

**THE IMPACTS OF TEACHERS' RESOURCE CENTRES IN PUBLIC
PRIMARY SCHOOLS IN KINONDONI MUNICIPALITY**

BEATRICE NZIKU HENGELEZI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES
OF THE OPEN UNIVERSITY OF TANZANIA**

2016

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, “**The impact of Teachers’ Resource Centres in Public Primary Schools in Kinondoni Municipality**” in partial fulfilment of the requirements of the award of the degree of Master of Education Administration, Planning and Policy Studies.

Dr. Emmanuel Patroba Mhache

(Supervisor)

Date

COPYRIGHT

This dissertation is a copyright material protected under the Berne Convention, the Copyright Act of 1999 and other national and international enactments, in that behalf on intellectual property. No part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form or by any means without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Beatrice Nziku Hengelezi**, do hereby declare that, this dissertation is my own original work except where stated, and that this dissertation has not been presented and will not be presented to any other higher learning institution for a similar or any other degree award.

Signature

Date

DEDICATION

This dissertation is dedicated to my family and parents who supported me in achieving my education goals.

ACKNOWLEDGEMENT

I first and foremost thank God, the Almighty for the strength he has given which enabled me to undertake this research and write this dissertation. Secondly, I wish to express my deep hearted appreciations to my supervisor Dr. Emmanuel Patroba Mhache of the Open University of Tanzania for his guidance in the whole research process. I am also grateful to my husband for his support in terms of financial and moral.

I further feel indebted to acknowledge the support of various respondents who took their precious time to either fill in the questionnaire or to get interviewed. It difficult to mention them all, but I appreciate their support. The same acknowledgement should go to employers of TRCs. I say thank you very much.

ABSTRACT

This study investigated the impacts of TRCs in public primary schools in Kinondoni Municipality. The study had three objectives namely; to examine contributions of TRCs in improving teachers' professionalism; to explore factors affecting the use of TRCs in improving teachers' profession; and to examine strategies and measures to improve TRCs in empowering teachers' knowledge. This study used various methods in collecting information which were direct observation, questionnaire and in depth interviews. Information was collected from 246 respondents who were teachers, DEO and TRCs staff. Both quantitative and qualitative data was collected. The findings showed that, TRCs contributed to improve teachers' professionalism by improving their effectiveness and train untrained teachers. The findings also showed that TRCs faced a lot of challenges such as insufficient funds, unavailability of learning and teaching materials, under-utilisation of the centres and shortage of reading in libraries. The findings further showed that, TRCs needed various strategies and measures to empower teachers' professionals. These included building capacity, need support to implement their programmes, improving instructors mastery of subject and pedagogy, teaching and learning materials for both students and teachers should be provided, integrating them with local government structure to make them effective and efficiency to their stakeholders. The study recommends that government should empower TRCs financially for the betterment of education in the country. Furthermore, teachers should use TRCs to improve their teaching methodology. Again, the society and other stakeholders should give moral and material support for betterment of TRCs hence improvement of education in Tanzania.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
1.0 INTRODUCTION AND PROBLEM SETTING	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	3
1.4 Objectives of the Study	3
1.4.1 General Objectives	3
1.4.2 Specific Objective	4
1.4.3 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitation of the Study	5
1.7 Limitations of the Study	5

1.8	Organisation of the Study	5
CHAPTER TWO		7
2.0	LITERATURE REVIEW	7
2.1	Introduction	7
2.2	Definition of Concepts	7
2.2.1	Resource	7
2.2.2	Teachers Resource Centres	7
2.3	Theoretical Literature Review	8
2.3.1	Motivation-Hygiene Theory	8
2.3.2	Vroom Expectancy Theory	8
2.4	Empirical Literature Reviews	9
2.4.1	Contributions of Teachers Resource Centres in Improving Teachers’ Profession	9
2.4.2	Factors Affecting the Use of TCRs in Improving Teachers’ Profession	13
2.4.3	Strategies to Improve Teachers Resource Centres on Teachers’ Profession .	16
2.5	Research Gap	19
2.6	Conceptual Framework	20
CHAPTER THREE		23
3.0	RESEARCH METHODOLOGY	23
3.1	Introduction	23
3.2	Area of the Study	23
3.3	Research Approach	23

3.4	Research Design	24
3.5	Target Population	25
3.6	Sampling Techniques	25
3.6.1	Purposive Sampling.....	25
3.6.2	Random Sampling	26
3.7	Sample Size	26
3.8	Sources of Data	27
3.8.1	Primary Data	27
3.8.2	Secondary Data	27
3.9	Data Collection Methods.....	28
3.9.1	Questionnaires	28
3.9.2	In-depth Interviews	28
3.9.3	Participant Observation	29
3.10	Quality Control.....	30
3.10.1	Validity.....	30
3.10.2	Reliability	30
3.11	Data Analysis, Interpretation and Presentation	31
3.12	Ethical Issues.....	32
CHAPTER FOUR.....		33
4.0	DATA PRESENTATIONS, ANALYSIS AND DISCUSSION	33
4.1	Introduction	33
4.2	Characteristics of the Respondents	33

4.2.1	Age of the Respondents.....	33
4.2.2	Sex of the Respondents	34
4.3	The Contributions of TRCs in improving Teachers’ Professionalism	35
4.3.1	Teachers’ Knowledge about TRCs and Attendance at TRCs	36
4.3.2	The Role of TRCs in improving Teaching and Teachers’ Perceptions towards TRCs.....	37
4.3.3	TRCs Train Untrained Teachers and Upgrade Teachers.....	39
4.3.4	TRCs Address Teachers and Students’ Needs	41
4.3.5	Contribution of TRCs in Teachers’ Professional Development.....	42
3.4	Factor Affecting the Use of TRCs in Improving Primary School Teachers’ Profession	44
4.4.1	Allocation of Insufficient Funds in Achieving TRCs’ Objectives	44
4.4.2	Inadequate Libraries and Learning and Teaching Materials at TRCs.....	45
4.4.3	Incompetence of Trained Teachers and Ineffective Utilisation of TRCs.....	47
4.5	Strategies and Measures to Improve TRCs in Empowering Teachers’ Professionalism	49
4.5.1	The Support Required by TRCs	49
4.5.2	TRCs’ Teaching Subject and Pedagogical Approaches	51
CHAPTER FIVE.....		54
5.0	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	54
5.1	Introduction	54
5.2	Summary of the Study	54

5.3	Conclusions	55
5.3.1	Contributions of TRCs in Improving Teachers' Professionalism	55
5.3.2	Factors Affecting the Use of TRCs in Improving Teachers' Profession	56
5.3.3	Strategies and Measures to Improve TRCs in Empowering Teachers' Professionalism	57
5.4	Recommendations of the Study.....	58
5.4.1	Recommendation For Actions.....	58
5.4.2	Recommendation for Future Studies	58
REFERENCES.....		59
APPENDICES		65

LIST OF TABLES

Table 3.1:	Composition of the Sample	27
Table 4.1:	Teachers' Knowledge about TRCs and Attendance at TRCs	36
Table 4.2:	The Role of TRCs and Its Perceptions towards Improving Efficiency	38
Table 4.3:	TRCs Train Untrained Teachers and Upgrade Teachers.....	40
Table 4.4:	TRCs in Addressing Teachers and Students Needs	41
Table 4.5:	Role of TRCs to Teachers' Professional Development and Producing Teachers with Modern Teaching Technology	43
Table 4.6:	Allocation of Insufficient Funds in Achieving TRCs' Objectives	45
Table 4.7:	Availability of Libraries and learning and teaching Materials at TRCs.....	46
Table 4.8:	Incompetence of TRCs Trained Teachers and Ineffective Utilisation of TRCs.....	48
Table 4.9:	The Support Required by TRCs	50
Table 4.10:	TRCs' Teaching Subject and Pedagogical Approaches	52

LIST OF FIGURES

Figure 2.1: Conceptual Framework of Impacts of Teachers' Resource Centres in Public Primary Schools in Tanzania	21
Figure 4.1: Age of the Respondents	33
Figure 4.2: Sex of the Respondents.....	34
Figure 4.3: Levels of Education of the Respondents	35

LIST OF ABBREVIATIONS

AUDIT	Alcohol Using Disorders Identification Test
DEO	District Education Officer
DFID	Department for International Development
DRC	Democratic Republic of Congo
EFA	World Declaration of Education for All
EU	European Union
GDP	Gross Domestic Product
GRSF	Global Road Safety Facility
HQ	Headquarters
ICT	Information and Communications Technology
LMICs	Low and Middle Income Countries
MDBs	Multilateral Development Banks
NPF	Nigeria Police Force
NTRC	National Teachers' Resources Centre
SAEM	Society for Academic Emergency Medicine
SMCs	School Management Committees
TPF	Tanzania Police Force
TRA	Tanzania Revenue Authority
TRC	Teachers' Resources Centre
UK	United Kingdom
UN	United Nations
UNRSC	United Nations Road Safety Collaboration
URT	United Republic of Tanzania

US\$	United States Dollar
USAID	United States Agency for International Development
USGAO	United States Government Accountability Office
WEO	Ward Education Officer
WHO	World Health Organisation

CHAPTER ONE

1.0 INTRODUCTION AND PROBLEM SETTING

1.1 Introduction

This chapter presents the background to the problem, statement of the problem and objectives of the study. The chapter also deals with research questions, significance of the study, and limitation of the study. Delimitation and organisation of the study is also dealt with in this chapter.

1.2 Background to the Problem

Teachers Resource Centres (TRCs) are centres which provide support in improving teaching and learning in the forms of resource materials, workshop and other relevant services to teachers in the school system (Bush and Bell, 2002). It is a way to help teachers to develop professionalism and improve teaching. Teachers' Resource Centres were first established in Britain between the late 1950s and early 1960s as learning process (Knamiller *et al.* 1999). In the late 1960s and early 1970s a major wave of educational reform in Asia and Latin America brought TRCs and school clustering to the forefront as innovative strategies towards improving teaching and learning. After this period of reform, school clusters and TRCs continued to operate in some countries (Giordano, 2008). It was at this point towards the end of the 1970s when TRCs concept began to be exported to developing countries (Mushi, 2003).

Over time, TRCs have come to be regarded as a very effective way of supporting professional development of teachers and providing opportunity to access organized educational resources (Knamiller *et al.* 1999). For instance, Giordano (2008)

maintains that TRCs are used for delivery of professional development activities such as in-service training and to support teachers instructionally. Following the World Declaration of Education for All (EFA) at the Jomtien Conference in 1990, educational ministries and donor organizations made a new commitment to improve the provision and quality education (Giordano, 2008). Since then, the TRCs strategy has grown to be a common feature of educational reforms and improvement program throughout the developing world, particularly in Asia and Africa (Mac Neil, 2004 as cited in Giordano, 2008).

In Tanzania, the first TRC was established at Kleruu Teachers' College in 1972 with financial support from Government of Denmark. In 1986 the Ministry of Education and Culture issued a directive to establish TRCs in every region and district (Quist and Omar, 1996). By the year 1999, a total of 283 TRCs had been established in Tanzania Mainland and 9 in Zanzibar (Binde, 1999). Professional development is accepted as the central to the organization because it updates knowledge, skills and attitude of teachers which enabled them to teach effectively and efficiently. A study conducted by a team from the University of Leeds on the effectiveness of the TRCs strategy in the developing world (Knamiller *et al.* 1999) reports how difficult it was to attribute change in teachers' behaviour to a TRCs intervention.

With the current reforms in Tanzania education system, the necessarily professional development and support is crucial. Hoppers (1998) as quoted by Knamiller *et al.* (1999) argue that "professional support services for teachers have come to be seen as indispensable for an education system that wishes to maintain or promote quality,

improve relevance, and increase efficiency in the use of resources”. This reform dictates that teachers be professionally supported to equip them to learn and acquire knowledge that would enable them to participate in the reform process and deliver quality education. However, this study intends to assess the impact of teachers’ resource centres in public primary school teachers in Kinondoni district in order to come up with findings for betterment.

