ASSESSING THE ACHIEVEMENT OF EDUCATION AND TRAINING POLICY ON THE QUALITY OF DIPLOMA IN SECONDARY EDUCATION PROGRAMME IN TANZANIA

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BY

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SUPERVISOR'S CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a Dissertation titled "**Assessing the Achievement of Education and Training Policy on the Quality of Diploma in Secondary Education Programme in Tanzania**, in fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

……..

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Date…….

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I**, FeidaNgunyale**, do hereby declare that this dissertation is my own original work and that it has not been previously accepted in substance for any degree or any similar academic award at any other University or is not being currently submitted for candidature for any other degree.

Signature……. Date……..

DEDICATION

This work is dedicated to my mother. I also dedicate my work to my beloved husband: EvaristoMtitu and our children: Prudensiana and Kandida.

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This dissertation has been produced as a result of the cooperation of a number of people. I should particularly like to acknowledge the contribution of the participants in the study, who were willing to give their time and ideas. I should also like to express special thanks to my supervisor Dr.M.W. Ng'umbi, for his encouragement and generous assistance.

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ABSTRACT

The quality of teaching and learning process depends on the kind of educational policy a country has and its level of implementation. Since the inception of the Tanzanian Education and Training Policy (1995) in the past seventeen years, the government efforts have been to ensure provision of quality education at all levels. This was achieved through massive educational expansion and transformations occurring through country's educational strategic programmes to put Education and training Policy (1995) objectives into actions. During this period, many studies have been conducted to address different educational issues ranging from educational management practices, teacher education, classroom practices, and curriculum practices within the umbrella of educational expansion and provision of quality education at different levels of schools, Although there was no even a single study, which assessed the achievement of the policy on teacher education at different levels of schooling. The purpose of the study was therefore to assess the achievement of ETP and its challenges specifically on diploma in secondary education programme.

The findings suggest that there are some significant achievements of ETP on the quality of diploma in secondary education programme. Despite the existing financial, infrastructural and resources challenges facing teachers' colleges in the effective implementation of 1995 ETP. The findings suggest that there are some significant achievements of ETP on the quality of diploma in secondary education. The study recommends teacher educator to be provided within service to improve their academic and professional activities .The study recommend for further research on achievement and challenges of ETP on the quality of primary , and university teacher education.

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ABBREVIATIONS AND ACRONYMS

AIDS :Acquired Immune Deficiency Syndromes

BEST :Basic Education Statistics in Tanzania

BTP : Block Teaching Practice

CPD : Continuous Professional Development

FA : Education for All

ESDP : Education Sectors Development Plans

ESR : Education for Self Reliance

ETP :Education and Training policy

GoT : The Government of Tanzania

HIV : Human Immune Virus

ICT : Information and Communication Technology

INSET : In-service Training

IT :Information Technology

MoEC : Ministry of Education and Culture

MoEVT : Ministry of Education and Vocational Training

MoSTHE : Ministry of Science, Technology and Higher Education

NECTA : National Examination Council of Tanzania

PEDP : Primary Education Development Plan

PRESET : P re- Service Training

SEDP : Secondary Education Development Plan

SoEd : School of Education

TCs : Teachers Colleges

TEA : Tanzania Education Authority

TED : Teachers Education Department

TEDP :Teacher education Development Pro gramme

TEMP : Teacher Education Master Plan

TENET : Teachers Education Network

TEP :Teacher Educator Pro gramme

TP :Teaching practice

UDSM : University of Dar es Salaam

UNESCO : United Nation Education, Scientific and Cultural Organization

URT : United Republic of Tanzania

CHAPTER ONE

RESEARCH PROBLEM AND ITS SETTING

1:1 Introduction

This chapter introduces and justifies the research problem- the achievement of the 1995 ETP on the quality of diploma in secondary education programme in Tanzania. The chapter covers aspects which include: background of the study, statement of the research problem, research objectives, and related research questions. Other aspects covered in this chapter are: the significance of the study, study limitations, delimitation of the study and the operational definitions of the research terms. The chapter summary is subsequently presented following the section on the organization of the study.

1.2 Background to the study

The implementation of the 1995 ETP is accomplished through the Tanzania vision 2025, which sees education as a strategic agent for mind-sets transformation and for the creation of a well-educated nation that can face the development challenges. In order to realise this, the government initiated a multi-sect oral strategies and actions integral in the overall development efforts. Calling for the participation of stakeholders from different sectors, the government has embarked on sector-wide development approach in order to enhance quality provision of education at all levels. The Ministry of Education and Vocational Training (MoEVT) is tasked in the educational expansion and development programmes through the umbrella of Education Sector Development Programme (ESDP), which is focused to improve the education system in general. Guided by the Tanzanian Education and Training Policy (1995) and other relevant policies the aim of ESDP is to address the existing problems in education sector and ensure provision of

quality education in line with the fast changing science and technological advancement. The ESDP thus derived its objectives from the national policies such as the Tanzania Development Vision 2025, the Education and Training Policy (1995), the technical education policy and the national science and technology policy and millennium development goals (Nkumbi, 2006). The study however, focused on assessing the achievement of the ETP of 1995 on the quality of diploma in secondary education programme based on its overarching objectives as stipulated here under.

1.3 Objectives of the Tanzanian education and training policy of 1995 (United Republic of Tanzania (URT), 1995)

The ETP covers all sub-sectors in the education sector, namely basic education including pre-primary, primary, adult, secondary, and teacher education; higher education and vocational education, both formal and non-formal. From its inception, the major objectives of ETP with respect to teacher education and classroom practices include:

(a)Improving the quality of teacher training for quality teaching and learning;

(b)Promotion of science and technology;

(c)Expansion of provision of education and training;

(d)Decentralization and devolution of powers to regions, districts, communities' education and training institutions

(e)Improvement of the quality of education both formal and non-formal;

(f)Promotion of access and equity to basic education; and

(g)Broadening the base for education financing by encouraging cost-sharing measures and establishment of education fundsSince then, the government has taken several initiatives to implement the Education and Training Policy. This includes the development of Basic Education

Master Plan (1997) and Secondary Education Mast measures and establishment of education funds Plan (1998). The Teacher Education Master Plan (TEMP) was another effort in translating education and training policies into actions.

The Teacher Education Master Plan is an integrated framework of training and retraining for teacher educators in formal and non-formal education context. It covers other issues such as management and administrative structures, financing mechanisms, curriculum monitoring, and evaluation methods. The TEMP has been developed taking into consideration the existing practices and structures in teacher education, which seemed to impact the effective delivery of teacher education at different levels. The TEMP is also built on existing teacher education programmes, that is, to influence the teacher education curriculum design and implementation for the quality teacher education outputs. Therefore, the overall purpose of the TEMP is to strengthen the machinery for policy formulation, professional development, monitoring, and evaluation of teacher training programmes. The Education and Training Policy as an umbrella of teacher education continues to guide and provide framework for teacher education development in the country. It is on these grounds that the study sought to assess the achievement of the policy on the quality of diploma in secondary education programme in Tanzania.

1.4 Statement of the research problem

Given the potential role of teachers and teacher education on the one hand, and the massive education expansion through the PEDP and SEDP programmes the other hand (MoEVT, 2005, 2010), the ETP recognizes that a teacher in the classroom is one of the main factors for bringing about qualitative improvement in learning and that such quality is maximized through, among other factors: creating enabling and supportive environment, where the learners participate actively in the process; and where pupils, teachers and schools have opportunities for personal

and institutional growth (MoEVT, 2005). One of the objectives of the ETP around this component is to facilitate and enable pre-service and in-service teachers to acquire and develop appropriate pedagogical skills that are academically sound, child-friendly and gender-sensitive (MoEVT, 2005). The ETP prescribes the following strategies that are relevant for achieving the objective:

(a) Strengthening cost-effective in-service teacher training programmes;

(b)reviewing the content of pre-service and in-service teacher training programmes with a view to sensitizing teachers and providing them with opportunities to acquire and develop appropriate pedagogical skills that are academically sound, child-friendly and gender-sensitive, together with individual life skills which take into account the current HIV/AIDS pandemic;

(c) Strengthening the linkage and network of pre-service and in-service school based training through outreach programmes;

(d) Establishing and utilizing school based teachers' resource centres;

(e) Provision of professional development opportunities for teacher educators, school inspectors, heads of schools and other education administrators at council, regional and central levels;

(f) Having in place a formal programme for support and mentoring of student teachers;

(g)Reinforce the participatory teaching and learning methods in teachers' colleges;

(h)Have a clearly defined and sustainable continuous professional development (CPD) programme for both primary and secondary school teachers;

(i)Develop mechanisms for monitoring and evaluating Continuous Professional Development (CPD) courses;

(j)Put emphasis on classroom competence in secondary level classroom teaching and learning; and

(k)Strengthen and conduct classroom-based researches.

