and language of instructions. Common professional subjects taught at all levels of teachers training colleges and college of education at universities. The coverage of contents as indicated in Figure 4.1 was similar to all levels. The point of parting of these three levels of training was depth of the contents and language used because grade A used Kiswahili as an instruction language. More depth of the contents was at degree level, followed by diploma and minimal depth was at certificate level. Also the arrangements of the contents were systematic and were the same at all levels. Time allocated for professional subjects in diploma and grade A was minimal compared to time allocated to some of academic subjects as indicated in Tables 4.7, 4.8 and 4.9. In degree level programme were arranged in terms of units whereby one unit is equal to 15 hours. The professional subjects have more time and units compared to academic subjects as indicated in Table 4.10. This arrangement was standard because profession subjects was a new things compared to academic subjects whereby learnt it from primary school level.

### 5.2.3 Time Allocation in Relation to Contents Coverage

Time allocated for professional subject '*ualimu*' is very limited; it is given only two hours per week, one hour per period and general routine there were six hours for instructions per day. The remaining time was reserved for co-curriculum activities. This subject was very wide; it comprises a lot of things as indicated in Table 4.5. Not only that but also the objectives planned to be covered by the trainees after two years were heavily detailed as compared to time as indicated by TIE (2010):

First, acquire knowledge and skills to understand children behavior, build child friendly environment and offer guidance and counseling;

Second, understand the history of Tanzania education, concepts and philosophies which guide the practice and management of primary education;

Third, acquire research, assessment and evaluation skills necessary for measuring students' performance and identification of educational problem and how to solve them;

Fourth, understand various theories and practice which influence the planning and implementation of teaching and learning process.

The implementation of contents also depends on time. In this case, some of academic subjects given a huge time per week as indicated in Table 4.8; Kiswahili given 5hours, English 5hours, mathematics 5hours, Vocational skills 5hours and other subjects given 4hours and other 3hours. This plan was focused on improvement of

language and sciences subjects including Mathematics because they were problematic subjects at all levels of education in Tanzania.

The concepts and theories needed to be covered as indicated above required enough time, qualified personnel and teaching and learning materials with high quality. Trainees and tutors from different teachers colleges claim that, teaching and learning materials as well as time were not enough and what were available do not fulfill the requirements as far as contents was concerned.

The total time for professional subjects for two years was 128 hours whereby Kiswahili, English and mathematics was 320 hours for each. The variation in terms of time between professional subject and some academic subjects was very big. Note that the time allocated for the course in first year and second year was five months for the first term, and four months for the second term due to college involvement in block teaching practice and final Examinations. The distribution of hours per each subtopic in the “*ualimu*” syllabus was 136 hours per two years while the hours indicated in the framework was 128. So there was a contradiction on these two documents. The difference was 8 hours. Basically tutors were to use the syllabus.

The distribution of time between professional subjects and academic subjects were the same in diploma in education. It was given two hours per each subject and given 80 hours for two years in each subjects. Table 4.9 indicates time allocation for professional subjects and academic options one and two as well as pedagogy options one and two. The following subjects were used for option in academic subjects: Physics, chemistry, biology, mathematics, English, Kiswahili, French, geography,

history, civics, home economics, physical education, fine art, commerce, book-keeping, agriculture, technical subjects, music, theatre arts and Information Computer Studies (ICS). There was inconsistency between hours indicated in the framework which was 80 hours for two years in each professional subjects with hours distributed in each subtopic in each professional subjects, and each subjects varies as indicated below: Educational psychology, guidance and counseling 128 hours; Foundation of Education 113 hours; Educational research, measurement and evaluation 135 hours and Curriculum and Teaching 94 hours. The academic deans of different teachers training colleges, complaints about complication of inserting teaching time table, as far as the distribution of teaching hours in each subject as concern. This was become very difficult due to time limit and complexity of activities such as teaching practice, examinations, preparation of teaching aids and other extra curriculum.

The basic claim from tutors and trainees from different colleges was based on the number of subjects that trainees were supposed to learn in two years programme was overloaded and were many which was twelve. Another claim is based on time allocation for professional subjects which was 2 hours per week and 80 hours per two years, when compare to 160 hours for academic subjects and its pedagogy.

In degree level programme, professional subjects have more hours per course than academic subjects for those who major education as indicated in Table 4.10. In the contrary the time allocated for professional subjects especially for diploma and grade A programmes was not enough due to the wideness of objectives supposed to be acquired by the trainees and were minimum time than academic subjects. The

profession subjects required enough time and many of its concepts were to students and were the ones which comprise teaching ethics, code of conduct and procedures. The contents supposed to be covered were indicated by TIE (2009) as follows: First was to enable the student teacher to appreciate the overall growth of school learners, adolescents mainly their learning needs and how to handle them;

Second was to develop in the student teacher an understanding of the history, ideas, concepts and philosophies which guide the practice and management of secondary education in general and Tanzania in particular; Third was to equip the student teacher with research and assessment skills necessary for identification of educational problems and how to solve them;

Finally was to expose student teachers to the various theories which influence the planning and implementation of the teaching and learning process.

The outlined objectives above contain varieties of issues concerning teaching professional. It seems that all subjects based on professional studies were included. Hence, in this case ample time is required to cover all issues indicated in objectives, as far as the curriculum for teacher education is designed and developed within the shift of paradigm whereby teaching taken as a facilitation of learning rather than a transfer of knowledge, learner centered teaching and learning, knowledge construction and the building of skills as well as attitude and competences were emphasized to be used to the students.

MoEC (1995) declared that teacher education curricula for certificate and diploma level courses were designed, developed, monitored and evaluated by Tanzania Institute of Education. For tertiary and higher education as well as training institutions shall design and develop their- own curricula. Before the Tanzania Education Policy of 1995, the Tanzania Institute of Education in 1991 carried out a study to determine the quality of the curriculum at all levels. As a result of the study, the Ministry of Education and Culture 1992, issued a new curriculum package at all levels with a particular aim of improving the quality of education. The new curriculum content placed great emphasis on reforming teacher education in order to prepare knowledgeable and competent teachers capable of effective teaching in pre-schools, primary, secondary, as well as teachers training colleges (Dasu, 2001).

Furthermore, the study indicated that the time spent on teacher education was inadequate and more time spent on academic subjects beside teaching methods. Thus the education and training of teachers as professionals have several weaknesses. The highly cited weaknesses by Tanzania Institute of Education in 1991 were as follows: Psychology as one of the difficult subjects to grasp, other subjects being mathematics, science, English, Kiswahili and geography, Lack of tutors, Lack of books, Inadequate teaching and learning time, Poor teaching. The weaknesses observed twenty years ago still exist today. The study which was investigating the weaknesses of teacher education curriculum done in 1991 also was done in 2009 and 2010 by Tanzania Institute of Education (TIE). Then, after the study the current teacher education framework and new syllabus of 2009 for diploma in secondary education and certificate have been provided and used in all teachers training colleges in Tanzania.

When making analysis of the new syllabus of teacher training colleges, exactly the same weaknesses appeared like that of 1991. As an educationist, many questions may arise due to this situation and connect it with the weakness of inspectorate operating in teacher education system.

Generally, the improve in teacher education was highly needed in a country wise including; The changes of teacher education system, eliminate the problems facing teachers training colleges, setting of strong strategies for running teacher training institutions. Manpower or staffing who are serious in issues concerned training, teachers remuneration and improvement in teaching and learning materials or resources including the use of science and technology in teacher education effectively and efficiently.

Now is a time to learn and compete with countries like USSR, UK, USA, Finland, China and other countries that are having good systems of education in terms quality education, especially in standard entry qualifications, competent and committed tutors and lecturers, quality materials, good performance and strong teacher education inspectorate within the college and out of the college. This situation may prove that, the inspectorate system for education was not working properly from the ministry level up to college level.

#### **5.2.4 Quality of Teacher Training Programmes and Implementation Processes**

In fact, before thinking about high quality education, excellence and perfection of Education it is better to think first on the effectiveness of implementation of the

curriculum content. Mosha (2011) said that the curriculum is the embodiment of the programme of learning includes the philosophy, content, approach and assessment. This means that curriculum is much more than a list of topics to be covered in an education programme. The implementation of curriculum contents in teacher training colleges and college or school of education is based on action and actual participation on learning. So, is not an issue of thinking who gets what in terms of performance, such as division I or II or III and so on, this is narrow in implementation of curriculum but it is reasonable in the implementation of syllabus.

In the same vein successful implementation of contents indicated in the syllabus requires the presence and effective use of the varieties of input as indicated in the following statement:

First, the high quality and experienced school leadership. For any colleges or schools that were performing better, it was found that most of the principals and heads of the college or schools had a sound educational background at least possessed a bachelor's degree as well as good instructional leadership.

Second, quality of tutors and lecturers, the tutors who are teaching at diploma and certificate must possessing bachelor degree in education and lecturers should possess at least PhD in education related matters.

Third, tutor training and experience. In this case tutors should attend workshops and seminars for different education matters such as new syllabi, Examination formats and any other issues concerning curriculum changes.

Fourth, tutors' professional training and commitment. In this case it is desirable to have tutors with high academic and professional qualifications who are also committed. Mosha (2011) found that effective teaching arises from the tutors' competence in engaging students in academically and methodologically focused activities. The recruitments of well trained and professionally developed tutors ensure that student teachers ensures that students master and can manipulate the subject content with ease, with the result that they can tackle examination questions with confidence and handle daily activities with ease

Fifth, careful selection and enrolment of student teachers. The college which lacks proper admissions procedure for the careful selection of trainees was likely to obtain poor results.

Sixth, methods of training and learning as well as quality of materials used in teaching and learning process. Basic methods used in teacher training institutions were lecture method which is a non- participatory method and question and answers. Methods like group discussion, individual assignment, group assignment, projects as well as brainstorming were rear used. In fact the use of varieties of training and learning methods assists all students in maximizing their learning. Such an approach helps students and tutors to use the time as planned, and the whole class to be actively involved in the subject matter, thus making the subject very interesting. Also is better to remember that methods like field visits and excursions enabled students to relate the things taught in the class to real-life experience. It cannot be assumed that tutors will automatically acquire such skills. Opportunities for induction, mentoring, peer

coaching and assistance must be institutionalized in order to empower tutors to acquire and effectively use of different skills for effective teaching and learning process.

Seven, the availability of adequate teaching and learning materials and their effectiveness in terms of uses. One of the factors determining a college's effectiveness is adequate materials such as module, textbook, teachers' guide, other reading materials, sufficient writing materials and well equipped classroom. Also computers connected with internet. In contrary to what is happens in Tanzania teachers training institutions especially for diploma and certificate programmes. There were no enough teaching and learning materials for both public and private teachers training colleges. Some of the Private colleges have only one or two copies of books or modules which are against to students' materials ratio.

Eight, effective supervision of the instructional programme. According to Mosha (2011) revealed that in higher performing colleges and schools there were more efficient system of monitoring tutors' attendance and performing than in low performing ones. Some of trainees claimed that some tutors taught in more than one college, others dealing with other activities such as business, and their attendance and organization in teaching and learning were very poor. Some of tutors complained that the teaching and learning environment is not good and payment is not sufficient compared to complexity of life in Tanzania to day. Furthermore, the implementation of curriculum contents there were some indicator which provide guidance in design standards implementation of the programmes.

### **5.2.5 Availability of Teaching Resources**

Teaching and learning materials or resources, this is a very important factor in teaching and learning process. These materials facilitate the process of imparting knowledge to the learners. Also teaching and learning materials motivate the tutors to use participatory ways of teaching. In fact in teacher training colleges have no enough teaching and learning resources when compared to the number of trainees in the college and content supposed to be covered. The weak points were shown in the following essentials in training process:

Library facilities. The library is a very crucial part in teacher training institutions. It supposed to contain all facilities concerning curriculum contents. What happens in some of teacher training college was quite different to the realities. Some of teachers training institutions have no libraries especially private institutions. Some of the libraries were very small, cannot accommodate many users as compared to the users at the college. Also some colleges have a very few books, modules and supplementary materials. There were about one to two copies of different categories of teaching materials in some colleges. Most of teachers training institutions were not equipped with up to date educational materials and other facilities. This situation makes the process of training to become ineffective and inefficiency to tutors and trainees. As a result the teacher education ends with having incompetent teachers at all levels of education, whereby teaching and learning process not taking place properly as a result the students of all levels perform poorly in final examinations, such as standard Seven final examinations, Form Four and Six examinations as well as teacher training institutions examinations.

