

**ASSESSING THE CONTRIBUTION OF TEACHERS RESOURCE
CENTERS(TRC's) TO PRIMARY SCHOOL TEACHERS PROFESSIONAL
DEVELOPMENT: A CASE OF BARIADI DISTRICT, TANZANIA**

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2020

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *Assessing the contribution of Teachers Resource Centers to Primary School Teachers in Bariadi District*. In partial fulfillments of the requirements for the award of a Degree of Masters of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

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Date

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DECLARATION

I, **Neema James**, 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 requirement for the degree of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to Marcel A Maziku, Valentina M. Maziku, Andrew M. Maziku and James M. Maziku.

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First and chiefly gratitude goes to Omnipotent God whose blessings have copiously been enough for me and my family, during the whole time of my study.

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ABSTRACT

The study was conducted to investigate the contribution of Teachers Resource Centers (TRCs) to primary school teachers' professional development in Bariadi District. Simple random sampling technique was used to obtain the sample. Data were collected using questionnaire survey, observation, documentary review, and Key informant interview. Sample of 91 including 80 primary school teachers, 1 District primary education officer, and 10 Teachers resource center coordinators was selected. Results have shown that, the most contributions of TRCs was significantly in helping teachers by 80%. Benefits include, preparing teaching aids, exchange of educational resources and team learning and working. Textbooks, syllabuses, maps and charts, teaching guides, models and posters and supplement books are the most learning resources available in TRCs. Moreover, the researcher noted that, the teacher's resource centers (TRC) were challenged mostly by lack of refresh stock of resources and materials, inadequate resources to be useful to teachers and finishing up of the projects initiated by governments, NGOs, and international donor. The study recommends that, despite the aforementioned challenges still the government in collaboration with other stakeholders need to provide human and financial resources to the facilities to enable teachers enhance their professional development and acquire other TRCs benefits.

Keywords: *Teachers Resource Centers, primary school, Bariadi District, education officer.*

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LIST OF ABBREVIATIONS

IBM	International Business Machine
MSc	Masters of Science
NBS	National Bureau of Statistics of Tanzania
SPSS	Statistical Package for Social Science
URT	United Republic of Tanzania
EU	European Union
UNESCO	United Nations Educational and Cultural Organization
DIFD	Department for International Development
USAID	United States Agency for International Development
TRC	Teachers Resource Centers
US	United States
SEDU	Secondary Education Development Units
RC	Resource Centre
EDPG	Education Development Partners' Group
TAC	Teacher Advisory Center
PEDP	Primary Educational Development Programme.
SEDP	Secondary Educational Development Programme.
MoEVT	Ministry of Education and Vocational Training

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Teachers resource centers (TRCs) is well-defined as the places where teachers come together to discuss matters related to their work and where teaching and learning resources are housed (Mosha, 2016; Giordano, 2008; De Grauwe and Carron, 2001; Raj Khaniya, 1997; Hoppers, 1998). They were established in Britain in the by 1950s whereby they came to be considered as very successful way of supporting professional development for teachers and of providing access to a range of educational resources (Fairhurst, *et al.* 1999; Knamiller *et al.*, 1999; Mosha, 2016).

Moreover, TRCs was developed as an attempt to address problems faced teachers and schools in rural areas. In contrast to urban schools, rural schools are challenged with a lack of resources, limited access to materials and equipment, as well as poor condition of school buildings (Giordano, 2008). Today TRCs have gone beyond the mentioned boundaries as they are addressing teachers' problems in both rural and urban areas with the aim of improving the quality of education (Knamiller *et al.*, 1999; Mosha, 2016). Teachers' resources centres developed and hailed as successful in Britain, as a model developed in other countries around the world, in developed and developing countries. In developing world, particularly in Asia and Africa, TRC strategy has grown to be effective feature of educational reforms and improvement programs (Giordano, 2008).

In America, TRCs were often implemented in coincidence with one another. For instance, in the United States (US), (TRCs) were established as effective centres for providing support to teachers aiming at improving teaching and learning in the form of resource materials, workshops and other relevant services to teachers in the school system. For instance, in North Carolina State, the centers serve as a resource center for students enrolled and educators (Brian, 2009). Moreover, in Asia were adopted by several countries such as Nepal, India and Malaysia. However, in Nepal, there are two systems of TRCs. Primary TRCs, called Resource Centres (RCs), are within the basic and primary education project. Secondary TRCs are called secondary education development units (SEDUs) and are within the Secondary Education Development Project. Although they are separate entities, having different administrations, physical facilities, personnel and management practices they do share the general purpose of being effective venues for dissemination courses for new curricula and textbooks, for the distribution of some resources to schools and for hosting various local education committees and events. However, in India TRCs were started in Andhra Pradesh and spread to other areas whereby used as meeting places for teachers of a cluster of 7-13 schools. They were projected to provide space and opportunity for teachers to exchange experiences, develop materials and to enable the message of their initial training to be reinforced (Giordano, 2008; AMAPL, 2009).

In Africa, most of the TRCs projects were started under the financial support from donors, NGOs, Education Development Partners' Group (EDPG) and little from governments. For example, EU, UNESCO, DfID and USAID supported TRCs in many countries in Africa, such countries like Mali, Zambia, Nigeria, Kenya and

Tanzania. In Nigeria TRC are named as education resource centre. The initiative was fueled much by educational policies which one of such policies is the establishment of educational resource centres (Ekanem, 2015). Yet, in Kenya it is noted that, TRCs ideas were started in 1971 following the British model and was working as the centers for English teachers in secondary schools. Now teacher resource centers have been working in two forms, for primary school, Teacher Advisory Centers (TACs) can be taken as Teachers Resource Centers and for secondary school, In South Africa, the national education department supports Teacher resource centers, but TRCs policies are formulated by respective provincial department (Knamilleret *al.*, 1999; Giordano, 2008; AMAPL, 2009).

In Tanzania mainland, the origin of the TRCs can be traced since 1972 with the intention of developing teachers professional in teaching (Rwelamira, 2009; Mosha, 2015). However, in Tanzania Island, the introduction of TRCs were initiated in 1993 and started to operate fully in 1996. The aim was to provide effective systematic academic and professional upgrading courses through cost effective techniques and minimizing the problem of having a large number of untrained and unqualified primary school teachers who were recruited without initial training (Qvist and Omar, 1996; Mosha, 2015; Mosha, 2016). Nevertheless, the establishment of the TRCs in Zanzibar confronted challenges on one hand; on the other hand, they played part in reducing the number of untrained teachers (Mosha, 2016). Bariadi District is one the Districts in Tanzania that benefited from edifice of the TRCs under the program of Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP). However, currently most of the TRCs their efficiency

was faced with several challenges such as inadequate resources, scarcity of the skilled personnel needed and low financial support from government, donors, and NGOs.

These have lowered their efficiency and hence some are not achieving their envisioned goals. Though these TRCs faced with challenges is still with the clear that the essence of teachers' resource centre is the acquisition, storage and provision of easy retrieval of all what can be called educational resource materials to service the educational needs of a community (Knamiller, 1999; Ekanem, 2015; Mosha, 2016).