Based on those policy strategies, it is without doubt that the provision of quality education requires adequate physical, financial and human resources. The current education system over-emphasises the importance of these inputs in education policy and planning. The resources are a tool for achieving education outcomes. These resources ought to be directed to maximise knowledge creation and skills development among learners to develop the capabilities, values and skills necessary for personal and national social, economic, scientific and technological development. However, such an articulation of desired strategic outcomes does not appear in current policy statements and documents. The 1967 Education for Self Reliance (ESR) document highlights some elements for knowledge creation and skills development, such as developing an inquiring mind and linkage of education to economic development. However, the philosophical-policy of Education for Self Reliance has been pushed to the background and is hardly cited in public statements today (TenMet, 2007). Nevertheless, Tanzania's national curriculum is gradually shifting from highly subject or content-based formats to competency based formats in structure and assessment. However, continuous assessment is less valued than terminal examinations thus forcing teachers to adopt drilling or teaching to examination questions and teachers, parents and students to corruptly obtain examination papers (TenMet, 2007).

A range of studies have been conducted regarding the provision of education in Tanzania since the inception of ETP to date. These studies have covered extensive areas such as education management and administration, school curriculum, teacher education and classroom practices to

mention few (Meena, 2009; Motswiri, 2002; Mtitu, 2008; Nihuka, 1993; Osaki, 2004; Tilya, 2003).

Despite all these studies, there is no study in Tanzania that has assessed the achievement of ETP with particular focus to the quality of diploma in secondary education programmes or at least that has examined the influence of ETP on the provision of education in the country. Many of the studies conducted have implied the ETP to have impacted either positively or negatively the educational practices and thus calling for policy innovation (Meena, 2009; Mtitu, 2008; Say, 1993). While the implications for policy achievement or failure cannot be taken for granted, this study considered the paucity of research on ETP achievement on the educational processes to constitute a critical challenge worth addressing. Therefore, different from those studies, this study examined the achievement of ETP particularly on the quality of diploma in secondary teacher education programme. Apart from contributing new knowledge to the existing body of knowledge base about the educational policies and teacher education, the study was expected to bridge the knowledge gap established by the existing literatures.

1.5 Research objectives

The general objective of the study was to "*assess the achievement of the Tanzania's Education and Training Policy (1995) on the quality of secondary teacher education programme".* Specifically, the study sought to address the following objectives:

(a) Assess teacher educators' perceptions and experiences regarding ETP achievement of diploma in secondary education;

(b) Evaluate student teachers' perceptions and experiences regarding diploma in secondary education programme; and

(c) Investigate teacher educators', student teachers', and secondary school teachers' perceptions and experiences regarding challenges facing s diploma in secondary education.

1.6 Research questions

The study sought to find information regarding the following research questions:

(a)How do teacher educators perceive and experience ETP achievement;

(b)How do student teachers perceive and experience secondary teacher education programme; and

(d)What are the teacher educators', student teachers', and secondary school teachers' perceptions and experiences regarding the challenges facing diploma in secondary education.

1.7 Significance of the study

The study is important in many ways. Based on the research findings, the study informs the key educational stakeholders such as policy makers and curriculum developers, teacher educators, student teachers, and teachers regarding the achievement of Tanzania Education and Training Policy on the quality of diploma in secondary education in particular, and across all levels of education at large. The study informs the stake holders including the policy makers, curriculum developers, teacher educators and student teachers, teachers and students, parents and educational activists regarding the ETP status with reference to quality of diploma in secondary education on the one hand, and the implied quality teaching and learning practices in secondary schools in the other. The study therefore contributes new knowledge on the existing body of knowledge base regarding the influence of educational and training policies across the world on the quality teacher education, in this case, of diploma in secondary teacher education vis-à-vis teaching and learning practices in secondary schools. The study consequently, proposes, among others, the best Tanzanian Education and Training Policy options to be adopted by the revised

education and training policy whose new version came into being in 2011 through this study the new policy formulation will reflect on the achievement ,challenges and suggestions identified so as to prepare a policy that will be the best for diploma in secondary education practices and other levels of education on Tanzanian educational delivery contexts.

1.8 Limitation of the study.

Many research studies are constrained by some challenges, which if not taken into considerations may result in a research not receiving sufficient information about the study. Right from the development of research proposal, the researcher was aware of the little knowledge amongst research participants about Education and Training Policy and its impact on teacher education and teaching and learning practices in secondary schools to adversely affect the data collection process.

However, adhering to the research protocols, the researcher normalised this challenge using researcher's extensive experience on the educational policies in particular, and the extensive teaching experience in both teachers' colleges and secondary schools. The researcher created a good atmosphere for interviews, focused group discussion, questionnaires and classroom observation whenever possible. First and foremost, where necessary, the researcher used both English and Swahili languages to explain clearly and coherently what the research was all about. During interviews and focused groups' discussion, the researcher used as many probes as possible to uncover any information thought to be unknown by the interviewees or discussants regarding issues pertaining to education and training policy in relation to secondary teacher education and the teaching and learning in secondary schools. Collecting information in this way made a friendly relationship between the researcher and the participants thus increasing flexibility, understanding of the research questions and participants' readiness to share their

perceptions and experience regarding the achievement of ETP on the quality of secondary teacher education programme.

1:9 Delimitation of the study

The study was conducted in two teachers' colleges and two secondary schools. The colleges included Klerruu and Consolata teachers' colleges located in Iringa Municipal and Mufindi District in the Iringa region respectively. For convenience purpose, the two secondary schools were selected from Iringa Municipal. The respondents included the teacher educators, student teachers, and secondary school teachers. The inclusion of these categories was meant to avoid biasness of information while getting rich information from multiple groups of related participants.

1.10 Operational definition of research terms

Induction course- a short programme (4-6 weeks teacher training period) which was planned and administered by the Ministry of Education and Vocational Training to prepare teachers for short period to solve the problem of shortage of teachers in secondary schools in Tanzania .

Perception -According to encyclopaedia volume 7(.1975) Perception refers to intelligent knowledge in the mind of a human being therefore perception refers to the process through which human being become aware of what is happening in the external world .

Quality- According to Omari(1995) .Maintain that quality education in Tanzania is that one which will make the recipient attain all the benefits of education in terms of earnings ,productivity 'mortality rate ,improvement of health ,nutrition and poverty .Therefore with reference from my study quality refers to the level of excellence measured by students performance .

Quality Teachers – Can be defined as the degree to which education allows teachers to reach their fullest potential in terms of cognitive, emotional, affective, and creative capacity thus improving the teaching and learning processes.

Input factors – Are the teaching and learning resources that may include physical, fiscal and human resources. They include availability of teachers, their qualifications, and experiences, teaching and learning facilities, and financial viability.

Process factors – can be explained as the application of teaching and learning resources to influence learning outcomes. These include sufficiency of teaching and learning time, teaching methods, effectiveness, class sizes, instruction medium, assessment types and processes, schools leadership, teachers' attitudes and knowledge ability and gender sensitivity incentives.

Output factors – This can be defined as the measure of academic achievement , They include literacy , generic skills, good citizenship, personal development, positive attitudes towards learning , healthy behaviour, formal completion and attainment of qualifications, for instance, Diplomas, Certificates and Degrees and/or achieving standards such as official learning objectives or desired teacher education or secondary education outcomes.

1.11 **Organization of the study**

The dissertation comprises six chapters. Chapter one introduces the research problem, research objectives and major research questions. Chapter two presents the review of relevant literatures and identifies the research gap. Chapter three presents the research methods and methodology that guided the study. Chapter four presents the findings of the study while chapter five presents data analysis and discussion. Eventually, chapter six presents the summary of the study, conclusion, and recommendations.

1.12 Chapter summary

This chapter has presented some significant aspects in order to introduce and provides initial justification for the study. The chapter has presented the central research question-the achievement of ETP on the quality of diploma in secondary education programme in Tanzania. It generally covers the following sections: introduction of the study, background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, definition of key terms, organisation of the study, and the chapter summary. Chapter two presents a review of related literature while critically identifying the gaps in it which this study intended to bridge.

2.0 CHAPTER TWO

LITERATURE REVIEW

2:1 Introduction

This chapter presents a critical review of literature around Tanzania's Education and Training Policy context, teacher education and the secondary schooling in Tanzania. Guided by the previous studies regarding educational policy issues in relation to teacher education, the chapter subsequently presents the summary of literature review by identifying the research gap of which the study sought to bridge in.

2.2 Expansion of secondary education and its effect on teacher education

It is worth mentioning that, the policy demand for the secondary education expansion has not only impacted infrastructures and enrolment, the transformation has equally affected the teacher education, training and supply as well. Teacher education transformation was considered inevitable in responding to the needs arising from the enormous secondary education expansion especially in terms of enrolments (URT, 2000). Secondary education expansion created a high demand of qualified teachers to cater for the increasing enrolment rates. This consequently, led the government of the United Republic of Tanzania (URT) to embark on teacher education reforms in lines with secondary education expansion program.