The library should have the following facilities: An accessible, computerized library well equipped with up to date and relevant educational materials, adequate space with adequate facilities to accommodate many users including those with special needs, qualified librarians, accessible internet facilities with home website should be available, adequate and modern audio visual materials such as overhead projectors and versatile writing boards and other learning equipment.

Computers and internet facilities in teacher training institutions, this is another important source of teaching and learning resources. In order to facilitate the usage of internet the colleges should have enough number of computers which are functioning and connected with internet network. The detail about number of computers available, number of computers functioning, number of computers used for office and number of computer used for teachers training colleges indicated in Table 4.11.

Actually, even the number of computers which were functioning was very few. As indicated in 2012 there were only 1864 computers which were functioning. As a result the computers for training were 1581 only at teachers training colleges. In this case some of the colleges have very few computers compared to users. Not only that but also computers in some colleges were not connected with internet. This means that internet was not available in some colleges, thus there was no use of internet especially in searching for teaching and learning materials. Note that, the number of computers for training were for all teachers colleges; diploma and grade A in Tanzania, whereby there were about 124 teachers training colleges in Tanzania. Among of them 34 were public and 90 were private.

Among of the important issues observed in the visited teachers training colleges was the computers and their usage. Actually, the real situation of the availability and usage of computers in visited teachers training colleges. In universities the use of computer was intensely used because most of issues done online such as registration for teaching practice posts, some assignments done of some courses online, time table for examinations and some of lecturers' notes available online. For-instance in Morogoro Muslim University has 20 computers used in the department of education for training. Also in this college there was a programme called "*Mudo*" whereby student teachers were using to access information from lecturers in different courses.

The total number of computers available in visited teachers training colleges was very few and most of them were available in Morogoro Teachers College. The functioning computers were 304 but 172 were for Morogoro Teachers College. The computers used for training were 262 whereby 148 were for Morogoro Teachers College. The main problems were the number of computers were not enough compared to number of trainees, the student habit on the use of computer properly and efficiently, and the availability of sustainable internet in all colleges was a very big problem.

Another important thing was reference materials in teacher training institutions. References are materials which the teacher consults in order to get relevant subject contents to enhance understanding of the topics or sub-topics. The references used in teaching and learning process indicated by the tutors in the scheme of work, lesson

plan, lesson notes and course outline especially for those who are teaching at schools or college of education in university level. The basic types of references used are books, modules, text books and journals. In fact in teachers training colleges have a shortage of references and other supplementary materials (Mohamed 2012b).

Mosha (2012) found that at the university level, it is students' power that determines how textbook money paid to them should be used, sometimes anyway. In fact this is a corruption of the worst kind. One can only expect miracles to happen, in striving for high quality education, in the absence of a good supply and effective use of textbooks and other teaching and learning materials at all levels including teachers training institutions. During the surveyed of course outline of the universities, specifically on professional subjects, observed that there were many books written which related to outlined topic for each subjects. Also in teachers training colleges for diploma and grade A, references have been listed in the syllabi and modules for each professional subject. The main problem is how to avail the listed books, because sometimes were not available in the college library. If there were some available in the library were very few copies.

Thus, the problem of shortage of references and other teaching and learning materials were existing in teacher training institutions year after year, without be solved either by the government or other owners of teacher training institutions. The quality of education still remained stagnant, because of having incompetent teachers and tutors. The categories of references observed were modules, textbooks, syllabus and supplementary materials as well as teaching aids. The effective teaching and learning

process depends on quality teaching and learning resources including guides documents such as syllabus and teachers guide as well as reference materials.

The syllabi used for training trainees available in all teachers colleges were in one format which was good. It under this category because all syllabi did not have a cover but all information required were clearly there. Also those syllabi were available in Ministry of Education and Vocational Training website which was [www.moec.org.tz](http://www.moec.org.tz). This was the best way of encouraging students and other people to learn comfortably.

In fact the number of copies required according to number of trainees in some colleges was not enough. The modules in all sampled colleges were in a very good standard because most of them were in good conditions with attractive cover but were very narrow in terms of content. In this case the public teachers training colleges have many books than the private teachers training colleges. For example one of teachers college registered 600 books and another teacher college has 852 books compared to other teachers college which has been 11 supplementary books and other private teachers colleges which have less than 20 supplementary books. The supplementary books in all sampled colleges were in a very good standard because most of them were in good conditions with attractive cover.

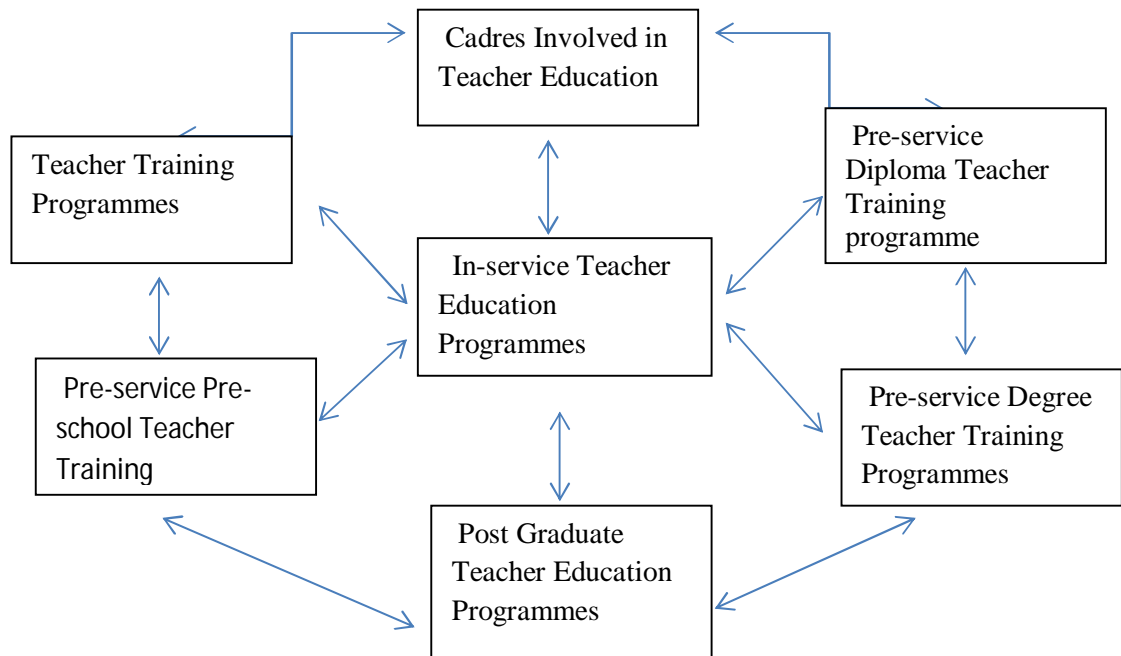
The textbooks available were for primary schools and secondary schools. The textbook for primary school used for Grade A trainees and textbooks for secondary used for diploma in secondary education trainees. The textbooks in all sampled colleges were in a very good condition because most of them had attractive cover and

standard binding. These books help the trainees to master academic subjects according to the levels. After two or three years programme the candidates could be knowledgeable and competent enough as far as contents of either secondary or primary schools are concerned.

Furthermore, teaching aids for professional subjects were not available and there were very few observed at only two teachers training colleges out of nine. On the other hand the teaching aids for academic subjects were available because most of them were prepared by trainees when have been prepared for teaching practice. It was observed that the use of teaching aids in teacher training institutions did not taken seriously or encouraged and emphasized to all tutors. Actually, teaching aids make the lesson to be alive.

#### **5.2.6 Linkages of Teacher Education Programmes by Levels and Type.**

Realistically, the government and training institutions should link strongly components of teacher education programmes in terms of levels and types. This can help the institutions to share available resources. The basic issue in this area of linkage is a plan for use the human resource and material resources cooperatively. The programmes concerned in this case were diploma in education, certificate in education and degree in education. The linkage also focuses on both pre-service programmes and in-service programmes for non-degree and degree. The linkage should be in the following structure:



**Figure 5.1 : Linkages of Teacher Education Programmes by Levels and Types.**

The linkage of teacher education programmes by levels and types is very important and serve the following purpose in teacher training processes: Firstly, increase cooperation as grade A teachers colleges like diploma teachers, just like diploma students would love school with degree people, as can teach each other and provide role models for each other.

Secondly, economize on common facilities and teaching resources such as key module, textbooks, good tutors, ICT facilities, laboratories, which can be used by teachers of different categories.

Thirdly, knowledge of what is going on at each level and thus making requisite adjustments in curriculum formation and teaching approaches.

Fourthly, abstract the quality of those who want to jump to academic preparations, and benefited from the abundant resources in and around them.

### **5.3 Divergence in Patterns of Academic Performance of Trainees by Levels**

Performance is built up with a combination of different assessment. According to TIE (2009) assessment and grading are classroom strategy implemented by tutors to ascertain the knowledge, understanding, skills attained by students and awarded. Tutors administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what learners know, understand and do. Assessment occurs frequently during the college year and was a part of regular teacher-students interactions. Students received feedback from tutors based on their performance that allows them to focus on content covered but they have not yet mastered. Tutors learn which students need review and remediation and which students are ready to move on to more complex work. Thus, the results of assessment help to ensure that all students make learning progress throughout the college cycle whereby are increasing their academic and professional achievements.

#### **5.3.1 Basic Assessment Areas by Programmes**

The assessment of grade A and diploma in education comprise five basic assessment areas: Class presentations, Essay writing based on individual and group assignment, tests, terminal examinations and final examinations as indicated in Table 4.28. The arrangement of assessment was well organized to capture the coverage of curriculum content. In case of relationship between continuous assessment and final examination were different, National Examination Council always claimed that there was no

relationship between these two assessment. They said that “the score from the colleges always were high than the score gain from the final examinations and the differences were ranging from 30 to 45 per subjects for grade A and for diploma ranging from 30 to 44”.

Probably, the problem of failure was due to partial taught of the subjects in the college, then when to come to an end, the final examinations comprise all content supposed to be taught, as a result the candidates were not covered and ended with fail or poor performance. The candidates assessed and awarded 50% from the college as continuous assessment which includes teaching practice and project and 50% from final examinations. The different between assessment in degree and assessment in diploma as well as certificate came in the sense that, in diploma and certificate is 50% for internal and 50% for final examinations, while at degree level was 40% in coursework and 60% in final examinations.

Specifically, the assessment for professional subjects have more detailed than assessment for other subjects. This assessment based on the internal assessment and focused on the following items: Seminar presentations, test, terminal examinations, annual examinations, project, portfolio assessment, assignment and teaching practice assessment which includes microteaching practice, single lesson practice, and peer group teaching practice, demonstration teaching and block teaching practice. Every assessment play every big role in the whole process of teaching and learning.

The internal performance for professional subjects differ from final examinations, whereby candidates performed better in internal than final examinations. The main reasons caused this situation to happen in teachers training colleges were that, learning was not taking place properly to the trainees. Thus, the coverage of what tutors were supposed to cover within two years was not done clearly. As a result at the end of the course trainees were performing poorly. Internal assessment is a crucial techniques which can be used to measure ability of the learner throughout the course if can be used properly and efficiently the trainees can study hard and could be performing better for all courses and subjects.

In Universities the assessment and examinations were taken very seriously for each course than diploma and certificate. If the students made mistakes on examinations regardless coursework or final examinations they can lose the study completely. The following were conditions and regulations concerning examinations at universities: First, all candidates should take and pass Examination in the entire registered course in any particular semester.

Second, practical Course/Field Work. Any student who fails any component of a practical course or fieldwork shall be deemed to have failed the course.

Third, grading of trainees used the letter grades A, B+, B, C, D, E. For averaging purposes, the grades have the numerical value of 5, 4, 3, 2, 1 and 0 respectively. The pass grade in each of the courses taken is “C”. The grade for an absolute fail is “E”. A minimum of 90 units have been used to calculate the final degree standing.

