

**THE ROLE OF TEACHERS' RESOURCE CENTRE ON ENHANCING THE
TEACHING AND LEARNING IN PRIMARY SCHOOLS IN DODOMA
CITY, TANZANIA**

GRACE SHILERINGO

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

2021

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“The role of Teachers’ Resource Centre on Enhancing Teaching and Learning in Primary Schools in Dodoma City”**. 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.

.....
Dr. Evaristo Mtitu

(Supervisor)

.....
Date

COPYRIGHT

No part of this study may be reproduced, stored in any retrieval system or transmitted in any form or by any means, be it electronic, mechanical, photocopied, recorded or otherwise without the prior permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I **Shilingo Grace**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved parents Mr. Shilingo Ulomi and Mrs. Filda Ulomi, My lovely husband Mr. Isack Tito, my sons Innocent Isack and Gift Isack and the whole family. I thank them for their prayers that empower me to complete this work.

ACKNOWLEDGEMENT

I sincerely thank God who gave me good health, and courage to complete my study successfully. Many thanks to everyone who in one way or another supported me from the beginning to the accomplishment of this study. Special thanks to my employer Permanent Secretary Ministry of Education, Science and Technology for permitting me to conduct this study.

Much gratefulness to my lovely husband Isack Tito, my sons Innocent and Gift and my beloved parents Mr. Shileringo Ulomi and Mrs. Filda S. Ulomi who both supported and encouraged me throughout this process. I cherish you.

I would like to express my thankfulness and appreciation to my Supervisor Dr. Evaristo Mtitu for his time, comments and valuable suggestions which encourage me to work hard until the end of this work. God bless you!

I also thank the Educational officer and Chief School Quality Assurer from Dodoma City Council, TRC Coordinator, Head teachers and all teachers from the schools who participated in this study. I thank them for spending their time and give me cooperation that enabled me to collect data smoothly.

Lastly, I wish to thank all my fellow students from Masters of Education in Administration, Planning and Policy Studies (MED-APPS) and all other individuals who in one way or another contributed to the accomplish of this study.

ABSTRACT

The study investigated the role of the Teachers' Resource Centre on enhancing teaching and learning in primary schools. Specifically, the study objectives were to examine the management of TRCs in Dodoma for improved teaching and learning, Explore teachers' utilization of TRCs in teaching and learning and investigate alternative strategies to improve the management of TRCs for improved teaching and learning. The study used mixed research approach employing exploratory research design. The research used a sample size of 84 teachers selected from six schools in Dodoma City. Data collection methods included Focus group discussion, interview, observation and documentary review. Data collected were analyzed using thematic content analysis, and presented in thick descriptions, quotations and tables. The study found that TRCs contribute less or sometimes nothing to teachers' professional development, a situation that produces teachers with limited skills in applying modern technology for effective teaching/learning in primary schools in Dodoma City. The study also found teachers were not using TRCs to improve their teaching and learning thus, TRCs have had little impact on teachers' professional development. The study reports further that TRCs were faced with serious financial limitations to support the implementation of different programmes including provision of strategic subject content and pedagogical in-service training to instructors. The study concluded that TRCs are currently not working according to the goals and motive of their establishment. The study recommended that stakeholders and the government under the respective ministry consider improving TRCs by providing human, fiscal and physical resources to contribute to teacher professional development.

Keywords: *Teachers' Resource Centre, teaching and learning, primary schools, Dodoma*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
FIGURE	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE STUDY.....	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Limitation of the Study	8
1.8 Delimitation of the Study	8
1.9 Definition of Terms	9
1.9.1 Teacher Resource Centre (TRC)	9
1.9.2 Pupils Academic Performance	9
1.9.3 Public Schools	10

1.9.4	Teacher Resource Centre Management.....	10
1.10	Organisation of the Study.....	10
CHAPTER TWO		12
LITERATURE REVIEW.....		12
2.1	Introduction	12
2.2	Human Capital Theory as Theoretical Framework of the Study.....	12
2.3	Management of the TRCs	14
2.4	Features of effective Teacher Resource Centre.....	17
2.5	Features of Effective Teaching/Learning	19
2.6	Utilization of TRCs by Teachers in Improving Teaching and Learning.....	21
2.7	Strategies to Improve The Management of TRCs.....	25
2.8	Research Gap.....	29
2.9	Conceptual Framework	29
CHAPTER THREE		32
RESEARCH METHODS.....		32
3.1	Introduction	32
3.2	Research Approach	32
3.3	Research Design.....	32
3.4	Location of the Study	34
3.5	Target Population	35
3.6	Sample Size and Sampling Techniques	36
3.6.1	Sample Size	36
3.6.2	Sampling Techniques	36
3.7	Methods for Data Collection	37

3.7.1	Semi-Structured Interview	38
3.7.2	Focus Group Discussion (FGD).....	39
3.7.3	Observation	39
3.7.4	Documentary Review	40
3.8	Validity and Reliability of the Research Instruments	40
3.8.1	Validity of the Instruments.....	40
3.8.2	Reliability of the Research Instruments	41
3.9	Data Analysis Procedure	42
3.10	Ethical Issues.....	43
	CHAPTER FOUR.....	45
	DATA PRESENTATIONS, ANALYSIS AND DISCUSSION	45
4.1	Introduction	45
4.2	Characteristics of the Respondents	45
4.2.1	Sex of the Respondents	45
4.2.2	Level of Education of the Respondents.....	46
4.2.3	Age of the Respondents.....	47
4.3	The Management of TRCs for enhanced Teaching and Learning	47
4.3.1	Awareness of Respondents on Presence of TRC	47
4.3.2	Perception of Teachers on TRCs as Tools on Enhancing Teaching/ Learning in Primary Schools.....	49
4.3.3	TRCs Management Support Primary School Teachers in Improving Knowledge and Skills.....	51
4.4	Teachers' Utilization of TRCs in Teaching and Learning in Primary Schools	56

4.4.1	Responses from Focus Group Discussion Members	56
4.4.2	Teachers on Teachers' Utilization of TRCs	59
4.4.3	Challenges Facing Teachers' Utilization of TRCs.....	61
4.5	Strategies to Improve the Management of TRCs	64
4.5.1	The Support Required by TRCs	65
4.5.2	TRCs' Teaching Subject and Pedagogical Approaches	66
4.5.3	Establishing more TRC in Different Area Specifically in Ward.....	66
	CHAPTER FIVE.....	70
	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	70
5.1	Introduction	70
5.2	Summary of the Study	70
5.2.1	The Management of TRCs in Dodoma for Improved Teaching and Learning In Primary Schools.....	71
5.2.2	Teachers' Utilization of TRCs in Teaching and Learning in Primary Schools	71
5.3	Conclusions	72
5.4	Recommendations of the Study.....	73
5.4.1	Recommendations for Action.....	73
5.4.2	Recommendations for Further Study	74
	REFERENCES.....	76
	APPENDICES	81

LIST OF TABLES

Table 3.1: The study participants	37
Table 4.1: Sex of respondents participated in the study.....	46
Table 4.2: Education of respondents participated in FGD	46
Table 4.3: Age of respondents participated in FGD.....	47
Table 4.4: Awareness of respondents on presence of TRC (N=84).....	56
Table 4.5: Availability of resources at TRC.....	58
Table 4.6: Teachers' utilization of TRCs (N=84)	64
Table 4.7: Strategies to improve the management of TRCs (N=84).....	69

FIGURE

Figure 2.1: Conceptual framework for the study 30

LIST OF ABBREVIATIONS

3RS	Reading Writing and Arithmetic
CIPP	Context Input Process Product
DBSPE	District Based Support to Primary Education
DSQA	District School Quality Assurer
ETP	Education and Training Policy
FGD	Focus Group Discussion
HCT	Human Capital Theory
ICT	Information and Communication Technologies
ILO	International Labour Organization
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education, Science and Technology
PSLE	Primary School Leaving Examination
SMCs	School Management Committees
TRC	Teacher Resource Centers
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
USA	United State of America
USAID	United States Agency for International Development
WEOs	Ward Education Officers

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the study introduction, background, statement and study objectives and research questions. Other sections contained in this chapter include; the significance of the study, limitations of the study, delimitations of the study and definitions of important research terms.

1.2 Background of the Study

Teachers Resource Centres (TRCs) were established globally and in Tanzania in particular (Shukrani, 2016). The establishment of TRCs focused on creating spaces through which one could work with teachers to influence the teaching-learning processes (Massawe, 2017; Mbuli & Zhang, 2020). In enhancing teacher's professional development, TRCs initially were established in Britain between the late 1950s and early 1960s to develop teachers in their professionalism and to improve their teaching and learning process (Hengelezi, 2016; Dahl, 2015; Koda, 2006). TRCs were later introduced in other countries such as Asia, Latin America, Britain, Pakistan and the USA for the same purpose (Dahl, 2015; Obielodan, 2017).

By the end of 1970, TRCs were introduced in developing countries as a new commitment to improve the provision and quality of education (Giordano, 2008). Some of these countries include Namibia, Zimbabwe and Kenya. The experience in these countries shows that the TRCs conducted in-service courses for teachers,

helped them in updating skills and knowledge, expanded teaching approaches as well as made teaching more interesting and easier through workshops and demonstrations (Giordano, 2008). This indicates that TRCs since then was regarded as an effective way of supporting the professional development of teachers and providing the opportunity to access organized educational resources for effective teaching and learning.

According to (Kajinga, 2010) a teacher's professional development is very important as teaching becomes complex and a more demanding task of imparting new knowledge to the learners. Further, teachers are facing complex challenges throughout the world that are brought into the classroom by students in various ways, such as interacting with modern technology and the increasingly diverse population of students in the classroom (Rwelamira, 2009; Ami, 2017). Not only that but also changing the curriculum content and pedagogical knowledge to cope with the current environment (Obielodan, 2017). These challenging situations develop the necessity of teachers' professional development.

The critical indicator of primary education includes the competent trained teachers who have content, pedagogical, management skills and knowledge to conduct the teaching and learning process for the successful attainment of education goals (Koda, 2006; Haki Elimu, 2014; Kajiga, 2010) effectively. The effectiveness of the teacher depends on competence and efficiency, teaching and learning resources and methods as well as support from education managers and supervisors (Mosha 2015, Rogan

20014). According to (URT, 2009), competent trained teachers can be acquired through in-service teachers' education and strengthen through pre-service professional development. Professional development is the ongoing provision of learning opportunities to enhance teachers' knowledge and skills through various ways within or outside their schools and districts to improve the teaching and learning processes (Kajiga, 2010; Ami, 2017). Teacher's professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and individuals (Komba & Nkumbi 2008).

In Tanzania, TRCs were established in the 1970s by being attached to Teacher's colleges (Mosha, 2015). Afterward, these TRCs were introduced autonomously in different parts of the country, mostly linked to primary schools. According to the Ministry of Education, Culture and Sports in Tanzania (2005), the main objectives of TRCs were to provide upgrading courses to the untrained and under-qualified teachers to improve the pedagogical skills of teachers through in-service training, improving school management by training school heads and members of school committees; and finally, to improve teaching/learning through TRC libraries and thereby to help teachers to improve teaching and learning in primary schools (Hengelezi, 2016; Koda, 2006). These functions define and present the Tanzanian TRCs as professional forums and opportunities aimed at enhancing effective teacher professionalism, academically, ethically and pedagogically. Today, many Districts in Tanzania have such teacher resource centres as it was a call by the TRC policy of 1986 upon all districts in the country to establish their centre (Hengelezi, 2016).

However, the doubt is whether these centers are active in enhancing effective teaching and learning practices in primary schools.

Like other countries, TRCs have vital roles to play in teachers' professional development in Tanzania. The Education and Training Policy (ETP) of 1995 emphasizes that TRCs are crucial growth poles for teachers' academic and professional development as well as improvement. They promote teacher innovation and creativeness in teaching methods, preparation of teacher-made instructional materials including aids, and facilitate the exchange of professional ideas as well as experiences (Koda, 2006). According to Komba and Nkumbi (2008), TRCs are regarded as places where teachers meet and learn, and where resources for teaching and learning are held. They provide professional services to teachers to enable them to perform effectively in their schools and classrooms in particular (Shukrani, 2016). Rwelamira (2009) stresses that they do this by transferring resources, curriculum and pedagogical ideas from central agencies to teachers and schools; and/or by providing an environment for teachers to come together to discuss, to create teaching and learning materials, to attempt to solve their pedagogical problems.

Consequently, TRCs emerged as an attempt to address the problems faced by teachers and schools (Obielodan, 2009). Most schools are constrained with a lack of resources, limited access to materials and equipment, and school buildings are in poor condition. Besides, most teachers are often less experienced and have little opportunity for professional development. That makes it difficult for effective teaching and learning in primary schools (Ami, 2017; Shukrani, 2016). Hengelezi

(2016) concluded that TRCs were created to help teachers to combat isolation by allowing them to come to exchange ideas and experiences with other teachers and to work on their professional development. Therefore, TRCs appear to be a service for teachers to overcome their crucial problems encounter in their professional development.