1.3 Statement of the Problem

Over time, TRCs have been very effective way of supporting professional development of teachers and providing opportunity to access organized educational resources (Knamiller *et al.* 1999). Giordano (2008) maintains that TRCs are used for delivery of professional development activities such as in-service training and to support teachers instructionally. However, Hoppers (1998) investigates the local TRCs’ autonomy and educational change in Southern of Africa and finds there is a lack of sufficient data about the impacts of TRCs. Neither of those studies focused on the impact of Teachers’ Resource Centres (TCRs) in public primary schools. This indicates that TCRs is under-researched in Tanzania. With this deficit, this study is designed to assess the impact of Teachers’ Resource Centres (TCRs) in public primary schools in Kinondoni Municipality in Tanzania.

1.4 Objectives of the Study

1.4.1 General Objectives

The general objective of this study was to assess the impacts of teachers’ resource centres in public primary schools in Kinondoni municipality in Kinondoni district in Dar es Salaam Region.

1.4.2 Specific Objective

- i. To examine the contributions of TRCs in improving teachers profession.
- ii. To explore factors affecting the use of TRCs in improving primary school teachers' profession.
- iii. To examine strategies and measures used to improve TRCs in empowering teachers' professionalism.

1.4.3 Research Questions

- i. What are the contributions of TRCs in improving teachers' professionalism?
- ii. What are factors affecting the use of TRCs in improving teachers' professionalism?
- iii. What are the strategies and measures to improve TRCs on empowering teachers' professionalism?

1.5 Significance of the Study

The findings of this research provide useful information for policy and decision makers to improve TRCs in Tanzania for the betterment of education in the country. This can be attained through implementation of the policies and structures that support TRCs in Tanzania. The findings of this study can serve as an important resource that can inspire academicians and researchers' curiosity to conduct research in the area related to TRCs in Tanzania. Moreover, the findings of this study serve as one of the empirical studies that can lead to gap identification for further research. The study is beneficial to researcher since it is requirement for the award of Master of Education of the Open University Tanzania. This study is also expected to add more literature on TCRs in Tanzania.

1.6 Delimitation of the Study

This study focuses on the impact of TRCs in public primary schools in Tanzania. The target population comprised of head teachers, school educational inspectors, teachers and TRCs staff. The area of the study was Kinondoni district in Dar es Salaam Region.

1.7 Limitations of the Study

Limitation of the study indicates the challenges anticipated or faced by researcher (Kombo and Delno, 2006). This study like other studies of its kind had limitations that need to be considered when interpreting its findings and subsequently conclusions. Firstly, the research employed self-administered questionnaires as one of the methods of data collection and this method normally possess a number of weaknesses including relaxation of respondents as they could be left on their own filling in the questionnaire. This might lead to biased responses. An interview method poses some weaknesses like time and money consuming. However, the researcher made a close follow up so that such kinds of answers do not compromise with the finding. Secondly, the sample of the respondents comprises of stakeholders of TRCs. Some of the questions especially the sensitive ones could not receive objective answers from them because they have a direct impact on their jobs and life at large. However, the researcher made sure that respondents' names were not sought for.

1.8 Organisation of the Study

This study was organised into five chapters. Chapter one provides the introduction, background information, statement of the research problem and objectives of the

study. Chapter one also presents research questions, significant of the study, limitations and delineations of the study. Chapter two presents literature review in which theoretical literature review, empirical literature review, conceptual framework and research gap. Chapter three dwells on research methodology which consists of study area, research approach, research design and population of the study. Chapter three also cover sample size and sampling techniques, data collection instrument, validity and reliability and data analysis. The findings and discussion of the results are presented in chapter four. Finally, chapter five deal with summary, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter deals with literature review related to TCRs. The chapter presents definition of key-terms, theoretical and empirical literature review related to the topic. It also deals with conceptual framework and research gap.

2.2 Definition of Concepts

2.2.1 Resource

Resource is a source or supply from which an organization gains profits. Typically resources are materials or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. From human perspective a natural resource is anything obtains from environment to satisfy human needs and wants (Dadds, 2001). According to TRCs (2016) resource means human, finance and material object.

2.2.2 Teachers Resource Centres

Teachers Resource Centres are centres which provide support for improving teaching and learning in the forms of resource, materials, workshop and other relevant services to teachers in the school system (Bush and Bell, 2002). TRCs is also defined as information resources and techniques, which the teacher directly deals with to acquire searching skills of information, analyze and evaluate to build a new knowledge and experience, and then develop them using several learning methods. It also provides services to facilitate the useful for both teaching and learning

(Alomran, 2007). Generally, it can be said that teachers' resource centres are centres for delivering of professional development activities such as in-service training and to support teachers instructionally.

2.3 Theoretical Literature Review

2.3.1 Motivation-Hygiene Theory

Hertzberg's Motivation-Hygiene Theory is based on a two-dimension paradigm of factors affecting people's attitudes about work (Hertzberg, 1966). Factors such as interpersonal relations, working conditions and pay are hygiene factors rather than motivators. Hertzberg argues that the absence of hygiene factors can create job dissatisfaction, but their presence does motivate or create satisfaction. Five types of motivators strongly determine job satisfaction; achievement, recognition, the work itself, responsibility and advancement. This means learning programme conducted in TRCs have to operate in harmonically learning environment which favour both teachers and TRCs staffs, also learners need recognition and appraisal since learners are highly motivated when they achieve what they learn. Udom (2012) stated that one of the strength of this theory has managed to show the basic considerable factors to the institution which may or may not affect the learning. In this study the researcher is in the view that, TRCs lead to the achievement of teachers, recognition, advancement and raise effective performance and responsibility might have good impact on teachers.

2.3.2 Vroom Expectancy Theory

The Expectancy Theory by Vroom's (1964) is relevant to developing countries

because of its links between effort and rewards. Improved pay for trained teachers, motivate other to increase effort in attending TRCs for professional development. Locke (1976) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational systems of developing countries, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors. This implies that, most teachers engage in learning development because they have expectation to meet. If the expectations are not met they are likely to drop learning or engage in other subsequent activities. Based on this argument any education programme needs to be planned in such a way that they meet the learners' expectations. This theory has been applied by this study as motivation is one of the factors for employees' implementation of set goals. Since motivation is not only in form of money, we believe that TRCs can also motivate people to fulfil their duties effectively and efficiently. Thus, this theory was used to determine positive or negative impact of TRCs in public primary schools.

2.4 Empirical Literature Reviews

2.4.1 Contributions of Teachers Resource Centres in Improving Teachers' Profession

One of the objectives of this study intends to examine the contribution of teachers' resource centres in improving teachers' effectiveness. The TRC provides a preview

collection of instructional materials and professional development resources that may be utilized onsite. It is argued that educators have access to core and supplementary curriculum materials, books, digital resources and educational supply catalogs (Dahl, 2015). The collection also includes reports on science and mathematics education, standards, assessment, equity and different topics (Dahl, 2015). Their major contribution therefore, is based on teachers' professional development, that is, to train the untrained teachers through distance education, and develop and support the trained teachers.

According to National Teachers' Resource Centre (NTRC) Annual Report, 2007/2008 indicates that the introduction of TRCs in Zanzibar played big part in reducing the number of untrained teachers from 1,264 in 1978 to 774 in 1993. Data from the National Teachers' Resource Centre in Zanzibar indicated that, teachers, who qualified at the TRCs as Grade IIIA in 2003 and 2008, went back to their schools as trained, motivated and competent in subject content. This implies that TRCs enhance the quality of teaching in the classroom whereby results would be seen in a number of factors including the final examinations that would determine the quality of performance.

Gaible and Burns (2005) assert that in order to be effective, teachers' professional development should address the core areas of teaching-content, curriculum, assessment and instruction. They add that teachers' professional development should have the number of characteristics as follows: teacher and pupil needs via approaches that are appropriate for conditions in schools; be long term, ongoing,

sequential, and cumulative, providing teachers' opportunities to gain new knowledge and skills, and increase their abilities over time; focus on pupils' learning outcomes in ways that enable teachers to use their new knowledge and skills.

According to Model Learner Centred Instruction views, teachers' experiences reflect on the learning activities that they will lead and use formative and summative evaluation for program improvement. Furthermore, literature indicates clearly that there should be a number of criteria to guide and promote teachers' professional development program (Little 1992, as cited in Villegas-Reimers and Reimers 2000). Studies by Villegas-Reimers and Reimers (2000) contends that, teachers' professional development requires four types of growth: growth in knowledge, growth in skills, growth in judgment (classroom related), and growth in the contribution teachers make to a professional community. This implies that professional development of teachers which obtained through TRCs results the higher levels of pupils' achievement. Contributing to this (National Commission on Teaching and American Future, 1996 as cited in Villegas-Reimers, 2003; Kimaro, 2005 and Koda, 2006) means that improving the quality of teaching at primary schools is a major concern, and the demand of today's primary education call for teachers who are well skilled and grounded in knowledge, values and teaching strategies. That is why Quist (2000) stresses those teachers at all levels to have access to training, on-going professional development, and support because they are essential players in promoting quality education. So the establishment of the TRCs should aim at training untrained teachers as well as upgrading trained teachers for effective teaching and improved performance of learners.

According to Villegas-Reimers (2003) provides evidences that professional development for teachers plays an essential role in improving the quality of education for all pupils. But it is alleged that high-quality professional development should focus on teachers as central to pupils learning yet includes all other members of the school community; enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards. It should promote continuous inquiry and improvement embedded in the daily life of schools; be planned collaboratively by those who will participate in and facilitate the development; require substantial time and other resources; be driven by a coherent long-term plan; be evaluated ultimately on the basis of its impact on teacher effectiveness and pupil learning; and this assessment guides subsequent professional developments efforts.

TRCs as centres for in service training academically and professionally and are responsible for training teachers in active teaching methodologies in order to replace the traditional 'chalk and talk'. In order to achieve this also Tyler (2003) asserts that good training enables participants to gain new knowledge and skills as well as the attitudes. In addition to that, TRCs are also responsible for the need to bring educational services closer to the schools as well as providing on-going professional support to teachers.

According to Giordano (2008) who did a study on school clusters and teacher resource centres revealed that TRCs: improve the condition of education delivery; addressing pedagogical goals and quality improvement; improving cost

effectiveness; improving education management; and promoting interaction between school and community. This implies that through services offered through TRCs enables teachers to reduce unnecessary costs of materials since most of relevant teaching resources are obtained into TRCs, also addressing administrative concerns. Therefore, this study intended to examine the contributions of teachers' resource centres in improving teachers' effectiveness.

2.4.2 Factors Affecting the Use of TCRs in Improving Teachers' Profession

This part investigates factors affecting the use of TCRs in improving teachers' profession. In this study sufficient funds should be in line with the processes so that the TRCs achieve their objectives. It has been noted by Kaufman and Zahn (1993) that processes are the heart of any educational enterprise and it is where we spend most of the resources and time.

Scholars like Kisuda (2005), Kimaro (2005), Koda (2006) and Mirambo (2007) argue that inadequacy of material resources for running the TRCs and that tutors who were responsible in upgrading teachers at the TRCs were not competent because they were borrowed or hired from secondary schools, and they were not sufficient. This implies that most of TRCs are operating without having enough resource required by teachers in order to develop their knowledge and skills. Study by Gibbs and Kaziliman as cited by Knamiller (1999) on Zambia's TRCs revealed that most of resource centres are vastly under used. Further found that resource centres were used for only 10 percent of their available time for meeting and workshop. He also advocated that inadequate resources to be useful to teachers, some fall into neglect

and may cater be revitalized by subsequent programmes (Knamiller, 1999). According to and Rosenberg (1998) found that teachers are reluctant to use shared materials because they afraid to be held financially responsible in case of loose or damage. It implies that teachers are not able to refund for the lost or damage of the materials shared with their peer teachers.

Learning resources centres are the correct way to activate school library and to amalgamate it into educational procedure as well as it is a part from it, but not among subsidiary utilities. One of the biggest problems that still face school TRC is the inadequate libraries which still playing general cultural role leads to isolate them away from educational process. So centres became a necessary place where teachers run to, to help them to implement their tasks and achieve their educational aims (Edward, 2009).

The most common obstacle mentioned by teachers and administrators facing TRC was a lack of funding which touches every level of education and makes it particularly difficult to provide technology infrastructure and tools, sufficient support staff, and professional development opportunities. When TRC faced with shrinking budgets, improving technology and providing technology training is not considered a priority, according to several teachers and administrators. Limited funding can also mean limited professional development opportunities (Cares, 1995).