Fourth, courses weighted by multiplying the final grade of a given course by the number of its course units, and a candidate's overall performance will be computed by dividing the total course units into the weighted total for all courses.

Five, coursework marks for theory courses were 40 percent while final examination awarded 60 percent. All methods courses awarded 50 percent for coursework and 50 percent for final Examination.

Six, a candidate who fails some courses at D or E but attains a grade point average which is not below 1.8 having been supplement the failed subjects. When a candidate fails supplementary Examination was allowed to carry over the failed courses provided to attain an average grade point which is not less than two.

Seven, a candidate's final standing in the bachelor of education degree determined by the weighted average of all first to third year course marks, including teaching practice grades. The final standing did not compute unless all the paper and teaching practice have been passed. The final performance of bachelor degree in education graded as first class, upper second, lower second and pass.

### **5.3.2 Variations of Final Examinations Performance by Levels**

Generally, the performance of final examinations for trainees at all levels was poor.

In fact, there were very few students who scored first class for degree, Diploma and grade A. From 2009 to 2012 there were four students only in grade A who obtained

distinction as indicated in Table 1.4. In the same range of time there were two students only in diploma who were obtained distinction as indicated in Table 1.5. Just imagine this was a performance of all non-degree teachers training colleges in Tanzania. Now is the time to think on the kind of teachers who teach at different levels of education in this country and the products produced time after time.

Amazingly, there was no distinction in all visited diploma and grade A teachers training colleges in 2013. There were only two students scored credit in diploma level which were only 0.2%. In degree level there were very few students who obtained first class which was only 1.2% from experienced university college in Tanzania. This was an indicator that the products of teacher training institutions were in poor quality. In this case more effort is required for improving performance of the candidates of teachers training institutions in Tanzania.

Actually, the results reflect the entry qualifications of trainees for degree level, diploma level and grade A level. Definitely this situation of low performance has a long history in Tanzania education system and teacher education in particular. When tracing the problem of poor performance started from primary schools, whereby these products transferred to ordinary secondary school level and then moved to advanced secondary school level. The definition of this chain shows that all levels of education performing poorly. The system of education must be given priority like USSR, China, Finland, Britain, USA and other countries who are performing better in education and teacher education in particular.

Furthermore professional subject in grade A was called education subjects “ualimu”, also their performance was poor. This means that trainees failed to know how to teach different subjects and important things in teaching profession. The profession subjects are core in teaching and learning process for any subject. The process of analyze the performance was very important because of having a real picture on implementation of curriculum contents to the trainees at teachers training institutions. The researcher was based on final examinations performances because it combines all important things supposed to be covered in the two years in grade A programme.

In 2012 there was no candidate who scored A grade in education “ualimu” subject in final examinations. The situation of this kind of performance could be caused by poor coverage of the contents, incompetent of some instructors, and ability of trainees which reflect on the entry qualifications as well as scarcity of teaching and learning materials including references especially books which were written by Kiswahili language.

The researcher surveyed both public, pure private and faith based training institutions. The performance is among of the indicators for good or bad curriculum contents and its implementations. In the visited grade A teachers training colleges there was no college that gained even a single distinction in 2013. In actual sense the performance was not good because most of the candidates gained pass and there were no distinction and very few gain credit. Among of the reasons of poor performance based on shortage of teaching and learning materials, number of subjects taught were too many, incompetence of the trainees due to low entry qualifications, weakness on

teaching and learning approaches used by tutors, and effectiveness in supervising teachers training colleges in general.

The intention of teacher training institutions was to prepare competent and qualified teachers for all levels of education. The process of training teachers faced with a very big challenge on low performance rate. There were very few trainees were scoring distinction and credit. Also there were perpetual situation of the trainees who failed to accomplish the training either by drop out or fail Examinations. All these need to be addressed very carefully and immediately so as to rescue this bad situation prevailing in teachers training institutions in Tanzania.

Definitely, this kind of circumstances makes the planning projection for training teachers for schools to become very difficult, as a result of shortage of teachers in secondary and primary school levels as well as teachers training colleges. Basically, the main issues about projection were caused by implementations of focused objectives, weak supervisions from the class level up to administrative levels.

Also this situation was the reason why the government decided to minimize the entry qualifications for diploma in education from division three or two principal passes to one principal pass and one subsidiary in order to increase number of trainees in teachers training colleges. In case of reducing entry qualifications so as to get trainees who joined in teacher training institutions is better to modify the system of teachers education programmes such as provide students loan to non-degree

students as used in degree programme. This will attract many students with high qualifications to join in teachers training colleges.

Precisely, from 2009 up to 2012 there were only two trainees who were scoring distinction in all colleges offered diploma in Tanzania which was equal to 0.03 percent. Among of the reasons which cause this situation of low pass rate in teacher training colleges was under average entry qualification for trainees. Other reasons are shortage of teaching and learning materials, shortage of tutors especial in private colleges. Some of the Principals claimed that some of tutors were incompetent and have no experience because most of them come direct from universities without any experiences from teaching of either secondary or primary levels. Other reason was low habit of trainees in learning. It could be due unpleasant learning environment, ability of the learner and lack of knowledge of guidance and counseling of trainers.

The performance is among one of the determinant of quality of curriculum contents. Not only that but also indicating the way implementation of curriculum content taking place in the college. It shows the totality of coverage of the contents indicated in the syllabus. If the trainees were performing well in their final examinations and some of them getting distinction, it indicates the positive side of implementation and quality of the curriculum contents. If the trainees were performing poorly, indicates the negative side of the implementation and quality of curriculum contents coverage. Table 1.6 shows the totality of the performance of all colleges that offered diploma in education from 2009-2012.

Furthermore, the professional subjects' performance for diploma in secondary education in 2012 and 2013 was poor. The situation of this kind of performance shows that, the professional subjects were not well taught, contents were not clear to the trainees and tutors, shortage of teaching and learning materials, incompetent tutors as well as time allocated per week in each professional subjects were not enough as complained by some tutors and trainees.

The professional subjects are the foundation of teaching profession. This study revealed that most of the students performed poorly in professional subjects in final examinations. This means that the countries lack competent teachers professionally. In other countries like USA, USSR and UK teacher education sector given priority like other sectors such as medicine. Therefore, no teachers were allowed to teach without confirmed their capability professionally. In universities all lecturers should possess PhD and not otherwise. The trained teachers in teacher education cut across at all levels of education from nursery schools to teacher training colleges. Basically poor performance may contribute to the failure of standard seven candidates, form four candidates, form six candidates as well as diploma and grade A candidates.

#### **5.4 Staff Qualifications in Different Levels of Training Institutions**

The term trainers describe the status of instructors for teachers training institutions. Specifically in teacher training colleges which means diploma and certificate level the trainers known as tutors and in the colleges of education in universities trainers known as Lecturers. Tanzania Education and Training Policy of 1995 indicate that “minimum qualifications for tutors at certificate and diploma level teachers' courses

shall be the possession of a valid university degree, with the necessary relevant professional qualifications and specialization”. Furthermore, Tanzania Institute of Education concerned with established facilities and programmes for training and further professional development of tutors of teachers training colleges”.

The situation in teachers training colleges was contradicting to statement of the policy as some of tutors were diploma holders. On other hand, academic qualifications for those who supposed to teach at university level should possess PhD, but most of them possess master’s degree as assistant lecturers and few of them were tutorial assistant who possess bachelor degree. Senior lecturers were few but professors were very few. In fact the issue of tutors and lecturers were different in one way or another. First, universities have autonomy in the recruitment and remuneration of its staff, which includes both academic subject specialists and professional educationists. They have their own staff development plans. Since the production of teachers fall under Ministry of education and Vocational Training, but it has be recognized that higher education institutions have their own mechanisms on job training. In fact some have whole units for improvement of universities teaching and learning and continuing education. Even in university colleges of education there were diploma holders who called tutorial lecturers and other were masters’ holder who called assistance lecturers. The best level for training degree tutors and teachers are PhD holders in universities.

#### **5.4.1 Characteristics of Good Trainers in Teacher Training Institutions**

Generally, in order the trainers to be effective they must fall under special characteristics as categorized by TIE (2009, 2010) as follows:

Firstly, academic skills. Tutor should have at least a degree of teacher education from registered university or University College of education.

Secondly, experiences of tutors should have some experiences in teaching at preprimary, primary and secondary at least three or four years and has attended related short courses or seminar.

Thirdly, professional skills for tutors should have adequately participated in teaching practice so as to have strong professional competence. Professional development for tutors should attend in-service training courses: Short courses, seminars, workshops symposia, long course and conferences. Plainly, most of private teachers colleges used the retired officers from the government teachers colleges, primary schools as well as secondary schools, but were not centered monitored.

Generally, most of tutors have no experience in teaching professional because some of them taken direct from the university colleges of education or teachers training colleges to teach teachers training colleges without having any experience about the learners either in primary or secondary schools. The teaching of trainees in teacher training colleges or universities required confidence, competence, commitment and knowledgeable as well as experienced tutors, because prepared one in teaching

professional is not a simple task. In order to help new tutors in the teachers training colleges the induction programme must be in place to all new tutors in order to get skill from experienced tutors for all teachers colleges.

The professional characteristics required for tutors for strengthen their effectiveness were not seriously taken into account in teachers training institutions. For example issue of workshops and seminar help the tutors to be in line to train scientific and competent teachers for all levels in education. Not only that but also the in-services courses are very crucial to tutors but were not properly done or were not done at all or it done for a very few tutors and not regularly.

Omari (2013) found that, there were no PhD holders in eleven teachers training colleges; masters' degree holders were very few as there were only ten tutors out of 439 tutors from eleven public teachers colleges. The majority of the tutors held bachelor degree and diploma. Bachelors were 285, diploma were 106 and grade A were 34 from 11 colleges which were Tarime, Bunda, Kitangali, Kleruu, Marangu, Mtwara, Patandi, Mpwapwa, Tabora, Tandala and Bustan. In fact the teaching of diploma students could benefits from more masters and PhDs. Yet one would have expected a degree to be the minimum but that does not seen to be the case in teachers training institutions.

In fact the best requirement for tutors is masters and PhD holders. As far as education policy of 1995 was concerned, the tutors' qualification should be a bachelor degree in education. In contrary to that, some tutors qualifications was diploma in education

and very few tutors were grade A with specific specialization especially at public teacher training institutions.

#### **5.4.2 Number of Teaching Staff Against Number of Qualified Staff in Teacher**

#### **5.4.3 Training Institutions by Programmes and Countries**

Statistically, the number of teaching staff and qualified tutors in teachers training colleges increased year after year. But number of qualified teachers was less than teaching staff from 2010 to 2012 as indicated in the findings. This implied that there were some tutors who were not qualified to be a tutor. The number of teaching staff in 2012 was 2044 while the qualified tutors were 2005. This means that 39 tutors were not qualified. The number of tutors in non-government teachers colleges were small than the government. Note that, number of private teachers colleges increased up to 90 colleges established up to 2013 while the public teachers colleges were 34. This delineate among of the weakness of private teachers training colleges in the whole process of training teachers.

Specifically, the visited teachers training colleges grouped into three categories. One is public teachers training colleges; second category was pure private teachers training colleges and third was faith based teachers training colleges. The level of qualifications ranging from PhD, Masters, bachelors, postgraduate diploma in education, advance diploma in education, diploma in education and certificate in education (grade A). As the qualifications of trainers categorized, some of them were not fit at teacher training institutions. There must be a limit of those who supposed to

teach at teacher training institutions and PhD holders are the best one. In non-degree programmes at least to be taught by master's degree holders.

According to data in teachers training institutions shows that there were few PhD holders as doctors but there were very few full professors and associate professors. In fact most of trainers were master's holder especially at universities. Currently, big number of tutors and lectures were at public teachers training institutions than private teachers training institutions. In universities and university colleges of education appropriate qualifications were PhD rather than masters' holder as used in other countries like USSR, USA and UK. Also there was a claim that most of private tutors were part time and was not staying in one teachers training college for long time. The main reasons of tutors from private teachers colleges movement from one college to another were remuneration which was not quantify the requirements for daily life basis and difficult environment for teaching and learning process. The source of all these was that most of private teachers colleges have very few trainees which become very difficult to run the colleges properly and efficiently.