1.2 Statement of the Problem

Teachers Resource centres (TRCs) have been introduced in both developed and developing countries aiming at improvement of quality and access to teaching and learning resources (Giordano, 2008). In Tanzania, the aim of introducing TRCs was to update teachers 'knowledge and skills so that they play part in improving pupils' performance at the primary schools' level. Many primary school teachers are not exposed to TRCs either due to negligence of the school supervisors or not having proper people to manage the TRCs so that they bring benefits to the primary school teachers. We have been noting primary school teachers failing to use proper teaching learning resources in the classrooms and thus affect the level of competencies of the pupils in counting; reading and comprehending information; while the TRCs which were expected to handle the process are there. Bariadi District has benefited the building of TRCs under the program of programme namely Primary Education Development Programme (PEDP) by two phases (I; 2002 – 2006 and II; 2007- 2011)

from donors and government backings. The evidence from literature show that since the PEDP programs implementation, no any trace study has been established to investigate the contribution of TRCs to primary school teachers' profession development. Therefore, this study intends to address this gap.

1.3 General Objectives

To assess the contribution of Teachers Resource Centers (TRCs) to primary school teachers' in Bariadi District.

1.4 Specific objectives

The specific objectives of this study include the following;

- i) To examine the contribution of teacher's resource centers to teachers' professionalism in Bariadi District
- ii) To examine the kinds of the learning resources available at teacher's resource centre (TRC) in Bariadi District
- iii) To examine challenges facing teacher's resource centres (TRC) in Bariadi District.

1.5 Research Questions

- i) What are the contribution of teacher's resource centers to teachers' professionalism in Bariadi District?
- ii) What are the kinds of the learning resources available at teacher's resource centre (TRC) in Bariadi District?

iii) What are the challenges facing teacher's resource centres (TRC) in Bariadi District?

1.6 Significance of the Study

The study intended to provide quantitative and qualitative data on the interface flanked by the TRCs and teachers improving professionalism. Educational officers, politicians and educational stakeholders may exploit the results from this study to formulate managerial skills, policy and curriculum development intended to increase the academic competence to the teachers in classrooms practices so as to increase the academic performance to the pupils and students. Moreover, the study is likely to provide feedback on the status of the teachers learning resources housed in the TRCs so that proper allocation of resources can be done by the ministry of education to improve the teaching and learning resources that can be used as models to primary school teachers. The study will contribute knowledge to the researchers, scholars and the community at all which can use for the studies and for enhancement of quality education.

1.7 Limitation of the Study

This study which was undertaken in Bariadi District was fascinating despite of the geographical dispersion of resource centre whereas, some wards mutually share resource services. Other resource centre are worn out and regularly closed which hindered the collection of data to intended respondents. The current researcher experiences problem in data collection as some of the coordinator for TRCs were hesitant to give information suspecting that the current researcher was spying on

them. However, with clear purpose why I was doing the study the coordinators were open to give the required data for the study.

1.8 Delimitation

This study was confined to Bariadi District especially those wards with teachers' resource centers. The principle objective was to (TRCs) to primary school teachers' in Bariadi District. The district was covered because it was among the district that PEDP and other donors support was made regarding the TRCs infrastructure.

1.9 Operational Definition of Terms

Teacher resource centres (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 (Knamiller, 1999; Ekanem, 2015; Mosha, 2015).

Teacher's professional development: is a requisite for teachers to cope with everyday changes in knowledge and skills in education (Komba and Nkumbi, 2008; Koda, 2012). In the context of this study same definition applies in assessment of TRC in Teachers professional development.

In-service training: In-service training is a programme targeting to equip teachers already in the teaching profession with more proficiency and knowledge in both the subject content and teaching methodology parts (Lihaya, 2009).

Professionalism: In this study is the way the teachers are expected to abide to the code of teachers conduct regarding learners' development, fulfill their obligation in teaching using the relevant teaching and learning materials to realize the whole learners' development.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter presents the literature review related to the contribution of teachers' recourse centers to the primary school teacher professional development. The review will be presented in three themes namely the contribution of the TRCs to the primary teacher profession development, type of the learning resources available in the TRCs and the Challenges that facing the TRCs. The review at the end provided the research gap.

2.2 Theoretical Review

2.2.1 Facilitation Theory

The facilitation theory was developed and shaped by Huitt (Huitt, 2001). The basic idea of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and not threatened by external factors. The theory claims that facilitative teachers are more able to listen to learners, particularly to their feelings and are suitable to accept feedback, both positive and negative and to use it as useful awareness into themselves and their behavior. The relationship between this theory and the teachers' resource centres is that at TRCs, teachers can improve their classroom teaching (Mirambo, 2007). Teachers at TRCs can learn new pedagogical and managerial skills to students. Students have their own way of thinking toward the adjustment to classroom and school environment at all (Shavega, 2015).

Therefore, they need a well-qualified teacher and the one who develop his/her professional (Mosha, 2015) in the modern ideas of teaching and learning (Knamiller, 1999). On the other hand, the theory claims that, learners are encouraged to take responsibility for their own learning, provide much of the inputs for the learning which occurs through their understandings and experiences. In short, the TRCs activities empower teachers to make appropriate pedagogical decisions which underly principle of the facilitation theory (Millinga, 2014).

2.3 Empirical Review

2.3.1 The Contribution of Teacher's Resource Centers On Teachers' Professionalism

Resource centres have auspicious results in the improvement of quality and access to education. Because of their diverging goals and organization. However, a few indicators show resource centres programs are reaching their goals and functioning effectively (Giordano, 2008). Active participation of educators in resources centres can lead to positive changes in their teaching. (Mosha, 2016). When resource centres are doing their job well, they provide more effective support through teacher groups, in-class support and needs-based training. This, in turn, can help motivate teachers, enhance their professionalism and have a positive impact on their classroom performance. For instance, in Nepal, teachers' professionalism has improved due to the support and training they receive from resource centres (Raj Khaniya, 1997).

In both developing and developed countries, resource centres aim to improve educational quality by encourage co-operation, diffuse good teaching practice or

share special skills. This often takes place in a resource centre. Teachers from different school, and sometimes even students and pupils can come together to exchange information, access technology and materials, or get training (UNESCO, 2008; Giordano, 2008). Teamwork among teachers can help establish clearer goals for learning and encourage education professionals to work towards the same ends. It can also foster co-operation among education professionals and promote more autonomy and professionalism (Giordano, 2008).

The TRC provides a preview

Hengelezi (2016) holds that TRCs functions in collection of instructional materials and professional development resources that may be utilized onsite. It is argued that educators have access to core and supplementary curriculum materials, books, digital resources and educational supply catalogs (Dahl, 2015). The collection also includes reports on science and mathematics education, standards, assessment, equity and different topics (Dahl, 2015). Their major contribution therefore, is based on teachers' professional development, that is, to train the untrained teachers through distance education, and develop and support the trained teachers.