Many centres and districts do not have funds to hire outside consultants and must rely on internal resources for technology training. Many computers and software programs in the centres are outdated. Also, Rumanyika and Mashenene (2015) argue

that TRC centres have limited computers. Giordano, (2008) views the challenge face teachers' resource centres as personal and time constraints. That teachers' time is tight to have a chance on how to get learning and teaching concerns to different centres. Teachers lamented that their time constraints prevented them even knowing what is needed to be done on TRCs. In that absence of such an intensive and targeted learning opportunity, there is a difficulty of leaving teachers to use TRCs effectively and efficiently figure as well as how to integrate with technology to their own time. This implies that TRCs played as a useful contribution in teachers' professional development but encountered with shortage of resources to run teachers' professional development program effectively and efficiently.

A study conducted by Qvist and Omar (1996) showed that the expansion in the number of schools led to deterioration in the quality of primary education due to inadequate teaching and learning materials, overcrowded classes and poor resources. Despite the fact that TRCs had effective programme for the primary school teachers, findings showed that it was difficult for all teachers to attend seminars because of limited resources that were available at the TRCs. The workshops and seminars provide few teachers limited their possibility to improve professionally as expected.

Moreover, teachers trained at the TRCs were not competent in the subject matter as expected. Such situation did not allow all teachers to attend seminars that would enable them to improve in the subjects they were teaching and play part in pupils' performances. Furthermore, shortage of teaching facilities, poor classroom, and

school environment affected the teaching efficiency of the TRC-trained teachers. There is a need for the TRCs to evaluate and review teachers' programme for effective teacher training (Mosha, 2015).

2.4.3 Strategies to Improve Teachers Resource Centres on Teachers' Profession

Knamiller (2001) described that, TRCs is a strategy aim to provide professional support to teachers to enable them to perform effectively in their classrooms. TRCs are places where professional and academic support is provided and where teachers discuss their problems in an attempt to improve the quality of their teaching. According to Cares (1995) monitoring reform and provide feedback to the regional office and Ministry of Education as a whole are some of strategy to improve teachers' resource centres. This function will be done openly and in collaboration with teachers so as not to jeopardize the health relationship and mutual respect that every TRC should strive to foster among its users. In addition, TRCs provide teachers with access to the widest range of up-to-date printed and audio-visual educational resource materials. This would include access to computer-based teaching materials, databases, basic desktop publishing facilities, micro teaching equipment and production facilities for producing teaching and learning aids of all kinds.

Komba and Nkumbi (2008) did a study on teacher professional development, perceptions and practices in Tanzania and suggest strategy to improve teachers resource centres such like develop a teacher professional development model that is

more comprehensive and encompassing, and which combines academic advancement in the content areas as well as improvement in pedagogy and ethics of the teaching profession and strengthening policy, to ensure continuous and sustained programs for teacher development which largely depend on support that the teacher receives at school level. This observation implies that, develop teachers professional model, improve pedagogy and ethic of teaching professional as well as strengthening policy to ensure continuous and sustained programme are strategies that can improve teachers' profession.

USAID (2013) did a study on Tanzania strategy for improving the quality of education suggested that strategies to improve TRCs should base on capacity building of official entities, like the Ward Education Officer (WEO), who has an ambiguous advisory role in the process, and by the School Management Committees (SMCs), which have been activated and effective in only some targeted cases. In subsequent stages, the strategy should target lower primary school teachers in the communities served by the TRCs to improve instruction in reading, mathematics, and science. As a necessary component to improved instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers should be provided.

Additionally, ICT investments should become available; the scale of impact may increase. TRCs could reach out to schools and communities providing additional net-based resources, broadened professional development opportunities through online learning, and overall increased capacity for the TRCs as learning hubs.

Lindhe *et al* (2002) did a study on support to teacher education in Tanzania and they suggested to decentralize the in-service course programs to TRCs was plausible and meaningful as it was likely to reduce the problem of transport and accommodation costs; which in turn could stimulate enrolment. But decentralization by itself was insufficient. The TRCs must of necessity be recognized, integrated into the local government structure, financed and manned by competent personnel capable of discharging the in-service responsibilities effectively and efficiently. At present the TRCs are marginalized, lack appropriate personnel and do not have reliable sources of funding.

De Grauwe and Carron (2001) identified that, in order Teachers Resource Center to function effective and effectively need sufficient staff and financial resource. This implies that in order TRCs to work efficiently requires reliable funding to carry out the most basic activities. This observation is supported by Geeves (2003) who reported that, Teachers Resource Center work well if there are strategies of financial and technical support provided by international organizations and non-government organizations. Giordano (2008) did a study on cluster and teacher resource centres and identified that train heads and involving community members are the most effective strategies in producing positive changes in teachers' resource centres.

According to Knamiller (1999) visiting TRCs and providing in- class support and feedback, have more impact on TRCs. This implies that making follow up and give out feedback of these teachers resource centres soon after inspecting will enable to know the deficit of the TRCs in order to improve the situation. Therefore, this study

intends to examine the strategies to improve teachers' resource centres in order to come up with findings for betterment.

2.5 Research Gap

Several studies have been carried out on TRCs. Some of these studies include, Villegas-Reimers (2003) who studied about the importance of TRCs; Villegas-Reimers (2003) provides evidences on professional development for teachers who play an essential role in improving the quality of education for all pupils. Again, a study by Villegas-Reimers and Reimers (2000) identifies requirements of professional teacher. He contends that teachers' professional development requires four types of growth; growth in knowledge, growth in skills, growth in judgment (classroom related), and growth in the contribution teachers make to a professional community.

On other hand, scholars like Kisuda (2005), Kimaro (2005), Koda (2006) and Mirambo (2007) identify inadequacy of material resources for running the TRCs and that tutors who were responsible in upgrading teachers at the TRCs were not competent because they were borrowed or hired from secondary schools, and they were not sufficient. Again, De Grauwe and Carron (2001); Geeves (2003); and Giordano (2008) identify things needed for effective TRCs. These include human, financial and material resources. However, literature reviewed covers studies done inside and outside Tanzania. The studies reviewed focus on the impacts of the use of Teachers Resource Centres, however, no study have been conducted on the impact of the TRCs in public primary schools. Therefore, this study is intended to fill this knowledge gap.

2.6 Conceptual Framework

Conceptual framework is a set of coherent ideas and concepts organized in a manner that makes them easy to communicate. Omari (2011) defined conceptual framework as some imagination or some hypothetical thoughts. The conceptual framework in this study based on the current model of evaluation by Stufflebeam (2000) that involves four aspects: Context, Input, Process and Product (CIPP). Context evaluation assesses needs, problems, and opportunities as based on defining goals and priorities and judging the significance of outcomes. Input evaluation assesses alternative approaches to meeting needs as means of planning programmes and allocating resources. Process evaluation assesses the implementation of plans to guide activities and later to explain outcomes. Product evaluation identifies intended and unintended outcomes both of which help the process on track to determine effectiveness. However, as shown in figure 2.1 the model has been modified by researcher to suit the subject matter of this study.

The conceptual framework in figure 2.1 consists of six components, which are teachers' needs from the TRCs, the curriculum development centre, inputs, processes, output and impact of TRCs to primary schools. The first component explains teachers' professional learning needs from the TRCs. This needs include new knowledge on the subject matter, and skills for designing and producing teaching and learning materials. The literature indicates that effective teacher professional development begins with an understanding of teachers' needs and their work, and the school and classroom environment (Gaible and Burns, 2005). The second component is the curriculum development centre. TRCs need to state clearly

the objectives to be achieved, the syllabuses, and teaching guidelines in order to meet teachers' professional needs. This is also indicated in Mosha (2015).

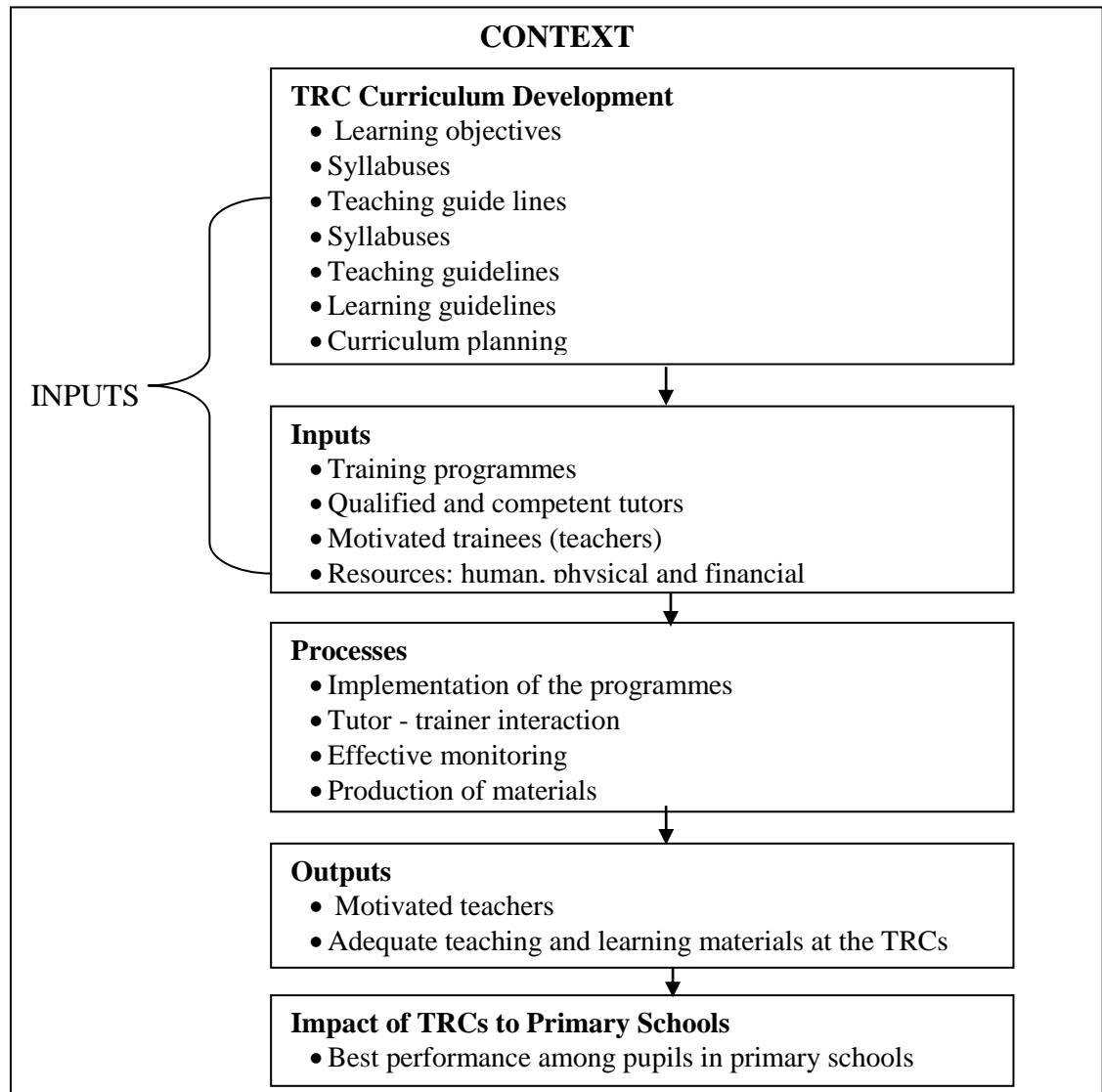


Figure 2.1: Conceptual Framework of Impact of Teachers' Resource Centres in Public Primary Schools in Kinondoni Municipality

Source: Adopted from Stufflebeam (2000) and modified by researcher, 2016.

The conceptual framework in figure 2.1 consists of five components, which are TRC curriculum development, inputs, processes, output and impact of TRCs to primary schools. The first component is the curriculum development centre. TRCs need to

state clearly the objectives to be achieved, the syllabuses, and teaching guidelines in order to meet teachers' professional needs. This is also indicated in Mosha (2015).

The second component is inputs, which are the resources necessary to yield outputs. The study assumes that if there are well planned programmes, qualified and competent tutors, motivated/self-directed trainees (teachers) and adequate resources, the TRCs would then be able to meet teachers' needs.