The main issue was the number of professors and PhD holders in universities and university colleges. There were very few professors and few doctors as the PhD holders. The big number was under masters' degree and very few were bachelor degree and there were no diploma holders. This indicates that the main categories of lecturers at teachers training institutions were master's degree holder. On other hand the number of trainers decreased at a certain range of time. It caused by attrition

reasons included employed in other place or retirement or death or transferred to other occupation.

In many countries such as the USSR and USA, university staff cannot get tenure without a PhD and most courses and certainly those at graduate level and in the senior undergraduate year are taught by PhDs. Professors and associate professors were few, also many of them were in age above 60. This means that few years to come many of them should retired from teaching, as a result of shortage of lecturers in universities and other teacher training institutions. In this study two high education institutions were selected as a sample for data collections. These institutions were the University of Dar es Salaam School of Education which standing for public universities. Another institution was Morogoro Muslim University (MUM) which stands for private but as faith based for Muslims denomination. In Morogoro Muslim University training of teachers was done in department of education which was under faculty of arts and humanities.

Amazingly, the number of assistant lecturers was bigger than number of lecturers, senior lecturers, associate professors and professors. Under assistant lecturers there were tutorial assistants who decreased year after year. Omari (2013) found that the University of Dodoma staffing situation shown earlier demonstrates a skewed distribution even more dramatically than University of Dar es Salaam; there was a shortage of 52.8% of the required staff across the university. This proved that, there were serious problem pertaining qualified trainers at all teachers training institutions.

#### **5.4.4 Variations of the Structures in Training Institutions**

In case of organization, the universities differ in general arrangement of staff according to sub-divisions of the college. The Morogoro Muslim University has no faculty of education. The training of teachers was done under department of education which was under faculty of arts and humanities. As a department of education has eight lecturers; one was associate professor, one was PhD holders and six of them were assistant lecturers who were masters' holder. While as a faculty of arts and humanities comprise nineteen staff; one was associate professor, another one was PhD, nine were masters' degree holder and eight were bachelor degree holder.

Furthermore, in University of Dar es Salaam the arrangement was quite different from Morogoro University and some other colleges. The University of Dar es Salaam has a new system called school of education. There were several schools at University of Dar es Salaam among of that schools was School of Education (SoED). It deals with teacher training and other educational matters. Other schools were school of law, School of business and school of engineering. This study deals with school of education. The staff in this school distributed according to departments. There were three departments which were as follows: Department of Educational Psychology and Curriculum Studies, Department of Educational Foundations, Management and Lifelong Learning and Physical Education and sport Sciences Unit.

The way School of Education organized departments and units was a very good system in management of teaching and learning process. Department of physical education and sport science unit has no professor or associate professor and have only

one senior lecturer and only one lecturer. Some of the staffs have been in leave with different categories. Some were on study leave, some were on sabbatical leave and others were on leave of absence or secondment. The number of staff members who were on training was 39.13%. The big numbers who were on leave were assistant lecturers which were 29 for all departments. Seven were from Department of Educational Psychology and Curriculum Studies, 16 were from Department of Educational Foundations, Management and Lifelong Learning and six were from Physical Education and Sport Sciences Unit. The plan of allowed trainers to learn more and upgrade their qualifications was a very good plan, but there are side effect of it for a short range of time which included shortage of trainers.

The teacher education section in other countries like USA, USSR, UK, and Finland treated equally like other sectors such as health sector or business sector and other sectors. Specifically, in USSR 80% of teachers were graduates with master's degree in education. This ensures the quality of staffing at all levels of education in a country. Thus, more strategy needed in Tanzania so as at least to be in a position of having enough PhD holders, and few masters holder as well as to discourage bachelor and non-degree holders at Teacher training institutions in Tanzania.

### **5.5 Analysis of Training Approaches**

In this study the researcher observed the training and learning methods according to Flanders interaction Model. Also the research were surveyed some documents such as teacher education framework, syllabi and modules. According to TIE, (2009, 2010) suggested that, the certificate, diploma and teacher education courses in general

should emphasize student centered approaches in the teaching and learning process. Tutor should not be the sole sources of knowledge but should act as facilitators providing a broad range of teaching and learning experiences. Student teachers are encouraged to assume more responsibility for their learning.

#### **5.5.1 Ways of Engaging Students of Teachers Training Institutions in Learning**

As far as competence based teaching and paradigm shift are concerned, the trainees should actively participate fully in teaching and learning process. This can help the trainees to gain experiences on student centered way of teaching. The following are the ways of engaging trainees in teaching and learning process:

Engaging student teachers in active learning experiences, setting high and meaningful students learning expectations, providing, regular and timely feedback, recognizing and responding to different students learning styles and promoting the development of multiple intelligences, presenting real life applications, creating opportunities for students –tutor interactions, creating opportunities for student-student interactions, creating opportunities to students- material interactions, understanding and applying different techniques for assessing students, striving for continuous professional development, consideration to student-teachers with special needs (TIE, 2010).

The suggested ways of engaging trainees were good and if it can be practiced effectively will give out positive results in the whole process of training. What is happened in teachers training institutions was contrary to what is supposed to be applied. Most of the time tutors apply non participatory teaching methods, which

were passive way of teaching instead of concentrated on active ways of teaching such as discussion, classroom presentation and likewise.

### **5.5.2 Varieties of Training Approaches by Levels**

Teaching and learning is a process which can use varieties of teaching and learning approaches depending on the nature of the subject matter and time allocated to it. Among of the training methods used in teachers training institutions were: Group discussion, Individual projects, Group projects, Study visits, Lecture methods, Storytelling, Questions and answers, Brainstorming, Guest speakers, Class presentations, Seminar discussion, Library search, Role play, Demonstration, and Experiments (MoEVT, 2009a, 2009b, 2009c, and 2009d). All of these methods were known by tutors and indicated in the syllabus, but the problem was not used during teaching process except few active and many passive methods were used.

As observed from a classroom, some of training methods were highly used by trainers during teaching and learning process. Such methods were lecture methods, brainstorming and questions and answers methods. Some tutors claim that those teaching methods were commonly used because of time allocation for professional subjects per week which were only two hours per week compared to some academic subjects which took three to five hours per week. All teaching methods outlined were used at all levels of teacher training institutions with the same nature and situation, as indicated that some were greatly used, moderately used and some were not used. The problem was that the approaches which were greatly used based on transmittal way of

teaching whereby the trainees were not participate fully in the whole process of teaching and learning.

### **5.5.3 Flanders Interaction Model and Classroom Activities Observed**

Precisely, Flanders Model style is a well- known teacher-student teaching classroom interaction observation system, a recording and analysis of teaching situations in teaching behavior and teacher-student interaction analysis system events. In combination with case details the Flanders interaction analysis system in actual classroom teaching applications. Social interaction in the classroom is extremely detailed and complicated, an interactive analysis system known as Flanders Interaction Analysis System .It is a classroom teacher-student interaction observation system of teaching. The role of Flanders Interaction Analysis System is to use a code system (Coding System) recorded in the classroom interaction between teachers and students an important event in order to analyze the study of teaching behavior, knowledge about the interaction context in the classroom impact of the incident in order to help teachers to understand and thus to improve their teaching behavior.

Flanders Interaction Analysis System came to light, triggering a number of pairs of the classroom teacher-student interaction observation system and methods of research. In general, classroom observations can be divided into two approaches: First, "Quantitative observation" to the system's rules by recording the way to conduct a systematic observation; the other is the "qualitative observation," bringing together people the subjective sense of observation skills. As a method of classroom observation for the sake of the breadth and depth of observation, should be either a

“quantitative observation” or “qualitative observation.” In a variety of classroom observation methods as concerned, the Flemish (Flanders) in 1970 proposed an interactive analysis system for the earliest published, classification of the most concise, easy to implement and interpretation, but also to take into account the characteristics of qualitative and quantitative research objective merits ( Huimin and Rong, (2003); Hong, (2002).

Flanders interaction analysis model emphasizes the teaching of the classroom teacher-student interaction, which uses a system, taking into account the direct and indirect teaching style behavior classification of the classroom teacher-student interaction behavior classification. The Ned Flanders Model behavior or activities are categorized as follows: Praises or Encourages, Talk or chart to pupils ideas, Accepts or use ideas of the pupils, Asks and answer questions, Lecturing or Teaching,

Structuring move in the class when teaching and training processes, criticizing or justifying authority, Pupils answer questions, Pupils answer questions Teacher confusion, Pauses for organizing ideas and Pupils confusion as indicated in Table 4.22.

According to findings, lecturing or teaching was an activity which applied by many tutors and lecturers for many times during teaching and learning process. This reflects the transmittal or passive way of teaching which was not the best way of teaching. Sometimes questions and answers were used during classroom interaction moderately. This was an active ways of teaching at least trainees participate, but with a very elementary activities. And then other behaviors in the classroom were

followed in variations, some were little used such as praises or encourages, accepts, use pupils ideas, structuring move and criticizing. The best methods and activities supposed to be used most in teaching and learning process are the student centered or interactive way of teaching. The passive approaches and activities should be improved either by supported with teaching aids or mixed with other active approaches during teaching and learning process.

#### **5.5.4 Nature of Teaching Practice by Levels and Countries**

Another important component in training of teachers was teaching practice. This is an accepted way of introducing student teachers to their profession (Mohamed, 2012a). All levels were used sixteen weeks for teaching practice for the whole course either for two years or three years course. Generally there were four types of teaching practice practiced in teachers training institutions:

First, Micro Teaching Practice (MTP) is a type of teaching practice done where the teacher to be or the trainee observes the teacher who is teaching so that can be in the position to do the same. Or the pupils of a certain class can be brought to the learning place and taught by the tutor or any experienced teacher where the trainees are behind observing how the teaching is being done so they can practice it soon.

Second, Peer Group Teaching Practice (PGTP) is the teaching practice done in the classroom when the trainees practice teaching among themselves. For this it can be done even in the absence of a tutor (Mohamed, 2012b).

Third, Single Lesson Teaching Practice (SLTP) is the type of teaching practice where the teacher trainees goes to school and teaches only one lesson on which he/she is assessed by the tutor and goes back to the College.

Fourth, Block Teaching Practice (BTP) is a type of teaching practice whereby the teacher trainees are allocated to different schools and practice teaching and their tutors normally go to assess their student's performance and its take a long time for about two month for each academic year (Mohamed, 2012c; WEMU, 2012b).

Generally, exposure of trainees to teaching is very important because it helps them to gain experience. In fact, teaching is a complex process which requires teachers to use assortment of teaching aids, teaching methods, strategies and techniques as well as equipment used in teaching and learning processes.

In highlighting about teaching practice, other countries like USA, UK and USSR the same system of teaching practice were used. Not only has that but also time for teaching practice were the same. The problem in Tanzania was monitoring and supervision in general. It may be due to lack of resources, poor planning and lack of seriousness. Advisably, Tanzania Education Policy of 1995 state that "due to inadequate transport facilities and financial resources, the essential practical components of single lesson teaching practice, demonstration lessons and block teaching practice, have not been adequately implemented. This situation has led to the production of Mature Age Entry Examination qualification for trained teachers. In order to redress this trend block teaching practice shall be mandatory to every teacher

trainee and adequate financial provision shall be made by owner and managers of teachers colleges for the full duration of the pre-scribed practice teaching period". The period of teaching practice for grade A, diploma and degree was about 16 weeks for the whole training periods.

The trainees in degree level attend teaching practice for first and second year only and in third year dealt with independent study or projects. Time for teaching practice in teacher training institutions was standard in the sense that 60 days to be in practical work. As far as this time was planned, possibly the learner must gain something for experienced teachers during teaching practice. Definitely, teaching practice is a very important activities or approaches which acquaint the students practically in teaching professional. Thus, strong supervision is required.