Teacher development and training establish a major factor of TRCs, which occasionally arranged entirely for this purpose. Teacher-centre professional development can take the form of upgrading and endorsement courses designed to keep teachers up-to-date on theories, effective techniques and practices. TRCs are often used for the rapid delivery of training through cascaded courses. In some developing countries have twisted to the rapid training of earlier untrained teachers

through TRCs and cluster-based training, though lamentably, not always with countless success. For example, in Uganda and Malawi TRCs were used as training centres to teachers (Knamiller, 1999; MacNeil, 2004). However, In Zanzibar TRCs were used to train the untrained teachers and support the trained teachers. This reducing the number of untrained teachers from 1,264 in 1978 to 774 in 1993 (NTRC, 2008; Moshia, 2015).

Moreover, resource centres are sited as a good site for several donor and ministry to organize education programs. For instance, in Namibia, the TRCs used by donor assistance programs to target aid to the areas that most need it. (Dittmar *et al.*, 2002). However, for more effective delivery of services to the grass roots level, US AID in Mali has also chosen to establish resource centres (USAID, 2002). Indeed, resource centres used by donors to deliver social programs such as nutritional and health programmes (Giordano, 2008).

The resource centres within the community some have the goal of fostering self-reliance and sustainability of community participation in education. Indeed, Resource centres can serve as community meeting places, provide adult education and informal education, as well as hand out information on health and nutrition. For instance, USAID in Mali strategic to use resource centres to provide adult literacy classes and leadership training (USAID Mali, 2002). Moreover, TRCs established in South Africa endeavored to support teachers as well as foster life-long learning within community around (Botha, 2002).

2.3.2 The Kinds of the Learning Resources Available At Teacher's Resource Centre (TRC)

One of the major goals of resource centres is to provide access to learning materials and resources, especially in rural areas and small schools thought nowadays TRCs have gone beyond the mentioned boundaries as they are addressing teachers' problems in both rural and urban areas. For instance, in rural France, primary schools co-operate to provide pupils with access to particular subjects such as arts, music or foreign languages (Giordano, 2008). Yet, resource centres allow teachers to visit and borrow or use materials such as teacher-made materials, supplemental texts, teacher guides, curriculum guides, science equipment, maps and charts aids for the classroom. Moreover, resource centres are progressively being used to expand access to ICT. This process developed much in developed countries and is now being lengthy to developing countries. For instance, Malaysia's teacher activity centres and New York State's teacher centres have used resource centres to expand the use of information technology and provide technical support services (Knamiller *et al.*, 1999; Giordano, 2008; Msuya, 2015). In Tanzania, Teachers' Recourses Centers facilitate continuous education and training for teachers. Moreover, aiming of channeling education resources more effectively by making them available to groups of schools rather than individual schools (Mosha, 2016).

2.3.3 Challenges Facing Teachers' Resource Centres

Resource centres serve as a potentially effective base for teacher in-service training and pedagogical support, and thus for improving the quality of education. However, the teacher resource centers have been affected by some constrains especially in third

world countries (Giordano, 2008; Ekanem, 2015). Moreover, there are many issues related to the effectiveness of resource centres in their task of improving the quality of education under the current system. However, deficiency funding, TRCs lower the ability to carry out their activities. The resource centres becomes underutilized and in-service courses that take place in the centres become affected. In such situation, the resource centre system, cannot show itself to be an appropriate vehicle for teachers and school development (Bahadur Bista and Carney, 2004). Indeed, most of resource centre in developing countries are supported by the governments, NGOs, and international donor organizations. These stakeholders not only bring financial support, but also supply an organizational framework and logistical. They provide a structure for project accountability. Their role as initiators and ongoing supporters is the basis for the growth of resource centres. Unfortunately, when the project is finished or when support is withdrawn, it becomes difficult to sustain resource centre (Giordano, 2008).

Tutors or resource people are those charged with the organization of a resource centre and its teacher development and support activities. These are often experienced teachers who are chosen by education authorities for this position, which is permanent and usually full-time and is carried out after school hours. They often organize workshops and training, organize the materials at the resource centre, and help teachers to use the available materials. Tutors also act as facilitators of teacher groups. They are present to give advice and support at the resource centres. However, most of the resources lack well qualified personnel. Under this situation most of TRCs fail to attain the targeted goals (Giordano, 2008; AMAPL, 2009).

Moreover, resource centres in many places have inadequate resources to be useful to teachers. Some fall into neglect and may later be restored by subsequent programmes. Resource centres also need a refreshed stock of resources and materials. For instance, in Kenya, some teachers reported that they no longer used the TRC because they had already gone through all of the materials with their students (Knamiller, 1999).

Resource centres are often designed to encourage teachers and community to participate in education activities. Numerous programmes openly encourage or require community participation in resource centre activities, usually through formal management committees. However, several programmes criticize the lack of community participation being weak; it may also threaten resource centre sustainability in the long term (Herriot *et al*, 2002).

Sustainability of resource centre initiatives, initiatives that are funded externally tend to splash soon after the funding comes to an end (Herriot *et al*, 2002). However, the TRCs in Nepal, Kenya, Zambia and India, were surviving on their own local resources (Knamiller, 1999). When financial support fades, materials cannot be renewed, resource centres fall into neglect and disrepair, extra personnel required for functioning cannot be paid, and teachers and tutors are forced to cover costs out of pocket. All of these factors lead to lack of motivation and ultimately cessation of activities (Giordano, 2008; AMAPL, 2009).

Scholars like Kisuda (2005), Kimaro (2005), Koda (2006) and Mirambo (2007) argue

that inadequacy of material resources for running the TRCs and that tutors who were responsible in upgrading teachers at the TRCs were not competent because they were borrowed or hired from secondary schools, and they were not sufficient. This implies that most of TRCs are operating without having enough resource required by teachers in order to develop their knowledge and skills. Study by Gibbs and Kaziliman as cited by Knamiller (1999) on Zambia's TRCs revealed that most of resource centres are vastly under used. Further found that resource centres were used for only 10 percent of their available time for meeting and workshop. He also advocated that inadequate resources to be useful to teachers, some fall into neglect and may cater be revitalized by subsequent programmes (Knamiller, 1999). According to and Rosenberg (1998) found that teachers are reluctant to use shared materials because they afraid to be held financially responsible in case of loose or damage. It implies that teachers are not able to refund for the lost or damage of the materials shared with their peer teachers.

2.4 The Knowledge Gap

The review has shown that several studies have been conducted on the teachers' resources centers inside and outside Tanzania. For instance, (Koda,2012) holds that Teacher resource centres in developing countries: an effective strategy for improving the quality of education in schools (Knamiller,1999) and The Role of Teachers' Resource Centres in Teachers' Professional Development and Enhancing Primary Education in Zanzibar (Mosha,2015). Hengelezi (2016) However, in Bariadi District since the establishment of Teachers' Resource Centers few researches of this nature have been conducted. The study is intending to fill the existing knowledge gap by evaluating existing sources, which guided in finding resolutions to the situation.