The third component is processes. The figure shows that in order for the processes to take place, the programmes should be implemented, teachers and tutors should interact, monitoring and coordination should be effective and materials produced. In this study sufficient funds should be in line with the processes so that the TRCs achieve their objectives. It has been noted by Kaufman and Zahn (1993) that processes are the heart of any educational enterprise, and it is where we spend most of the resources and time.

The fourth component is outputs. Outputs are the results expected from the processes. The study expects that if inputs are well processed in terms of motivated teachers and adequate teaching and learning materials at the TRCs, the expected results will be realised.

The fifth component is impact of TRCs to primary schools. The impacts are the results expected from outputs. The study expects that if the outputs are excellent and well considered, TRCs will play the most important roles in academic excellence in primary schools.

CHAPTER THREEE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the study area, research approach, and research design and target population. Moreover, sample and sampling techniques, sources of data, method of data collection and data analysis are provided. Finally, validity and reliability of research instruments and ethical issues are given in chapter three.

3.2 Area of the Study

Cohen *et al.* (2000) comments that it is very important for a researcher at the planning stage to clearly specify and define the area of research. In this regard, this study will be conducted in Kinondoni district in Dar es Salaam. The district has four constituencies namely Kinondoni, Kibamba, Ubungu and Kawe. All constituencies were involved in this study and each of them contributed equal number of respondents in order to avoid biasness. This area has been chosen due to the fact that no studies have been conducted on the impact of teachers' resource centres in public primary schools in Kinondoni. It is also one of the biggest areas in Dar es Salaam with four TRCs that may have significant effect on the use of the impacts of teachers' resource centres in public primary schools in Kinondoni municipality.

3.3 Research Approach

Research approach is the mental and philosophical dispositions a researcher may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as a respondents in any social reality under

microscope and can only be qualitative or quantitative (Omari, 2011). The research approach employed in this study was both quantitative and qualitative because the researcher intended to give description on the impacts of the use of Teachers' Resource Centres in public primary school teachers in Kinondoni Municipality.

Contributing to this, Ritchie and Lewis (2012) assert that qualitative approach helps the researcher to explore and describe participants understanding and interpretations of social phenomena in a way that captures their inherent nature. The researcher also employed quantitative research approach especially when numerical representations of data are used. Creswell (2005) contends that a mixed research method design is useful when either the qualitative or quantitative approach by itself is inadequate to best understand the research problem or the strengths of both qualitative and quantitative research provided the best understanding.

3.4 Research Design

According to Omari (2011) research design is a plan on how a research problem will be tackled. The appropriate research design that was applied in this research problem or phenomenon was a case study research design. The use of case study in this study was due to the application of both quantitative and qualitative. Again, since this study did not use large sample, case study was appropriate as it involved an in-depth, cross sectional examination of a single instance or event. Thus, a case study research design involves a careful and complete observation of a social unit, which can be person, a family, an institution, a cultural group or even the entire community (Kothari 2004). In this case individual and institution was involved. The case study,

on the other hand, enabled the researcher to obtain in-depth and rich information regarding the topic under study. This was because a case study involved analysis of characteristics of an individual unit so as to probe deeply and analyze intensively the multi-farious phenomena that constitute the life cycle of the unit with view established generalizations about the population to which that unit belongs.

3.5 Target Population

The target is the population from which the sample was picked. In this study, the targeted population from which the researcher drew conclusions, covered four categories, namely district educational officer, school inspectors, TRCs staff, head teachers and teachers.

3.6 Sampling Techniques

Sampling techniques refer to the techniques used to identify sample. Sampling technique is used when researcher(s) want to find informants who will provide the relevant information of the research problem (De Vos *et al.* 2005). This study adopted purposive and random sampling technique in the selection of the respondents.

3.6.1 Purposive Sampling

Purposive sampling is a non-probability sampling technique which involves picking units most relevant in the subject matter and studies them (Omari, 2011). The purposive sampling was used to select district education officer, school inspectors, head teachers and TRCs staff because of their role in leadership styles to school

performance. For instance they are responsible for developing, coordinating and implementing education matters in the district.

3.6.2 Random Sampling

Simple random sampling is probability sampling technique whereby participants of the study are chosen in such a way that each has an equal chance of being selected, and each choice is independent of any other choice (Omari, 2011). Random procedure was used to select head of schools and teachers to represent the entire population. In this study, researcher sought a list of primary schools and their teachers from District Education Office. After having the list, the researcher selected the schools to be involved through lottery method whereby they were numbered from one to three in the provided long list of all schools. Every number three was picked for case study. After having the selected schools, teachers were selected randomly using numbered cards. The cards with number one to five were given to teachers and every teacher with number three was picked as a sample.

3.7 Sample Size

Omari (2011) asserts that a sample is a small proportion of a population selected for observations and analysis. By observing the characteristics of the sample, one can make inferences about the characteristics of the population from which it is careful drawn. Kothari (2004) argues that the size of sample should neither be excessively large, nor too small. It should be optimum sample that fulfils the requirements of efficiency, representativeness, reliability and flexibility. Thus, the large the sample size the better the results (Omari, 2011). The idea behind use of samples in this research was that, it was absolutely difficult or impossible to reach everybody in the

population due to several limitations such as financial constraints and time factor. The sample size of this study was 246 which was equivalent to 5% of the respondents as presented in Table 3.1.

Table 3.1: Composition of the Sample

Categories of respondents	Population	Sample size
District Education Officer	1	1
TRCs staff	20	10
Schools inspectors	26	10
Head teachers	140	30
Teachers	4,486	195
Total	4,673	246

Source: DEO Report, 2015

3.8 Sources of Data

Oso and Onen (2008) define data as anything given or admitted as a fact and on which a research inference is based. It is anything actual or assumed used as a basis for reckoning. This study used both secondary and primary data.

3.8.1 Primary Data

Adam and Kamuzora (2008) define primary data as the data collected by the researcher himself/herself or by research assistants from the field for the purpose of answering a research questions or objectives. The data for this study was collected from the field through questionnaires, observations and interviews. The respondents were educational inspectors, TRCs staff, head teachers and teachers.

3.8.2 Secondary Data

Saunders *et al.* (2007) defined secondary data as data, which the researchers did not collect for themselves directly from respondents or subjects. This means that

secondary data is not collected with the researcher's purpose objectives in mind. It may include academic studies, internal organization's materials and institutions' statistics and information. In this study different types of secondary data were used including books, journals, reports, published and unpublished material.

3.9 Data Collection Methods

Gay *et al.* (2006) state that, the choice of research methods depends on the purpose of the study and the questions or objective to be answered. In this study, three methods of data collection were applied which include questionnaires, in-depth interviews and observations.

3.9.1 Questionnaires

A questionnaire is a data collection instrument consisting of a group of questions designated to elicit data or information from an informants or respondents (Kothari, 2004). Questionnaires (Appendix i) are commonly used instruments to obtain important data about the population and study objectives in order to gather data (Patton and Cochran, 2002). The questionnaire helps the researcher to collect data at hand, and gets a lot of information on the problem under investigation. A well-designed questionnaire can gather data from the organization as well as specific data on specific matters studied. Questionnaire was distributed to teachers based on the impact of teachers' resource centres in public primary schools in Kinondoni Municipality.

3.9.2 In-depth Interviews

The interview is a common and important method in qualitative research. It involves

presentation of oral-verbal stimuli and reply in-terms of oral-verbal responses. It can be used through personal interviews and sometimes through telephone (Kothari, 2008). In this study the interview will be used to collect data from respondents (Appendix ii). The study employed a semi-structured interview in gathering information from district education officer, head teachers and school inspectors. Cohen *et al.* (2000) hold that semi-structured interviews enable the interviewees to project their own ways of defining the world, permit flexibility of sequence of discussions and enabled participants to raise issues as well matters that might have to be included in the schedule.

The major advantage of the semi-structured interview gives the researcher's an opportunity to probe and ask follow up questions thereby gaining deeper understanding of the interviewees experience, feelings and perspective concerning the topic under discussion. For this reason, the researcher obtained the respondents' feelings experiences and perspectives concerning on the impact of teachers' resource centres in primary schools in Kinondoni District. Generally, the interview was used for TRCs staff, head teachers and chief school inspectors.

3.9.3 Participant Observation

Miles and Huberman (1994) assert that participant observation is an important method of data collection. It allows the researcher not only to collect data but also analyse them through practical experience. This method facilitates other techniques of collecting qualitative data. Participant observation was used to achieve both qualitative and quantitative understanding of the impact of TRCs in public primary

schools in Tanzania. The research took some times to observe some of the activities undertaken by TRCs as well as teaching and learning facilities available.

3.10 Quality Control

3.10.1 Validity

According to Kothari (1990), validation of the instruments refers to the quality of research instruments or procedures which measures what they are supposed to measure. The validity of research instrument was ensured through pilot study as it is useful before the actual survey is being taken and it could provide data which could allow costs to be trimmed. Also, a pilot survey carried in TRC Kunduchi in Kinondoni district was used to measure validity as it gives an estimate of the non-response rate as well as a guide as to the adequacy of the sampling frame chosen.

3.10.2 Reliability

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1993). That is, if other researchers conduct the same study on assessing the impact of the teachers' resource centre in public primary schools, will get the same results. Based on this, the respondents were asked to respond on their own about the impact of TRCs in public primary schools in Tanzania. This was to ensure that the respondents have interpreted the items in the instruments in the same way each time they read them.

This process produced findings among groups which was similar in all applicable respects, because the items with unclear meaning to the respondents was identified

and adjusted. To get reliable data, researcher also had to ensure that instruments like questionnaire, interview and observation had been tested before being fully applied into the study to attain this. Testing the research instruments in the same individuals with the same questions over a relatively short period of time and check their correlation was also do this.

3.11 Data Analysis, Interpretation and Presentation

Data analysis refers to the examining what has been collected in survey or experience and making deduction (Komba *et al.* 2006). In analyzing qualitative data, content analysis was employed in order to extract relevant information. Content analysis is a technique in which the researcher organizes information collected into categories and revises to get valid information. It is the examining what has been collected in survey or experiment and making deduction and inference (Komba *et al.* 2006). With this regards quantitative and qualitative data allowed a researcher to make description of the data collected from the field basing on the research objectives and made decision what to take and what to leave basing into its usefulness in the study. Therefore, the researcher wrote narratives of each objective including quotes from the interviews.

Finally, the researcher interpreted those narratives and figures (numbers) to generate meaning. In this study, quantitative data was analysed with the aid of Statistical Package for Social Sciences (SPSS). Data collected was entered into SPSS programme and then commended to produce figures such as pie charts and tables with frequency and percentages for analysis and discussion.

3.12 Ethical Issues

The ethical consideration was observed in getting informed consent from teachers, head teachers, TRCs staff and school inspector involved in this study. The researcher adhered to confidentiality from the people who needed information. There was no exposing or leaking of information without consent of the person who provide information. The researcher was humble to cultural and belief of respondents.

CHAPTER FOUR

4.0 DATA PRESENTATIONS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the findings. The analysis and discussion was done as per specific objectives of the study which were to examine contributions of TRCs in improving teachers' professionalism; to explore factor affecting the use of TRCs in improving teachers' profession; and to examine strategies and measures to improve TRCs in empowering teachers' professionalism. The discussion of findings was done in comparison with other studies, which are related with this study.

4.2 Characteristics of the Respondents

4.2.1 Age of the Respondents

Age of the respondents was important as it could also determine the experience of respondents in teaching career. Figure 4.1 shows that, 44.31% of the respondents were of the age between 36 and 45 while 26.83% of the respondents were of the age between 46 and 55.