#### **5.5.5 Teaching Practice Assessment in Teachers Training Institutions**

According to TIE (2009, 2010) trainees should be assessed three times when in first year and two times when in second year, which make a total of five assessments for every student teachers. In the real situation what was happen in the colleges the total assessments for two years ranging from 4 assessments to 5 assessments for every students. This circumstance sometimes caused by shortage of supervisors compared to number of trainees. Also there was a claim from some trainees that some of the assessors assessing some student teachers on table and not in the class then given them grade accordingly.

The fundamentals supposed to be considered in teaching practice assessment indicated in the assessment forms. Before assessing the student teachers in the field by using especial form the trainees were practice through micro-teaching practice, every trainees should practice so that to build confidence and practice on all elements which should be assessed. Also the trainees practice through single lesson practice, whereby trainees teaching in a real class according to level of training. Not only had that but also made more practice on peer group practice. Hence, during block teaching practice or long time teaching practice the trainees have already have enough knowledge about teaching. The assessment form comprises all crucial elements which required the teacher to prepare before teaching during teaching, and after teaching as indicated below:

Lesson Preparation. In this area there were varieties of elements to assess such as availability of scheme of work and lesson plan; ability to state lesson competence and objectives; proper writing of scheme of work; proper writing of lesson plan correlation of stages, assessment activities and certainty of specific objectives.

Skills and knowledge. Here the main focus were mastery of subject matter, sequence of contents, Compliance of the subject matter with the environment and skills of questioning and handling learners responses.

Training methods, the important issue here was the selection of appropriate methods, proper application of selected methods and effectiveness of applied methods.

Training aids, the main focus is having them in the class, compliance with specific objectives, creativity and innovativeness and ability of using them. Self-expression, the main focus were clarity and appropriateness of language, audibility of his/her voice in the class, logic and ability of explaining.

Chalk board work, the trainees should be able to know the arrangement of chalkboard work, decency and readability of writings, proper positioning during explanation, proper use of chalkboard aids and its supportive equipment including ruler, chalk and chalkboard duster.

Pupils or students activities, there were must be correlation between specific objectives, quantity, quality and adequacy of activities, ability of activities to make student think and correlation with learners in daily life experience. This combined with Classroom control, the main things in this part were discipline of the class, ability to manage the class, and general classroom management and organization.

Another important for trainees' assessment in teaching practice was personality. This was based on neatness of dressing, neatness of the body, self-confidence and appropriate use of language. Generally this situation makes the teacher to be smart. Self-assessment of the lesson, the trainees should know how to comments about teaching and lesson in totality as well as to reflect with the specific objectives. The trainees should be able to plan for strategies for improvement, acceptance of advice given by supervisors, supervisor's general comments about the lesson, total mark

sand grade supposed to get. Supervisors name and signature also should appear as indicated in teaching practice assessment documents and assessment form.

In teaching practice assessment elements as indicated above, there were important things which also needed to be assessed which were subject logbook and lesson notes which were not indicated in assessment plan. The elements indicated in teaching practical assessment form were the same at all levels which means certificate, diploma and degree, the difference was the way assessment form arranged and the distribution of marks especially for degree programme but in non-degree all items were the same.

In case of time to be used for teaching practice were the same to all levels of training programmes. Currently, teaching practice used sixteen weeks but differ in time of being posted to teaching practice stations. The time for teaching practice was about the same with other countries like United Kingdom as indicated in Figure 2.1. The problem was in poor teaching environment of our schools and poor assessment of some trainers, especially who were not exactly observed trainees when teaching in the class.

Basically, this chapter focused on the discussion of the results of the study. The main issues discussed were similarities and differences of entry qualification at non-degree and degree programmes. Other issues were curriculum contents by levels, staff qualifications in different level of training, analysis of training approaches and pattern of final examination performance.

## **CHAPTER SIX**

### **6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents summary of the findings, conclusions from the findings and recommendations of the study.

#### **6.1 Summary of the Findings of the Study**

The purpose of the study was to review and assess the quality of the contents, staffing and training and learning approaches used in degree and non-degree training institutions in Tanzania. The main focus was on the professional components of the programmes rather than the academic subject matter such as history or biology.

This study answered the following research objectives:

First, examine the entry qualifications of teacher trainees in degree, diploma, and certificate programmes in Tanzania;

Second, compare and contrast the curriculum contents in terms of structure and coverage, include references and library facilities, provided to teachers for degree, diploma, and certificate teacher training in Tanzania;

Third, examine classroom training methods by using Flanders interaction model in teachers training programmes in Tanzania;

Fourth, assess the qualifications of tutors and lecturers in teacher training institutions in Tanzania;

Fifth, analyze the performance of degree and non-degree trainees in final examinations.

This study used both qualitative and quantitative paradigms whereby employed the survey research design with historical perspective. The study was analytical but survey in nature whereby different documents were surveyed. Also content analysis and interpretive research approach were used in interpreting data. The instruments which were used in this study for data collection were interview schedule, observation schedule, checklist for key provisions and document reviews for historical evolution of teacher education. The collected and analyzed data were organized in tables, and figures but interview data were organized in themes. This study found many issues as far as teachers training process is concerned.

Teacher education has remained greatly centralized in terms of curriculum formation and staffing, but it provided a network of about 164 teacher training institutions, 124 were teacher training colleges whereby 90 were private and 34 were public teachers training colleges. Among them, 58 offered certificate only, 19 offered diploma only and 47 offered both diploma and certificate. 40 were universities and university colleges, 31 were private and 9 were public universities and university colleges. Total enrolments for trainees per year (2012) were 88618, whereby 25,626 were certificates 9,405 were in private and 16,221 were in public. 12,360 were diploma,

2911 were in private and 9449 were in public as well as 50,632 were enrolled in degree programmes.

In the same year enrolment in pre-primary was 1,034,724 and primary level was 8,247,172 which were supposed to be taught by grade A teachers. Secondary school level enrolled 1,884,272 and teachers training colleges enrolled 37,986 which were supposed to be taught by diploma and degree graduates. Specifically, diploma was being prepared to teach Form One up to Form Two. Degrees were being prepared to teach Form Three up to Form Six as well as teacher training colleges. Despite the quantitative success of establishment of teacher training institutions all over the country, teacher education has always been left out to play round without settled. The development of education in this country has remained pessimistically checked, with each tier having its own plans, with teachers factored in as a means, and not an end by themselves, and worse still, teachers have been viewed from a quantitative angle only and not in holistic manner. As a result, a host of stresses and issues have arisen and need to be addressed urgently. These issues gravitate around three main categories:

***Professionalism.*** The teaching profession recognized as a profession with its own minimum entry requirements, duration of training, progression in the profession, a code of conduct, and basic rights and privileges. It does not seem that there is strict observance to these professional dogmas in Tanzania today.

***Quantity Based.*** It is now self-evident that the education system is not producing enough numbers of teachers at all levels and in proper mix of qualifications and needs of each subject. There were persistent complaints of acute shortage of teachers at all levels and in almost all subjects but more claims were based on science subjects, mathematics and English language.

***Quality of tutors and teachers.*** There were some doubts about the quality of teachers who were produced by teacher education system, regardless of how quality is defined. There was lack of a model or models of good teaching behaviors that should be exhibited by inactive teachers. The performance of students in the whole school system has remained chronically unsatisfactory and incomprehensible.

#### **6.1.1 Entry Qualifications in Teacher Training Institutions**

This is a very crucial angle in teacher training process. In fact teacher education was not done well in this part. According to Table 4.1 the qualifications of trainees in diploma and certificate relied on division four and very few trainees had division three from the candidates who have been completed Form Six and Form Four respectively. In university and university colleges of education most of trainees have division two, followed by division three and then division one from the candidates who have been completed Form Six as well. This situation caused by poor performances of ordinary level secondary schools and advanced level secondary schools. In fact teacher training process required the best students from secondary school level to be trained for teaching position than any other programmes because it's the mother of all programmes.

### **6.1.2 Contents Coverage and Structure in Teacher Training Institutions**

The coverage and structure of the contents in degree and non-degree were organized and cover all important issues concerned with teaching profession. There were differences between degree and non-degree in the sense that, in degree programmes all issues were organized in course outline and non-degree presented in the syllabus which are prepared by Tanzania Institute of Education. In case of depth, more depth was seen in degree programmes, followed by diploma and then grade A.

The main challenge was based on number of subjects and time allocated for each subject especially in professional subjects. In fact number of subjects in non-degree programmes was many and time allocated was minimal compared to what was supposed to be covered. In contrary, the academic subjects have been given a big number of times than professional or pedagogical subjects.

### **6.1.3 Training and Learning Resources in Teacher Training Institutions**

This was a very big defy in teacher education sector. There were no up to date training and learning materials in teacher education institutions in all levels of training. Most of the libraries were very small which cannot accommodate large number of trainees. In fact, there were no enough books, journals and other supplementary materials which are very important in training and learning process.

In the same vein, most of the libraries of teachers training institutions were not equipped with crucial facilities such as computers, internet network, teaching aids

and other instructional tools such overhead projectors, boards, television and radio. Thus, for some of teacher training institutions libraries was vain.

#### **6.1.4 Training and Learning Methods in Teacher Training Institutions**

The instructional documents such as programme framework, syllabus and course outline of different programmes, emphasized on the use of participatory ways of teaching such as group discussion, seminar presentation, assignment and excursion than passive ways of teaching such as lecture method and demonstration done by the teacher. Most of tutors and lecturers were based on the use of lecture and brainstorming methods. According to Flanders interaction model whereby observation were used shows that, most of the tutors and lecturers definitely relied on teaching or lecturing activities. Other events which did not frequently occur in the classroom during training process according Flanders interaction models were trainees' confusion, pause, asked and answered questions. In actual sense especially in training people to be a teacher these are very crucial aspects in the classroom.

#### **6.1.5 Qualifications of Trainers of Teachers Training Institutions**

The qualifications required for tutors who were teaching in diploma and certificate courses were bachelor degree in education while in universities and university colleges of education the lectures supposed to possess Doctor of Philosophy (PhD). Furthermore, in non-degree institutions some tutors were diploma holders, few of them were masters' holders and very few were Doctor of Philosophy holders. In case of degree institutions big number of teaching staff was assistant lecturers who were master's degree graduates, followed by few lecturers then senior lecturers that who

possessed Doctor of Philosophy degrees. Associate professors and full professors were very few in universities and university colleges of education. Also there were very few tutorial assistants who possessed bachelor degrees. Generally, degree and non-degree programmes are supposed to be taught by PhD holders with specific specialization.

## **6.2 Conclusions Based on the Findings**

Based on the findings, the study concludes by arguing that, under performance of the trainees in teacher training colleges and colleges of education is mostly connected with low capability of the trainees due to low entry qualifications in teachers training institutions. Not only that but also there were other factors which include shortage of teaching and learning materials, shortage of tutors and lecturers especially in science subjects and professional subjects; some tutors and lecturers in some colleges were not competent enough in teaching, low habit of trainees in learning, nature of assessment especially for non-degree, many subjects in relation to time allocated for each subject per week and per course, partial coverage of the content and weak inspectorate internally and externally.

The shortage of teachers at all levels is associated with failure of trainees in final examinations every year, small number of trainees trained per year all over the country, attrition of teachers in all levels of education as well as failure to retain the teachers on teaching professional as a result teachers leaving away and joined other occupational.

With regards to teaching profession, the teacher training system did not make enough effort to help teachers to maximize their potential to all students. Not only have that but also instructional materials were not enough. Largely, the quality of teacher education often is lacking and teachers training institutions lack the capacity to train the best teachers. As a result the trained person becomes incompetent to the extent that they failed to deliver to the learners what were supposed to be delivered.

The challenge of teacher education and teacher training institutions is to make sure that train more competent committed and qualified teachers than before. This is because; contemporary science and technology, liberalization, privatization and globalization pose great challenges to teachers, calling for creativity, discovery and inquiry in the teaching profession.