2.3 Expansion of teacher education in relation to quality education

Between the year 2000 and 2010, Tanzania has experienced a major reform in Teacher Education as a response to the on-going implementation of both Primary Education Development Plan (PEDP, 2001- 2009) and Secondary Education Development Plan (SEDP, 2004 - 2009). This teacher education reforms has affected both the teacher education curriculum component and timetabling, that means the training period. For example, before the reform, the curriculum

component comprised of both academic and pedagogical components, whereas, the training period for both primary and secondary school teachers were two years. After the reform, the academic components were removed in all teacher education level remaining with pedagogical components only. In addition to these changes, the training periods for both teachers' levels were reduced from two years to one year (URT, 2005). According to (O-Saki, 2004) the training for secondary school teachers were even reduced to six week by introducing the so called "induction program" to graduates of advanced level of secondary education needing to teach in secondary schools. This was an attempt to solve the acute demand of secondary school teachers emerged just after one year of SEDP implementation.

While these huge secondary education transformations had occurred just within a decade, the transformation leaves too many questions yet to be answered. These might include - but not limited to teacher-student ratio, students' qualities especially primary school to secondary school pass marks – the teaching and learning facilities, the teachers qualification in relation to teacher education quality, and school environment just to mention few. From the available research findings, despite the fact that very little has been researched in education within this time frame, there was no research which has directed the attention on assessing the effectiveness or achievement of Tanzania Education and Training Policy (1995) on the provision of quality education to diploma in secondary education programs (Mtitu, 2008). It is for this reason; the study intended to investigate the achievement of the respective policy in addressing teacher education quality. The study particularly focused on diploma in secondary education programme.

2.4 Teacher education in Tanzania

The Teacher Education Department (TED) is the foundation of other departments in the Ministry of Education and Vocational Training. This is because of its crucial role of producing

professionals and leaders for the entire education system. The teacher education department is responsible for first, developing and monitoring of teacher education, including: reviewing the teacher education curriculum, the teaching materials and teaching methods; setting and monitoring standards of training; overseeing professional development of teachers and tutors, ensuring access and equity for all in the profession; and monitoring programmes and projects (URT, 1995; URT, 2011).

Second, it is responsible for overall management of the teacher education sub-sector including; reviewing policy, plans and regulations; processing applications for ownership and registration of teachers colleges; issuing guidelines for selection of students to teachers colleges; co-ordinating tutor recruitment, and deployment; processing application of teaching licences in Teachers' colleges (TCs) issuing guidelines on management and administration of TCs; and co-ordinating budget preparation and financial resource allocation to teachers colleges (URT, 1995; URT, 2011). However, with the implementation of the education sector programs between 2000 and 2010 and the changes that have occurred in the teacher education curricula are not reflected in the ETP 1995 policy. Nonetheless, the Tanzania government has expanded the teacher education department by establishing more training centres for teacher educators in teacher colleges and universities.

Teacher Education is currently managed by the Ministry of Education and Vocational Training. The Ministry manages a network of 34 government Teachers Colleges and provide guidance to about 15 privately owned ones (URT, 2011). The Ministry also manages university based teacher education offered by both public and private universities. These universities include the School of Education (SoEd) at the University of Dar es Salaam (UDSM), the Dar Es Salaam College of Education, the Mkwawa College of Education, the Open University of Tanzania, the Sokoine

University of Agriculture, Tumaini and St. Augustine Universities and its campus colleges in Tanzania just to mention few. The same Ministry managed a Vocational Teacher Education Programme, currently offered at the Morogoro Teachers' College, (URT, 2011).

Certificate teachers are deployed in pre-primary and primary Schools whereas diploma teachers are deployed at secondary schools and TCs. The TCs offer both pre-service teacher education (PRESET) and in-service teacher education (INSET). PRESET programmes include Grade IIIA Teaching Certificate courses and Diploma in Education courses. The two programmes last for two years and are mainly residential.

Presently the Ministry had to re-amend the teacher education curriculum from one year to curriculum of the two years programmes including both academic and professional components. The academic component focuses on improving content knowledge in the teaching subjects. The professional component focuses on provision of foundation knowledge in the principles of education, child psychology, research, and educational management. The pedagogy component focuses on methods of teaching and microteaching. There is also field experience called Block Teaching Practice (BTP), which lasts for 4-8 weeks annually during which students practice teachings in the schools.

The Education and Training Policy emphasises, among other things, the need to promote the following skills in trainee teachers: competence and effective communication in English and Kiswahili, competence in the teaching of science and technology, as well as effective teaching (URT, 1995). ETP also mandates that the minimum qualifications of teaching in primary schools should be Grade A, a good combination of diploma and degree teachers for secondary schools, and in TCs it should be mainly university graduate with a bachelor or more in teacher education degrees (URT, 1995). The management and administration of TCs is centralised under the

Director of Teacher Education in MoEVT. Each TC has a Principal and a Deputy Principal. MoEVT recruits, and promotes college tutors, admits students, appoints and transfers college principals and tutors. Curriculum development and review for TCs is a professional task of the Tanzania Institute of Education (URT, 1995).

However, the level of educational stakeholders' involvement in the curriculum development and decision-making is questionable because in practice experts make it from the Tanzania Institute in collaboration with the MoEVT officials. Moreover, the centralisation of policy decision-making processes has been also influencing the financing of teacher education programmes, secondary education in particular.

2.5 Financing of teacher education in Tanzania

The financing of teacher education department was centralized to the Tanzania government. However, the sub-sector remains among the lowest financed. The bulk of the central funding mainly finances teacher salaries and related payments, leaving a small proportion for other development activities. For example, development funding has often fluctuated, falling from 2.5% (1995) to 1.8% (1996) and rising again to 2.5% in 1998. The low level of funding for Teacher Education has often led to deterioration of college facilities, shortage of teaching and learning materials, shortened college terms, and abandoned BTP. This has also led to greater dependence on student fees to meet running costs, consequently resulting in low enrolment, retention, and quality of education provided.

Being the case, most of the development projects (e.g. SEDP and PEDP) suffer from serious under funding and poor reporting and co-ordination. Teacher education development expenditures have been in the area of INSET programmes. The monthly funding system (cash budget) does not allow for flexibility in planning at institutional level. Auditing and other

financial supervision are irregular and institutional managers are trained inadequately in modern financial management and administration skills. The need for financing of teacher education is the greatest in the development and management of PRESET and INSET programmes. The increase in teacher education funding has updated teacher trainers with latest content and pedagogical skills. Improved funding for TCs promoted the learning environment, thus leading to production of well-trained and effective teachers.

The well-trained and resourced pool of teacher educators means that they can produce competent teachers for schools, and retrain those already in the schools. Adequate investment in teacher education programmes, can improve the profession much faster. Trainers can be produced locally in earmarked TCs or at the local Universities, through tailored postgraduate, Masters, or other in-service programmes. Where necessary, training of key trainers (tutors) can be done abroad to which they may gain new cultural experience and new pedagogical approaches required in teaching practices. Maintenance of links with other international institutions and training centres will help to maintain international quality in teacher education professional learning programmes.

Basing on the situation, it was necessary for this study to examine the achievement of the Education and Training Policy on the diploma in secondary education as guided by the research questions and the conceptual framework presented herein.

2. 6 Review of relevant literature to the present research

Scholars, researchers, and individuals interested in educational fields had varying ideas about the role of teachers in enhancing quality education (Chonjo, 2000; Dachi, 2007; Ishumi, 1998; Martial &Miaro-II, 2003 & Osaki, 2004). However, they all concur on the practical rationale of teachers in teaching and learning processes. The Dakar Summit framework for action reads –

> "…teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programmes, they are advocates for, and catalysts of change. No education reform is likely to succeed without the active participation and ownership of teachers. Teachers at all levels of the education system should be respected and adequately remunerated, have access to training and on-going professional development and support, including through open and distance learning; and be able to participate, locally and nationally, in decisions affecting their professional lives and teaching environment. Teachers must also accept their professional responsibilities and be accountable to both learners and communities" (2004, p. 57)

This portrays a clearly defined and more imaginative strategies to identify, attract, train and retain good teachers must be put in the policy implementation in teacher education programmes. These strategies should address the new role of teachers to prepare students for an emerging knowledge-based and technology-driven economy. Teachers must be able to understand diversity in learning styles in the physical and intellectual development of students to promote much more stimulating and participatory learning environment for quality education.

For quality education, Martial and Miaro-II (2003) provided a number of teacher qualifications as an important attributes. They included; teacher experience, teacher credentials and certification, teacher ability and achievement, teacher upgrading programmes, teacher educational attainment, age, and sex. However, Hargreaves (1994) noted that,

> "…school systems and their teachers are being charged with onerous tasks of economic regeneration. They are being pushed to place more emphasis on

mathematics, science, and technology, to improved performance in basic skills, and to restore traditional academic standards on a par with or superior to those of competing economies." (p. 154).