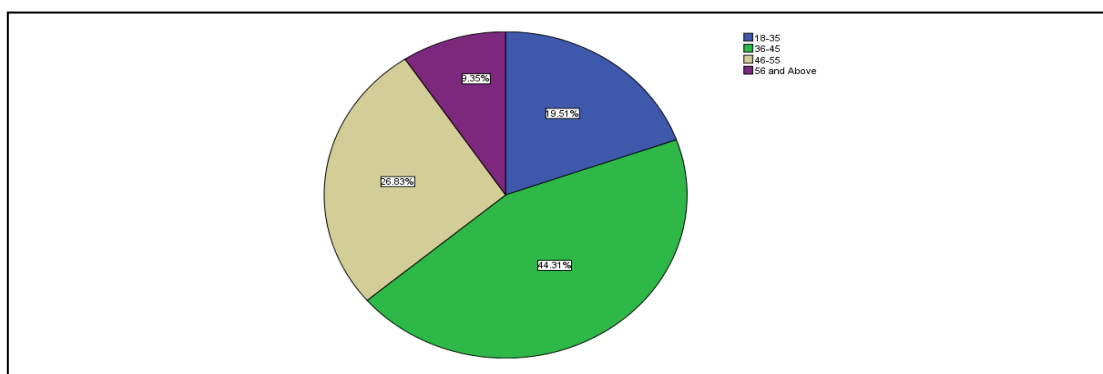


Figure 4.1: Age of the Respondents

Source: Filed Survey, 2016

However, 19.51% of the respondents were at the age between 18 and 35; 9.35% of the respondents were at the age of 56 years and above. These results implies that most of the respondents had enough experience in teaching and therefore good understanding of what had been going on in education sector including TRCs.

4.2.2 Sex of the Respondents

Figure 4.2 reveals that 82.52% of the respondents were female while 17.48% of the respondents were male. This implied that most of primary school teachers at Kinondoni Municipality were female. DEO (2015) showed that Kinondoni Municipal had 4,480 primary school teachers. Among them, females were 3,773 while males were 707. It should be noted that the aim of knowing individual's sex was to make sure that both sexes were included in the sample to avoid bias.

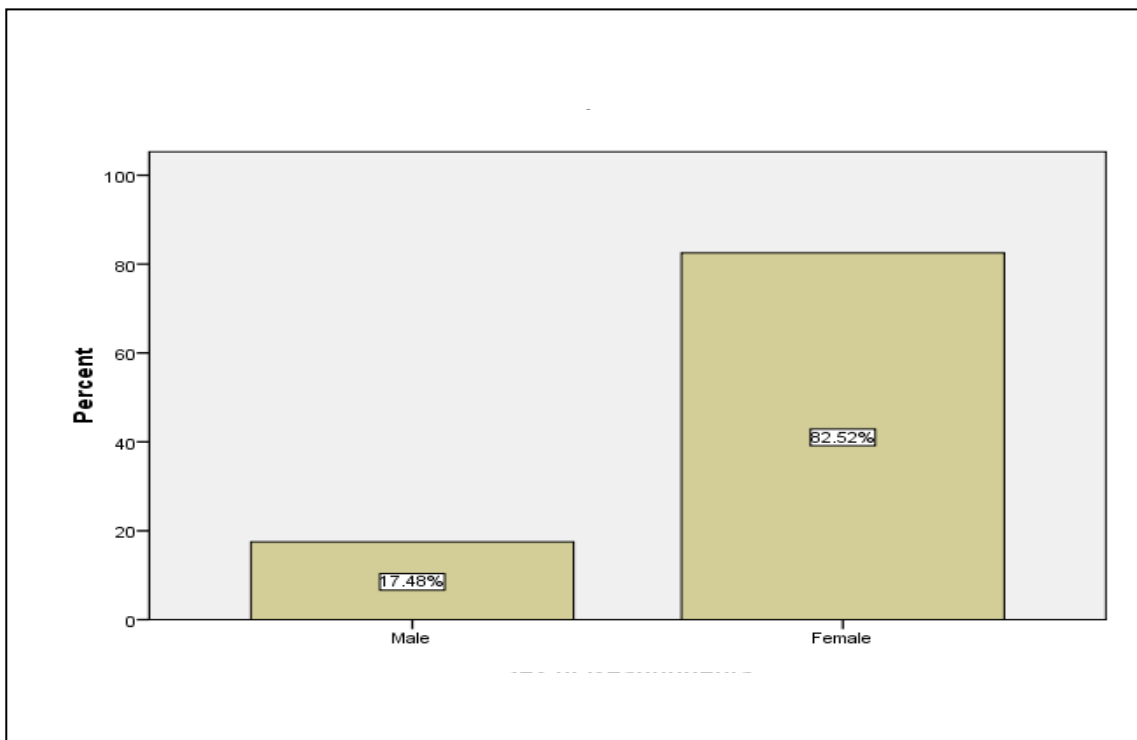


Figure 4.2: Sex of the Respondents

Source: Filed Survey, 2016

4.2.3 Level of Education of the Respondents

The levels of education of the respondents were important to this study as it could establish, among others, the role of TRCs in teachers' career development. Figure 4.3 illustrates that 44.31% of the respondents had certificate education. Respondents with diploma education counted 32.52% of the total respondents. Bachelor degree holders counted 12.2% and advanced secondary school education were 9.76% of the total respondents. Only 1.22% of the respondents had ordinary secondary education. These results implied that most teachers were trained as professional teachers. Thus, they had teaching basics that enabled them to facilitate learning process among students. However, ILO (2011) asserts that as Competency Based Approaches focus on what is expected of the worker in the job, rather than on the time spent in education and training.

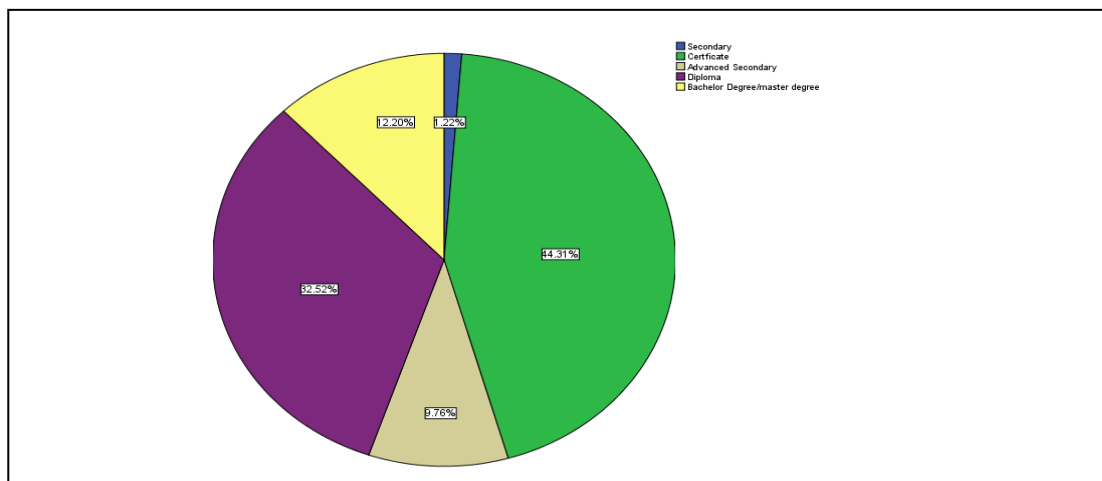


Figure 4.3: Levels of Education of the Respondents

Source: Filed Data, 2016

4.3 The Contributions of TRCs in improving Teachers' Professionalism

The contribution of TRC in improving teachers' professionalism was the first objective of this study. It aimed at examining the contributions of TRCs in improving

teachers' professionalism. This objective was examined under the following sub-sections.

4.3.1 Teachers' Knowledge about TRCs and Attendance at TRCs

The researcher wanted to find out the extent to which teachers were aware of the presence of TRCs. Table 4.1 shows that 181 (92.8%) of the respondents were aware of the presence of TRCs. While 7 (3.6%) of the respondents were not awareness about the presence of TRCs, 7 (3.6%) did not know whether there were TRCs or not. Table 4.1 also shows that 140 (71.8%) of the respondents attended TRCs. However, 48 (24.6%) of the respondents did not attended TRCs.

The table also shows that 7(3.6%) of the respondents were undecided. They did not know whether they attended TRCs or not. All of these implied that TRCs existed and most teachers attended in it. The reasons given for those who were not aware of the presence of TRCs together with those who did not attended were: firstly, they were new teachers and therefore it could not be easy for them to know those centres. They lacked information about those centres. Secondly, some of them did not attend at those centres because their heads of schools did not give them permissions to attend any seminar, workshop or discussion that took place at TRCs.

Table 4.1: Teachers' knowledge about TRCs and aattendance at TRCs

Responses	Knowledge of teachers about TRCs		Attendance of Teachers at TRCs	
	Frequency	Percent	Frequency	Percent
Yes	181	92.8	140	71.8
No	7	3.6	48	24.6
I Don't know	7	3.6	7	3.6
Total	195	100.0	195	100.0

Source: Field Data, 2016

During the interview, DEO, school inspectors, head teachers reported that they were aware of the TRC. One of the head teachers said that, “*I know TRCs as the centres of making teaching and learning materials for teachers*”. This implied that TRCs were there some year ago. It was also learnt that the majority head teachers attended TRCs. One of them said, “

...I remember I attended at one of the centres some years back although I can't say exactly when... ”

These results were contrary to Rumanyika and Mashenene (2015) who found teachers lamenting that their time constraints prevented them even knowing what is needed to be done at TRCs.

4.3.2 The Role of TRCs in improving Teaching and Teachers' Perceptions towards TRCs

Respondents were asked about the role of TCRs in improving teachers' professions. Table 4.2 shows that 164 (84.1%) of the respondents revealed that TRCs play a great role in improving teachers' profession, while 16 (8.2%) of the respondents did not know whether TRCs improved teaching or not. However, 15(7.7%) of the respondents refuted that TRCs played a great role in improving teachers profession. Their refusal was due to the fact that they were neither aware of TRCs nor attending any workshop or seminar at TRCs. Table 4.2 also shows that 142 (72.8%) of the respondents had positive perceptions of TRCs in improving teachers' efficiency. While 35 (17.9%) of the respondents did not know whether TRCs improved teachers' profession or not. However, 18(9.3%) of the respondents had negative perceptions on TRCs in improving teachers' profession. These results implied that

the majority of respondents had positive perceptions of TRCs as it also played great role to prepare teachers in teaching pedagogy. It was said that most of teachers attended at TRCs were effective and efficient in teaching methodology as compared to the time they had not attended TRCs.

Table 4.2: The Role of TRCs and its perceptions towards improving efficiency

Responses	The role of TRCs in Improving Teachers' effectiveness		Responses	Perceptions of teachers towards TRCs in Improving their efficiency	
	Frequency	Percent		Frequency	Percent
Yes	164	84.1	Positive	142	72.8
No	15	7.7	Negative	18	9.3
I Don't know	16	8.2	I don't know	35	17.9
Total	195	100.0	Total	195	100.0

Source: Field Data, 2016

During the interview, most of the interviewees were of the view that TRCs were the best place of improving teachers' effectiveness. One of TRCs staff said that, "these centres are very important in improving teachers' effectiveness". Tyler (2003) asserts that good training enables participants to gain new knowledge and skills as well as the attitudes. This means that if teachers are well trained, they will improve their performance/teaching, hence students' academic performance. Likewise, during the interview, all head teachers perceived these centres positively. One of the head teachers said,

"TRCs are good for teachers to brush their brains and are places where teachers of different subjects meet and exchange their knowledge and skills and therefore improve their effectiveness".

Even DEO and TRCs staff said that most teachers perceived those centre positively, specifically those who had already attended seminars and courses at those centres. In

this line, Giordano (2008) reveals that TRCs improve the condition of education delivery; addressing pedagogical goals and quality improvement; improving cost effectiveness; improving education management; and promoting interaction between school and community.

4.3.3 TRCs Train Untrained Teachers and Upgrade Teachers

One of the roles of TRCs is to train untrained teachers. Untrained teachers are those who were teaching without having formal pedagogical teaching training. The researcher wanted to know whether this role has been achieved or not achieved by TRCs. The results in Table 4.3 shows that 118 (60.5%) of the respondents said that TRCs trained untrained teachers. 49 (25.1%) of the respondents refuted that TRCs trained untrained teachers because they were not aware that one of the duties of TRCs was to train teachers who had no prior teaching pedagogy.

However, 28 (14.4%) of the respondents did not know whether or not TRCs trained untrained teachers. Furthermore, the table reveals that 165 (84.6%) of the respondents had the view that TRCs upgraded teachers. While 17 (8.7%) of the respondents did not know whether TRCs upgraded teachers or not. About 13 (6.7%) of the respondents refuted that TRCs upgraded teachers. These results implied that TRCs trained untrained teachers as well upgrading teachers from different areas as one of the strategies of carrier development. The respondents who refuted that TRCs trained untrained teachers and upgraded teachers were new in the field of teaching and they also lacked information about those centres.