Concerning TRCs in Tanzania studies (Koda, 2006; Massawe, 2017; Rwelamira, 2009) indicate that although TRCs were introduced to develop teachers academically and professionally still there is an increase in the number of untrained teachers. Besides, studies (Hengelezi, 2016; Koda, 2006; Massawe, 2017; Mosha, 2015; Rwelamira, 2009) also expose that despite many TRCs in Tanzania but most of them are facing different challenges. For instance, all of the mentioned studies display that TRCs in Tanzania have an inadequacy of teaching and learning resources. The other challenges are the shortage of physical facilities, lack of induction courses for TRCs lack of transport facilities, poor classroom and school environment affected the teaching efficiency of the TRC-trained teachers (Mosha, 2015). TRCs in Tanzania face challenges related to insufficient funds and under-utilization of the centres as well as a shortage of reading materials in libraries (Hengelezi, 2016; Mosha, 2015). With those concerns, a question remains whether this TRCs management fulfilled TRCs' role of enhancing teacher's professional development for effective teaching and learning in primary schools. Therefore, the role of teachers' resource centre on effective teaching and learning in primary schools.

1.3 Statement of the Problem

To enhance effective teaching and learning among primary school teachers, the government of Tanzania introduced TRCs to ensure quality teaching and learning by providing teacher's professional development. Effective teaching and learning in primary schools is a major concern in many countries of the world (Obielodan, 2017; Haki Elimu, 2014). This requires competent trained teachers for pedagogical and management skills. Kajinga (2010) asserted that teachers are not well prepared, leading to a deterioration of the quality of education in primary and secondary education.

Despite establishing TRCs in most wards in Tanzania and Dodoma Municipality in particular, studies including Hengelezi (2016), Kajinga (2010) and Shukrani (2016), indicate TRCs are underperforming as they face challenges related to few training programmes for teachers, few personnel to support teachers, and inadequate resources to facilitate teachers in their teacher professional development. The persistence of underperformance of TRCs forms the basis for this study to investigate the role of TRCs in enhancing effective teaching and learning in primary schools in Dodoma city

1.4 Objectives of the Study

The main objective of this study was to investigate the role of Teachers' Resource Centres on effective teaching and learning in primary schools in Dodoma Region. Specifically, the study intends to:

- i) Examine the management of TRCs in Dodoma for improved teaching and learning in primary schools
- ii) Explore teachers' utilization of TRCs in teaching and learning in primary schools in Dodoma.
- iii) Suggest alternative strategies to improve the management of TRCs for improved teaching and learning in primary schools in Dodoma.

1.5 Research Questions

- i) How are TRCs managed in Dodoma for improving teaching and learning in primary schools?
- ii) How teachers utilize TRCs in improving teaching and learning in primary schools?
- iii) What are the alternative strategies for improving the management of TRCs for improved teaching and learning in primary schools?

1.6 Significance of the Study

This study enriches the existing theory on human capital theory by explaining how TRCs are managed in Dodoma and the lessons learned can be applied to other TRCs for improving teaching and learning in primary schools in Tanzania and beyond. Further, the study contributes to the body of knowledge about the management of TRCs, uses of TRCs toward improving teaching and learning process in schools and strategies to be used for improving TRCs management. On the whole findings of the study contributes to human resources and stakeholders responsible for improving the teaching and learning process including heads of schools, District Education Officers

and the School Quality management.

1.7 Limitation of the Study

To carry out the study, the researcher comes across several limitations. The interview with DEOs, SQAOs and TRCs coordinators required the researcher first to arrange for an appointment date and time as these officials had a lot of duties to attend. The researcher was flexible enough as used mobile phone communications to arrange for the interview for the time the coordinator was available.

Additionally, some head teachers were not around during the date of collecting data. This situation made the researcher arrange for another meeting day when they could be around. Despite all these limitations, the researcher finally managed to gather all the required data.

1.8 Delimitation of the Study

The present study focuses on the role of the teacher's resource centre on effective teaching and learning in primary schools in the Dodoma region. The targeted population for this study includes DEOs, SQAOs, TRCs coordinators, headteachers, and teachers. The topics investigated were related to the management of TRCs, teachers utilization of TRCs and the strategies to improve management of TRCs so they contribute toward improved teaching and learning in primary schools in Dodoma City Council, in Dodoma

1.9 Definition of Terms

1.9.1 Teacher Resource Centre (TRC)

This term indicates a place where teachers meet and where resources for teaching and learning are held. From a process point of view, TRCs are essential strategies to provide professional services to teachers to enable them to perform effectively in their classrooms (DANIDA, 1996). Teacher resource centers were established with the support of the central or local government, owners and managers of public and private schools. A teacher resource centre is usually adequately supplied with equipment, materials, technologies and other resources for education improvement and serves as places where retired, experienced, practicing and new teachers can meet to share and exchange professional experiences.

In this study, TRC is measured as the centre that can serve as convenient places where government and other promoters of education can make inputs for the enhancement of teachers and the teaching profession, and provide teachers professional in-service training.

1.9.2 Pupils Academic Performance

Ellie William (2001) when people hear the term “academic performance” they often think of a person’s GPA. However, several factors indicate a student’s academic success. While some may not graduate top of their class, they may hold leadership positions in several student groups or score high on standardized tests such as the SAT or ACT. In this study, the term ‘academic performance refers to the results students get after doing the national examination.

1.9.3 Public Schools

Public schools in this study, are schools that are highly owned by the community and supported by the government in terms of salary of the teachers and supplying teaching-learning facilities like books (URT, 2010). The study used the word public schools to refer to those schools which are built around society. Also, those schools are built by the people who participate in building the school through contributions and manpower like making bricks and carrying sand.

1.9.4 Teacher Resource Centre Management

Management is the process, which is undertaken through coordinated effort and activities of people to achieve a desirable result. Sherlker (1984) as quoted in Kiwira (1995) defines management as guidance, leadership and control of people towards some common objectives. Gupta (1990) as cited in Galabawa (2001) defines management as the process by which managers create, direct, maintain and operate purposive organization through systematic coordinated, cooperated human effort. TRCs management in this study provided support to the teacher daily through advice, supervision, monitoring and evaluation of the teaching and learning activities.

1.10 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 the research gap. Chapter three dwells on research methods which consists of research approach, research design, population of the study, and the study area. 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

LITERATURE REVIEW

2.1 Introduction

Chapter two reviews the literature on the role of Teachers Resource Centres (TRCs) on effective teaching and learning in primary school. For a clear insight of the TRCs and how it supports teachers on effective teaching and learning processes, the review is organized into the following themes; the theoretical framework of the study, empirical literature review and research gap. Finally, the chapter ends with the conceptual framework of the present study.

2.2 Human Capital Theory as Theoretical Framework of the Study

The study adapted Human Capital Theory (HCT) which was first coined by Becker in 1964. HCT is concerned with a stock of knowledge, skills and abilities that reside within individuals and other acquired traits contributing to productivity (Becker, 1964). According to Almendarez (2010), human capital can be early ability (whether acquired or innate) and skills acquired through formal education or training on the job. The theory assumes a direct and positive relationship between improvements in levels of knowledge and skills for an increase in productivity of the labour force that determines the productivity and earnings of individuals (Almendarez, 2010; Becker, 1962).

The strength of HCT concerning this study is its ability to help the government, policymakers and researchers to evaluate the relationships between education and

training as inputs for enhancing effective teaching/learning. Therefore, HCT can be used to measure the level of the individual (teachers), government and other education stakeholders on their kind and quality of investment in education for effective teaching and learning in primary school. Conversely, HCT has its weakness as it assumes that education increases productivity in the workplace, resulting in higher individual wages, but it provides little insight into the processes through which education and training are translated into higher wages (Burgess, 2016). This replicates the teachers' professional development challenges in primary school.

The Human Capital Theory is the essence of this study as it is assumed that if investments are made in human resources (primary school teachers) effective teaching and learning will be achieved hence quality education. This means that the government and other education stakeholders should see the importance of investing in human capital through education and training which improves skills, talents, abilities and competencies which in turn increases the effectiveness of teaching and learning in primary schools (Becker, 1964).

In that case, this study considers training, workshops, seminars; modern teaching materials and advice are very energetic factors for teachers for they act as Human Capital in the whole process of upbringing the young generation with life skills for the benefit of themselves and the nation in general. In this study, HCT is going to be used to develop expectations that; when the human is well trained, he or she will bring positive results and improve performance in his or her area, respectively. A teacher who is involved in some in-service training has the possibility of carrying out

effectively the process of teaching and learning and students' performance as well (Rashid, 2016).

Generally, this Human Capital Theory is relevant to this study because investment in training teachers (professional development) is expected to be manifested in teachers' performance that means effective teaching and learning in primary schools. Based on this TRCs is a strategic way of improving teaching professionals in surrounding areas where teachers and other non-teaching staffs live. That is to say, if TRCs are used effectively for teachers' professional development there is a possibility of improving the teaching and learning process in schools and hence improve the quality of education as a whole.

2.3 Management of the TRCs

According to Mwishame (2018), management is the process of administering and coordinating resources effectively and efficiently to achieve the goals of the organization. Based on the definition of management, TRCs are responsible to achieve their goals to improve the teaching and learning process among teachers. There are various goals of TRCs in different countries, including Tanzania. These goals include; updating teachers' instructional skills and knowledge in their specific content areas, increasing teachers' sensitivity to adolescents, improving teachers' confidence, expanding teaching approaches as well as increase creativeness of preparing teaching/learning materials (Ajibade & Bertram, 2020; Chen, Lei & Cheng, 2019; Jecha, 2010; UNESCO, 2014; MoEC, 2000). All the mentioned goals show that TRCs management should plan well to achieve those goals.

On the contrary, the study by Kimaro (2005) in Kibaha-Tanzania found that there was low interaction between the educational leaders. Besides, Mirambo (2007) established that TRCs management in Iringa failed to design in-service training programmes which could assist teachers to improve their professionals. This shows that some of the TRCs management are weak in achieving the expected goals. Mosha (2016) states that good management requires a manager who can use the available resources efficiently and produce a high-quality product. For the management to function well, Lewis et al. (1995) associate planning, organizing, leading and controlling to the process of management. All these steps lead to the direction of achieving the goals.

TRCs are centres for in-service training and are responsible for ensuring that teachers get the knowledge and skills that can enable them to carry out the teaching and learning effectively. Tyler (2003) states that good training enables participants to gain new knowledge and skills as well as attitudes. TRCs are also responsible for the need to bring educational services closer to the schools and providing ongoing professional support to teachers (Chonjo, 1998). At the TRCs, teachers can get training on how best to implement approved programmes, teach relevant courses, use appropriate teaching devices and materials, and assess students' progress and achievements (UNESCO, 2014; Giordano, 2008). All the mentioned activities are done by TRCs to ensure effective teaching and learning at school.

That means, it can be said that supporting teachers in improving the knowledge and skills of teaching and learning is necessary since the quality of learning depends on

the quality of teachers which in turn depends on the management of the organization that is TRCs in this study. So, like other experts in other professions, teachers need to deepen their knowledge and improve their skills throughout their careers. Therefore, TRCs should have good management to be able to provide training to teachers to conduct teaching and learning effectively.

Mwishame (2018) conducted a study to explore the effectiveness of the management of TRCs in developing teachers professionally to support the quality of secondary school education in Dodoma, Tanzania. The study employed both qualitative and quantitative research approaches with multiple cases of design. Data were collected through questionnaires and interviews from 56 respondents. The study found that although TRCs were instituted to develop teachers professionally, the majority of secondary school teachers did not make use of TRCs to learn to improve their teaching. Additionally, the study revealed that the popular management styles of TRCs were 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. Besides, it was revealed 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 the poor quality of education in secondary schools in Dodoma. Therefore, the researcher recommended that the government should to re-integrate TRCs objectives and secondary schools to make secondary school teachers aware and make use of TRCs to improve secondary school education. Also, it was recommended that the MoEST provide TRCs with adequate funds to improve

teaching and learning in schools including secondary schools. Furthermore, the reshuffle of the TRCs management is needed.

Mosha (2015) investigated the programs at TRCs and their effectiveness for teachers' professional development in Zanzibar. The study applied a qualitative approach where interview schedules and documentary reviews were used to collect data. Findings indicated that Zanzibar TRCs had effective TRCs that played part in teachers' professional development. However, it was found that the TRCs encountered a shortage of teaching and learning facilities to run their programs effectively and efficiently. Moreover, it was observed that there were computers that were not used, outdated books and a poor learning environment that affected teachers' professional development at the TRCs. Furthermore, it was revealed that TRCs coordinators were not trained on how to run centres. Also, tutors were not trained on how to support teachers in distance learning.