Characterising more on the teachers' qualifications on teaching and transforming the youth, the Carnegie Council on Adolescent Development's Turning Points (1989) and the National Middle School Association's (1995) establish five common expectations for middle-level teachers as follows;

(a)Teachers should have a thorough understanding of the young adolescent with whom they work.

(b)Teachers should participate in collegial teaching arrangements.

(c)Teachers should act as effective mentors for young adolescents.

(d)Teachers should participate in teaching and learning activities.

(e)Teachers should use competence-based approach to facilitate teaching and learning processes.

However, outlined all these characteristics, the role of learning context in not emphasized by these scholars. With competence-based learning activities, the students and teachers need to recognize the location of the school, the organizational policies, the cultural aspects of the community around the school and the classroom learning environment as they influence teaching.

In addition, other scholars recognized the need to consider teacher-student ratio as an important factor in the epoch of education reforms (Dachi etal, 2007; Osaki, 2004). They argued that the enormous enrolment of students, should consider among other factors, recruitment and training of teachers, which does not threaten the quality of education (Dachi etal, 2007). Nonetheless,

Osaki, (2004) suggested that, "…there was a need to train many teachers to meet the high demand arising from increased enrolment however, the period for training, a student-teacher's knowledge, competence for admission for training and recruitment should also be considered" (p. 5). Meanwhile, the URT (2004) comments that, "…education reforms should not only be meant expansion of enrolment and or access alone, but also it should be accompanied by improvement of teaching and learning environment in a broader spectrum." (p. 21).

Basing on these grounds the present study sought to assess the achievement of the ETP on the quality of teacher training program and therefore the effectiveness in the teaching processes with particular reference to secondary schools.

An analysis of the literature on diversity, state and national programme standards for teacher preparation, and teacher preparation programmes in the United States suggests a lack of emphasis on social class (Banks, 2004; Jennings, 2007; Larkin &Sleeter, 1995; Nieto, 2000; Spring, 2002; Tabachnick& Zeichner, 1993; Villegas & Lucas(2002)

The data indicated that economic status (class) was ranked quite low in comparison to the categories of race and ethnicity. This reflected the tendency to extrapolate issues of poverty around diversity, an approach that presumes diversity as a stand-alone, important issue in education.

The author argued that if any educational reform or policy mandates are to be enacted to provide students equal access to quality education, they must place more emphasis on the students' diversity, coupled with a determined effort to integrate its impact on socially disadvantaged students. Subsequently, the study pointed out the necessity for changes to be made to teacher education programmes in an effort to better prepare teachers to address the quality of teaching

and learning processes. This focused in teacher preparation had enhanced pre-service teachers' ability to educate effectively the children who live in diversity (McKenzie &Scheurich, 2007).

Studies have been conducted extensively in teacher education and classroom instruction practices (Ishumi, 1998; Chonjo, 2000; & Osaki, 2004). However, none of them has addressed the influence current Education and Training Policy on the quality of teacher education programmes in Tanzania. Literatures have not covered an important issue of policy development and success since it was introduced in 1995, because the educational policy is a fundamental instrument in determining the nature and quality of any country's educational system. That is a roadmap is a baseline of any evaluation of the educational sector and its programmes in which the evaluator should reflect in understanding the implementation of the education policy in real world practices. Thus, the study sought to assess the achievement of the 1995 Tanzania's Education and Training Policy on the quality of diploma in secondary education in the context of secondary education schools.

2.7 Synthesis and Research gap

Despite the substantial literature appreciating the success in the training of teachers (Chonjo, 2000; Dachi, 2007; Ishumi, 1998; & Osaki, 2004), there was no research, which was directed towards building of an understanding of the influence of the Tanzania Education and Training Policy on the quality of diploma in secondary education programme This research was therefore determined to assess the achievement of ETP on the quality of teacher education program with particular focus to diploma in secondary education programme

The study assessed the link between ETP in relation to improved access and equity in the teaching profession, the quality of program and the curriculum in general. The study was

concerned with teacher educators, student teachers and secondary school teachers' perceptions and experiences in the respective policy and teacher education aspects.

2.8 Summary of literature review

The literature review has examined different sources of information regarding the influence of Education and Training Policy on the quality of teacher education program. The review of literature shows the trends in the nature of the past studies relevant to Education and Training Policy. In terms of Education and Training Policy, most of the reviewed literatures focus on educational goals and objectives.

On expansion of secondary and teacher education, studies show that enrolment and infrastructures have been expanded and created a high demand of qualified teachers to cater for the increasing enrolment rates. The role of teacher education in Tanzania is to produce professionals and leaders for the entire education system. On the other hand literature reviews emphasized to promote skills in trainee teachers, competence and effective communication in English and Kiswahili, competence in teaching of science and technology as well as effective teaching.

Different from these studies, the review of literature focused specifically to assess the achievement and challenges of the Education and Training Policy on the quality of diploma in secondary education sector. As supported by the previous studies, there was a paucity of research on this topic. Therefore, apart from widening the scope of understanding regarding the influence of ETP on the quality of teacher education by bridging the gaps in literature, the study has without doubt contributed new knowledge on the existing body of knowledge base about policy studies and teacher education.

2.9 Conceptual framework

Perspectives on education quality can be clarified on the basis of a conceptual framework that describes teacher education. The most frequently used conceptualisation is that of a productive system, in which inputs are transferred into outcomes (Dimicco, 2005, p.195). An input-process-outcome framework is a system perspective, which was applied to assess the achievement of Education and Training Policy on the quality of diploma in secondary education program. It was shown that this framework would be useful to clarify a broad range of quality teacher education indicators and interpretations such as: productivity, effectiveness, efficiency, responsiveness, equity and a more eclectic use of quality indicators.

The framework was established within the field of social psychology as a model for studying human-human interactions (group behaviour) (Hackman, 1987; Janis1982, DiMicco, 2004, 2005; McGrath, 1984).The model indicates that, the inputs to any social interaction include the individuals that compose the group, the social and cultural contexts of the situation, and the task structure or purpose of the group. Each of these inputs influences the processes by which the group interacts and moves towards its goal (DiMicco 2005, p.195). The outputs of their interaction are the results of the processes used and are manifested in the group's behaviour and attitudes held.

Figure 2.1 describes the mechanistic interrelationships among the Input-process-output framework model components:

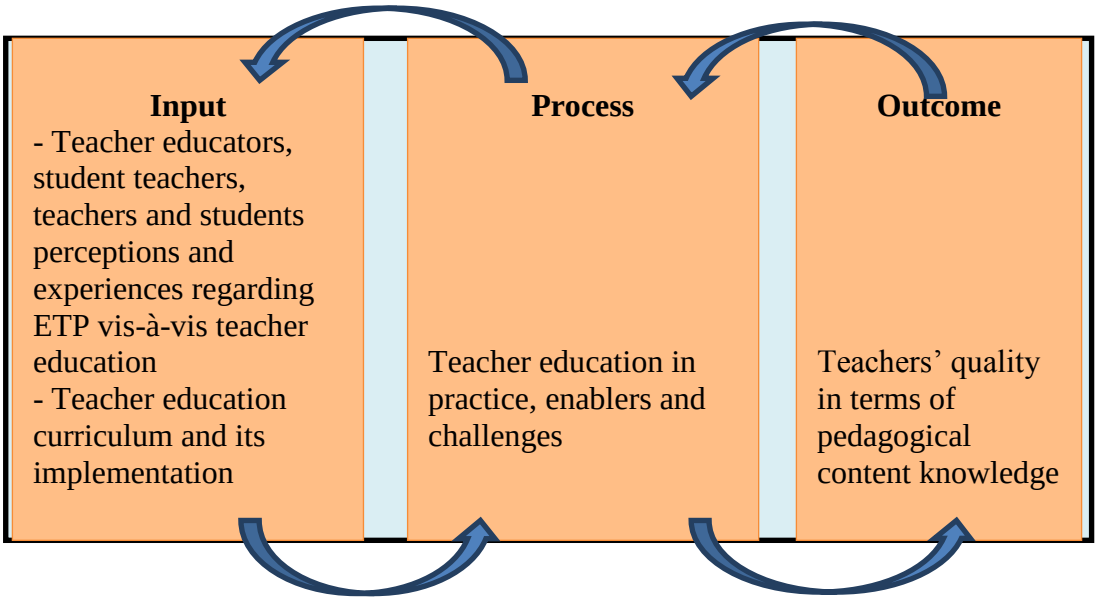

***Figure 2.1*An input-process-outcome framework for assessing education quality**

Source: Adapted from EFA-Global Monitoring Report, (2002)

Different from these studies, the review of literature focused specifically to assess the achievement and challenges of the Education and Training Policy on the quality of diploma in secondary education. Teacher education sector, as supported by the previous studies, there was a paucity of research on this topic. Therefore, apart from widening the scope of understanding regarding the influence of ETP on the quality of teacher education by bridging the gaps in literature, the study has without doubt contributed new knowledge on the existing body of knowledge base about policy studies and teacher education.

