EFFECTIVENESS OF THE MANAGEMENT OF TEACHERS RESOURCE CENTRES IN SUPPORTING THE QUALITY OF SECONDARY EDUCATION IN DODOMA, TANZANIA

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CERTIFICATION

The undersigned certify that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: "**Effectiveness of the Management of Teachers Resource Centres in Supporting the Quality of Secondary Education in Dodoma, Tanzania"**in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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DECLARATION

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…….

Signature

…….

Date

DEDICATION

This dissertation is dedicated to my affectionate sons, Mattson Emmanuel ILuziga and Hery Emmanuel lLuziga. May you grow to be scholars and men of God.

AKNOWLEDGEMENT

I really thank God for He granted me with life, a health condition and for He has made this work to come to its completion. I would like to direct my gratefulness and appreciation to those who directly or indirectly sustained me to the achievement of this dissertation. Since it is impossible to mention each, but I would like to thank them all deprived of any exception for being with me from the commencement to the completion of this study.

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ABSTRACT

This study explores the effectiveness of the management of teachers' resource centres (TRCs) in developing teachers professionally to support the quality of secondary school education in Dodoma, Tanzania. The methods of data collection included questionnaires and interview. Also interview have been used to collect data from the Primary Education District Officer. And the assessment has been done to evaluate the pedagogical content knowledge of the teachers in secondary schools. The study was conducted at Mpwapwa District and 56 respondents were interviewed. The study found that although teachers' resource centres were instituted to develop teachers professionally, the majority of secondary school teachers did not make use of TRCs to learn to improve their teaching. Further the study found that the popular management styles of TRCs was mainly laissez-fair where teachers were left to decide on whether to use the TRC or not, leading to TRCs contributing poorly to teacher professional development. The study further found that TRCs faced financial challenges that affect the management of the TRCs and the support to teachers in secondary schools. The researcher concluded that, there is no professional interaction between TRCs and teachers, hence poor quality of education secondary school in Dodoma. Therefore, researcher recommended that the government should to re-integrate TRCs objectives and secondary schools so as to make secondary school teachers aware and make use of TRCs to improve secondary school education. The MoEST should provide TRCs with adequate funds to improve teaching and learning in schools including secondary schools. Moreover, reshuffle of the TRCs management is needed.

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LIST OFABBREVIATIONS

BC	before Christ
BRN	Big Results Now
CIPP	Context (C), Input (I), Process (P) and Product (P)
DANIDA	Danish International Development Agency
DEO	District Education Officer
ExHOD	ExHouse of Delegates
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
NELTA	Nepal English Language Teachers' Association
NGOs	Non-Governmental Organizations
PEDP	Primary Education Development Program
REO	Regional Education Officer
SEDP	Secondary Education Development Program
SPSS	Statistical Package for Social Sciences
TRCs	Teachers' Resource Centres
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter consists of the introduction of the study, background**,** and the statement of the problem. The relevance, limitation and delimitation of the study are also explained in this chapter.

1.2 Background of the Study

Teachers' Resource Centres (TRCs) are important spaces for teachers to meet and access resources for effective teaching and learning. This is because Teachers' Resource Centres are the only places where professional services to teachers are provided to enable them to perform effectively in their schools and classrooms. Over the years, TRCs have come to be regarded as a very effective avenue to support teachers professionally by improving them with the opportunity to access organized educational resources (Knamiller, 1999).

Worldwide Teachers' Resource Centres were first established in Britain between the late 1950s and early 1960s, as a way to help teachers develop as professionals and improve teaching and learning (Fairhurst et al. 1999). In the late 1960s and early 1970s the idea of TRCs spread out to Asia and Latin America. After this period, other countries followed by reforming their education and instituting TRCs in their schools (Giordano, 2008).

The history of TRCs in Tanzania can be traced back to 1972, when the first TRC was established in Kleruu Teachers' College. In 1986 the Ministry of Education and

Culture issued a directive to establish TRCs in every region and district. By the year 1999, a total of 283 TRCs were established in Tanzania Mainland and 9 in Zanzibar (Binde, 1999).

The existence of TRC at Kleruu Teachers' College did not meet the increased demand for producing enough resources for all the secondary schools in the country. This meant that all the regions were supposed to have a teacher resource centre where teachers could meet and create teaching and learning resources including textbooks. A study done by Kahn (1982) and Gough (1989) revealed that Teachers Resource Centres as a model has influenced teacher development in other countries on the world. In 1970s teachers centres were enthusiastically adapted as an effective way of responding teachers' needs and for ensuring professional growth (Binde, 1999).

However, of recent, there has been a decline in quality of teachers and inadequate teaching and learning resources all over the world (Ballou & Podgursky, 1997). Scholars and educators have identified several major problems such as rapid changes in educational policies that result in the de-professionalization of teachers include increasing privatization in and of education, systemic underfunding of public education, recruitment of unqualified and/or contract teachers, and accountability mechanisms centred on measurement and performance related schemes (Binde,1999).

The term resource centre refers to the places where teachers can meet, share experiences and learn. In Tanzania it refers to a cluster of schools within a region poking resource together in order to develop and use learning materials more intensely to strengthen teachers' skills and performance which further help to improve the educational attainment of the students (Santwona, 2011).

Therefore the TRCs are places where teachers come together to discuss matters related to their work and where teaching and learning resources are housed. Additionally, TRCs provides ongoing professional development and academic support to teachers as well as improving classroom instructional performance for improvement of quality education. That means that, TRCs are crucial for teachers in the aspect of improving not only their profession but also knowledge of the subjects they are teaching (Mosha, 2016).

While teachers' resource centres have been identified as an avenue for teachers' professional development for quality education, not many have linked their ineffectiveness with what is happening in schools. If TRCs were well managed and fully utilized, teachers would get appropriate support needed to raise teaching standards. For example, Chien (2016) suggests that TRCs are not only on enhancing teachers and students' motivation in accessing materials; they are also places where teachers get the resources for research and information to develop lifelong learners and independent researchers, all for the sake of raising teaching standards (Jidamva, 2012).

In education quality connotes the qualitative change characterized by excellence in performance towards achieving end results. The end results in this case are knowledge, skills, and capabilities, while performance is referred to the teaching and learning process. The adoption of this perspective is from the fact that, the provision of education is directed towards meeting the aims and requirements of interest groups (Wedgwood, 2007; Hakielimu, 2007). This means that the end results of any

education system is to ensure that needs are met with greet satisfaction from individuals, society and the nation in large. Achieving the aims and developing capabilities is one way that quality can be reached in education (Jidamva, 2012).

Different countries in the world acknowledge that TRCs as the pillars for quality teachers and quality teaching and learning resources and thus, quality management of TRCs would be among the most important mechanism for training teachers and producing quality teaching and learning resources because it is through TRCs that schools builds skills and competences of their teachers to teach well and develop quality teaching and learning resources. In Tanzania too, despite the challenges the country is facing in education, the quality of TRCs has been set as priority. For example, in PEDP the main objectives were to increase students' access regardless their gender through building more schools and classrooms, recruiting more teachers, improving the quality of existing staff and improving the management and governance of schools (Davidson, 2004).

During the early stages of PEDP and SEDP, promising achievement were seen in terms of increased enrollment and increased efforts in the construction of schools and classrooms. The country expected the TRCs to provide a space where teachers can develop their teaching competencies and develop quality teaching and learning resources to raise the standard of secondary education (URT, 1995). Therefore, quality management of TRCs will ensure that all the teachers are professionally developed and the school has adequate and quality teaching and learning resources MOEC (2004).

Management of Teachers' Resource Centres varies between countries. Many countries in different parts of the world especially Africa and Asia TRCs were established as part of their national education reform strategy. These TRCs are planned and managed differently.

In Cambodia for example, TRCs were instituted as a development strategy to improve the quality of education in secondary schools, maximize resource utilization, and promote decentralization (Giordano, 2008). According to Giordano, (2008)in Cambodia, the TRCs are managed by the district education offices and their heads are chosen from the directors of the schools within each district. The role of these TRCs heads in Cambodia, Giordano observes, provide follow-up support and advices to the TRCs directors and support staffs to handle administrative and management issues. The district education office also provides guidance in the management of these Teachers Resource Centres (Giordano, 2008).

In Namibia, the management of TRCs is done informally, with the voluntary participation of teachers, principals and inspectors. Sometimes Teacher Training tutors are used to manage the TRCs Like in Tanzania; the TRCs in Namibia are used as delivery points for teacher development workshop and in-service training. Several other countries in Africa have teachers' resource centres available throughout the country at the regional, district, and sub district levels (Giordano, 2008).