2.5 Conceptual Framework

Conceptual framework is a theoretical structure of assumptions, principle and rules that holds together the ideas covering a broad concept (Ashley 1999; Key, 2011). This framework shows the interrelationship among the variables existing in this study. Independent variables which are the contribution and benefits of teacher's resource center to teachers include diffusion of good teaching practice, establishment clearer goals for learning, promotion of autonomy and professionalism, learning centers to teachers re-sitting and upgrading themselves and keep teachers up-to-date on theories. The attainment of the benefits accrued from TRC depends on availability of learning materials, teacher's resource centers, enough experts in the centers, accessibility of the centers. However; the achievement of the TRC benefits is associated with a number of challenges including Fades of financial support, deficit of qualified resource centers personnel, withdraw of donors, refreshed stock of resources and materials. For detailed clarification refer the illustration in

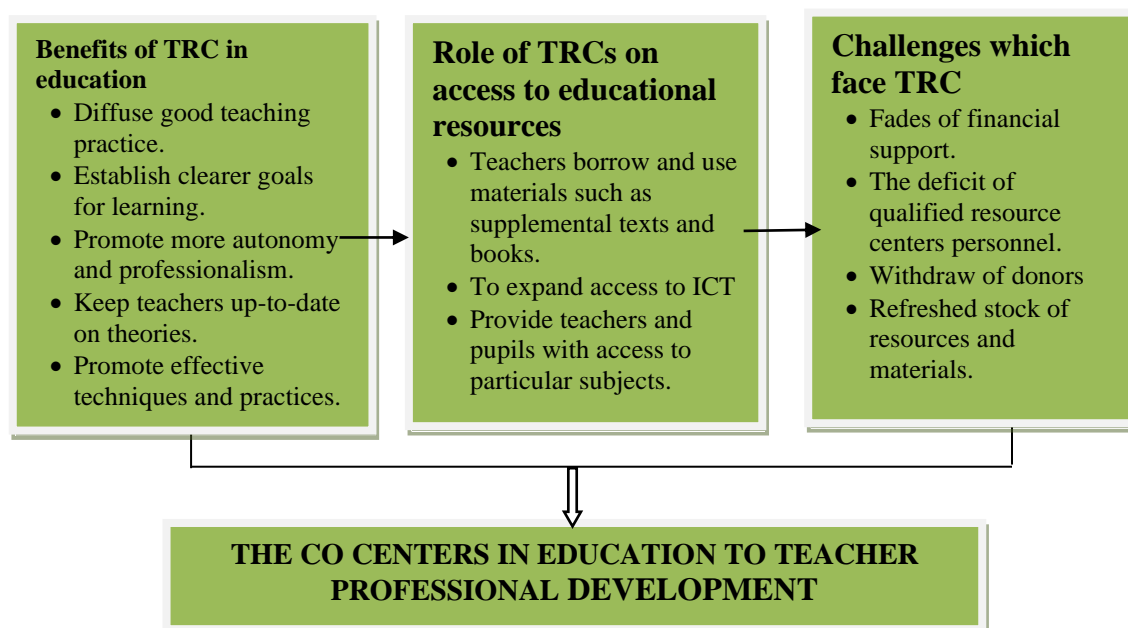


Figure 2. 1: Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology of the study. It describes how the study was conducted. It is divided into the following sub-section such as, research approach, research design, description of the area of study, target population, sample and sampling technique, data collection instruments, data analysis, validity and liability as well as ethical issues in research study.

3.2 Study Area

The study was conducted in Bariadi District because, the District benefited an infrastructure, TRCs under the program of PEDP and SEDP from donors and government supports. Therefore, it provided the actual opportunity to carry out the tracer study to evaluate the contribution of the TRCs in primary schools teacher professional development. Thus, is announces for the need of carrying out research to assess the contribution of TRCs to primary school's teachers profession development. Moreover, the District is among of the Districts in Tanzania which have the low level of pupils' academic performance in literacy and numeracy.

3.3 Research design

According to Kothari (2009) "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This study employed cross-sectional

research design to collect data, which is considered useful for descriptive study and used for the determination of relationships between variables (Bailey, 1998). Likewise, the design employed due to the reason that it allows the use of various survey methods to collect data within a reasonable period of time (Agresti and Finlay, 2009). The rationale for the choice of the study was based on the fact that design allows collection of in-depth data on different groups of respondents at one point in time (Ritchie and Lewis, 2003; Given, 2008). Furthermore, the design was considered important for the study because it could allow accommodating large sample of the respondents who could fill the question and make the data collection cost less and quick unlike other designs like qualitative (Silverman, 1997).

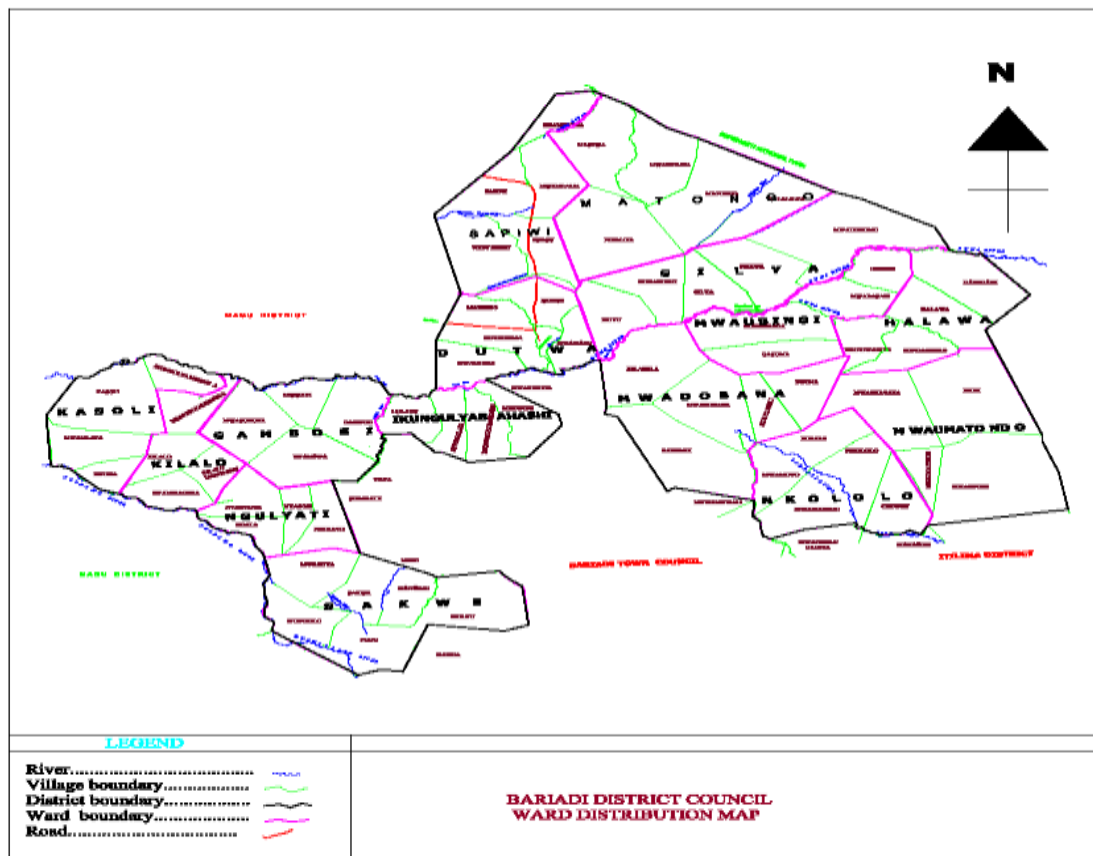


Figure 3.1: A map of Bariadi District

Source: Bariadi District, 2019

3.4 Target Population

Target population means the full set of cases from which a sample is taken (Saunders *et al*, 2009). In this study therefore, the target population included a total population of 1983 teachers in 119 schools in Bariadi District.