However the above model was advanced by Stufflebean who added the concept of contextual which serve planning decisions by analysing the situation through attempting to relate actual and desired condition it is through different situation planners are able to formulate objectives . As indicated in figure 2.2 below.

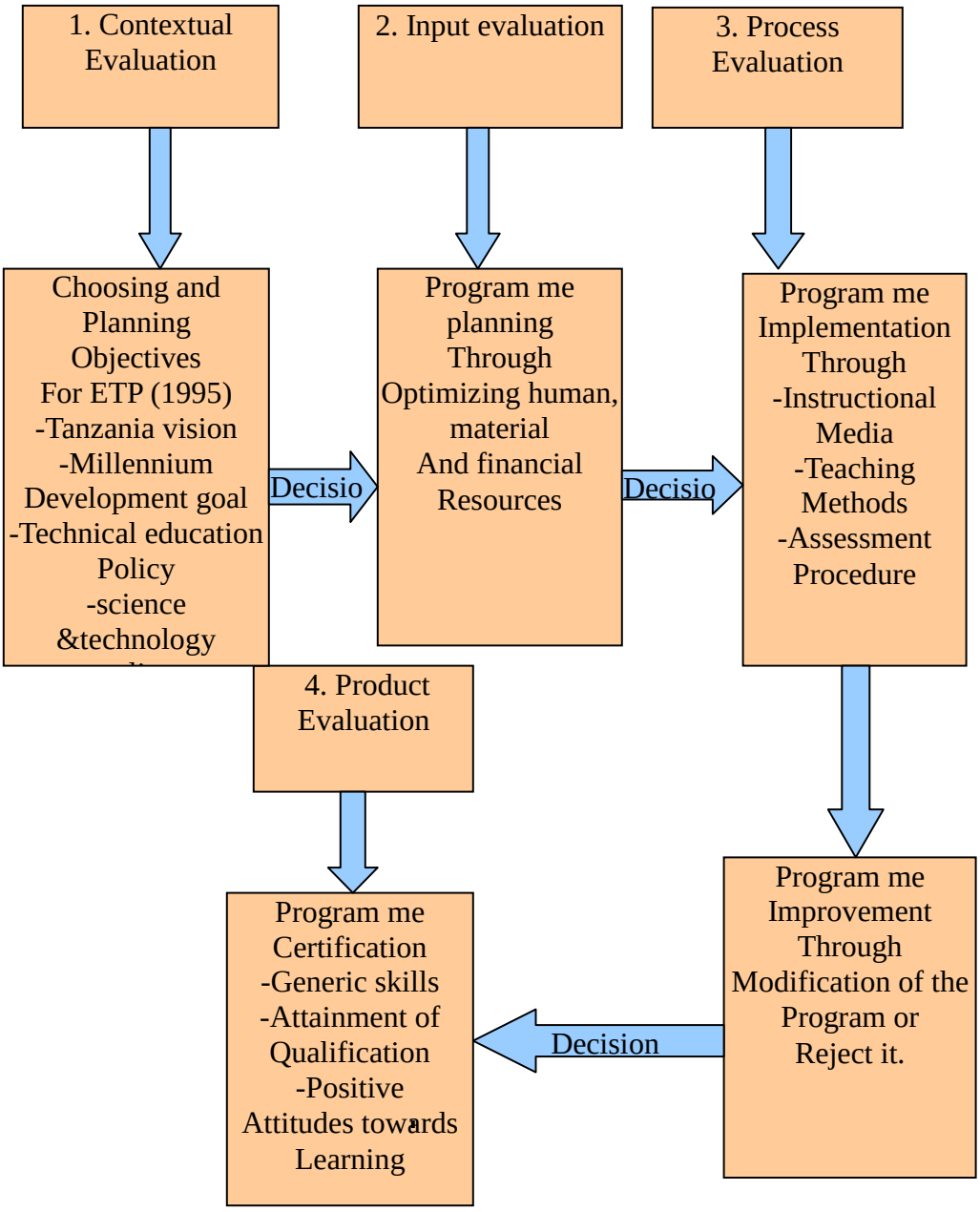

Fig 2.2 Stufflebean Model as an advancement of Dimicco Model (1971),The context -Input-Process- Product Model(CIPP).

The model indicate that through contextualizing the environment the planners are able to formulate objectives to fit different needs ,the inputs are identified and applied in different

situation to obtain the results .The model was very useful in assessing the achievement of education and training policy on quality of diploma in secondary education .The assessment was made on the context already planned through analysing situation and condition which resulted into the formulation of ETP objectives ,the inputs utilized ,several process applied in achieving the stated objectives and finally the output obtained .

3.0 CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGIES

3.1 Introduction

According to Kothari (1995) when one is talking about research methodology, he /she is talking not only about the research methods to be employed, but also the logic behind the methods used in the context of the research study. This chapter presents a detailed account of how and why the study was undertaken. It describes the research paradigms and/or approaches, the design of the study, study setting, population, sample and sampling techniques used and research instruments and their administration. Additionally, the chapter also presents data analysis procedures and the politics and ethical consideration of the study.

3.2 Research design and paradigms

This study employed a mixed methods approach. Thus, both qualitative and quantitative research paradigms were used concurrently complimenting each other. Tashakkori and Teddlie (2003) viewed the mixed methods design as a "separate methodological orientation with its own world view, vocabulary, and techniques…" (p. 679). In line with this view, the mixed method research design can be called the "third research paradigm" (Johnson &Onwuegbuzie, 2004, p. 15) in addition to quantitative and qualitative paradigms. Creswell and Plano Clark (2007) called it a methodology and a method. As a methodology, it entails the philosophical stands that direct researchers to mix both qualitative and quantitative approaches in phases of their research process. As a method, the focus is on collecting, analysing, and mixing both qualitative and quantitative data in one single study or series of studies.

Therefore, qualitative paradigm was employed in the collection of participants' perceptions and experiences regarding the ETP achievement and its present practices in the quality of diploma in secondary education programme as reflected in the secondary schools' classroom instructional practices. The findings from qualitative approach were descriptive in nature, as they constituted a detailed narration of participants' thoughts regarding ETP and diploma in secondary education programme. Questionnaires for example were used to collect research participants' quantifiable information that reflected the participants' rate in providing information on the achievement of ETP on the quality of teacher education programme specifically diploma in secondary education programme. These findings were presented by numbers, charts, percentages, and bar graphs. The integration of both qualitative and quantitative research paradigms has substantiated comprehension and validation of the study. As Eisner (1991) points out that all the knowledge, including that gained through quantitative research was referenced in qualities and that are many ways to represent our understanding of the world. It is also important to highlight that the two approaches that means quantitative and qualitative were mutually supporting. It is from this awareness and the nature of the study that it was necessary to employ mixed approach in collecting and presenting the data for triangulation purpose. The researcher applied the mixed methods with a view in mind that each methodology, either quantitative or qualitative, has its own strength and weaknesses. The mixing up of them was thus intended to bring a balance in that the weaknesses of each were offset by using both approaches (Punch, 2005).

In terms of research design, the study employed a case study design (Creswell, 2005) focusing to collect data rich in both depth and breadth. In this case, the two teachers' colleges and two secondary schools constituted *the "four case studies"*. According to Creswell (2005), case studies are important as they allow the researcher to collect a wealthy mass of data from a small

area of study. The researcher therefore expected to spend more time in only four research sites (case studies) with intention to collect as much information as possible.

3.3 Setting of the study

This study was conducted in the Iringa region. This region is located in the southern part of Tanzania. It has an area of 16720 square kilometres and population of 1,003,400 people (URT 2002). This means that the population data provided includes those from the new formed Njombe region. The Iringa region is bordered by the Dodoma region from the north and the new Njombe region in the south. The region is boarded by the Mbeya region from the western north part meanwhile at the eastern part it is bordered by the Morogoro region. Currently, Iringa region has four districts namely Iringa urban, Iringa rural, Kilolo and Mufindi districts. This is after the URT forming the new Njombe region where the former Makete, Njombe and Ludewa districts plus the newly formed Wanging'ombe district are now forming the new region (URT, 2011). The region was selected as the study area due to its convenience regarding the nature of the study and its respective institutions for sampling and consequential data collection purposes. The researcher selected Iringa region considering the proportional of teachers colleges ,Iringa was representative for both government and private colleges compared to other region where by some possess only government institution while others possess only private colleges .Also in Iringa region the two colleges are not far apart therefore simplify the cost of travelling from one college to another .As a member of staff in one of the college that is Klerruu teachers college ,gaining access was not a problem ,most of the senior official including principal, vice principal ,academic dean, dean of students and the heads of departments know me very well they showed positive response in the study. In case of Consolata teachers college most of the teacher

educators were my former colleagues during undergraduate studies, therefore it was easier to conduct my study in Iringa rather than somewhere else .