### **6.3 Recommendations for Management and for Further Research**

The recommendations of this study is for government, specifically Ministry of Education and Vocational Training, public and private teachers training institutions, Tanzania Institute of Education, National Examination Council of Tanzania, Tanzania Commission of Universities, Tutors, Lecturers, Trainees and other education stakeholders. The areas detailed for recommendations and reflected in the findings of the study are based on the following headings:

#### **6.3.1 Attracting and Retaining Quality Tutors**

For better education in Tanzania the competent, committed and qualified tutors and lecturers must be in place at all teacher training Institutions in Tanzania. This is for

preparing competent and qualified teachers for all levels of education in Tanzania. The following recommendations are recommended for action to all beneficiaries of this study:

The Government should articulate the philosophy, along the lines of education for self-reliance and vision of education that would determine the kind of capabilities that students would develop through their education career, vision on master and demonstrate ideal teaching behaviors. The main focuses on teaching behavior are as follows:

First, create effective and sustain good atmosphere for learning, make what is taught appear important and has high expectation, tolerate diverse views, shows empathy and care for learners, use simple clear language, focus attention on the audience, demonstrate fairness and honesty, show patience with slow learners, reflect on what to teach, how to teach in the future, show self-effacement, modesty and ethical behavior, demonstrate to be a good model, show good problem solving approaches, give very clear messages and use time finest, remain positive and give feedback relevant, demonstrate a variety of teaching skills, judicious use of rewards and incentive and interact with the community and promote schooling.

Second, induction, regular mentoring, supervision by external inspectors and classroom inspection by the principal or head of the school, should be encouraged and practiced.

Third, the government should prepare enough number of tutors and teacher educators as well as mentors to support teachers and tutors all over the country.

Four, teacher training institutions should train tutors and teachers to meet the needs of all students regardless of their special needs.

Five, another important recommendation is that the government should get tutors and teachers where they are needed most.

Six, the government should use the competitive career and pay structure to retain the best tutors, lecturers and teachers.

Seven, teacher education sector should improve tutors, lecturers and teachers governance in order to maximize impact on teaching and learning process.

Eight, teacher education should equip tutors and teachers with innovative curricula to improve teaching and learning process.

Nine, the policy makers should develop classroom assessment to help tutors and teachers identify and support students at risk of not learning.

Ten, teacher education sector should be equipped with strategies that can make tutors, lecturers and teachers accountable for delivering better results to the trainees.

Eleven, the government should recognize teaching profession, as being the foundation to all other sectors, there should be a separate incentive package for tutors and lecturers.

Twelve, the qualifications for tutors should be improved from bachelor to PhD degree in order to make them knowledgeable enough to implement curriculum.

Thirteen, the qualification for lecturers should be at least PhD, by making sure that all masters holders who taught at universities and university colleges of education should learn and get Doctor of Philosophy.

### **6.3.2 Attracting and Admission of Qualified Students**

The basic recommendations in this area are as follows:

One, the government should attract the best candidates in teaching professional by provide loans, grant and free study whenever possible.

Second, the students should be taught on how to use Information Communication Technology in order to avail different teaching materials from the internet and other electronic devices. This can help to fill the gap of shortage of teaching and learning materials.

Third, the government should change the working conditions into attractive manner so as to attract more candidates to admire on teaching profession.

Four, the government should be consistency on entry qualifications for people who joining teachers professional. For grade A the entry qualification should not be less than division three. In case of diploma of secondary education the entry qualification should not be less than two principal pass or division three. The people who join to degree in education should not have less than division two.

### **6.3.3 Innovations and Reforms in Teacher Education Programmes**

Teacher education sector seems to have many levels of teachers. These were grade A (certificate), diploma and degree in education. In order to improve the quality of teachers in teacher education sector the researcher recommended on the following:

First, the government should established teachers training colleges for diploma and degree only for secondary, primary and pre- primary schools. At least the teachers for primary schools should possess diploma in education or degree in education. And degree programme should prepare enough PhD holder.

Second, the Tanzania Institute of Education should design the system of specialization or bias system for primary teachers instead of taking all primary subjects. Example of bias it can be language bias, science bias, social science bias and Information and technology bias.

Third, the National Examination Council of Tanzania should design and change the system of assessment used in diploma and certificate in education. The best system

assessment is the semester system whereby it helps to avoid having many subjects in short time and should be supervised within a college.

Fourth, Tanzania Institute of Education should prepare and supply the best teaching and learning materials all over the country for both private and public education institutions.

Fifth, the government should provide regular in-service training for all tutors at all levels by establish in-service units in all teacher training institutions and strengthen district based Teachers Resource Centre to ensure that they are working and offering viable programmes all year round by ensuring that, they are operated with qualified personnel and receive adequate funding to run in-service training;

Six, introduce gradually open distance learning programmes at university colleges, school of education, and all teachers colleges;

Seven, the government should improve teacher education inspectorate sector for college level, district level, region level, zone level and national level;

Eight, to identify specific needs for specific categories of tutors in-service;

Nine, encourage the formation of subject association for regular training and support and empower and strengthen earmarked units with a view of running short courses for various categories of tutors and teachers;

Ten, to introduce a teacher education and teacher training institution journal to facilitate professional dialogue and introduce teacher development plans to ensure individuals tutor, lecture and teacher needs and career paths are addressed;

Eleven, there should be formed a professional association of faculties and tutors training teachers to be and well-planned annual teacher education conference and, explore the academic and pedagogical competencies of tutors as well as lecturers, that leads to production of high quality teachers or tutors.

#### **6.3.4 Accreditation, Quality Assurance and Quality Control**

In Tanzania there was a mushrooming of institutions offering diverse teacher programmes at certificate, diploma and degree level, there is a need of having professional body regulates standards of programmes and institutions training teachers for various levels. As known that basically the government utilizes National Examination Council of Tanzania and inspectorate to that task, but these two organs alone cannot suffice to do this task, as the focus of teacher education is on competences during training, at recruiting and throughout the lifelong career of professional teachers. Specifically the following should be done:

One, every institution should offer programmes with clearly defined and educationally appropriate objectives;

Second, each training institution should maintain conditions under which their achievement can reasonably be expected and accomplishing them substantially as well as can be expected to continue on it;

Three, the accreditation should covers, mission, goals, objectives, curriculum structure, faculty qualification and experiences, student teachers background qualifications administration and financial support to the institutions, as well as physical resources and facilities.

### **6.3.5 Infrastructure, Curriculum, Teaching, and Learning Resources**

Generally, in Tanzania there were very big problem on infrastructure, quantity and quality teaching and learning materials such as modules and textbooks. Thus the government and teacher training institutions should do the following:

One, the government should strengthen the capacity of the Tanzania Institute of education, universities and university colleges of education to improve competence based teacher education curriculum providing quality and standard teaching and learning materials;

Two, the government should allocate sufficient fund under sustainable supervision to the teachers training colleges, faculties of education, school of education, universities and university colleges of education to purchase sufficient relevant books, modules, journals and other relevant printed materials to enable teacher trainees to build a reading culture that they can pass on to their students;

Three, the chief academic officer and Tanzania Institute of Education should keep a close eye on the outlaws who provide materials that do not meet national standards into teacher training institutions;

Four, Tanzania Institute of Education should reactivate the teacher education subject panels, drawing membership from all categories of expert and stakeholders in teacher education and training.

#### **6.3.6 Recommendations for Further Research**

The researcher recommends the following to be considered for further research:

Firstly, Actual Teaching After Graduation for Degree and Non degree Candidates in Tanzania should be assessed.

Secondly, Consumers Assessment of the Quality of Output for Degree and Non degree Candidates in Tanzania.

Thirdly, the Impact of Mushrooming of Teachers Training Institutions and Programmes for Degree and Non degree Candidates in Tanzania.

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## ANNEXES

### Annex 1 : Entry Qualifications for Degree, Diploma, and Certificate in Teacher Training in Tanzania

College Name.....

Programme.....

Entry Qualifications Categories	First Year			Second Year			Third Year			Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Division I										
Division II										
Division III										
Division IV										
Failure										
Equivalent qualifications such as FTC										
<b>Total</b>										

### Key

Form IV		Form Six	
<b>Points</b>		<b>Points</b>	
Division I	7-17		3-9
Division II	18-21		10-12
Division III	22-25		13-15
Division IV	26-33		16-21
Failure	34 and above		22 and above

## Annex 2 : Structure and Coverage of Contents in Professional Subjects for Degree, Diploma, and Certificate in Teacher Training in Tanzania

✓

(Tick) will be used to indicate contents coverage for each programmes

College Name..... Programme.....

S/ N	Professional Courses	Contents Coverage	Time (hrs)- weekly	Grade A	Diploma	Degree
1	Curriculum and Teaching	Curriculum Theory				
		Types of Curriculum				
		Curriculum components				
		Model of Curriculum Development				
		Curriculum Orientations				
		Curriculum Development in Tanzania				
		The Nature of Curriculum Materials				
		Resource Based Learning/aids				
		Preparation for Teaching				
		Teaching and learning Methods				
		Classroom Management and Organization				
		Any other:				
2	Educational Psychology, Guidance and Counseling	Introduction to Psychology				
		Educational Psychology				
		Guidance and Counseling				
		Human Development				
		Learning Theories				
		Diversity of Learning				
		Learning in School Settings				
		Any other:				
3	Educational Research, Measurement and evaluation	Educational Research				
		Educational Measurement				
		Educational Evaluation				
		Educational Statistics				
		Any other:				
4	Foundation of Education	History of Education in Tanzania				
		Comparative Education				
		Philosophy of Education				
		Sociology of Education				
		Adult Education				
		Educational Management				
		Leadership in Education				
		Educational Planning and Administration				
		Any other:				
5	Subjects Teaching Methods	Are the same in all levels				
6	Teaching Practice	Duration per year				
		Internal Assessment				
		External Assessment				
		Any other:				

**Programme..... Subjects.....**

**Second Year: Male..... Female..... Total .....**

**Third Year:    Male.....    Female.....    Total.....**

[illegible]

## **Annex 4 : Modules in the College Library as References for Degree, Diploma, and Certificate in Teacher Training in Tanzania**

**College Name.....**

**Programme..... Subjects.....**

**Number of students: First Year: Male..... Female..... Total.....**

**Second Year: Male..... Female..... Total .....**

**Third Year:    Male.....    Female.....    Total.....**

[illegible]

## **Annex 5 : Supplementary books in College Libraries as References for Degree, Diploma, and Certificate in Teacher Training in Tanzania**

**College Name.....**

**Programme..... Subjects.....**

**Number of students:    First Year:    Male.....    Female.....    Total.....**

**Second Year: Male..... Female..... Total .....**

**Third Year:    Male.....    Female.....    Total.....**

[illegible]

## Annex 6 : Textbooks Supposed to be in College Libraries as References for Degree, Diploma, and Certificate in Teacher Training Tanzania

**College Name.....**

**Programme..... Subjects.....**

**Number of students:    First Year:    Male.....    Female.....    Total.....**

**Second Year: Male..... Female..... Total .....**

**Third Year:    Male.....    Female.....    Total.....**

[illegible]

## **Annex 7 : Teaching and Learning Resources to be in College Libraries as References for Degree, Diploma, and Certificate in Teacher Training**

## Tanzania

**College Name.....**

**Programme..... Subjects.....**

**Number of students: First Year: Male..... Female..... Total.....**

**Second Year: Male..... Female..... Total .....**

**Third Year:    Male.....    Female.....    Total.....**

[illegible]

## Annex 8 : Documents Prepared by the Tutor for implementation of Programmes for Degree, Diploma, and Certificate in Teacher

### Training in Tanzania

College Name..... Programme.....Subject.....

Name of Tutor ..... Qualification.....Level of Training.....

Teaching experience (years).....

✓ (Tick) will be used to indicate if the documents and its elements are the same at all level

S/N	Documents	Elements	Grade A	Diploma	Degree
1.	Scheme of Work	Format/structure			
		Contents filled in each parts			
		Time suggested for each topic			
		Language used			
2.	Lesson Plan	Format/structure			
		Contents filled in each parts			
		Time suggested for each period			
		Language used			
3.	Subject Logbook	Format/structure			
		Contents filled in each parts			
		Time used for each subtopic			
		Language used			
4.	Lesson Notes for students	Structure			
		Content covered			
		Language used			
		Tutors remarks			

### Annex 9 : Flanders Classroom Interaction Analysis Model for Systematic Observation of Classroom Teaching Style

The Flanders model is verbal or non-verbal behavior found in the classroom into two main categories: Teacher talk and pupil's talk, and other category are silence or confusion.