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

Kothari (2007) has defined a sample size as a total number of items to be selected, from the universe to constitute a sample. A sample size for this study was calculated using Yamane formula (1997).

$$n = \frac{N}{1 + Ne^2} :$$

Where n =Sample size; N = Total population (Households involved in a study); e = precision level (10% for this study). Based on this formula, the sample size for this study will be 80 (with approximation).

Moreover, a purposive sampling was used to interview the key informants who were conversant and experienced on teaching. The key informant interview included resource centre coordinators, District education officer. Table 1 provides a summary of the respondent's distribution.

The researcher decides to consult 91 respondents, as it is difficult to reach all respondents within the population due to insufficient financial capability and time

limit. Among these 91 respondents, eighty (80) are primary school teachers, District education officer (1) and ten (10) are TRCs' coordinators. The option to use this sample depending the number of members in the given category. The higher the number of members in the given category the higher the number of respondents to be consulted in the given category.

Table 3.1: Respondent's distribution

Respondents type	Ward	Council	Total
Primary School teachers	80		
Resource centre coordinators		10	
District Primary Education Officer		1	91

Sources: Research Field Data, 2018

3.5.2 Sampling Techniques

The sampling techniques used were random and purposeful sampling. This applied to obtain ninety (80) primary school teachers and ten (10) TRCs' coordinators and (1) District Primary Education Officer out of the total population of 1983 primary school teachers in Simiyu region. DEOs and TRCs coordinators were purposely selected. The researcher prefers this sampling technique because it eliminates bias by giving all respondents an equal chance to be selected.

3.6 Types and Sources Data Collection Methods

Both primary and secondary data were collected for the study. Primary data were collected through observation, key informant interview and questionnaire. Secondary data are those data which have already been collected by someone else and which have already passed through statistical procedures (Kothari, 2004). Data collection for secondary data included intensive reviews of policy documents and other

publications, related to primary school teacher's resource center. Data collection tools employed in this study were.

3.6.1 Questionnaires

This study employed structured questionnaires with open and closed ended questions. The major rationale for using open and closed ended questions is due to the fact that it allows the researcher to probe and clarify issues on the spot (William, 2006). Indeed, increase reliability and validity of the responses and can be easy to analyze statistically (Nandi, 1997). The structured questionnaires with open and closed ended questions were administered to primary school teachers and it enabled the researcher to collect information related to Teachers resource centers contribution to primary school teacher profession development, learning materials inside the centers and challenges associated with the operation of the centers.

3.6.2 Interview

Interview is basically about asking questions and receiving answers. It is a way of accessing people's perception, meaning and definitions of situations and construction of reality (Enon, 1998). Interview was conducted to District Primary education Officer and Teachers Resource Centers coordinators. The constructed interviews were meant to elicit responses from the interviewees on the contributions of TRCs to the primary schools teachers professional development, the kinds of TRCs learning resources available in the district and the challenges facing the TRCs in the District. Since the interview method is quite flexible and can be easily adapted to a variety of situations.

3.6.2.1 Observation

Observation method offers an investigator the opportunity to gather live data from naturally occurring social situation (Cohen et al, 2007). In this way, the researcher observed directly at what was taking place *in-situ* rather than relying on second hand accounts. The researcher used non participant observation whereby the researcher managed to establish the status of the TRC and learning materials inside the centers.

3.6.2.2 Documentary Review

The documents are good source of data that have already in existence (Gray 2009). The current researcher used the document that could provide information on the TRCs in the district. These were letters showing the number of trainings the primary school teachers have attended the training at the TRCs, the reports on the subject seminars organized by the TRCs attended by teachers and the project reports of the TRCs construction.

3.6.2.3 Data Analysis

Data analysis refers to the computation of certain measures along with searching for patterns of relationship which exists between data groups (Kothari, 2004). This study has used content analysis, descriptive analysis of the collected data which were collected through questionnaire survey, key informant interview, field observation and documentary review. All of these data were coded and analyzed through statistical package for social sciences (SPSS) as well as excel software.

3.7 Validity and Reliability

3.7.1 Reliability

According to Kerlinger (1993) the term reliability refers to ability of an instrument to produce consistent results. Reliability is attained if the results can be reproduced under a similar method, then the research instrument is said to be reliable (Kothari, 2005). In this study the issue of reliability was achieved through the adoption of crobachs' Alpha test and the value was .831

3.7.2 Validity

Mugenda (1999) defines validity as the accuracy and meaningfulness of interferences. The internal and external validity of the instrument was tested by discussing them with my peers and consulting the experts in the department of education. Their suggestions were used to improve the instruments. These instruments included questionnaires and interview guides for principals.

3.8 Ethical Consideration

In collecting and using the data, some ethical issues may arise. For that case, the researcher had to adhere to the ethical and professional code of conducts in protecting the rights and confidentiality of all participants during and after the research process. Such ethical and professional code of conducts includes obtaining permission to collect the data, ensuring willing participation of respondents, ensuring anonymity and confidentiality.

In that regard, an introduction letter from the Open University of Tanzania (OUT) was provided and it enabled the researcher to be easily recognized by the region

authority and got be permitted to collect the data. In order to make respondents to willingly and voluntarily participate, the researcher informed them the intent of conducting the study. I further assured them that, maintain maximum confidentiality on the data collected was guaranteed

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

3.1 Introduction

This chapter presents the major findings of the study under three sub – sections. The first covers the respondents’ Demographic variables, the second presents findings of the study objectives and the last part presents the descriptive analysis of the data.

3.2 Demographic Variables of the Respondents

Findings on the demographic variables of the respondents in this study have covered the aspects of age, sex level of education and occupation, as asserted by Kirtiraj (2012) that, these characteristics enable the understanding of the background of the respondents from which data were drawn.

Table 4.1: Age the respondents

Age	Percentage (%)
18 – 28	11
29 – 39	64
40 – 50	21
51 - 60	4
Total	100

Findings on Table 4.1 have shown that majority of (64%) of them were mature young people with an age group of 29 – 39 years old followed by 40 – 50 years (21%), 18 – 28 years (11%) and 51 – 60 years (4%). Almost 80% of the respondents were above 20 years old.