2.4 Features of effective Teacher Resource Centre

According to Mosha (2015) for TRC to be effective have to address issues of teacher professional development that touches directly the teacher activities in schools. Further Gaible and Burns (2005) assert that an effective teachers' professional development should address the core areas of teaching content, curriculum, assessment and instruction. Thus an effective TRC should have the following characteristics: address 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; model learner-centered instruction so that teachers' experiences reflect on the learning activities that they will lead; use formative and summative evaluation for programme improvement.

According to Chien (2016) and Lepetit and Cichicki (2002), an effective TRC fulfills the role of identifying the academic needs of teachers and students when we design a teaching resource center and construct a learning environment. Activities at the center have to provide a solid foundation for the values, needs, and support of teachers and students. Thus needs assessment surveys to contribute to the first step to successful organizations and programs.

Schoepf (2020), addresses purposes of TRC that include to provide continuing assistance for beginning teachers to reduce the identified common problems that typically occur in the early stages of teaching; support development of the knowledge and skills needed by beginner teachers to be successful in their initial teaching position, and provide resources for instructional materials; integrate beginning teachers into the social system of the school, the school district, and the community; to provide an opportunity for beginning teachers to analyze and reflect on their teaching; accompany reflection time with coaching from veteran support teachers; increase the positive attitudes of beginning teachers toward teaching; provide incentives and compensation to those participating in the program, include the mentor teachers; provide release time for observations of other teachers-coaching

and planning is necessary for both mentors and beginning teachers and waive formal appraisals and evaluations during the first year of teaching.

Joyce and Showers (1980) suggest that five essential components should be in TRCs training programmes; presentation of theory or components should be in training, modeling or demonstration of skills or model of teaching, practice in simulated and classroom setting, structured and open-ended feedback about performance and finally; Implementation in the actual classroom. On the whole, features of effective TRCs are that should provide continuous teacher professional development by providing an opportunity for the teacher to learn and unlearn; to practice new skills of teaching, assessment and using interactive technologies; and provide space for teachers to discuss and share experiences that contribute to lifelong learning.

2.5 Features of Effective Teaching/Learning

Effective teaching/learning can be defined as teaching that successfully achieves the learning by students intended by the teacher (Kyriacou, 2009). According to Florence (2014), effective teaching is not just about the teachers as is implied in the above quoting but involves the stakeholders: executive managers, academic teaching staff and students. On the other hand, effective teaching, according to the definition by Clarke (2015), is that the students achieve the learning ‘intended by the teacher’, but this does not take into account the fact that learning is a two-way process. The two-way process is determined through the interactions between teachers and students and is, therefore, an active search which involves the participation of students.

Hassoun (2015) states that one way to identify and measure effectiveness in teaching/learning is through the use of lists of competencies. In listing the measurable elements of teacher effectiveness, he distinguishes between competencies and characteristics. In his definition, competencies include pedagogy, knowledge, and skills while characteristics describe the personal, social, and behavioural aspects of the teacher. Overall, qualities of effective teachers roughly fall into three categories: personality qualities (including attitude), knowledge (including content and pedagogy), and skills (including classroom management and lesson differentiation) (Florence, 2014). Moreover, Hadley (2011) claims while teachers' competencies are important, the "ultimate proof" is student results, i.e., grades, test scores, graduations, joining higher level of education and student evaluations.

Kyriacou (2009) discussed and analyzed teacher effectiveness in teaching/learning in great depth in his book. He claimed good teachers are teachers who can achieve: a shared working atmosphere; an awareness of students' needs; a well-organized, purposeful classroom; and a celebration of successes. He further noted that characteristics of effective teachers that achieve this positive learning atmosphere include qualities such as integrity, learning, organization, communication and humour. In contrast, Hassoun (2015) argues that the minority of teachers who are not effective lack self-awareness and are defensive.

Before entering the classroom for the first time, teachers must earn credentials (Clarke, 2015). In Tanzania, depending on the route to certification, teachers must earn a certificate, diploma or degree in teacher's education and/or a content area,

depending on their intended grade level (Komba & Kira, 2013). However, studies indicate that a certificate on education is not one right way to become an effective teacher, as there is a need for professional development to advance teachers in their teaching competencies. Hassoun (2015) states that if you dare to teach, you must never cease to learn; therefore, professional development is of much importance to advance teachers' competencies for effective teaching/learning.

Hadley (2011) study on characteristics of effective teachers addresses the importance of continued professional development throughout a teachers' career. With new information being constantly added to the knowledge base and rapid changes in student populations, it is important to evolve. Kyriacou (2009) added, "We recognized, however, that the body of knowledge is never static and that not simply updating but stretching, challenging, or moving beyond the traditional boundaries of a body of knowledge might be important". Komba and Kira (2013) added that teachers' feelings of preparedness directly correlated with the number of professional development opportunities they received in specific enterprises. Therefore, TRCs are very important in developing a teacher's professional development to enhance teaching/learning processes in Tanzanian primary schools for improved and quality education among students.

2.6 Utilization of TRCs by Teachers in Improving Teaching and Learning

TRCs are places where teachers meet and where resources for teaching and learning are held. They provide professional services to teachers to enable them to perform effectively in their (schools) and classrooms' (Obielodan 2017). They do this by

transferring resources, curriculum and pedagogical ideas from central agencies to teachers and schools; and/or by providing an environment for teachers to come together to discuss, to create teaching and learning materials, to attempt to solve their teaching problems (Mosha, 2016). Further, TRCs enable teachers to become lifelong learners to improve the competence they possess and maintain the status of the noble teaching profession. According to (Ami, 2017) through the use of TRCs, teachers become lifelong learners and shape their knowledge in their professional carrier development to improve teaching/learning processes. For this reason, TRCs were introduced to support teachers in their professional careers.

In the same view, Komba and Nkumbi (2008) state that, are places for teacher's exchange of ideas, skills and knowledge as they act as sources of collaborative learning and teaching. Consequently, teachers use these centers to share and exchange their working experience and skills (Dahl, 2015). To improve the quality of education and to give teachers support on challenges faced in their daily life, TRCs are very important to develop teachers professionally. Therefore, teachers are supposed to utilize the centers effectively to improve their teaching/learning practices.

Although TRCs are very important to enhance teachers teaching and learning practices, Hengelezi (2016) points out that there is infective utilization of TRCs in Tanzania. She further noted that TRCs are not serving many teachers, especially those who are working in rural areas. This is also in line with Knamiller (1999) who shows that in Zambia's most of TRCs are vastly underused by teachers. He further

asserts that TRCs are used for only 10 percent of teachers just for meetings and workshops.

Although TRCs are not utilized effectively by teachers, some scholars like Saidi (2015) and Mosha (2016) argue that there is underutilization of TCRs in Tanzania due to inadequacy of material resources for running the TRCs and that tutors who are responsible for upgrading teachers at the TRCs are not competent because they are borrowed or hired from secondary schools, and they are not sufficient. Not only that but also a study by Koda (2006) indicates that it is difficult for all teachers to attend training and seminars because of limited resources that are available at the TRCs. This implies that most TRCs are operating without having enough resources required by teachers to develop their knowledge and skills. However, TRCs play a useful contribution to teachers' professional development for enhancing teaching/learning processes in primary schools, although they encounter some of the challenges. Therefore, there is a need for the TRCs to evaluate its objectives and implementation to enhance effective teaching/learning in primary schools in Tanzania.

Obielodan and George-Oputa (2017) conducted a study to examine the impact of utilizing a resource centre for effective service delivery at the primary school in Nigeria. A descriptive survey design was used in this study. Data were collected through a questionnaire and a total of 200 teachers were involved. The data collected were analyzed using the chi-square statistical tool and decisions were taken at a 0.05 level of significance. The findings indicate that utilizing resource centre has a positive effect on service delivery of qualified, unqualified, as well as experienced

and inexperienced primary school teachers. Therefore, the researcher argued that teaching and learning without resource material are said to be ineffective. This means that the utilization of materials in the resource centres would improve the quality of instruction and make education more productive. Based on the findings of this study, it was recommended that resource centres should be created within the fore-walls of the classroom for easy accessibility of resource materials by both the pupils and the teachers so that education can become more meaningful and productive.

Hengelezi (2016) conducted a study on the impacts of TRCs in public primary schools. Specifically, the study focused on the contribution of TRCs on developing teachers' professionalism, factors that hinder teachers to use TRCs and improve their profession as well as the strategies and measures to improve TRCs in empowering teachers' profession. Data were collected through observations, questionnaires and interviews methods from teachers, DEO and the TRCs staff. The study collected both qualitative and quantitative data from 246 respondents. The findings of the study revealed that TRCs contributed much to the improvement of teachers' profession by improving their effectiveness and train untrained teachers. With all the efforts of supporting teachers, TRCs faced different challenges including insufficient funds, unavailability of teaching and learning materials, underutilization of the centres and shortage of readings in libraries.

Saidi (2015) conducted a study on the contribution of Teachers' Resource Centers in improving teaching and learning in primary schools in Shinyanga rural district in Tanzania. The study employed a qualitative research approach with a descriptive

research design and data were collected through the use of questionnaires, interviews and observation methods. The findings from the study indicated that TRCs contribute to improving teaching and learning in primary schools. Through the use of TRCs, teachers develop their professional skills that are useful for the improvement of teaching and learning of pupils in their schools, TRCs improve the competencies of teachers and strengthening collaboration among teachers. The findings also indicated that TRCs are faced with challenges such as financial problems and long distances from schools to TRCs. Based on the findings, it was recommended that the government and non-organization sectors need to look into how TRCs in the country can be supported. Other educational institutions like teachers' colleges and universities should use these centres for different programmes to make TRCs more active.

2.7 Strategies to Improve The Management of TRCs

The study by Knamiller (1999) investigated the effectiveness of teachers' resource centre strategy for teacher development in developing nations. The study included fieldwork in four countries, namely India, Kenya, Nepal and Zambia. The study examined the extent to which TRCs helped to improve the environment for learning in schools and the quality of teaching and learning in classrooms. Data was collected by using literature reviews, observations and interviews at TRCs and from schools. The study found that TRCs face difficulties to achieve the planned goals. Most of the TRCs are scattered and located very far from schools thus, and teachers had to leave their classes and periods looking for TRCs something that leads to teachers' absenteeism and low achievement of the intended goals.

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 the strategy to improve teachers' resource centres. This function will be done openly and in collaboration with teachers so as not to jeopardize the healthy relationship and mutual respect that every TRC should strive to foster among its users. Besides, 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.

Another study was done by Ngimba (2010), the study focused on the role of teachers' resource centres in orienting in-service teachers to enable them to implement new curricula in schools. The study used a mainly qualitative research approach with some elements of quantitative. Data were collected through questionnaires, interviews and observation from TRC Coordinators, TRCs trainers, teachers, school inspectors, head teachers, DEOs/WEOs and from the principals of teachers' college. The findings revealed that TRCs were orienting in-service teachers to implement the new curricular. Besides, it was revealed that some of the TRC coordinators and teachers had not attended any seminar/workshop about new curricula. Furthermore, the study indicated that TRCs face different problems

including financial problems, shortage of resources both physical and human resources, and negative attitude towards various educational stakeholders.

Komba and Nkumbi (2008) did a study on teacher professional development, perceptions and practices in Tanzania and suggest a strategy to improve teachers resource centres such as developing 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 the support that the teacher receives at school level. This observation implies that, develop teachers' professional models, improve pedagogy and ethic of teaching professionals 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.

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.

2.8 Research Gap

The review of the related literature in general shows that TRCs are very potential in advancing teachers' competence in academic and professional, hence improving teaching and learning practices. However, different studies carried out on TRCs have focused on the effectiveness of TRCs (Knamiller, 1999; Mosha, 2016; Obielodan & George-Oputa, 2017; Mwishame, 2018), impacts of TRCs on schools (Hengelezi, 2016), the contribution of TRCs in improving teaching and learning (Saidi, 2015). Little has been done to examine the role of TRCs on effective teaching and learning in primary schools in the Dodoma region. The present study, therefore, set out to bridge this gap. Specifically, the study expects to examine the management of TRCs in improving teaching and learning, explore teachers' utilization of TRCs in teaching and learning and investigate alternative strategies to improve the management of TRCs for improved teaching and learning.

2.9 Conceptual Framework

According to Omari (2011), a conceptual framework is a set of imagination and hypothetical thinking of the researcher that helps to explain the interplay of variables in the study. Therefore, in the current study, the conceptual framework describes how TRCs support teachers in improving their teaching and learning process.

This study, therefore, will be guided by the Context, Input, Process and Product (CIPP) evaluation model that was developed by Stufflebeam (1971). The CIPP model focuses on programme evaluation by assessing the extent to which the plans are carried out, the quality of the plans and the value of the outcome. It attempts to look at the effectiveness of a programme from the context variable, which includes an assessment of the programme. It clarifies the process involved and assesses the outcome of the programme. For that reason, the CIPP model is used to assess the role of TRCs for effective teaching and learning in primary schools. Figure 2.1 presents the major components of the conceptual framework that guided this study.