College Name..... Programme.....Subjects.....Round.....

Name of Tutor ..... Qualification.....Level of Training.....

Teaching experience (years)..... Class level (year).....Stream.....

Number of Students in the class.....Male.....Female.....

*Tallies will be used to mark the occurrences of the activities done according to time (minutes)*

	Activities	0-10	10-20	20-30	30-40	40-50	50-60	Comments
Teacher talk	1.Praises or encourages							
	2.Talk or chart to pupils ideas							
	3.Accepts or uses ideas of pupils							
	4.Asks & answer questions							
	5. Lecturing/Teaching							
	6.Structuring move							
	7.Criticizing or justifying authority							
Pupil talk	8.Pupils answer questions							
	9. Pupils asks questions							
Silence	10.Teacher confusion							
	11.Pauses for organizing ideas							
	12.Pupils confusion							

### Annex 10 : Teaching Methods Used in Different Levels in Teacher Training Colleges

College Name..... Programme.....Subjects.....Round .....

Name of Tutor .....Tutor qualifications.....Level of Training.....

Teaching experience (years)..... Class level (year).....Stream.....

Number of Students in the class.....Male.....Female.....Time.....

✓ (Tick) will be used to indicate if teaching methods applied to all levels or not

Teaching Methods	Grade A	Diploma	Degree	Comments
Group discussion				
Individual projects				
Group projects				
Study visits				
Lecture methods				
Questions and answers				
Story telling				
Brainstorming				
Guest speakers				
Class presentations				
Seminar discussion				
Library search				
Role play				
Demonstration				
Experiments				
Group assignments				
Individual assignments				

### **Annex 11 : Tutors/Lecturers by Education Qualifications (January 2014)**

**College Name.....**

**Programme.....**

**Number of students: First Year: Male..... Female..... Total.....**

**Second Year:    Male.....    Female.....    Total .....**

**Third Year:    Male.....    Female.....    Total.....**

[illegible]

**Annex 12 : Interview Guide Questions for Private, Faith Based and Public Principals and Head of Department of Teachers Training Colleges and School of Education**

**A. Entry qualifications**

**College Name.....**

**Programme.....**

**Principal/Head of Department  
Name.....Qualification.....**

**Experience.....**

This college is among the colleges selected as a sample for data collection of the PhD student from Open University of Tanzania. There are a few questions you may help to answer in order to get information which will support progress of this study. The answers which will be given will be confidential and the names of the respondent will not appear in the thesis. The interview guide questions categorized according to objectives of the study.

1. Some people complain that the trainees are not performing well due to low entry qualifications to the teachers training colleges and college of education. As a trainer what are your comments?
2. Many people claimed that most of learners in all levels of education performing poorly in examinations due to incompetent tutors from teachers training colleges and schools of education in Tanzania. What are your comments about this situation?

**B. Curriculum Content, References, and Library Facilities**

**College Name**.....

**Programme**.....

**Principal/Head of Department**

**Name**.....**Qualification**.....

**Experience**.....

This college is among the colleges selected as a sample for data collection of the PhD student from Open University of Tanzania. There are a few questions you may help to answer in order to get information which will support progress of this study. The answers which will be given will be confidential and the names of the respondent will not appear in the thesis. The interview guide questions categorized according to objectives of the study.

1. Curriculum contents supposed to be covered by the trainees is a crucial factor in training competent and qualified teachers. Through your experience in training teachers what, are your observations about the contents of teacher training colleges in professional studies in terms of depth and coverage?
2. What is your opinion about the number of the subjects and time allocation for each professional subjects and topics in relation to duration of the programme? Any thing missing?
3. To what extent do the references and library facilities provided in this college meet the needs of students and tutors?

**C. Classroom Teaching Styles for Non- graduate and Graduate Teacher Training Programme**

**College Name.....**  
**Programme.....**

**Principal/Head of Department**  
**Name.....Qualification.....**

**Experience.....**

This college is among the colleges selected as a sample for data collection of the PhD student from Open University of Tanzania. There are a few questions you may help to answer in order to get information which will support progress of this study. The answers which will be given will be confidential and the names of the respondent will not appear in the thesis. The interview guide questions categorized according to objectives of the study.

1. It seems that the teaching styles play a very big role for the students to understand a lesson. What are your comments on the teaching methods used by the trainers in training process in this college?

**D. Tutors' Qualifications****College Name.....****Programme.....****Principal/Head of Department****Name.....Qualification.....****Experience (years).....**

This college is among the colleges selected as a sample for data collection of the PhD student from Open University of Tanzania. There are a few questions you may help to answer in order to get information which will support progress of this study. The answers which will be given will be confidential and the names of the respondent will not appear in the thesis. The interview guide questions categorized according to objectives of the study.

1. Currently, there is outcry of poor performances of the teacher training colleges as well as trainees, and some people claims that, some tutors are either incompetent or not motivated or not hard work to teach in teachers training colleges. What are your comments on this?

**Annex 13 : Teacher Training Colleges and Schools of education in Tanzania**

S/N	Teachers Colleges and School of Education	Region	Public Colleges	Private Colleges	Grade A	Diploma	Degree
1	Bustan TC	Dodoma	✓		✓		
2	Bunda TC	Mara	✓		✓		
3	Butimba TC	Mwanza	✓		✓	✓	
4	Dakawa TC	Morogoro	✓			✓	
5	Ilonga TC	Morogoro	✓		✓		
6	Kasulu TC	Kigoma	✓			✓	
7	Kabanga TC	Kigoma	✓		✓		
8	Katoke TC	Kagera	✓			✓	
9	Kleruu TC	Iringa	✓			✓	
10	Kitangali TC	Mtwara	✓		✓		
11	Kinampanda TC	Singida	✓		✓		
12	Korogwe TC	Tanga	✓			✓	
13	Marangu TC	Kilimanjaro	✓			✓	
14	Mandaka TC	Kilimanjaro	✓		✓		
15	Morogoro TC	Morogoro	✓			✓	

16	Monduli TC	Arusha	✓			✓	
17	Mtwara(u)TC	Mtwara	✓		✓		
18	Mhonda TC	Morogoro	✓		✓		
19	Mrutunguru TC	Mwanza	✓		✓		
20	Mpuguso TC	Mbeya	✓		✓		
21	Mpwapwa TC	Dodoma	✓			✓	
22	Mtwara(K) TC	Mtwara	✓			✓	
23	Nachingwea TC	Lindi	✓		✓		
24	Ndala TC	Tabora	✓		✓		
25	Patandi TC	Arusha	✓		✓	✓	
26	Singachini TC	Kilimanjaro	✓		✓		
27	Shinyanga TC	Shinyanga	✓			✓	
28	Songea TC	Ruvuma	✓			✓	
29	Sumbawanga TC	Rukwa	✓		✓		
30	Tandala TC	Tabora	✓		✓		
31	Tabora TC	Tabora	✓			✓	
32	Tarime TC	Mara	✓		✓		
33	Tukuyu TC	Mbeya	✓			✓	

34	Vikindu TC	Pwani	✓		✓		
35	Ahlulbayt TC(CU.55)	Dar es salaam		✓	✓		
36	Al-haramain TC(CU.41)	Dar es salaam		✓	✓	✓	
37	Dar ul muslimeen TC (CU.50)	Dodoma		✓	✓	✓	
38	Enkenforde TC(CU.46)	Tanga		✓	✓	✓	✓
39	Kihinga TC(CU.48)	Kigoma		✓		✓	
40	Kindercare TC(CU.58)	Dar es salaam		✓	✓		
41	Mbeya Lutheran TC(CU.47)	Mbeya		✓	✓	✓	
42	Nazaret TC(CU.49)	Ruvuma		✓	✓		
43	Salesian TC(CU.44)	Dodoma		✓		✓	
44	Sanu (St. Joseph) (CU.42)	Manyara		✓		✓	
45	St. Joseph Mwenge(CU.54)	Kilimanjaro		✓		✓	✓
46	Tanzania Adventist(CU.53)	Arusha		✓		✓	
47	Tanzania Early Education (CU.57)	Tanga		✓	✓		
48	Ubungo IslamicTC(CU. 52)	Dar es salaam		✓		✓	
49	St. Mary's TC (CU. 56)	Dar es salaam		✓	✓	✓	

50	St.John Mary Mzey(CU. 62)	Kigoma		✓	✓	✓	
51	Kange TC(CU. 59)	Tanga		✓	✓	✓	
52	Arafa TC(CU. 60)	Tange		✓	✓		
53	Coast TC(CU. 62)	Pwani		✓	✓		
54	Green Bird TC (CU. 63)	kilimanjaro		✓	✓		
55	Dindimo TC (CU. 64)	Kilimanjaro		✓	✓	✓	
56	Montessori Kawekamo TC (CU. 65)	Singida		✓	✓	✓	
57	Joshua TC(CU. 66)	Arusha		✓	✓	✓	
58	Nyamahanga TC(CU. 67)	Shinyanga		✓	✓		
59	Bukoba Lutheran TC(CU. 68)	Kagera		✓	✓	✓	
60	St.Alberto TC (CU 69)	Arusha		✓	✓	✓	
61	Kirinjiko Islamic TC(CU. 70)	Kilimanjaro		✓	✓	✓	
62	Arusha TC(CU. 71)	Arusha		✓	✓	✓	
63	Consolata TC (CU.72)	Iringa		✓		✓	
64	Singida TC(CU. 73)	Singida		✓	✓		
65	Capital TC(CU. 74)	Dodoma		✓	✓	✓	
66	St.Francis Nkindo	Dodoma		✓	✓		

	TC(CU. 75)						
67	Sahare TC(CU. 76)	Pwani		✓	✓	✓	
68	Popatlal TC(CU. 77)	Tanga		✓	✓	✓	
69	Tanga Elite TC (CU. 78)	Tanga		✓	✓	✓	
70	Ebonite TC(CU. 79)	Dar es salaam		✓	✓		
71	Aggrey TC(CU. 80)	Mbeya		✓	✓	✓	
72	Northern Highlands TC(CU.81)	Kigoma		✓	✓	✓	
73	Bethesba TC 82	Arusha		✓	✓	✓	
74	West Dar es Salaam TC(CU. 83)	Dar es salaam		✓	✓		
75	St.Joseph Patron TC(CU. 85)	Arusha		✓	✓		
76	Chalize TC(CU. 86)	Pwani		✓	✓	✓	
77	Rukwa TC(CU. 87)	Rukwa		✓	✓		
78	Nkuruma Mkoka TC(CU. 88)	Dodoma		✓	✓		
79	Paradigms TC (CU89)	Dar es saalam		✓	✓	✓	
80	SEMS TC(CU. 90)	Arusha		✓	✓	✓	
81	Lake Tanganyika TC(CU. 91)	kigoma		✓	✓	✓	
82	Kisanga TC(CU. 92)	Dar es salaam		✓	✓	✓	

83	Mbeya Moravian TC(CU. 93)	Mbeya		✓	✓	✓	
84	Kibamba TC (CU. 94)	Dar es salaam		✓	✓		
85	Bariadi TC(CU. 95)	Shinyanga		✓	✓		
86	Arizona TC(CU. 96)	Kilimanjaro		✓	✓	✓	
87	Mtumba TC(CU. 97)	Dodoma		✓	✓		
88	Kinondoni Muslim TC(CU. 98)	Dar es salaam		✓	✓		
89	Mufundi TC(CU.99)	Iringa		✓	✓		
90	Montessori Mtwara TC(CU. 100)	Mtwara		✓	✓		
91	WAAMA TC(CU.101)	Manyara		✓	✓	✓	
92	Maurice TC(CU. 102)	Dar es saam		✓	✓		
93	Ng'wanza TC (CU. 103)	Shinyanga		✓	✓	✓	
94	Bishop Durning TC(CU. 104)	Arusha		✓	✓	✓	
95	Lake TC(CU. 105)	Singida		✓	✓		
96	St.Monica TC (CU. 106)	Iringa		✓	✓		
97	Mwl.Frnz TC (CU. 107)	Iringa		✓	✓		
98	Nshambya TC (CU.108)	Kagera		✓	✓		