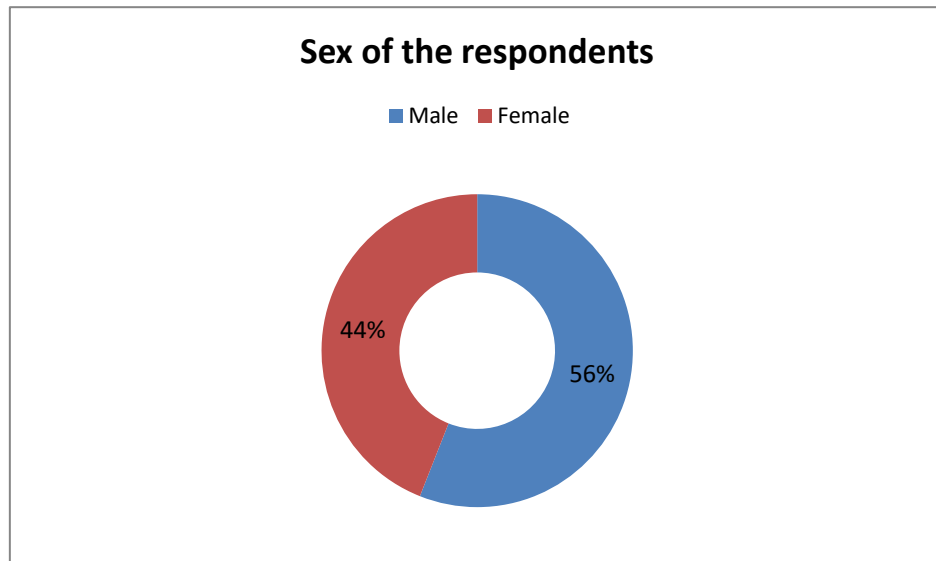


Figure 4. 1: Figure 3 Sex of the respondents

Findings on figure 4.1 have shown 56% of the respondents were males and 44% females. The aim of knowing individual's sex was to make sure that both sexes were included in the sample to avoid bias (Beatrice Nziku, 2016)

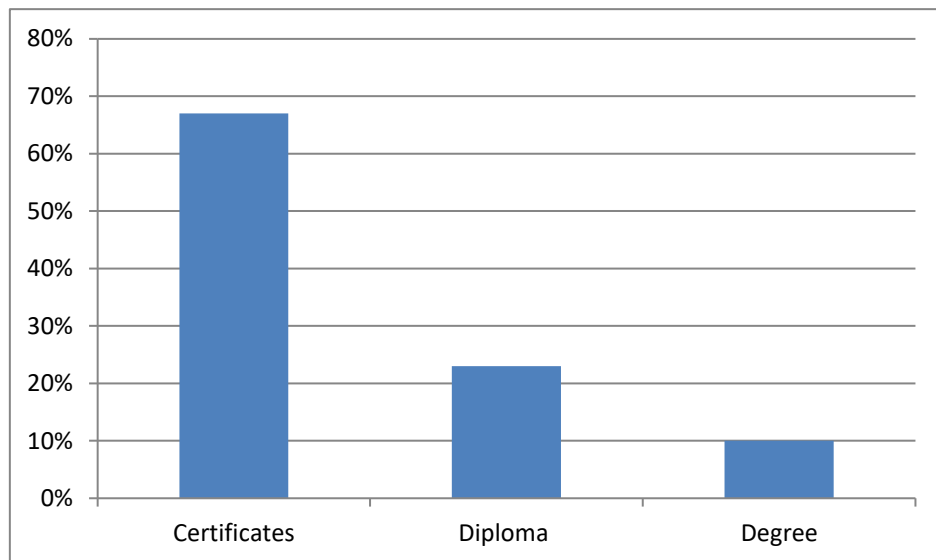


Figure 4.2: Education of the respondents

Table 4.2: Contribution of Teacher's Resource Centers

	Responses (N=80)									
	SD		D		N		A		SA	
	n	%	n	%	N	%	N	%	N	%
Effective teaching techniques	1	1.3	3	3.8	1	1.3	54	67.5	21	26.3
Good teaching methods	1	1.3	4	5.0	1	1.3	45	56.3	29	36.3
Motivation on teaching	15	18.8	23	28.8	7	8.8	29	36.3	6	7.5
Conducting Workshops on educational maters	12	15	28	35.0	5	6.3	30	37.5	5	6.3
Kept up-to-date on educational materials	7	8.8	25	31.3	9	11.3	33	41.3	6	7.5
Exchange educational resources and team working	2	2.5	10	12.5	6	7.5	55	68.8	7	8.8
Techniquesto produces teaching aids	8	10.0	12	15.0	2	2.5	58	72.5	0	0.0

Source: Field data (2018)

Findings on table 3 have shown that majority of respondents 67% had a certificate level of education whereas 23% attained a diploma while 10% had a degree and master's level of education. Education level in the study area agrees with the theory of Mull (2005) which asserts that education is critical for promoting a sustainable development and improving the capacity of people, to address teacher's resource centers and its entire education development issues.

3.2.1 Contribution of Teacher's Resource Centers on Teachers' Professionalism to Primary School Teachers

The findings in the table 4 Reveals that, TRC contribute to Effective teaching techniques 67.5 %, Good teaching methods 56.3%, Motivation on teaching 36.3%, conducting of Workshops on educational maters 37.5%, keeps up-to-date on educational materials 41.3, Exchange educational resources and team working 68.8% and techniques to produce teaching aid 72.5%.

Based on table 4 above, the most contributions of TRC are the exchange of educational resources and team working, helping in gaining effective teaching techniques, techniques in preparing teaching aids, and helping in providing good teaching methods, therefore this might be being the most issues and benefits that Teachers encounters from TRC in their daily life. Also this can be evidenced and supported from one of the interviewee who argued as revealed in the quotation below,

“TRC is the only place to me when I need to get some materials and update myself academically, I go, because we don’t have regional library that can help me in one or another way”

Therefore, with regard to this it is meaningful to say that TRC had contribution and is an important organ that can help teachers in their carrier to tackle some challenges in academic issues.

Moreover, the respondents rated the contribution of TRC on Teachers' Professionalism to Primary School Teachers to 80% implying that despite the challenges confronting the centers still the contribution is imperative.

According to Giordano (2008), TRCs are used for delivery of professional development activities such as in-service training and to support teachers instructionally. According to National Teachers Resource Centre (NTRC) Annual Report 2007/2008 indicated that the introduction of TRCs in Zanzibar played big part in reducing the number of untrained teachers from 1,264 in 1978 to 774 in 1993. In addition, TRC are also responsible for the need to bring education services closer to the schools as well as providing on going professional support to teachers as well

as teaching methodologies in order to replace the traditional “chalk and talk” (Tyler, 2003).

However, there were mixed opinions on the issue of TRCs in producing teachers with skills of applying modern teaching technology. While some of the TRCs staff said that, TRCs produced teachers with skills of applying modern teaching methodology, others said that TRCs produced most teachers with little or no skills of applying modern teaching methodology.

Many scholars (Koda 2012) Mosha (2015) support the exposure of teachers of all levels to the TRCs as they support the teachers to get the chance to see how the teaching aids are selected, planned, prepared and improvised in the local environments.