3.4 Population, sample, and sampling techniques

Babies (1995) and BEST (1993) define the sample as a segment of population in which the researcher is interested in gaining information and drawing conclusion about the study at hand, in this case, the achievement of the ETP on the quality of diploma in secondary education in Tanzania. The researcher used one hundred forty nine (149) respondents who were selected from amongst the study population, that is, teacher educators, student teachers, and secondary school teachers. The sample therefore included twenty eight (28) teacher educators; a hundred (100) student teachers and twenty one (21) secondary school teachers. At first, participants were purposively selected due to their experience of ETP and involvement in teaching and learning practices. Secondly, they were randomly selected from amongst respective population groups, such as teacher educators, student teachers, and secondary school teachers. Wiersma (2000) comments that making valid generalization or inferences the researcher needs to ensure that the sample is representative of the intended population and that I it is selected for the purpose of the investigation (Wiersma, 2000, p. 269). Therefore, sample selection methods employed were meant to ensure participants provided relevant information relating to Tanzania's Education and Training Policy issues and their implications on the quality of diploma in secondary education programme based on participants' academic and professional roles, experiences, and practices.

Teacher educator

Purposive sampling was used to select teacher educator .Researcher obtained sample through consultation with the college principal who played a gate keepers role in proportionally selecting the sample with respect to their experience in teaching profession, gender and departmental

representation .The researcher used 10 sample from private teachers college and 18 sample from government teachers college .Ethical issues was considered in selecting participants including willingness of the respondents. The participant were asked to provide information regarding the achievement, challenges and suggestions on the influence of ETP(1995) on quality of Diploma in secondary education .

Secondary school teachers

The participants were selected purposely from secondary schools they included 11 teachers from centralized government secondary schools and 10 teachers from community secondary schools .Researcher consulted with the heads of schools who assisted in the selection of experienced teachers in teaching profession. The participant were asked to provide information regarding the achievement, challenges and suggestions on the influence of ETP(1995) on quality of diploma in secondary education .

Student teachers

The participants included second year's student's teachers; they were selected purposely due to their experience in teaching profession through block teaching practice and wide coverage of both theoretical and practical skills. Selection of student teachers was done through consultation with the academic dean and dean of students to all teachers college .The participants provided information on curriculum content, classroom practices and other managerial activities in the college.

Therefore, two teachers' colleges; one private and the other government owned, and two secondary schools one private and the other government owned were also purposively selected as they constituted the required research population that allowed sampling of research sample as tabulated here under.

Table 3.1 Categories of research participants.

Participants' category	Category population
Teacher educators (tutors)	28
Student teachers	100
Secondary school teachers	21
Participants' total population	**149**

3.5 Research methods and administration

In order to collect data that reflected the study context especially that responded to the research topic, objectives and related questions, it obviously logical to employ multiple data collection methods (Creswell, 1995). Application of more than one research method was meant for data adjustment and triangulation whenever necessary consequently coming up with the data based on trustworthiness and/or transferability and generalisation. The study therefore employed a number of data collection methods including focused group discussion interviews, classroom observation, documentary review, and questionnaire.

Focused group discussion interview

The reason behind administering the focused group discussion interview was believed that this type of data collection method enables the researcher to examine the ways in which people in conjunction with one another interpret the topic in which the researcher is interacting (Bryman, 2004). Yin (2009) regards the focused group interview as one of the most essential sources of data when doing a case study. It enables the participants to discuss things from their own perspectives (Cohen, Manion, & Morrison, 2007) and clarify or discuss some aspects in detail (Hague, 1987). According to Patton (1987), a focused group interview is an interview with small group of people on a specific topic. Normally, in-group interviews six to eight participants are

brought together and encouraged to talk openly about the subject of interest. T he researcher used 7 to 8 participant for each group as follows:

eight (8) teacher educators in each college seven(7,) secondary school teachers in each school and eight (8) student teachers in each college .The participants provided information about challenges, achievement ,and suggestions regarding curriculum content .classroom practices and the programme in general by reflecting on the influence of ETP(1995) on quality of diploma in secondary education .

Therefore, the discussion about the achievement of ETP on the quality of diploma in secondary education was carried out in none threatening and relaxed environment for participants as they shared their ideas and perceptions. Through focused group discussion interview, the researcher was able to collect rich information about the research questions and thus informing the study accordingly. According to Gall *et al* (1996), focused group interview promotes interaction among the participants consequently providing their perceptions and beliefs about the research topic that would not be the same if interviewed individually. The number of participants in each group varied from seven to eight participants depending on their readiness to participate. However, in order to enhance and ensure the implied meaning and protocols of focused group discussion, the researcher involved at least not less than five participants from each sample category who were selected based on the *"first come-first served principle"*.

Documentary review method

Documentary review constituted another data collection method. Since the 1995 during which the Education and Training Policy was established, a number of educational innovations and developments have been occurring in a way of addressing the policy issues, in this case, with

respect to diploma in secondary education. Therefore, based on the research topic, related questions, and the mixed method approach used, analysis of educational documents was necessary in order to collect qualitative information about the achievement of ETP on the quality of Diploma in secondary education.

Thus, the documents reviewed included among others; the ESDP, SEDP, Teacher Education Master Plan (TEMP), Science and Technology Policy, MoEVT successive annual budget reports, the social activists' and development non-government organizations reports such as the HAKI-ELIMU, Tanzania Education Network (TENET), Educational research papers, and educational conferences' proceedings. Other documents reviewed included diploma in secondary education syllabus and syllabus materials, teacher educators', student teachers', and secondary school teachers' teaching portfolios. All these constituted significant sources of information regarding how the ETP influences the quality of teacher education with particular focus to secondary schooling in Tanzania. These documents provided rich qualitative findings on the achievement, the challenges, and future prospects of the Tanzania's Education and Training Policy on the diploma in secondary education programme. As stated herein, document analysis is particularly appropriate for qualitative cases studies. It is a "systematic procedure for reviewing or evaluating documents" that can be either printed or electronic (Bowen, 2009, p.27). Data from this source became another means for the researcher to triangulate with data gathered from focused group discussion interviews, classroom observations and questionnaires. The usefulness of documents as described by Fetter man (1989) was not related to any implicitly accuracy or lack of blast but is was based on their stability in that they can be repeatedly.

Questionnaires instrument

Questionnaires are used when factual information is desired (Creswell, 1994). Personally administered questionnaires have advantages of establishing rapport, explaining the purpose of the study and questionnaires' items that may not be clear to the participants. According to (BEST 1993), it is also more convenient to complete the questionnaire at the participant's own will and speed. The researcher therefore, administered questionnaires personally in order to establish rapport and avoid ambiguities. Questionnaires were used to collect information from teacher educators (tutors), student teachers, and secondary school teachers. The questionnaires composed of both the open ended and close-ended questions. Open-ended questions were included in order to provide opportunity for the participants' expressions of attitudes and detailed information regarding Education Policy influence on the diploma in secondary education. The close-ended questions were used because of their tendency to keep the respondents to the subject of concern and their objectivity (BEST, 1993). Closed ended questionnaires meant also to collect quantifiable information, which would have otherwise been impossible to be collected by qualitative methods and instruments. During data collection process, each respondent was provided with a copy of the questionnaires, which he/she had to complete it under the researcher's guidance. Thereafter, the researcher collected the questionnaires for subsequent analysis, discussion and dissertation writes up.

Classroom observation

The researcher used observations as a means to gather "live data" from live situations (Cohen et al., 2007, p. 396). The observations enabled the researcher to elicit information that might not be available in either the focus group discussion interview or questionnaires such as the physical arrangement of the classroom, instructional resources, and how teacher educators' teaching strategies facilitated student teachers' exercise of autonomy in their own learning. The researcher

prepared the classroom observation check list ,Then consultation was made with the academic dean to ensure proportionality in gender teaching subjects and experiences for both teachers college and secondary schools .The researcher observed teachers' classroom instruction practices in secondary schools in order to collect information that was necessary in support of those collected from the teacher educators. As pointed, the aim of classroom observations was to collect data from the actual settings. The information collected helped the researcher to complement the findings collected from other sources. The researcher collected classroom observation findings from

six (6) participants for each of the two groups, that is, teacher educators and secondary school teachers. The limit of participants during classroom observation was however determined by data saturation, that is, when there was no new information that was coming up regarding teacher educators' and secondary school teachers' regarding classroom practices.

3.6 Validation of the research instruments

Cohen and Marrison (2000) argued that validation of the research instrument is the process of establishing documented evidence, which provides a high degree of accuracy. In order to validate the research instruments, the study considered the following validation procedures:

First, the researcher submitted the research instruments, in this case, classroom observation check-lists, focused group interview questions, and samples of questionnaires to the supervisor for his review and necessary guidance. Second, after improvements of research instruments, the researcher conducted a pilot study with two individuals from each sample category, that is, two teacher educators, two student teachers, and two secondary school teachers in order to evaluate the correctness of the research instruments based on their practicality in terms of validity and reliability. For research fairness and avoidance of data bias all participants in the pilot study were

excluded from the main data collection stage. The researcher administered research instruments prior the major data collection process in order to check participants' responses to ensure none of the questions were ambiguous or asked something they were not intended to. A pilot study according to Roberts and Taylor (2002 p. 77) "is a small version of the study which tests the research procedures, instruments and methods". Then the instruments and the data collected were re-submitted to the supervisor for interpretation and discussion before going to the major data collection activity. It is at this time when all necessary adjustments in both the research questions and the research instruments were made.