Table 4.3: TRCs Train Untrained Teachers and Upgrade Teachers

Responses	TRCS training untrained teachers		TRCs in upgrade teachers	
	Frequency	Percent	Frequency	Percent
Yes	118	60.5	165	84.6
No	49	25.1	13	6.7
I Don't know	28	14.4	17	8.7
Total	195	100.0	195	100.0

Source: Field Data, 2016

Although some interviewees said that TRCs trained untrained teachers, some were not aware of it. They said that they don't believe to have teachers who were not trained. One of the respondents, who was not aware of TRCs training untrained teachers, said,

"I don't think so...for someone to qualify to be a teacher without been trained to be teachers, he or she must be trained...how comes that there are untrained teachers? TRCs are used to brush teachers' minds and not non or untrained teachers".

However, their views were different from National Teachers' Resource Centre (NTRC) Annual Report, 2007/2008 in Zanzibar which indicates that the introduction of TRCs in Zanzibar played big part in reducing the number of untrained teachers from 1,264 in 1978 to 774 in 1993. Furthermore, the interviewees said that TRCs were used to upgrade teachers. They said that TRCs had helped many teachers to upgrade their grades. For example, there were teachers who upgraded from grade IIIB/C to IIIA through special programme known as modular approach with face to face established by TRCs. This programme which started from 2006-2009 enrolled 43,142 teachers whose among them, 37,015 (85.8%) passed the programmed and therefore qualified for promotion. These results were in line with those of National Teachers' Resource Centre's (NTRC) Annual Report, 2007/2008 in Zanzibar which

indicates that, teachers, who qualified at the TRCs as Grade IIIA in 2003 and 2008, went back to their schools as trained, motivated and competent in subject content.

4.3.4 TRCs Address Teachers and Students' Needs

The researcher examined the role of TRCs in addressing teachers and students' needs. Table 4.4 shows that 138 (68.8%) of the respondents said that TRCs addressed teachers and students' needs. While 29 (14.9%) of the respondents did not know whether TRCs addressed teachers and students' needs or not, 28 (14.4%) of the respondents refuted that TRCs addressed teachers and students' needs. However, the majority of respondents agreed that TRCs addressed teachers and students' needs as most of them said that TRCs provided books for teaching and learning as well as enabling teachers to prepare materials which were cost effective.

Table 4.4: TRCs in Addressing Teachers and Students Needs

Does TRCs Addressing Teachers and Student's Needs?	Frequency	Percent
Yes	138	68.8
No	28	14.4
I don't know	29	14.9
Total	195	100.0

Source: Field Data, 2016

During the interview, it was said that TRCs were among the centres which addressed teachers and students' needs in terms of learning and teaching materials. However, they said that sometimes it became difficult to have financial and human capacity to fulfil this objective. These results concur with the study of Gaible and Burns (2005) who assert that in order to be effective teachers' professional development should address the core areas of teaching-content, curriculum, assessment and instruction.

They added that, teachers' professional development should have characteristics such as teacher and pupil needs via approaches that are appropriate for conditions in schools. It should also be long term, ongoing, sequential, and cumulative, providing teachers' opportunities to gain new knowledge and skills. Furthermore, it should increase their abilities over time; focus on pupils' learning outcomes in ways that enable teachers to use their new knowledge and skills. Likewise, Dahl (2015) is of the view that TRCs provide a preview collection of instructional materials and professional development resources that may be used onsite. It is argued that educators have access to core and supplementary curriculum materials, books, digital resources and educational supply catalogues.

4.3.5 Contribution of TRCs in Teachers' Professional Development

This section examined TRCs contribution to teachers' professional development as well as producing teachers with skills of applying modern technology in teaching. Table 4.5 shows that 157 (80.5%) of the respondents revealed that TRCs contributed to teachers' professional development by preparing seminars and workshops for them while 26 (13.4%) of the respondents refuted that TRCs contributed to teachers' professional development. However, 12 (6.2%) of the respondents did not know whether TRCs contributed to teachers' professional development or not as most of them were not aware of the existence of TRCs. Table 4.5 also revealed that 170 (87.2%) of the respondents said that TRCs produced teachers with skills of applying modern teaching technology. While the table shows that 15 (7.7%) of the respondents refuted that TRCs produced teachers with skills of applying modern teaching technology, 10 (5.1%) of the respondents did not know whether TRCs

produced teachers with skills of applying modern teaching technology or not. These results implied that TRCs contributed to teachers' professional development and produced teachers with skills of applying modern teaching technology. TRCs prepared seminars and workshops for teachers to improve their skills. Those few who were not aware of this role were said to be either new in the field or lacked important information about the importance of TRCs to teachers and quality education in general.

Table 4.5: Role of TRCs to Teachers' Professional Development and Producing Teachers with Modern Teaching Technology

Responses	TRCs Contribution to Teachers' Professional Development		TRCs Produces Teachers with Modern Teaching technology	
	Frequency	Percent	Frequency	Percent
Yes	157	80.5	170	87.2
No	26	13.4	15	7.7
Don't know	12	6.2	10	5.1
Total	195	100.0	195	100.0

Source: Field Data, 2016.

During the interview it was learnt that TRCs contributed to teachers' professional development. One of the interviewees said that,

“they make teachers more effective and therefore increase schools' performance. This is done through seminars, workshops and short courses...as you know TRCs provides seminars, workshops for difficult topics of different subjects. They also provide programmes like computer skills”.

In this line Villegas-Reimers (2003) provides evidences that professional development for teachers plays an essential role in improving the quality of education for all pupils. Additionally, Tyler (2003) asserts that good training enables participants to gain new knowledge and skills as well as the attitudes.

However, there were mixed opinions on the issue of TRCs in producing teachers with skills of applying modern teaching technology. While some of the TRCs staff said that, TRCs produced teachers with skills of applying modern teaching methodology, others said that TRCs produced most teachers with little or no skills of applying modern teaching methodology. This was contrary to Giordano (2008) who asserts that, TRCs are used for delivery of professional development activities such as in-service training and to support teachers instructionally.

4.4 Factor Affecting the Use of TRCs in Improving Primary School Teachers' Profession

This was the second objective of the study. It aimed at exploring factor affecting the use of TRCs in improving teachers' profession. This objective was examined under the following sub sections.

4.4.1 Allocation of Insufficient Funds in Achieving TRCs' Objectives

This study wanted to know if allocation of funds in achieving TRCs' objectives was a challenge or not. Table 6 shows that 174 (89.2%) of the respondents agreed that allocation of fund in achieving TRCs' objectives was a challenge. The table also shows that 9 (4.6%) of the respondents refuted that allocation of funds in achieving TRCs' objectives was the challenge. The reason behind of denying this was that they considered human resource as important factor to control other factors. However, 12 (6.2%) of the respondents did not know that allocation of funds in achieving TRCs' objectives was the challenge. Generally, the data shows that there were insufficient funds in implementing TRCs activities.

Table 4.6: Allocation of Insufficient Funds in Achieving TRCs' Objectives

Responses	Frequency	Percent
Yes	174	89.2
No	9	4.6
I don't know	12	6.2
Total	195	100.0

Source: Field Data, 2016.

During the interview, head teachers, TRCs' staff and DEO revealed that insufficient funds and sometimes no fund disbursed for implementation of TRCs projects was the main challenge. One TRC's staff said

'it is difficult to run these centres without money. Contributions from various stakeholders are not enough to run these centre. Even the allocation of fund from the government is not sufficient and sometimes no fund at all. All of these create difficulty situation to run these centres.'

These results concur with Cares (1995) who is of the view that the most common obstacle mentioned by teachers and administrators facing TRC was a lack of funding which touches every level of education and makes it particularly difficult to provide technology infrastructure and tools, sufficient support staff, and professional development opportunities. Again, Cares (1995) note that when TRC faced with shrinking budgets, improving technology and providing technology training is not considered a priority, according to several teachers and administrators. Furthermore, Cares (1995) argue that limited funding can also mean limited professional development opportunities.

4.4.2 Inadequate Libraries and Learning and Teaching Materials at TRCs

Respondents were also asked about inadequate libraries, and learning and teaching materials at TRCs. The results in table 4.7 show that 112 (57.4%) of the respondents

reported the unavailability of libraries at TRCs. It also show that 45 (23.1%) of the respondents revealed that there was an availability of libraries at TRCs. 38 (19.5%) of the respondents did not know whether there was unavailability of libraries at TRCs or not. The table also revealed that 155 (77.9%) of the respondents reported about unavailability of learning and teaching materials at TRCs. While 23 (11.8%) of the respondents refuted about unavailability of learning and teaching materials at TRCs, 20 (10.3%) of the respondent did not know whether there was unavailability of learning and teaching materials or not. It was learnt that most of the undecided respondents and those who said that there was adequate learning and teaching materials were teachers who had neither attended at TRCs nor awareness of existence of TRCs.

Table 4.7: Availability of Libraries and learning and teaching Materials at TRCs

Responses	Unavailability of Libraries at TRCs		Unavailability of Materials at TRCs	
	Frequency	Percent	Frequency	Percent
Yes	112	57.4	155	77.9
No	45	23.1	23	11.8
Don't know	38	19.5	20	10.3
Total	195	100.0	195	100.0

Source: Field Data, 2016

During the interview, it was revealed that there was shortage of learning resources such as books. Another thing, which was mentioned during the interview, was building. One of the respondents said,

“There are no enough buildings to accommodate our clients. We even don't have sufficient learning resources, leave alone teachers who are supposed to use those buildings, who actually, you can scarcely count them.”

This results line with those of Edward (2009) who asserts that the biggest problem that was facing school TRCs was the inadequate libraries which still playing general cultural role leads to isolate them away from educational.

Although interviewees revealed unavailability of materials at TRCs was among the factors affected the implementation of TRCs activities, the majority of them said that they tried to use those resources within their environment. One of them said,

“It is true that TRCs have no sufficient materials to fulfil their duties...however, they sometimes use the available resources within their environment to implement some of the things, although there are some limitations.”

In this line, Knamiller (1999) notes the inadequate resources to be useful to teachers. Likewise, scholars like Kisuda (2005), Kimaro (2005), Koda (2006) and Mirambo (2007) also identify that inadequacy of material resources for running the TRCs. Furthermore, Rumanyika and Mashenene (2015) find that TRC centres have limited computers. Furthermore, Mosha (2015) argues that shortage of teaching facilities, poor classroom, and school environment affected the teaching efficiency of the TRC-trained teachers. Thus, ineffective of TRCs was due to many factors including poor learning and teaching materials.

4.4.3 Incompetence of Trained Teachers and Ineffective Utilisation of TRCs

Table 4.8 shows that 99 (50.8%) of the respondents denied that TRCs trained incompetent teachers. The reason was that some teachers who were also respondents got their training from those centres. However, it shows that 64 (32.8%) of the respondents agreed that TRCs trained incompetent teachers. Only 32 (26.4%) of the

respondents were not aware of TRCs to train incompetent teachers. The table also shows that 92 (47.2%) of the respondents reported ineffective utilisation of TRCs. While 64 (32.8%) of the respondents denied ineffectiveness of utilisation of TRCs, 39 (20%) of the respondents were not aware of ineffective utilisation of TRCs. The reason of these was that most teachers were not using TRCs.

Table 4.8: Incompetence of TRCs Trained Teachers and Ineffective Utilisation of TRCs

Responses	Incompetence of TRCs Trained Teachers		Ineffective Utilisation of TRCs	
	Frequency	Percent	Frequency	Percent
Yes	64	32.8	92	47.2
No	99	50.8	64	32.8
Don't know	32	16.4	39	20.0
Total	195	100.0	195	100.0

Source: Field Data, 2016.

The interviewees said that teachers who were at TRCs were competent. One of the head teachers said

'the issue of competence among teachers is not only subjected to TRCs. It can be attributed by many factors including personal traits...it is not true that TRCs produce incompetent teachers.'

However, these results differ with scholars like Kisuda (2005), Kimaro (2005), Koda (2006) and Mirambo (2007) who argue that tutors who were responsible in upgrading teachers at the TRCs were not competent because they were borrowed or hired from secondary schools, and they were not sufficient. Furthermore, Mosha (2015) argues that teachers trained at the TRCs were not competent in the subject matter as expected.