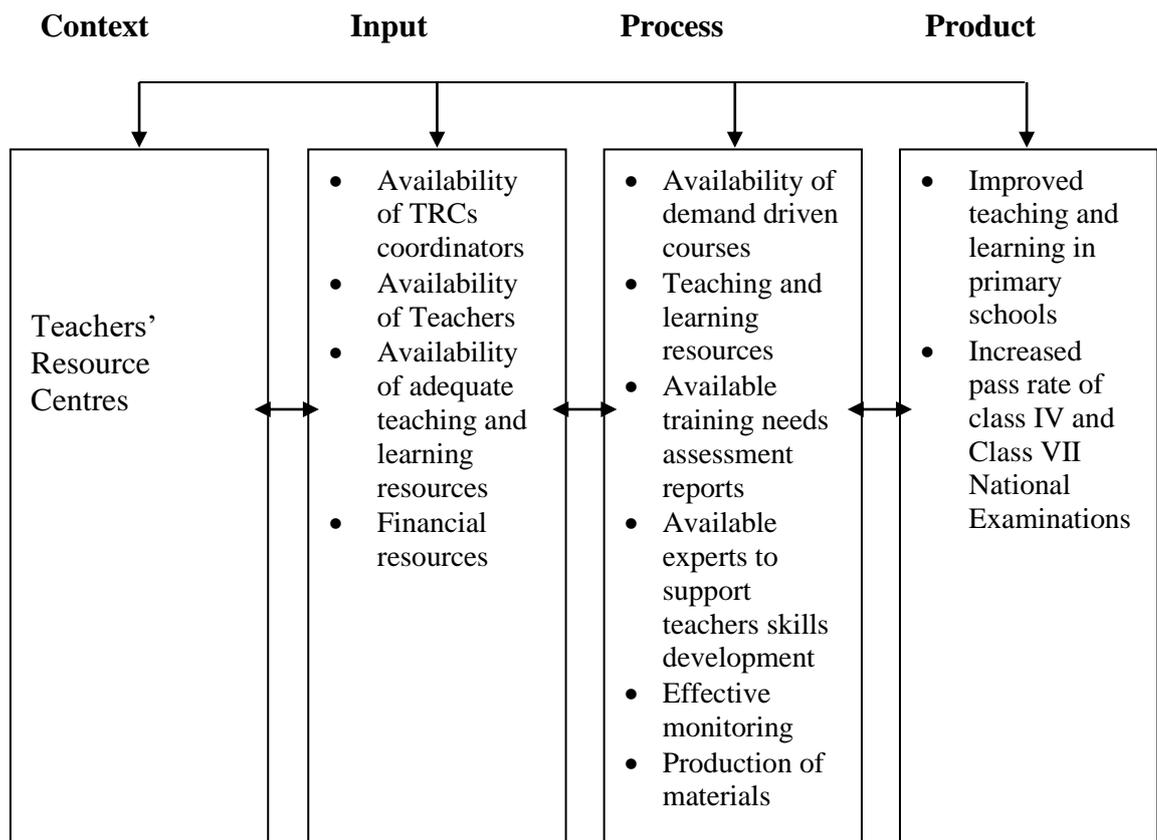


Figure 2.1: Conceptual framework for the study

Source: Adopted from Stufflebeam Evaluation Model (1971).

Figure 2.1 displays the CIPP model which guided the current study. The context as shown in Figure 2.1 refers to the TRCs in which the training on how to improve teaching and learning process is taking place. That means the context is the centre in which various teaching and learning activities happen. Inputs comprise all the resources of various types that are available to achieve teaching and learning goals. In the present study, therefore, inputs are TRCs coordinators, teachers and adequate teaching and learning resources. Moreover, the process refers to particular activities that will be done by TRCs coordinators and teachers to improve the teaching and learning process. It will be done by assessing how TRCs management improves the teaching and learning as well as how the primary school teachers utilize the TRCs. The last section of the conceptual framework focused on the product of the support provided by the TRCs and the utilization of TRCs by the teachers. In the present study, it is expected that the products will be effective teaching and learning processes in primary schools.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

This chapter presents the methodology of the study. The chapter begins with the description of the approach of the study followed by the study design, location, target population, sample and sampling procedures of the study. It further presents data collection methods, validity and reliability of the study, data analysis process and consideration of ethical issues.

3.2 Research Approach

To be in a position to scrutinise the role of Teachers' Resource Centres (TRCs) on teaching and learning in primary schools, this study employed a mixed approach in which both qualitative and quantitative elements were embedded. Creswell (2012) states that qualitative research is suitable for addressing a research problem that you do not know the variables and need to discover. In line with this De Vaus and Dodd (2002) argue that the qualitative approach is often regarded as providing rich information about the situation and being more able to understand it within its wider context. Since this study focused on examining the role of teachers' resource centres on effective teaching and learning in primary school and also to understand the way teachers utilize the TRCs in teaching and learning, the qualitative approach appeared to be more relevant for the study.

3.3 Research Design

Research designs are the specific procedures included in the research process which

are; data collection, data analysis and report writing (Cresswell, 2012). Besides, Yin (2011) clarifies a different way of thinking about research design that it is a blueprint of research, focusing on four issues: what questions to study, what data are relevant, what data to collect and how to analyse the findings. In short, the research design provides a framework for the collection and analysis of data (Bryman, 2012).

The present study employed exploratory research design to understand the research problem (Cresswell, 2012). In this study, the role of TRC in enhancing teaching and learning in primary schools in Dodoma municipality was investigated. The design allowed the researcher to collect both qualitative data and quantitative data. For example, teachers say “there is an inadequate resource “ the research in each of the focus group asks further how many agree with the comment and count the number and record.

The exploratory research design in the study was associated with various reasons. First, the researcher intended to collect information based on respondents’ views (opinions), perception (attitude) as well as preferences from primary school teachers in Dodoma Municipality toward the management, utilization and strategies to improve performance of TRC to contribute to teacher professional development. However, such aspects required more words in presentations than numbers. This reason is supported by Orodho and Kombo (2002) who insist that descriptive design best suits when the researcher collects information about peoples’ opinions, attitudes, habits or perceptions in any variety of education or social issues. Secondly, descriptive was a favourable design to the researcher as it enabled her to obtain more

information from the respondents' experiences to what was inquired since the design allows different data collection methods such as interviews and questionnaires. Thirdly, the descriptive design gave freedom to the respondents in expressing their views related to the issues under the study.

3.4 Location of the Study

Kombo and Tromp (2006) argued that the selection of the research area should be relevant to the research questions and objectives of a particular study as it influences the usefulness of data produced. Dodoma City possesses an old TRC at Kaloleni primary school which is served as the center for communicating issues related to TRCs to other segments of the primary schools which are relatively newly established. Thus, it was expected by the researcher that the TRC had rich information and could meet the purpose of the study. The chosen TRC helped to get more data which assisted the researcher to examine the way TRCs support the process of teaching and learning in Dodoma City.

This study was conducted in Dodoma Region in Tanzania. Dodoma is the capital city of Tanzania and is located in the central part. The rationale for choosing the Dodoma region is having a TRC that researcher can reach it easily to examine management, utilization, and alternative means of enhancing the effectiveness of TRC to provide adequate continuous teacher professional development. The other reason was to examine the usability of TRCs in enhancing primary school teaching in Dodoma Municipality as results for Primary School Leaving Examination (PSLE) results between 2016 and 2019 (URT, 2017; URT, 2019) were not promising.

Therefore, the researcher wanted to find out if teachers were using TRCs to improve their school practices.

Therefore, this research was conducted in Dodoma Municipality to examine the management, usability and way to enhance the management of TRCs to contribute toward improved teaching and learning process in primary schools. The study also investigated how the TRC programs helped the teachers in facilitating the teaching and learning process in primary schools.

3.5 Target Population

Population is the totality of any group of a unit that has one or more characteristics in common that are of interest to the researcher (Omari, 2011). The population was all primary schools in Dodoma Municipality. Since it is difficult to study the whole population, the researcher focused on the target population. However, a target population is defined as a group of people with common characteristics from which the sample is drawn (Creswell, 2012). As Combo and Tromp added (2006), the essence of using target population in the study is for analysis. The target population of this study comprised of District Education Officer (DEO), TRC coordinator, District School Quality Assurer (DSQA) and the primary school teachers from Dodoma City. Six primary schools were selected for this study. The main reason for considering the said respondents was that these groups were involved daily in managing the learning and teaching process of primary schools subjects that can be enhanced through TRC services.

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

Creswell (2014) defines sample size as the finite number of elements or individual that represents the whole population. The sample size of the current study involved one DEO, one DSQA, one TRC coordinator, six heads of schools and the teachers. However, the sample size for the teachers was controlled by the saturation of information whereby the researcher collected data until the repetition of data started to occur frequently. Therefore, the specific number of teachers who participated in this study was 84.

3.6.2 Sampling Techniques

Creswell (2008) defines sampling techniques as the various methods used to select participants in the research study. Babbie and Mouton (2007) add that in qualitative research one needs to select respondents who can help to answer the research questions.

Therefore, this study employed purposive sampling procedures. Purposive sampling was made to District Education Officer [DEO] (1), the Chief District School Quality Assurance [DSQA] (1) and Head of the 6 Primary schools in Dodoma City who participated in the study. Choice of schools based on distance from the TRCs two schools were less than 2 Km from the TRC and 2 schools were at least 6 Km and the other two schools were far from TRC at least 15 Km. The idea was to find out usability of TRCs by the teachers. The purposeful sampling was further implemented by the DEO who helped to determine the 6 schools that participated in the study.

Further, the other DSQA officer was selected by the chief DSQA officer and the 12 teachers were purposefully selected by the head of school focusing on the representation of 2 teachers from each class. On the whole, a total of 84 respondents participated in the study (Table 3.1).

Table 3.1: The study participants

Type of respondent	Male	Female	Sub-Total
District Education Officer		1	1
District School Quality Assurance	1	1	2
TRC coordinators	1	1	2
Head of schools	1	5	6
Teachers (12 from each school)	3	70	73
Total	6	78	84

All these participants were selected on the premise that they possess reliable information on TRCs. However, the schools and teachers from the chosen schools were selected through a random sampling technique. The selection of teachers considered gender to obtain views from both, males and females on the role of TRCs in the teaching and learning process in primary schools.

3.7 Methods for Data Collection

Qualitative research uses interviews, observation, document analysis and audio-visual materials in data collection among others (Cresswell, 2009). The present study used four methods of data collection namely interview, Focus Group Discussion (FGD), observation and documentary review. The detailed descriptions of these methods are explained in the following sub-sections.

3.7.1 Semi-Structured Interview

The study also employed a semi-structured interview. The interview is a purposeful interaction in which one person tries to obtain information from another (Gay, Mills & Airasian, 2006). This study employed semi-structured interviews guided by the interview guide as a tool to collect data from DEO, QAO, TRCs coordinator, head teachers and two teachers from each class in the selected school. The semi-structured interview is more preferred as it enabled the researcher to probe more deeply on the role of TRCs in supporting the teaching and learning to improve the quality of education in primary school focusing on management, utilization and propped strategies for effective management. In this study, the interviews were conducted in privacy on a one-to-one basis.

This kind of interview is usually used to tape information from the study respondents. This tool was used to obtain qualitative views about the role of TRC in improving the teaching and learning process focusing on management and utilization of the TRCs. The essence of using semi-structured interviews in this study was to get in-depth information from the study respondents. For that case, TRC coordinators, heads of schools, teachers, and District Education officials (DEO and DSQA) were involved in the study using the semi-structured interview as they were considered to provide the researcher with clarity on the subject being studied. Another crucial reason for using semi-structured interviews in the study was that the method is very flexible as it enabled the researcher to rectify and ask more questions regarding the subject matter in order to collect more information.

Conducting semi-structured interview was regarded as a simplest method due to the researcher's ability to note down all important information given by the study respondents. Nevertheless, the simplicity came because of the researcher's capability in developing shorthand style, which enabled her to write longer report after the semi-structured interview was done (Dawson, 2007). Moreover, semi-structured interview was applied to head of schools, DSQA, DEO and the TRC coordinators who were involved in the study. Each interview session took half an hour.

3.7.2 Focus Group Discussion (FGD)

Focus group discussion (FGD) is a form of group interview in which several people participate in a discussion guided by skilled information from the interviewer (Gall, Gall, & Borg, 2005). Bryman (2012) adds that the participants in the discussion group should range between six and ten for a better conversation, in this study a group discussion was done to six teachers and lasted between 30 and 45 minutes. The present study collected data from teachers in the selected primary schools through FGD whereby the interview guide was used to lead the FGD during data collection. The groups were formed by considering both males and females in each group, and the discussions were carried out after class hours to avoid interference with the school time table.