Management simply means the process of administering and coordinating resources effectively and efficiently in an effort to achieve the goals of any organization. From the explanation above, TRCs management should take into consideration the

management aspect so as to achieve their goals by doing the right thing at the right time.

However the management team should be well trained in order to mould the physical resources in contrast to human resource. In order for the management to function well, Lewis et al., (1995) as explained by Mosha,(2015) on her study on managing teachers' resource centres for effective teachers' professional development in Zanzibar associated planning, organizing, leading and controlling to the process of management and therefore management of TRCs should set goals and define the actions necessary to achieve the goals (Mosha, 2016).

The concepts of teacher professional development differ according to educational traditions and context. In education system where teacher education programs are well established, Teacher Professional Development is described as a process embracing all activities that enhance professional career growth (Rogan & Grayson 2004) as explained by Mosha (2016) whereas the teacher is sufficiently knowledgeable about the subject matter and has successfully completed a minimum of secondary education or bachelor's degree (Mosha, 2016).

In Tanzanian Context, teacher Professional Development is defined as a process of improving both the teacher's academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. This includes the process or organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of her/his duties. Organizational mechanisms are the mechanisms

for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programs and seminars aimed at meeting various professional needs of the teaching force (Komba & Nkumbi, 2008).

For the number of years, the term quality has continued to be a dominating and challenging notion in different fields of research. The term has been used in the commercial field and is increasing growing in the field of education. Throughout its history, the notion has remained a discussion agenda and varying definitions can be found depending the way the notion has been used. The word quality has been defined as; a high degree of goodness or excellence (Mosha, 2000), a degree of fitness to what customers wants (Harvey & Green, 1993), and the level of satisfaction with effectiveness in the service offered (Manyanga, 2007). The term quality therefore means the extent to which customers are satisfied with a product or service (Jidamva, 2012). With regard to this study the researcher measured quality secondary education in one aspect, which was pedagogical content knowledge of teachers in secondary schools.

The challenges facing Teachers' Resource Centres were almost the same all over the world, but especially to the developing countries. This part discussed the challenges that often face the Teachers' Resource Centres in general. Knamiller, (1999) identified the challenges facing TRCs as low commitment, undefined rules, unskilled staff, poor and unreliable materials, poor accessibility to the centres.

In Nigeria for example the situation is a far cry from what it is supposed to be. Having assessed the TRCs situated in Uyo, AkwaIbom State, Ekanem (2015) explained that,

staffs were employed regardless of the need for specialization; the units are not complete and those existing are not fully functional and the learning resources in stocks are mostly outdated and there is no regard to the current need for information technology devices. The director who was supposed to be a media specialist should also be skilled at managing external constituencies but where a director is chosen by governmental arbitrarily, managerial problems set in. A good example was at AkwaIbom State where management feels that the establishment of the bureau of science and technology was causing a conflict of functions between it and the technical unit and the educational science and technology units (Ekanem, 2015).

The TRCs in Kenya and Zambia make little significant contribution to improved teaching and learning in schools; they have not been effective as material development centres where teachers and/or pupils develop teaching and learning aids (with a few notable expectations). These TRCs have not been effective as ‘drop-in’ centres for teachers, neither ‘library’ of reference materials nor as a depot for loaning books and teaching and learning materials to teachers and schools. The utilization of TRCs by teachers, students and community members in Kenya and Zambia is very low, at between 10-12 percent of available time. Most TRCs programs contribute significantly to the problem of teacher absenteeism and a consequent loss of time for children’s learning (Mosha, 2015).

In Tanzania the TRCs management is among the challenge that Hakielimu (2006) identified as among the policy challenge. According to Hakielimu, Tanzania is still facing a great challenge in developing and supporting teachers. While the government continues to erect new school buildings, teachers are left to fight for themselves. As a

result, the majority of teachers are often not in the classroom interacting with students, and those in classrooms, most teach using rote techniques – requiring pupils to copy or repeat notes on the board this is one among many challenges. Other challenges include shortage of funds to manage and run their programs effectively TRCs have had problem in communication with teachers that might have great effect to the quality of training. To a large extent shortage of resources such as relevant books according to the level of learners, shortage of teachers' modules, limited spaces to accommodate teachers and inadequate numbers of computers hinders tutors' possibilities in supporting teachers effectively (Hakielimu, 2006).

A study by Mosha (2016) shows that TRCs coordinators are faced with challenges on how to manage and accomplish their long plans. Mosha suggested that, this problem may be caused by the fact that the TRCs personnel are not trained in managerial skills and this may be because TRCs are not directly perceived as centres of excellence for quality education.

1.3 Statement of the Problem

The management of TRCs is a neglected area in much of quality education literature. Most literature is concerned with how to develop teacher profession for better teaching and learning. It is taken for granted that teachers will get their way through the TRCs and develop teaching and learning materials on their own.

To date there is no comprehensive study that has been conducted concerning the management of TRCs in Tanzania. There is no serious attention given to how TRCs are managed to provide quality pedagogical services to teachers, which could lead to

raising teaching and learning standards. Inadequate teaching and learning resources; inadequate pedagogical competent teachers; inadequate teacher professional development and dull classroom discussions are some of the effects. This study intends to investigate the poor professional interaction between secondary school teachers and theTRCs in supporting the quality of secondary school education in Dodoma.

1.4 Objectives

1.4.1 The General Research Objective

The main purpose of this study is to determine the efficacy of management of TRCs in Dodoma in responding to teachers pedagogical needs to provide quality secondary education.

1.4.2 Specific Objectives

(i) To examine the effectiveness of TRCs in supporting teachers professionally in Dodoma.

(ii) To assess the management styles of TRCs in supporting secondary school teachers' professionally in Dodoma.

(iii) To determine challenges the TRCs management faces that affects pedagogical content knowledge of teachers in secondary schools.

1.5 Research Questions

1.5.1 General Research Question

What is the effectiveness of TRCs to support secondary school teachers professionally?

1.5.2 Specific Research Questions

(i) How effective are TRCs in supporting secondary school teachers professionally?

(ii) How management styles of TRCs supporting secondary school teachers professionally?

(iii) What are challenges that TRCs management faces that affect pedagogical content knowledge of secondary school teachers?

1.6 Relevance of the Study

This study is useful for the teachers and all educational stakeholders on how to improve the teaching and learning processes in secondary schools. The study also will enable those who are responsible in coordinating and running of the TRCs, specifically those who are working within Teachers' Resource Centres. This will enable them to know the necessary resources needed by the secondary school teachers especially when leading the learning processes in the classrooms. In addition the study will provide the TRC managers and other education officers like DEOs and REOs with necessary skills to help them easily interact the TRCs activities and secondary school teachers.

The study also will enable to develop and equip the teachers with new strategies and methods which will assist their pedagogical skills to improve teaching and learning. Also information will help the students on effectively learning for better understanding. This includes the different approaches to be used by their teachers within the classrooms or even after the classrooms for personal academic assistance.

1.7 Assumptions of the Study

(i) TRCs are not effective to support secondary school teachers' profession.

(ii) Management of TRCs is the key factor for the professional interaction between TRCs and secondary school teachers.

(iii) Pedagogical content knowledge of teachers is vital for successful teaching and learning.

1.8 Operationalization of Key Words

1.8.1 Management

Management simply means the process of administering and coordinating resources effectively and efficiently in an effort to achieve the goals of any organization. In order for the management to function well, Lewis at al., (1995) associated planning, leading, and controlling to the process of management so as to make sure that the goals are met (Mosha, 2016).

1.8.2 Teachers' Resource Centre

The term resource centre refers to the centre for overall management and operation of the resources .As far as education management is concerned, it refers to a cluster of schools within region and poking resources together in order to develop and use learning materials more intensely to strengthen teachers' skills and performance which further help to improve the educational attainment of the students Santwona (2011).

Therefore the TRCs are places where teachers come together to discuss matters related to their work and where teaching and learning resources are housed.

Additionally, TRCs provides ongoing professional development and academic support to teachers as well as improving classroom instructional performance for improvement of quality education. That means TRCs are crucial for teachers in the aspect of improving not only their profession but also knowledge of the subjects they are teaching at the schools Mosha (2016).

1.8.3 Teacher Professional Development

Definitions about Teacher Professional Development differ according to educational traditions and contexts. However Teacher professional development is described as process embracing all activities that enhance professional career growth (Rogan & Grayson 2004; Tecle 2006).

As formal and informal experiences throughout the teacher's career (Hargreaves & Fullan 1992; Arends et al. 1998). This concept assumes that the teacher is sufficiently knowledgeable about the subject matter and has successfully completed a minimum of secondary education or bachelor's degree (Komba & Nkumbi, 2008).

1.8.4 A quality Secondary School

For the number of years the word "quality" has continued to be a dominating and challenging notion in different fields of research. The term has been used in the commercial field and is increasing growing in the field of education. Throughout its history, the notion has remained a discussion agenda and varying definitions can be found depending on the way the notion has been used. Quality has been defined as; a high degree of goodness or excellence. A degree of fitness to what the customer wants

and the level of satisfaction with effectiveness in the service offered. The term quality therefore means the extent to which a product or service satisfy the customers. Therefore, a quality secondary school is that which inculcate skills and competences necessary for young individuals to have self-awareness of their rights to contribute to and benefit from the nations development in all aspects economically, socially, politically and culturally (Jidamva, 2012).

1.9 Limitations of the Study

Many challenges hampered the researcher while doing this study. One of them is poor accessibility of these TRCs in Dodoma region. Most of the TRCs and school clusters were very far from where most of secondary schools' sceneries especially in rural areas where many ward secondary schools are located. The researcher had move from one to place to another finding those TRCs in various places of Mpwapwa District. This doubtless consumed time as well as resources.

The relevant and appropriate information about TRCs was another challenge that faced the researcher in this study. Many teachers and other education stakeholders were not mindful about the TRCs neither use them. Therefore it was very difficult to make connection between the TRCs, teachers' professional development and teaching and learning processes especially in secondary schools. Thus it was difficult to obtain appropriate information.

Another issue was the availability of the management staff at the TRCs. As per few literatures that have been reviewed most of the staffs at many of the TRCs were normal teachers who have to teach every day in daily school routines. Then they have

to use their out of school ours as TRCs staffs where as it was probability to meet them at the TRCs during working hours or to find them absent when doing the study. These were some of the limitations to the study, which disturbed the researcher just to mention a few.

1.10 Delimitation of the Study

The scope of the study was constrained to Dodoma municipal in Dodoma region. It was centred to investigate the effectiveness of the management of TRCs in supporting the quality of secondary education.

1.11 Chapter Summary

Having seen the history and background of the TRCs, this chapter has looked at the management of the Teachers' Resource Centres in various countries worldwide and has highlighted the challenges that seem to face the TRCs. From there the researcher came to show the statement of the problem, purpose, objectives, research questions, relevance of the study and hypothesis. Operationalization of the key words has also been shown whereas Management of the TRCs, Teachers professional development, and quality secondary were the main key words of the study. Limitation and delimitation of the study were the last aspects in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature related to the conceptualization of the effectiveness of the management of Teachers' Resource Centres in supporting secondary education in Dodoma. The chapter therefore presents the theoretical frame and work; research works that have been done that were related to the study, the conceptual framework, the summary and research gape of the reviewed literature.

2.2 Theoretical Literature

The first record of a 'management consultancy' appeared to be the one undertaken around 1447 BC when Moses' father –in-law Jethro met Moses not long into his leadership of the Israelites on their journey out of Egypt towards Palestine. Moses an Israelite adopted by and brought up in the Egyptian royal household who had been a successful general in a campaign on Egypt's southern border before taking up the cause of the Israelites, was very much to do everything; Jethro's advice: 'Delegate'(Exodus 18:13-26). Though people have had 'manage' people, operations, and organizations for many centuries, the concept of management is less than 150 years old. It was first developed in Europe by Henry Fayol (1916) and in America by F.W. Taylor (1911). Each in their own ways, have influence the development of management for more than they may have envisage in their lifetime (Hudson, 2015).

A group of psychologists led by Lewin (1939) focused their theory on leadership styles. From there they come up with three management styles; autocratic, democratic and laissez-faire.

Autocratic managers make decisions without consulting anyone. In Lewin's experiments, this approach caused the worst level of discontent and can lead to revolution. Autocratic management sometime may happen in TRCs operations when the administration decide on a change without consulting head of schools or even teachers. Some of the results include low morale, bad feelings and undercover relationship. Democratic managers involve people in their decisions, and most of the time the final decisions come out from the majority. Participants in settings that have a democratic manager may appreciate being consulted, but they may be confused when confronted by a wide range of opinions with no clear way to reach a decision. Therefore when TRCs managers use democratic style, they have to provide staffs with examples of specific ways to reach a decision. Laissez-faire managers are minimally involved in decision making. This style of management works best when people are capable and motivated to decide and are not hindered by a central coordinator. When laissez-faire management is used in TRCs people may not work in coherent manner or put in the energy they would if they were actively led (Jones & Bartlett, 2006).It was worth said that, the three management styles provided the researcher with a helpful blueprint that made a help in understanding the relationship between the effective TRCs management and secondary school teachers' professional development. However this was also related to the challenges that TRCs management face that in turn affected pedagogical skills of secondary school teachers.

2.3 Empirical Literature

2.3.1 Effectiveness of TRCs in Supporting Teachers' Profession

Fairhurst et al., (1999) study on the Effectiveness of the Teachers' Centre as a strategy for teachers' development used two stages; a literature survey and field work by

investigating various Teachers' Resource Centres in four countries, Andhra Pradesh in India, Kenya, Nepal and Zambia. The researchers reviewed issues confronting professional development of teachers through TRCs like their function, funding facilities, and staffing. The team found that, the expectations placed on TRCs to help teachers develop their capacities to be reflective and flexible, to identify and solve their own problems, to create their own resources and to effectively apply new ideas to teaching and learning have not been realized.

The TRCs make little significant to improved teaching and learning in schools, they have not been effective as 'drop-in' centres for teachers, neither as a 'library' of reference materials nor as a depot for loaning books and teaching /learning material to teachers and schools. They suggested that, the TRCs should shift to a focus on producing learning resources for children; they should act principally as resource centres to help pupils in classrooms with their teachers in support of the materials.

Knamiller, (1999) did a research on the effectiveness of teacher resource centres as a strategy in helping to improve the quality of education in schools in developing countries. Knamiller employed literature review and case studies as research methods. He used case studies in TRCs of four countries, Keya and Zambia in Africa and India and Nepal in Asia. The main issue in Knamillers' study was to investigate how TRCs help teachers develop their capabilities to be reflective and flexible, to identify and solve their own problems, to create their own resources and to reflectively apply new ideas to teaching and learning. Knamiller found that, the major problem of TRCs strategy is that, it is not designed to work inside schools. He suggested that textbooks and learning resources should be developed first, and then training of teachers

specifically in their use for the goal of in -service teacher training is for the teacher to become a competent technical capable of following prescribed procedures in support of children's use of learning materials.

Meher, and Elliot, (2005) did a research on Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan. He used a quantitative survey research study in schools where educational reforms have been initiated on their perceptions in four dimensions; teacher efficacy, teacher practice, teacher leadership and teacher collaboration. Meher found that, teachers do perceive themselves as professionals – a finding that is counter to the often held beliefs about teachers. He recommended that there is an importance of regarding teachers as professionals, capable of further enhancing their own professionalism for improving the teaching and learning in the government primary schools in Karachi. He further arguedthat, the specific scales that have been developed and their meanings need to be elaborated in terms of the system and life worlds of teachers in schools.

Mosha (2015) did a research on the contribution of Teachers' Resource Centres in enhancing teachers' professional development in Zanzibar. The main issues on that study were designed program for the primary school teachers, teachers who were attending in-service training at the TRCs, teachers who completed the training and teaching and head teachers at selected primary schools. Mosha used both qualitative and quantitative approaches by employing purposive, stratified, and random sampling techniques to investigate nine TRCs five in Unguja and four in Pemba. Mosha found that TRCs plays a useful role in teachers' professional development but encountered with shortage of resources to run teachers' professional development

programeffectively and efficiently. Further, Mosha found that, TRCs uses only traditional model of training that do not consider teachers' educational background which to some extent affects the quality of training and the teachers' performance. Moreover, Mosha found that teachers trained at the TRCs are not competent in the subject matter as expected. Furthermore, Mosha found that, there is the shortage of teaching facilities and conducive classrooms which affect teaching efficiency of the TRC-trained teachers. Mosha suggested that, TRCs need to consider teachers' educational backgrounds prior to the implementation of any program. She further suggested that, policy makers need to rethink about the language of the instruction at the TRCs since it was found inappropriate to the majority of teachers for effective and quality training.

The study done by Rwelamira (2009) investigated the role of Teachers Resource Centres in Mara region; as supportive tool for distance education learners. He used qualitative and quantitative research designs to investigate about six Teachers Resource Centres in Mara, Tanzania. Rwelamira used techniques such as interviews, observations and documentary. He interviewed one hundred and five respondents on their perception on the adequacy of available resources in TRCs, in relation to the quality of services provided to teachers in distance learning programs and the effectiveness of supportive tools from TRCs provided to teachers in distance learning programs. Rwelamira found that, TRCs provide education to teachers in distance education programs such as library services, and lecture in tapes and audio cassettes. Moreover he found that TRCs possess different resources for supporting teachers which include physical and fiscal resources though not enough to support learning

ofteachers in education program and other and other TRCs users. He further found that available supportive tools are effectively utilized through arrangements designed by officers. He suggested that, there should be an effective funding of TRCs by the Ministry of Education and vocational Training and District Councils.

He further suggested that TRCs should be semi- autonomous to be able to solicit funds from different sources and enough skilled and competent officers should be available at all TRCs. Furthermore, Rwelamira recommended that a similar study should be done in TRCs in other areas especially on variables such as effectiveness of TRCs in supporting other type of learners and the problems of teachers' accessing funds in Distance Learning.

2.3.2 Management Styles of TRCs in Supporting Secondary School Teachers Professionally

Govender, (1994) did a research on the status and role of resource centres in exHouse of Delegates (ExHOD) schools under post-apartheid. The main problem in Govenders' study was to investigate the role of resource centres in promoting educational excellence in South Africa. Govender administered questionnaires with both open and close-ended questions to interview teachers, principals, deputy principals and heads of departments, teacher librarians, and library assistants and library clerks from primary and secondary schools located in Phoenix, on their perceptions on whether post education has influenced the status and role of resource centres in exHouse of Delegates enroll a large number of pupils who are black. Govender found that there is the removal of resource centre staffs thus led to dire consequences in schools. Moreover he found that the pupils who are black are the

worst off in schools as they are being denied the opportunity of accessing these resource centres. Govender recommended that resource centres must allow teacher librarians and other stuff to be redeployed so as to allow pupils who are and who were previously disadvantaged to gain access to these precious centres in exHouse of Delegates.

Santwona Memorial Academy PVT. LTD. (2011) did a research on the role of resource centre for improving quality education in schools in Nepal. It interviewed 12 TRCs from 6 different districts and 12 schools, each 2 from each district on their perceptions on the policy provided regarding the role and responsibility of TRCs; the stricture and activities performed by TRCs; the use of human and physical resources available; the effectiveness of TRCs activities; and the role of TRCs' management on performing their responsibilities. It found that the structure of TRCs is found of vertical position which is top-down bureaucratic starting from District Education Officer, Resource Centre person and the school or teachers. It further found that the TRCs are not functioning as Resource Centres but are working as Data Collection Centres for they are very few compared to the number of schools. It recommended that the government should clearly specify the roles, responsibilities and duties of TRCs management system. It also found that The TRCs tutors should be in the schools in more days for they are field officers.

Giordano, (2008) did a research School Clusters and Teachers Resource Centres. The main issue in Giordano study was to investigate the real original objective of establishing and managing educational resource centres. Giordano used case studies to investigate TRCs in four countries such as Bolivia, Peru, Great Britain and India on

their perceptions on how the TRCs have been effective and what, they can achieve, and why resource centres' programs fail to achieve their goals. Giordano found that TRCs have been given different objectives such as economic, administrative, and political objectives. Moreover she found that TRCs are increasingly expected to accomplish a thousand different things rather than educational matters. Giordano suggested that TRCs should remain essential concerned with providing pedagogical support.

Mohamed, (2010) did a research on the management of teacher resource centres (TRCs) for academic and professional development in Zanzibar. Mohamed used interview, questionnaire, observation and documentary review to collect data from four TRCs within two regions, Urban and West region in Zanzibar. She found that TRCs help teachers to develop their capacity and solve problems that appear in the classroom. Mohamed further found that Teachers are able to create teaching resources using local materials and apply new ideas to teaching. Moreover she found that teachers and administrators perceive the centres as the places where teachers go to learn new pedagogical and managerial skills even though most the management studies are not effective.

Furthermore she found that TRCs are just one strategy of professional development and that in many ways has limited effectiveness. Therefore Mohamed recommended that TRCs should be promoted through intensive and frequent seminars, workshop and distance learning. Since the centres facing economic constraints, MoEST should have a special budget and put additional efforts to improve TRCs rather than depending on donor support so as enhance TRCs' sustainability.

Mosha, (2016) did a research on teachers' resource centres for effective teachers' professional development in Zanzibar. Mosha applied qualitative approach whereby she used interview schedules and documentary reviews to collect data. The main problem in Mosha's study was to investigate the management system at TRCs and its effectiveness for teachers' professional development in Zanzibar. Mosha found that TRCs has effective management that played part in teachers' professional development but encountered with shortage of resources such as funds and teaching facilities to run their programs effectively and efficiently.

Moreover she found that the presence of computers that are not used by teachers and tutors as means of teaching and learning, books that are not at teachers' level and poor learning environment affect teachers' professional development at the TRCs. Furthermore she found that TRCs coordinators are not trained on how to run the centres, and tutors on how to support/facilitate teachers in distance learning. Mosha recommended that TRCs need financial support from various sources such as the government, private sectors, NGOs and stakeholders in order for the management to function effectively.

2.3.3 Challenges the TRCs Management Faces that Affect Pedagogical Content Knowledge of Teachers

Williams and Wavell (2001) did a research on the impact of the school library resource centres on learning. Their study used focus group discussion with teachers and pupils and interviews with librarians in Scottish secondary schools to identify their perceptions on how the TRCs can contribute to learning. They found that there is the need for more understanding or use of skills involved in management and a mutual

understanding on how the TRCs and teaching professions can support each other and collaborate together in order to encourage effective use of the TRCs. They suggested that in order to ensure the effective teaching and learning some form of evaluation needs to be put in place to ensure the stated priority related to the intended aims for TRCs use are been considered.

Giri (2010) did a research on English language teachers' resource centre: A model for developing contexts. His work provides a rationale for the establishment of a Teachers' Resource Centre (TRCs). The main problem in Giri's study was to discuss features as well as constraints of such a centre, and ways, in which it can, despite the constraints, be sustainable. Giri found that there is no enough money for hiring people to run the centres. He further found that the main challenge that TRCs management faces is to maintain their identity while integrating into the community they save. Giri suggested that the process of planning the systems, programs and activities of the TRCs should begin with long - term goals and move to the medium term and then the designing of short – term objectives to achieve the goals. More over Giri suggested that the goals of the TRCs management should be rooted in the users' needs. In addition he suggested that the TRCs users should participate in, and make contributions to the fulfillment of goals, and that the centre staff should be polite enough to make users fell ease, safe and comfortable in using the systems and facilities.

Ekanem (2015) did a research on problems and prospects of Education resource Centres in Nigeria. He uses critical analysis research approach to assess the history, ideal expectations and current situation of TRCs in Nigeria. Ekanem also looked at

remedial measures that enhance the establishment of TRC and the advantages of having well distributed functional TRCs. Ekanem found that poor implementation and misplacement of funding from government have negative effects on the growth of the TRCs. He suggested that the idea of TRCs is a viable one, only if the implementation can be pursued enthusiastically. He further suggested that with good handling, the TRCs can make a contribution to the educational development which may be unprecedented.

Koda (2012) did a research on teacher resource centres: A strategy for secondary school teachers' professional development in Tanzania. Koda used a teacher resource centre approach to discuss equipment, materials, accessibility, management, and teachers' attitude towards the use of TRCs for their professional development in secondary schools. He also looked on the rate of educated persons (teachers) as well as students in the classroom with the rate of manpower demand. Koda found that Tanzania is not keeping pace with kinds of skills required in today's economic growth. He further found that Teachers need to update knowledge and skills so as to meet the challenges they meet in teaching, knowing that today's students are more aware of the world beyond the classroom. He suggested that TRCs are one of the strategies for teachers' professional development, which can help to develop them in terms of knowledge and skills.

Mosha (2016) did a research on managing teachers' resource centres for effective teachers' professional development in Zanzibar. Mosha applied qualitative research approach to investigate the management system at the TRCs and its effectiveness for teachers' professional development in nine TRCs in Zanzibar where five of them are

located in Unguja and four in Pemba. Mosha found that Zanzibar TRCs have effective management that played part in teachers' professional development but encountered with shortage of resources such as funds and teaching facilities to run their programs effectively and efficiently.

In addition Mosha found that the presence of computers that are not used by teachers and tutors as means of teaching and learning, books that are not at teachers level and poor learning environment affect teachers' professional development at the TRCs. Furthermore Mosha found that TRCs coordinators are not trained on how to run the centres, and on how to support or facilitate teachers in distance learning. Mosha recommended that in order for the management to function effectively then, TRCs need financial support from various sources such as the government, private sectors, NGOs, and stakeholders to achieve the expected goals.

2.4 Summary of Reviewed Literature and the Research Gap

Studies on the management of TRCs for a country like Tanzania are highly needed due to the importance discussed above and challenges facing the teachers in secondary schools in Tanzania. In conducting this study, the researcher has been interested in a reciprocal the importance of the management ofTRCs; many TRCs activities encompass mostly primary school teachers while the quality of secondary education is deteriorating. This reciprocal relationship is creating a gap between the governmental intentions to institutes TRCs in all the districts in Tanzania and the realities in the schools.

The gap has led to the emerging criticism that resource centers are not valid avenues for developing secondary school teachers professionally or raising the standards of

secondary education. To date there is scant information on the effectiveness of the management of TRCs in supporting the quality of secondary education, the management styles of TRCs in supporting secondary school teachers' professionally as well as the challenges that TRCs management face that affects secondary school teachers' pedagogical wise. This study aims at bringing to view the answers to these questions with a goal to fill this gap in the literature.

2.5 Conceptual Framework

The CIPP Model developed by Stufflebeam (1981) was adopted as the conceptual framework for the study. CIPP is an acronym for Context (C), Input (I), Process (P), and Product (P). The model is a function of relationship between the variables that make the structure work. The context in this study entailed teaching workload policy, conducive school settings, enabling factors for secondary school teacher, working rules and regulations were among others. On the other hand input included the three management styles which were autocratic, democratic and laissez-faire. Additionally, the process involved attending in workshops, teachers' training, seminars, acquisition of knowledge related to how to prepare teaching and learning materials. Eventually, the products culminated into updated pedagogical content knowledge of teachers which included knowledge of classroom management and knowledge of teaching methods. All these fruits were expected to happen only when the management of TRCs was to be effective and therefore the vice versa was true as elaborated in the framework below:

(i) To the effectiveness of TRCs in supporting the quality of secondary education in Dodoma.

(ii) To assess the management styles of TRCs in supporting secondary school teachers' professionally in Dodoma.

(iii) To determine the challenges that TRCs management faces that affect pedagogical content knowledge of teachers in Dodoma.

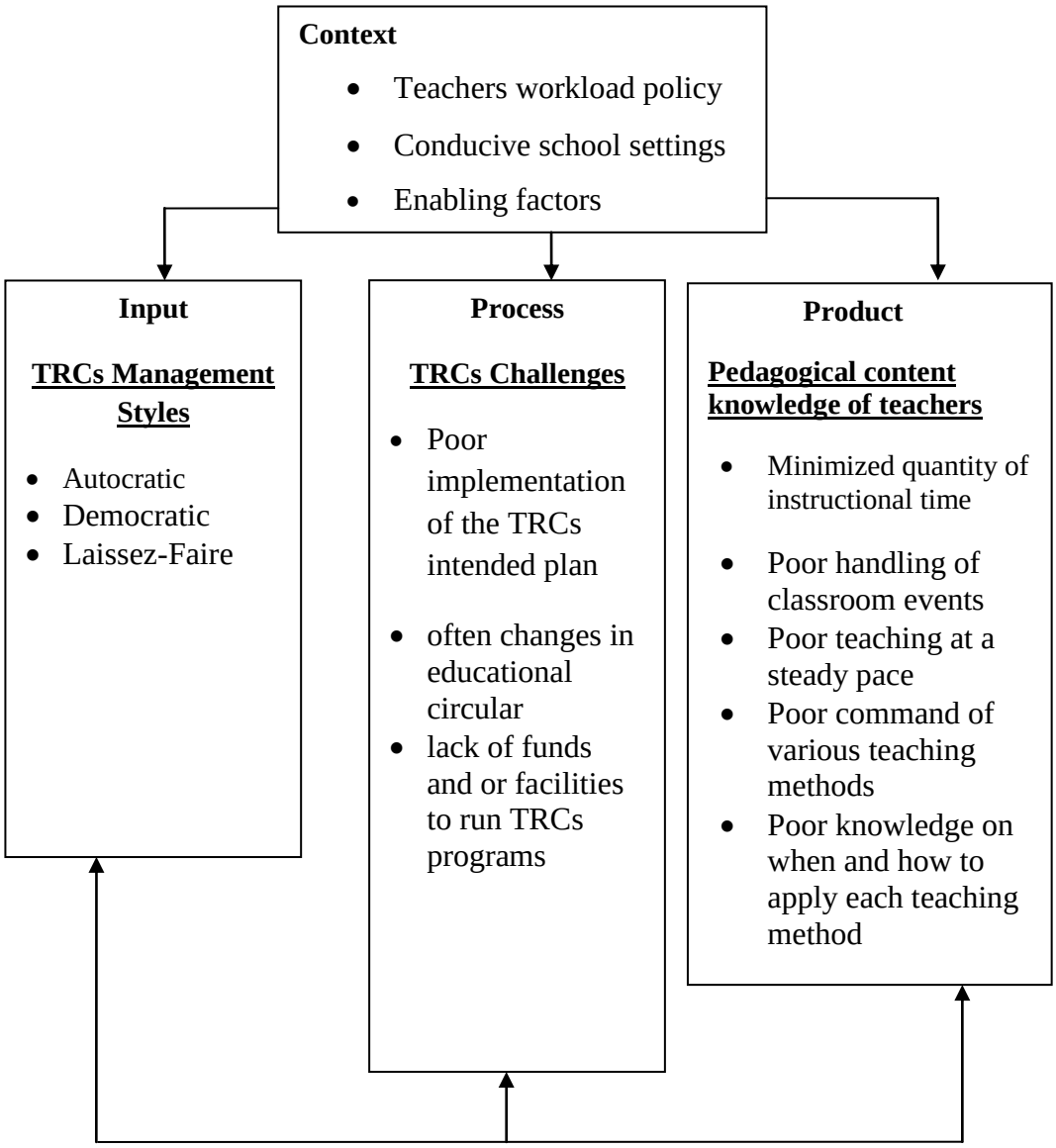

Figure 2.1: Conceptual Framework
Source: Adopted from (Mohamed, 2010)

Denoting the title; Effectiveness of the Teachers Resource Centres in Supporting the Quality of Secondary Education in Dodoma, Tanzania, below is the conceptual framework to the study.

The framework above elaborated the relationship between TRCs input, process and the product. The different management styles; autocratic, democratic and laissez-faire. The challenges that TRCs management faced include poor implementation of the TRCs intended plan, often changes in educational circular and lack of funds and or facilities to run TRCs programs. This process embraced the interaction between inputs with human and physical resources in order to provide output. Studies undertaken by Mirambo(2007) as explain in Mohamed (2010) revealed that there was an indication that utilization of pedagogical skills in schools is below satisfaction.

Therefore, the TRCs management challenges after processing the inputs produced like results as minimized quantity of instructional time, poor command of various teaching methods and poor knowledge on where and how to apply various teaching methods.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents detailed ideas about the procedures that were employed in conducting the study titled; the effectiveness of the teachers resource centres in supporting the quality of secondary education in Dodoma, Tanzania. The chapter highlighted the study approach, the research design, research area and population, sampling size and sampling procedures, research instruments for data collection reliability and validity together with justification of the same as well as ethical considerations.

3.2 Study Approach

In order for undertaken a study on the effectiveness of teachers resource centres in supporting the quality of secondary schools in Dodoma, both qualitative and quantitative research methods was employed. This combination of research methods is considered appropriate compared to qualitative or quantitative method alone.

The study was basically fixed within the framework of qualitative research approach. The option for the approach is that it necessitated exploration of the complex concept on the effectiveness of teachers resource centres in supporting the quality education in secondary schools in Dodoma and views on the problem under study. Mertens (1998) asserts that the nature of study that focuses on detailed information, and which focuses on diversity of unique qualities exhibited by individuals compels itself to qualitative approach. Moreover, the approach was helpful to the researcher to get first hand and specific data of the undertaking this study (Leedy & Ormrod, 2005). Yet, the study

carried some elements of quantitative approach including the simple quantified study data into percentages and frequencies in tabular forms Mason and Bramble (1997) maintain that quantitative approach addresses the amount of something presented. Thus, the approach has been used to address the amount of study data obtained (Punch, 2005).

