THE ROLE OF TEACHERS' RESOURCE CENTRES ON IMPROVING PUPILS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: A CASE OF TEMEKE MUNICIPAL COUNCIL

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN MANAGEMENT, PLANNING AND PUBLIC POLICY (MEDAPPS)

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CERTIFICATION

The undersigned certifies that he has read and herby recommends for acceptance by the Open University of Tanzania a dissertation entitled: "The **Role of Teachers' Resource Centres on Improving Pupils' Academic Performance in Primary Schools: A Case of Temeke Municipal Council**" for partial fulfilment of the requirements for the degree of Master of Education in Management, Planning and Policy (MEDAPPS) in the Department of policy, planning and administration of the Open University of Tanzania.

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Dr. Cosmas Mnyanyi

(Supervisor)

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Date

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DECLARATION

I, **Barakaeli Kanuya,** 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 fulfilment of the requirement for the Degree of Master of Administration, Planning and Policy Studies.

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Signature

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Date

DEDICATION

I dedicate this work to my mother Ndeng'iniswa Kanuya for her moral support and inspiration without which I could not manage to realise this academic achievement

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ABSTRACT

This study investigated the role of TRCs on improving pupils' academic performance in primary schools in Temeke Municipal Council. The study was guided by four objectives, namely: to identify support provided by TRCs to enhance teachers' skills and knowledge in teaching practice; to assess availability and adequacy of teaching and learning resources provided by TRCs; to explore strategies established by TRCs to influence pupils' academic performance and; to identify problems facing TRCs and affecting their ability to support primary schools. The study employed mixed research approach. 76 respondents included sixty teachers, from six primary schools, two Ward Education officers (WEOs), six Head teachers, two TRCs Coordinators, four TRCs tutors and two TRCs librarians participated. For triangulation purpose, questionnaire, interview, observation and documentary review were used as basic instruments of data collection. Findings of the study indicated that TRCs played significant role in supporting teachers in improving pupils' academic performance of primary schools through provision of teaching and learning resources and teachers' professional development programmes. Further findings indicated TRCs faced several challenges such as inadequate financial and material resources, negative attitudes among teachers and low support. In order to enhance performance and contribution of TRCs, the study recommends that the government and stakeholders to actively support existing TRCs by supplying adequate financial and material resources. Furthermore, WEOs and head teachers have to encourage and prepare supportive environment for teachers to participate in TRCs activities.

Keywords*: Teacher resource centres (TRCs), academic performance, and primary schools.*

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LIST OF ABBREVIATIONS

DBSPE	District Based Support to Primary Education
DED	District Executive Director
DEO	District Education Officer
ICT	Information and Computer Technology
INSET	In-service Training
LGA	Local Government Authority
MoEST	Ministry of Education, Science and Technology
NECTA	National Examinations Council of Tanzania
ODA	Overseas Development Aid
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examination
REO	Regional Education Officer
TACs	Teachers Advisory Centres
TETP	Tanzania Education Training Policy
TRCs	Teachers Resource Centres
UK	United Kingdom
UPE	Universal Primary Education
UNESCO	United Nations Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter presents the general overview of research background on the role of TRCs on improving academic performance of primary schools. It covers statement of the problem, purpose of the study, specific objectives and research questions. It also provides significance, limitation and delimitation of the study, definition of key terms and organization of the dissertation.

1.2 Background of the Problem

Since gaining independence in 1961, Tanzania has made primary education a national priority (URT, 2018). This is evidenced through a series of policy changes adopted by the country to make primary education free and mandatory, as well as regular review of teaching curricular to provide primary school learners with more robust and relevant primary education. In the years between 1967 and 1978, for example, the government took several steps to universalize primary education. This includes the drafting of 1978 National Education Act which made it compulsory for children between the ages of 7 and 13 to be enrolled in primary schools (Dennis and Stanley, 2012). Furthermore, in 1995, the Tanzania Education and Training Policy (TETP) was adopted. Among other things, the policy underscored the need for expansion of universal primary education as a means of eliminating poverty and providing children with the foundations of self-initiative, self-advancement and self-confidence (URT, 1995).

Unfortunately, the desire and initiatives to expand primary education resulted into several undesired consequences. There was, for example, rapid expansion in the number of schools to cater for the increase in enrolments which caused serious shortage of teachers, particularly in rural areas. As a way of addressing such shortage, programmes were established countrywide to train teachers through village-based distance learning and expedited teacher training programmes. However, due to urgency and lack of adequate financial resources, most of such training was delivered poorly. As a result, many teachers came out of the programmes half cooked and semi-skilled (Galabawa, 1990). This was visibly noted in their lack of knowledge on primary schools teaching subjects as well as poor mastery of teaching methodology. It was because of these challenges that the government of Tanzania found it necessary to introduce Teacher Resource Centres (TRCs) in order to fill the knowledge gaps from teachers' pre-service training and keep teachers apprised on various pedagogical issues (Mosha, 2015).

According to MOEC (1996), TRCs were meant to be places where not only teachers could meet and discuss issues pertinent to teaching process; they were to be used for storing educational tools that could be shared to teachers across schools. In this regard, the TRCs were very much expected to be adequately supplied with equipment, teaching and learning materials, technologies and other resources for education improvement and offer an opportunity for teachers to meet, share and exchange professional experiences. The canters were supposed to accommodate several professional teachers who would serve as TRCs coordinators, librarians and tutors, and be responsible for organising and carrying out seminars and workshops

which were to be conducted in the TRCs or selected schools. They were also to provide technical assistance on the use of teaching equipment (Binde, 2000).

Despite the current spread of TRCs worldwide including Tanzania, it is worth noting that in many countries the centres were brought as a foreign concept. Their origin could be traced back from United Kingdom particularly in Britain in the years between late 1950's and early 1960's (Mosha, 2015). According to Giordano (2008) the TRCs were started mainly as an attempt to address the problems faced by teachers and schools in rural areas in Britain. It was observed, for example, many teachers in rural schools did not have access to adequate learning equipment and materials. They were also often separated from each other by vast geographical distance which made it impossible to share experiences, knowledge and challenges. The formation of TRCs was thus aimed at providing teachers with platforms and where they could meet and discuss professional issues with one another including developing materials, work on curricula, but most of all develop their personal knowledge and skills.

Following the successful early development of TRCs in Britain, the centers became a concept to 'sell' abroad, both to developed and developing nations. In the late 1960s and early 1970s, TRCs were adopted by many countries as a part of major educational reforms (Knamiller, 1999). A report published by Fainhurst (1999) on the effectiveness of teacher resource centres strategy found that in many countries TRCs have become an essential part of education and a means of improving schools' performance goals. It was noted that while many initial TRCs were started to address

local needs of teachers, they have continually taken more roles with regards to education provision and development and are strongly supported by government and donors alike.

In United States, for example, TRCs serve under the office of Curriculum and Instruction which acts as the program office for the nationwide network of Teacher Resource and Computer Training Centres. The centres collaborate with teachers, districts, schools, institutions of higher education, and other education stakeholders, including several business agreements, to provide professional development opportunities for teachers in local schools. They also support integration of technology into curriculum and support local schools improvement goals (NY Department of Education, 2021). In China, TRCs have been established nation wise and are managed by the county education bureau. In supporting schools, the TRCs assume multiple roles, including: education administration; teacher training and teaching research; cross-department co-ordination; provision of rehabilitation services, consultancy and assistive devices and materials. The centres are directly supported by government as well as nongovernmental organisations such as Save the Children (Liu, 2013)

In most developing countries, TRCs became a common trend in 1970's. However, they gained momentum following the world declaration on "Education for All" formulated at Jomtien, Thailand, in March 1990 (Giordano, 2008). While the meeting focused on quantitative expansion of basic education, it was found that development of teachers' capacity through regular in-service training was important in keeping quantitative education development in step with quality. This called for

establishment of TRCs as a means of improving teachers' capacity and providing teachers with access to teaching resources. Over time, the centres have come to be regarded as a very effective way of supporting professional development of teachers and facilitating school improvement initiatives. A study by Hengelezi (2016), for example, shows that TRCs are very crucial in improving teachers' knowledge of subject content and pedagogy. Likewise, Koda, (2012) reported that TRCs have improved teachers' attitudes and professionalism as well as management and accessibility of learning materials for the teachers and students alike.

In Tanzania, TRCs were formally recognized from 1986 after a directive was issued by the Ministry of Education and Culture (MOEC) regarding the establishment of and management of TRCs (Qvit & Omari, 1996). Nevertheless, due to lack of supervision and financial support, many TRCs could not be sustained (Lindhe et al., 2005). In 1990s there had been the re-introduction of TRCs in Tanzania Mainland. This was mainly a result of the program of District Based Support to Primary Education (DBSPE) that was financed by the Royal Danish Embassy (Danida) and Royal Netherlands (Galabawa, 2001). The objectives of these TRCs, among others, has been to promote teachers' and TRC staff's professional development through seminars, workshops, short courses, and through links with colleges of teacher education, upgrade teachers academically and serve as distribution centres for school instructional materials (Mosha, 2003, Anangisye, 2011).

In view of the current academic under achievement in most public primary schools, TRCs could be effective tools in enhancing academic performance by ensuring that teachers are regularly updated, and have access to adequate teaching and learning

materials. They may also be able to offer solution towards the problems of low teachers' morale and serve as evaluation centres for schools in order to improve educational standards (Anangisye, 2011; Hengelezi, 2016; Ntawigaya, 2020). Meanwhile, the government of Tanzania has shown intents of genuine desire to improve TRCs. For example, the former Minister for Regional Administration and Local Government, Ummy Mwalimu, announced that from July 1, 2021, the government would launch a special programme to revive TRCs in order to improve learning outcomes in primary schools (Twaweza, 2021).

However, the effectiveness of TRCs in accomplishing that role is yet not well known. Studies conducted in Tanzania in relation to TRCs roles have thus far not adequately examined how TRCs are utilized to support and improve academic performance of primary schools. It is against this background the present study seeks to investigate the role of TRCs on improving academic performance of primary schools in Temeke Municipal Council.

1.3 Statement of the Problem

Effective primary education is important in ensuring that primary school leavers accrue basic literacy skills and necessary qualifications to proceed with post-primary education. Unfortunately, learning outcomes of pupils in Tanzania primary schools are still low. Majority of children are not able to read both Kiswahili and English according to their class levels. Some of them are not able to perform simple mathematical operations even after spending seven years at school (Trako et al., 2019; HakiElimu, 2019). Studies conducted by Chonjo (2018) and Katera & Msafiri

(2020) found that this problem is partly caused by teachers' incompetence and shortage of teaching and learning materials. Among other things, they found that many teachers demonstrated poor mastery in both content and teaching methodology was generally low. Moreover, important instructional materials such as textbooks and visual aids were often lacking in many public schools thus hindering teaching and learning process.

Ideally, TRCs were introduced to address this very problem, that is, to ensure adequate access to teaching resources and provide teachers with up-to-date knowledge of subject content and pedagogy which would enable them to master the teaching process and enhance pupils' academic performance. However, there is lack of sufficient data to establish that TRCs have been performing these roles effectively, as reflected in the dearth of empirical studies addressing the influence of TRCs on pupils' academic performance. Previous studies on TRCs (e,g. Mosha, 2016; Hengelezi, 2016 & Gadiye 2018) have examined how TRCs support professional development of teachers. Other studies (e.g. Shoo, 2004 & Mbambo, 2009) have addressed the role of TRCs in promoting education quality. None of the studies has investigated the role of TRCs on improving academic performance. This study attempts to cover that gap by investigating the role of TRCs on improving academic performance of primary schools in Temeke Municipal Council.

1.4 Purpose of the Study

The purpose of this study was to investigate the role of TRCs on improving academic performance of primary schools in Temeke municipal Council. It seeks to explain

from the data collected how TRCs initiatives and resources enhance pupils' academic performance in primary schools.

1.5 Specific Objectives

In light of this wide aim, specific objectives of this study are:

(i) To identify support provided by TRCs to enhance teachers' skills and knowledge in teaching practice

(ii) To assess availability and adequacy of teaching and learning resources provided by TRCs for improvement of academic performance,

(iii) To explore strategies established by TRCs to influence pupils' academic performance

(iv) To identify problems facing TRCs and affecting their ability to support primary schools

1.6 Research Questions

(i) What is the support provided by TRCs to enhance teachers' skills and knowledge in teaching primary school pupils?

(ii) What are the availability and adequacy of teaching resources provided by TRCs in supporting improvement of academic performance?

(iii) What are the strategies established by TRCs to influence pupils' academic performance?

(iv) What are the problems facing TRCs and affecting their ability to support to primary schools?

1.7 Significance of the study

The present study on the role of TRCs on improving academic performance of public primary schools in Temeke municipal Council is expected to be of great significance to policy makers, planners, TRCs officials, and education researchers. For policy makers and planners, findings from this study will help them make informed decisions regarding investment in TRCs as part of new education development projects and continuous sustenance of existing TRCs. Through the study, TRCs officials will be able to understand how teachers perceive TRCs support, how it can be improved and how it can effectively be delivered. The study will also serve as an inspiration and foundation for researchers who wish to embark on further research on the role of TRCs on improving academic performance of public primary schools. Finally, it is expected that the findings of this study will be able to address research knowledge gap since there is a dearth of empirical studies on the role of TRCs on improving academic performance of primary schools.

1.8 Scope of the study

The current study was confined to public primary schools in Temeke Municipal Council. This is because the council had a substantial number of TRCs and has been experiencing a downward trend in primary school leaving examinations.

1.9 Definition of Key Terms

Teachers Resource Centres (TRCs): The term refers to areas or buildings where teachers within a particular cluster of schools can meet and share experience regarding teaching profession. They are places which provide opportunity for

teachers to discuss pedagogical issues including curriculum design and implementation. The places also contain equipment and different kinds of teaching and learning materials for teachers to use.

In – Service Training: This refers to the training and learning programmes which a serving teacher participates in order to upgrade his professional knowledge, skills, and competence in the teaching profession. It includes all forms of education and training given to a teacher who is already on the job of teaching by employer and other institutions.

Academic Performance: This is the extent to which learners are capable of mastering academic learning outcomes such as reading, writing and mathematics according to given education level. It is measured through tests, assignments, internal examinations and external examinations administered by nationally accredited institutions and examination councils.

Primary School Leaving Examination (PSLE): This is the final examination administered by the National Examination Council of Tanzania (NECTA) to primary school pupils who are completing standard seven. The major aim of the examination is certification and selecting students for post-primary education enrolment. According to NECTA (2016) this is a selection test which enables the government to select form one entrants for its schools although certificates are awarded to both selected and non-selected pupils.

Teaching resources: These are materials designed to facilitate learning and knowledge acquisition. It includes written/visual text or activity used by teachers in

the course of teaching such as text books, novels, films, plays, radio programs, multimedia and digital learning resources.

1.10 Organisation of the study

The study will be organised into five chapters. The first chapter has provided background of the problem, statement of the problem, purpose, specific objectives, significance of the study, delimitation, definition of important terms and organisation of the study. Chapter two captures the literature review for the study. It covers theoretical perspectives informing the study and overview of important concepts. It also presents review of relevant empirical studies, synthesis of literature and research gap. Chapter three describes the methodology guiding the current study. It provides research approach and research design, area of study and target population. It also covers sample size, sampling procedures, data collection instruments, validity and reliability of the instruments, data analysis plan and ethical considerations. Chapter four covers presentation, analysis and discussion of study findings. Chapter five provides summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature relevant to the study. The purpose of the review is to identify important variables pertinent to the study and establish research gap. The review covers theoretical perspective informing the study, general overview of TRCs, functions of TRCs, historical development of TRCs in developed and developing countries, development of TRCs in Tanzania and empirical studies conducted outside and inside of Tanzania. Finally, it provides conceptual framework, synthesis of literature and research gap.

2.2 Theoretical Literature Review

Several theories inform the role of TRCs on enhancing academic performance of primary schools. According to Kerlinger & Lee (2000) a theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena. Hence, an appropriate theory not only provides the structure in showing how a researcher defines his/her study philosophically, epistemologically, methodology and analytically, it describes the fundamental assumptions held by researcher about the study and serves as the foundation upon which a research is constructed (Grant & Osanloo, 2014). In view of this, the present study capitalizes on Beeby's theory of educational development.

2.2.1 Beeby's Theory of Educational Development

The theory describes process of achieving optimal school performance as one that

involve continual transformation of school structures, development of teachers' competence, and establishment of effective control mechanisms. It was developed by C.E. Beeby and was published on Beeby's 1966 book titled: Quality of Education in Developing Countries. In this theory, Beeby (1966) argues that in order to reach optimum performance schools go through four (4) evolutionary stages of development. Each stage is marked by an increase in teachers' competence and ability to promote change in learners as well as improvement in education delivery systems. School maturity, however, which is the highest school development stage characterized by higher learning outcomes and school performance, is only reached after teachers' skills and knowledge has been developed to the maximum and learners have access to improved curriculum and syllabus, adequate learning materials as well as structured inspections and examinations.

In the first stage of school development, which Beeby (1966) calls the "dame school stage", most of the teachers tend to be ill-educated and little trained. The syllabus is quite limited, consisting of little but mechanical drill on the three Rs, memorization is encouraged, and the connection between symbol and meaning is lost (Hugo, 2009). Due to lack of access to appropriate teaching and learning materials, teachers' mastery of subject content in this stage tends to be very poor as reflected in low quality of teaching delivered. While schools would still be functioning, teaching and learning will be severely hampered. Optimal school performance is thus unlikely to be achieved in this stage.

In the second stage, called "formalism", teachers are trained, but are still poorly educated. Since they are teaching to the limits of their knowledge, teachers tend to

hold tightly to the prepared syllabus and are not likely to translate the syllabus to reflect learners' background, characteristics or environment. Teachers are also too insecure to accommodate student inquiry. The result is a stiff and highly formalized relationship between teachers and students which minimizes opportunity for individualized teaching. Teaching and learning materials, while available, they tend to be too narrow to address learning demands. Examinations and School inspections, on the other hand, tend to be tight while emotional and creative life of the child is largely ignored (Campbell, 1997).

At the third, or "transition" stage, teachers will have had some more education as well as professional training. The gap between what they know and what their pupils know at this stage is greater than the earlier stages, so the teacher feels sufficiently secure to permit (if not to encourage) questions from students. More instructional materials will be available to students, and teachers will be permitted to go beyond the bounds of the official syllabus (Verspoor & Leno, 1986). There is also little opportunity for cater for children emotions. Overall, minimal learning outcomes may be achieved at this stage, although some more educational investments will be needed to reach higher performance stage.

It is only at stage four, the "stage of meaning," that teachers will not only have greater education and training, but a new, wider conception of education. Here, as memorization gives way to meaning and understanding, children are encouraged to think for themselves, requiring teachers to pay more attention to the interests and aptitudes of individual students. Official textbooks and supplementary reading materials are also adequately available to allow learners to explore knowledge by

themselves. A stage four school will also be able to respond to the emotional and aesthetic life of the child, and allow for classroom discipline that is more relaxed and positive than at the earlier stages. According to Beeby (1966), maximum learning will only be achieved when schools reach this stage.

2.2.2 Relevance of Beeby's Theory of Educational Development

Beeby's theory is relevant in this study in a number of ways. First of all, it recognizes that for maximum learning outcomes and school performance to be reached, certain conditions must be realized. This includes well trained and competent teachers, access to adequate instructional materials, effective syllabus and curriculum as well as appropriate examinations and inspection schedules. Fortunately, these conditions relate to TRCs objectives in Tanzania and have been primary responsibilities of TRCs countrywide. The present study therefore will investigate on how the TRCs have contributed to achievement of the conditions in relation to academic performance of pupils in primary schools. Furthermore, the theory conceives achievement of higher school performance as an evolutionary process taking place in four consecutive stages. This knowledge is important in identifying development stages reached by primary schools in Temeke Municipal Council. Moreover, the study will utilize such knowledge in suggesting way forward and recommend strategies to be adopted for primary schools to achieve better academic performance.

2.3 Overview of Teacher Resource Centres (TRCs)

TRCs have been conceived differently worldwide based on the nature and functions the centres have been expected to perform. Some common definitions are, however,

provided by Giordano (2008) who views TRCs as places used for delivery of professional development activities such as in-service training and to support teachers instructionally. This conceptualization reflects usefulness of TRCs in developing teachers' competence and improving teachers' practice. Fairhurst's (1999), on the other hand, conceive TRCs as centres for resource access and development, and centres for in-service training. This is because almost all TRCs deal with the dissemination of teaching and learning materials to schools.

Functions of TRCs include to distribute materials from central stores; encourage teachers to develop their own; and do both. They also tend to offer opportunity for variety of different kinds of in service courses including long, up-grading, certificate courses for untrained teachers, short courses to introduce subject content and pedagogical skills associated with particular development projects as well as workshops for orienting teachers to new textbooks. In this regard, TRCs generally refer to centres offering material, pedagogical, and professional support to teachers to enable them to work effectively.

2.4 Functions of Teacher Resource Centres

Overall, TRCs serve as centers for both resource access and development, and professional development of teachers. In order to accomplish these larger responsibilities, TRCs have had to performed several functions. The organisation of these functions varies from one country to another to reflect professional responsibilities of teachers as dictated by the national education policies and regulations by education authorities. Further, the functions have been continually adjusted and updated in line with innovations in education sector. This review,

however, focuses on four main functions which are customarily associated with teachers' resource centres. These are: provision of in-service training (INSET); development and distribution of teaching resources, serving as locations for meetings and provision of support services for teachers (Morant, 1978; Kahn, 1984).

2.4.1 Provision of In-service Training

Almost all TRCs act as centres for teachers' professional development and are responsible for providing teachers with the skills and knowledge they need to improve teaching practice (Mosha, 2015). Through this function, TRCs have been filling knowledge gaps in teachers' pre-service training and has kept teachers apprised of the new knowledge and teaching technology. Giordano (2008) argues that in order to ensure that in-service training is delivered effectively, TRCs have had to perform several procedures including visiting individual schools to make informal personal contact with principals and teachers to identify specific needs regarding in-service training, planning location where in-service training programmes will be conducted, identifying and locating professional teachers and subject experts who will be able to deliver training in an efficient and cost-effective way. After the training has been delivered, TRCs have also been involved in evaluating implementation of the skills obtained from training (Mosha, 2016).

2.4.2. Development and Distribution of Teaching Resources

TRCs functions include ensuring that teachers have access to adequate teaching resources. This includes acquiring, producing, housing and maintaining access to organized educational resources (Knamiller et al., 1999). Acquiring involves

purchasing and ordering teaching resources from shops, suppliers or directly from manufacturers for TRCs or on behalf of schools. Producing involves TRCs making teaching resources themselves. For example, most TRCs have photocopy machines for making copies of books, illustrations, drawings and pictures. TRCs also are responsible for keeping teaching resources in good condition in TRCs libraries, stores and shelves. Resources housed by TRCs include textbooks, reference books, teaching manuals, syllabi, visual teaching and learning resources such as paintings, caricatures, photographs, maps, drawings, timelines, schematics, tables, charts and diagrams, as well as audio-visual equipment.

The TRCs also have systems to ensure that teachers have access to teaching resources. For example, teachers are allowed to visit TRCs libraries and borrow resources for school use. Most TRCs therefore have a system in place to ensure that resources which are loaned are returned in good condition. There are also guidelines on the duration teachers are supposed to use resources loaned from TRC in order to allow equal access of the resources to all teachers in the cluster. However, due to spread of internet technology, some TRCs have started offering digital teaching resources including documents and videos which are shared with teachers through electronic mails thus minimizing the need for storing physical teaching resources.

In some cases, TRCs development and distribution of teaching resources is very important for improving teaching process and learning outcomes. Morant (1978) argues that apart from helping teachers in teaching practice, the resources serve as an attraction for many teachers who may otherwise not feel the need to visit TRCs.

2.4.3 Serving as Locations for Meetings and Education Discussions

TRCs serve as meeting points for teachers and other stakeholders involved in education (Mosha 2016). TRCs places often function as information agencies where teachers, members of the school community, or other education-related groups can meet and share information. According to Kahn (1984) when it becomes evident that there are numbers of teachers sharing common problems, teachers may be summoned at TRCs to discuss and to hear from 'experts' or more experienced teachers.

TRCs meetings are exceptionally significant particularly for some groups of teachers who for one reason or another find themselves isolated professionally or socially in their individual schools. This includes teachers in probation or field practice, subject teachers working in single teacher departments and teachers working in rural or small schools. Education seminars and workshops are also often conducted in TRCs in order to give access to all teachers in the cluster.

2.4.4 Provision of Support Services for Teachers

TRCs also provide support services to teachers on matters related to teaching. This includes technical services and access to equipment. For example, while some larger schools may have photocopying equipment of their own, many small schools tend to not have access to this most useful equipment. Moreover, some teachers may need to make copies of the teaching materials at the TRCs to minimize costs. Many TRCs therefore provide photocopying services to needy teachers or schools. Other equipment provided by TRCs includes computers, printers, scanners, laminating and

binding machines. The equipments are also available for lending to schools. Apart from providing equipment, TRCs also offer technical advice regarding how to use certain equipment, facility or new technology. The advice is given both through organised seminars and spontaneously (Knamiller et al., 1999).

2.5 Historical Development of TRCs in Developed Countries

In developed countries, TRCs were established earlier than most of developing and third world countries. Their establishment went hand in hand with countrywide programmes to improve schools' effectiveness. While individual goals of the TRCs varied from one developed country to another and changed over time, the goals of TRCs were; to improve education quality by assembling teachers from different schools; to encourage co-operation, diffuse good teaching practice and share special skills (Giordano, 2008). Some developed countries where TRCs flourished and were highly utilised are Britain and United States.

2.5.1 TRCs in Britain

In United Kingdom, Britain established TRCs in the late 1960s and early 1970's as an addition the school cluster system which had been in the country from 1940's. The clusters, which involved bringing several schools together to form a cluster or network, usually depended on one larger and better equipped central school to act as the lead school or 'core' school of the cluster. The core schools were often equipped with libraries and material resources which were made available to teachers from surrounding schools (Giordano, 2008) However, it was noted that school clusters presented several challenges. For example, they depended heavily on

the teachers at the core schools due to lack of permanent staff. They also lacked experts in some subjects since they only opened up for teachers within a particular cluster. Moreover, schools were expected to contribute equally in running the clusters. This proved to be difficult particularly for new schools with had limited resources, experience and teaching staff (Galton & Hargreaves, 1995).

TRCs were thus established to provide teachers with common place to meet and share teaching related issues. The activities and orientations of TRCs were to be controlled by teachers with the support of a warden. They were also to occupy independent buildings and working staff. By 1970's, TRCs had become one of Britain's major visible exports and that interest and sponsorship for the British prototype abroad was greater than it was at home Experts worldwide travelled to TRCs throughout England to observe how the centres were operated and whether they could replicate them in their own countries (Thornbury, 1973). However, Weindling (1983) has argued that at the earlier stages the British centres were rather too difficult to define. They were mostly uncoordinated and developed according to local needs and constraints. It was not until 1980's when the Commonwealth Secretariat felt there was need to establish uniformity in the way TRCs were operated. This led to a publication of a book 'Teachers Resource Centres' in 1984 to be used as a reference for guidance and standard in establishment and operation of TRCs in Britain.

2.5.2 TRCs in United States

In United States, TRCs were first recognized in New York after the state passed the New York State Legislature of 1984 under education law 316. This came after teachers' unions in the state were inspired by the success of TRCs that flourished in the UK. When Albert Shanker, the president of the American Federation of Teachers, visited England in 1970's, he successfully promoted the idea in United States. The New York State TRCs were meant to provide school districts and the teachers of the state with an opportunity to develop systematic, on-going in-service training programs (ITRC, 2021).They were also intended to function as forums for action for the teachers' unions. Their stated objectives were; to assist teachers in their work with students; to provide a site for training educators in information technology (IT); to promote educational research for developing materials and curricula; and provide an atmosphere for exchange among teachers in the state. Following the New York state legislature, TRCs started receiving Federal Government funding. This started with the initial appropriation of $3.5 million which was used to establish 44 TRCs throughout the State (NYSUT 2010; NYSED, 2021).

Over the years, Giordano (2008) argues that three different TRCs models have developed in United States. These are: the district teacher centre, serving a single school district; the consortium teacher centre, serving several districts; and one citywide teacher centre with a single director and policy board. In all cases, however, TRCs have occupied schools or school board buildings. They have also had a director, who serves either full or part-time. Some of the directors have been full-time teachers and therefore fulfill their duties as director outside of school hours.

While some TRCs have additional staff, many have small administrative support. TRC policy boards have also been tasked with deciding who can have access to TRCs' facilities, including teachers in non-public schools, administrators, university students, retirees, etc. In 2014, the New York State Union of Teachers reported that TRCs have played significant role in integrating technology in curriculum and are primary supporters in the implementation of professional development programmes and performance based strategies (NYSUT, 2014).

2.6 Historical Development of TRCs in Developing Countries

In many developing countries, TRCs were embraced as a means of addressing problem of declining quality of education. While there is a noted scarcity of literature pertaining to TRCs in developing world, proliferation of TRCs is mostly linked to 1990 conference on 'World Declaration on Education for All' (Knamiller, 1999). The conference stressed the importance of harmonizing quantitative with qualitative educational development. However, it was noted that many developed countries suffered from lack of instructional materials and adequately qualified teachers. TRCs therefore were encouraged as a means to offset the problem of teaching resources and provide teachers with appropriate in-service training.

2.6.1 TRCs in India

In India, TRCs were established with the support from the British Council in 1970s and 1980s (Jayaram, 2005). Like Britain, the concept of TRCs was not foreign to India since it had school cluster system as early as 1940's (Knamiller, 1999). When TRCs made their appearance in the country, they were first developed in such Cities as Delhi, Chennai, Mumbai, Kolkata and Pune. The City of Delhi, for example, saw

the growth of three prominent TRCs: The Ramjas Teachers' Centre (1979), The Educational Planning Group (1978) and The Springdale's Teachers Centre (1980). These TRCs were designed to function not only as spaces for activities that focused on an exchange of professional ideas, curriculum review and development but as centres for in-service programmes, developing resources and liaison between teachers and policy makers (Sarangapani, 2017). Other TRCs formed during this period assumed similar roles. Most TRCs, however, concentrated on in-service teacher support programmes, workshops and seminars.

Some TRCs in India also grew out of government initiatives to improve teachers training and support (CERID, 2004). District Primary Education Project (DPEP) and the Andra Pradesh Primary Education Project (APPEP), for example, supported large scale investment for upgrading the capability of resource people at different levels. A major element of the APPEP strategy was to establish Teachers' Centres (TC) that were to act as the forum for professional interaction among teachers. Approximately 4800 Teachers' Centres were established under the programme, each catering for about 30 teachers (Knamiller, 1999). Basically, all TRCs in India operated under strict laws and regulations. In Andra Pradesh of India, for example, the TRCs had to be formed by a cluster of about 7-13 schools. Teachers were supposed to attend six mandatory meetings each year in their resource centers. Moreover, on the day of the meeting, all schools in the area remained closed to allow the teachers to attend TRCs as part of their official duties (SMA, 2011).

2.6.2 TRCs in Nepal

In Nepal, the concept of TRCs in form of clustering schools and supervising could be traced as far back as 1953 (CERID, 2004). At the time, development blocks were established in some districts to perform various development tasks. Under development blocks scheme, local secondary schools were classified into leader and feeder schools. Leader schools became clusters' meeting point where teachers from various feeder schools could meet and discuss issues related to curriculum and teaching. Feeder schools received resource services from leader schools. In 1982, however, Cluster schools were transformed into TRCs following the implementation of Education for Rural Development (ERD) project in Seti zone. The project, which was set up with the support of UNESCO and UNICEF, aimed at raising the quality of instruction in primary education through improved supervisory system and increased in service teacher training by establishing TRCs.

Two systems of TRCs were established through the project. Primary TRCs, also called Resource Centres (RCs), which were within the Basic and Primary Education Project and Secondary TRCs, also called Secondary Education Development Units (SEDUs) which were within the Secondary Education Development Project. According to Shrestha and Maskey (1987), the functions of TRCs under the ERD Seti project included supervising teaching in regular schools, adult classes, Chelibeti classes, village Reading Centers at least once in a month, conducting a meeting of satellite school (SS) teachers on project issues once in a month, and organizing curricular activities for all satellite schools. Knamiller (1999), however, notes that TRCs in Nepal are only as good as the schools they serve. The TRCs led

programmes have thus had much higher rate of success in schools with proper learning environment which includes teachers present at all times. In schools with higher rate of teachers and headteacher's absenteeism TRCs effectiveness has generally been low.

2.6.3 TRCs in South Africa

In South Africa, TRCs were established as part of school improvement efforts. TRCs provide access to resources, sites for curriculum delivery and continuous professional development training and serve as meeting places for professional learning communities (Ajibade & Bertram, 2020). According to Hoppers (1998) early TRCs in South Africa, were largely a result of initiatives taken by the local actors who both planned and supervised implementation of activities in TRCs. Due to this, the progress of TRCs in the country went very slow. It was not until July 2009 when the teacher development summit highlighted challenges related to teachers' development and education provision in South Africa that the country adopted the fourteen year (2011-2025) Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). Since then many TRCs have been formed in South Africa with support from private sector and NGOs.

A report by Kojana (2015) indicates that TRCs have played significant role in helping teachers develop their instructional skills in ICT and subject areas where they may fall short. However, a survey carried out by the same department to identify functional TRCs by using indicators such as knowledgeable centre managers, availability of ICT, connectivity of the centre, number of programmes, availability of training spaces, frequency of workshops, and community programmes

provided, indicated that out of the 147 centres audited, only 74 were fully functional. Several challenges were highlighted including lack of proper infrastructure and competent staff. In some TRCs, the Subject Advisors were also not based in the centres, which meant some centres did not have minimum human resources that to operate the TRCs. Moreover, very few centres were found to have training schedules that were readily available and effectively implemented.

2.6.4 TRCs in Zambia

In Zambia, Hoppers (1998) argues that TRCs were introduced as early as 1977 by the Ministry of education. The TRCs were intended to improve teachers' professional qualification and competence in order to match the changes that were taking place in the school system. However, due to financial challenges, Zambia had to depend heavily on external assistance. In particular, two foreign sponsored projects shaped the future of TRCs in Zambia: The Self-Help Action Plan for Education (SHAPE) and the Action to Improve English, Mathematics and Science (AIEMS) project. The SHAPE Project started in 1986 with the support of Swedish International Development Aid (SIDA). The aim of the project was to enhance the capacity of schools and colleges for self-help especially in practical subject such as agricultural science, industrial arts and home economics by low cost learning materials. In order to achieve its goals SHAPE built several TRCs throughout Zambia.

Influenced by the success of SHAPE, in 1989 the Ministry of Education in Zambia, with the support of Overseas Development Aid (ODA) established 8 English TRCs in selected secondary schools to help improve the teaching of English as a part of

AIEMS project (Gibbs & Kazilimani, 1999). When the project was terminated, it had already established and fully equipped 14 Provincial and 72 District TRCs (MOE, 1996). These TRCs continued to operate well after the end of the project. Over time, however, the utilization of TRCs reduced due to long distances that teachers were required to walk to access one. After Independence, the government of Zambia sought to sustain professional development of teachers. It thus introduced the "School Program of In-service for the Term (SPRINT) which was launched in 2000 with focus on addressing school needs and those of TRCs.

2.6.5 TRCs in Kenya

Two types of TRCs were established in Kenya after independence. There were Teacher Resource Centres. These operated at Secondary level and were established in 1975. There were also Teacher Advisory Centres (TACs) developed in 1978 by the Ministry of Education and operated exclusively at primary level. While both programmes were supported by ODA, they were introduced for different purposes and had different administrative structures. The TRCs, under ODA, for example, were meant to improve English teaching and learning, and were sponsored by the agency throughout 1980's. Their primary functions included reviewing English class readers, teaching manuals and KCSE Examination syllabus for English. Administratively, the TRCs were managed by a tutor who was borrowed from a local secondary school. The Management Committee of the TRCs was formed largely by the Head teachers of the Secondary schools (Welford & Khatete, 1999).

The TACs, on the other hand, were intended for use by Primary school teachers as curriculum development and management centres. They were designed as bases for teachers to develop teaching and learning materials and receive in-service training courses. The TACs operated through zonal TACs with several zones being coordinated through a District TAC. However, it is important to note both TRCs and TACs in Kenya were funded by donors such as ODA and Aga Khan Education Service (AKES). This tended to cause instability particularly after projects ended or donors halted financial assistance. For example, Knamiller (1999) reports that when donor funding for the TRCs was stopped in 1992, the TRCs were found to be functioning at a fairly low level of activity. This has continued to be a problem in Kenya where poorly financed TRCs often lack teaching materials and can hardly handle their day-to-day operation (Welford & Khatete, 1999).

2.7 Development of TRCs in Tanzania

In Tanzania, establishment of TRCs dates back to 1972 when Kleruu Teachers College was established with financial support from Denmark. The second TRC was established in 1980 in Moshi, Kilimanjaro region, after Regional Educational Officer (REO) of Kilimanjaro visited Scotland and, on his return, decided to establish a TRC at Mawenzi Primary School (Lindhe et al., 2004). Thereafter, many TRCs were started mainly through initiatives of Teachers, parents, local communities and other stakeholders (Shida 2013).

At the beginning, many TRCs were attached to Colleges of Teacher Education and primary schools. Later on, they were established as independent entities and

occupied separate blocks. Despite ongoing TRCs operations, until 1980 it is reported that Tanzania's TRCs were neither coordinated nor guided by any particular policy (Lindhe et al., 2004). It was because of this factor, MOEC issued a TRCs policy directive regarding the establishment and management of TRCs in Tanzania in 1986. The policy described the role of TRCs in the country. It also mandated established of TRCs in all districts countrywide.

However, this initiative did not have significant impact on growth of TRCs due to lack of supportive administrative structure, clear guidelines and continued financial support. Since many TRCs established at the time were a response to growing demand of teachers that came as a result of implementation of UPE in 1970s, the centres were neither well supervised nor financially sustained. From early 1990's, new TRCs were established within existing structures of education in the zones, district and wards under the aegis of District Based Support to Primary Education (DBSPE).

The TRCs were largely supported by donors such as the World Bank which established zonal TRCs in Teacher training colleges to support science education in secondary school, The Royal Danish Embassy (Danida) and Royal Netherlands also supported establishment of TRCs in 62 districts of Tanzania and promised continued support until 2001 (Galabawa, 2001).

The objectives for establishment and running of these TRCs were to perform different functions such as: to promote teachers' and TRC staff's professional development through seminars, workshops, short courses, and through links with colleges of teacher education; to help upgrade teachers academically; to arrange

outreach INSET on behalf of/in conjunction with colleges of teacher education; to improve the classroom performance of the teachers through training, development and involvement in curriculum issues; to serve as a place for sharing information and innovative ideas among teachers, schools, communities and education authorities at the district, ward as well as cluster levels; to provide library services for teachers of all levels as well as provide facilities for educational exhibitions and fairs; to serve as distribution centres for school instructional materials (text and reference books, exercise books and other materials); to develop skills in the production and use of local teaching materials; o serve as evaluation/assessment centres for school and college performance to help improve and maintain educational standards; and to serve as a meeting place for education officials (District Education Officers (DEOs), Ward Education Coordinators (WECs), head teachers, principals/headmasters) (MOEC, 2000).

Through these functions, TRCs were aimed at ensuring that teachers' capacity in teaching practice including, preparation and use of learning materials, curriculum design and implementation, and ability to appropriate evaluate learning outcomes, is significantly enhanced. Under the implementation of Primary Education Development Programme (PEDP), TRCs were also underscored as important entities in ensuring that schools have access to adequate learning materials and have encouraging teaching and learning environment.

However, it was noted that there was uneven distribution of TRCs nationally. This made some areas have very few while others have abundance. The TRC system also lacked co-ordination. This means there were many TRCs that were poorly distributed

Hence, they were not making significant impact in the professional development leading to better teaching and learning of students in school and colleges (MOEC, 2001).

2.8 Empirical Studies

Studies have been conducted worldwide to assess the role of TRCs on improvement of school performance. Some of these studies have concentrated on how TRCs improve the teaching process through professional development of teachers and curriculum development. Others have focused on TRCs role towards provision of adequate teaching and learning resources and equipment. This section reviews some of such studies. The focus in on studies conducted outside Africa, Studies conducted in Africa, and studies conducted in Tanzania.

2.8.1 Studies outside Africa

In India, the Santwona Memorial Academy (2011) investigated the role of TRCs on improving quality of education in public schools. The study involved twelve TRCs in Six Districts and collected data from teachers, head masters, District Education Officers as other education stakeholders. It employed descriptive, analytical and exploratory study design and used mixed research approach.

The study found out that TRCs played significant role in promoting educational awareness for both students and parents. It noted, for example, as a result of TRCs initiatives, many parents became serious with the education of their children, which improved children performance at school. Particularly, TRCs formulation and implementation of strategic plans contributed to improvement in learning outcomes.

The study, however, reported that some of the TRCs resources were not used for intended purposes. For example, many TRCs halls were used for different kinds of administrative or political purpose. This impeded achievement of TRCs goals and objectives.

Tara et al., (2010) also carried out a study in 14 states of India to examine the contribution of TRCs in form of Block Resouce Centres (BRCs) and Cluster Resouce Centres (CRCs) in providing academic support to elementary schools. The study selected between 3 to 7 districts in each state and interviewed District Education Officers, Principals of DIETs, Block Education Officers, Block Resource Coordinators, Block Resource Persons, Cluster Resource Coordinators, Head-teachers of schools and teachers. Findings of the study indicated that planning of academic activities, more visits by TRCs functionaries and frequent training activities improved school functioning. However, it was noted that many TRCs were not functioning properly due to inadequate infrastructure and shortage of staff. Moreover, TRCs staff reported that they were not given adequate training to respond to teachers' needs. As a result, many teachers had low confidence on TRCs staff.

2.8.2 Studies in Africa

In South Africa, Ajibade and Betram (2020) conducted a study to determine the role centres play in supporting teachers' learning and development as stipulated in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) policy in South Africa. The study employed a qualitative research approach in which semi-structured interviews, observation, document analysis and

field notes were used to generate data from six centre managers, two librarians, two ICT specialists and 46 teachers at the centres. Results of the study indicated that services offered by TRCs were crucial in developing teachers' capacity in evaluating learners' outcomes. For example, it was discovered that TRCs conducted moderation activities involving setting of examination questions and marks, evaluating question papers, marking of scripts and discussion of previous exams question papers. However, it was noted that some resources were seldom utilised especially science equipment which were often locked in TRCs cupboards.

In Namibia, Mbambo (2009) investigated the role played by the Teachers' Resource Centre (TRC) in Namibia in helping schools to provide quality education. The study made use of questionnaires, interviews, focus group discussions and data analysis to gather and interpret data and was conducted using a case study approach in three schools in the Kavango region of Namibia. Findings indicated that TRCs were indeed beneficial to schools in their vicinity despite their limited capacities. The teaching resources available at the TCRs centres were found crucial in facilitating the teaching process. Nevertheless, it was noted that most of the most books contributed by donors to the TRCs were old and irrelevant to the Namibia's education system because they did not fit in with the curriculum. The researcher recommended for regular updating of teaching resources at TRCs.

In Ethiopia, Gedfie and Negassa (2019) examined contribution of Cluster Resource Centers for Inclusion. The study used qualitative approach with case study design to elicit the required information from the principal, itinerant teacher, regional advisor and regular teachers. Results of the study showed that resource centers played a vital

role in professional development of teachers in implementing inclusive education. It also contributed to improve learning outcomes. For children with special needs, it was noted that the TRCs offered opportunity to access teachers trained in special education who were often skilled in Braille and sign language areas. Nevertheless, it was found that materials available at TRCs were not adequate for all children with special needs. Low fund allocated by Ethiopian government to such centres was cited as a cause for shortage of learning materials.

2.8.3 Studies conducted in Tanzania

In Tanzania, Mohammed (2010) examined the role of TRCs for academic and professional improvement in urban west region of Zanzibar. The study was conducted in Urban and West regions and involved the National TRC and the Town South TRC. The study confirmed that TRCs positively influenced pupils' academic performance. It was found that TRCs helped teachers to develop their capacity and solve problems appeared in the classroom. Using training provided by TRCs, many teachers were able to create teaching resources using local materials and apply new ideas to teaching. Both teachers and administrators perceived TRCs as places where teachers go to learn new pedagogical and managerial skills. The researcher recommended that there was a need to promote TRCs even more through intensive and frequent seminars, workshop and distance learning.

Likewise, Msingwa (2015) assessed the contribution of TRCs in improving teaching and learning in primary schools in Shinyanga rural district. Findings from the study indicated that TRCs contribute significantly in improving teaching and learning in

primary schools. It was discovered that TRCs provide teachers with training that has been crucial in improving professional skills as well as teaching and learning of pupils. Through TRCs activities, the researcher found that collaboration among teachers has improved district wise. However, the findings indicated that TRCs are faced with challenges such as financial problems and long distance from schools to TRCs. Constraints such as inadequate funds, shortage of human resources, and lack of up-to-date and relevant books were further cited as barriers towards effectiveness and efficient of using TRCs to influence learning.

More recently, Ntawigaya (2020) studied the role of TRCs on improving academic performance in mathematics subjects in primary school in Mbeya City. The study employed mixed research approach with cross sectional explanatory design and gathered information from 50 secondary school mathematics teachers, 4 heads of schools and 3 TRCs wardens. Findings revealed that mathematics training programmes offered by TRCs played a great role in increasing subject academic performance of pupils. It was noted that pupils' academic performance of sampled primary schools which mathematics teachers attended to TRCs training programmes had good performance in the PSLE during the time when their teachers were attending trainings. On the other hand, pupils they witnessed poor performance in the PSLE with decrease on TRCs trainings to mathematics teachers.

2.9 Synthesis of Literature and Knowledge Gap

Reviewed literature indicates that TRCs contributes to improved school performance at different capacities. This includes enhancing teachers' knowledge on subject

content and teaching methodology through in-service training, providing access to teaching and learning materials, enabling teachers to create and develop their own instructional materials, enhancing teachers' ability to evaluate students learning outcomes, and improving cooperation and coordination among teachers. Furthermore, TRCs activities have been linked to improved awareness and involvement of parents in students' education. Nevertheless, lack of regular financing has been cited as a principal cause for failure of many TRCs in achieving their goals and objectives. Studies indicate that TRCs often lacked teaching and learning materials and could not conduct frequent training due to low fund. Likewise, long distance from schools to TRCs discouraged teachers from utilising TRCs.

While studies on the role of TRCs indicate the value afforded to TRCs from research point of view, there are a number of research gaps that needs to be addressed. Many studies, for example, particularly those conducted in Tanzania, have focused largely on how TRCs contributes to teachers' professional development (Msingwa, 2015; Mosha, 2015; Gadiye, 2018). Some studies have focused on the role of TRCs in enhancing academic performance of individual subjects such as Mathematics (Ntawigaya, 2020). However, none of the studies has investigated the role of TRCs on improving overall academic performance of primary schools particularly in Temeke District Council which has been experiencing a downward trend in PLSE performance in the past three years. This study therefore attempts to add such knowledge and fill the research gap that emerges.

2.10 Conceptual Framework

Literature has indicated the role of teachers' resource centre for enhancing teacher capacity. In this study, the phenomenon to be explained (dependent variable) is academic performance of primary schools as measured from school assessments and primary school leaving examination (PSLE). What might explain this phenomenon is the contribution provided by TRCs in terms of development of teachers' skills and knowledge, provision of teaching and learning teaching and learning resources, and establishment of strategies to enhance primary school pupils' academic performance.

The conceptual framework is in line with the concept of school maturity as determined by Beeby theory guiding this study. The theory recognises maturity as the highest school development stage characterized by higher learning outcomes and school performance. The maturity stages can be reached after teachers' skills and knowledge has been developed to the maximum and learners have access to improved curriculum and syllabus, adequate learning materials as well as structured inspections and examinations.

The conceptual framework has focused on input, process and output model. In the input focus is on what TRC is having as responsibilities, what it does to implement the roles of TRC and what is expected out of the input and process, the outcome (Figure 2.1). In the process the activities include Training equipment and material; Qualified and competent TRCs tutors; Teaching and learning resources; Government Support and Funding and Strategies to improve academic performance. The idea behind is that having good and adequate input is likely to facilitate the process.

The role of phase two is to do the transformation through improving teaching and learning activities in schools. At TRC level for the purpose of the study we examine: delivery of professional training programmes; development of tutors-teachers interaction; provision of access to teaching resources and implementation of TRCS strategies.

The relationship between dependent and independent variables is as shown in Figure 2.1.

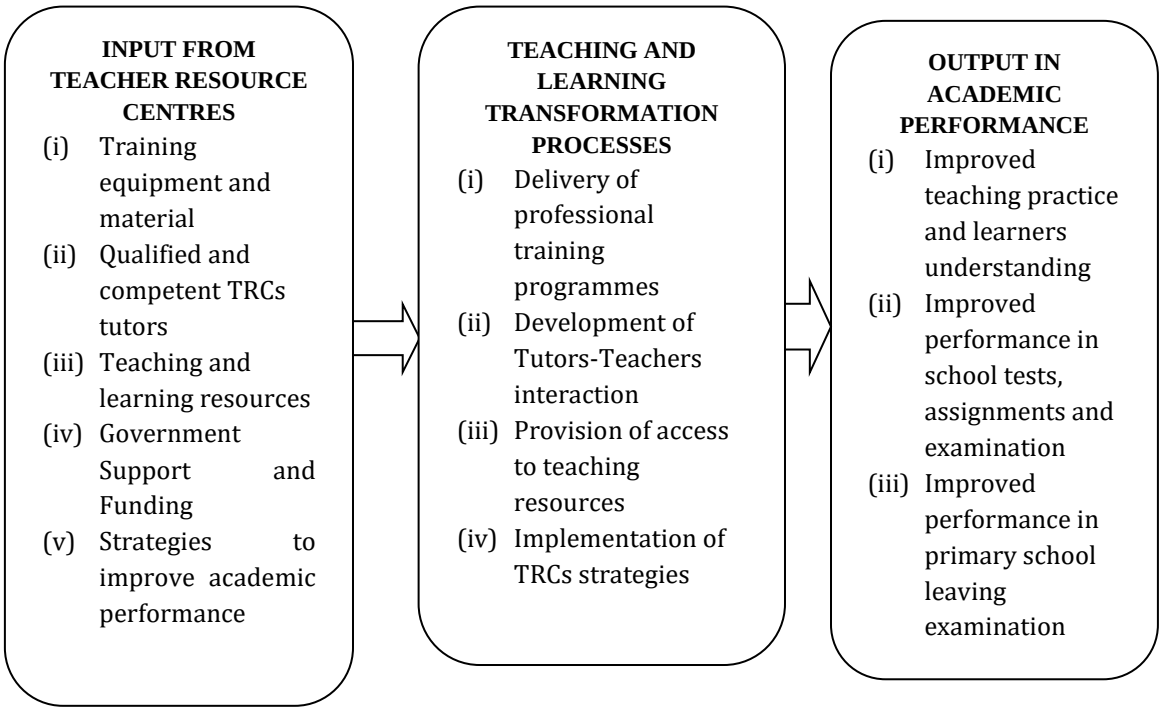

Figure 2.1 Conceptual Framework for TRCs role in improving academic performance in primary schools

Source: Researcher own model (2021)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology guiding the current study. It covers research approach and research design, area of study, target population, sample size and sampling procedures. It also provides instruments of data collection as well as validity and reliability of the instruments. Finally, it presents data analysis plan and ethical considerations.

3.2 Research Approach

This study used mixed research approach in order to obtain both qualitative and quantitative data to establish the role of TRCs on academic performance of primary schools. According to Wisdon (2013) the approach provides more breadth and depth of understanding and corroboration, and gives more complete story than either approach would alone.

Thus, while qualitative approach was used to collect views, opinions, experiences and detailed narratives from TRCs staff, head teachers and primary school teachers, quantitative approach provided numerical representation of the data. The utilization of mixed research approach was considered appropriate for the current study because it enabled the researcher to uncover relationships between study variables through quantitative research while also revealing meanings among research participants through qualitative research methods (Bryman, 2006).

3.3 Research design

Descriptive survey research design was used to guide the processes of data collection and analyses in the study. According to Kothari (2004) and Nassaji (2015) descriptive survey is more concerned with what rather than how or why something has happened. It is useful in descriptive studies whose goal is to narrate facts and identify characteristics of individuals, groups or situation. Guided by the design, the researcher carried out surveys and fact-finding enquiries of different kinds to establish the intersection between TRCs roles and academic performance of primary schools in Temeke district. The choice of the design was influenced by the nature of study which intended to describe the state of affairs as it exists at present. Moreover, the design could be flexibly used with both qualitative and quantitative data. While descriptive statistics, for example, was useful in reducing data to manageable form, which was then analysed graphically for easy understanding, description tools were used to organize in-depth narrative descriptions into patterns.

3.4 Area of study

This study was carried out in Temeke Municipal Council which is one of five Municipal Councils in Dar es Salaam Region. Other Councils in the region are Kinondoni, Ilala, Ubungo and Kigamboni. The district is bordered with Kinondoni and Ilala to the far north, the Indian Ocean to the east, and Coastal region of Tanzania to the south and west. Temeke Municipal Council was purposely selected for this study because it has a substantial number of TRCs that provides professional development programmes for teachers and house different teaching and learning materials. Moreover, in the last three consecutive years (2018, 2019, 2020),

performance in primary school leaving examination (PSLE) in the council has been going down as shown in the figure 3.1. Thus, the researcher felt there was a need to investigate TRCs role in Temeke Municipal Council in relation to current academic performance, and suggest ways for improvement.

Table 3.1 Primary School Leaving Examination Performance in Temeke Municipal Council in 2018, 2019, 2020

YEAR	REGISTRED				PASSED				FAILED			
	M	F	T	%	M	F	T	%	M	F	T	%
2018	9,020	10,020	19,040	**99.11**	8,186	8,997	17,183	**90.25**	834	1,023	**1,857**	9.75
2019	9,640	10,695	20,335	**99.39**	8,667	9,622	18,289	**89.94**	973	1,073	**2,046**	10.06
2020	10,899	11,302	22,201	**99.41**	9,618	10,140	19,758	**89.00**	1,281	1,162	**2,443**	11.00

Source: National Examination Council of Tanzania

3.5 Population of the study

The target population for this study included TRCs coordinators, TRCs librarians, TRCs tutors, Ward Education officers (WEOs), Head teachers and primary school teachers. This is in line with Bartlett et al., (2001) who argues that a target population must include a group of individuals or participants with specific attributes of interest and relevance. The target population for this study was thus selected based on the knowledge of each participants group on the role of TRCs on academic performance of primary schools.

3.6 Sample size

The sample for this study included a total of 76 respondents, including sixty (60) teachers, from six primary schools, (02) Ward Education officers (WEOs), six (06)

Head teachers, two (02) TRCs Coordinators, four (04) TRCs tutors and two (2) TRCs librarians as shown in Table 3.2. In relation to sample, Kothari (2004), suggests that the sample size should neither be excessively large, nor too small but rather optimum. Thus, the sample selected for this study was considered optimum to enable collection of adequate qualitative and quantitative data to establish the role of TRCs on primary school academic performance and fulfill the requirements of efficiency, representativeness, reliability and flexibility.

Table 3.2 Composition of Sample by Categories

Categories of respondents	Number of respondents	Percent
Primary school teachers	60	78.9
Ward Education officers (WEOs)	2	2.6
Head teachers	6	7.8
TRCs Coordinators	2	2.6
TRCs tutors	4	5.2
TRCs librarians	2	2.6
Total	**76**	**100**

Source: Researcher's Projection (2021)

3.7 Sampling procedures

Bryman (2004) describe sampling procedure as the process of selecting a proper sub-set of the elements from the population so that it can be used to draw the inferences and make generalization on the population. In this study, the researcher used both purposive and random sampling procedures to select sample of research participants. The procedures were considered necessary in order to ensure that relevant and representative sample is obtained (Creswell, 2012).

3.7.1 Purposive sampling

Purposive sampling was used to select TRCs Coordinators, TRCs tutors, TRCs librarians, WEOs and Head teachers. The participants were purposely selected due to their unique expertise, knowledge and experiences in relation to the TRCs activities, procedures and contribution towards public primary schools.

This is in line with Baškarada (2014) who argued that any study seeking to obtain qualitative data must capitalize on participants who have adequate ability, experiences and/or knowledge with respect to the research questions or phenomenon. In the current study, TRCs staff and Ward Education officers (WEOs) were expected to provide information on the support TRCs provide to public primary schools, access, availability and adequacy of teaching and learning materials, and barriers facing TRCs.

The head teachers, as overall administrators of primary schools, were to provide information on the support received from TRCs and strategies endorsed by TRCs to improve academic performance of pupils. Teachers, on the other hand, were expected to provide information on professional development programmes as well as teaching and learning materials they receive from TRCs.

3.7.2 Random Sampling

Simple random sampling was used to select six (6) primary schools to be studied. The researcher used random number generator software to randomly select six schools from the 152 primary schools available in Temeke Municipal Council. The sample of primary school teachers was also obtained by using simple random sampling, particularly through lottery method. In each school, the researcher

obtained a list of names of all teachers from the head teachers' office. Each teacher's name was written in a slip of paper. All slips were then put into a box and mixed thoroughly, and one teacher was asked to pick 10 pieces of papers randomly from the box representing ten (10) teachers in each school. Random sampling method was found appropriate for this study because it ensured the law of Statistical Regularity where a sample that is on average chosen randomly is perceived to have the same composition and characteristics as the universe as it is more likely to meet representativeness criterion (Kothari, 2004).

3.8 Data Collection Methods and Instruments

This study used questionnaire, interview, observation and documentary review methods in order to solicit information from research participants. The use of multiple methods ensured that adequate qualitative and quantitative data is collected to establish study conclusions. Moreover, the researcher was able to triangulate data collected from different methods in order to improve credibility and reliability of study findings.

3.8.1 Questionnaire

Semi structured questionnaires with both open and closed ended questions were administered to primary school teachers. The questionnaires aimed at collecting qualitative and quantitative information regarding the role of TRCs on academic performance of public primary schools. They were structured into two sections. The first section covered demographic information about the respondents, including gender, age and experience. The second part captured information related to the

study variables including the extent of TRCs support, teaching and learning materials received by teachers from TRCs as well as strategies imposed by TRCs to enhance primary schools academic performance. The semi-questionnaires were selected for this study because easily captured quantitative data while giving teachers an opportunity to provide simple narratives on the questions. It was also an inexpensive and less time-consuming method to obtain data from teachers who constitute majority (75%) of the sample in this study.

3.8.2 Interview

Interviews which are semi-structured and face to face were administered to TRCs officials, WEOs, and head teachers. The researcher prepared interview guides with both closed and open-ended questions to elicit relevant information from the respondents. Interview sessions were scheduled for 30 minutes for each participant. Responses were recorded by a digital voice recorder and transcripts were written in a note book. The interview aimed at capturing information from TRCs staff, WEOs and Head teachers about extent of TRCs support to primary schools, availability, adequacy and accessibility of teaching materials to primary school teachers, strategies adopted by TRCs in relation to academic performance as well as barriers faced by TRCs in providing support to primary schools.

Interview method, particularly semi structured, was considered appropriate for this study because it allowed for obtainment of structured responses while, at the same time, providing opportunity for discussion of research questions in more detail. Through, interviews, the researcher had freedom to probe the respondents to elaborate more on some of the responses. When the respondents encountered some

difficulty in answering a question or provided only a brief response, the researcher was able to use cues or prompts to encourage the respondents to consider the question further (Mathers et al., 1998). Data were collected using a questionnaire.

3.8.3 Observation

This method involves seeking information by way of researcher's own direct observation without asking from the respondents (Driscoll, 2011). The researcher used this method to record information that can be discerned by viewing. Observation guide was prepared to guide what and how observation should be conducted. The focus of observation was to record availability of teaching and learning materials in TRCs including textbooks, reference books, teacher guides, audio-visual teaching aids and important educational equipment such as photocopy, printing, and lamination machines. The method was considered appropriate for the current study because it allowed direct integration with study variables. It also gave the researcher an opportunity to verify the truth of statements made by informants in the context of a questionnaire or a schedule (Yin, 2014). Data were collected using observation guide.

3.8.4 Documentary review

The researcher also reviewed the content of relevant documents as a means of obtaining primary and secondary data. Reviewed documents included government publications such as education policies, seculars and acts, TRCs reports and minutes of meetings, statistics by the National Examination Council of Tanzania on primary schools' national examination performance as well as schools' records on internal

examinations and assessments. Journals and dissertations with studies similar to the current were reviewed in order to compare study findings and conclusions. Review of documents was found appropriate for the current because it provided the researcher an opportunity to triangulate data obtained from other research methods. It was also an inexpensive way of obtaining data since most documents are easily accessible in libraries, government offices and online. Data were collected using interview questions.

3.9 Validity and reliability of instruments

Validity and reliability of research instruments increase transparency, and decrease opportunities to insert researcher bias in both qualitative and quantitative research (Singh, 2014). Instruments of data collection in this study were therefore tested for both validity and reliability in order to ensure that findings of the study are sound and replicable, and the results are accurate and effectively address research questions and objectives.

3.9.1 Validity

Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011). In this study, content and construct validity of research questions were ensured by consulting resident experts in the field. This included the research supervisor, fellow MED APPS students, lecturers from the university and other research experts who will advise on the wording and how to address the questions appropriately. The unclear and obscure questions were amended, and the ineffective and non-functioning questions were

discarded by the advice of the experts. Moreover, the researcher employed triangulation of both data and methods. Data collected from different groups of research participants was compared to identify inconsistencies and establish common points of view. Multiple methods such as questionnaire, interview and observation were also used to collect data. Data were collected using the documentary review guide.

3.9.2 Reliability

Reliability measures the degree to which a research instrument produces stable (free from errors) and consistent results (Blumberg et al., 2005). In quantitative research, reliability describes consistency, stability and repeatability of results, that is, the result of a researcher is considered reliable if consistent results have been obtained in identical situations but under different circumstances (Haradhan, 2017). In qualitative research, however, reliability describes a researcher's approach which is consistent across different researchers and different projects (Twycross & Shields, 2004). This study ensured reliability through test-retest method where research instruments was tested in a pilot study several weeks before the study. Collected data will be analysed using Spearman's Correlation Coefficient formulae. The coefficient of above 0.7 was considered acceptable while that of above 0.8 was considered very good (Sim & Wright, 2005).

3.10 Data analysis Plan

Analysis of data for this study started in the field and was carried out throughout the study. It involved computation of measures along with searching for patterns of

relationship that exist among data-groups. Qualitative data from the study was analysed through content analysis where the raw data was edited to detect errors and omissions, coded and classified. Classification focused on grouping data under specific themes. The themes were further discussed in line with objectives of the study and presented in form of narratives and visual displays. Findings in each theme were then discussed and compared with those reached by other studies in order to corroborate study results.

Quantitative data obtained mainly through questionnaires was analysed using simple descriptive statistics. The data was edited, coded and classified based variables of interest. It was then processed and tabulated using Statistical Packages for Social Sciences (SPSS) and presented with a support of visual displays such as tables and charts.

3.11 Ethical Considerations

The researcher ensured that the study was conducted with the highest standards of moral and ethical consideration. Necessary clearance and permits was obtained before carrying out the study. Research clearance was procured from the directorate of research at the Open University of Tanzania to introduce the researcher to research participants and relevant local authorities. Permits to conduct research in Temeke Municipal Council were obtained from District Executive Director (DED) and District Education Officer (DEO) of the Council.

The researcher sought informed consent of research participants before the study and after informing them about the goals and motives of the study. Participants were

ensured of confidentiality and anonymity of their identities by not asking them to provide personal information or any information that could be used to identify them. Finally, the researcher ensured no physical, social or psychological harm is done to the research participants by ensuring that collected data is used only for the intended purpose and obstruct access to the data by unauthorized person.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyses and discusses findings on the role of the TRCs on improving academic performance of primary schools in Temeke municipal Council. The findings are in line with research objectives and questions presented in chapter one. The chapter is organised in four sections. The first section presents findings on the professional support provided by TRCs to enhance teachers' skills and knowledge in teaching process.

The second section covers availability, adequacy and accessibility of teaching and learning resources at TRCs. In the third section, strategies established by TRCs to influence pupils' academic performance are discussed. The fourth section provides findings on the problems facing TRCs and inhibiting their ability to support primary schools. Finally, a chapter summary is provided.

4.1 Characteristics of the Respondents

Based on the information collected through questionnaire and interviews, the study respondents were profiled in terms of their characteristics. The rationale behind the process was to gain detailed understanding of respondents' demographic and background characteristics and how they may influence study findings. The characteristics that were considered important for this study were gender, level of education as well as working experience of the research respondents. These are described in detail in the three subsections below:

4.1.1 Gender of the respondents

As shown in the Figure 4.1, 64.47% of the respondents involved in the study were female whereas 35.52% percent were male. While the number of female respondents was marginally larger than that of male teachers, the ratio is consistent with the data procured from the office of the DEO which indicates that Temeke municipal has a large number of female teachers (1,347) compared to male teachers (839). This implies that there was adequate gender representativeness of the respondents involved in the study. Gaining information on the gender of the respondents was regarded as important for this study in order to ensure that information collected reflect opinions, views and perspectives of both female and male teachers.

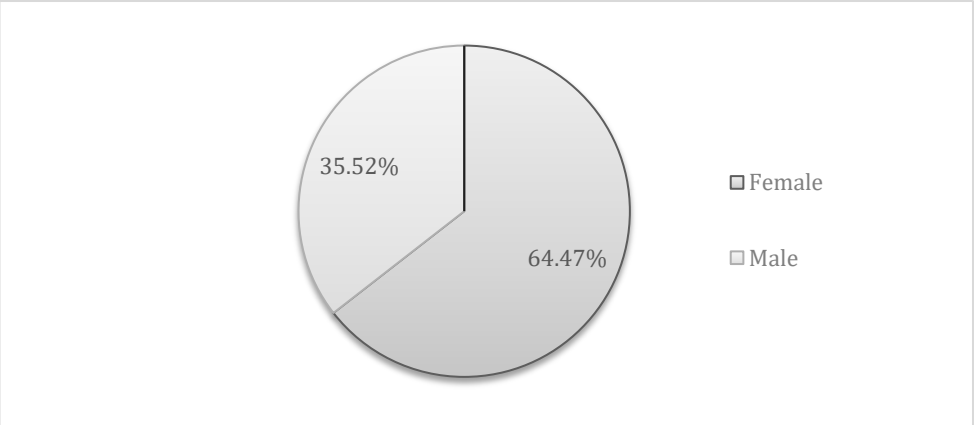

Figure 4.1: Gender of the respondents

Source: Field data, 2021

4.1.2 Level of education

The information of education background of the respondents was considered important in order to establish the influence, availability and accessibility of TRCs' services to teachers with different levels of education. In line with Figure 4.2, the

respondents involved in the study were found to have diverse levels of education. Whereas respondents with degree education constituted 23.68% of the sample, respondents with diploma and certificate constituted 39.47% and 34.21% respectively. On the other hand, only 2.63% of the respondents had master degrees. These findings imply that all the respondents involved in the study were qualified teachers. This is in accordance with the 1995 Education and Training policy which holds that primary schools' teachers should hold at least a certificate to be qualified to teach in primary schools.

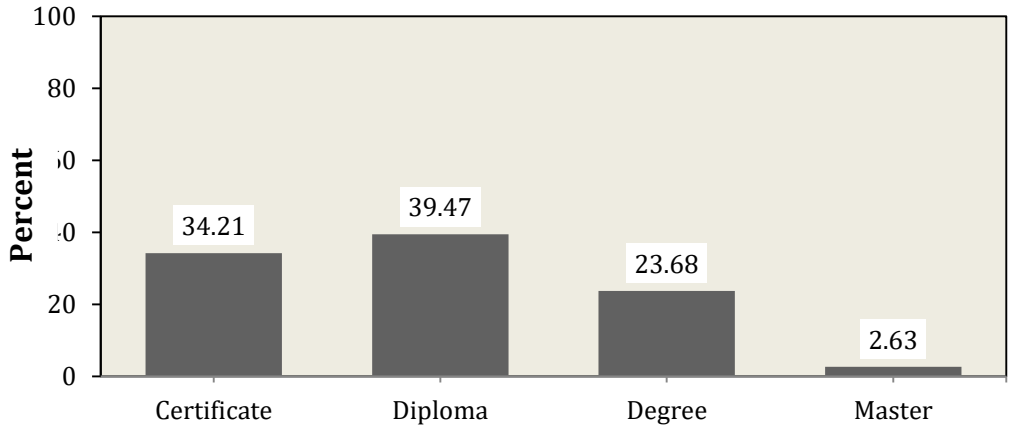

Figure 4.2: Level of education of the respondents

Source: Field data, 2021

4.1.3 Working experience

The working experience of the respondents was also considered important to establish the extent to which respondents were knowledgeable and exposed to TRCs services. As shown in Figure 4.3, a large number of the respondents (47.36%) had working experience within the bracket of above 10 years. 28.94% of the respondents were had experience ranging from 6 to 10 years. On the other hand, only 23.68% had

experience below 5 years. These results suggest that many of the study respondents had long working experience. They were thus credible and adequately informed to opine on TRCs roles towards academic performance of primary schools.

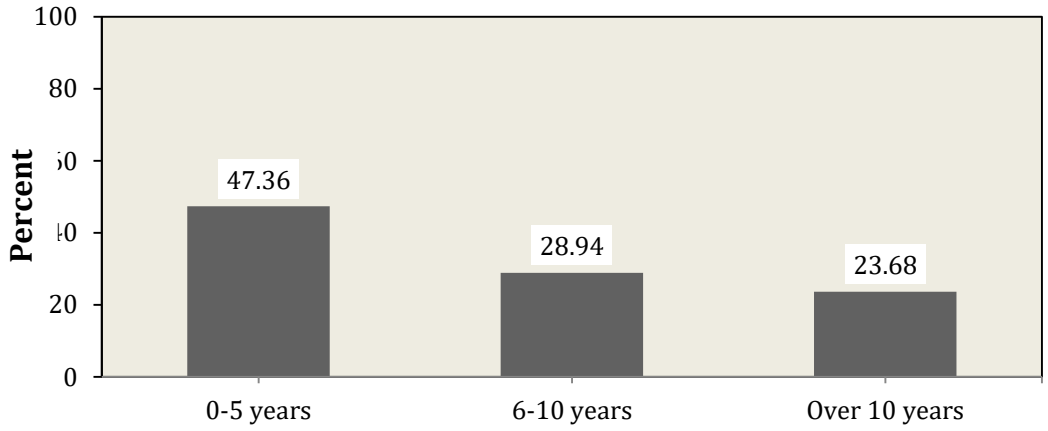

Figure 4.3: Respondents working experience

Source: Field data, 2021

4.2 Professional development support offered by TRCs to enhance teachers' skills and knowledge in teaching process

This objective intended to explore different forms of professional development support offered by TRCs to primary school teachers in order to enhance their skills and knowledge in the teaching process. The findings were considered important in highlighting how TRCs contribute towards improved academic performance by equipping teachers with the capacity to conduct teaching practice effectively. The data for this objective was collected from TRCs staff, WEOs, Head teachers and primary school teachers. Overall, the converging position of all 76 (100%) participants was that TRCs provided different forms of professional development support which have contributed in improving teachers' skills and knowledge. The findings for this objective are further described under two subheadings namely: the

types of support offered by TRCs and the contribution of TRCs professional support in improving teaching practice.

4.2.1 Types of professional development support offered by TRCs

As regarding to the types of professional development supports offered by TRCs, findings indicated that seminars and workshops were the prevalent forms of professional development programmes that were delivered to teachers. In relation to the statement on whether TRCs provided seminars and workshops, 86.6% (52) of the teachers indicated that they agreed whereas 8.3% (5) strongly agreed. On the other hand, only 3.3% (2) disagreed and 1.66% (1) strongly disagreed. Figure 4.4 provides a summary of participants' responses.

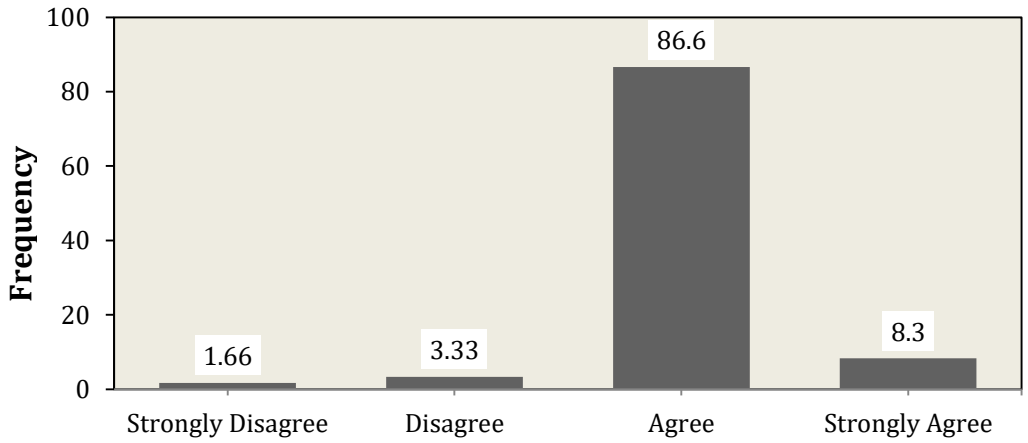

Figure 4.4: TRCs provision of seminars and workshops
Source: Field data, 2021

Consistent with the findings, WEOs also reported that TRCs delivered seminars and workshops to primary school teachers. During interview, one WEO admitted to being involved in the organisation and delivery of TRCs seminars as well as

communicating to head teachers the schedules and content to be covered by the seminars. Responding to the researcher's question on the nature of TRC professional development support, he noted:

> *There are many things done by the TRC in my ward. Mostly, it organises seminars and workshops for the teachers. As the WEO, I have been directly involved in the preparation and sometimes delivery of the seminars. It has also been my job to communicate to head teachers the seminars timetable and what is going to be covered.*

This statement indicates that TRCs support in terms of seminars towards teachers' development of skills and knowledge involved teachers as well as other education workers such as the head teachers and WEOs. This is in line with Koellner et al. (2011) who contended that effective professional development programmes for teachers is the responsibility of all educational community. It is also consistent with extant literature which suggests that partnerships forged between capacity building delivery institutions and different actors of education sector are important in realizing maximum impact of teacher capacity building programmes such as seminars and workshops (Klentschy, 2005; Jusoff, 2011; OECD, 2019).

In relation to the nature of TRCs seminars and workshops, respondents unveiled that the programmes were mostly delivered in participatory mode where teachers from different schools shared skills, knowledge and experience with each other. However, teachers admitted that in some cases experts including subjects' specialists would also be invited to deliver specialized training programmes. Another heralded feature of TRCs seminars and workshops was also identified as teachers' latitude to select content to be covered. In response to researcher's probing question on factors

influencing content selection for TRCs seminars and workshops, one TRC coordinator remarked:

> *The content can be anything that teachers feel they need to learn. There are very few cases where we have to dictate the content. This usually happens when we implement certain projects or when we receive instructions from higher authorities to deliver specific training to teachers. But in most cases, it is teachers themselves who decide about the issues and difficult topics they want the seminars to address.*

During interview, heads of schools also argued that teachers' autonomy to decide on the topics to be addressed by TRCs seminars was among the factors that made the programmes effective in addressing teachers' needs. According to one head of school the procedure made sure that 'teachers as opposed to TRCs priorities were addressed'. Similar observations were also made by Hu (2005) and Lee (2011) who found that involvement of teachers in deciding goals and the content of seminars promoted teachers' engagement and participation in the seminars. This implies that by making sure that teachers have a say in the seminars and workshops, the TRCs enable teachers to bring the goals and content of the programmes in line with their professional needs. On the whole, this maximizes impact and effectiveness of the programmes.

Apart from seminars and workshops, findings showed that TRCs also supported teachers' professional development through delivery of mentoring programmes. As Figure 4.5 indicates, regarding TRCs provision of mentorship programmes 2 (3.33%) teachers marked 'Strongly Agree', 40 (66.6%) marked 'Agree', 15 (25%) marked 'Disagree' and 3 (5%) marked 'Strongly Disagree'. These results imply that majority of the teachers were of the opinion that TRCs provided mentoring programmes. This

indicates that the programmes were among initiatives adopted by TRCs to improve teachers' skills and knowledge in teaching practice.

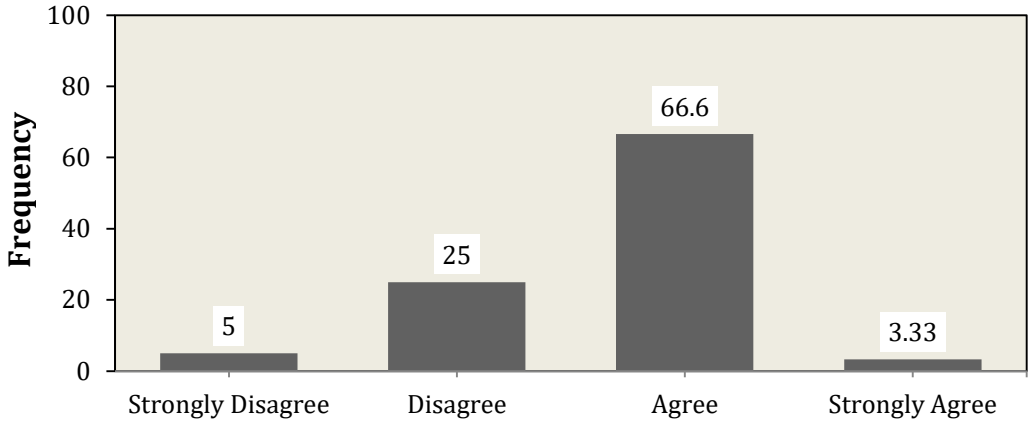

Figure 4.5: TRCs provision of mentoring programmes

Source: Field data, 2021

In support of these findings, TRC staff also admitted that their TRCs offered mentorship programmes to enable teachers to grasp important teaching skills and address other teaching related challenges including those imposed by new curriculum and teaching approaches. During interview one TRC coordinator remarked:

> *Not always teachers come to us. Sometimes go to them. We often go to different schools in our ward to hear about teachers challenges and find ways to address them. When we visit them in schools what we do mostly is mentoring them on different issues including implementation of the new teaching methods and approaches.*

Another TRC staff also added:

> *Our TRC offers mentorship services to teachers. Many teachers in our ward experience problems in relation to preparation of teaching aids and instructional materials. Thus, we provide mentorship programmes in order to train them on doing such things.*

In view of the given statements, it is apparent that mentorship programmes are utilized by TRCs as a way of counteracting persistent problems facing teachers. Overall, these findings are consistent with a plethora of literature which suggests that mentoring has the potential to help teachers address day to day teaching challenges. A study conducted by Muraya and Wairimu (2020), for example, demonstrated that continuous mentoring can help teachers overcome challenges related to classroom management as well as well as improper development and use of teaching aids and other teaching and learning materials that can enhance learning. Likewise, studies conducted by Ingersoll and Strong (2011) and Marshall (2021) found that mentored teachers were more likely to identify and address challenges related to teaching profession than teachers not exposed to mentoring programmes. Thus, in relation to the current study, it is clear that through TRCs mentoring teachers were provided with unique opportunities to learn different issues that could improve their teaching practice.

4.2.2 Contribution of TRCs professional development support in improving teaching practice

Respondents were asked about the contribution of TRCs professional development programmes in improving teachers teaching practice. Findings indicated that the programmes improved teachers' skills on a number of issues in including effective preparation of teaching materials. This was confirmed by results from teachers' questionnaires as demonstrated in Figure 4.6 which shows that 38 (63.33%) of the teachers strongly agree, 15 (25%) agree while 6 (10%) disagree and 1 (1.66%) strongly disagree.

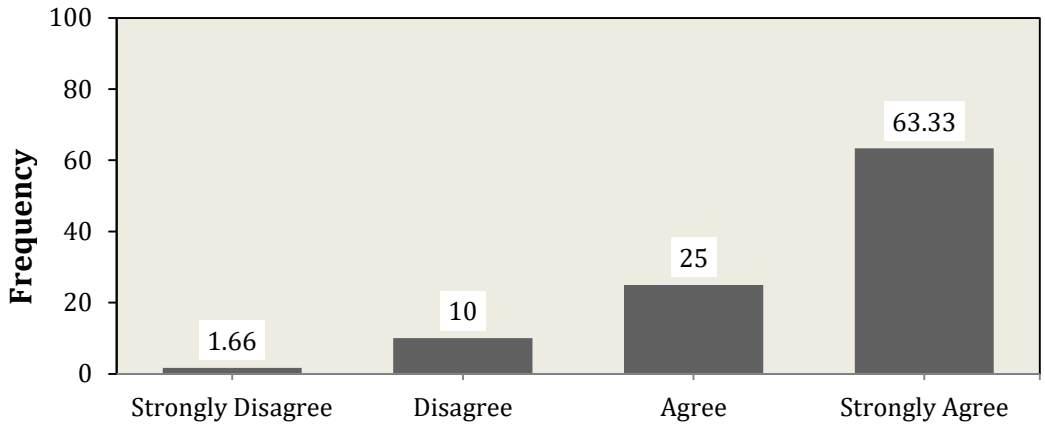

Figure 4.6: Contribution of TRCs professional development support on improvement of preparation of teaching materials

Source: Field data, 2021

Accordingly, many heads teachers confessed that teachers faced problems in the preparation of schemes of work, lesson plans and teaching notes. Although they admitted that all teachers had received training on the preparation of such items during pre service training, head teachers were of the opinion that many teachers were either inadequately trained or had already forgotten how to prepare them. It was thus opined that TRCs professional development support was one way of equipping teachers with such skills. The following statement from one head teacher represents overall views upheld by head teachers regarding this issue:

> *The training provided by TRCs helps to remind our teachers about how to carry out some of their important duties. For example, there are many teachers who do not know how to prepare scheme of works and lesson plans. However, through TRCs seminars and workshops many of them have been trained about how to prepare them properly. This has been very helpful for the school.*

Consistent with these findings, extant literature suggests that well prepared instructional materials have significant contribution in promoting learners'

engagement to the lesson and higher learning outcomes (Adalikwu & Iorkpilgh, 2013; Abdalla, 2017; Narh and Nantwi, 2020; Nor et al., 2022). This means that if teachers have adequate skills in the preparation of teaching and learning materials, they will be able to conduct teaching practice effectively and promote pupils' academic achievement. Unfortunately, studies conducted both globally and in Tanzania indicate that many teachers lack such essential skills. A study conducted by Dhakal (2020) and Narh and Nantwi (2020), for example, reported that apart from the apparent laziness of the teachers, lack of skill and strategies is the prevalent obstacle preventing teachers from preparing effective instructional materials. As a result, many teachers have not been able to impact learners' academic performance meaningfully. The findings from the current study, however, suggest that through TRCs seminars and workshops, teachers can gain significant skills to improve their capacity on the preparation of teaching and learning materials.

Moreover, findings showed that TRCs professional development programmes also contributed in enhancing teachers' content mastery. In response to the statement that TRCs professional development programmes improved teachers' content knowledge, the results were as shown in Figure 4.7.

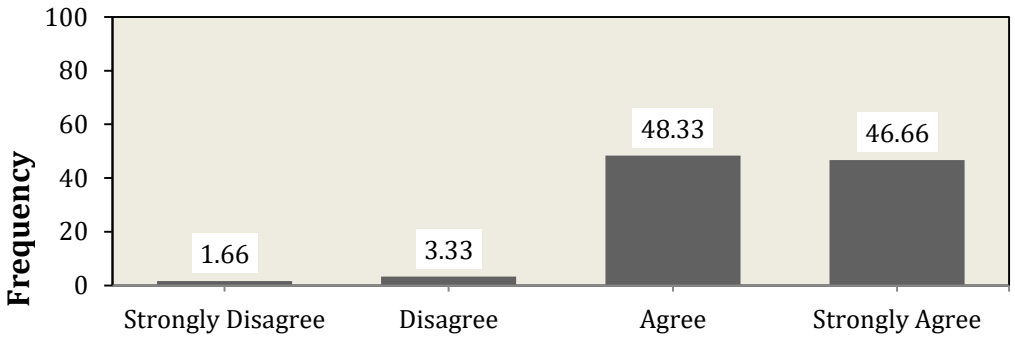

Figure 4.7: Contribution of TRCs professional development support on improvement of content mastery
Source: Field data, 2021

In view of the given results, it is clear that a significant number of teachers (94.99%) were of the opinion that TRCs programmes improved their content knowledge. These results were supported by data from interviews conducted with both head teachers and WEOs. For example, during interview all WEOs pointed out that through TRCs organised seminars teachers gained content knowledge particularly in relation to difficult topics and subjects. One WEO noted as follows:

> *The programmes offered by TRC have enabled teachers to master the teaching of difficult topics particularly in mathematics subject. In some of my schools, I used to receive complaints that teachers were refusing to teach mathematics in standard vi and vii classes out of fear that they were not competent in such subjects. But as a result of TRCs seminars may teachers have received training on the teaching of the subject. Although the problem continues to exist in some of the schools, I would say that TRCs have gone a long way in attempting to eradicate the problem.*

One head of school also reported:

> *The sessions organised by the TRC have helped many teachers in my school to master and be confident to teach difficult topics. This has reduced teaching burden to some of our teachers who were often forced to teach topics that were found to be difficult by others.*

The above statements indicate that through TRCs professional development programmes, teachers gained both confidence and content knowledge in the teaching of varied subjects and topics. In line with this finding, several studies have found that teachers' content mastery has significant contribution towards students' achievement (Mupa & Chinooneka, 2015; Bold et al., 2017). A study conducted by Kamamia et al., (2014), for example, indicated that adequate content mastery enables teachers to effectively link their lessons with national curriculum objectives.

Accordingly, Shulman (1986) and UNESCO (2022) asserted that for teachers to be able to deliver quality education, they need to master the 'content knowledge' which consists of both the facts, theories, principles, ideas and vocabulary they teach as well as the appropriate pedagogy for teaching it (pedagogical content knowledge). Overall, therefore, the findings of the current study suggest that the content mastery provided by TRCs professional development programmes was crucial in enhancing their capacity in conducting effective teaching practice.

4.3 Availability and adequacy of teaching and learning resources provided by TRCs for improvement of academic performance

The availability of adequate teaching and learning materials as well as their accessibility to teachers is among the factors influencing teachers' capacity to foster better academic performance for learners (UNESCO, 2014). In order to find out how TRCs contribute to primary schools' academic performance by providing teachers with access to teaching and learning materials, this objective sought to investigate the extent to which teaching and learning materials at the TRCs were available and accessible to teachers. The information for the objective was sought through questionnaire, interview with TRCs staff, WEOs and teachers, as well as observation checklist. The findings are organised in two subsections as follows:

4.3.1 Availability of teaching and learning resources at the TRCs

Regarding the extent of availability of teaching and learning resources, responses revealed diverse opinions from different groups of study respondents. Findings were as shown in the Table 4.1. From Table 4.1 it is evident that 55 (91.66%) of the

respondents were of the opinion that textbooks were the most available teaching and learning resources at the TRCs, followed by Wall Charts 54 (90%), reference books 43 (71.66%), teacher guides 37 (61.66%), computers 35 (58.33%), syllabus 33 (55%) real objects 28 (46.66%), models 23 (38.33%) and Televisions 16 (26.66%).

Table 4.1: Teachers views on the availability of the teaching and learning resources at the TRCs

Teaching and Learning Materials	Available		Not available		Total	
	Frequency	%	Frequency	%	Frequency	%
Textbooks	55	91.66	5	8.33	60	100
Reference books	43	71.66	17	28.33	60	100
Teacher guides	37	61.66	23	38.33	60	100
Syllabus	33	55	27	45	60	100
Televisions	16	26.66	44	73.33	60	100
Computers	35	58.33	25	41.66	60	100
Projectors	9	15	51	85	60	100
Radios	12	20	48	80	60	100
Real Objects	28	46.66	32	53.33	60	100
Models	23	38.33	37	61.66	60	100
Wall charts	54	90	6	10	60	100

Source: Field Data, 2021

These findings were supported by the head teachers as well as the TRCs staff who confirmed that different resources were available at the TRCs. During interview, one head teacher remarked:

> *The TRC has many teaching resources for teachers to use. There are textbooks and reference books of different subjects most of which are not yet available at our school. They have different teaching aids such as wall charts, atlases, maps and pictures. I also believe they have few computers as well as printing and photocopy machines.*

Reinforcing this statement, one TRC officer added:

> *Our TRC provides books for teachers including textbooks and reference books. So when teachers come to the centre, they can have access to these books. Other teaching resources that we provide to teachers are syllabus and visual aids such as drawing and pictures.*

These findings were further supported by researcher's observation which confirmed that the TRCs housed different teaching and learning resources including textbooks and Wall charts. Examples of such resources are shown in figure 4.8 and 4.9 below:

Figure 4.8: Textbooks and Reference books at one of the TRC

Source: Field Data, 2021

Figure 4.9: Teaching aids at one of the TRC
Source: Field Data, 2021

Based on the given evidence, it is clear that TRCs have diverse teaching and learning resources that teachers can use to influence academic performance of students in their schools. This means that the current academic performance in the studied schools could be effectively attributed and improved by increasing the presence of such resources. Comparison of the results with those of other studies confirms similar findings. A study conducted by Mosha (2016) on nine TRCs in Zanzibar unveiled that all of the TRCs hosted different types of teaching resources including computers, television sets and photocopier machines. Accordingly, Giordano (2008) contends that supply of the teaching resources is one of the major goals for establishment of TRCs. Given that many schools face challenges related to shortage of resources, the scholar asserts that TRCs ought to function as resource centres

equipped with library and material resources that need to be made available to the teachers from the surrounding schools.

On the other hand, the study found that there was contradicting views regarding availability of some teaching and learning resources among study respondents. For example, while 51 (85%) and 48 (80%) of the teachers were of the opinion that projectors and radios were not available at the TRCs, the TRCs staff contended that the resources were available. One TRC librarian remarked:

> *We have several projectors at our TRC. Teachers with the skills to use them may come to the centre with their students. The centre has a large hall that can accommodate up to 100 students. So, teachers with the need to use the projector with their students can simply that in the centres' hall.*

TRC coordinator also narrated:

> *The TRC television also exists for teachers that want to show videos or films to their students. Currently, there is only one television but plans are underway to add more of them in the future.*

In light of these findings, it is apparent that most teachers are not aware of the teaching and learning resources available at the TRCs. A possible explanation for this trend might be that adequate efforts are not taken to inform teachers about TRCs resources. Among other things, this can be due to low teachers' attendance at the TRCs. As a study by Saidi (2015) indicates most teachers do not attend to TRCs regularly except in the cases of seminars and workshops due to fixed teaching and learning timetable at their schools as well as lack of motivation to do so. The impact of such low attendance is that most teachers tend to have low knowledge of resources and activities performed by TRCs. It therefore seems that there is a need for head

teachers to organize school timetables in order to allow teachers to visit TRCs. On the other hand, TRCs also need to expend efforts to broadcast their services to teachers by means of visiting schools under their influence as well as maintaining regular communication with the head teachers.

4.3.2 Adequacy of teaching and learning resources at the TRCs

For teaching and learning resources to have meaningful contribution towards primary schools' academic development they need to be of adequate supply and quantity (Table 4.2).

Table 4.2 Teachers views on the adequacy of teaching and learning resources

Teaching and Learning resources	Very adequate (5)		Adequate (4)		Moderately Adequate (3)		Inadequate (2)		Very Inadequate (1)	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Textbooks	5	8.3	17	28.3	21	35	15	25	2	3.3
Reference books	3	5	15	25	13	21.7	20	33.3	9	15
Teacher guides	0	0	6	10	17	28.3	14	23.3	23	38.3
Syllabi	0	0	0	0	19	31.7	26	43.3	15	25
Televisions	2	3.3	7	11.7	13	21.7	20	33.3	18	30
Computers	0	0	4	6.7	20	33.3	14	23.3	22	36.7
Projectors	0	0	0	0	8	13.3	11	18.3	41	68.3
Radios	0	0	0	0	5	8.3	18	30	37	61.7
Real Objects	5	8.3	2	3.3	16	26.7	20	33.3	17	28.3
Models	1	1.7	3	5	21	36.7	19	31.7	15	25
Wall charts	3	5	13	21.7	31	51.7	6	10	7	11.7

Source: Field Data, 2021

To establish the adequacy of resources available at the TRCs, teachers were asked to rate TRCs resources adequacy through a Five-point Likert scale (1=Very Inadequate, 2=Inadequate, 3=Moderately Adequate, 4=Adequate, and 5=Very Adequate).

Findings of the study indicated that teachers perceived the resources at the TRCs as having varied degree of adequacy as shown in Table 4.2

Teacher's perceptions as indicated on the Table 4.2 indicate most TRCs resources with exception of Textbooks (71%) and Reference books (51) were reported as inadequate. The most inadequate resources were however perceived to be Radios (91.66%), Projectors (86.66%), Syllabi (68.33%), Televisions (63%), Teacher guides (61.66%), Real objects (61.66%) and Computers (59.99). Other resources such as Wall charts (51.66%) were reported as moderately adequate. Interviews with heads of schools and TRCs staff resulted into similar findings. All heads teachers for example, admitted that even though they depend on the TRCs for teaching and learning resources the TRCs themselves were facing significant shortage of significant resources such as reference books and teacher guides. Responding to research question, one head teacher observed:

> *The resources in our TRC are not enough to cover the needs of all our teachers. We often encourage our teachers to go to the TRC to look for books and other items that are not available at our school but it is not unusual for them for them to fins that the materials are not available at the TRC either. In most cases, this occurs when they look for some reference books or teacher guides.*

Another head teacher also commented:

> *Some resources such as textbooks are reasonably adequate. Fortunately, these are also available at the school therefore teachers do not have much need for those. It is the equipments such as computers and photocopy machines that we need mostly from the TRC and honestly speaking there are very few of these at the TRC.*

Inadequacy of some teaching and learning resources was also observed by the researcher during field visit to the TRCs. For example, in all the two TRCs reference

books and syllabi appeared to be lacking. In addition, there were inadequate audio-visual teaching aids such as projectors, radios, and Televisions as well as ICT equipment including computers and photocopy machines. In one of the TRCs, apart from the computers that were reserved for office use, there were only two computers that were available for teachers use as shown in Figure 4.10.

Figure 4.10: Computers and printer at one of the TRCs

Source: Field data, 2021

In view of the given findings, it is apparent that the TRCs do not have adequate teaching and learning resources. Given the importance of resources in enhancing the teaching and learning resources, this inadequacy could explain the decline in academic performance of some of the schools in Temeke Municipal council. For example, findings collected by the study revealed that, among other things, the lack of adequate computer and photocopy machines was responsible for making schools unable to provide regular examinations to their pupils which could enhance their understanding and prepare them for their national examinations. This was elaborated by one TRC official who noted the following:

> *The current demands for computers and photocopy machines exceed what the TRC can provide. For example, we only have one photocopy machine. During examination season many schools need to make photocopy for their examinations but we can cater to all the schools. This has forced some schools to look for photocopy services elsewhere. But the prices out there can be quite large. This has made some schools to skip some of the examinations particularly the unimportant ones.*

On the whole, these study findings on the adequacy of teaching and learning resources at the TRCs reflect findings of many other studies conducted in relation to TRCs. A study conducted by Gadiye (2018) on the evaluation of teacher's resource centres objectives towards primary school teachers' professional development, for example, found that the TRCs were lacking adequate resources to conduct effective teachers' professional development programmes. As a result many teachers were not able to update their skills which could enhance their capacity to effect better academic performance. In a study conducted by Hengelezi (2016) it was also reported that teachers were not able to respond appropriately to the students learning partly because of inadequate teaching materials at the TRCs. In addition to hampering effective teaching, the current study found that inadequacy of materials at the TRCs also discouraged teachers from visiting the centres. During interview, one head teacher noted the following:

> *The TRC does not have many important teaching materials. What is missing at my school is also often missing at the TRCs. This makes it difficult especially for us head teachers to persuade teachers to visit the TRCs as most of them are aware that their needs cannot be met by the TRCs.*

Based on the given statement, one can infer that discouragement of teachers from visiting the TRCs prevents them from benefiting from other services provided by the TRCs. It is clear therefore there is a need for head teachers to exercise more efforts to

encourage teachers to have positive attitudes towards the TRCs. In particular, they need to encourage them to view the TRCs as places whose function is not limited only to the provision of teaching and learning resources but professional development programmes such as seminars and workshops.

4.4 Strategies adopted by TRCs to influence academic performance of primary schools

Study respondents were asked about different strategies adopted by TRCs to influence academic performance of primary school pupils. The objective was intended to examine how TRCs contributed to development of initiatives aimed at enhancing academic performance of underperforming primary schools in their areas of influence. Overall, findings showed that TRCs developed and supported diverse initiatives (Table 4.3). Teachers indicated strategies used by TRCs to improve academic performance to be placement of competent coordinators and tutors at the TRCs; establishment of internet library services; establishment of subject WhatsApp groups, and establishment and improvement of wards and inter-school examinations.

Table 4.3: Teachers views on the strategies adopted by TRCs to influence academic performance of primary schools

Strategies adopted by TRCs	Frequency	Percentage
Placement of competent coordinators and tutors at the TRCs	23	38.33
Establishment of internet library services	36	60
Establishment of subject WhatsApp groups	32	53.33
Establishment and improvement of wards and inter-school examinations	17	28.33

Source: Field data, 2021

4.4.1 Placement of competent coordinators and tutors at the TRCs

As shown from the Table 4.3, 23(38.33%) of teachers mentioned placement of competent TRCs staff particularly the TRCs coordinators and tutors as one of the initiative adopted by the TRCs to improve academic performance of primary schools. Accordingly, this view was upheld by several head teachers who admitted that in the past the TRCs staff was recruited mostly based on working experience and personal connections as opposed to individual competence and expertise on the teaching of primary school subjects. As a result of this trend, most TRCs staff could not provide services efficiently in order to improve academic performance of the schools. However, more recently, the TRCs staff was reportedly recruited based on their competence. The following statement was made by one head teacher during interview:

> *I believe one of the things the TRC has done to improve academic performance is by improving the quality of its own staff. There were many complaints in the past that some of the TRC officials were not supportive to teachers and some were not even competent in subjects. The TRC used to be a place where older teachers were sent to wait for their retirement. Things have changed a lot these days. There are many young and competent teachers who are working at the TRC.*

Based on the quote, it appears that changes made in the TRCs recruitment have significant impact to the academic performance of primary schools. This is because competent TRC officials are more apt to execute TRCs responsibilities effectively. They are also more likely to address different challenges facing teachers in the teaching process including inability to produce higher academic performance. Consistent with this finding, Mosha (2015) contends that TRCs need to meet teachers' needs timely and in relation to their expectations. In order to realise such

goal, the TRC need to have adequate and competent staff to carry out TRCs functions.

4.4.2 Provision of ICT related services

According to Youseff et al., (2022) increased utilisation of ICT related services and materials have significant implication on learners' academic performance. In line with this contention, the study unveiled that the TRCs provided diverse ICT services to teachers as well as students in order to support improvement of academic performance of primary schools. For example, in the results obtained from questionnaire 36(60%) of teachers reported that the TRCs offered internet library services through ICT devices available at the TRCs. According to the interviewed TRCs officials, the services involved providing teachers with access to internet enabled TRCs computers where they could access different teaching and learning materials. Elaborating on the nature internet based library services offered by TRCs, one TRC official stated:

> *The TRC has taken an active role on the use of technology to enable teachers to access different kinds of teaching materials. For example, here at the TRC we have several computers which have access to internet. Teachers are free to use these computers to locate and download the materials they need to teach their students.*

Given the potential internet provides in simplifying accessing and preparation of teaching and learning materials, it seems that TRCs provision of internet services contributed to improvement of teaching and learning process and facilitate better learning outcomes for students. This was affirmed by several heads of schools who

contended that using the services the teachers were able to up to date teaching notes as well as teaching aids to support their lessons.

On the other hand, 32(53.33%) of teachers reported that the TRCs were responsible for establishment and operation of WhatsApp groups where teachers discuss and share different teaching materials in relation to the subjects they teach as well as other areas of interest. Speaking on the utility of such WhatsApp groups, one head of school noted that the groups were a significant initiative in promoting academic performance of her school. This is what she said:

> *The TRC has formed WhatsApp groups and some of my teachers are members of such groups. Through the groups they have benefited a lot. They have been able to discuss their challenges with other teachers and get teaching notes from other teachers.*

Based on these findings, it is apparent that the TRCs embrace the use of ICT as a means of improving academic performance of primary schools. This finding is in line with Giordano (2008) who suggests that TRCs are strategically positioned to diffuse ICT, to equip schools with internet access, and to train teachers, students and community members in the utilisation of new technologies.

4.4.3 Establishment and improvement of wards and inter-school examinations

Findings indicated that 17(28.33%) of teachers asserted that TRCs established and managed wards and inter-school examinations. According to interviewed head teachers and WEOs, prior to TRC intervention many primary schools participated into inter-school examinations. However, most of these examinations were based historical relations between schools as well as personal relations of teachers of the involved schools. As a result of this situation, some primary schools particularly the

newly established ones were often left out which contributed to them performing poorly in national examinations. However, as a result of TRCs and WEOs initiatives all primary schools were reportedly involved in wards and inter-school examinations. The following statement quoted from one WEO further affirms this finding.

> *I have worked closely with the TRC in my ward to improve the way examinations are conducted. Overtime, we have managed to include some schools which were previously not involved in the inter-school examinations. The TRC has also been overseeing wards examinations.*

Consistent with the findings, literature indicate that regular tests, quizzes and examinations have the potential to enhance learner performance in the final examinations by reducing anxiety levels and providing learners with examination experience (Mackenzie, 2006; Okogu et al., 2016). It is thus clear that TRCs management of examinations in crucial in enhancing academic performance of the primary schools which can be negatively affected by pupil lack of exposure to examinations.

4.5 Challenges facing TRCs and affecting their ability to support primary schools

In this objective the researcher sought to examine the problems which face the TRCs and affecting their ability to perform their responsibilities effectively. Data for this objective was collected from teachers, head teachers, WEOs and TRCs staff through questionnaire and interview. Overall, the findings showed that the TRCs were facing several challenges which inhibited them from realizing their responsibilities effectively. This includes inadequate financial resources, inadequate teaching and learning resources, lack of teachers' awareness on the TRCs and their functions,

negative attitudes towards the TRCs, lack of support from the government and other stakeholders, difficult teachers' schedules, lack of adequate staff to run the TRCs and long distance between schools and the TRCs. This is shown in Table 4. 4.

Table 4.4 Teachers views on the challenges facing the TRCs and affecting their ability to support primary schools

Challenges facing TRCs	Frequency	Percentage
Inadequate financial resources	52	86.66
Inadequate teaching and learning resources	47	78.33
Lack of teachers' awareness on the TRCs and their functions	18	30
Negative attitudes towards the TRCs	23	38.33
Lack of support from the government and other stakeholders	35	58.33

Source: Field data, 2021

4.5.1 Inadequate financial resources

Despite the importance of financial resources in supporting functioning of the TRCs, these resources were perceived to be inadequate to support diverse functions of the TRCs. Most respondents (86.66%) were of the opinion that many of the TRCs problems including shortage of teaching and learning materials, physical facilities such as libraries, as well as inability to carry out regular professional development programmes stemmed from their lacking of financial resources. The following statement was quoted from the coordinator of the one of the TRC.

> *As you know we need money to run everything you see here. The textbooks and teaching aids all need money for their purchase. But the TRC does have enough funding. We do as much as we can with the little resources that are currently at our disposal.*

Similarly, the WEO also added:

> *I think the most common challenge for the TRCs in my ward is that they lack of financial resources. All other problems they have come from it. If*

> *they had enough funding they would be able to buy books and other equipment. They would even be able to conduct regular seminars as they often say they can not to that because they lack funding.*

From the given statements, it can be observed that the TRCs are deprived of their capacity to function effectively due to inadequate financial resources. These findings concur with multiple studies including that of Msingwa (2015) which showed that financial problems is the cause for TRCs inability to provide adequate physical resources such as current books, journals, research reports, internet services, tables and chairs. It is also consistent with a study conducted by Oyekan (2015) which reported that all forms of educational productivity and students learning outcomes are influenced by allocation of financial resources. That is to say, in order to achieve optimum academic achievement, TRCs need to have adequate financial resources which, among other things, could enable TRCs to execute their duties effectively.

4.5.2 Inadequate teaching and learning resources

In light of the study findings, 78.33% of teachers reported that lack of adequate teaching and learning resources was among the challenges facing TRCs and discouraging them from visiting the TRCs. According to interviewed heads teachers, WEOs and TRC staff, the TRCs lack significant teaching resources including textbooks, reference books, and teaching aids. Speaking on the condition of teaching and learning resources at the TRCs, the WEO commented:

> *I am aware that the TRC does not have enough teaching materials as I have been told so by both the teachers and TRC officials themselves. As a WEO I am still trying to address this issue. I have already written to the DEO office informing them of the issue and I am waiting for their response.*

Asked about the reasons for the lack of materials at the TRC, most of the TRC staff were of the opinion that it was due to inadequate funding by the government. However, few of them pointed out that the situation was caused by lack of proper storage and maintenance, and poor lending system by the TRCs. During interviews with the TRC staff, one of the TRC officials explained:

> *When I started working for the TRC I discovered that many of the TRC books were borrowed by teachers from different schools. As I pursued the matter in order to make sure that the books were returned, I realized that it was difficult to trace the teachers who borrowed them as the records were not well kept by the previous TRC librarian.*

Based on the given statement it appears that effective storage and lending system is as important as ensuring adequate supply of the teaching and learning resources at the TRCs. This calls for establishment of modern methods of keeping records at the TRCs in order to keep track of teachers borrowing and returning of the books. In line with this finding, a study conducted by Zachariah (2016) unveiled that adequate and well-maintained resources are more likely to attract teachers to the resource centres as well as promote usability of the TRCs resources for students and teachers benefits. In order to enhance performance of students it would appear that there is urgent to replenish the TRCs at TMC with important teaching and learning resources.

4.5.3 Lack of teachers' awareness on the TRCs and their functions

As shown from the Table 4.4, 30% of the teachers were of the opinion that inadequate knowledge about the TRCs and their functions posed a challenge to the TRCs. Similar challenge was reported by TRCs officials and WEOs who argued that most of the teachers are not aware of the TRCs and particularly the services that are delivered by them. During interview, one of the officials elaborated:

> *We try our level best to make sure that the TRC and the services we offer are known to teachers. The truth, however, is that there are not many teachers who know what TRCs are and how it can help them perform their duties. It is largely because of such reason there are always few teachers interested in the services that we have to offer.*

In support of this finding, one WEO remarked:

> *One of the problems facing TRCs is that many teachers do not know a lot of things about them. They don't know the functions TRCs performs. Some teachers are not even aware that such centres exist. I think the TRCs need to work harder to make themselves known to the teachers.*

In light of the given statements, it is apparent that teachers lack knowledge of and awareness to the presence of TRCs. This concurs with a study carried out by Lumire (2012) which reported that although teachers' awareness of resources within the school tends to be higher, the contrary tends to be the case for resources outside including those offered by external resource centres such as TRCs. Given these findings, it is undoubtedly clear that there is a need to make TRCs presence and functions known to the teachers. This is because teachers are the main users of TRCs services. If teachers do not have complete understanding of the TRCs, it is unlikely that they will be able to use them effectively to enhance performance of their pupils.

4.5.4 Negative attitudes towards TRCs

Findings show that 38.33% of the teachers viewed negative attitudes as a challenge preventing TRCs from realising their objectives. This was supported by WEOs as well as heads teachers who were of the opinion that some of the teachers had negative perception regarding the TRCs which include viewing them as

administrative organs rather than a place where they could get help in relation to professional matters. The following statement was given by one WEO:

> *For some of the teachers going to the TRC is like visiting a municipal office. They do not like going there as they feel that the place serves as the meeting point for education administrators like head teachers and WEOs.*

Based on the given quote it seems that teachers' view TRCs as place reserved for administrative matters as opposed to centres dedicated to support teachers' professional development. This goes contrary to the objectives for the establishment and running of TRCs which include, among other things, promoting professional development of teachers and TRCs staff trough seminars, workshops and short courses, and acting as a place where teachers can turn to obtain updates of the curriculum and matching teaching and learning materials (URT, 2000).

On the other hand, it was found that some teachers particularly those with longer working experience perceived TRCs as places meant for novice and inexperienced teachers. Given their longer experience, such teachers were reportedly of the view that the TRCs could not provide them with new knowledge or skills. This was confirmed by one head teacher who observed:

> *Many teachers do not want to go to the TRC because they don't believe that the centres can provide them with useful skills. Some of the more experienced teachers would sometimes say that they already know what there is to know about teaching.*

This statement indicates that negative attitudes held by experienced teachers regarding TRCs could be contributing to overall low attendance of teachers at the TRCs. This is because experienced teachers are expected to act as role models for

novice teachers. When such teachers have wrong perception of TRCs, it is likely to encourage inexperienced teachers to do the same.

4.5.5 Lack of support from the government and other stakeholders

For TRCs to accomplish their objectives, they need to have the support of important stakeholders including the government, local administrative authorities, parents and other nongovernment actors. However, findings of the study established that the support provided by such stakeholders was not adequate to support functioning of the TRCs. This was confirmed by teachers (58.33%) as well as TRCs staff. According to one TRC official, despite being the main stakeholder the government did not provide regular training to the TRCs officials in order to enable them to manage their duties. During interview, he noted the following:

> *The TRCs were established by the government but the support coming from it is not enough. For example, most of us who are working at the TRCs have not been given training for a long time. This affects our ability to do our jobs effectively.*

Apart from the government, findings suggested that the TRCs also received very little support from non-government stakeholders such as nongovernmental organisations and donors. The following statement from a TRC coordinator illustrates this further:

> *We used to receive support from donors in the past. They were providing us with different kinds of stationeries and other equipment such as computers. Recently, there has been very few of such donors. We therefore depend mostly on the government to take care of our needs.*

Consistent with these findings, a study conducted by Msingwa (2015) reported that there was very limited support provided by the Ministry of Education and Vocational

Training to the development of TRCs. As a result, many TRCs have limited capacity to conduct their duties effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECCOMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study in relations to the study findings. The chapter is organised into four sections. The first section presents summary of the study. The second section covers brief summary of the study findings. The third and fourth sections provide conclusion and recommendations made by the study.

5.2 Summary of the study

The purpose of this study was to investigate the role of TRCs on improving academic performance of primary schools in Temeke municipal Council. Specifically, the study was guided by four research objectives namely: to identify support provided by TRCs to enhance teachers' skills and knowledge in teaching practice, to assess availability and adequacy of teaching and learning resources provided by TRCs for improvement of academic performance, to explore strategies established by TRCs to influence pupils' academic performance and to identify problems facing TRCs and affecting their ability to support primary schools. In order to realize study objectives, the study was informed by Beeby's Theory of Educational Development which, among other things, stresses that optimal school performance can be realized through continual transformation of school structures, development of teachers' competence, and establishment of effective control mechanisms.

As for research approach, the study utilized mixed research approach in order to obtain both qualitative and quantitative data to establish the role of TRCs on

academic performance of primary schools. Descriptive survey research design was used to guide the processes of data collection and analyses in the study. The study was carried out in Temeke Municipal Council which is one of five Municipal Councils in Dar es Salaam Region. The sample for this study included a total of 76 respondents, including sixty (60) teachers, from six primary schools, (02) Ward Education officers (WEOs), six (06) Head teachers, two (02) TRCs Coordinators, four (04) TRCs tutors and two (2) TRCs librarians. Data for the current study was obtained through a variety of tools including questionnaires, interviews and observation. Analysis of data was done through content analysis and simple descriptive statistics with the help of SPSS.

5.3 Major findings of the study

5.3.1 TRCs support to enhance teachers' teaching practice

The study unveiled that TRCs provided diverse kinds of support to enhance teachers' skills and knowledge in enhancing teaching practice. In particular, findings showed that TRCs provided seminars and workshops as well as various forms of mentoring programmes. Regarding the contribution of such programmes, the study found that the programmes enabled teachers to grasp important teaching skills and address other teaching related challenges including those imposed by new curriculum and teaching approaches. They also improved teachers' skills on a number of issues in including effective preparation of teaching materials as well as adequate mastery of subject content.

5.3.2 TRC resources support for improving teaching practices

The findings for this objective showed that a variety of teaching and learning

resources were available at the TRCs including textbooks, reference books, teacher guides, syllabus, televisions, computers, projectors, radios, real objects, models and wall charts. However, it was noted that most of the resources were inadequate to support effective realization of higher academic performance. For example, it was observed, that important teaching materials such as reference books and syllabus were not enough to cover teacher needs. Likewise, important visual aids including televisions and radios and ICT devices such as computers were reported as significantly inadequate.

5.3.3 Strategies adopted by TRCs to influence academic performance of primary schools

As for the strategies adopted by TRCs to influence academic performance, the study revealed that adopted several initiatives including improving the quality of their own staff in order to effectively serve teachers and schools under their purview, provision of ICT related services such as internet library and virtual discussions through WhatsApp groups, as well as establishment and improvement of wards and inter-schools' examinations.

5.3.4 Challenges facing TRCs on supporting primary schools' teachers

In addition to the aforementioned findings, the study also revealed that there are a number of challenges facing TRCs including inadequate financial resources, inadequate teaching and learning resources, lack of teachers' awareness on the TRCs and their functions, negative attitudes towards the TRCs as well as lack of support from the government and other stakeholders. Collectively, these challenges were

found to impair TRCs capacity to realize their objectives including supporting improvement of academic performance in primary schools.

5.4 Conclusions

Based on the study findings, this study concludes that TRCs have significant contribution to the improvement of academic performance in primary schools in Temeke Municipal Council. This is because through TRCs services teachers have been shown to gain access to teaching and learning materials as well as professional development training which enhances their capacity to foster higher learning outcomes among pupils. In addition, the innovative strategies adopted by TRCs to influence academic performance can also be linked to improved students learning and examination performance. However, in line with the study findings, the capacity for TRCs to contribute fully to realisation of higher academic performance appears to be limited by inadequacy of financial and material resources as well as negative attitudes towards TRCs. Therefore, this study concludes that TRCs in Temeke Municipal countries are not effectively utilised. As such, there is still a room for improvement with regards to how TRCs can contribute to realisation of better academic performance in primary schools.

5.5 Recommendations

5.5.1 Recommendations for Action

Based on the study findings, the following recommendations are made for action

(i) The Ministry of Education, Science and Technology (MoEST) and Local Government authorities (LGAs) should establish and actively support existing

TRCs by providing them with adequate financial resources for running the TRCs as well as adequate teaching and learning resources.

(ii) The TRCs should establish some income generating activities in order raise funds that would supplement funding from donors and government and enable TRCs to become self-sufficient.

(iii) The TRCs should conduct awareness programmes to teachers in order to inform them on the utility and importance of TRCs to the professional development of teachers and achievement of higher academic performance.

(iv) Head teachers should encourage teachers to utilise services delivered by TRCs including workshops and seminars as well as teaching and learning materials.

(v) Head teachers should ensure that school timetable is well organised and harmonised with that of TRCs to allow time for teachers to attend TRCs activities.

5.5.1 Recommendations for Research

This study was conducted in Temeke Municipal Council where only two TRCs existed at the time of the study. Given the few numbers of TRCs and respondents involved, it is possible that the impact of the TRCs on academic performance of primary schools in the council was not adequately captured. Hence, it is recommended that similar studies be done in councils with large number of TRCs or in larger geographical areas such as regions in order to generate more information. As the current study confined itself to primary schools, it is also recommended that similar studies be conducted in Secondary schools.

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APPENDICES

Appendix A: Questionnaire for Teachers

Dear Teachers

I, Kanuya, Barakael, am currently a student at the Open University of Tanzania currently studying towards a Master of Education Degree on Education Administration, Planning and Policy Studies. For my dissertation, I am doing research on "The Role of Teachers' Resource Centres on improving academic Performance in Primary Schools". I therefore kindly request you to complete this questionnaire which seeks to obtain your views regarding the topic. The questionnaire will take approximately 10 to 15 minutes to complete. The responses you provide will be kept confidential and used solely for the purpose of the study. Please respond as fully and honestly as possible. Thank you for your participation.

Part A: Demographic information (Provide a short response and put √ mark where appropriate)

(i) Name of the school……

(ii) Gender: Male ☐ Female ☐

(iii) Level of Education: Certificate Diploma ☐ egree ☐ ster ☐

(iv) Teaching Experience (years): 0 -3 ☐ -6 ☐ -10 ☐ ove 10 ☐

(v) Designation: Academic teacher Discipline teacher ☐ ss teacher ☐

Part B: Support offered by TRCs to enhance teachers' skills and knowledge in teaching process

This section collects information regarding the extent and different types of support offered by offered by TRCs to enhance teachers' skills and knowledge in teaching

process. Please indicate with tick [√] in the appropriate box against each of the mentioned attributes to indicate strong disagreement, disagreement, agreement and strong agreement with the provided statements.

S/N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
	TRCs provide seminars and workshops				
2.	TRCs provide mentoring programmes for teachers				
3.	Teaching and Learning materials are readily available at the TRCs				
4.	TRCs services are easily accessible to teachers				
5.	TRCs provide adequate teaching and learning materials to schools				
6.	TRCs act as a place for teachers meetings				

Part C: Strategies established by TRCs to influence pupils' academic performance

This section collects information regarding the strategies offered by TRCs to improve academic performance in primary schools. Provide short responses and √ where appropriate.

Do TRCs have strategies to improve academic performance of students?

Yes N

If the answer is yes, briefly describe the strategies advanced by TRCs below:

.....Do the strategies offered by TRCs contribute to improved academic performance of pupils?

Yes No ☐ ☐

If the answer is Yes, briefly describe how

.....

Part D: Problems facing TRCs and affecting their ability to support to primary schools

This section collects information regarding the challenges facing TRCs and affecting their ability to perform their duties effectively. Provide short responses and √ where appropriate.

(i) Do you think there are problems affecting TRCs ability to perform their functions effectively? Yes No ☐ ☐

If the answer is yes, mention the problems facing TRCs below

(ii) What are the ways you think TRCs can address the problems you mentioned above?

(iii) What do you think should be done to improve TRCs ability to influence academic performance?

Thank you for your cooperation

Appendix B: Interview Guide for Head teachers

(A) Academic support offered by TRCs to primary school teachers

(i) Are there any TRCs supporting your school in academic? If yes mention and describe the TRCs

(ii) Do the TRCs conduct seminars and workshops for teachers?

(iii) Do the TRCs support teachers' professional development?

(iv) Do teachers meet in TRCs to exchange aides on their teaching and expertise?

(v) In what other ways do TRCs support teachers' skills development in your school?

(B) Availability, adequacy and accessibility of teaching resources provided by TRCs

(i) Do TRCs offer teaching and learning materials?

(ii) Are the materials offered by TRCs easily accessible and available?

(iii) Are the teaching materials adequate compared to the needs of the school?

(C) Strategies established by TRCs to influence pupils' academic performance

(i) Do TRCs provide strategies for improvement of academic performance in the school? What are the strategies?

(ii) Do the strategies influence improvement of academic performance?

(D) Problems facing TRCs and affecting their ability to support to primary schools

(i) In your opinion, what do you think are the problems facing TRCs

(ii) What do you are the ways in which the TRCs can address the problems you have mentioned

Appendix C: Interview Guide for TRCs Officials (Coordinators, Tutors, And Librarians)

i. What is the total number of primary schools served by your TRC?

ii. For how long have you been serving your current post at the TRC?

iii. What are the functions performed by this TRC?

iv. How do you support development of teachers' skills and knowledge in teaching primary schools pupils?

v. Do you have teaching and learning materials for teachers to access at the TRC?

vi. Are the materials easily available to primary school teachers?

vii. Are the materials adequate to cover the needs of all primary schools you serve?

viii. What strategies do you have to improve academic performance of primary schools served by this TRC?

ix. What are the challenges facing your TRC?

x. Can you Suggests any possible solutions in combating the challenges facing your TRC?

Thank you for your cooperation

Appendix D: Interview Guide for Ward Education Officer (WEO)

(i) Are there any TRCs in your ward? How many are they?

(ii) What functions do the TRCs perform?

(iii) What support do the TRCs provide in developing teachers' skills and knowledge in teaching primary schools pupils?

(iv) Do the TRCs have teaching and learning materials for teachers to access?

(v) Are the materials easily available to primary school teachers?

(vi) Are the materials adequate to cover the needs of all primary schools you serve?

(vii) Do the TRCs have strategies to improve academic performance of primary schools?

(viii) What are the challenges faced by the TRC?

(ix) What are the possible solutions in combating the challenges facing the TRCs in your ward?

(x) What do you think can be done to improve the ability of the TRCs to perform their functions effectively?

Thank you for your cooperation

THE OPEN UNIVERSITY OF TANZANIA
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22/08/2020

DISTRICT EXECUTIVE DIRECTOR,
TEMEKE 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 **MR BARAKAEL KUNDAELI KANUYA, PG201801158** who is a Master student at the Open University of Tanzania. By this letter, **MR BARAKAEL KUNDAELI KANUYA** has been granted clearance to conduct research in the country. The title of his research is "**The Role of Teachers' Resource Centres in Improving Academic Performance in Primary Schools: The Case of Temeke Municipal Council**". The research will be conducted in Temeke Municipality.

The period which this permission has been granted is from **24/08/ 2020 to 24/09/2020**.

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

TEMEKE MUNICIPAL COUNCIL

[All letters should be addressed to the Municipal Director]

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Fax: +255 22-2850640
E- mail: temekemanispaa@tmc.go.tz
website: www.tmc.go.tz

Ofisi ya Mkurugenzi
92 Barabara ya
Mandela/Taifa
S.L.P: 46343,
15833 - DAR ES SALAAM

Ref. No. TMC/MD/ MED

Date: 30/09/2020

TEMEKE MUNICIPAL COUNCIL

RE: RESEARCH PERMIT: BARAKAEL KUNDAELI KANUYA

Please refer to the heading above

This is to inform you that, permission is granted to the above mentioned student/researcher from TEMEKE TRC to conduct researcher on THE ROLE OF TEACHER'S RESOURCE CENTRE IN IMPROVING ACADEMIC PERFOMANCE IN PRIMARY SCHOOLS

The study will be conducted from 7 march 2020 to 31 march 2020.

Please give with necessary assistance.

For: **MUNICIPAL DIRECTOR**
TEMEKE
For: Municipal Director
TEMEKE