3.7.3 Observation

According to Gay, Mills & Airasian (2006), observation data are those directly seen by the researcher or heard or felt to the other kind, noting who, what, when, where,

and why, particularly relating them to the research question. The method allows the study to get what is taking place in the situation rather than relying on reported information (Yin, 2011). In this study, non-participant observation was used whereby observation checklists used as instrument in data collection. The method was used to collect information on the resources from the TRC. The observed resources include; libraries, offices, classrooms, furniture, books, teaching and learning materials, as well as prepared teaching aids. Therefore, the observation method helped the researcher to complement data obtained from interviews and FGD.

3.7.4 Documentary Review

A documentary review is a method of data collection that provides the researcher with a vast amount of information in the form of permanent data that can be reviewed repeatedly (Bryman, 2012). This study, used the documentary review to catch the permanent data showed by documentary review guide as tool in data collection. That means the reviewed documents in TRCs included quarterly and annual reports, schedules for training, training manuals, training reports, and workshops and seminars reports. The research also reviewed TRCs' teaching time table and attendance registers used for the study.

3.8 Validity and Reliability of the Research Instruments

3.8.1 Validity of the Instruments

Validity is the most important consideration in developing and evaluating measuring instruments (Ary, Sorensen & Razavieth, 2010). Additionally, Ary *et al.* (2010) defined validity as the extent to which an instrument measured what it claimed to

measure. Simply, validity refers to the degree to which evidence supports any inferences a researcher makes based on the data he/she collects using a particular instrument (Fraenkel, Wallen and Hyun,2012). Additionally, Fraenkel *et al.* (2012) assert that validity revolves around the defensibility of the inferences researcher make from data collected through the use of an instrument.

The focus is based on the interpretation of scores based on the accuracy of the instruments used (Ary *et al.*, 2010). However, before administering the research instruments in this study, the researcher checked the acceptability of the instruments. She discussed with the supervisor and accepted the comments provided by the supervisor regarding obtained flaws in the question sets related to the subject matter investigated as well as the presentation of the accurate scores, especially in each question. That made the rectification of content and criterion-related evidence of validity in the study produce the final draft of instruments. Then, a pilot study was conducted on a small group of 10 teachers from a school that was not involved in the main study so as to eliminate ambiguity and non-discriminating items. Thereafter, the researcher ensured that the research instruments to be used were adequate and accurate as they did not yield any fault or flaws among the respondents used.

3.8.2 Reliability of the Research Instruments

Reliability means the consistency of the scores or results obtained from the valid instruments (Fraenkel *et al.*, 2012). According to Ary *et al.* (2010), the reliability of measuring the instrument is the degree of consistency with which it measures whatever it is measuring. On top of that, this consistency would give the researcher

confidence that the results represented the achievement of the individuals involved (Fraenkel *et al.*, 2012).

In this study, the data were confirmed to be reliable since the researcher involved the supervisor who is an expert in the research area. The supervisor was able to examine the raw data and confirm that they were the ones needed in the study before allowing the researcher to start writing the research report. Also, after writing the research report, some peers, who were also having expertise in a similar field done by the researcher, reviewed the report before collected in hand to the supervisor. The essence of involving the said peers was to incorporate their comments to make the study worthy. In this study two experts were given codes to recode and the agreement through inter-rater reliability was 0.85 indicating that the tools were reliable.

3.9 Data Analysis Procedure

Data analysis is “an integrated part of the research design”, and it is a means of making sense of data before presenting them in an understandable manner (Creswell, 2012). Since this study is mainly qualitative research data were analyzed through thematic analysis. This method use logical statement to analyze the data collected from focus group discussion, interview and documentary review during the study. Information was recorded, dated, transcribed and labeled based on the objectives of the study. Then the data were grouped under specific themes. The themes were further discussed in line with objectives of the study. Inappropriate data were discarded and whenever unclear information was found, the research re-visited the

field for data clarifications and confirmation. Thus, data classification, tabulation and computation were used to enhance analysis and interpretation. Besides, counting frequencies and computations of percentages will also be performed where necessary. Therefore, some quantitative data were presented in tables and figures.

3.10 Ethical Issues

Ethical consideration is very significant in research especially the research whose subjects are people or animals (Kothari 2004). It was the researcher's responsibilities to ensure that the participants were physically and psychologically protected from any discomfort or danger that may rise due to the research procedures (Gay, 2002). The researcher requested the research permit from the Director of Postgraduate Studies of the Open University of Tanzania. The granted letter, introduced the researcher to the Dodoma - Regional Administrative Secretary (RAS) before being introduced to Dodoma Municipal Council Administrative Secretary and then the researcher was granted a letter permitted her to collect data in the selected 6 schools, the TRC coordinators, the DEO and the DSQA offices in Dodoma Municipal. However, the researcher stated the intention of conducting the study before administering the questionnaires to the primary school teachers and conduct interviews with respondents. That raised the respondents' consent and they were informed to be free to withdraw at any time they wish. This tendency increased the willingness of the study respondents. Moreover, in the data collection tools used no one was allowed to write their name. This tendency ensured the anonymity of the study respondents. On top of that, all information given by the study respondents was kept confidential in a manner that no third party would be engaged in such

information. Because the focus group discussions, as well as administration of the questionnaire, were done in the classrooms, therefore, the privacy of the respondents was ensured. Finally, all documents consulted were acknowledged accordingly to avoid academic dishonesty and or plagiarism.

CHAPTER FOUR

DATA PRESENTATIONS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings, data analysis and discussion based on related literature, theoretical background and researcher's reflection. The analysis and discussion were done as per specific objectives of the study which were to examine the management of TRCs in Dodoma for improved teaching and learning in primary schools, explore teachers' utilization of TRCs in teaching and learning in primary schools, and investigate alternative strategies to improve the management of TRCs for improved teaching and learning in primary schools in Dodoma. The discussion of findings was done in association with other studies, which are related to this study from reviews.

4.2 Characteristics of the Respondents

This section gives characteristics of respondents whereby sex, education level, and age of respondents used to explain to what extent TRC can help to improve primary school performance and knowledge of teachers in the study.

4.2.1 Sex of the Respondents

The results from respondents in the study reveal that 94% of the respondents were female, while 6% of the respondents were male. The gender difference is based on the fact that females need safety, more conservative values, or the difficulty to take

a job far away from their family as explained by teachers during focus group discussion.

Table 4.1: Sex of respondents participated in the study

Sex	Frequency	Percent
Male	6	7
Female	78	93
Total	84	100

The results from Table 4.1, imply that most of the primary school teachers at Dodoma City were female. The study concurs with DEO (2015) who concluded that most primary school teachers in urban areas are female. It should be noted that the aim of knowing an individual's sex was to make sure that both sexes were included in the sample to avoid bias.

4.2.2 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. Most of the respondents participated in the study had certificate education accounted for 64%. Respondents with diploma education counted 26% and Bachelor degree holders counted 10% of the total respondents as shown in Table 4.2.

Table 4.2: Education of respondents participated in FGD

Level of education	Frequency	Per cent (%)
Certificate	54	64
Diploma	22	26
Bachelor degree	8	10
Total	84	100

These results from Table 2, implied that most teachers were trained as professional teachers which would fit in TRC. Thus, they had teaching basics that enabled them to facilitate the learning process among students (ILO,2011).

4.2.3 Age of the Respondents

The age of the respondents was important as it could also determine the experience of respondents in a teaching career. The table shows that 49% of the respondents were of the age between 36 and 45, 20% were of the age between 46 and 60, while 31% were below 36 (Table 4). The result from Table 4.3 implies that most of the respondents had enough experience in teaching and therefore good understanding of what had been going on in the education sector including TRCs.

Table 4.3: Age of respondents participated in FGD

Age	Frequency	Percent
Below 36 Years (Youth)	26	31
36 - 45 Years (Adult)	41	49
46 - 60 Years (Elder)	17	20
Total	84	100

4.3 The Management of TRCs for enhanced Teaching and Learning

In the first research question, the focus was to examine the management of TRCs in Dodoma Municipality for improved teaching and learning in primary schools. As indicated in Table 1, there were 84 respondents.

4.3.1 Awareness of Respondents on Presence of TRC

The researcher wanted to find out the extent to which teachers were aware of the presence of TRCs and if they attended TRCs. The result from findings gathered from

focus group discussion shows that 56 out of 72 teachers did not ever attend any professional course, seminar, and/or workshop conducted by TRC. Even though most of them agreed on the presence of TRCs in Dodoma. All of these implied that TRCs existed and few teachers attended them. The reasons given for those who were not aware of the presence of TRCs together with those who did not attend 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 those centers because the TRC is located very far from their work station (schools) thus, they did not know what is going on in the TRCs.

On the other hand respondents from DEO, DSQA and head teachers reported that they were aware of the TRC. Three of the head teachers said that “we know TRCs as the centers’ of making teaching and learning materials for teachers”. This implied that TRCs were there some years ago. It was also learned that the majority of head teachers attended TRCs.

The findings gained through interviews reveal that some head teachers are not aware of the use of TRCs as most of them did not even know what TRC means and what it does. Some heads of schools admit that they are aware of the TRCs but neither they nor their teachers have been involved in TRCs activities. A school head commented:

TRCs is a good thing but nowadays teachers are not participating due to lack of knowledge and awareness [H1, 2021].

Furthermore, the results concur with Hawley and Valli (1999) in their study on Basic Education Strategic Objective (BESO) in Ethiopia. The researcher found that the teachers get 2 days of professional development every 10 years. They reported that

majority of teachers, particularly female and male teachers with little seniority had never participated in a single day in-service professional development. This situation deprives them the chance to develop their skills since teachers benefit from multiple opportunities to learn (Hawley & Valli, 1999) therefore contrary to the fact that the TRCs were introduced so as to develop the teachers' competencies in teaching, content, methodologies and exposure. The second item in the interview guide under the first objective aimed to learn whether teachers were aware of the contribution of TRCs in enhancing secondary school students academic performance.

These results were contrary to Rumanyika and Mashenene (2015) who found teachers lamenting that their time limitations prevented them even knowing what is needed to be done at TRCs. However, also the results found the challenge face Teachers' Resource Centers as personal and time constraints. That teachers' time is limited to have a chance to attend to TRCs as they are few in schools and that have to manage teaching and learning concerns to in most cases large classes. Further the study concurs with Mukisa (2018) and Mwishame (2018) who found issues related to availability of staff and resources to manage TRC hindered effectiveness of management of TRCs, hence affected teachers morale to participate in the TRC activities.

4.3.2 Perception of Teachers on TRCs as Tools on Enhancing Teaching/ Learning in Primary Schools

Responses from all focus group discussion argued that current TCRs in Dodoma city is not doing anything to improve teachers' professions. Their refusal was because

they were neither aware of TRCs nor attending any workshop or seminar at TRCs. Respondents from group A, B, D and F were represented by T1, T2 to T80 of which some had negative perceptions on TRCs in improving teachers' profession; rather it's there for some reasons and benefit of the few teachers. These results implied that the majority of respondents participated in a focus group discussion had negative perceptions on TRCs as it also does not play any role to prepare teachers in teaching pedagogy. It was said that few of teachers attended at TRCs were just for private study and few attended TRCs to attain training which was not prepared by TRCs.

I use TRC for my personal development. I am enrolled in a Diploma course, so I use TRC as meeting point for my fellow teachers to discuss about our studies. However, the environment generally is not conducive. There is a need to renovate and or provide more resources so we as teachers use it to improve our teaching. Currently, there are few staff running the centre they cannot support all the teachers (T5, respondent).

During the focus group discussion, few teachers who worked for a long time in the field of teaching they stated that TRCs were the best place of improving teachers' effectiveness in ten years past. The respond from headteacher from all schools participated in the study viewed that, TRC is very important in improving teachers' effectiveness. This view, similar to Tyler (2003) asserts that good training enables participants to gain new knowledge and skills as well as 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.

Respond from TRCs Coordinator show that, TRCs play a great role even though

currently infrastructures and management are not well organized. Likewise, during the interview with DSQA perceived these centers positively. One of TRC staff said,

TRCs are good for teachers to encounter their brains and are places where teachers of different subjects meet and exchange their knowledge and skills and therefore improve their effectiveness (T10, respondent)

DEO responses show that most teachers who worked in the field for a long time know the role played by TRCs hence perceived those centre positively, specifically those who had already attended seminars and courses at those centres. During the interview with DEO further emphasized that

Teachers' centres, play a great role in the improvement of effectiveness. However, this role rarely afforded status, often being allocated to a teacher primary school. The person running the teachers' centre usually had very limited autonomy. Besides actuality co-ordinators, they were often also expected to be the key providers of in-service courses regularly without specialised training on how to do so or where to obtain experts to contribute to programmes (DEO, respondent)

The result concurs with a view from 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 as the objectives of TRCs establishment.

4.3.3 TRCs Management Support Primary School Teachers in Improving Knowledge and Skills

The researcher in this section focused on the TRCs contribution to teachers' professional development as well as producing teachers with skills of applying

modern technology on effective teaching/learning in primary schools in Dodoma City Council.