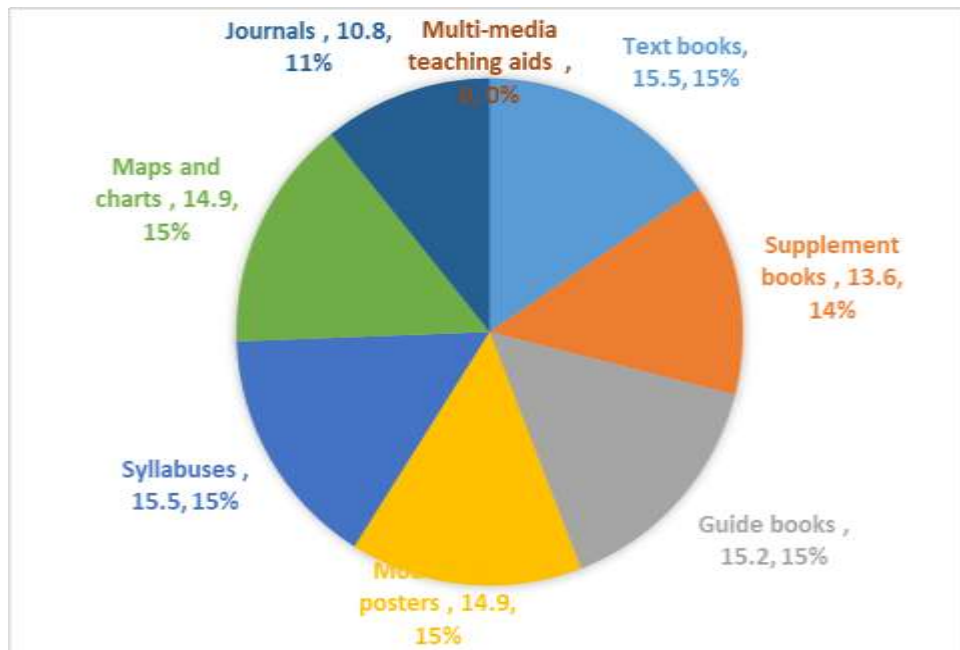


Figure 4.3: Learning resources available at Teacher's Resource Center (TRC)

Source: Field data (2018)

This helps the teachers to build the character of preparing the teaching materials that helps the students to understand the concepts and principle taught. This observation is supported by the large number of the respondents who were in agreement with the statement by 72.5 that TRCs helps the teachers to lean techniques to produces teaching aids.

3.3 Kinds of the Learning Resources Available at Teachers' Resource Centers (TRCs)

Basing on figure 4 above, the findings have shown the available learning resources available at TRC in Bariadi District as it indicates that, Text books 15%, Supplement books 14%, teaching guide books 15% Models and posters 15% Syllabuses 15% Maps and charts 15% Journals 11% and Multi-media teaching aids 0.0% By the means of analysis, the researcher came to realize that, textbooks, syllabuses, maps and charts, teaching guides, models and posters and supplement books are the most learning resources available in TRCs as how the higher percentage indicates. The higher the percentage the more the number of learning materials in TRCs and vice versa. Therefore from this evidence it is wisely to say that, teachers do meet some learning resources at TRCs when they visit too, in addition journals and multi-media teaching aids are seems to be forgotten to be included in TRCs, this it might be very few teachers asks for them when they attend TRCs in updating their carrier. In connection to that respondents from interview guides provided their views on,

“The extent to which they are satisfied with the roles of TRCs in their areas”

Some of the respondents had the following responses;

Respondent 1: I'm not satisfied at all because when I visit TRCs I doesn't find some books that I wishes to pass-through them hence I feels discouraged to the large extent.

Respondent2: I'm satisfied to the great extent because I get some books that assist me to add some knowledge as I don't have any other means like internet source.

Respondent 3: It is difficult to me to say I'm satisfied to a certain level, but what I can see is it is helpful to me once I want to have extra books to read.

Respondent 4: Exactly I'm so proudly with TRC and I like it, because I don't have enough money to buy many books as that I found in the centre, therefore to me it is of great important.

According to Giordano (2008), yet resource centers allow teachers to visit and borrow or use materials such as teacher-made materials, supplemental texts, teacher guides, curriculum guides, science equipment, maps and charts aids for the classroom.

According to Dahl (2015) it is argued that TRC are educators with a collection of core and supplementary materials, books, digital resources and educational supply catalogue. In addition to that there are other collections including reports on science and mathematics education, standards, assessment, equity and different topics. And their major contribution therefore, is based teacher's professional development, that

is to train the untrained through distance education and develop and support the trained teachers.

3.4 Challenges which are facing Teacher's Resource Centers (TRC)

Table 4.3: Challenges facing TRC

	Responses (N=80)									
	SD		D		N		A		SA	
	N	%	N	%	N	%	n	%	n	%
Deficiency funding	0	0.0	0	0.0	1	1.3	37	46.3	42	52.3
Withdraw of NGOs and international donor organizations bring financial support and organizational framework	0	0.0	1	1.3	4	5.0	33	41.3	42	52.3
The deficit of qualified resource centre personnel	0	0.0	17	21.3	7	8.8	40	50.0	16	20.0
Inadequate resources to be useful to teachers	0	0.0	0	0.0	4	5.0	46	57.5	30	37.5
Lack of refresh stock of resources and materials	0	0.0	4	5.0	5	6.3	46	57.5	25	31.3
Poor organizational framework and logistical	1	1.3	13	16.3	24	30.0	32	40.0	10	12.5
Finish up of the projects initiated by governments, NGOs, and international donor	0	0.0	2	2.5	5	6.3	44	55.0	28	35.0

Source: Field data (2018)

According to the results in table 5 it has been revealed that there are challenges facing teachers resource centers including; deficiency funding, 46.3%, withdraw of NGOs and international donor organizations bring financial support and organizational framework 41.3 , the deficit of qualified resource centre personnel 50% , inadequate resources to be useful to teachers 57.5, lack of refresh stock of resources and materials 57.5% , poor organizational framework and logistical 40% and finish up of the projects initiated by governments, NGOs, and international donor 55% .

Basing on the noted challenges, lack of refresh stock of resources and materials, inadequate resources to be useful to teachers and finishing up of the projects initiated by governments, NGOs, and international donor are the most challenges facing TRC, this might be the government have no priority to this institutions as the result led to limited funds allocated for buying learning resources required to teachers.

This scenario is supported by (Knamiller, 1999), the TRCs are surviving on their own local resources when financial support fades, materials cannot be renewed, resource centers fall into neglect and disrepair, extra personnel required for functioning cannot be paid, and teachers and tutors are forced to cover costs out of pocket. Therefore, it is meaningful to say that, TRCs are institutions that need funds for accommodating the needs required for daily activities.

According to (Hengelezi, 2016), despite the impacts of teacher's resource centers in public primary school in Kinondoni district namely improving teacher's effectiveness and training the untrained teachers, still there are manifesting challenges including insufficient funds, unavailability of learning and teaching materials, underutilization of centers, and shortage of libraries need to be addressed. Therefore, blending the findings of all scholars, it is obvious that challenges are existent to TRCs that responsible organization both government and private need to collectively tackle them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the study findings, conclusion, and recommendations for further studies. The summary reviews the main findings of the study, conclusion and recommendations of the study mainly based on the findings in relation with specific objectives of the study.