3.7 Data analysis, discussion, and presentation

The first step before data analysis involved the transcription of the findings based on meanings assigned to each raw the datum. This procedure prepared the data readily for further steps including analysis, discussion, and interpretation. According to Kothari (1995) data processing involves editing, coding classifications and tabulations of the collected data so that they are amendable for analysis. The researcher processed the field data by summarizing the diary information into simple and manageable form.

Bogdan and Biklen (1992) explain that data analysis is a systematic process involving working with the data, organizing and breaking them into manageable units synthesizing them searching for patterns, discovering what is important and what is to be learned and deciding what to tell others. The researcher thus analysed the data within and across case studies. Content data analysis approach was used in the analysis of qualitative findings while percentages, charts, tables, and graphs were employed during analysis and presentation of quantitative findings. Therefore, qualitative data have been presented in the form of thick descriptions, stories and direct quotations from the participants, while, many of the quantitative data have been presented

in terms of numbers using figures, tables, graphs, and charts. The discussion of the findings was based on the relevant literatures and educational policies and reports as guided by the research questions and the underpinning conceptual framework, that is, the Input-Process-Output conceptual model.

3.8 Research politics and ethical issues

Ethical issues such as informed consent for one to participate in the study, privacy, anonymity, and confidentiality as argued by Cohen, Manion and Marrison (2000) were adhered to. The overall research permit was sought from the Open University of Tanzania through the Iringa Regional Centre Directorship. Then, the clearance for research within the localities was sought from the Iringa Regional Administrative Secretary and the respective Iringa Municipal and Mufindi District Councils as justified by the attached relevant appendices. More importantly, without influencing the nature of data collection methods and procedures, using researcher's extensive academic and professional experience, the researcher familiarized herself to the respective institutional managements and participants in such a way that, the study objective was clearly understood to all those involved in and data collection process was undertaken in a more friendly and respectful way.

3.9 Chapter summary

This chapter has presented a detailed account of how and why the study was undertaken. It has described and justified the research paradigms and/or approaches, the design of the study, study setting, population, sample and sampling techniques used and the research instruments and their administration. Additionally, the chapter has also presented the data analysis procedures and the politics and ethical considerations that guided the proper conduct of the study.

4.0 CHAPTER FOUR

RESEARCH FINDINGS

4. 1 Introduction

This chapter presents data from the field. In presenting these data, quotes, descriptions, tables, and figures are used. The findings are presented based on the series of the research objectives. The next chapter-chapter six analyses and discusses data based on participants' meanings attached to the findings and literatures relevant to the study.

4.2 Entry qualification for Diploma in secondary education programme

The study sought to understand the entry pass marks based on the form six national examinations for diploma in secondary education. The focus was to investigate whether student teachers' entry qualifications had any impact on the quality of teacher education programme or not. The total number of student teachers involved was 100 and the findings from the respondents were as tabulated hereunder:

Table 4.1 Entry qualification for secondary teacher education programme.

Qualification	**No. of respondents**	**Percentage (%)**
Two principal passes	30	30
One principal and Subsidiary	70	70
Total	**100**	**100**

The other question was about the influence of ETP on the quality of teaching and learning environment in the teachers' colleges. The total number of respondents was 100. The findings showed that most of the classrooms were overcrowded as the table 4.2 and figure 4.2.1 shows.

Table 4.2 Classrooms population

Range	Responses	Percentage (%)
00 – 20	0	0
21 – 40	2	2
41 – 60	7	7
61 – 80	13	13
81 – 100	20	20
100 +	60	60
Total	**100**	**100**

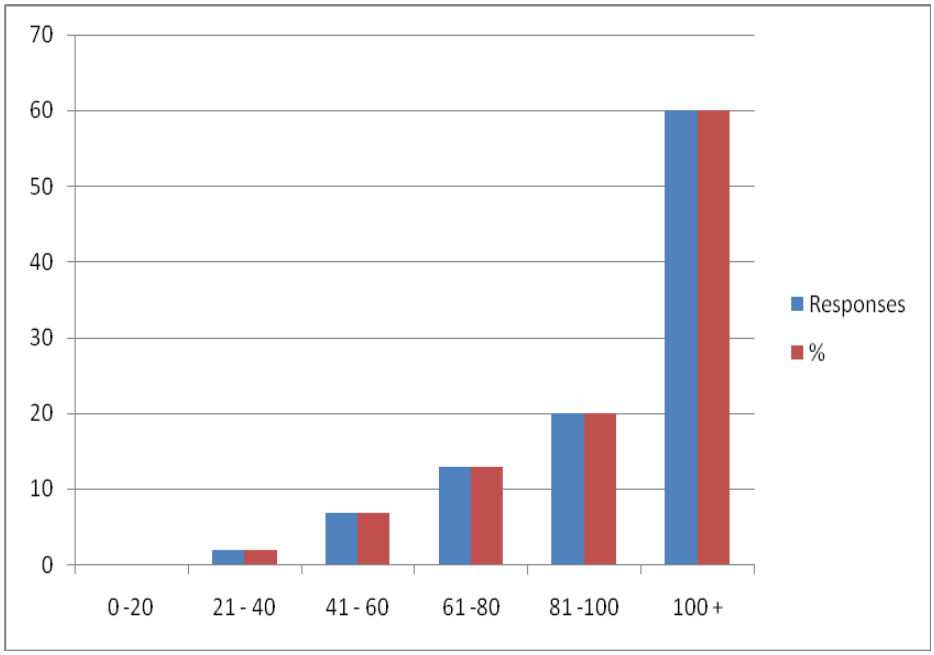

Figure 4.2.1 **Classrooms population**

The following table 4.3presents responses from student teachers regarding the achievements of 1995 ETP on diploma in secondary education. The total number of respondents involved was 100 and the statements vis-à-vis their responses were as table 4.3 shows.

Table 4.3 Student teachers' responses regarding the achievement of the 1995 ETP on the quality of teacher education programme

No.	Statements	No. of respondents	Agree	Disagree	Undecided
1	The content taught in teachers' colleges have enough pedagogical component to enable teachers apply techniques, strategies, and methods to facilitate teaching and learning process.	100	95	5	0
2	The theoretical component taught in the classroom enable student teachers to practice the real classroom environment through practical research based work, project work and other self-investigations.	100	78	22	0
3	There are enough professional activities in the college to enable student teachers to practice their career.	100	100	0	0
4	The education programme emphasizes	100	75	17	8

	language (Swahili & English) communication competence among student teachers.				
5	There are enough teaching and learning support resources to facilities effective teaching and learning in the college	100	96	2	2
6	Teacher educators integrate teaching and learning with science and technology such as the use of projector, television, radio cassette, and tape recorders.	100	50	50	0
7	Teacher educators integrate teaching and learning with information and communication technology (ICT) such as internet facilities.	100	37	63	0
8	Teacher education curriculum prepares student teachers to teach effectively in secondary	100	45	55	0

	schools.				
9	Student teachers have enough theoretical preparation before teaching practices.	100	65	35	0
10	There is a relationship between what is taught in the college and secondary school curriculum	100	77	23	0

4.3 Teacher professional activities involved in teacher education programme

The total number of respondents involved in this question was 100 student teachers. During the discussion with student teachers regarding professional activities that they were involved in their programme, the following responses were noted: Teaching practice (TP) including the block teaching practice (BTP), single lesson teaching practice, micro teaching practice, and peer group teaching practices. Other professional activities included the preparation of lesson plan, scheme of work, lesson notes, and involvement in project based activities. They added that, they needed support on preparation of teaching resources through improvisation, research studies, and laboratory activities.

4.4 Relationships between teacher and secondary school curriculum

The researcher wanted to know whether there is curriculum congruence between teacher and secondary school curriculum or not. Through discussion with student teachers the following responses were obtained: learning psychology helps teachers to guide and solve various

academic and behavioural problems in secondary schools; student teachers are taught the academic content similar to that of secondary schools; and they are also taught on and about pedagogies which enable them to teach effectively in secondary schools. Student teachers viewed that the changes in secondary school syllabus reflected that of diploma content and the knowledge obtained from the college is applicable in secondary schools.