During the focus group discussion from groups D and H had a view that, TRCs do not contribute to teachers' professional development as well as producing teachers with skills to apply modern technology in teaching/learning. Their refusal is based on the fact that currently there no seminar, workshop, or training prepared and conducted under TRCs. Not only that most of the participants in those groups were youth who joined the teaching field five to seven years ago, so they know nothing about TRCs, even centre place. Another concern based on the fact that most of the teachers needed updates in some subjects and discussions on difficult topics, but they lack guidance even though all are supposed to be covered by TRCs.

Discussion from groups F, G, I, J and L perceived that TRCs management played a great role during District Based Support Primary Education (DBSPE) project but currently they are not working according to TRCs establishment goals. One member from group G said that

“It happened I attended TRCs during DBSPE project, TRCs produced teachers with skills of applying modern teaching technology, but also TRCs contributed to teachers' professional development by preparing seminars and workshops (T5, Participant from group G emphasized)..”

The results was dissimilar to Giordano (2008) who concluded that TRCs Management support primary school teachers in improving knowledge and skills through 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. Furthermore, Kisuda (2005), Kimaro (2005), Koda (2006) argued that, services offered through TRCs enables teachers to reduce unnecessary costs of materials since most of the relevant teaching resources are obtained into TRCs, also addressing administrative concerns.

According to Khalfan (2018), indicate TRC contributes to teacher professional development whereas most teachers in Dodoma indicated a less contribution as the TRC was not working properly and for more than five years there is no measure taken to rehabilitate TRC. Therefore, if learning resources centres are correct, it can be used as a way to activate the school library and to amalgamate it into the educational procedure as well as it is a part of it, but not among subsidiary utilities.

During an interview with Headteachers from school I, II, III, IV and V both of them perceived negatively on the contribution of TRCs management on supporting primary school teachers in improving knowledge and skills. Some reasons which indicated based on irresponsible leadership from TRCs, no innovation and poor management skills were also stated as causative agents. Another concern is based on multiple works from another workplace which leads to low participation in TRC.

One of the Headteachers said that:

Most of the TRC staff lack management skills and innovation because a few years ago I worked there as staff but most of the high leader does not care at all about TRCs and they don't know the aim of TRC with either intentionally or not knowing at all (HS4 headteacher emphasized).

The results found dissimilar to the results from the National Teachers' Resource Centre (NTRC) Annual Report, 2007/2008 indicates that the introduction of TRCs in

Zanzibar played a big part in reducing the number of untrained teachers from 1,264 in 1978 to 774 in 1993. But also, Tyler (2003) asserts that good training enables participants to gain new knowledge and skills as well as attitudes. In addition to that, TRCs are also responsible for the need to bring educational services closer to the schools as well as providing ongoing professional support to teachers.

The dissimilar views from headteacher with literature review, basically based on the fact that material resources are inadequate for running the TRCs and that instructors who were accountable for upgrading teachers at the TRCs were not known 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 to develop their knowledge and skills. During the interview with the TRC coordinator researcher learned that TRCs used to contribute to teachers' professional development. One of the TRC staff said that,

They used to make teachers more effective and therefore increase schools' performance. This was done through seminars, workshops and short courses. TRC was providing seminars, workshops for difficult topics of different subjects. They also provided programmes like computer skills (TRCI) .

On other hand, there was a mixed view on the issue of TRCs in producing teachers with skills of applying modern teaching technology. While one 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 in applying modern teaching methodology. This was contrary to Giordano (2008) who

asserts that TRCs are used for the delivery of professional development activities such as in-service training and to support teachers instructional.

DEO responds to TRCs management support primary school teachers in improving knowledge and skills perceived negatively. The reasons stated based on financial constrain to TRCs but also no budget are put on to it for calling training, workshop or seminar even though TRCs it high needed to develop teachers with skills and knowledge for effective teaching and learning. During the interview, DEO stated that

TRC faces shortage and sometimes a lack of funding which touches every level of education, this brings difficulty to provide technology infrastructure and tools, sufficient support staff, and professional development opportunities hence lead to inactive TRCs management support on primary school teachers in improving knowledge and skills (DEO, Participant).

This view was dissimilar to Villegas (2003) who concluded that TRCs provide pieces of evidence that professional development for teachers plays an essential role in improving the quality of education for all pupils. Furthermore, the result is contrary to Tyler (2003), asserts that good training enables participants to gain new knowledge and skills as well as attitudes.

Generally, the study viewed that TRCs contribute less to teachers' professional development as well as producing teachers with skills of applying modern technology on effective teaching/learning in primary schools in Dodoma City Council. These results showed that the majority of teachers perceived TRCs negatively in improving their effectiveness. It was also found that most of the respondents acknowledged the role of TRCs to train teachers in past years who were

working as teachers but having little knowledge of teaching pedagogy. Once more, some teachers agreed that TRCs were used to upgrade teachers. Furthermore, perceived negatively on TRCs addressing teachers and students' needs. All of these strengthen less contribution of TRCs in the management of TRCs for improved teaching and learning in primary schools. The reasons for management of TRC contributing less/nothing based on the fact that most of the teachers are not aware of the presence of TRCs together because they are new teachers, they lack information about those centres, some of them did not attend TRC because is located very far from their work station.

Table 4.4: Awareness of respondents on presence of TRC (N=84)

Item	Number	Percentage
Awareness of the presence of TRC	28	33
I know the role and activities of TRC	40	48
Teacher do attend TRC for professional development	20	24
Most teachers especially new teachers are not aware of the presence of TRC	72	86
Participated in TRC activities at least once	20	24
Some teachers are aware of TRC but do not attend due to long distances	40	48
TRC support teachers to manage teaching more so for difficult topics to teach in schools	10	12
There is a lack of information about TRC and its activities	65	77

4.4 Teachers' Utilization of TRCs in Teaching and Learning in Primary Schools

4.4.1 Responses from Focus Group Discussion Members

The results from the focus group discussion viewed that, most of the teachers do not utilize TRCs to improve their teaching and learning. These were due to reasons that Teachers do not know the real motive of TRC but also half of the respondents from

school I, II, and IV are not aware of the presences of TRC. Respond from few teachers from School III and IV they viewed that TRC mainly utilized by few teachers who are responsible mainly for teaching Reading, Writing and Arithmetic (3Rs) because three years ago they were called for training under TRC. During the focus group, discussion one member from School IV argued that:

I remember I utilized it at one of the centres some years back although I can't say exactly when. During that time the TRC was a good place, once you feel a challenge in teaching you go there and get help. But, now that has become a story, maybe because there are so many schools and teachers (T5, participant in School 4 focus group).

The findings gained through focus group discussions reveal that if TRCs were well used, they would have a positive relationship with academic performance because TRCs would bring new knowledge to teachers using such knowledge and skills to improve pupils' academic performance.

One of the Participants from school D commented: "if the centre was effectively utilized and teachers participated in TRCs activities, the performance of pupils would increase".

The views made on focus group discussions are in line with Miskel & Dowd's (1998) findings which show that TRCs should be well equipped with library facilities to prepare teachers to increase their teaching ability through references found in their respective TRC library. They argued that the presence of adequate and useful instructional materials and textbooks bring better knowledge and working conditions for teachers as well as a better learning environment to pupils rather than depend on TRC.

The findings mover viewed that though teachers are not aware of the TRCs, there was also a problem of books and relevant materials in TRCs due to lack of support from the government. One of group member discussion from group J emphasized that:

If TRC had enough and relevant books, it would be easy for teachers to use them when they prepare their teachings". The government funding was very important for these TRCs to work effectively (T16, school E).

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 (HS, School A).

The teacher was supported by other teachers on less availability of resources in TRCs. These results were contrary to Rumanyika and Galan (2015) who found teachers lamenting that their time constraints prevented them even knowing what is needed to be done at TRCs. Further 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.

Table 4.5: Availability of resources at TRC

S/n	Item	Status
1	Current syllabus/syllabi	45% Not adequate for all subjects
2	Current books	35% Not adequate
4	Teaching and learning materials	28% Not adequate
5	Prepared teaching aids	55%
6	Classrooms	Not adequate
7	Offices	Not adequate
8	Library	Not adequate as require also online resources
9	Furniture	Not adequate

The participant's feeling concurs with Hengelezi (2016) who pointed out that, although TRCs are very important to enhance teachers teaching and learning practices there is infective utilization of TRCs in Tanzania.

Opinion from TRCs intentionally want to implement their plans by providing seminars and workshops to as many teachers as possible but there was inadequate finance to facilitate their programmes. This trend deprives teachers of the opportunity to receive in-service training from their employers. Under this situation then there is a possibility of teachers waiting for a long time without attending seminars and workshops from their respective TRCs. Observation at the TRC indicated that there were shortages of resources that can facilitate teachers in continuous teacher professional development (See Table 4.5).

4.4.2 Teachers on Teachers' Utilization of TRCs

Respond from head teachers from School I, II, III, and V show that, teachers are not utilizing TRCs to improve their teaching and learning. Although TRCs are not utilized effectively by teachers, some scholars like Saidi (2015) and Mosha (2016) argue that there is underutilization of TCRs in Tanzania due to the inadequacy of material resources for running the TRCs. Tutors who are responsible for upgrading teachers at the TRCs are not competent because they are borrowed or appointed from primary or secondary schools and they do not attend seminars or workshops on how to conduct training for teachers. The interview with head teachers further revealed that TRC did not conduct seminars and workshops in three years past. Head teacher from school B emphasizes that

TRC most used as a venue in conducting seminars for 3Rs teachers". They also believed that TRCs are particularly for lower-class teachers only (T72, School G).

The findings were similar to the conclusion made by Gay and Airian (2012) who advocate that training is intended to increase a person's ability in a particular kind of

work. They further argued that training solves a variety of manpower problems that affect productivity; with training, one expects good results such as improved quality of work, high morale, developing new skills, knowledge, understanding and attitude. It helps to reduce waste, accidents, turnover, lateness, absenteeism and other overhead costs, implementing new policies and ensuring survival and growth of the school. Another item also focused on finding out whether TRCs conducts seminars and workshops for teachers.

The data obtained through an interview with the DEO, TRC coordinator and head of schools, and through focus group guide managed to teachers and Ward educational coordinator generally revealed that TRCs were not meeting to exchange teachers' experience and expertise since they did not meet at all but rather gave a chance to secondary schools teachers to use the centers.

For example, the DEO said: "We are not participating in TRC activities as the centers are mostly used by school teachers"

Teachers have no enough knowledge about TRCs. It seemed that the use of TRCs is not recognized as strategic place to develop their profession. Teachers were further asked whether they had ever met in TRCs to exchange ideas about their teaching experience and expertise.

Furthermore, during the interview with DEO highlighted that TRCs were among the centres which addressed teachers' and pupils' needs in terms of learning and teaching materials. However, emphasized that sometimes it became difficult to have the financial and human capacity to fulfill this objective. These results concur with the study of Gaible and Burns (2005) who assert that to be effective teachers'

professional development should address the core areas of teaching content, curriculum, assessment and instruction. It has been established that most of the TRCs in Tanzania have inadequate physical facilities, teaching and learning materials, and lacks induction courses to support teacher professional development (Hengelezi, 2016; Rwelamira, 2009; Koda, 2006).

4.4.3 Challenges Facing Teachers' Utilization of TRCs

This study wanted to know the challenges facing TRC management in improving teachers' effectiveness in teaching and learning. The following were some challenges mentioned hereunder.

4.4.3.1 Insufficient Funds in Achieving TRCs' Goal

Allocation of funds in achieving TRCs' goal was the main challenge. During the interview, head teachers, TRCs' coordinator and DEO revealed that insufficient funds and sometimes no funds disbursed for implementation of TRCs projects was a challenge. TRC's coordinator stated that

It is difficult to run these centres without money. Contributions from various stakeholders are not enough to run these centre. There is no allocation of funds from the government to run the centres. All of these create a difficult situation to run these centres (TRC 1).

The TRCs need funding to exercise their regular plans. The better the financial position of the TRCs, the more effective the service will be. TRCs have their plans that need financial resources to be practiced. There seems to be no government budget set for TRCs for running their respective activities. These results concur with Cares (2005) who is of the view that the most common obstacle mentioned by

teachers and administrators facing TRC was a lack of funding which touches TRC management.

The findings from DEO and TRCs signpost that the dominant problem that hindered teachers' participation in TRCs activities was a deficiency of support from the government. The TRCs use some local NGOs to encourage them to use the premises for various training purposes to get income to run their activities. The TRC coordinator, when asked if there is any support from the government to run TRCs activities, said: *“For more than 8 years now the government has been stopped to support TRCs though the workers from the centers are still paid by the government.”*

4.4.3.2 Inadequate Learning Environments

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

Participant from group E emphasized that “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.

The study deeply that among the challenges that led to the decline in the use of the TRCs then was the unavailability of text books of various subject in Dodoma city TRCs. Considering that teachers are required to make references every day in order to make teaching and learning effective, without making references, the teachers will not be up to date and therefore neither teaching and learning nor teaching professional development will be effective. 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 fulfill their duties, however, they sometimes use the available resources within their environment to implement some of the things, although there are some limitations, (T63, Participant from group E stated).