99	Safina TC(CU. 109)	Dar es salam		✓	✓		
100	Mwanza TC (CU. 110)	Mwanza		✓	✓	✓	
101	Mukidoma TC (CU. 111)	Shinyanga		✓	✓		
102	Ununio TC (CU. 112)	Dar es salaam		✓	✓	✓	
103	Mbezi TC (CU.113)	Dar es salaam		✓	✓	✓	
104	Aggrey Chanji TC(CU.114)	Rukwa		✓	✓	✓	
105	Sila TC(CU. 115)	Arusha		✓	✓	✓	
106	Musoma Utalii TC(116)	Mara		✓	✓		
107	St.Bernard TC(CU.117)	Singida		✓	✓		
108	King'ori TC (CU.118)	kilimanjaro		✓	✓	✓	
109	Kigogo TC (CU. 130)	Dar es salaam		✓	✓		
110	Mount Sinai TC(CU.128)	Dar es saam		✓	✓	✓	
111	Kigamboni TC (CU. 121)	Dar es salaam		✓	✓	✓	
112	Al-muntazir TC (CU. 119)	Dar es salaam		✓	✓		
113	Sinon TC (CU. 121)	Dar es saalam		✓	✓		
114	Buhongwa TC (CU.120)	Mwanza		✓	✓	✓	
115	Safina GeitaTC(CU.122)	Mwanza		✓	✓		

116	Richrice TC (CU.123)	Mwanza		✓	✓		
117	MISO TC (CU.125)	Iringa		✓	✓		
118	Upendo Lushoto (CU.126)	Lushoto		✓	✓	✓	
119	Manyara TC (CU.127)	Manyara		✓	✓	✓	
120	St.Maurus Chemchem TC (CU.129)	Rukwa		✓	✓	✓	
121	Mairiva TC (CU.131)	Arusha		✓	✓	✓	
122	Dinnob TC (CU.132)	Mbeya		✓	✓		
123	Songe TC (CU. 133)	Tanga		✓	✓		
124	University of Dar es salaam	Dar es salaam	✓			✓	✓
125	Dar es Salaam University of Education(DUCE)	Dar es salaam	✓				✓
126	Mkwawa University of Education(MUCE)	Iringa	✓				✓
127	Sokoine University of Agriculture(SUA)	Morogoro	✓				✓
128	Moshi University College of cooperative and Business Studies(MUCCoBS)	Kilimanjaro	✓				✓
129	Open University of Tanzania(OUT)	Dar es salaam	✓			✓	✓

130	Mzumbe University(MU)	Morogoro	✓				✓
131	University of Dodoma(UDOM)	Dodoma	✓			✓	✓
132	Mwl.Nyerere Memorial Academy	Dar es saalam	✓				✓
133	Arusha Technical college (ATC)	Arusha	✓				✓
134	Nelson Mandela Institute of Technology(NMIT)	Arusha	✓			✓	✓
135	St Augustine University of Tanzania(SAUT)	Mwanza		✓		✓	✓
136	Tumaini University(TUM)	Iringa		✓		✓	✓
137	Mount Meru University(MMU)	Arusha		✓			✓
138	University of Arusha(UoA)	Arusha		✓			✓
139	Teofilo Kisanji University(TEKU)	Mbeya		✓			✓
140	St John's University of Tanzania(SJUT)	Dodoma		✓		✓	✓
141	Muslim University of Morogoro(MUM)	Morogoro		✓			✓
142	Zanzibar University(ZU)	Unguja		✓			✓
143	AgaKhan University(AKU)	Dar es salaam		✓			✓
144	TU-Iringa University	Iringa		✓		✓	✓

	College(IUCO)						
145	TU-Dar es Salaam College(TUDARCO)	Dar es salaam		✓			✓
146	TU-Stefano Moshi Memorial University College(SMMUCO)	Kilimanjaro		✓			✓
147	TU-Sebastian Kolowa University College(SEKUKO)	Tanga		✓			✓
148	Ruaha University College (RUCO)	Iringa		✓			✓
149	Mwenge University School of education(MWUCE)	Kilimanjaro		✓		✓	✓
150	University School of educationZanzibar(COEZ)	Unguja		✓			✓
151	University of Bagamoyo(UoB)	Dar es salaam		✓			✓
152	Archibishop Mihayo University College (AMUCTA)	Tabora		✓			✓
153	Jordan University College	Morogoro		✓			✓
154	Eckenfode Tanga University (ETU)	Tanga		✓			✓
155	Stella Maris University College (SMUC)	Mtwara		✓			✓
156	Kampala International University Dar es Salaam College(KIU)	Dar es salaam		✓		✓	✓
157	Jomo Kenyata University of Agric(JKUAT)	Arusha		✓		✓	✓

158	Tanzania International University	Dar es slaam		✓		✓	✓
159	St.John University Dar es Salaam Center	Dar es salaam		✓			✓
160	St. Augustine University Dar es Salaam Center	Dar es salaam		✓			✓
161	St.Augustine University Bukoba Center	Kagera		✓			✓
162	University of Arusha Buhare center	Mara		✓			✓
163	Josiah Kibira University College	Kagera		✓			✓
164	Tumain University Mbeya Center	Mbeya		✓			✓

**Source:** MoEVT, (2013a)

## Annex 14 : Research Clearance from Open University of Tanzania

### THE OPEN UNIVERSITY OF TANZANIA

*DIRECTORATE OF RESEARCH, PUBLICATIONS,  
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P.O. Box 23409  
Dar Es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445 ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

Our Ref: HD/E/985/T.13

Date: 11<sup>th</sup> February, 2014

#### TO WHOM IT MAY CONCERN

#### RE: RESEARCH CLEARANCE: MOHAMED NURDIN

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line with the university act of 2005. The charter became operational on 1<sup>st</sup> January, 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time.


To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to your **Mohamed Nurdin**, a PhD student at the Open University of Tanzania with Reg. No. HD/E/985/T.13. By this letter the student has been granted clearance to conduct research in the country. The title of his research is **"The Quality of contents, Staffing and Teaching approaches of Degree and Non degree Training Institutions in Tanzania"**. The Research will be conducted in Dar es Salaam.

In case you need any further information, please contact the Deputy Vice Chancellor (Academic), The Open University of Tanzania, P. O. Box 23409, Dar Es Salaam, Tel: 022-2668820.

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,  
The Open University of Tanzania

  
Prof. S. Mbogo  
For: VICE CHANCELLOR

**Annex 15 : Letter of Introduction from Directorate of Research in the  
University of Dar es Salaam to School of Education Dean**

**UNIVERSITY OF DAR ES SALAAM**

**DIRECTORATE OF RESEARCH**

*P.O. Box 35091 ■ DAR ES SALAAM ■ TANZANIA*

**General Line:** 2410500-8 Ext. 2084

**Direct Line:** 2410727

**Website:** [www.udsm.ac.tz](http://www.udsm.ac.tz)



**Fax:** 255 022 2410743

255 022 2410023

**E-mail:** [research@udsm.ac.tz](mailto:research@udsm.ac.tz)

Our Ref. AB3/31

02<sup>nd</sup> June 2014

Dean, School of Education  
**University of Dar es Salaam**

**RE: RESEARCH CLEARANCE**

This is to introduce **Mr. Mohamed Nurdin** who is a PhD student at the Open University of Tanzania. Mr. Nurdin is at the moment undertaking research study titled **"The Quality of Contents, Staffing and Teaching Approaches of Degree and Non-Degree Training Institutions in Tanzania"**.

This is to request you to grant the above-mentioned student any help that may enable him to achieve his research objectives. The period for which this permission has been granted is from June to July 2014 and will cover the following area: **School of Education.**

Prof. R.Y.M. Kangalawe  
**DIRECTOR, RESEARCH**

cc: Vice Chancellor  
cc: DVC- Academic  
cc: DVC- Administration  
cc: DVC – Research and Knowledge Exchange

**Annex 16 : Letter of Introduction from Directorate of Research in University of Dar es Salaam**

# **UNIVERSITY OF DAR ES SALAAM**

## **DIRECTORATE OF RESEARCH**

**P.O. Box 35091 ■ DAR ES SALAAM ■ TANZANIA**

**General Line:** 2410500-8 Ext. 2084

**Direct Line:** 2410727

**Website:** [www.udsm.ac.tz](http://www.udsm.ac.tz)



**Fax:** 255 022 2410743

255 022 2410023

**E-mail:** [research@udsm.ac.tz](mailto:research@udsm.ac.tz)

Our Ref. AB3/31

27<sup>th</sup> May 2014

Deputy Vice Chancellor, Academic  
**University of Dar es Salaam**

### **RE: RESEARCH CLEARANCE**

This is to introduce **Mr. Mohamed Nurdin** who is a PhD student at the Open University of Tanzania. Mr. Nurdin is at the moment undertaking research study titled **"The Quality of Contents, Staffing and Teaching Approaches of Degree and Non-Degree Training Institutions in Tanzania"**.

This is to request you to grant the above-mentioned student any help that may enable him to achieve his research objectives. The period for which this permission has been granted is from May to July 2014 and will cover the following area: **University of Dar es Salaam.**

Prof. R.Y.M. Kangalawe  
**DIRECTOR, RESEARCH**

cc: Vice Chancellor  
cc: DVC- Academic  
cc: DVC- Administration  
cc: DVC – Research and Knowledge Exchange

**Annex 17 : Letter for Data Collection Requisition at University of Dar es Salaam in School of Education**

# **UNIVERSITY OF DAR ES SALAAM**

## **DIRECTORATE OF RESEARCH**

**P.O. Box 35091 ■ DAR ES SALAAM ■ TANZANIA**

**General Line:** 2410500-8 Ext. 2084

**Direct Line:** 2410727

**Website:** [www.udsm.ac.tz](http://www.udsm.ac.tz)



**Fax:** 255 022 2410743

255 022 2410023

**E-mail:** [research@udsm.ac.tz](mailto:research@udsm.ac.tz)

Our Ref. AB3/31

08<sup>TH</sup> December 2014

Dean,  
School of Education  
**University of Dar es Salaam**

**RE: Research Clearance**

This is to introduce **Mr. Mohamed Nurdin** who is a PhD student at the Open University of Tanzania. Mr. Nurdin is at the moment undertaking research study titled **"The Quality of Contents, Staffing and teaching Approaches of Degree and Non-Degree Training Institutions in Tanzania"**.

This is to request you to grant the above- mentioned student any help that may enable him to achieve his research objectives. The period for which this permission has been granted is from **December 2014 to February 2015** and will cover the following units: **School of Education.**

Prof. R.Y.M. Kangalawe  
**DIRECTOR, RESEARCH**

- cc: Vice Chancellor
- cc: DVC- Academic
- cc: DVC- Administration
- cc: DVC – Research and Knowledge Exchange

Dean, School of Education,  
P.O. Box 35091,  
University of Dar-es-Salaam,  
Dar-es-Salaam.

The caption above is concerned. I'm a PhD student from Open University of Tanzania. I request your office to assist me to get the data for my study which entails:

***"The Quality of Contents, Staffing, and Teaching Approaches of Degree and Non-degree Teachers Training Institutions in Tanzania"***

The data which are required in this study from your institution are as follows:

A. The Number of Students From School of Education Only.

<b>First Year</b>														
Division I			Division II			Division III			Division IV			Grand Total		
M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<b>Second Year</b>														
Division I			Division II			Division III			Division IV			Grand Total		
M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<b>Third Year</b>														
Division I			Division II			Division III			Division IV			Grand Total		
M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total

## B. The Number of Lecturers by Qualifications

Academic Qualifications	Number for each category	Under go Pedagogical Training or not ( <i>use tick</i> )
Full Professors		
Associate Professors		
Doctors (PhD)		
Masters		
Bachelor		
Others		

## C. Number of Computer Used for Training Teachers at School of Education only

## D. Number of Books (Teachers Professional Subjects) Used for Training Teachers Available in a library at School of Education only

I hope that my request will be considered.

Thanks in advance

Nurdin Mohamed

0787-522025

***nurdinmohammed124@yahoo.com***

**RE: DATA COLLECTION REQUESTION FOR PhD PROGRAMME**

The data which required is concerning performances of trainees in final examinations for finalists in education only for 2012 and 2013.

[illegible]