Likewise, during the interview, it was learnt that there was ineffective utilization of TRCs. Most of the interviewees revealed that TRCs did not serve many teachers especially those who were working in rural areas. The results obtained from interview, concur with the study done by Gibbs and Kaziliman as cited by Knamiller (1999) who shows that in Zambia's TRCs most of resource centres are vastly under used. They further assert that resource centres were used for only 10 percent of their available time for meeting and workshop.

4.5 Strategies and Measures to Improve TRCs in Empowering Teachers' Professionalism

This was a third objective of the study. It aimed at examining strategies and measures to improve TRCs in empowering teachers' professionalism. This objective was examined under the following sub sections.

4.5.1 The Support Required by TRCs

The researcher wanted to know the kind of support needed by TRCs to fulfil their duties. Table 4.9 below shows that 145 (74.3%) reported that TRCs needed capacity building among teachers. While 172 (88.2%) of the respondents recommended monitoring results and feedback, 171 (87.7%) of the respondents said that TRCs were in need of integration with different stakeholders. The reason behind of all of this was to make TRCs most effective and efficiency. The table also indicates that 22 (11.3%), 13 (6.7%) and 11 (5.6%) of the respondents reported that TRCs were not in need of teachers' capacity building, monitoring results and feedback and integration with different stakeholders consecutively. However, those who were undecided were

28 (14.4%) on the issue of teachers' capacity building, 10 (5.1%) on the issue of providing monitoring results and feedback and 13 (6.7%) on the issue of integration of TRCs with different stakeholders. It was found those who were undecided did not understand various services provided by TRCs.

Table 4.9: The Support Required by TRCs

Responses	TRCs in Building Teachers' Capacity		TRCs in Providing Monitoring Results and Feedback		Integration of TRCs with Different Stakeholders	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	145	74.3	172	88.2	171	87.7
No	22	11.3	13	6.7	11	5.6
Don't know	28	14.4	10	5.1	13	6.7
Total	195	100.0	195	100.0	195	100.0

Source: Field Data, 2016.

During the interview, head teachers and TRCs staff said that TRCs could be enhanced in building capacity among teachers for the purpose of enhancing their professionals. One TRCs staff said

'capacity building among teachers is very essential...if happen that there is regular capacity building among teachers, it will be good and it is likely to have good results amongst students in the future.'

Likewise, USAID (2013) suggests that strategies to improve TRCs should base on capacity building of official entities, like the WEO, who has an ambiguous advisory role in the process. The strategy should target lower primary school teachers in the communities served by the TRCs to improve instruction in reading, mathematics, and science.

It was revealed that monitoring and giving feedback were the best way of making TRCs effective and efficiency. One of the respondents said,

“without monitoring and feedback, TRCs can’t be sustainable.”

Likewise, Knamiller (1999) argues that visiting TRCs and providing in- class support and feedback have more impact on TRCs. This implies that making follow up and give out feedback of these teachers resource centres soon after inspecting will enable to know the deficit of the TRCs in order to improve the situation. It was also learnt that TRCs should be integrated in local government structure to make them effective and efficiency to their stakeholders. Most of the respondents said that by doing it, there be easy for the government and other stakeholders to participate actively. Likewise, Lindhe *et al.* (2002) suggest TRCs must of necessity be recognized, integrated into the local government structure, financed and manned by competent personnel capable of discharging the in-service responsibilities effectively and efficiently. Furthermore, Giordano (2008) identifies that train heads and involving community members are the most effective strategies in producing positive changes in teachers’ resource centres.

4.5.2 TRCs’ Teaching Subject and Pedagogical Approaches

The researcher wanted to know whether TRCs improve instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers. Table 4.10 illustrates that 161 (82.6%) of the respondents responded that TRCs was needed to improve instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers by preparing seminar and workshops for teachers on

pedagogical issues. It also shows that 19 (9.7%) of the respondents denied that TRCs should improve instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers. However, 15 (7.7%) of the respondents were undecided on the issue of improving instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers. Thus, improving instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers could enhance teaching and learning among teachers and pupils respectively.

Table 4.10: TRCs' Teaching Subject and Pedagogical Approaches

Responses	Frequency	Percent
Yes	161	82.6
No	19	9.7
I don't know	15	7.7
Total	195	100.0

Source: Field Data, 2016.

The interviewees were of the views that TRCs had to improve instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers should be provided for their effectiveness. One of the interview said,

'for effective teaching and learning you can't avoid mastering of subject matter and the way of delivering it to the pupils. And many countries which have advanced in education sector, they take this as priority...'

In this line Komba and Nkumbi (2008) argue that TRCs should develop teachers professional model, improve pedagogy and ethic of teaching professional as well as strengthening policy to ensure continuous and sustained programme are strategies

that can improve teachers' profession. Furthermore, USAID (2013) suggests that TRCs should provide necessary component to improved instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers. Additionally, ICT investments should become available; the scale of impact may increase.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of the study. Conclusion and recommendations of the study mainly based on the findings in relation with specific objectives of the study. The chapter also suggests areas for further studies.

5.2 Summary of the Study

This study investigated the impact of TRCs in public primary schools in Tanzania. The study had three objectives namely; to examine contributions of TRCs in improving teachers' professionalism, to explore factor affecting the use of TRCs in improving teachers' profession; and to examine strategies and measures to improve TRCs in empowering teachers' professionalism. The theories of this study were Motivation-Hygiene Theory which is based on a two-dimension paradigm of factors affecting people's attitudes such as interpersonal relations, working conditions and pay are hygiene factors rather than motivators. Another theory used was the Expectancy Theory which links between effort and rewards. These theories proved significant impact to the results of this study as the absence of what these theories assert leads to adverse effects and vice versa. Furthermore, the study reviewed various literatures, which brought about research gap of this study.

The study used case study design with purposive and simple random techniques. Additionally, it used various methods in collecting information which were direct

observation, questionnaire and in depth interviews. Information or data was collected from 246 respondents who were teachers, DEO and TRCs staff. Both quantitative and qualitative data was collected. The data obtained from respondents was analysed quantitatively and qualitatively.

The findings showed TRCs contributed to improve teachers' professionalism by improving their effectiveness, train untrained teachers just to mention but few. The findings also showed that TRCs faced a lot of challenges such as insufficient funds, unavailability of materials, underutilisation of the centres, paradox of producing either incompetent or competent, and unavailability of libraries. The findings further showed that TRCs needed various strategies and measures to empower teachers professionally. These included building capacity, need support to implement their programmes, improving instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers should be provided, integrating them with local government structure to make them effective and efficiency to their stakeholders.

5.3 Conclusions

The conclusions of this study are based on the objectives and research questions.

5.3.1 Contributions of TRCs in Improving Teachers' Professionalism

The findings showed that the majority respondents were aware of TRCs. It was revealed that 92.8% of the respondents reported that there was TRC. The results further revealed that the majority teachers attended at TRCs in different areas. This

counted 71.8% of the respondents. Again, the findings showed that the majority respondents were of the view that TRCs improved teachers' effectiveness. Those with such views counted 84.1% of the respondents. This implied that TRCs were executing their duties despite other factors which could emerge.

These results showed that the majority of teachers (72.8%) perceived TRCs positively in improving their effectiveness. It was also found that 60.5% of the respondents acknowledged the role of TRCs to train teachers who were working as teachers but having little knowledge of teaching pedagogy. Again, the majority respondents agreed that TRCs were used to upgrade teachers. This counted 84.6% of the respondents. Furthermore, (60.5%) of the respondents agreed that TRCs addressed teachers and students' needs. The results also showed that TRCs contributed to teachers' professional development. This counted 80.5% of the respondents. All of these cement the contribution of TRCs in improving teaching and learning pedagogy. Generally, the results revealed that TRCs contribute to improve teachers' professionalism.

5.3.2 Factors Affecting the Use of TRCs in Improving Teachers' Profession

The results showed that there were insufficient funds in implementing TRCs activities. The insufficient funds to run different activities of TRCs counted 89.2% of the respondents. It was further revealed that 77.9% of the respondents reported that there was unavailability of materials at TRCs. Furthermore, the findings revealed that either TRCs were utilized effectively or not utilized effectively. Likewise, the results showed that teachers who were trained at TRCs were either incompetent or

competent to facilitate learning. However, 57.4% of the respondents revealed that there was unavailability of libraries at TRCs in implementing their activities. Generally, TRCs were ineffective in implementing some of their activities like presence of libraries and teaching and learning materials.

5.3.3 Strategies and Measures to Improve TRCs in Empowering Teachers' Professionalism

The findings showed that TRCs could build capacity among teachers for the purpose of enhancing their professionals as one of the strategies and measures of empowering teachers' professionalism. This was reported by 74.3% of the respondents. The results also revealed that 87.7% of the respondents said that support like fund was needed by TRCs to implement their programmes. The results further showed that TRCs should improve instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers should be provided. This was revealed by 82.7% of the respondents.

Again, the results showed that 88.2% of the respondents said that monitoring results and providing feedback to the regional offices and Ministry of Education can improve teachers' resource centres. It was further showed that TRCs should be integrated in local government structure to make them effective and efficiency to their stakeholders. This was reported by 87.7% of the responds. All of these results implied that TRCs needed various strategies and measures to empower teachers professionally. These included capacity building in terms of finance, human and materials.

5.4 Recommendations of the Study

5.4.1 Recommendation For Actions

The government should inject enough money to TRCs to assist its operations. With this support quality education will be realised as most teachers will be trained effectively and efficiently. As a result, teachers will in turn facilitate teaching and learning to students effectively and efficiently. Moreover, the society and other stakeholder should give moral and material support for sustainability of TRCs. Once TRCs will be stable, teachers will benefit from them, hence students will get the required education.

5.4.2 Recommendation for Future Studies

- i) This study was limited to impact of TRCs in public primary schools in Tanzania in Kinondoni municipality. Thus, future or other studies should be conducted on the impact of TRCs in secondary schools in Tanzania.
- ii) Furthermore, other studies could be conducted in other areas of study for comparison purpose.

REFERENCES

- Adam, J. and Kamuzora, F. (2008) *Research Methods for Business and Social Studies*, Morogoro: Mzumbe Book Project.
- Alomran, H. I. (2007). *Learning Resource Centres in Saudi Arabia: A study to the Reality with a Plan for an Ideal Centre*. Riyadh: Riyadh Girls University.
- Bell, J. (1993). *Doing Your Research Project*. Buckingham, Philadelphia: McGraw Hill Education.
- Best, W. J. and Kahn, V. J. (2006). *Research in Education* (10th ed). Boston: Pearson.
- Binde, A. L. (1999). *Teachers' Resource Centres. Baseline Study in Tanzania*. Dar es Salaam: Dar es Salaam University Press.
- Bush, T. and Bell, L. (2002). *The Principles and Practice of Educational Management*, London: SAGE.
- Ceres, R. (1995). *A Study on Resource Centre Structure*. A Report Submitted to Basic and Primary Education Project, Kesarmahal: MOEC.
- Cohen, L., Manion, L. and Morrison, K. (2000). *Research Methods in Education* (5th ed.). London: Routledge Falmer.
- Creswell, J. W. (2005). *Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research*. Upper Saddle: Pearson Education.
- Dadds, M. (2001). "Continuing Professional Development: Nurturing the Expert Within" in Soler, J., Craft A., Burgess, H. (eds) *Teacher Development: Exploring Our Own Practice*, London: Chapman Publishing.
- Dahl, S. (2015). *Teacher Resource Centre*. Retrieved from http://ed.fnln.gov/trc_new/ on 9th October, 2015.