5.2 Summary of the Study

The study assessed the contribution of Teachers resource centers (TRCs) to primary school teachers' profession development in Bariadi District. Specifically, the study aimed at examining the contribution of teacher's resource centers on teachers' professionalism to primary school teachers, examining the kinds of learning resources available at teacher's resource Centre (TRC) and examining challenges which are facing teacher's resource Centre's (TRC) contributions to primary school teachers in Bariadi District.

With regard to the target areas above, the study findings revealed that, the most contributions of TRC to teachers are in exchange of educational resources and team working, helping in gaining effective teaching techniques, techniques in preparing teaching aids, and helping in providing good teaching methods, furthermore, it was found that, the most learning resources available at TRCs are textbooks, syllabuses, maps and charts, teaching guides, models, posters and supplement books these are

seems to be supportive in their daily learning process and make them to be satisfied with the services provided by TRCs. Further the study indicates that, TRCs in Bariadi District are facing some challenges that made them to do not provide their services to the maximum level, the most noted challenges includes, lack of current resources and materials, inadequate resources to be useful to teachers and finishing up of the projects initiated by governments, NGOs, and international donor. Based on the findings in chapter four it is meaningful to say that TRCs have great contribution to teachers in their carrier and if challenges are minimized can contribute much competent and motivated teacher's primary schools in Bariadi District and Tanzania at large.

5.3 Conclusion of the Study

The study addressed the issue of assessing the contribution of Teachers resource centers (TRCs) to primary school teachers' in Bariadi District it focused on TRCs as the major body for teachers updating of their carrier in education field and improvement in their teaching process at school. The findings of the study shows the contributions of TRCs to teachers in exchange of educational resources and team working, helping in gaining effective teaching techniques, techniques in preparing teaching aids, and helping in providing good teaching methods, also the study revealed some resources available and helpful to teachers like text books, syllabuses, maps, charts, teaching guides, models, posters and supplement book, furthermore the presence of TRCs in the area has been noted and acknowledge by teachers. Moreover, the respondents rated the contribution of TRC on Teachers'

Professionalism to Primary School Teachers to 80% implying that despite the challenges confronting the centers still the contribution is imperative and pivotal.

5.4 Recommendation of the Study

As a way to improve TRCs and function ability in Tanzania, the following are recommended.

5.4.1 For policy and Practice

To the government (ministry of education and local government), should ensure that there are enough and well equipped TRCs on the level of region and district with all needed facilities like buildings, books, tables and chairs etc., for teachers who attends for service.

For the teachers, should be told the important of TRCs in their carrier development and improvement of their knowledge for developing of competency.

5.4.2 Areas for Further Research

For further study it is recommended that, researchers should focus on how to improve TRCs and how TRCs can influence teachers in developing their competencies in their carrier. Further, while the current study focused on the TRCs contribution to primary school teacher's professional development, the new study is recommended top cover the same topic at secondary school level.

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APPENDICES

Appendix I: Questionnaires

Part I: Introduction

My name is **Neema James**, a MED APPS (EXECUTIVE) Student at Open University of Tanzania. Currently I am conducting a research on assessing the contribution of Teachers Resource Centers to Primary School Teachers in Bariadi District. My major concern is to investigate on the Effects of Teachers Resource Centers to Primary School Teachers. In order to obtain the necessary information for accomplishment of my study I beg you to answer the following few questions are going to ask you. I assure you that the confidentiality of the information that you will provide is guaranteed since they will be not known to irrelevant person.

Fill the blank, and tick where appropriate

A: Background Information

1. Sex

Status	Tick [√]
Male	
Female	

2. Age

Age status	Tick [√]
18-28	
29-39	
40-50	
51-61	

3. Education level

Education status	Tick✓
Certificate	
Diploma	
Degree	
Masters	
PhD	

A. TO EXAMINE THE CONTRIBUTION OF TEACHER’S RESOURCE CENTERS ON TEACHERS' PROFESSIONALISM TO PRIMARY SCHOOL TEACHERS

1 :(a). What are the contribution have you gained from teacher’s resource centers (TRC) on your teachers' professionalism?

Statements	Responses				
	SD	D	N	SA	A
Effective teaching techniques					
Good teaching methods					
Motivation on teaching					
Workshops on educational maters					
Kept up-to-date on educational materials					
Exchange educational resources and team working					
Techniques to produces teaching aids					

NOTE:SD=(Strongly Disagree), D=(Disagree), N=(Neutral), A=(Agree), SA=(Strongly Agree)

(b). If you have any other mention them

- (i).
- (ii).
- (iii).
- (iv).

B. TO EXAMINE KINDS OF LEARNING RESOURCES AVAILABLE AT TEACHER'S RESOURCE CENTER (TRC).

1. (i). Do you access the learning resources from the Teachers resource centers (TRCs)? YES [] NO []

(ii). If YES do the following kinds of learning resources available at Teachers resource centers

Learning resources	Most	Normal	none
Text books			
Supplement books			
Teaching guide books			
Models and posters			
Syllabuses			
Maps and charts			
Journals			
Multi-media teaching aids			

C. TO EXAMINE CHALLENGES WHICH FACE TEACHER'S RESOURCE CENTRES (TRC) CONTRIBUTIONS TO PRIMARY SCHOOL TEACHERS

1. In your opinion do you think the following challenges encounter teacher's resource centers (TRC) contributions to primary school teachers?

Statements	Responses				
	SD	D	N	SA	A
Deficiency funding					
Withdraw of NGOs and international donor organizations bring financial support and organizational framework					
The deficit of qualified resource centre personnel					
Inadequate resources to be useful to teachers					
Lack of refresh stock of resources and materials					
Poor organizational framework and logistical					
Finish up of the projects initiated by governments, NGOs, and international donor					

NOTE:SD=(Strongly Disagree), D=(Disagree), N=(Neutral), SA=(Strongly Agree), A=(Agree)

Thank you for your mutual aid

Appendix II: Interview Guide for Key Informants

Part I: Introduction

My name is **Neema James**, a MED APPS (EXECUTIVE) Student at Open University of Tanzania. Currently I am conducting a research on assessing the contribution of Teachers Resource Centers to Primary School Teachers in Bariadi District. My major concern is to investigate on the contribution of Teachers Resource Centers to Primary School Teachers. In order to obtain the necessary information for accomplishment of my study I beg you to answer the following few questions are going to ask you. I assure you that the confidentiality of the information that you will provide is guaranteed since they will be not known to irrelevant person.

1. What is the contribution of teacher's resource centers (TRC) on primary school teachers?
2. Primary school teachers access the learning resources from the Teachers resource centers (TRCs)?
 - ii to what extent are you satisfied with roles of Teachers resource centers (TRCs) on providing access to educational resources? To a great extent, to a limited extent, to a low extent, Not satisfied at all
3. Which kind of learning resources from the Teachers resource centers (TRCs) found more?
4. Do primary school teachers satisfy with access to educational resources from the Teachers resource centers (TRCs)?
5. Have you observed any challenges encounter teacher's resource centers (TRC)?

Thank you for your mutual aid