According to DEO and TRC Coordinator, Learning resources centres are the correct way to activate the school library and to combine it into the 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 and TRC is the inadequate libraries which still playing a general cultural role leads to isolating them away from the educational process.

In this line, Knamiller (2009) notes the inadequate resources to be useful to teachers. Likewise, scholars like Kisuda (2005), Kimaro (2005), Koda (2006) and Mirambo (2007) also identify the inadequacy of material resources for running the TRCs. Furthermore, Rumanyika and Mashenene (2015) find that TRC centres have limited computers. Also, Mosha (2015) argues that a shortage of teaching facilities, poor classroom, and school environment affected the teaching efficiency of the TRC trained teachers. Thus, the ineffective of TRCs was due to many factors including poor learning and teaching materials.

Table 4.6: Teachers' utilization of TRCs (N=84)

Item	Number	Percentage
I got training in teaching at our TRC	24	29
TRC have adequate and relevant resources	10	12
TRC staff are competent to facilitate training to teachers	32	38
At TRC the 3R training was facilitated by external facilitators	76	90
TRC addresses teacher and pupils needs for teaching and learning resources	45	54
I know the motive behind establishing TRC	30	36
There is a shortage of funding and hence fewer efforts to engage teachers at the TRC	55	65
There is a shortage of Resources in TRCs	74	88
Build TRC at Ward level, so they are close to most teachers	74	88

Generally, most teachers do not utilize TRCs to improve their teaching and learning. Reasons based on the fact that Teachers do not know the real motive of TRC but also half of the respondents were not aware of the presences of TRC. Respond from few teachers viewed that, TRC was mainly utilized by few teachers who are responsible mainly for teaching Reading, Writing and Arithmetic (3Rs) because three years ago they were called for training under TRC. The findings show hindrance toward effective utilization of TRC based on insufficient funds in achieving TRCs' goal, inadequate learning environments and incompetence of trained Teachers on the management of TRCs and utilization (Table 5).

4.5 Strategies to Improve the Management of TRCs

This was the third objective of the study. It aimed at investigating alternative strategies to improve the management of TRCs for improved teaching and learning in primary schools in Dodoma. This objective was examined under the following sub-sections.

4.5.1 The Support Required by TRCs

During the interview, head teachers and TRCs staff said that TRCs could be enhanced in building capacity among teachers to enhance 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, TRC coordinator emphasized”

Likewise, USAID (2013) suggests that strategies to improve TRCs should base on the capacity building of official entities, like the WEO, which 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 efficient. One of the respondents said,

“...Visiting TRCs and providing in- class support and feedback have more impact on TRCs”.

This implies that making follow-up and give out the feedback of these teachers resource centres soon after inspecting will enable to know the deficit of the TRCs to improve the situation. It was also learned that TRCs should be integrated into local government structures to make them effective and efficient 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 interviewees were of the view 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 interviews 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 the education sector, make this a priority Participant from Group E emphasized”

In this line, Komba and Nkumbi (2008) argue that TRCs should develop teachers' professional models, improve pedagogy and ethic of teaching professionals as well as strengthening policy to ensure continuous and sustained programme are strategies that can improve teachers' profession. Moreover, USAID (2013) suggests that TRCs should provide a necessary component to improved instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers. Likewise, ICT investments should become available; the scale of impact may increase.

4.5.3 Establishing more TRC in Different Area Specifically in Ward

During the interview, DEO, DSQA, head teachers and TRCs staff suggested that TRCs could be enhanced by establishing TRC at ward level rather than depending on one center in the whole district in building capacity among teachers to enhance their professionals.

TRC coordinator further stresses teachers at all levels have access to training, ongoing 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. One of the headteachers demonstrated that

Head teacher from School III commented “TRCs as centres for in-service training academically and professionally and are responsible for training teachers in active teaching methodologies to replace the traditional ‘chalk and talk’. Therefore good training enables participants to gain new knowledge and skills as well as the attitudes; hence services should be closer to the schools as well as providing on-going professional support to teachers (HS, School G).

The results concur with Giordano (2008) TRC should be established in clusters and teacher resource centres to improve the condition of education delivery; addressing pedagogical goals and quality improvement; improving cost. The results further similar to Rumanyika and Galan (2015) Teachers lamented that distance and time constraints on attending TRC prevented them even knowing what is needed to be done on TRCs. In the 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. USAID (2013) 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.

During the discussion with focus group members in some group, they suggested

making orientation and 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 awareness and decentralization by themselves were 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.

Suggestion from focus group members further suggests that, in order Teachers, Resource Center to function effectively and efficiently need sufficient staff and financial resources. This implies that in order TRCs to work proficiently require reliable funding to carry out the most basic activities. This view is supported by Geeves (2003) who reported that the Teachers Resource Center works 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. The summary of the findings is indicated in Table 8.

Generally, the findings discovered that TRCs needed support like the fund to implement their programmes. The outcome further showed that TRCs should improve instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers should be provided (Mwishame, 2018; Suresh, Tulpule,

Badrinarayan & Kumar, 2017). Moreover, the study revealed that making orientation and 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 (Ami, 2017; Sarangapani, Nawani, Latha, Banga & Ullal, 2017). All of these results obscure that TRCs desirable different strategies and measures to empower teachers professionally.

Table 4.7: Strategies to improve the management of TRCs (N=84)

Item	Number	Percentage
Empower TRC staff to facilitate professional development courses among teachers	56	67
Improve monitoring and evaluation of TRC activities	40	48
Use TRC to train trained and untrained teachers both in school and COBET	64	76
Employ competent staff in TRC and renovate or build new buildings that include library and ICT resources to enhance teacher continuous teacher professional development	72	86
Increase funding to TRC activities	77	92

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, conclusion and recommendations to various people concerning the findings on the role of Teachers' Resource Centres on effective teaching and learning in primary schools. The study objectives were:

- i) Examine the management of TRCs in Dodoma for improved teaching and learning in primary schools
- ii) Explore teachers' utilization of TRCs in teaching and learning in primary schools in Dodoma.
- iii) Suggest alternative strategies to improve the management of TRCs for improved teaching and learning in primary schools in Dodoma

5.2 Summary of the Study

The study was pragmatic in nature employing mixed-approach and exploratory research design to investigate the role of the Teachers' Resource Centre on teaching and learning in primary schools. Specifically, the study intended to examine the management of TRCs in Dodoma for improved teaching and learning, Explore teachers' utilization of TRCs in teaching and learning and investigate alternative strategies to improve the management of TRCs for improved teaching and learning. The research used a sample size of 84 teachers selected from six schools in Dodoma City. Data collection methods included Focus group discussion, interview,

observation and documentary review. Data collected were analyzed using thematic content analysis, and presented in thick descriptions, quotations and tables.

5.2.1 The Management of TRCs in Dodoma for Improved Teaching and Learning In Primary Schools

In the case of the management of TRCs in Dodoma for improved teaching and learning in primary schools, it was found that there was a lack of awareness about precedence and activities of TRC, TRC being inactive as only a few teachers participated in the TRC and that TRC was in a far distance as such most of teachers were not able to attend. Other reasons were that there was less information about TRC activities and thus making it difficult for teachers to use the available services, the TRC. When asked about the presence of TRC most teachers indicated they know, this might be because it is in their course in teacher education.

5.2.2 Teachers' Utilization of TRCs in Teaching and Learning in Primary Schools

The second objective addressed Teachers' Utilization of TRCs in Teaching and Learning in Primary Schools. Most teachers indicated TRC was underutilized for several reasons including shortages of adequate and relevant resources; shortages of funding that lead to shortages of competent staff, inadequate infrastructure, and less understanding of teachers on the motives of establishing TRCs in Tanzania.

5.2.3 Strategies to Improve the Management of TRCs performance

The third objective addressed strategies to improve the management of TRCs for improved teaching and learning in primary schools in Tanzania. Findings indicated

that empowering TRC staff to facilitate continuous teacher professional development; use TRC to train trained and untrained teachers in primary and in the teachers involved in the Complementary Basic Education in Tanzania (COBET); employing more staff in TRC, renovating buildings, and or building a new building and equipping TRC with ICT resources; and increasing funding to TRCs activities can improve the performance of TRCs in Tanzania.

On the whole, the study found that TRCs contribute less to teachers' professional development, a situation that produces teachers with limited skills in applying modern technology for effective teaching/learning in primary schools in Dodoma City. The study also found teachers were not using TRCs to improve their teaching and learning thus, TRCs have had little impact on teachers' professional development. The study reports further that TRCs were faced with serious financial limitations to support the implementation of different programmes including provision of strategic subject content and pedagogical in-service training to instructors. The study concluded that TRCs are currently not working according to the goals and motive of their establishment. The study recommended that stakeholders and the government under the respective ministry consider improving TRCs by providing human, fiscal and physical resources to contribute to teacher professional development.

5.3 Conclusions

Based on the research findings, it can be concluded that:

- i) The management of TRCs in primary schools in Dodoma is less effective. The majority of teachers (72 out of 84) were not aware of TRC but the minority who knows TRCs suggested that currently do not contribute to improve teachers' professionalism by improving their effectiveness, train untrained teachers just to mention but few.
- ii) The utilization of TRC to improve their teaching and learning was low thus findings from this study indicated of teachers do not utilize TRC. Reasons based on the fact that Teachers do not know the real motive of TRC but also half of the respondents were not aware of the presences of TRC. But also, the use of TRCs by primary school teachers was hindered by inadequate financial resources and support at district and national levels; teacher awareness, inadequate office space, and insufficient teaching and learning materials such as textbooks.
- iii) Strategies to improve TRCs management including capacity building to TRC staff establishing more TRC, 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 efficient.

5.4 Recommendations of the Study

5.4.1 Recommendations for Action

- i) Teachers are sensitized on the awareness and importance of TRC how it works and the motive or goals of TRC often. This would help teachers to get information resources and techniques, which the teacher directly deals with to

acquire searching skills of information, analyze and evaluate to build a piece of new knowledge and experience, and then develop them using several learning methods in primary school.

- ii) There is a need for the government to set aside an adequate budget for TRCs to assist its operations to encourage teachers to use the TRC resources. With this support quality education will be realized as most TRC staff will be increased, and capacity building to TRC staff to facilitate continuous professional development among teachers.
- iii) The government has to empower TRCs to improve the management of TRCs for improved teaching and learning in primary schools in Tanzania by building the capacity of TRC staff to provide continuous teacher professional development so they provide training to trained and untrained teachers, employing more staff in TRCs, renovating the building and equipping with teaching resources and new technological equipment used in integrating ICT in teaching and learning.

5.4.2 Recommendations for Further Study

The researcher recommends the following areas for further research;

This study was guided by an investigation on the role of Teachers' Resource Centres on effective teaching and learning in primary schools in the Dodoma Region in public primary schools. Thus, future or other studies should be conducted on the impact of TRCs in improving teaching and learning in schools in Tanzania. The recommendation based on the fact this study limited itself to the roles of Teachers'

Resource Centres on effective teaching and learning in primary schools in the Dodoma Region.

Secondly, it is recommended that a study should be conducted to look into the use of TRCs to promote students' performance in public Primary Schools. This would help to provide a wider and general picture of how TRCs can influence school academic performance also in public secondary schools in Tanzania.

REFERENCES

- Ajibade, B. A., & Bertram, C. (2020). How district teacher development centres support teachers' learning: Case studies in KwaZulu-Natal. *Perspectives in Education*, 38(2), 103-117.
- Almendarez, L. (2010). Human capital theory: *Implications for Educational Development*; 59, (3) 4.
- Ami, D. M. (2017). Teachers' Professional Development Needs and its' Influences on Effective Teaching in Secondary Schools in Babati Town Council-Tanzania. St. Augustine. Tanzania. Dissertation
- Ary, D., Jacobs, L.C., Sorensen, C., & Razavieth, A. (2010). *Introduction to Research in Education*. Scotland: Nelson Education, Ltd.
- Burgess, S. (2016). Human Capital and Education: The State of the Art in the Economics of Education. *Discussion Paper No. 9885*. Bonn: Germany.
- Chen, Y., Lei, J., & Cheng, J. (2019). What if Online Students Take on the Responsibility: Students' Cognitive Presence and Peer Facilitation Techniques. *Online Learning*, 23(1), 37-61.
- Chien, C. (2016). The Teaching Resources Center: The Application of Practical Teaching Methods for Lifelong Learning. *Universal Journal of Educational Research*, 4(12), 180-185.
- Clarke, M. K. (2015), Understanding Effective Teaching: Perceptions From Students, Staff and Executive Managers in a Post-1992 University. *University of Wolverhampton*
- Dahl, S. (2015). *Teacher Resource Centre*. Retrieved from http://ed.fnln.gov/trc_new/ on 9th May, 2020.
- Florence, K (2014). Effectiveness of Teacher Advisory Centers in teachers professional development in Kenya. *Unpublished thesis. Kenyatta University*.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*, 8th. McGraw-Hill
- Gaible, E. & Burns, M. (2005) *Using technology to train teachers: Appropriate use of ICT for teacher professional development in developing countries*. Washington: The World Bank.