- De Grauwe, A. and Carron, G. (2001). *Resource Centres as a Close- to School Support Service*. For 11EP Training Workshop on Reforming School Supervision for Quality Improvement. Paris: 11EP- UNESCO.
- De Vos, A.S. Strydom, H. and Founche, C.B. (2005). *Research at Grass Roots*. Pretoria: Van Schaik Publisher.
- Edward, B. (2009) *Libraries and Learning Resource Centres*. Oxford: Architectural Press.
- Gaible, E. and Burns, M. (2005) *Using Technology to Train Teachers: Appropriate Use of ICT for Teacher Professional Development in Developing Countries*. Washington: The World Bank.
- Gay, L. R., Millis, G. E. and Airesian, P. (2006). *Educational Research. Competence for Analysis and Application*. Ohio; Merill Prentice Hall.
- Geeves, R. (2003). *Operational Planning for School Cluster Development: Inception Report*. Phnom Penh: Cambodia Ministry of Youth, Education and Support. UNICEF/ Sida. Accessed on 17th September, 2015 from <http://unesco.org/images/0015/001597/159776e.pdf>.
- Hertzberg, F. (1966). *Work and the Nature of Man*, New York: Crowell Publications.
- Hoppers, W. (1998). "Teachers' Resource Centres in Southern Africa: An Investigation into Local Autonomy and Educational Change" *International Journal of Educational Development*, Vol. 8 pp 229-248.
- ILO, (2011). *Draft International Labour Organisation Guidelines on Training in the Port Sector*. International Labour Office, Geneva.

- Jain, P. S. (1997). Program Success and Management of Integrated Primary Education in Developing Countries, *World Development Journal*, Vol. 25, issue 3, pp 349-358.
- Kaufman, R., and Zahn, D. (1993). *Quality Management Plus: The Continuous Improvement of Education*. Thousand Oak: Corwin Press Inc.
- Kimaro, D. (2005). *Development through the use of TRCs in Tanzania: A case study of Kibaha District*. Master's Thesis. University of Dar es Salaam, Dar es Salaam, Tanzania.
- Kisuda, A. (2005). *Functions, Organizations, Leadership and Financing of TRCs: A Case Study of Singida District*. Master's Thesis. University of Dar es Salaam, Dar es Salaam, Tanzania.
- Knamiller, G. (Ed.). (1999). *The Effectiveness of Teacher Resource Centre Strategy*. Serial No. 34, Department for International Development. London.
- Knamiller, G.; Jain, P.; Khatete, D.; Welford, G. and Wiegand, P. (1999). The effectiveness of teacher resource centre strategy. London: Department for International Development Education Research.
- Koda, G. (2006). Effectiveness of teachers' resource centres: A case study of TRCs in Kilimanjaro and Mbeya Regions in Tanzania. Master's Thesis. University of Dar es Salaam, Dar es Salaam, Tanzania.
- Komba, W. L., and Nkumbi, E. (2008). Teacher Professional Development in Tanzania: Perceptions and Practices. Iringa: Mkwawa University College of Education.
- Komba, W., Nkumbi, E. and Warioba, L. (2006). Capacity of school Management for Teachers Professional Development in Primary School in Tanzania.

- Master's Dissertation, Open University of Tanzania, Dar es Salaam, Tanzania.
- Kombo, D. K. and Delno, L. A. T. (2006). *Proposal and Thesis Writing: An Introduction*, Nairobi: Paulines Publications Africa.
- Kothari, C. R. (2004). *Research Methods: Methods and Techniques*, New Delhi: New age International Ltd.
- Lindhe, V., Malmberg, K. and Temu, E. B. (2002). Sida Support to Teacher Education in Tanzania: Department for Democracy and Social Development.
- Locke, E. A. (1976). 'The Nature and Causes of Job Satisfaction', in M. D. Dunnette (Ed.). London: McGraw-Hill.
- MacNeil, C. M. (2004). "Exploring the supervisor role as a facilitator of knowledge sharing in teams," *Journal of European Industrial Training*, Vol. 28, Issue 1, pp. 93 - 102.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*, California: Sage Publication.
- Mirambo, D. N. (2007) Management of Teachers' Resource Centres in Improving Primary School Teachers' Classroom Performance. Master's Thesis. University of Dar es Salaam, Dar es Salaam.
- Mosha, M. A. (2015). The Role of Teachers' Resource Centres in Teachers' Professional Development and Enhancing Primary Education in Zanzibar, *Journal of Education and Practice*, Vol. 6, issue 8, pp. 44-61.
- Mushi, P. A. K. (2012). *History and Development of Education in Tanzania*. Accessed from: www.africanbookscollective.com, on 22nd January, 2015.

- Mushi, P. S. D. (2003). *Teachers' Resource Centre: Theory and Practice*. Dar es Salaam: Dar es Salaam University Press.
- Omari, I. M. (2011). *Concepts and Methods in Education Research*. Dar es Salaam: DUP Ltd.
- Omari, I. M. (2013). *The education sector human resource production and management crisis in Tanzania*. Dar es Salaam: Delah Investment.
- Oso, W. Y. and Onen, D. (2008). *A General Guide to writing Research Proposal and Report. A hand Book for Beginning Researchers*. (2nd Edition). Kampala: Makerere University.
- Patton, M. Q. and Cochran, M. (2002). *A Guide to Use Qualitative Method Methodology*. Retrieved from <http://www.sagepub.com/upm-data/13172-chapter4.pdf> on 21st March, 2015.
- Quist, D. (2000). *Primary Teaching Methods*. London: Macmillan Education Ltd.
- Qvist, K. and Omar, B. (1996). *Teachers' Resource Centres: Regional Workshop on TRCs*. Dar es Salaam: Ministry of Education and Culture.
- Ritchie, J and Lewis, J. (2012). *Qualitative Research Practice. A Guide for Social Science Students and Researchers*. London: Sage Publications.
- Rosenberg, E. L. (1998). Levels of analysis and the organization of affect, *Review of General Psychology*, Vol. 2, pp. 247–270.
- Rumanyika, J. D. and Mashenene, R. G. (2015). Challenges for Teaching and Learning Information and Communication Technology Courses in Higher Learning Institutions in Tanzania: *A Review Information and Knowledge Management*, Vol. 5, issue 2, pp 1-12.

- Saunders, M., Lewis, P. and Thornhill, A. (2007). *Research Methods for Business Students. (4th ed)*. London: Prentice Hall.
- Stufflebeam, D. L. (2000). The CIPP model for evaluation. In Stufflebeam, D. L. Madaus, G. F. and Kellaghan, T. (Eds.), *Evaluation models* (2nd ed.). Boston: Kluwer Academic Publishers.
- Tyler, P. (2003). *How to Design a Training Course*. London: Continuum.
- UDOM, (2012). *Psychology of Adult Learning*. Dodoma: University of Dodoma.
- URT, (2013). *Tanzania Strategy for Improving the Quality of Education*, USAID.
- Villegas-Reimers, E. (2003). *Teacher Professional Development: An International Review of Literature*, International Institute for Educational Planning. Accessed from <http://www.unesdoc.unesco.org/images>, on 10th August, 2015.
- Villegas-Reimers, E. and Reimers, F. (2000). *The Professional Development of Teachers as Lifelong Learning: Models Practice and Factors that Influence It*. Paper Prepared for Board on International Comparative Studies in Education of the National Research Council. Washington, DC. Accessed from <https://www.stcloudstate.edu/.../preparation,%20recruitment,%20a...> on 13th May, 2015.
- Vroom, V. (1964). *Work and Motivation*, New York: Wiley
- Welford, G. (1996). *Teachers' Resource Centre Regional Workshop*: Arusha, Tanzania. Unpublished internal report. School of Education, University of Leeds, Leeds. Accessed from www.iiste.org on 9th July, 2015.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondent, the aim of this questionnaire is to seek your views about the impacts of teachers' resource centres in public primary schools in Kinondoni municipality. Please feel free to fill in this brief questionnaire intended for academic purpose. The information collected will be treated confidentially.

1. What is your age? (Please, tick only **one** answer).

18-35 []

36-45 []

46-55 []

56 and above []

2. Your sex (please, tick only **one** answer).

Male []

Female []

3. What is your level of education? (Please, tick only **one** answer).

Secondary	
Certificate	
Advanced Secondary	
Diploma	
Bachelor/Master's Degrees	
PhD	

Please rate your agreement/disagreement with the following statement by ticking in the appropriate cell

s/n	Statements/questions	Yes	No	I don't know
1	I know about TRCs			
2	I have already attended training at TRCs			

3	TRCs play a great role in improving teachers' effectiveness			
4	Teachers have positive perceptions towards TRCs in improving their effectiveness			
5	Untrained teachers are trained at TRCs hence increase the quality of education			
6	TRCs upgrade trained teachers for effective teaching and improving performance of learners			
7	TRCs address teacher and pupil needs via approaches that are appropriate for conditions in schools			
8	TRCs contribute to teachers' professional development in knowledge growth, skills growth, judgment growth and growth in the contribution teachers make to a professional community			
9	TRCs are responsible for training teachers in active teaching methodologies in order to replace the traditional ones			
10	TRCs enable teachers to reduce unnecessary costs of materials since most of relevant teaching resources are obtained there			
11	TRCs face insufficient funds in achieving their objectives			
12	There is inadequate material resources and tutor at TRCs			
13	TRCs are under utilisation			
14	Libraries at TRCs are scarce			
15	Teachers trained at the TRCs were not competent in the subject matter as expected			
16	TRCs conduct training, seminars and workshops for enhancing teachers' knowledge, skills and attitudes of teachers			
17	TRCs need various supports like finance and technical from different offices in order to make them effectiveness			
18	TRCs should improve instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers should			
19	Monitoring reform and providing feedback to the regional offices and Ministry of Education can improve teachers' resource centres			
20	TRCs should be integrated in local government structure to make them effective among their stakeholders			

21. Give your general observation on the impacts of teachers' resource centres in public primary schools in Kinondoni municipality.....

Thank you very Much for your Precious Time and Effort in Filling this

Questionnaire

APPENDIX II:**INTERVIEW QUESTIONS FOR DISTRICT EDUCATION OFFICER**

1. Age.
2. Sex.
3. Education level.
4. Experience of the post.
5. What do you know about TRCs?
6. What are the roles provided by TRCs in improving teachers' effectiveness?
7. What are the teachers' perceptions towards TRCs in improving teachers' effectiveness?
8. What are the challenges facing TRCs in improving teachers effectiveness?
9. Which support TRCs get from your office to enable teachers' effectiveness?
10. Which factors affect TRCs to perform its roles efficiently in your district?
11. How many programs under taken by TRCs found in your district to support teachers effective for the year 2012/2013 and 2013/14?
12. What are strategies do you think should be taken to improve TRCs found in your district to support teachers' effectiveness?

Thank you for your Cooperation

**APPENDIX III: INTERVIEW QUESTIONS FOR THE SCHOOL
INSPECTORS**

1. Age.
2. Sex.
3. Education level.
4. Experience of the post.
5. What do you know about TCRs?
6. What are the contributions provided by TCRs in improving teachers' effectiveness?
7. Is there any education program conducted by TCRs to support teachers' effectiveness in your district?
8. Is TCRs active to support teachers' effectiveness in your district?
9. What are the teachers' perceptions towards TCRs in improving teachers' effectiveness?
10. What are the challenges facing TCRs in improving teachers effectiveness?
11. What kind of strategies do you provide to make sure that TCRs perform its roles effectively and efficiently?

Thank you for your Cooperation

APPENDIX IV: INTERVIEW FOR HEAD OF SCHOOLS

1. Age.
2. Sex.
3. Education level.
4. Experience of the post.
5. What do you know about TCRs?
6. Are there any seminars or workshops attended by teachers in TRCs to improve their knowledge, skills and attitudes?
7. What are your perceptions towards TRCs in improving teachers' effectiveness?
8. Have you ever attended any seminar in TRCs to update knowledge, skills and attitudes?
9. What do you think are the contributions provided by TRCs in improving teachers' effectiveness?
4. What are the factors that hinder TRCs to perform its goals effectively?
5. What are the types resources required by TRCS in improving teachers' effectiveness?
6. Which strategies should be taken to improve TRCs center to perform its roles effectively and efficiently?

Thank you for your Cooperation

APPENDIX V: INTERVIEWS GUIDE FOR TRCs STAFF

1. Age.
2. Sex.
3. Education level.
4. Experience of the post.
5. What do you know about TCRs?
6. What are the roles provided by TRCs in improving teachers' effectiveness?
7. What are the teachers' attitudes towards TRCs in improving effectiveness?
8. What are the challenges facing TRCs in improving its effectiveness?
9. What are the strategies do you suggest to should be taken to overcome those challenges?
10. Are there any training, seminars or workshops that are taken in your centres to update your knowledge, skills and attitudes of teachers?
11. Are there enough teaching and learning resources in your centres that accommodate teachers' need?

Thank you for your Cooperation