3.3 Study Design

Research design establishes the practicalities of the research (Cohen et al., 2000). In this vantage, the case study design was used to direct the study. Leedy and Ormrod (2005) argued that in acase study a particular individual, program, or event was studied in depth for a defined period of time. The design involved multiple cases of five secondary schools which were Ving'hawe, Ihala, Mount Igovu, Mwanakianga and Mpwapwa so as to obtain reliable information from different schools. Therefore, the researcher preferred the design as it was helpful to study the phenomena in depth.

3.4 Location of the Study

The study carried out in Mpwapwa district in Dodoma region, Tanzania. The justification for the choice of the study area was due to the fact that Mpwapwa district has the old secondary school and Teachers' training college which has a TRC served as the hub for communicating issues related to teachers' resource centres to other segments of the secondary schools which were relatively newly established. On top of that, Mpwapwa district was privileged to have both private and public secondary schools. That enabled the researcher to have access to views, feelings, reflections, and experiences concerning the effectiveness teachers' resource centres in improving the quality of secondary education in Dodoma.

3.5 Study Population

According to Shaughnessy, and Zechmeister, (2003) population refers to the entire group of people events or things of interest that the researcher wishes to investigate. For the purpose of this study, the study population comprised of all secondary school teachers in Mpwapwa district, TRCs managers and the district education officer. These participants were selected for the sake of reliable information, experience and knowledge on the current state of teachers' resources centres.

3.6 Sampling Techniques and Sample Size

Cohen, et al., (2007) says that, sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. The study assumed that the selected sample has the ability to explain the challenges facing teachers' resources centres in the nation and the response can be replicated. It involved selecting a sample element for a specific purpose. Group of people who have knowledge about particular problem have been selected as sample element. The reason behind in selection of this type was that the researcher targeted a specific type of people who could provide the desired information in a convenient way and low cost involvement.

In this study the researcher adopted purposive sampling technique. Gall et al., (2005), define purposive sampling as the process of selecting cases that are likely to be information-rich with respect to the purpose of a particular study. Information-rich participants were likely to be knowledgeable and informative about the phenomenon investigated.

The researcher attained records of secondary schools and their basic profile from Mpwapwa Secondary School District Officer. From the profile the researcher picked 10% of the whole population of teachers, five TRCs managers each from one of the available five TRCs or ward clusters and the district education officer as a sample of the study.

3.7 Research Instruments

Two main data collection instruments were used namely; questionnaires and structured interviews to address the research questions under study.

3.7.1 Questionnaire

According to Creswell (2003) a questionnaire survey provides a numerical description of certain segment of a population. The questionnaires were used as the main data collection instrument because it was more convenient to reach many teachers. The questionnaires were employed using quantitative and qualitative questions. The questionnaires were for teachers and TRCs managers. Either classroom assessment was done by the researcher to obtain pedagogical content knowledge of at least a half of the participated teachers.

3.7.2 Interview

According to Cohen et al., (2007) the interviews enable participants (be they interviewers or interviewees) to discuss their interpretations of the world in which they live and express how they regard situations from their own point of view. The study employed structured interview for both, teachers and the Mpwapwa district education office. The researcher used structured interview in order to avoid the

problem of varying quality of data. Additionally, structured interview enabled the researcher to obtain data within the designed scope. Hence, the researcher managed to access more information that may not be provided through questionnaires.

3.8 Validity and Reliability of the Instrument

3.8.1 Pilot Study

Gall et al., *(*2005) contend that pilot study refer to so – called feasibility studies, which are "small scale version[s], or trial run[s], done in preparation for the major study". Also, Cohen et al., (2007) accentuates that pilot is used to refer to the pretesting, or trying out, of a particular research instrument or research procedures. Pretesting was conducted at Dodoma Municipality to clear some of ambiguous, unrealistic and wrong questions before the actual fieldwork.

According to Calitz (2009), a pilot test of questions helps to identify unclear or ambiguous statements in the research protocol. In addition a pilot study assisted to ascertain how well a research instrument that worked in the actual study by identifying potential problems and areas that my require adjustments. For instance where an interview was used as the research instrument, a pilot study helped to establish where replies can be properly interpreted in relation to the information required, also it determined whether the researcher has incorporate all the questions necessary to measure all concepts (Dikko, 2016).

3.8.2 Data Analysis Plan

Kothari (2004) opines that data analysis entails a number of closely related operations which are performed with the purpose of summarizing and organizing data in such a

manner that they answer research questions. Data was coded, edited and be subjected to statistical procedures in SPSS.

3.9 Ethical consideration

In order to abide by research ethics the following issues were considered:

3.9.1 Research clearance letters

Prior to the undertaking of the study, the researcher strived for clearance letter from the Open University of Tanzania and the permit letter from the District Education Officer (DEO) of Mpwapwa to legally conduct the study.

3.9.2 Inform Consent (Explain Purpose of the Study)

Institutional informed consent to conduct the study and participants' informed consent to participate in the study were obtained from the secondary school head teachers and classroom teachers. On the meeting with the participants, the researcher introduced herself and explained the purpose of the study. Also participants were informed in advance about the investigations in order to avoid their responses being affected by stress as a result of not being adequately prepared. The participants were also informed on their rights to participate in research or not.

3.9.3 Assurance of Confidentiality

Confidentiality was also be maintained when the information were examined and were used for this study only and care was taken to ensure that the information collected would not harm any participant and concealment was ensured to all participants.

3.10 Chapter Summary

Having looked on the theory, empirical as well as the conceptual framework of the TRCs procedures, this chapter has discussed the study approach, research design, and research area, population, sampling and sampling procedures. It has also looked at research instruments for data collection, reliability and validity together with justification of the study as well as the ethical consideration.

CHAPTER FOUR

FINDINGS AND DATA PRESENTATION

4.1 Introduction

This chapter pays attention on analyzing the findings regarding the effectiveness of the management TRCs in supporting the quality of secondary education in Dodoma. In line with the title above, data presentation is taking into consideration the following themes - how effective are TRCs to improve secondary school teachers professionally, what professional support do TRCs provide to teachers in regard to their management style as well as what are the challenges that TRCs management faces that affect pedagogical content knowledge of secondary school teachers.

This chapter has been divided into five segments. The first part gives the general characteristics of the respondents, the second part discusses the effectiveness of TRCs to support secondary school education in Dodoma, the third part discusses management styles of TRCs in supporting secondary school teachers professionally, the fourth part details about the challenges that TRCs management faces that affect the pedagogical content knowledge of secondary school teachers in Dodoma, the fifth and the last part exposes the general evaluation of the pedagogical content knowledge of secondary school teachers in Dodoma as well.

4.2 Characteristics of Respondents

This section presents the characteristics of the respondents specifically education level as presented in the Table 4.1.

Table 4.1: Characteristics of the Respondents

Characteristics	**Frequency**			**Percentage**		
Education level	**M**	**F**	**TOTAL**	**M**	**F**	**TOTAL**
Diploma Education	-	3	3	-	6.0	6.0
Bachelor Degree	30	10	40	50.0	30.0	80.0
Postgraduate Diploma	-	5	5	-	10.0	10.0
Master Degree	1	1	2	2.0	2.0	4.0
Total	**31**	**19**	**50**	**52.0**	**48.0**	**100.0**

Source: Field Data, 2017

4.2.1 Education Level of the Respondents

Education is always observed and prized as a means of deliverance from unawareness. Results in Table 4.1 shows that, 94.0% (47) of teachers had attained higher learning education4.such as bachelor degree, post graduate diploma and master degrees and only 6.0% (3) of teachers had at least diploma in education. These results corresponded to the study conducted by Meher, and Elliot, 2005 and finds that, teachers do perceive themselves as professionals – a finding that is counter to the often held beliefs about teachers especially secondary school teachers.

4.3 Effectiveness of TRCs to Support Secondary School Education in Dodoma

The first objective was set to examine the effectiveness of TRCs in supporting teachers professionally in Dodoma. This is because the main goal of institution of TRCs in Tanzania was to develop teachers professionally so that they could be more

effective in providing quality education to students. This part stares at the effectiveness of TRCs to improve secondary school education, because TRCs activities are the key important for improving teachers professionally. Questionnaire was used to solicit information on the perceptions of teachers on how effective TRCs were in developing them professionally. The question was: In your view, how effective TRCs are in developing teachers professionally? Responses for this question are captured in Table 4.2.

Table 4.2: Effectiveness of TRCs in Teacher Professional Development

TRCs Effectiveness	**Frequency**	**Percent**
Effective	-	000.0
Not effective	50	100.0
Total	**50**	**100.0**

Source: Field Data, 2017

The study revealed that TRCs are not effective in developing teachers professionally. Interview schedule was used to triangulate the quantitative information. As for the question: In your view, how effective TRCs are in developing teachers professionally? The following are some of the responses:

Teacher 1: I don't see TRCs as been effective in developing teachers professionally. I for one have not used TRCs to help me in anything. In fact, I don't see TRCs as having anything related to my teaching.

Teacher 2: TRCs are minimally used by teachers and this implies they are not effective in developing teachers professionally. Besides, even if they were effective, teachers are too busy and have no time to go there. Yes,

we know they are there, but where do we get time, while students are waiting?

Teacher 3: TRCs activities have not been introduced to me as a secondary school teacher. Since I got into the teaching field, nothing related to TRCs activities have been introduced to me, so I do think they are not effective.

It was interesting to find that almost all the respondents replied that TRCs were not effective and teachers were not using TRCs to learn and develop their teaching profession. Also the results show that teachers do not see any connection between TRCs and secondary schools. All 100% (50) of the teachers indicated that they douse TRCs for neither professional purposes nor any other purposes. In their answers teachers indicated that they have not been introduced to TRCs by any one. The implication is that secondary school teachers of Dodoma have no updates of their pedagogical content knowledge from available TRCs.

These findings are in line with those done by Fairhurst et al., (1999). The team found that, the expectations placed on TRCs to help teachers develop their capacities to be reflective and flexible, to identify and solve their own problems, to create their own resources and to effectively apply new ideas to teaching and learning have not been realized. Therefore, TRCs make little significant to improved teaching and learning in schools, they have not been effective as ‘drop-in’ centres for teachers, neither as a ‘library’ of reference materials nor as a depot for loaning books and teaching /learning material to teachers and schools.

4.4 Management Styles of TRCs in Supporting Secondary School Teachers Professionally

Management: according to Punia Vandana (2004) involves motivating and influencing people towards the attainment of organizational objectives. Management comprising planning, organizing, staffing, leading or directing and controlling organization or effort for the purpose of accomplishing a goal as explained by Mohamed, 2010. This part explains the management of TRCs in Dodoma and the support they do provide to support secondary school teachers' professionally. The second objective wasto assess the management styles of TRCs in supporting secondary school teachers' professionally in Dodoma. Interview was used to solicit information from the research participants.The question was: How does the management of TRCs support secondary school teachers professionally? Some of the responses were as follows:

Teacher 1: Management of TRC does not support secondary school professionally. TRCs activities mostly base on primary schools. There is no connection between TRCs management and secondary school teachers.

Teacher 2: Nothing is done because TRC managers do think most secondary school teachers are degree holders hence theyare well equipped pedagogically.

Teacher 3: TRCs managers have no implication of visiting secondary schools despite their objective to improve teachers' profession. Therefore they have no any professional support to secondary school teachers.

The results reveal that seminars and workshops or even discussions that TRCs organize in Dodoma have no benefits to secondary school teachers since they do not use TRCs. It has father founded that because of the Laissez-fair style of management

there is no systematic organizations of TRCs activities. Most of TRCs activities are connected to primary school teachers and yet they do occur only by chance. No one is responsible for purposeful organization of TRCs activities.

This argument is similar to surveillance made by Santwona Memorial Academy 2011. It found that the TRCs are not functioning as Resource Centres but are working as Data Collection Centres for they are very few compared to the number of schools. It is not clearly specified as to what exactly are the roles, responsibilities and duties of TRCs management system. It is further recognized that this part concurs with the study done by Giordano 2008 and finds that, TRCs have been given different objectives such as economic, administrative, and political objectives. The TRCs are increasingly expected to accomplish a thousand different things rather than educational matters.

4.5 Challenges that TRCs Management Faces that Affect Pedagogical Content Knowledge of Secondary School

The third objective was to determine challenges the TRCs management faces that affect pedagogical content knowledge of teachers in secondary schools.According to literature, the TRCs activities in Tanzania started in 1972, when the first TRC was established at Kleruu Teachers' College. By the year 1986 the importance of TRCs was seen by the Ministry of Education and Culture, and issued a directive to establish TRCs in every region and district in order to equip teachers including secondary school teachers with up-to-date pedagogical skills (Binde, 1999). Either since their establishment till now TRCs has got so many challenges as shown in the Table 3 below.

Table 4.3: Challenges of the TRCs Management

Challenge	Frequency	Percent
The intended plan was not clearly implemented	2	33.0
Often changes in educational secular	1	17.0
Lack of funds or facilities to run TRCs programs	3	50.0
Total	**5**	**100.0**

4.5.1 The Intended Plan was not Clearly Implemented

According to the findings one of the challenges that TRCs management faces is that there is no upkeep of any kind from Ministry of Education despite the fact that it the one who avowed the TRCs prophecy in the country. Thus the implementation of TRCs activities is very difficult. There are no undertaking strategies as to what to do so as to improve TRCs. Most of TRCs managers in Dodoma are heads of Primary Schools, simply because most of them are sited near Primary Schools as well. Conferring to their responses they have nothing to do with teachers' professional development. This argument was supported by 33.0% (2) of the respondents from Mbori and Chipogolo TRCs as shown in the table 3 above, it is similar to analysis done by Giri 2010 and finds that, the main challenge that TRCs management faces is to maintain their identity while integrating into the community they save.

4.5.2 Often Changes in Educational Circular

The information gathered from field show difficulties in TRCs programs have connection to often changes in educational circular. This was explained by the District Education Officer 17.0% (1) as shown in the Table 3 above. The DEO gave

an example of the current Free Primary Education policy that the policy has negative impacts to the implementation of the TRCs activities in Dodoma.

4.5.3 Lack of Funds and or Facilities to Run TRCs Programs

Table 4.3 shows 50.0% (3) of the respondents indicated that no fund is allocated to run TRCs formerly. They further indicated it thus visiting teachers at their respective schools especially secondary schools is not possible. This argument concur with the report revealed by Hakielimu and finds that, the TRCs faces shortage of funds to manage and run their programs effectively including communication with secondary school teachers that have great effect to the quality of teaching and learning.

Moreover there is shortage of resources such as relevant books according to the needs of secondary school teachers, shortage of teachers' modules, limited spaces to accommodate teachers and inadequate numbers of other facilities like modern technologies such as computers possibilities in supporting teachers effectively (Hakielimu, 2006).

4.6 The General Evaluation of the Pedagogical Content Knowledge of Secondary School Teachers in Dodoma

Pedagogical refers to the teaching skills teachers use and the activities these skills generate to enable students to learn the knowledge and skills related to different subject areas. High quality residential learning programs can enable school staffs to significantly widen and develop their pedagogical skills and apply them back in schools to positive and sustained effect (Curee, 2012).

4.6.1 Knowledge of Classroom Management

According tothe findings, the study revealed that 60.0% (30) teachers miscarry in the whole process of maintaining classroom direction, despite the fact that 80.0% of teachers and above (Table 1) are degree holders. Most of teachers do not have techniques in handling of classroom events. A very little event can bother the whole platform of the lesson. This show how important a TRC is in improving pedagogical skills of teachers. It is not the matter of having content knowledge, pedagogical skill is the key factor to positive and sustained outcome in teaching and learning.

4.6.2 Knowledge of Teaching Methods

The findings disclosed that, 90.0% (45) of respondents do have improper teaching methods as well as techniques. They do not have both command of various teaching methods nor skills as to how and when to apply those teaching methods. During classroom assessment most of the teachers used the traditional teacher-directed approach. Form the literature the traditional teacher-directed approach contrasts abruptly with the student-centred approach. The traditional teacher-centred approach (sometimes referred to as didactic or transmission teaching) where the teacher is viewed as the typeface of all knowledge and where that knowledge is passed from to teachers to student. With a teacher-directed approach, teachers do most of the talking and students work, mostly individually, on tasks provided by the teacher, such as worksheets and text book exercises. With a student-centred approach students take a much more active role, engaging in discussion with their teacher and peers. This climaxes effective pedagogy; it also shows how teachers can best even develop more their professional skills (Curee, 2012).

In summary, this chapter presented the findings for this study. The key findings are that;TRCs are not effective to improve secondary school teachers' profession. Moreover the study found that, laissez-fair management style of TRCs verifies unclear professional interaction between TRCs and secondary school teachers and that, despite good education level of secondary school teachers, there is a persistent need to habitually update their pedagogical content knowledge for successful teaching and learning.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusion and recommendations of the study. Also it provides suggestions for further researches in the problematic area. The study intended to respond to the previous studies knowledge gap on the effectiveness of the management of TRCs in supporting the quality of secondary education. This study was guided by three main themes which have been addressed in analysis that could address a number of study findings.