- Giordano, E.A. (2008). *International Institute for Educational Planning, Fundamentals of Educational Planning: School clusters and Teacher Resource Centres*. Paris: United Nations Educational, Scientific and Cultural Organization, 7 place de Fortenoy, F75352, 07SP.
- Hadley, D. H. (2011). Characteristics of Effective Teachers: A Comparison of the Perceptions of Upper-Level Secondary School Students and Secondary School Administrators. *Electronic Theses and Dissertations*. 342.
- HakiElimu (2014). *Teaching Effectiveness in Primary and Secondary Schools in Tanzania*. Dar Es Salaam: HakiElimu
- Hassoun, A. L. (2015). Good Teachers Are Made and Not Just Born: Gifted and Talented Teachers' Perspectives of Effective Teaching and Teacher Needs. *Dissertation. University of Toledo*
- Hengelezi, B. N. (2016). The Impacts of Teachers' Resource Centres in Public Primary Schools in Kinondoni Municipality. *Open University of Tanzania. Dissertation*
- Jecha. K. M. (2010). Roles of Teachers Resource Centers in Teacher Professional Development, the Case of Bububu and Kiembasaki Centres in Zanzibar. *Unpublished M.A Dissertation: University of Dodoma, Tanzania.*
- Joyce, B. and Showers, B. (1980). *Improving-service training: the message of research, Educational Leadership*, New York and London: Longman.
- Kajinga J. (2010). Professional development in science and mathematics teachers. *Mini-Research conducted in Dar es Salaam Secondary Schools. Course CT 603. Unpublished document.*
- Khalfan, M. R. (2018). *The contribution of Zanzibar teachers' union in enhancing teachers' professional development: a case of magharibi "a" district in Zanzibar* (Doctoral dissertation, The University of Dodoma).
- 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, S. C & Kira, E. S. (2013). The effectiveness of teaching practice in improving student teachers' teaching skills in Tanzania. *Journal of Education and Practice*. ISSN 2222-1735.Vol.4.No.1.

- Komba, W. L. & Nkumbi, E. (2008). Teacher Professional Development in Tanzania: Perceptions and Practices. *Journal of International Cooperation in Education* 11(3)
- Kyriacou, C. (2009). *Effective Teaching in Schools*. London: Stanley Thornes
- Lepetit, D. & Cichicki, W. (2002). Teaching Languages to Future Health Professionals: A Needs Assessment Study. *Modern Language Journal*, 86, pp. 384-396.
- Massawe, I. M. (2017). Benefits of school-based teachers' professional development practices in teaching and learning of mathematics in secondary schools: a case of Moshi rural district (*Doctoral dissertation, University of Dar es Salaam*).
- Mbuli, R. S., & Zhang, J. (2020). Analysis of teacher professional development in Tanzania: View point school management practice. *Journal of Social Sciences Advancement*, 1(01), 30-37.
- MoEC (2000). *Teacher Education Year 2000-2004 Action Plan*. Dar es Salaam: MoEC.
- 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*, 6(8), 44-61.
- 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*. ISSN 2222-1735. Vol.6, No.8,
- Mosha, M. A. (2016). Managing Teachers' Resource Centres for Effective Teachers' Professional Development in Zanzibar. *Research Journal of Educational Studies and Review* Vol. 2 (2), pp. 20-31.
- Mukisa, E. (2018). A current awareness system for Namakwa Teachers Resource Center (*Doctoral dissertation, Makerere University*).
- Mwishame, A. B. (2018). *Effectiveness of the Management of Teachers Resource Centres in Supporting the Quality of Secondary Education in Dodoma, Tanzania* (Doctoral dissertation, The Open University of Tanzania).

- Mwishame, A. B. (2018). Effectiveness of the Management of Teachers Resource Centres in Supporting the Quality of Secondary Education in Dodoma, Tanzania. *Open University of Tanzania. Dissertation.*
- Obielodan O. O. (2017). The Impact of The Utilization of Resource Centres for Effective Service Delivery In Nigerian Primary Schools. *International Journal of Management Technology*. Vol.4, No 2, pp. 22-29, October 2017
- Obielodan, O. O. & George-Oputa, G. O. (2017). The Impact of the Utilization of Resource Centres for Effective Service Delivery in Nigerian Primary Schools. *International Journal of Management Technology*, Vol.4, No 2, pp. 22-29.
- Odell, S. A. (1989). *Developing Support Programs for Beginning Teachers: Assisting the Beginning Teacher*. Reston VA: Association of TeacherEducators.
- Orodho, A. S., & Kombo, D. K. (2002). *Research Methods*. Nairobi: Kenyatta University Institute of Open Learning.
- Rumanyika, J. D., & Galan, R. M. (2015). Challenges for teaching and learning information and communication technology courses in higher learning institutions in Tanzania: A review. *ournal of Information & Knowledge Management*, Vol.5, No.2, 1-12
- Rwelamira, P. N. (2009). The Role of Teachers Resource Centres in Mara Region: A Supportive Tool For Distance Education Learners. *Open University of Tanzania. Dissertation*
- Saidi, I. M. (2015). The Contribution of Teacher Resources Centers in Improving Teaching and Learning in Tanzania: A Case of Shinyanga Rural. *Dissertation, University of Dodoma*
- Santwona Memorial Academy (2011). For Improving Quality Education in Schools. *Research Journal of Educational Studies and Review*, 2(2), 318 – 357.
- Sarangapani, P. M., Nawani, D., Latha, K., Banga, J., & Ullal, N. (2017). Teacher resource centres in India: A sourcebook.
- Schoepf, S. (2020). *Espoused and Enacted Beliefs of High School English Language Arts Teachers in Writing Instruction* (Doctoral dissertation, Utah State University).

- Shukrani, K. (2016). *The Role of Teachers Resource Centres on Primary School Leaving Examination Performance. Mzumbe University. Tanzania. Dissertation*
- Suresh, S., Tulpule, A., Badrinarayan, S., & Kumar, R. R. (2017). *Teacher Resource Centres in India: A Sourcebook*. Edited by Padma M. Sarangapani, Disha Nawani, Latha K and Jyoti Banga, and “Resources in Education: A Film” directed by Natesh Ullal are licensed under CC BY.
- Tyler, P. (2003). *How to Design a Training Course*. Continuum, London. pp. 138-140.
- UNESCO. (2014). *Teacher Training in Support of Early Childhood in Pakistan: A Case Study of Teachers' Resource Centre*: UNESCO 7, Place de Fontenoy, 75352 Paris 07 SP, France.

APPENDICES

Dear correspondents,

My name is Grace Shileringo, a student from the Open University of Tanzania. Am working on academic research on the role of Teacher Resource Centers on effective teaching and learning in primary schools in Dodoma City Council. This study is in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS). Please assist in providing data / information. The information provided will be strictly confidential and will be used for the purpose of this study only. Thank you in advance for your collaboration.

Appendix 1: Interview Guide for District Education Officer

1. How many TRCs are in this district?.....
2. How these TRCs support teachers' effectiveness in teaching and learning in primary schools?
.....
.....
.....
3. How do primary school teachers utilize TRCs in this district in improving their effectiveness in teaching and learning?
.....
.....
.....
4. Do you think TRCs management performs their roles effectively in enhancing teaching and learning among teachers in primary schools? If yes, how? If no why?
.....
.....

.....
.....

- 5. What are the challenges facing TRCs management in improving teacher's effectiveness in teaching and learning in primary schools?

.....
.....
.....

- 6. How your office helps the TRCs in dealing with those challenges

.....
.....
.....

- 7. Which strategies do you think should be taken to improve TRCs management in your district to support teachers' effectiveness in teaching and learning in primary schools?

.....
.....
.....

Thank you for your participation in this study

Appendix 2: Interview Guide for Quality Assurance Officer

1. How many TRCs are in this district?.....
2. Are TRCs active to support teachers' effectiveness in your district? How?
.....
.....
3. Are these TRCs having the good quality to enhance teaching and learning in primary schools?
.....
.....
4. How do teachers utilize TRCs in improving their effectiveness in teaching and learning in primary schools?
.....
.....
5. Do you think TRCs management performs their roles effectively in enhancing teaching and learning among teachers in primary schools? If yes, how? If no why?
.....
.....
6. What are the challenges facing TRCs management in improving teacher's effectiveness in teaching and learning in primary schools?
.....
.....
7. How your office helps the TRCs in dealing with those challenges
.....
.....
8. Which strategies do you think should be taken to improve TRCs management in your district to support teachers' effectiveness in teaching and learning in primary schools?
.....

Thank you for your participation in this study

Appendix 3: Interview Guide for TRC Coordinators

1. How many years have you worked as a TRC coordinator?

.....
.....

2. Are there any training, seminars or workshops that are offered in this centre to update teachers' knowledge and skills in teaching and learning? If yes! How many training/seminars/workshops from 2019 to date?

.....

3. What type of courses does TRC offers for the teachers?

.....
.....
.....

Are there enough teaching and learning resources in your center that accommodate teachers' need?If yes, what is the condition of teaching and learning materials in this TRC?

.....
.....
.....

4. Are teachers utilizing this TRC for enhancing their teaching and learning practices? How?

.....
.....
.....

5. How are teachers satisfied with the services provided by this TRC?

.....
.....
.....

6. What are the challenges facing this TRC in improving teacher's effectiveness in teaching and learning in primary schools?

.....
.....

7. What measures need to be taken to address these challenges?

.....
.....
.....

8. Which strategies do you think should be taken to improve TRCs to support teachers in teaching and learning in primary schools?

.....
.....
.....

Thank you for your participation in this study

Appendix 4: Interview Guide for Head Teachers

1. How many years have you worked as a head-teacher in this school?
.....
2. Are there any seminars or workshops attended by your teachers in TRCs to improve their knowledge and skills in teaching and learning? What kind of workshops/seminars? How many teachers have attended and how many times?.....
.....
3. What do you think are the contributions provided by TRCs in improving teachers' effectiveness in teaching and learning?.....
.....
4. Do your teachers utilize TRCs effectively for enhancing their teaching and learning? How?
.....
.....
5. Do you think TRCs management performs their roles effectively in enhancing teaching and learning among teachers in primary schools? If yes, how? If no why?.....
.....
6. What do you think are the challenges facing TRCs management in improving teachers' effectiveness in teaching and learning in primary schools?
.....
.....
Which measures can be used to overcome the mentioned challenges?
.....
.....
7. Which strategies do you think should be taken to improve TRCs management in supporting teachers' effectiveness in teaching and learning in primary schools?.....
.....

Thank you for your participation in this study

Appendix 5: Focus Group Discussion Guide for Teachers

1. Have you ever attended any professional course, seminar, and/or workshop conducted by TRC from 2019 to date? Which type of training/seminar/workshop? For how long and how many times?

2. Is TRCs required for enhancing teaching/learning in primary schools?

3. How do TRCs management support primary school teachers in improving knowledge and skills for effective teaching and learning?

4. How do primary school teachers utilize TRCs to improve their teaching and learning?

5. What are the challenges do teachers face in utilizing the TRCs for their effectiveness in teaching and learning in primary schools?

6. Which measures can be used to overcome the mentioned challenges?

7. Which strategies do you think should be taken to improve TRCs management in your district to support teachers' effectiveness in teaching and learning in primary schools?

Thank you for your participation in this study

Appendix 6: Documentary Review Guide

S/N	ITEM	STATUS
1	Schedules for training programmes, workshops and/or seminars	
2	Training programmes, workshops and/or seminar reports	
3	TRCs' quarter and annual reports	
4	TRC record books/files	
5	Teaching time table	
6	Attendance registers	
7	Training manuals	

Appendix 7: Observation Checklist

S/N	ITEM	STATUS
1	Current syllabus/syllabi	
2	Current books	
4	Teaching and learning materials	
5	Prepared teaching aids	
6	Classrooms	
7	Offices	
8	Library	
10	Furniture	

Appendix 8: Research clearance letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.210
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

25/08/2020

**MUNICIPAL EXECUTIVE DIRECTOR,
DODOMA MUNICIPALITY**

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason, staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **MS. Grace Shilingo, PG201800893** who is a Master student at the Open University of Tanzania. By this letter, **MS. Grace Shilingo** has been granted clearance to conduct research in the country. The title of his research is **"THE ROLE OF TEACHERS' RESOURCE CENTRES ON EFFECTIVE TEACHING AND LEARNING IN PRIMARY SCHOOLS IN DODOMA REGION"**. The research will be conducted in **DODOMA MUNICIPALITY**. The period which this permission has been granted is from 28/08/ 2020 to 28/09/2020.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity. Yours sincerely,

**Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA**