

**RELATIONSHIP BETWEEN SCHOOL MANAGEMENT CAPACITY AND  
TEACHER PROFESSIONAL DEVELOPMENT: A CASE OF SELECTED  
PRIMARY SCHOOLS IN MBEYA REGION**

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**2013**

**CERTIFICATION**

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled **Relationship between Capacity of School Management and Teacher Professional Development: A Case of Selected Primary Schools in Mbeya Region** in fulfillment of the requirement for the degree of Master of Education (APPS) of the Open University of Tanzania.

.....

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(Supervisor)

Date.....

**DECLARATION**

I, Daudi Nditolo Mwankotwa, declare that this dissertation is my own original work and it has not been presented and will not be presented to any other University for as similar or any other degree award.

Signature.....

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**DEDICATION**

This dissertation is dedicated to my beloved parents and wife. Late **Mr. Nditolo Mwasalesa**, my mother **Essa A. Ndenuka** and my wife whose devotion, encouragement and deep understanding of the importance of education have made their long time dream a reality. May the Almighty God rest my father's soul in eternal peace, Amen.

## ABSTRACT

This study investigated the relationship between capacity of primary school management and teacher professional development (TPD). Specifically, it examined the capacity of schools management to support teacher professional development for primary school teachers, it looked at the various factors that affect school management to provide professional support and lastly sought to determine how capacity is perceived by the school management and teacher in relation to professional development. It involved 70 respondents including; twenty four teachers, twelve head teachers, ten ward education officers, nine members of school committee, five educational officers and two DEO's and District Inspectors respectively. The study employed the questionnaires, interview guides and documentary review. The quantitative approach was employed in organising data into tables with percentages while content analysis technique was applied to qualitative data. The findings indicated a conception of TPD which combines both raising of teacher academic qualification and professional growth, which is supported by capacity of primary school management. School management suffers from lack of TPD. As a result, the capacity of school management is highly affected by financial problems, lack of time arrangement for TPD and favouritism for 70%, 20% and 10% respectively. Therefore, it is recommended that the Ministry of Education and Vocational Training needs to improve and empower head teachers to support TPD through various ways such as financing, encouraging, a culture of support, providing various seminars and workshops and any other initiatives. The school management has the capacity to support teachers on TPD if managers are empowered enough.

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**LIST OF ABBREVIATION**

PEDP	Primary Education Development Programmes
URT	United Republic of Tanzania
TPD	Teacher Professional Development
TRC	Teacher Resource Centre
UPE	Universal Primary Education
MOEVT	Ministry of Education and Vocational Training
PD	Professional development
TEMP	Teacher Education Master Plan
DEO	District Education Officer
INSET	In-Service Training
WEC	Ward Education Coordinators
TIE	Tanzania Institute of Education

## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND OF THE PROBLEM**

#### **1.1 Introduction**

This chapter presents introductory information about the professional development of primary school teachers looking at it from the point of capability of school management to support effective teaching. Specifically the chapter describes the background to the problem, statement of the problem, purpose of the study, objectives of study, research tasks and questions, significance of the study, conceptual framework of TPD, limitation of the study and organisation of the study.

#### **1.5 Background to the Problem**

Tanzania implemented a five year Primary Education Development Programme (PEDP), which lasted between year 2002 and 2006. The main goal of PEDP was to improve access and quality of education through improving the school learning environment, as well as professional development of the teacher. PEDP had four main objectives, namely; to increase the enrolment of school aged children, to improve the quality of education, to strengthen educational management, and to build capacity within the education system and these objectives were to be achieved by 2006 (URT, 2001; 2003; 2005; Davidson; 2004).

The emphasis on access, equity, equality and quality was related to the expansion of enrolment, teacher recruitment and deployment, provision of education to everybody, with the same quality and of good standard all over the country. The issue was therefore not just enrolment, but the quality of education provided had

also to be taken into consideration. Improving quality of education depends much on the quality of professional teachers in all aspects. Teachers are to be empowered and supported through capacity building to achieve the objectives of the programme. Capacity building is a dynamic and everlasting process to achieve quality education.

Tanzania is aiming at providing high quality education to all children for promoting and enhancing productivity. Quality education will be ensured only if teachers have been developed professionally. Under PEDP, MUKA III B/C teachers are helped to upgrade themselves massively through educational modules to ensure sustenance of quality teachers who in turn will promote quality education. On the other hand Grade III A teachers have not been included in the PEDP; as there is no any opportunity to develop them.

The teacher is the heart or the central figure in the process of effective teaching and learning in the classroom. The teacher needs to be competent and efficient in terms of academic command, pedagogical knowledge and commitment. Efficiency depends on how the teacher is motivated and well equipped with sufficient and relevant teaching and learning resources. Generally, all these have been explained and clarified in PEDP. Given this situation one could expect to see big changes in the classroom on the grounds of teaching effectively particularly, if the school management supported teachers to develop professionally through in-service training, seminars and workshops under recognised mechanisms laid down by school management.



During the first Universal Primary Education (UPE), various studies show that most of the teachers were incompetent and inefficient (Omari, 1995, Mosha, 1995; 2004; Lawson, 1995; Sumra, 1995). The large majority of the teachers for the programme were of Grade C/B. Under PEDP, it was reported that things had greatly improved in terms of academic and professional levels. In 1974, about 67% of the English teachers had achieved grades C/B while 33% consisted of Grade A teachers. In 1998, data show that grades C/B teachers were 61,829 (55%) (Wort, 2001:27). In URT (2005B:26) it was indicated that in primary schools there are 304 (0.2%) degree holders; 3576 (2.6%) diploma holders; and 82,441 (61.1%) grade A teachers. Explicitly these values were against the 48,996 (36.3%) that depicted the grade C/B teachers. This is a good trend that gives hope that teachers' Professional development (TPD) is taking place.

Meanwhile it has been noted that all targeted ratios to pupils on various items have not been met. The targets on teachers, textbooks, desks, and classrooms by 2006, were 1:45; 1:1, 1:2; and 1:45; respectively (URT, 2003). After four (4) years of implementation, the status, has not matched with the highlights above; meaning that it is not convincing or bringing any hope. Nationally, the ratios to pupils were as follows; teachers 1:56 (In Shinyanga 1:74); classrooms 1:78 where as in Tabora 1:109); desks 1:4 while in Dar es Salaam it was 1:7 (URT, 2005B:35); however textbooks in the studied schools were 1:4 – 1:15 (URT, 2004:37). One thing to be investigated was the meaning of these data in relation to the role played by the school management to support Teacher Professional Development through various mechanisms.

### **1.1 Statement of the Problem**

It has been established that since gaining independence in 1961, Tanzania has been committed to the Universal Primary Education (UPE). By late 1990s, the primary education system was in crisis, with fewer than half of Tanzania school aged population attending primary schools, whilst many of those who were attending were receiving poor quality education. In recent years, Tanzania like other developing countries has committed herself to providing high quality education.

In addressing the shortage of teachers in primary schools the Ministry of Education and Vocational Training (MoEVT) revised the two year grade IIIA teacher education programme, making it one year training in college based followed by one-year school based training. This programme was called PEDP and was a five year programme which ended in the financial year 2005/2006. There have been many criticisms about the new programme. Concern has been raised by Tanzania Teachers' Union (T.T.U) and the academics about the quality of the teachers produced under this programme. The arguments are seen to revolve around the adequacy of the professional support that the school management can provide to these teachers.

Although policy statements in Primary Education Development Plan (PEDP) and Teacher Education Master Plan (TEMP) recognise the centrality of the teachers in the realisation of quality education, little attention has been given to the capacity of school management to support teacher professional development and improvement of classroom. For this reason, there is a gap in knowledge with regard to the capacity of school management to support teachers, who form the single most important

factor for the realization of quality education. Between 2003 and 2005 about 500 head teachers had been trained by the Agency for the Development of Education Management (ADEM). Also 228 ward education coordinators had been trained for two weeks to supervise education in their respective localities. A similar one-month short programme exists for DEOs, SLO, academic masters and school inspectors (URT, 2003).

However, little is known about the capacity of school management to use the skills acquired in micro planning to support teacher professional development (TPD) and improvement of classroom process. Much has been reported about the achievement of the programme. In improving the quality of education, the government aimed at developing teachers professionally (URT 2003). However very little study has been done to understand how teachers and school management perceive TPD and the factors that influence teachers' development during the PEDP implementation.

### **1.2 The Purpose of the Study**

The study intended to investigate the capacity of primary school management for TPD, teachers' perception of professional development and the factors influencing TPD. The main goal was to determine the relationship between the capacity of primary school management and professional development provided to teachers. This study attempted to achieve this goal by answering three questions.

### **1.3 Objectives of the Study**

The general objective of the study was to explore the relationship between the capacity of primary school management and teachers professional development.

Specifically, the study aimed to meet the following objectives;

- i. Determine the capacity of school management in provision of teacher professional support;
- ii. Examine factors influencing school management capacity in identifying teachers' professional development;
- iii. Investigate the school management's perception of its capacity for teacher professional development.

### **1.6 Research Tasks and Questions**

The following research tasks and questions were set to guide this study.

- i. What is the capacity of school management to provide professional support of primary school teachers?
- ii. What are the factors that affect school management capacity to provide professional support?
- iii. How does the capacity perceive its capacity to provide teachers professional development?

### **1.7 Significance of the Study**

Knowledge gained from this study would be useful in assessing the role played by school management in improving the quality of primary school teachers, which correspond to one of the objectives of PEDP and thus help the school community to be informed of TPD. It is further expected that teachers would be able to use recommendations and other findings of the study to develop their profession.

Furthermore, the findings would add to the current knowledge and debates about the concepts of teachers' professional development and capacity of school management. They will also add knowledge on planning, implementation and monitoring of any teacher professional development programme. This knowledge would help educationalists, policy makers, politicians and common people to understand issues pertaining to capacity of primary school management for teachers' professional development and teaching. In addition, it is considered that the results of this study would form a basis for further studies in the area of teacher professional development in the assumption that future studies would use findings and methodological suggestions revealed in this study to conduct more investigations on the field.

### **1.8 Conceptual Framework for TPD and Capacity of School Management**

This section contains some views on capacity of school management and Teacher Professional Development with regard to its nature, teacher and school management perception, capacity of school management, importance of TPD, factors influencing TPD and the need for Teacher Professional Development.

#### **1.8.2 Importance of Teacher Professional Development**

There is agreement among scholars about the importance of the teacher and her/his competence in the teaching-learning process. The teacher is the heart of classroom instructions (Hawes, 1979; Galabawa, 2001; URT, 2007). The effectiveness of the teacher depends on her/his competence (academically and pedagogically) and efficiency, (ability, work load, and Commitment), teaching and learning resources

and methods; support from education managers and supervisors (Rogan and Mosha, 2004; Van den Akker & Thijs, 2002). Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practices and broaden themselves both as educators and as individuals.

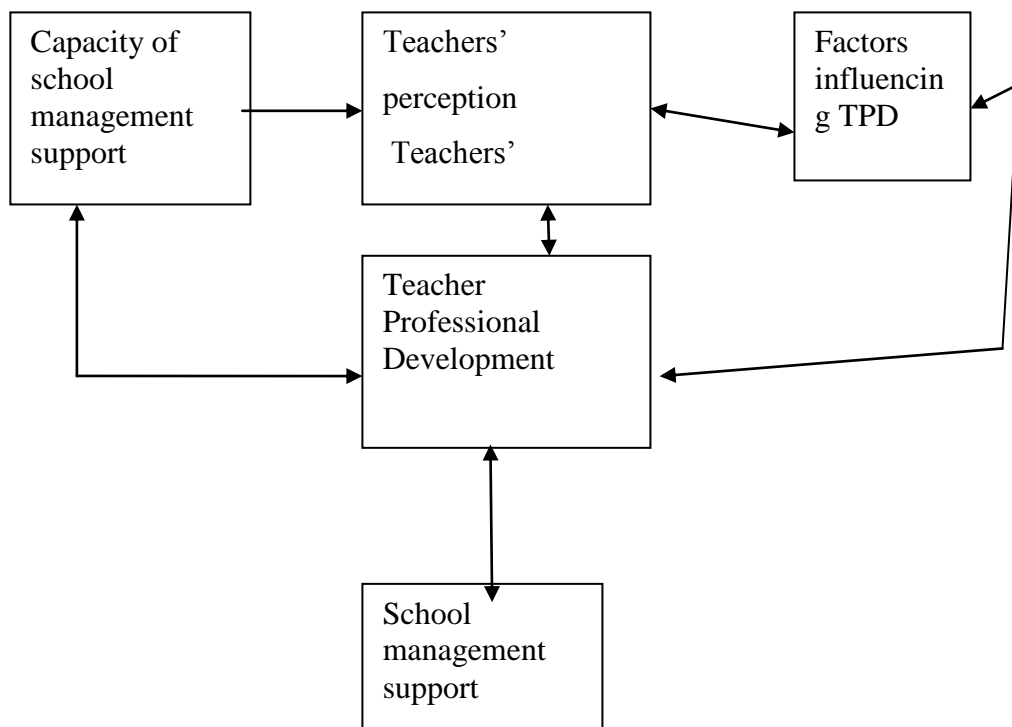
### **1.8.3 Factors Influencing Teacher Professional Development**

Villegas-Reimers (2003) identifies conceptual, contextual and methodological factors that contribute to a successful professional development programme. Conceptual factors relate to how change, teaching, and teacher development are perceived, while contextual factors refer to the role of the school leadership and organisational culture. Methodological factors relate to processes or procedures that have been designed to support teacher professional development. It would seem that from the perspective of an interactive system model, teacher professional development is a function of the interaction between and among education stakeholders. These are the ministry responsible for teacher education, schools, the community and the teachers themselves.

### **1.8.4 Teachers Perception**

A teacher is the heart of the classroom instruction (Haives, 1979; Galabawa, 2001) for quality education. Teachers' perception towards professional development is the factor for effective teaching positive perception (acceptance) on TPD leads into self professional development rather than being forced by school management. It is important that educators, parents, policy makers and the general public should

understand the new expectations of teachers, the new roles and responsibilities and the real meaning of professional development. The design, implementation and evaluation of professional development must ensure attention to all phases of the change process. Reform efforts that do not focus on teacher acceptance may fail. Therefore professional development must shift its emphasis from working on teachers to working with teachers towards improvement of teaching and learning for all students.



**Figure 1.1: Conceptual Framework for Capacity of School Management and TPD**

**Source:** Adapted and modified model from Mosha (2006) and Rogan Grayson (2003)

### 1.8.1 Meaning of Teacher Professional Development

In education systems where teacher education programmes are well established, teacher professional development is described as a process embracing all activities that enhance professional career growth (Rogan & Grayson, 2004; Tecele, 2006) or as

formal and informal experiences throughout the teacher's career (Hargreaves & Fullan, 1992; Arends et al., 1998).

The model assumes that the teacher is sufficiently knowledgeable about the subject matter of his or her teaching subject and has successfully completed a minimum of secondary education or bachelors' degree. Teacher professional development is defined as the process of improving both the teacher's academic standing as well as acquisition of greater competence and efficiency in discharging his/her professional obligations in and outside the classroom. This view seems to fit the Tanzanian context.

In both the advantaged and less advantaged systems it includes the processes, organisational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of her/his duties. Organisational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programs and seminars aimed at meeting various professional needs of the teaching force.

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### **1.8.5 School Management Support**

This component consists of education managers who are the education officers and coordinators. The other group in this component is that of inspectors. Their main roles are supporting the classroom teacher and school management to improve education through inspection, advisory and supporting technically and professionally. They should arrange IN-SET, seminars and workshop programmes regularly (Kelleghan and Greaney, 2001, Galabawa, 2004; Omari, 1995). According to Mosha (2006), capacity of school management for TPD is crucial for promoting teacher development and high quality education. This is because teachers are closest to the schools and classrooms where reforms will be enacted. If school managers are empowered they will be able to play their social and technical roles more efficiently (Blasé' and Blase', 1999).

### **1.9 Limitation of the Study**

The outcomes of TPD are not easy to be measured as they are long term effects. Aspect like attitudes, disposition and school culture are very difficult to observe

except through intensive observation which may be too demanding on the part of the researcher in terms of time and funds. The researcher selected some primary schools only from Mbeya District in Mbeya Region. The research was focused on head teachers, ward education coordinators, teachers, district education officer, school inspectors and members of school committee.

### **1.10 Organisation of the Study**

The study is organised in five chapters. Chapter one, provides the introduction, which basic issues, background of the problem, statement of the problem, purpose of the study, research questions and tasks. It also explains significance of the study, conceptual framework, limitations of the study as well as the organisation of the study.

Presentation and discussion of the relevant of the review of literature is provided in chapter two. The chapter begins by providing general information about the capacity of primary school management and the notion of teachers' professional development. It moves further to present the concept of TPD and its importance, the need for TPD, process of developing professional teachers, capacity of primary school management development, the role of teacher professionalism in education and reviews the implications for school management in TPD.

The research methodology and procedures used in the study are presented in chapter three. It provides research design and approaches, area of the study, target population, sample and sampling procedures, data collection, procedures and instruments and data analysis. The chapter further presents how the mixed method

model worked and how the approaches, methods and instruments were developed and used. The research findings of the study are presented in chapter Four. The presentation is according to research objectives and questions. Finally chapter Five provides a summary and conclusions of the study as well as recommendations for further research and actions.

### **1.11 Conclusion**

This chapter has presented the background to the study, statement of the study, the purpose of the study, objectives of the study, conceptual framework for TPD, significance, limitation and organisation of the study. It has been observed that for the teachers' professional development to be effective, it depends on the capacity of school management and other factors such as time, finance, and the use of technology in teaching and a culture of support. The role of school management is to encourage the culture of support of teachers for professional development. Involvement of all teachers during planning processes should be part of the culture. Thus professional development encompasses all activities that cater both for the individual needs of teachers and for the institutional needs of the whole school (Bell, 1991). Hence the teacher, the school and pupils benefit from the process of professional development.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

Apart from the fact that the teacher is the central figure in bringing about quality education, very little has been done to improve teachers professionalism. On top of that not much has been studied on capacity of school management and Teacher Professional development. This chapter revisits some relevant surveyed literature and previously conducted studies concerning the capacity of primary school management in relation to teachers' professional development in order to get better insight of issues of focus. The roles of education managers and supervisors in TPD have not yet been realised, school inspectors, for instance, when visiting schools tend to be more concerned with evaluating the performance of the teachers and pupils and not supporting teachers to develop their profession, hence efficiency, (Galabawa, 2001; Mnguu, 2005). This blunder requires to be studied so that there can be promoted the culture of school management support to TPD.

Furthermore, all the above mentioned studies and reviews are formative, including improving quality of primary schools, teacher professional development programmes on which this study partly focuses in relation to capacity of school management to support teachers professional development. The issue about capacity of school management, particularly the functioning of school committees for promotion of good quality education has been recognised by education stakeholders in Tanzania as a crucial element in education quality development. It is a fundamental component of the PEDP, (TEN/MET, 2004).

Other studies including Omari (1995), Mosha (1995, 2004), Davidson, Tilya, Vought (2004), Chonjo, Dasu Welford (2001), Rajani (2003) and URT (2004), have found that most of the teachers were using the method of talk and chalk. There were no participatory methods employed. The problem here was due to the lack of TPD to teachers in relation to school management. This chapter presents a literature review related to the study.

## **2.2 The concept of Teacher Professional Development**

Professional development refers to the development of a person in his or her professional role. Specifically teacher development embrace the professional growth a teacher achieved as a result of gaining increased experience and examining his or her teaching systematically (Glatt Horn, 1995,). Teachers professional development involves formal experiences including attending workshops, and professional meetings, mentoring and informal experiences such as reading professional publications, watching TV documentaries and related to respective academic discipline (Ganser, 2000) leading to enhancing ones knowledge and professional skills. For years the only form of professional development available to teachers has been staff development or in-service training, usually consisting of workshops, seminars or short courses that would offer teachers new information on a particular aspect of their works. This was often the only type of training teachers would receive and was usually unrelated to the teachers work.

This shift has been so dramatic that many have referred to it as a new image of teacher learning, a new model of teacher education, a revolution in education and even new paradigm of professional development (Walling and Lewis, 2000;

Cochran-smith and Lytle, 2001). There has been significant increase in the level of interest and support that teachers throughout the world are receiving in their professional development. Evidence includes many national and international organisations that have supported the implementation of initiatives which aim to improve the professional skills and knowledge of teachers. One good example is the efforts of the Asian-pacific economic cooperative (APEC) which is intended to improve teacher education. The economies of these 18 countries that border the Pacific Ocean have identified teacher education as being a key issue in economic development (Cobb, 1999).

Professional development for teachers of primary schools has several characteristics mostly based on constructivism rather than on a transmission-oriented model. As a consequence, teachers are treated as active learners (Lieberman, 1994; Zarrow, 2000) who are engaged in the concrete tasks of teaching, assessment, observation and reflection (Newmann, 2000; Dads, 2001). It is perceived as a long-term process as it acknowledges the fact that teachers be taught overtime (Cohen, 1990, Ganser 2000). Many identify this process as one that is intimately linked to school reform (Guskey, 1995b; Loucks-Horsley, 1998).

A teacher is conceived of as a reflective practitioner and Professional development is conceived of as collaborative process (Darling-Hammond and Mc Laughlin, 1995). Professional development may look and be very different in diverse settings and even within a single setting it can have a variety of dimensions (Scribner, 1999). School management and facilitators must evaluate their needs, cultural beliefs and practices in order to decide which professional development model most would be

beneficial to their particular situation.

### **2.3 Importance of Teachers Professional Development**

Apart from the individual stratification or financial gain that teachers may obtain as a result of participating in professional development opportunities, the process of professional development has a significant positive impact on teachers' beliefs and practices, student learning, and on the implementation of educational reforms. The ongoing professional development keeps the teacher up-to date with new trends in education. It is important because of the following reasons: Makes students deserve the best, better equipped to face challenges, allows teachers to inform themselves and others about new developments in education.

Successful professional development experiences have a noticeable impact on teachers' work, both in and out of the classroom, especially considering that a significant number of teachers throughout the world are under-profession. Evidence also indicates that the relationship between teachers' beliefs and their practice is not straightforward or simple; on the contrary, it is dialectic "moving back and forth between change in belief and change in classroom practice". In order to allow professional development to play an effective part in educational reform, policies must be supportive of the changes (Darling-Hammond and Mc Laughlin, 1995). The policies must address, for example, the need to create new structures and institution to arrangements that support the role of teachers as lifelong learners; they must also help to create new structures and opportunities, both inside and outside of schools; support new systems of evaluation, accountability and promotion.



The professional development of teachers is a key factor in ensuring that reforms at any level are effective. Successful professional development opportunities for teachers have a significant positive effect on students' performance and learning. Thus, when the goal is to increase students' learning and to improve their performance, the professional development of teachers should be considered a key factor, and this at the same time must feature as an element in a larger reform.

#### **2.4 The Need for Teachers' Professional Development**

Teachers' professional development comprises all stages of education with emphasis on lifelong learning for professional upgrading and improvement of individual teaching capabilities. Fullan (1991) defines professional development as a sum total of formal and non-formal learning experiences throughout one's career; from pre-service teacher education to retirement. The varying perceptions which societies, policy-makers and teacher educators have of teachers are an influential factor on how teachers are prepared and how their professional development is promoted (Calderhead and Shorrock 1997).

Views on the role of teachers are culturally and socially embedded in the teachers' own perspectives of their roles. The profession affects and may be affected by, the conception of teaching that is prevalent in their societies. Goodson (2000) noted that the more we observe and study teachers reflect how highly we esteem them. For example Spanish teachers who work in a democratic management system in which head teachers are elected from among teachers' in the schools, most often tend to think of teaching as a collaborative activity and have a greater sense of responsibility towards the local community; while French teachers tend to think of their role as

relating to expertise in their subject area of specialisation and do not consider their responsibility to encompass the pastoral care that English teachers value more highly (Calderhead and Shorrock,1997).

Teacher professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. It is important that educators, parents, policy makers and the general public should understand the new expectations of teachers, the new roles and responsibilities, and current definitions of professional development. Recognition by the entire community of the complex nature of the changes needed is the first step in building the necessary support to ensure that teachers can fulfill their crucial role in systemic reform.

However, schools are bureaucratic, hierarchical; teachers are isolated from one another and have learned to work alone; principals usually have not been asked to support teamwork; leadership has been linked only to formal roles. Professional development has relied upon a deficit model in which an expert imparts knowledge and information to teachers who are assumed to be deficient and in need have outside experts to teach them new modes of working with students (Little, 1987). Professional development requires systemic reforms, changing both structures of school and the norms and practices within them.

According to Fullan (1991), the change process involves four levels, namely active initiation and participation, pressure and support, changes in behavior and beliefs,

and ownership. Without understanding the complex nature of the changes required, and without creating professional development opportunities for teachers and others, school communities can end up adopting innovation without seeing any permanent improvement in the achievement of school goals. The design, implementation, and evaluation of professional development must ensure attention to all phases of the change process. Reform efforts that do not focus on teacher acceptance may fail. Therefore, professional development must shift its emphasis from working on teachers to working with teachers toward improvement of teaching and learning for all students.

When policy makers think of teaching as an art, little is done to promote the professional development of teachers as usually, those who believe that teaching is an art also believe that people are “born” teachers (as opposed to trained as teachers) and that their development as teachers is natural (as opposed to planned and systematically promoted). Teachers need to learn and practice in order to be effective teachers. Many in and outside of teaching still believe that teachers are born with a special gift and thus professional development is not of any great importance (Clement and vanderberghe, 2000).

Teachers follow when planning their work and of their thinking process while in the classroom one of the main butanes to this metaphor was the keen interest educators take in understanding the process that teacher student follow in their training to become teachers, and their idea that teachers have to follow a similar process. Teacher education programmes and professional development programmes inspired by this metaphor have focused on developing teachers knowledge (of children the

curriculum, teaching strategies, school facilities and educational objectives) and of particular skills. These skills will allow teachers to contracture learning activities that can be implemented within the classroom that will give them the necessary tools to make informed decisions in their practice (McCutcheon and Yinger, 1980).

This study has had an impact on teacher preparation and professional development, as educators. It has been trying to find means by which the knowledge and skills of the experienced teachers can become more accessible to the novice (Clark, 1988) ways in which teachers can develop the skills and abilities necessary to be reflective practioners (Cliftetal, 1990); the ways in which primary schools can be organized to provide time and space for teachers to be able to analyse their reflections and improve their practices as a result (Merseth, 1991).

## **2.5 Teachers Professional Development in Context of Tanzania**

The first step in any process of developing a professional in any field is the initial professional preparation of that person. In teaching, this preparation takes very different shapes and forms and varies dramatically from country to country. Learning to teach is personal (as it depends on students' personal learning history their pre-conceptions and beliefs about learning and teaching), complex (because of the variety of skills and competences that have to be learning) and context-specific (Hague, 2000).

In the context of Tanzania it refers to the processes, organisational mechanisms and practices that were aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organisational mechanisms are the systems

for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term\_training programmes and seminars aimed at meeting various professional needs of the teaching force.

Practices, on the other hand, include the formal mentoring programmes developed insitu for example advice that the teacher gets from the head teacher as well as the ward education officer. Other forms of practice are the meetings held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Establishment and effective utilisation of Teachers Resources Centre is an important element in the professional development of teachers (Kruse and Luis, 1997). Informal practices include team teaching and the sharing of experiences and educational resources among teachers, which greatly contributes to self improvement (Pounder, 1990).

In-service education is changing and it varies from country to country depending on the level of preparation. Teachers receive prior to their entering the profession. In most developing nations like Tanzania and many developed ones preparation teachers receive when they are hired while not yet having qualified (or certified) teacher status. Because of this diversity, some authors have suggested making a distinction within the broad category of post-appointment preparation for example; Gandner (1995) has suggested a continuum. “At one end is a form of training that takes place wholly away from the school, possibly in some specifically designed training environment. At the other end of continuum are practices where all the training takes place in the schools in which the teachers normally work.

## **2.6 Capacity of School Management in Teachers Professional Development**

At every level of management of our institutions, we need a rediscovery of the value of the individual imagination and rekindling of that passion for human purpose which is the authentic light of leadership. To manage is to lead, and to lead others require that one enlists the emotions of others to share a vision of their own (Bolman & Deal, 1994:77). The smooth and effective functioning of any organisation is dependent essentially upon those responsible for managing it.

Schools are the most complex of all our social institutions (Hansen, 1985). Two assertions to justify this statement; First, like other formal organisations, the school must deal with the task of structuring, administering and giving direction to a complex mix of human and material resources. Secondly, unlike most other formal organisations, the school's output is a human product that gives rise to unique problems of management. Management is a process of managing the professional administration of an institution. It entails managing, controlling, supervising, directing and providing guidance by a manager (Galabawa, 2001).

In the context of this study, capacity of school management refers to the potential and the actual use of that potential, including school-wide organisational and other resources available in the school's environment that can be tapped and deployed to support, enhance and sustain quality of teaching and learning. It is a dynamic interaction of leadership style, teacher's intellectual and personal resources, professional and peer support, the curriculum and materials including the organisational (both systemic and institutional) culture.

With regards to the style of school management, Beare *et al* (1993) distinguish between transactional and transformational leadership. Managers who are ‘transactional’ in their approach to school improvement try to ‘sell’ their ideas and demands to staff, using a combination of pressure and compensation. Negotiation takes the form of bargaining, in which management and teaching staff each aim to protect their interests as much as possible. Transformational managers, on the other hand, try to improve the organisation through improving its working conditions, most notably the capability of its staff.

Negotiation takes the form of convincing staff of necessity to change, sharing responsibilities and empowering staff through shared decision-making. Depending on the kind of change, managers in schools may exhibit either styles at one time or another. Beare *et al* (1993) argued that the use of the transformational style is a feature of management in more effective schools, in particular with regard to changes for improvement. In the transaction model, the head teacher might be the main ‘change agent’ in the school, promoting the increase of capability of the teaching staff through regular in-school inspections, promoting staff attendance in-service training, by being accessible to staff, parents and pupils are willing to listen to and act on suggestions as well as critique.

If school improvement is interpreted locally as using more effective ways of achieving the required level of performance of the school and improving the working conditions of staff, and both are viewed in a material and procedural way, then a transactional approach may be seen as sufficient in achieving the desired changes. Where school improvement is seen as mechanistic rather than a cultural change, a

transformational style of leadership may be seen as less appropriate, as the ultimate aim of the improvements is the enhanced efficiency of the existing situation, not a change of that situation. This seems to be true for both externally imposed as well as internally generated initiatives to improve the schools. Personal charisma of the head teacher may be a determinant for achieving success in school performance, as well as in securing collaboration and commitment among staff.

Organisational culture; the institution's vision and values of the school managers are important factors for achieving school improvement and so they form part of its capacity for providing teacher professional support. Having a vision of the direction and how to improve the school is seen by many as essential to the process of school improvement (Bush and Coleman, 2000; Fallen, 2001; GoT, 1997; Hopkins, Ainscow and West, 1997; Stoll and Fink, 1996; Bell and Harrison, 1995 ;). Leaders in the school have to be able to communicate this vision convincingly in order to provide a rationale for change and to secure commitment and collaboration from all staff so as to achieve the intended change.

Fullan (2001) stresses that mutual trust between school leaders and teaching staff is the single most important factor within a school's culture that will allow for successful changes for improvement to be possible. Without trust there is no effective communication or collaboration, which hampers the development of commitment to school improvement.

Capacity building involves human resources development, the development of organisations and promoting the emergence of an overall policy environment. The



concept of capacity building includes the following: Human resource development is the process of equipping individuals with the understanding, skills and access to information, knowledge and training, organisation development elaboration of management structures, processes and procedures not only, within organizations but also the management of relationships between different organisations and sectors (private, public and community). Institutional and legal framework development making legal and regulatory changes to enable organisations to perform better.

### **2.7 The Role of Teacher Professionalism in Education**

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy which in turn affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging and inspiring young adult minds to prepare for ever-advancing technology. Teacher professionalism entails three essential characteristics, competence, performance and conduct, which reflect the educator's goals, abilities, and standards, and directly impact on the effectiveness of teaching through the development of these qualities.

The characteristics of competence are fundamental in educators' pursuit of excellence. Competence focuses on three important ideals: preparation, knowledge of subject area and defined pedagogy. Preparation, prepares the professional for the adversities of the classroom. From language and cultural barriers to socio-economic differences, all educators face deterrents in the classroom that must be broken down by individualized techniques. "Decision-making by well-trained

professionals allows individual clients need to be met more precisely and promotes continual refinement and improvement in overall practice”, (Darling-Hamonond, 1988). Thus, by bridging these barriers, the educators will be better prepared for classroom management and create an effective learning environment. The professional teachers’ leads students by his or her example, and is prepared for difficulties including how they will be able to overcome them.

A professional teacher with strong knowledge of his/her subject area has opportunity to concern themselves with preparing new techniques to teach material rather than speeding significant amounts of the studying material. Thus, a professional teacher is able to do well on how to relate subject matter to the students and their culture in an original method. A professional teacher who has a defined pedagogy has already journeyed through several trials to discover which pedagogical techniques are most effective. Performance is the ability to effectively teach the concepts of a curriculum. Conduct is equally as significant as the first two conducts is a representation of how well one takes care of himself or herself from an esthetics to language and behavior. Also it includes one’s ability to initiate and maintain quality communication with all the parties involved in education, students, fellow teachers and administration.

## **2.8 Teachers’ Learning at the Workplace**

Professional teaching has always included practical knowledge as well as academic knowledge, but the relative proportions vary considerably. Occupations such as teaching have sought to improve their status and the quality of their recruits by

moving out of lonely professional schools into the more cosmopolitan environment of universities; but in so doing they have had to accept the priority accorded by universities to propositional knowledge.

The tendency towards technical rationality was criticised by Schon (1983) who drew attention to professional artistry and more intuitive forms of practice. However, he preferred to use the more secluded context of a practicum as the main arena for developing professional expertise. These involved seminars or workshops where professionals talked about practices in which they engaged and concerns which arose out of their current work. This approach makes a significant contribution to professional thoughtfulness and reflection that is very different in kind from traditional mode of professional development; but still reinforces the view that practice can be understood by engaging in off-the-job discussion. Whereas the typical response of new teachers to questions about their training is that, while formal training enables them to gain a qualification which gives them the right to practice, learning how to teach was largely a matter of on-the-job learning both before and after qualification.

Eraut (1997) suggests that most professional work involves four types of processes such as; acquiring and interpreting work, deciding how to respond to this assessment both immediately and over a longer period, implementing agreed upon actions, including routine techniques, referral, giving advice, and meta-processes concerned with directing and controlling one's own behaviour and ongoing monitoring of clients and their environment. The professional knowledge acquired to engage in

these processes is constructed both consciously and unconsciously over a range of time-scales. For example, a teacher's repertoire of ways of communicating areas of subject matter to students begins when they first study the subject, takes on a new significance when they first become teachers and evolve with experience as they try out their own ideas and personal versions of ideas gathered from colleagues, course and books.

Their selection from this repertoire on a particular occasion will depend on their knowledge of a particular class of students and their experience of teaching them so far. This may be partly based on consciously gathered information from records and/ or assessment, but much of this understanding of students and classes will be based on an accumulated series of episodes and encounters; these are rich sources of information, which at best are processed in a selective and semi-conscious way. One learns about other people informally by being with them in a variety of situations, only rarely from deliberate attempts to get to know them with notebook in hand.

Neither formally gathered evidence nor informally acquired cumulative understandings are reliable, but they constitute the knowledge that enables us to act. There is considerable scope for improving the quality of such knowledge through critical reflection, but this requires time, the appropriate disposition and possibly also the collection of further evidence to confirm or disconfirm opinions that could be biased. Such situational and interpersonal understanding may be deepened by theoretical concepts and ideas, but these still need to be translated into practice by an intricate combination of thought and action involving learning in the workplace

The development of a school's capacity to achieve these goals depends both on its ability to conduct and manage these processes and on its teachers' ability to sustain and improve them. Eraut (ibid) suggested five purposes for TPD and school development, which can only be achieved by a major commitment to teachers' learning in their workplace these includes; continuing development and adaptation of each teacher's repertoire, teachers ongoing learning from experience, reflection and evaluation about how best to meet the needs of students, individually and collectively, teachers' ongoing learning through mutual observation and discussion with colleagues. Continuing development of teachers' capacity to contribute to the professional life of the school, such as through policy making, internal reviews, management roles and professional development of teachers' capacity to interact with clients and stakeholders, both as a class teacher or form tutor and on behalf of the school as a whole.

The system of formalised professional development opportunities can also contribute to the development of teachers' wider professional roles in a manner that takes appropriate account of their diverse talents and aspirations. Sometimes such opportunities will be within the school; sometimes they will involve external visits to other schools, members of the community, or courses and conferences, with the express intention of adding to the school's knowledge base as well as that of the individual teacher. The implications for school management are that they need to incorporate professional development into the way they deploy staff and allocate tasks to develop a learning culture focused on the needs of students; learn how to take advantage of professional development opportunities, and how to support others

engaged in the process; require current information about external networks and professional development opportunities; learn how best to share use both the current expertise of staff and knowledge acquired externally; and expand the repertoire of professional development ideas and be aware of good professional development practice in other schools.

## **2.8 Factors Influencing Teacher Professional Development**

Villegas-Reimers (2003) identifies conceptual, contextual and methodological factors that contribute to a successful professional development program. Conceptual factors relate to how change, teaching, and teacher development are perceived, while contextual factors refer to the role of the school leadership, organizational culture, external agencies and the extent to which site-based initiatives are supported. Methodological factors relate to processes or procedures that have been designed to support Teacher Professional Development. It would seem that from the perspective of an interactive system model, Teacher Professional Development is a function of the interaction between and among five key players' or stakeholders. These are the ministry responsible for teacher education, universities, schools, the community and the teachers themselves.

In the context of Tanzania the Ministry of Education and Vocational Training is responsible for providing policy and financial support for Teacher Professional Development. Universities and teacher education colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its

part is supposed to provide support to the teacher on daily basis through advice, supervision, monitoring and evaluation of the teaching and learning activities. The community through the school committee is responsible for supporting the teacher's professional development by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking for opportunities for his or her own professional development.

Teachers' motivation is the most important of all factors. A teacher's intrinsic drive towards self improvement cannot be matched with any amount of pressure from the educational managers. For real Teacher Professional Development, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. A teacher who perceives professional development positively is eager to attain new knowledge, skills, attitudes, values, and dispositions. Within such dispositions there is pride, self – esteem, team spirit, commitment, drive, adventure, creativity, and vision. All these attributes have to be owned by the teacher (Mosha 2006). Teacher's perception depends on self-evaluation, the influence and support of school leadership, and school culture.

Support of the school management is crucial for promoting teacher development and high quality education. If school managers are empowered they will be able to play their social and technical roles more efficiently (Blasé & Blasé 1999; Mosha 2006). Capacity of school management is the ability of the leadership to perform its duties including supporting Teacher Professional Development at the school. This ability depends on the way it has been empowered by education administrators and

supervisors; human and physical resources available; managerial knowledge, skills of the head teacher and the school culture.

The school head teacher is the key player or backbone of a school and the main executive of school management. The overall effectiveness of the school is directly influenced by the head teacher. Her roles include to facilitate, broker, provide resources, encourage, command, question, coach, and cheerleading (Dillon-Peterson 1986). He/she is like the spring to the watch and an engine to the ship. She/he is the heart of school and school management at large. The head teacher should be well knowledgeable and skilled on management issues. He/she has to attend various seminars, workshops, meetings, and courses on management and administration. Rowland and Adams (1999) suggest that the head teacher should be committed to develop teachers and therefore be able to design professional development activities. He has to be a model. His work of teaching must be exemplary and has to make sure that he inspects teachers in order to know their teaching abilities and provide clinical supervision.

Education managers are very important in capacitating the school management. They have to interpret and monitor the implementation of educational policies at their levels of administration (URT 1995). They have to plan and develop teachers and to guide, direct, supervise and advice the school management on Teacher Professional Development. Planning has to be based on teachers' needs, examination evaluations, inspectorate and monitoring reports. The teacher cannot teach productively, even if he is well qualified and developed, in the absence or inadequacy of teaching and



learning facilities. There should be adequate classrooms equipped with facilities like furniture, books and visual aids. These help the teacher to perform her duties competently. Many primary schools in Tanzania lack sufficient books, furniture and teaching aids. For the teacher to realise the best of her/his potential there should be enough teaching and learning materials and facilities at her disposal. Participatory methods cannot be implemented neither can discipline be sustained easily without the help of teaching and learning resources.

A school management with motivating culture encourages teachers to engage in professional development programs at the school or elsewhere. A motivated teacher learns from others and is more likely to attend various professional development activities. Motivation can be intrinsic or extrinsic which drives the teacher towards self improvement. “Collegiality within the school is part of the school culture. If teachers cooperate, there is room for them to learn from each other (Galabawa , 2001, p.6)”. The role of school management is to encourage this culture to prevail in the school and between the schools. This is one of the indicators of the presence of a responsible school management in the school. Planning, that is, the setting of goals and objectives with activities to be done at the specified time is one of the main roles of the school management. To involve all teachers in the school during the planning processes should be part of the school culture.

Effective participation leads to a feeling of ownership and easy implementation (Galabawa 2001). Meaningful improvement in the education system requires pressure from below, support from above, and continuous negotiations among those

at different levels of the system. The professional development issue, therefore, should be regularly discussed by teachers because they know what they need most. Administrators and supervisors should be guiding, supporting, monitoring the implementation, and evaluating the work done. Effective communication among the key players is very crucial (Campy, 2000).

## **2.9 Conclusion**

From the surveyed literature on capacity of school management and teachers professional development show that capacity of school management was essential to the teachers' professional development. The study explained about the concept of TPD, its importance and some factors influencing the teachers' professional development. TPD is a function of the interaction between and among five key stakeholders; these are ministry responsible for teacher education, schools, universities, the community and the teacher themselves. The literature review revealed the following factors which hinder the school management towards TPD. They include financial, teachers' motivation, improper plans, time, a culture of support and the use of science and technology in teaching. A school management with motivating culture encourages teachers to engage in professional development programme.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the research approach that was used in the study, area of study to the population, sampling procedures, data collection, instruments, data analysis, and organisation. Research methodology refers to strategies or plan of the study that is normally employed during the process of data collection and analysis (Enon, 1998). It is a way to systematically approach the research problem (Kothari, 1990). The approach involves studying a number of cases jointly in order to understand a phenomenon. This study was conducted to explore the capacity of primary school management for TPD. Specifically the study sought to answer three questions: ( 1) what is the capacity of school management in providing professional support of primary school teachers? (2) What are the factors that affect school management capacity to provide professional support? (3) How is the capacity perceived by school management and teachers in relation to professional development?

#### **3.2 Research Design and Approach**

According to Kothari, (2004) research design is characterised as exploratory, descriptive and diagnostic and hypotheses testing. The choice of research design used in the study was guided by information needed to address the research questions, objectives of the study, available resources and accessibility of the study area and respondents, the researcher adopted a descriptive research design since it minimises bias and maximises the reliability of the evidence collected. Also descriptive design is concerned with describing the characteristics of a particular

individual or a group of individuals and it determines the frequency with which something occurs.

Both qualitative and quantitative approaches were applied in data analysis according to the nature of data collected from the employed research questions. Borg (1983) highlights that; the integration of qualitative and quantitative approaches is necessary in solving a research problem. The quantitative approach employed to collect data through questionnaires and documentary review. The qualitative analysis approach allows the researcher to gain deeper and clear understanding of the respondents, personal knowledge, experiences and feelings (Best and Kahn, 1992). In this study through interview, the respondents were to provide their personal experiences and views by expressing in their own words matters concerning the criterion used in capacity of school management for TPD.

### **3.3 Population of the Study**

Frankel and Wallen (2000) describe the term population as a large group of people with one or more characteristics in common. Population's characteristics are of interest to the researcher for which the results could be generalised during the study. Likewise Keya, *et. al.*, (1989) describe population as consisting of individuals or things or elements that fit a certain specification. The target population was professional teachers' particularly long service, head teachers, ward education coordinators, inspectors', members of school committees and education officers in Mbeya District, Mbeya Region. The basis for selecting them was that all categories above were central because they possessed the information that was pertinent to the objectives of the research on TPD.

### **3.4 The Study Area**

The study was conducted in Mbeya District. The reason for the choice was that the region has been excelling in having poor performance of Standard Seven since 2002 in national examinations. Over the years, the region has ranked as follows; 2002 (2), 2003 (1), 2004 (1) and 2005 (4) out of 21 regions in Tanzania mainland. This is different from the years before looking the relationship between capacity of school management and TPD including PEDP, for example in 2002 (1) and in 2001 (11) out of 20 regions (URT, 2005). There was a need to find if it was due to capacity of school management and TPD.

### **3.5 Sample and Sampling Techniques**

The study focused on educational officers (5), inspectors (2), ward education coordinators(10), TRC'S (6), members of school committee (9), DEO (2), head teachers (12) and twenty-four teachers (24) among 168 teachers found in the surveyed schools. The sampling techniques employed in choosing the samples are purposive and convenience. Justify Sampling and selection are principles and procedures used to identify, choose and gain access to the population from which the researcher would generate data using the chosen methods (Mason, 2003; Cohen *et al.*, 2000). Mbeya district was chosen because its respective schools have been performing well in national examinations since 2002

#### **3.5.1 Primary Schools**

Twelve primary schools were selected purposively on the basis that most of them had, head teachers, teachers and members of school committees. Furthermore, the schools were purposively forming the list of primary schools in districts to school

management capacity for teacher professional development.

**Table 3.1: Sample Composition**

Category	Gender		Total
	Female	Male	
The DEO	1	1	2
Education Officers	3	2	5
Head teachers	4	8	12
Members of school committee	4	5	9
Ward education coordinators	4	6	10
District Inspectors	1	1	2
Teachers resources coordinators	3	3	6
Teachers	10	14	24
<b>Total</b>	<b>30</b>	<b>40</b>	<b>70</b>

**Table 3.2: Mbeya City Ranking in PSLE/CPEE**

Year/District	2002	2003	2004	2005
Mbeya City	4	2	1	1

**Source;** NECTA (PLSE result 2002-2004 and CPE 2005)

### 3.5.2 School Inspectors

Two district primary school inspectors (one from Mbeya City and one from Mbeya Council) were also purposively included in the sample, due mainly to the fact that they hold important positions and thus, they can provide their views about the teachers, head teachers towards their teachers professional development related to their performance in classroom activities.

### **3.5.3 Head Teachers of Primary Schools**

Head teachers from primary schools were purposively included in the sample because they supervised, coordinated, supported and administered the day-to-day activities in school. From the head teachers the researcher got views on Teachers Professional Development which led to determining teachers' effectiveness in classroom performance and capacity of school management and moral ethics as well as problems that were encountered by teachers on TPD.

### **3.6 Data Collection Procedures and Instrumentation**

A combination of techniques and instruments were used to ensure validity and reliability of data. Triangulation of instruments is important for there is no single technique or instrument that is which is superior to others (Enon, 1998; Ary, Jacob, and Razavieh, 1996; Borg and Gall, 1989).

Mixed model design was adopted for this study. The study was planned to employ a variety of data collection instruments. The instruments included a questionnaire and interview schedules and documents. Through a combination of data gathering, procedures, practices relating to the formal mentoring programmes developed in situ were examined, for example advice that the teacher gets from head teacher and WEO. The establishment and effective utilisation of TRC is an important element in the professional development of teachers. This study investigated the extent to which TRC are actually being used to support TPD. The instruments employed distinctive ways of describing and quantifying data of each method or tool depended on its appropriateness for certain sources of data, yielding information of that kind

and in the forms that can be used most effectively. Table 3.2 below summarises the instruments employed in collecting data for each task.

**Table 3.3: Data Specification Chart**

<b>Research task</b>	<b>Data collected</b>	<b>Respondents who provided information</b>	<b>Instrument for data collection</b>
Determining the capacity of school management for TPD support of primary school teachers	Arrangement of teachers in ensuring TPD by school management. INSET Workshops Seminars	Head teachers Members of school committee Teachers	Questionnaires Documentary review
Determining factors influencing school management capacity to provide professional support.	Resources for supporting TPD Proper plans Financial problem	Head teachers The DEO Teachers	Questionnaires Documentary review
How is the capacity perceived by school management and teachers in relation to TPD?	Selection of teachers for TPD Criteria used to select teachers in TPD	Members of school committee Head teachers Teachers Education officers	Interview schedule Documentary review

**Source:**

### **3.6.1 Interview Schedules**

All the groups of respondents were interviewed. Semi structured and unstructured questions were used. Interview is a data collection technique that involves verbal interactions between the interviewer and interviewee (Krishnawami, 2003). The interviews involved in-service teachers, head teachers, ward educational



coordinators, WEO's, DEO's and members of school committee. The instrument was chosen because it enabled one to get respondents worded opinions and feelings regarding TPD. There are some weak points regarding this technique. Semi or unstructured interviews are usually too intensive and too demanding to be carried out with large numbers of respondents.

Interviews were conducted with teachers and head teachers, in order to understand the teachers own perception of PD and attitudes towards self improvement. The study examined the prevalence of teacher initiated practices such as team teaching, sharing of experiences and educational resources among teachers. The interview guides used for teachers, head teachers and ward education officers is attached as Appendix B.

### **3.6.2 Questionnaires**

The questions in the questionnaire varied from open-ended to closed responses to obtain teachers' opinions on capacity of school management for Teachers Professional Development in selected primary schools in Mbeya Region. When research techniques are mixed in a single study researchers are likely to obtain some better results. The questionnaires were used to collect baseline data from teachers, head teachers, WEDs, TRC's, DEO's, CEOs and other education stakeholders.

Leady (1980) and Kothari (2004) agree that questionnaires permit a wide coverage at minimum costs in terms of time and efforts. Questionnaires allowed greater infirmity and guaranteed greater company ability of responses. Data such as respondents, opinions, experiences, strengths and difficulties were also collected through

questionnaires. Questionnaires were administered by the researcher to the identified teachers, head teachers (12), teachers (24), WECs (6), DEOs (2), TRCs' (6), and members of schools committees (8) in their respective primary schools councils, wards, and centers'. In this study, the questionnaires consisted close-ended and items which helped the researcher to collect standardized information on capacity of schools management for Teachers Professional development. Similar open-ended questions allowed respondents to explain their point of view towards the Teachers Professional Development. Therefore, respondents were provided with a chance to give well thought out responses in a short time. Samples of questionnaires and interview questions used are attached as Appendices A and B.

### 3.6.3 Documentary Review

#### 3.4 The Observation Check List which Guide Documentary Review

Item	Present	Amount	Absent
(i) Letters for admission attend further studies	√	09	-
(ii) letters of permission for release to go for further studies	√	49	-
(iii) Invitation to workshops and seminars	√	63	-
(iv) Publication papers	√	09	-
(v) Inspectorate report	√	49	-
(vi) Financial plan for TPD	X	0	-
(vii) Letter for reporting after studies	√	01	-
(viii) Other official documents related to capacity building and TPD	√	03	-

**Source:** Official Statistics on TPD “between” 2005-2010

According to Best and Kahn (1992) documentary review is a method for data collection which involves deriving information by studying written documents. A document is a formal piece of writing that provides information or acts as a record of events or arrangements. In the present study the head teachers supplied information on various educational circulars and directives related to the study. The information obtained helped to fill the gap left by other units of inquiry employed instruments in the study.

### **3.7 Validity and Reliability of the Instruments**

In order to assess validity and reliability of each data collection instrument, the questionnaires and interview schedules were pilot tested among head teachers, teachers and educational officers at Mbeya district. The remaining instruments used in this study were reviewed by the supervisor and suggestions provided were used to moderate them in accordance with the research task. Irregularities were amended. Any language ambiguity was also checked and adjusted. The researcher administered instruments and made collection of questionnaires from the respondents.

### **3.8 Data Analysis Plan**

Data analysis has been a continuous process since data collection. It involved which implies editing, coding, classification and tabulation of collected data (Kothari, 2004). In this study, the researcher employed both qualitative and quantitative data analysis procedures. Data obtained were analysed in descriptive and numerical forms. The information generated through research instruments was presented in a

tabular form. Percentages were then calculated and rendered for interpretation. However, the information that could not be quantified was subject to content analysis.

### **3.9 Conclusion**

The study on capacity of primary school management for TPD was guided by the mixed model approach. It was conducted mainly in quantitative and qualitative results. Aspects of validity and reliability of instruments were applied to data collection and analysis procedures and findings from this research objective to satisfy the study.

## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

The purpose of this study was to investigate the capacity of primary school management to carry out for Teacher Professional Development (TPD). The results and discussions of the data gathered in this study are presented in this chapter. The chapter is organised into three major sections. The first section contains presentation of the quantitative data through survey data; while data gathered through interview is presented in section two. It is organised in accordance with the objectives of the study. These include; capacity of school management for TPD support of primary school teachers; factors that influence the school management capacity to provide professional support and the school management's perception of its capacity for TPD. The third part contains analysis and discussion of findings.

#### **4.2 Presentation of Quantitative Data**

The study employed some quantitative methods of data collection. The study used questionnaires administered to school management team in which information gathered included strategies in place to provide school management to teachers to enhance their professional development, frequency of school management planning internal TPD programmes and to know if school management suffers from the lack of teachers' professional development. Objective one of this study was to determine the capacity of school management in provision of teacher professional support. The researcher traced the capacity of the school management on supporting TPD at district and school level. On the kind of opportunities by school management to

teachers to ensure TPD the following was disclosed in table 4.1

**Table 4.1: Kind of Arrangements Provided by School Management in Ensuring TPD**

Item	Responses	
	Frequency	Percent
Seminars	35	50
In-service training	21	30
Workshops	7	10
Others (regular meeting and symposium)	7	10
Total	70	100

**Source:** Field data 2012

Information given by the respondents was in favour of seminars that topped the priority list being the kind of arrangements provided by the school management in ensuring TPD, and accounted for 50 percent responses. In-service training was second top on the priority list and accounted for about 30 percent responses and of workshops and other arrangements such as organising regular academic meetings, mentoring, observing other teachers when teaching in the classrooms were suggested and each accounted for 10 percent responses (Table 4.1). As such the data revealed that the seminars and in-service training were common strategies provided by school management while workshops were not common.

#### **4.2.1 Status of TPD in the Surveyed Primary Schools**

Data collected from the heads of primary schools revealed that an average of 12% to 22% of teachers in the surveyed schools attended in-service training and workshops respectively. These data were collected following question one of the questionnaires made. Tables 4.2 further elaborate a very low number of teachers in the TPD in the selected years.

**Table 4.2: TPD Arrangements in Selected Schools, 2005 – 2009**

	Name of Schools		Number of Teachers involved in TPD				
			2005	2006	2007	2008	2009
1.	Uyole	T	14	16	12	17	14
		IS	5	1	1	2	0
		WS	2	1	5	0	1
2.	Nsalaga	T	16	12	14	13	13
		IS	0	2	4	1	1
		WS	1	4	5	0	1
3.	Gombe	T	20	18	16	15	18
		IS	1	1	3	2	4
		WS	0	1	3	10	6
4.	Mwasote	T	18	16	13	12	16
		IS	1	2	3	4	1
		WS	4	0	5	1	0
5.	Uhuru	T	16	16	14	13	12
		IS	0	0	1	2	3
		WS	0	1	0	2	4
6.	Mwahala	T	14	10	14	13	12
		IS	0	0	0	1	0
		WS	0	1	2	0	0
7.	Mwansanga	T	14	13	13	12	12
		IS	2	2	3	0	1
		WS	1	2	1	0	0
8.	Itezi	T	17	17	17	17	17
		IS	0	2	3	4	1
		WS	1	3	3	3	1
9.	Nyigamba	T	14	14	14	14	14
		IS	4	0	0	1	0
		WS	6	1	2	0	0
10.	Mwakibete	T	16	16	16	16	16
		IS	0	1	4	0	2
		WS	0	3	4	4	0
11.	Maanga	T	22	20	18	18	22
		IS	5	3	0	0	2
		WS	6	10	8	1	2
12.	Hasanga	T	18	16	16	16	16
		IS	2	1	0	0	3
		WS	6	7	1	0	3
	<b>TOTAL</b>	<b>N</b>	<b>209</b>	<b>184</b>	<b>177</b>	<b>175</b>	<b>193</b>
		<b>IS</b>	20(9.6%)	15(8.1%)	22(12.4%)	16(9.1%)	18(9.3%)
		<b>WS</b>	27(12.9%)	34(18.4%)	39(22%)	21(12%)	18(9.3%)

**Source:** Field Data, 2012

Results indicating the status of TPD are presented in Table 4.2. Data collected from the heads of schools revealed that during the whole period from 2005 to 2009, the school management provided the teachers with the opportunity to attend both in-service training and workshops and seminars. School management offered more opportunity for in-service training for the years 2007 and the responses accounted for about 12 percent, whereas in 2005 teachers in the tune of about 10 percent attended in-service training. Interesting is that in the years 2008 and 2009 the school management allowed teachers to attend in-service training at a similar rate and in each year the responses showed approximately 9% were allowed. On the other hand, the school management gave the teachers least opportunity for TPD in 2006 and responses accounted for only 8 % (Table 4.2).

Note: **IS**= In-service training, **WS**= Workshop and Seminar. **N**= Total number of Teachers in the surveyed schools, **T**= Number of Teachers at the surveyed school

Regarding provision of opportunities for workshops and seminars the results reveal that almost in the years the teachers were least selected for in-service training, they went for workshops instead. Nevertheless, in the year 2007 in which teachers attended in-service training in largest number, the school management also gave others a highest priority to attend workshops and seminars and it accounted for 22% responses. In the year 2006 the rate of attendance of workshops was second and it accounted for almost 18%. At the onset of the programme in 2005, the teachers who attended workshops and seminars stood at the rate of about 15% and ranked third. In the year 2008 and 2009 the school management allowed the teachers to go for



workshops and seminars in the order of 12 and 9 percent, which ranked fourth and fifth respectively (Table 4.2).

Further, results in Table 4.2 reveal several variations in the nature and forms of professional development that teachers participated. In some schools in a year none of teachers attended a course or workshops. Data show that there were irregular routine for teachers to attend training and workshop, meaning that teachers were less informed on the on-going changes in their profession. The few that, managed to go for studies had no prior information or it was due to their personal efforts. Similar irregularities occurred between 2002 and 2005 for teachers pursuing upgrading courses as data obtained from the DEO office in Table 4.3 revealed.

**Table 4.3: Number of Teachers Attended Courses 2002-2005**

	C/B-Grade IIIA			Grade IIIA-Diploma			Degree		
	M	F	T	M	F	T	M	F	T
2002	15	10	25	-	-	-	-	-	-
2003	-	-	-	16	8	24	20	30	50
2004	416	155	571	-	-	-	-	-	-
2005	-	-	-	48	50	98	60	20	80
<b>Total</b>	<b>431</b>	<b>165</b>	<b>596</b>	<b>64</b>	<b>58</b>	<b>122</b>	<b>80</b>	<b>50</b>	<b>130</b>

**Source:** DEO'S office-Mbeya District, 2012

Information about the school management's programme of allowing teachers to receive extra training was obtained from a secondary source at the DEO's office. This information was however, a summary of the period between 2002 and 2005 (Table 4.3). It was revealed that teachers were allowed to go for an upgrading programme at three levels namely from Grade C/B to Grade IIIA to Diploma and

from Diploma to Degree levels. Evidence shows that many teachers were given the chance for upgrading from level C/B to IIIA with males being offered more opportunity than females. The same trend was shown with the teachers who were upgrading from diploma to Degree level. Gender balance seemed to have been observed where the teachers were upgrading from Grade IIIA to Diploma (Table 4.3).

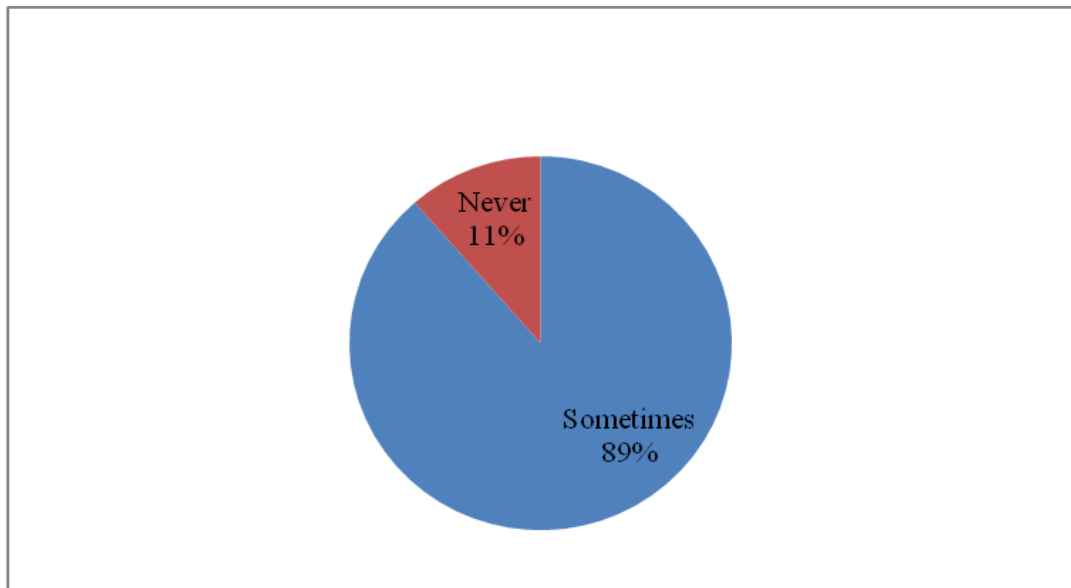
**Table 4.4: Frequency of school management arrangement for internal TPD programme**

Item	Responses	
	Frequency	Percent
Always	-	-
Sometimes	62	89
Never	8	11
Total	70	100

**Source:** Field data 2012

The information shows the total number of teachers who attended in-service training to pursue upgrading courses. About 600 teachers in total who had teaching certificate Grade C/B after primary education attended upgrading and acquire secondary School education together with Grade IIIA professional course in a period of two years. Government seculars set minimum qualification for primary school teachers to be a Grade IIIA certificate, thus necessitated them to pursue in-service training to meet the conditions demanded of by the government. Furthermore, findings revealed that there was a variation in terms of sex in number of teachers who attended in-service training. For the period of 2002 and 2005, almost two-third (72%) of teachers who upgraded into Grade IIIA was male teachers, more than half (52%) and nearly 60% attended diploma and degree course respectively.

When the school management was required to show how frequent they allowed their teachers to go for TPD, the findings were as illustrated in Table 4.4. Evidence from the respondents indicated that the school management never always allowed their teachers to attend TPD. The response about the teachers being allowed sometimes to attend TPD dominated and accounted for 89 percent; whilst on less extent the teachers were never given the chance for TPD and the responses accounted for approximately 11%. These findings were further elaborated in Fig.4.1.



**Figure 4.1: Respondents' Opinion on Support for TPD in Primary Schools**

Findings revealed that the majority of the respondent's commented that there were few opportunities which were given by the school management for TDP in primary school teachers. These implied that teachers were aware of limited probabilities of being promoted after professional developments hence were discouraged. It should be noted that TPD through in-service training and workshops, or other forms are essential in provision of education to enable teachers deliver quality education.

Absence of teachers' in-service training to enhance the quality of teaching also contributes to the students' poor performance. Findings disapproved that teachers were not frequently trained in order to cope with recent methods, knowledge and skills that could also improve students' performance.

In another question which intended to find out whether the school management suffers from the lack of TPD, the respondents illustrated further evidence in Table 4.5 and Fig.4.2. The results indicated that the school management suffered from the lack of TPD and accounted for 70 percent responses.

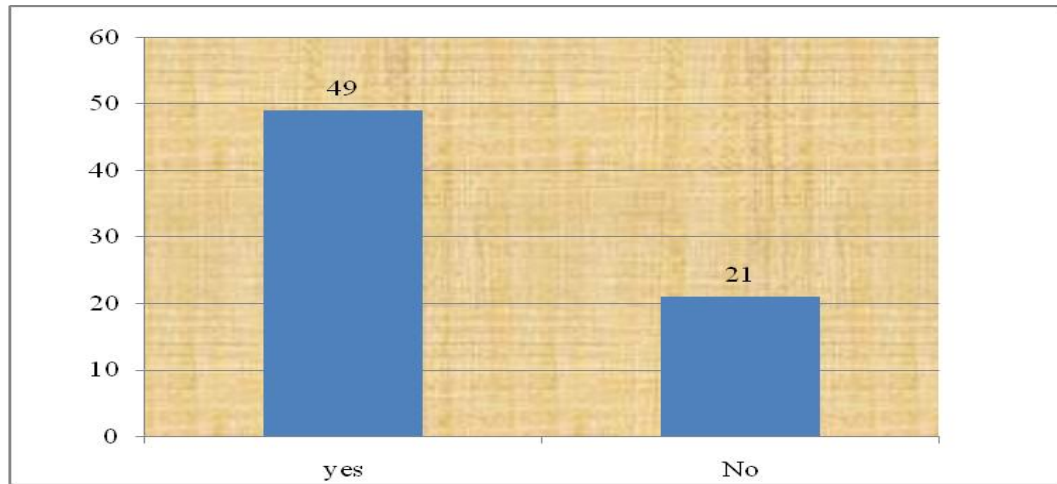
**Table 4.5 Extent School Management Provide Insufficient of TPD**

**Opportunities**

Item	responses	
	Frequency	Percent
Yes	49	70
No	21	30
Total	70	100

**Source:** field data 2012

Regarding question three of the questionnaires administered by school management team about lack of TPD opportunities, Table 4.5 show that forty nine respondents (70%) agreed that school management provide insufficient TPD while 30% disagreed there was shortfall as shown in Figure 4.2.



**Figure 4.2: Respondents Opinions on TPD**

Objective two was to examine factors that influence school management capacity for TPD in identifying teachers for professional development. In view of this section respondents were required to identify factors influencing school management capacity in developing teachers' profession in primary schools. Results on the responses about the factors that influence school management capacity for TPD used for identifying teachers for professional development are shown in Table 4.6

**Table 4.6: Factors Influencing TPD in the Surveyed Primary Schools**

Problem	Responses	
	Frequency	Percent
Financial problems	25	35.7
Favouritism	20	28.5
Limited time for TPD	13	18.6
Lack of plans	3	4.3
Others	9	12.9
Total	70	100.0

**Source:** Field Data, 2012

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Problem	Responses	
	Frequency	Percent
Financial problems	25	35.7
Favouritism	20	28.5
Limited time for TPD	13	18.6
Lack of plans	3	4.3
Others	9	12.9
Total	70	100.0

**Source:** Field Data, 2012

Views given by the respondents identified financial limitations to be the leading problem interfering with the capacity of primary school management to recommend teachers for TPD. It accounted for about 36 percent responses. Favouritism and limited time for TPD ranked second and third, each representing 28 and 19 percent of respondents respectively. Lack of plans however, had little influence and it accounted for only 4 percent responses. Other unspecified reasons accounted for about 13 percent responses (Table 4.6).

**Table 4.7: Perception of School Management Capacity for TPD (N= 70)**

Perception	Response			
	strongly Agree	Agree	Disagree	strongly Disagree
(i) SM is fair in identifying teachers for professional development.	-	38(54.5)	19(27.3)	13(18.2)
(ii) SM philosophy for teachers' professional development is favourable.	-	19(27.5)	45(63.6)	6(9.1)
(iii) SM is aware of teachers' professional development.	6(8.6)	38(54.5)	19(27.5)	7(10)
(iv) SM is involved in the selection of teachers for professional development.	6(8.6)	7(10)	25(35.7)	32(45.7)
(v) SM is interested in teachers' professional development.	19(27.3)	19(27.3)	25(36.4)	6(9.1)
(vi) SM has enough resources for supporting teachers' professional development.	-	-	45(63.6)	25(36.4)
(vii) SM has proper plans for supporting teachers' development.	13(18.2)	6(9.1)	25(36.4)	25(36.4)
(iii) SM always waits for local and central government plans for teachers' professional development.	19(27.3)	38(54.5)	13(18.2)	-
(ix) SM allows teachers for professional development.	45(63.6)	13(18.2)	6(9.1)	6(9.1)

**Source:** Field Data, 2012.

Furthermore, the study indicates that nearly two-third of the respondents (64%) listed financial constraints and favouritism as hindering factors for meeting their needs for further studies and professional development. It was noticed that Teachers'

Colleges and other learning institutions required tuition fees and other training cost from candidates for them to pursue studies, failure to meet these conditions made it impossible to be registered for the course. This became difficult when teachers sought a financial support from their employers. The matter appears worse when this obligation of supporting primary school teachers is directed to school management.

**Table 4.7: Perception of School Management Capacity for TPD**

Perception	Response			
	trongly Agree	Agree	Disagree	strongly Disagree
(x) SM is fair in identifying teachers for professional development.	-	38(54.5)	19(27.3)	13(18.2)
(xi) SM philosophy for teachers' professional development is favourable.	-	19(27.5)	45(63.6)	6(9.1)
(xii) SM is aware of teachers' professional development.	6(8.6)	38(54.5)	19(27.5)	7(10)
(xiii) SM is involved in the selection of teachers for professional development.	6(8.6)	7(10)	25(35.7)	32(45.7)
(xiv) SM is interested in teachers' professional development.	19(27.3)	19(27.3)	25(36.4)	6(9.1)
(xv) SM has enough resources for supporting teachers' professional development.	-	-	45(63.6)	25(36.4)
(xvi) SM has proper plans for supporting teachers' development.	13(18.2)	6(9.1)	25(36.4)	25(36.4)
(xvii) SM always waits for local and central government plans for teachers' professional development.	19(27.3)	38(54.5)	13(18.2)	-
(xviii) SM allows teachers for professional development.	45(63.6)	13(18.2)	6(9.1)	6(9.1)

**Source:** Field Data, 2012 (N= 70)



The study disproved that some teachers were denied by the authority opportunity to go for further studies, despite of being at work for a long time while others including the newly employed staff were selected to attend in-service training before meeting the prescribed time of probation. The findings also revealed that the timing for releasing teachers and preparation for studies was very slow and thus some of them decided to opt to postponing the studies. It seemed that the system was bureaucratic to reach the decision at different levels specifically from district to the ministerial level.

Objective three aimed at investigating the school management's perception of its capacity for TPD. Respondents were asked to rate among the nine perception statements on the concern/responsibility of school management over teachers' professional development. Details are provided in Table 4.7. Data in Table 4.7 indicate that, about 54.5% of respondents agreed that school management was fair in identifying teachers for professional development while 45.5 % (of which 27.3% partially disagreed and 18.2% strongly disagreed). With regarded to the school management philosophy for teachers' professional development more than half of respondents 72.7 % (of which 63.6% partially disagreed and 9.1% strongly disagreed) that school management philosophy for TPD was favourable. The majority of the respondents 62.9 % (of which 8.6% strongly agreed and 54.8% agreed) agreed that school management were aware of teachers' professional development needs while 37.5% of respondents disagreed.

Almost 81% of the respondents disagreed that school management was involved in selecting teachers for professional development. About 55% agreed that school

management was interested in teachers' professional development, whereas about 81.8% agreed that school management was allowed to do something for teachers' professional development. However the remaining items received unfavourable perception from respondents. Results from this study indicated that all respondents (100%) disagreed on school management to have enough resources for supporting teachers' professional development.

Furthermore, although majority of respondents reported that school management was allowed to do something for TPD. Data from this study showed that school management lacked proper plans for supporting teachers professional development, since 72.8% of respondents perceived that school management had not proper plans for supporting teachers professional development, whereas 81.8% of respondents perceived that school management waited for both local and central government plans for teachers professional development and were not involved in selecting teachers for professional development.

The results from the respondents' on the perception of school management concerning TPD fall into two categories. The first One relates to issues that school management were involved in as part of their duties, and the second one relates to supports that was not given to teachers to assist them in different forms of TPD. Over 60% of the respondents strongly agreed that school management allowed teachers who sought permission for in-service training. This was perceived by respondents that head of schools were involved in the initial processes before releasing teachers from duties.

The findings further showed that more than half of the respondents agreed that school management's were awareness, practiced equal identification of teachers for TPD depended on government plans related to TPD. The part of government plans was linked to budgetary and financial issues in which educational sectors had been always sparsely allocated to cater for needs over years. On the second category, respondents disagreed on the statement of favourable philosophy, supporting teachers during TPD and provision of enough resources. More than half of the respondents showed that school management did not support teachers when pursuing in-service courses. The observations from respondents on perception were supported with the findings from question four of the questionnaires in which respondents revealed that involvement of school management in TPD has less impact because of the limited sources of funds from the school.

#### **4.3 Presentation of Findings from the Interview**

The first objective was to determine the capacity of school management in provision of teacher professional support. The respondents had a number of opinions. It was interesting when the researcher came to know that there was involvement of teachers themselves in planning professional development, this was in response to a question on how the school management supported teachers on TPD, a further typical response of one respondent was:

*The school management helps teachers by giving them permission to attend various professional seminars and workshops. It also supports them financially where possible by giving them subsistence allowance.*

One ward education coordinator asserted that:

*The school management plays a big role in encouraging teachers to develop professionally so that they can improve their academic qualifications*

Another interviewed teacher said;

*The school management plays a vital role in communicating with tutors of the neighbouring teachers' colleges so that they can facilitate the teaching of various difficult topics especially those of science, mathematics and English subjects.*

The second objective was to examine factors which influence the school management in identifying teachers for professional development. The respondents identified the factors on the importance of TPD. They pointed out that financial constraints, criteria used in selecting teachers to join in TPD programmes were dominant factors. When asked why they thought professional development is important for teachers. Most respondents interviewed replied:

*It is important to develop teachers' professionalism so that they can react appropriately to the challenges of frequent curriculum changes and advancement of science and technology.*

An experienced teacher of one primary school had this to say:

*After developing my career I was promoted to the position of school academic officer and currently I have received a letter informing me that I have been promoted to be the ward education officer.*

Another teacher said:

*If you develop professionally and graduate successfully you are going to raise your income since the salary will be raised depending on your level of education.*

One of the respondents also added;

*Professional development is very important because it helps us to improve our knowledge and skills and also helps us teach effectively and acquire new teaching techniques.*

When the respondents were asked the criteria used for selecting teachers to go for further studies, one respondent had this to say:

*One of the criteria used in selecting teachers' for professional development is the age and experience of the teacher. We also consider the performance of the teacher since some teachers ask for permission to go for further studies just to escape their professional responsibilities.*

Another teacher lamented:

*Sometimes authorities responsible for granting teachers permission to go for further studies are biased since there are some cases where you can see a less experienced teacher being granted permission for further studies instead of the experienced ones.*

One experienced primary school teacher said the following;

*One of the things that hindered primary school teachers to develop*

*professionally was poor planning and lack of sufficient funds for implementing the programme. Furthermore most teachers do not know the importance of professional development. As a result, most of them spent much of their time dealing with economic activities like petty business, agriculture and livestock keeping instead of developing themselves professionally.*

The third objective was directed at to investigating the school management's perception of its capacity for TPD. The researched areas were challenges facing teachers while teaching their subject, involvement of teachers in TPD, forces that triggering teachers to seek further training and who initiates the programmes for TPD. Also the researcher was interested to know the expectation of teachers after undergoing upgrading. During the interview on challenges facing teachers while teaching their subject, one female primary school teacher had this to say:

*The challenges that I face in teaching my subject are frequent changes of curriculum made without involving us, the stakeholders. Currently I am teaching information and communication technology subject but I have never attended even a single computer course. Another challenge that I face as a teacher, is overcrowded classes. This makes me fail to use the participatory approaches in the teaching and learning process as insisted in different professional workshops and seminars that I attend.*

Another respondent said for example a teacher ratio of 1/120 in the class made it difficult to implement learner- centred approaches. It was also noted that it was often

impractical to organise learners into groups due to lack of space and desks. One experienced teacher had this to say:

*The space is very small in the classroom and at the end of the day I end up teaching using teacher centred approved just like preaching in the classroom without involving students in the lesson. It has been really a challenge to me.*

Most of the respondents perceived the following regarding how teachers are motivated for TPD. The researcher was interested to explore the information on teacher motivation to TPD. One interviewed teacher noted:

*One of the things that motivate us to develop professionally is that we want to keep abreast with advancements in science and technology and to raise our income through salary increase.*

Another teacher said:

*Factors that motivate me to develop professionally are to acquire the desirable professional status. I also understand that if I go for further studies and graduate successfully I will be able to teach all the topics competently and effectively.*

When respondents were asked on how teachers were involved in TPD, they explained:

*The role of teachers in the professional development is to facilitate their colleagues who have not developed themselves professionally on how to teach difficult topics and to teach them new techniques of*

*teaching. Experienced mathematics, Science and English teachers normally prepare handouts for both teachers and students. They also help their fellow teachers who lack qualifications to do advanced certificate of secondary education examinations to get the required qualifications for teaching. They give them important materials like books and subject handouts.*

The researcher went further to investigate the expectations of teachers after attending training. One experienced teacher pointed out that:

*Most of the teachers expect that after completion of their further studies their salaries will be raised.*

Another teacher aired out that:

*My expectation is that after completion of my studies, I will be in position to teach confidently and effectively.*

On the question of who initiates the TPD programmes for teachers? The response was:

*The programme for teacher professional development is normally initiated by the teacher himself or herself after having faced challenges like frequent curriculum changes and advances in science and technology. The programs for teacher professional development are normally planned by the Ministry of Education and Vocational Training.*



#### **4.4 Analysis and Discussion of the Findings**

This section contains the analysis and discussion of the study findings presented in sub-sections 4.2 and 4.3 above. The discussion is guided by the set of research questions and tasks and each question is discussed individually and presented in the section as follows:

##### **4.4.1 Capacity of School Management to Support Teacher Professional Development to a Primary School Teacher**

To acquire information on this research question, questionnaires and interviews were administered to school management team such as members of school committee, head teachers, teachers, DEO, ward education coordinator and school inspectors. The information and data from various sources documentary review and field data revealed that the capacity of school management for TPD is crucial for promoting teacher development and high quality education (Mosha, 2006). This is because teachers are closest to the schools and classrooms where reforms will be enacted. The elements of professional development exemplified by the formal and informal practice initiated by teachers and their head teachers at school/ward level which need to be nurtured and supported by all educational stakeholders.

Practices concerning the teachers' professional development differ from one level to another. If school managers are empowered, they will be able to play their social and technical efficiently (Blasé' & Blasé' 1999). With regard to changes for improvement, the head teachers might be the "main agent" in the school promoting the increase of capability of teaching staff through regular meetings, school inspections, promoting staff attendance in -service training, mentoring according to

transactional model of leadership.

The study findings revealed that school management has a capacity to support teachers on TPD through different ways. The school management team has the capacity to sustain TPD but schools need to be supported financially by funding agencies to support the programme. For example, since 2002 the district has organised seminars for newly appointed head teachers, WECs, seminars for difficult topics, teachers meetings at ward levels, school meetings as well as community meetings. The researcher was convinced that those initiatives were well received by teachers because they were for their own betterment.

From the study findings in 2002 - 2005 (Table 4.3) a number of teachers who attended in-service training to pursued upgrading from Grade C/B to Grade III A certificate thus necessitated for them to pursue in service training. The findings further revealed variations in terms of gender in number of teachers attending in-service training between 2002 and 2005. Almost two third (72%) of teachers who upgraded into Grade III A were male teachers; on the other hand more than half (52%) being male similarly nearly (60%) attended diploma and degree course respectively.

The study also revealed that TPD for primary school teachers through in-service training happened out of personal efforts. This was due to inefficient planning of professional development and financial constrains. Some school heads also had fear of losing some of teachers thus encountering shortage, especially when some

teachers were to be permitted to go for studies. The DEO had added, due to limited allocation of funds for development use in education sector teachers in need for INSET were posted to the near-by Teachers' colleges, Sumbawanga, Songea, Tukuyu and Mpuguso for upgrading courses (Grade C/B to IIIA).

The researcher noted that, such arrangement enabled management to ensure realise TPD. Hence the provision of seminars and in-service training to teachers' is the most accepted arrangement favoured by the school management in ensuring TPD. Workshops and other strategies including regular meeting and symposium were less common. These views appear to agree with those given in the study of special educator (Jesness, 2000) who said that 'anyone who thinks education can be substantially improved with workshops probably has not ever attended.

In support of this evidence views in Table 4.1, indicated about 50% of all respondents replied that seminars were the most common arrangement provided by school management in ensuring TPD; while second in priority list was in-service training (30%). However, 10% of respondents pointed out workshops and other methods respectively as the kind of arrangement in ensuring TPD. The study findings from Table 4.2 indicated that an average of 9% to 12% of the teachers in the surveyed primary schools had attended in- service training and workshops respectively. The study has however shown that there were irregular arrangements for teachers to be allowed to attend training and workshops. This may have implied that teachers were less informed on the on-going changes in their profession and they were chanced by personal efforts, to go for TPD programme.

In line with these views, facts have explicitly indicated that there was no consistency in the part of school management in allowing teachers to acquire TPD training opportunities. For instance, since the inception of this programme, the teachers appear to have attended in-service training and workshops in largest number in the year 2007 at a rate of 12 and 22 percent respectively. Whereas the teachers' attendance numbers were fewer before and after this period (Table 4.2). Irregularity in the teachers' attendance of TPD trainings and seminars is an indication that urge and feeling to attend was not necessary due to school management sensitisation but more so personal efforts of teachers themselves.

In the same line of thinking the study findings showed that the majority of the respondent's commented that there were few opportunities, which were given by the school management for TPD in primary schools and their responses accounted for 90%. It was therefore, felt and assessed that the TPD was conducted with uncertainty as shown in Figure 4.1. The findings revealed that teachers were not frequently trained in order to cope with recent methods, knowledge and skills that could also improve students' performance.

Generally, the school management was only able to support TPD where they use capitation grant and self – reliance funds and when they had competence facilitators in certain subjects within the primary schools, and in addition if they had autonomy to allocate time accordingly. This could have been the possible source of uncertainty in the school management's irregularity in providing TPD to teachers; which on the other hand, the teachers had to use their personal efforts to sensitise themselves to attend the TPD trainings.

Notwithstanding it was not clearly known where the teachers obtained the funds for attending the TPD trainings, seminars and workshops. The lack of this evidence from the present study may warrant proposing for other studies to include this aspect in their future investigations. In view of these facts, one of the teachers' interviewee asserted that the school management would usually easily provide permission for one to attend a professional training, seminars and workshops and only where possible it could support them financially with some subsistence allowances.

#### **4.4.2 Factors Affect School Managements' Capacity to Provide Professional Support**

Results regarding the factors that may be assumed to affect the school management capacity in providing professional support to primary school teachers were as presented in Table 4.6. There were many factors noted from respondents which hinder the capacity of school management for TPD. Some factors include financial problems, lack of plans, and inadequate time for TPD and favouritism, which were mentioned to be the leading factors affecting the school management capacity in providing TPD in primary schools. Each accounted for approximately 36 and 29 percent of responses.

There is a severe shortage of funds from the school capitation that may be allocated for funding TPD activities. This has been the main reason for sensitised teachers to go for professional development using their personal funds from sources are yet unknown. Other factors mentioned included insufficiency culture of support, improper use of technology in teaching, stage in professional development. From

Table 4.6 the study findings indicated that 63% of all respondents listed financial problems and favouritism as the major hindering factors for further studies and professional development. About 4.3% of respondents pointed out lack of plans as a factor hindering TPD while 18.6% listed time for TPD was very limited.

School management had shown favouritism in selecting. In support of these views one teacher interviewee commented that in some occasions the school management in the authority responsible for granting permission to teachers for further studies, but was biased. In some cases a less experienced teacher is selected and permitted to attend TPD leaving after the experienced ones on the priority list. For example one of the stakeholders exposed that, where a school is in need of competent teacher in a certain field such as ICT/TEHAMA, entrepreneurship, mathematics, English, science; the school management is authorised to use the school capitation grant or funds from school projects, and other sources to train them.

Thus through favouritism the school management has selected some newly employed staff to go for TPD and other in- service training before prescribed time and leaving the experienced teachers behind frustrated. The trend became worse when this obligation of supporting primary school teachers was directed to school management as it was suggested by one educational stakeholders that, when the school is highly in need of expertise/profession in a certain field, such as information technology, counseling, entrepreneurship, school management can use capitation grant, funds acquired from school projects or other sources to train the required profession and competent teachers.

On the other hand a factor associated with limited time for TPD was stated to be affecting the school management's capacity for TPD, which accounted for approximately 19% responses. These findings correspond with those given by (Bush, 1999, Dorph and Holtz, 2000) in their studies where it was noted that teachers needed time for professional development and on their daily work. In the present study one respondent lamented about lack of time for TPD.

Together with the various frustrations that befall the teachers, the majority of them tend to use most of their time dealing with private economic business such as agriculture, commerce, livestock keeping, doing tuition classes instead of developing themselves professionally. Such teachers tend to find it difficult to leave behind their projects collapsing in order to attend TPD, despite the fact that they are aware of the importance of TPD. In line with these views one teacher interviewee claimed that a need for well developed teachers professionally would be able to adequately meet the challenges of frequent curriculum changes and developments in science and technology.

Another teacher added that developing professionally teachers' increase chances for promotion whereas of another teacher asserted that teachers who successfully participate in TPD were able to raise their salaries. At the same time they are helped to improve knowledge and skills for effective teaching and promoting pupils academic performance. Therefore teachers who lack the time for TPD end up in missing the above amenities. In support of these findings, (Abdal-Haqq, 1960) found that "teachers, and policy-makers consistently indicated that the greatest challenge for implementing effective professional development was lack of time".

Lack of plans was rated low about 4 percent responses. This was only on the respondents' priority list, and not necessarily on its effects in hindering school management's capacity for TPD in primary schools. This implies that its effects would equally affect school management capacity for TPD as the other factors such as financial problems that were rated high. In the same line of thinking one experienced primary school teacher had this to say; one of the things that hindered primary school teachers to develop professionally was poor planning and lack of sufficient funds for implementing the TPD programme. This factor was therefore associated with the compounding of teachers' frustrations.

Additionally, few limiting factors were grouped by the respondents as others and these included improper use of teaching technology, incapability of the school management of supporting TPD, adequacy of human resources. Views advanced by the DEO, singled out the adequacy of human resource for supporting TPD as another hindering factor. He observed that the district had adequate human resources for supporting TPD that is trained facilitators and competent teachers.

The findings revealed that TPD in Mbeya district is constrained by negative attitudes of teachers, social and economic factors and lack of good foundation. In one ward in Mbeya District the WEC reported that some teachers were not eager to learn. They were more concerned with attending their family income generation activities than their professional standard and most of the teachers were almost near to retirement, rigidity of leaders who don't wish to improve their professionally and others were not sufficiently exposed to TPD.



Also the study findings revealed that some teachers feared to leave their families alone, but the most important factor for many teachers was lack of funds to support their study. Their findings agree with those of Kwakman (2003) who conducted an empirical study on a number of factors affecting teachers' participation in TPD in the Netherlands. In the study, three factors were identified, personal factors (that is professional attitudes, appraisals of feasibility, appraisals of meaningfulness, emotion exhaustion, loss of personal accomplishment), task factors (that is pressure of work, emotional demands, job variety, autonomy, participation), and work environment factors (that is management support, collegial support, intentional learning support) were seen to effects on teachers' participation in TPD.

As a result, of these three factors, personal factor seemed to be more important in predicting teachers' participation in TPD activities than task and work environment factors. However, this study may have over-generalised the factors affecting teachers' TPD (that is personal, task and work environment), and some factors may be understated (for example family factor) and not context-specific to other situations or cultures.

#### **4.4.3 Perception of School Management and Teachers on TPD**

To acquire information and data on this research question, questionnaires and interviews were administered to teachers, head teachers, DEO and members of school committee. The information from various documents was obtained from DEO's office and head teachers' of selected primary schools. The purpose of questionnaires and interviews were to see the teachers' own perception of profession and attitude towards self – improvement. Also to understand the school management

perception support on TPD, the sub-section 4.2 above provides a summary from respondents of their response to this question. The results are discussed in the subsequent sections of this part. Results on the analysis of perception on TPD are reported in Table 4.7. The findings revealed that the ability of the school management to allow teachers to attend TPD was highly supported; and in agreement with the fact the respondents accounted for about 82% responses that are 81.8% of respondents agreed that teachers were allowed to go for further studies.

In line with the above observation it is worthwhile to note that the school management had a very high perception on need to allow teachers attend TPD. School management allowed teachers for professional development by following rules and regulations of Public service and The Ministry of Education and Vocational Training. Responses show that through the various programmes of learning teachers were to improve their knowledge and skills.

In order for teachers to continue working efficiently and productively towards meaningful quality education they need opportunities for professional development so as to improve their professionalism and be able to face new professional teaching challenges and global society challenges. Developing quality teachers and empowering them is instrumental to the development of not only education but also society. Furthermore the school management allows teachers for professional development because it understands the importance of it, as revealed by Eraut (1995b) that in-service training for teachers helps in human resource development, management of planned change and self development by schools and teachers.

On the other hand, lack of own plans by school management in ensuring TPD, was further elaborated by the respondents. In this study it was found that school management always waits for local and central government plans for TPD. Respondent's rate of agreement to this factor was shown to be approximately 83 percent. In the same view point, it suffices to state that lack of school management plans made the teachers decide to go for further TPD using their own efforts.

In support of these views, one teacher interviewee responded by providing the programme for teacher professional development is normally initiated by the teacher himself or herself after having experienced challenges like frequent curriculum changes and advancements in science and technology. The programmes for teacher professional development are normally planned by the Ministry of Education and Vocational Training.

Further involvement of school management was registered by respondents on the fact that the school management was aware and interested in the professional development of teachers in primary schools, and these responses accounted for about 64 and 54 percent respectively in agreement with the observations. The school management respondents showed that the TPD was one of the roles of school management aiming at improving the high standard of teaching in the classroom and quality education in Tanzania. These findings correspond with those given by Blasé and Blasé (1999) and Mosha (2006), who revealed that if school managers were empowered they would be able to play their social and technical roles more efficiently and effectively. Education managers were very important in capacitating

the school management. They have to interpret and monitor the implementation of educational policies at their levels of administration (URT, 1995).

It was conclusively asserted that the quality of education and pupil performance were dependent upon competent teachers and good school management. Some teachers' negative attitudes towards TPD stemmed from the feeling that their particular subject interests were never given centre stage. Positive feelings about TPD were associated with a reasonably clear sense of career progression possibilities (Mosha, 2006).

Responses on extent the school management being fair in identifying needs of the teachers for PD as well as the school management philosophy for TPD are presented in Table 4.7. It was revealed that the aspect of the school management in being fair in identifying the needs of teachers for PD was not well perceived. Fifty five percent of respondents felt that the school management was fair in this endeavour while less than half (45%) felt, they were not fair.

School management was involved in identifying teachers' needs for TPD as part of their duties, since the capacity of school management for TPD was a crucial element in promoting teacher development individually and high quality education. School management has the role of identifying teachers' needs for TPD using various criteria because in Tanzania, as in most developing countries education means teachers. It was further demonstrated that the Educational and Training Policy (URT, 1995) specifies that Grade IIIA should be a minimum qualifications for primary school teachers. Therefore, teachers had to develop professionally in order to catch

up with the changes in science and technology. The researcher observed that most teachers in study area were not sufficiently equipped for use of technology in teaching; as a result poor quality education is imparted to students.

Regarding the aspect of school management philosophy for TPD, the respondents revealed a low perception (Table 4.7). About more than half of respondents reported the school management philosophy for TPD to be unfavourable. School management showed elements of favouritism when teachers when requested for further studies. Most of the teachers were interested in seeking for TPD, but the problem was that the education system in Tanzania did not facilitate head teachers and school committee to support this. The study revealed that 81.1% of the respondents (Table 4.7) perceived that school management was not involved in selecting teachers for professional development. Furthermore school management did not have the power to make decisions when teachers requested to be provided TPD. Experience elsewhere has shown that school management plays a very great role of encouraging teachers to develop professionally using various models of TPD so that they can improve their academic qualification. In addition to these views the respondents (100%) confirmed that the school management does not have enough resources to support the TPD.

The main reason given for the 100% disagreement rate with the statement was that school management did not have enough resources for supporting teachers' professional development. The school management had inadequate resources for supporting TPD .The challenges given by respondents for the improper use of

resources were poor planning, financial constraint and interest of teachers for TPD. Having enough resources for supporting TPD is very essential for attaining success of professional development at different levels of education. When the DEO was asked about adequacy of human resources for supporting TPD she said the District had adequate human resources for supporting it, that is, trained facilitators and competent teachers. However other respondents were constrained by negative attitudes of some teachers, social and economic factors and motivation. Observation of the respondents supported with findings from the interview revealed that involvement had less impact because of lack of financial resources by the school. This observation relates to findings a study by (Bush 1999) who found that funding is essential in any reform or effective professional development.

#### **4.5 Inferences from the Discussion of Findings**

The analysis and discussion of findings have indicated that there was a relationship between the capacity of primary school management and realisation of TPD; the findings have further showed that the school management in supports teachers to attend TPD through various ways which has led to improved quality education in primary schools. Although the school management has the capacity to support and supervise TPD, there are some factors which influence its success, these include; financial constraints, time, lack proper plans, education systems of Tanzania and self motivation to teachers.

In Mbeya district the study findings showed that most of the teachers were interested to join TPD for personal gains and meeting the expectation for further studies that

led to salaries increased and meet aspirations for new position; rather than improving quality education. Few indicated interest in improving their profession. The documents evidence (Table 3.4) indicates that; teachers of mathematics, science and English language identify difficult topics and to share with other teachers voluntarily.

Generally, the findings show that teachers in selected primary schools in Mbeya district were a good idea. This was because, TPD enabled them to become professionals, it functions as a means by which the teachers realise their potential as teachers and enabled them to keep abreast with changes in science and technology. In the process of improving themselves they also gained confidence and self-esteem. The majority of respondents perceived TPD as either a means of advancing teachers in the field of teaching or as a means of improving teachers professionally, academically and technically. Therefore TPD must be thought of as long-term process, which begins with preparation of teachers and only ends when the teachers retire from the profession.

This development of teachers required a transformation of processes and policies that support teachers, their education, their work and their growth in the profession. TPD has a significant impact on the education reform and on students learning. Teachers' professional development must be systematically planned, supported, funded and researched to guarantee the effectiveness of this process. Therefore capacity of school management toward supporting TPD required that it deploys various ways to ensure that teachers developed professionally.

## **4.6 Conclusion**

This chapter has presented findings from both quantitative and qualitative sources. It has also discussed the findings in the research questions. The following chapter will provide the summary, conclusions and recommendations of the study.



## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary of the Study**

In Chapter one, it was determined that TPD in Tanzania bears almost similar background as the educational programmes and reforms which had been established to address educational needs and attain quality of education since independence. Furthermore it was argued that competent and efficient teachers were essential to education thus they were to be motivated and given sufficient opportunity in professional development. At all levels of education system, school management were a key to initial planning and supervision of the implementation of curriculum. Based on this assumption, the study sought to investigate the relationship between capacity of school management and teachers' professional development.

In the literature that was reviewed in Chapter Two focused on conceptualisation of TPD, importance and need for TPD, capacity of school management development, the role of teacher professionalism in education and factors influencing teachers' professional development needed to be explored. It was the gap identified in the literature that gave focus to the research objectives and the methodology chosen for the study as described in Chapter Three.

#### **5.2 Summary of the Findings**

The following is a summary the findings obtained and analysed in chapter four. Generally the study has revealed low capacity of the school management in supporting teacher professional development due to insufficient funds allocated to

primary schools and a culture of support.

The first objective of this study was to determine the capacity of school management in provision of teacher professional support. The findings revealed that TPD in primary schools was ineffective mainly due to, first, improper planning and low motivations. Secondly, lack of financial support in terms of incentives/allowances and requirements needed by the educational institutions. It was further revealed that less than 13% of the surveyed primary school teachers attended in-service training annually. Almost all of these teachers managed to pursue training and other courses on their own initiatives.

The second objective of this study was to examine factors that influence the school management capacity for TPD. The findings revealed several factors. First, financial constraints discouraged teachers from participation in TPD. Some teachers who managed to acquire admission for further studies were challenged to attend studies and meet other social responsibilities on their own. Secondly, it was revealed that favouritism in granting permission reduced the number of teachers aspiring for TPD opportunities. Such irregularities and undefined distance from the head teachers made it difficult for some teachers to fulfill their intention to attend courses in time.

Thirdly, the finding showed that time was another discouraging factor. Government seculars required one to serve the first appointments for two to three years before seeking a transfer and release from duties. Such conditions, together with social commitment and changing of admission requirements have made some of teachers to postpone studies and up-grading.

The objective of this task was to investigate the school management perceptions of its capacity for TPD. It was noted that school management were less involved in TPD. Findings revealed that head of schools were merely involved in initial stages of granting release for studies or up-grading and when required to identify teachers who qualify for workshops and seminars. This implies that school management did not plan effectively for TPD due to limited sources of funds and inadequate human resources capacity.

### **5.3 Conclusions**

On the basis of the findings analyses and discussions, the following conclusions were drawn. The study has found out that, a low capacity school management in TPD made most teachers to pursue in-service training and further studies on personal initiatives. Despite the fact that school management awareness did not correlate with commitment ensuring that expectations of the beneficiaries and education system were met. The study also found that TPD was affected by inadequate funds for supporting teachers, favouritism and time limit. Therefore, it can be concluded that, poor planning and incompetence of the school management discourage career and professional development for teachers.

### **5.4 Recommendations**

On the basis of the findings and conclusions the following recommendations for administrative action and further research are made.

#### **5.4.1 Recommendations for administrative Action and educational planners**

On the basis of the findings and conclusions made above, the following

recommendations are provided.

- i. The Ministry of Education and Vocational Training (MoEVT) and other stakeholders should put in place mechanisms that teachers' skills and knowledge are improved on the basis that education need to serve the demand of the society.
- ii. Budgetary and funds allocation for TPD should be given priority attention by the Government of Tanzania for ensuring competent and well-equipped teachers for quality education.
- iii. The school management should establish good relationship with teaching staff and provide moral and financial support when teachers pursue up-grading or further studies.
- iv. Special workshops/seminars should be introduced using expertise from near-by educational institutions. It is through such courses that teachers would be able to learn various pedagogical skills and knowledge based on their requirements.

#### **5.4.2 Recommendations for Further Research**

The present study covered only one region in Tanzania mainland from which twelve (12) primary schools were surveyed. In view of this therefore, an extended study with similar objectives could be conducted in other regions in Tanzania. That may lead to a wider base of the results, thereby making the results generalisable across Tanzania.

Finally, studies similar to the present study need to be carried out in more districts and schools in higher learning institutions. This will serve to improve the validity and reliability of the above conclusions and recommendations.

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## APPENDICES

### Appendix A: Questionnaires for School Management team

#### Questions 1 to 4 are for objectives 1&2

1. What kind of arrangements is provided by your school management to teachers in ensuring their professional development? Please put a tick (✓)

- (a) In Service Training
- (b) Workshops
- (c) Seminars
- (d) Others. Please mention.....

2. How frequent does your school management arranges internal teachers' professional development programmes? Please put a tick (✓)

- (e) Always
- (f) Sometimes
- (g) Never

3. Does your school management suffer from lack of teachers' professional development? Please put a tick (✓)

- (h) Yes
- (i) No

4. What factors hinder your school management in teachers' professional development?

- (j) Financial problems
- (k) We don't have plans
- (l) Time isn't enough to arrange TPD programme

(m)Others. Please mention.....

**Question 5 is for objective 2**

5. Here is an opportunity for you to think about perception of your own school management capacity for teachers' professional development. For each of the following statements given below there are four choices. Select only one of the choices which suit properly by checking your position on the scale.

**KEY: SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly disagree**

		AS	A	D	SD
i	School management is fair in identifying teachers for professional development				
ii	School management philosophy for teachers professional development is favorable				
iii	School management is aware of teaches professional development				
iv	School management is involved in the selecting teachers' for professional development				
v	School management is interested in teachers professional development				
vi	School management has enough resources for supporting teachers' professional development				
vii	School management has proper plans for supporting teachers' professional development.				
viii	School management always wait for local and central government plans for teachers professional development				
ix	School management is not allowed to do anything for teachers professional development				

**Appendix B: Mwongozo Wa Mahojiano Na Menejiment Ya Shule (Interview Schedules For School Management)**

- 1 Ni changamoto zipi unakabiliana nazo katika ufundishaji wa somo lako?
2. Je, shule yako ina walimu wangapi wenye taluma ya ualimu?.
3. Unafikiri kuna umuhimu gani kwa mwalimu kujiendeleza kitaluma?
4. Taja mambo mbalimbali yanayoweza kumpa mwalimu msukumo wa kujiendeleza kitaaluma?
5. Eleza jinsi menejimenti ya shule yako inavyotoa mchango kwa walimu wanaojiendeleza kitaaluma.
6. Fafanua mchango wa walimu katika mipango ya maendeleo ya kitaaluma katikashule yako?
7. Eleza matarajio ya walimu wengi wanaokwenda kujiendeleza kitaaluma.
8. Taja vigezo vinavyotumika katika uteuzi wa walimu kwenda masomoni kujiendeleza kitaaluma.
9. Mwalimu mkuu ana nafasi gani katika kuendeleza mpango wa mafunzo kazini?
10. Nani huanzisha mpango wa walimu kujiendeleza kitaaluma?
11. Eleza mambo yanayoathiri walimu kujiendeleza kitaaluma kaika shule za msingi

**Appendix C: The observation checklist to guide me in documentary review**

<b>Document</b>	<b>Present</b>	<b>Absent</b>
Official statistics of TPD (i) Letters of admission (ii) Permission letters to go for TPD (iii) Invitation to workshops and seminars (iv) Publication papers (v) Inspectorate reports (vi) Official guides for guides (vii) Financial plan for TPD (viii) Letters of reporting after studies (ix) Other official documents related to capacity building and TPD		