5.2 Summary

This study explored theeffectiveness of the management of teacher's resource centres in supporting the quality of secondary education inDodoma; Chapter 1 presents the background to this study. This is followed by chapter 2, which presents the theoretical and empirical literature. Chapter 3 is confined to the methodology of this study, followed by the data presentation in chapter 4.

5.3 Discussion

5.3.1 Negative Perception on the Effectiveness of TRCs in Developing their Profession

As for the findings (100.0%) (50) Respondents perceived TRCs activities in a negative way. This implies that, TRCs are not effective in developing secondary school teachers' profession. Most of the secondary school teachers in Dodoma have neither idea of the TRCs activities nor how they can contact the TRCs. Others they

did not even know as to where the Ward TRC is located. Therefore the TRCs in Dodoma are not effective in developing secondary school teachers' profession.

5.3.2 Inability of TRCs Management to Support Teachers' Professionally

The overriding management of the TRCs in Dodoma is laissez-fair style. This substantiates their inability to support teachers' professionally. There was no uniform arrangement of the TRCs activities. The programs occurred by chance and they only embroil primary school teachers. During data collection one of the TRCs managerclarified;

> *"...The TRCs were initiated during 1970s; by the Ministry of Education Science and Technology (Ministry of Education and Culture) by that time, through the intention ofestablishing TRCs in every region to support teachers professionally. From then on, no undertaking strategies as what to do so as to improve TRCs. Everything are waiting for the MoEST to say something. No funds to run TRCs no any other directives.Most of TRCs managers in Dodoma are heads of Primary Schools, solely because most of them are sited near Primary Schools as well.*"

This indicates inability of TRCs management to support teachers' professionally.

5.3.3 Lack of Capacity of TRC Management to Support Secondary School Teachers' Professionally

Lack of capacity of TRCs management to support secondary school teachers' professionallydenotes that, the TRCs management lack profession and well equipped managers to plaster the TRCs activitiesand content the needs of teachers especially

secondary school teachers. A part from poor connection between TRCs management and the secondary school teachers, the secondary school teachers do think there is nothing significantcan be obtained from TRCs and that is the fact.

5.4 Conclusion

The researcher concludes that, TRCs are not effective to improve secondary school teachers' profession. This resulted to the fact that there is no a secondary school teacher who make use of TRCs in either way to improve his/her professional development, no any other professional interaction between secondary school teachers and TRCs. Most of secondary school teachers in Dodoma know nothing about TRCs and TRCs activities. This proscribes secondary school teachers from knowing the importance of TRCs in improving the quality of secondary education.

Apart from that, Laissez-fair management style of TRCs contributed much to the poor professional interaction between TRCs and secondary school teachers. The study showed that there was no uniform style of managing TRCs. The TRCs coordinators designed the programs according to how they found it was suitable for them to manage. Training conducted at TRCs was not sufficient for they were dominated by only primary school teachers.

Moreover, TRCs challenges backed much to the poor pedagogical skills of secondary school teachers. Beside unclear implementation of the TRCs goals, mismanagement of the TRCs activities was a great factor. All the five investigated TRCs from five clusters; Chazungwa, Kibakwe, Ipera, Mbori and Chipogolo of Mpwapwa District were coordinated by heads of nearby primary schools simply because their schools are

nearer to those TRCs. Because of their low educational level, lack of funds for the facilities like teaching materials as enough textbooks, modern equipment like projectors; photocopy machines, televisions, inappropriate means of transport and meals allowance, resulted to the impurity of TRCs managements' activities and accountability.

Generally, the relationship between TRCs and secondary schools in Dodoma is not good. Researcher found unclear connection of the two. This seems to have generated mostly from poor management of TRCs in Dodoma due to the number of challenges as discussed above.

5.5 Recommendations

Basing on the significant findings, the following are researcher's recommendations:

(i) The researcher recommended that, the government needs to re-integrate TRCs objectives and secondary schools so as to make secondary school teachers aware and make use of TRCs to improve secondary school education. The MoEST should provide TRCs with equitable funds in order to ascend TRCs programs to improve teaching and learning in schools including secondary schools.

(ii) The MoEST should provide TRCs with equitable funds in order to ascend TRCs programs to improve teaching and learning in schools including secondary schools.

(iii) The District Education managers need to reshuffle TRCs management to have reasonable qualifications to meet the needs of teachers from both secondary and primary schools.

5.6 Recommendation for Further Studies

It is recommended that, further inquiries should be carried out on the effectiveness of TRCs in improving the quality of secondary education.

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APPENDICES

Appendix I: Questionnaire /Interview Schedule for Teachers

Dear respondents;

My name is Aziri Mwishame, a student of the Open University of Tanzania working on an academic research on the effectiveness of the teachers resource centres in improving the quality of secondary education in Dodoma. This study is in partial fulfillment of the requirement for the degree of Master of Education in Administration Planning and Policy studies (MED APPS). Please kindly complete this questionnaire. The data/information you provide will be strictly confidential and will be used for academic purposes only. I wish to thank you in advance for your co-operation.

Put tick (√) for Yes or No. in the blanks provided.

1. (a)Do you use TRCs as a teacher? Yes…..No……

   (b) If no, what is the reason behind?……

2. (a) Did you ever attend any seminar, workshop, training or discussion organized by TRCs?.....

   (b)If yes, what are those programs?……...……

3. Do TRCs managers pay attention on the use of TRCs by secondary school teachers? Yes/No. ……

   (b)If no, explain why?.....

4. Are teachers been updated with important pedagogical skills? Yes/No. ……

   (b)If yes, what are those skills?.....

5. What are the effects of not using TRCs?

   ……..……

   ……..……

   …….

6. Do you get any professional support from TRCs? Yes/No …….……

   If Yes how? …….

   If No why?……

7. (a) Is pedagogical skills an issue to you? Yes/No ……..……

   (b) If yes, how?……

8. What are the efforts made by Government and Non-Government Organizations to equip teachers with new and useful pedagogical skills?

   .....……

9. What do you suggest concerning the effectiveness of TRCs in improving teachers professionally?

   .....

   .....……

Thank you for participating in this study

Appendix II: Questionnaire / Interview Schedule for TRCs Managers

1 Do you organize any seminars, workshop, training or discussion for teachers?

Yes…….No…….

2 Is there any interaction between your programs and secondary school teachers? No……. If, Yes, how?

.....

3 (a) Does secondary school teachers participate effectively in your programs?

Yes……No……

(b)If no, why?.....

4 Is there any professional benefits your centre have to secondary school teachers? Yes……..No……

If yes, how/no,

why……

5 Do you get enough funds to run your programs?

Yes……./No…….

6 Is your working environment supportive for you to run your programs?

Yes…….No……..

7 (a) Is there any support from the government to help your programs useful to secondary school teachers? Yes……..No…….....

(b) If yes, what support/aid do you

get?.....

8 What are the key challenges do your management face?

(i)……

(ii)……

(iii)……..

9 What measures should be taken by the government to solve problems you are facing specifically to provide secondary school teachers proffessionally?.....

.....

.....

Thank you for participating in this study

Appendix III: Interview Schedule for District Education Officer

1. What management style do TRCs use?

(i)Autocratic…….(ii)Democratic……(iii)Laissez……

2. How do you select TRCs

managers?.....

.....

3. What education level do TRCs managers possess?.....

4. Do you think secondary school teachers use these TRCs effectively?

Yes……...No……..

If no, why?.....

5. What are challenges impeding secondary school teachers from using TRCs?

(i)……

(ii)……

(ii)……

6. How do you minimize those

challenges?.....

7. Where do TRCs get funds to run their activities?.....

8. What are challenges facing TRCs management?

(i)……

(ii)……

(iii)……..

9. How do you minimize those challenges?

.....

10. What are future plans for TRCs to be effectively support secondary school teachers?

……

Thank you for participating in this study.

Appendix IV: Teachers Classroom Assessment Form for Pedagogical Skills

I. What are the general pedagogical knowledge of teachers?

PEDAGOGICAL COMPONENT	
Knowledge of classroom Management	
• Teaching at a steady pace. (Maintaining class direction in lesson).	
Knowledge of teaching methods • Having a command of various teaching methods.	

General evaluation of a teacher = ...

EVALUATION:

A: Excellent

B: Very good

C: Good

D: Fair