4.5 Availability of teaching and learning resources

The total number of respondents involved in the dialogue was 100 student teachers. From the beginning to the conclusion of discussion, the following responses were collected regarding availability of teaching resources and their usefulness in teaching and learning: resources are not enough to facilitate teaching and learning process such as computers, laboratories apparatus and chemicals for practical are insufficient; while there are few text and reference books, most of the reading resources are modular based which are very shallow. Computer, library, laboratories, resources centres are available but with inadequate resources centres and services. Furthermore, lack of fund to buy immediate resources when needed (difficult to solve immediate needs) though teaching staff is not a big obstacle today comparing to five years ago.

4.6 Suggestions regarding teacher education programme

Another question sought suggestions on what to do in order to improve teacher education programme**.** Responses showed that**,** teacher education should reflect the secondary school curriculum; teaching and learning resources should be increased in relation to the number of student like computer, library books and apparatus for practical activities. Moreover, student teachers shared that time for studies should be prolonged from two years period to three years and they should involve more practical activities to improve teacher competence. Then, diploma in secondary education programme should select student teacher based on high performance in

their form six national examinations. That is, two principal passes rather than one principal and one subsidiary and Grade A teacher certificate of education should be form four with division three and not division four as they are currently selected.

Respondents suggested also that the government should employ professional teacher educators with at least a university degree to teach student teachers. Teaching practice should be only for second year, the first year student teachers should remain at the college for covering the syllabus. Student teachers should practice to prepare teaching aids that should be graded by the NECTA.

Table 4.4 Assessment on the1995 education and training policy

		Rating scale				
No.	**Themes**	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	ETP ensures high quality Teacher Education Training programme for Secondary Schools	23	-	-	5	-
2	ETP promotes regular innovation	-	24	-	4	-

	s in the Teacher Education Programme for secondary schools					
3	ETP foresees periodically the provision of Teacher Education for Secondary schools	20	-	1	7	-
4	ETP provides Teacher educators opportunities for academic and professional advancement for increased pedagogic	2	13	3	10	-

	al content knowledge					
5	ETP encourages the government of the URT to provide material and academic support for improvement of Teacher Education Programme	-	17	4	7	-

Table 4.5 ETP and Teacher Educators' Assessment

	Rating scale

No.	Themes	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Teacher educators have necessary academic and professional qualifications as per ETP requirements	-	22	1	5	-
2	Teacher educators get continued necessary in-service training for improved pedagogical content knowledge	-	18	9	1	-

3	Teacher educators are involved equally in the curriculum innovations including relevant research studies	-	15	-	13	-
4	Teacher educators get necessary ICT training to meet the demands of digital technologies in the teaching and learning contexts	-	16	3	9	-
5	Teacher educators are equally involved in	-	9	3	16	-

	addressing the ETP challenges for improved Teacher Education Programme

Table 4.6 Assessment of teacher education programme (TEP)

		Rating scale				
No.	**Themes**	**Strongly agree**	**Agree**	**Undecided**	**disagree**	**Strongly disagreed**
1	TEP provides student teachers with adequate academic and pedagogical content	-	21	-	7	-

	knowledge					
2	Teacher education curriculum reflects secondary education curriculum	1	13	1	13	-
3	TEP provides and emphasizes language (Swahili and English) communication competence amongst student	-	15	1	12	-

	teachers					
4	TEP provides training for science and technology besides other natural and social science subjects	-	10	-	18	-
5	TEP emphasizes learner-centred teaching based on constructivist teaching	-	18	1	9	-

	philosoph y

Table 4.7 Assessment of teacher education outputs based on the quality of secondary school teachers

		Rating scale				
No	**Themes**	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	Teachers demonstrate mastery of both academic and pedagogical content knowledge in the relevant subjects	-	24	-	4	-
2	Teachers	-	22	-	6	-

	demonstrate communicative competence in Swahili and English languages					
3	Teachers integrate the knowledge of science and technology in the teaching and learning processes	-	18	3	7	-
4	Teachers implement effectively the new learner-centred	-	22	-	6	-

	teaching paradigm based on constructivist teaching philosophy					
5	Teachers implement effectively the secondary school curriculum	-	22	-	6	-

4.7 Contribution of ETP on the quality of diploma in secondary education programme

When teacher educators were asked to give out their experience regarding the contribution of ETP on the quality of teacher education programme, they were optimistic about the many achievements made by the policy despite the existing challenges in teacher education. Teacher educators mentioned such areas as the quality of the programme itself, the increase in student teachers' enrolment, facilitation of at least one ICT laboratory for each teachers' college; they continued in-service training for teacher educators and facilitation of instructional materials such as text and reference books to mention few. One of the teacher educators said:

> The policy ensures everything stipulated is implemented; the emphasis is on student-centred teaching and provision of in-service training programmes and appropriate

> resources. Education and Training Policy ETP (1995) provides framework about what they expect from student teachers after the programme completion, it gives room for everyone to access education regardless of economic constraints thus public colleges' studies are offered at cheap costs and it creates opportunities for the use of different methods of teaching and learning. Furthermore, ETP provides uniformity of education and it suggests objectives to be achieved at each level

This observation shows that teacher educators were satisfied with the achievement of ETP on the quality of diploma in secondary education in Tanzania. Responding to the education possibilities for improving the provision of education in Tanzania, teacher educators had the opinion that they needed more seminars and workshops to improve their both academic and pedagogical contents knowledge and skills. They suggested the need for education policy to meet the instructional requirements triggered by advancement of science and technology (ICT). In this, they suggested the government to support teachers' colleges and teacher educators with ICT facilities including computers, projectors, internet facility, and audio-visual aids. They also shared that it was high time for diploma in secondary education to be increased up to three years period and four years for diploma and degree programmes respectively. According to the teacher educators, two years for diploma in education was not enough to prepare competent secondary school teachers. Teacher educators suggested the need for periodical curriculum innovations to meet the rapid changing needs of the society. As stated earlier in this section, teacher educators needed in-service training and adequate teaching resources in order to improve their professional practices.

Moreover, teacher educators were asked whether there was any need of reforming ETP for improving teacher education or not. Teacher educators commended the need to consider the entry qualifications for candidates joining teaching profession in order to ensure only those who

pass well in their form four and six national examinations are selected to join for teacher education program. They had also the opinion regarding teacher motivation in terms of salaries and related benefit. They presented their concern regarding the need for the policy reform not only to integrate ICT at all levels of schooling but also support teachers' colleges and others institutions such as secondary and primary schools with ICT facilities including connecting the colleges with reliable internet facilities and other multimedia technology. Furthermore, teacher educators commended the need to address the challenge of English language as the medium of instruction. They thought it is worthwhile to reform the teacher education curriculum in order to include English subject as compulsory subject apart from being taught as communication skills, which do not cover much.

Teacher educators were also concerned with their limited involvement in curriculum innovation. They argued that, there were few teachers who involved in curriculum innovation, whereby in most cases it was in the final stage of curriculum innovation. Otherwise, they were only involved during the implementation stage. This according to the teacher educators affected adversely the quality of classroom practices since they were sometimes exposed to new topics, which they did not understand them well.

However, student teachers had the opinion that there was a connection of instructional topics from those in teachers' colleges and those in secondary schools. One student teacher presented the following observation regarding teacher and secondary school curriculum relevance:

> Some topics taught in the college are taught in the secondary schools. Likewise, the aims, goals, and objectives of secondary education are also taught in the diploma and degree courses. More than that, everything taught in the college is applied in the

secondary schools like the use of lesson plan, lesson notes, and scheme of work and logbooks. Teachers in secondary schools apply all these.

Student teachers' observation regarding teacher and secondary curriculum relevance suggested the ETP achievement on linking what is taught in teacher education and that is taught in secondary schools. On the strengths of secondary school teacher education curriculum, teacher educators argued that the curriculum equipped student teachers with skills for teaching and learning, enabled student teachers to develop ability to help learners to get the requisite knowledge and create sense of confidence through several profession activities. They added that secondary school teacher education curriculum shows what is to be taught such as when, at what level, and suggests the predetermined goals. However, they were concerned that curriculum is not relevant to the learners' environment and it was not adequate in coverage and does not emphasize on student teachers' competence on information and communication technology (ICT).

On the question sought to understand whether teacher educators get the ICT training to meet the demand of digital technologies in their classroom practices or not; they shared that the ICT training was weak to meet demand of digital technologies. Teacher educators perceived the knowledge of ICT they get was not sufficient to use effectively different ICT facilities in the teaching and learning. They had the opinion that despite the quality of ICT training, yet few teachers attended relevant seminars and workshops. The reason being limited facilities and poor financial support from the government. All these affected the quality of ICT training in diploma in education programme.

Additionally, they pointed out that teacher education does not support adequate pedagogical studies for diploma in technical education and it does not address the current changes in education.

This was especially for teachers' colleges whose programmes include technical education such as Klerruu Teachers' College in Iringa region.

Table 4.8 Secondary school teachers' responses on the contribution of ETP on the quality of teacher education programme.

No.	Themes	Responses				
		Strongly agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	Content taught in teacher education have prepared you to become competent teacher	-	20	-	1	-
2	There are enough professional activities in the college	-	13	-	8	-

	to enable teacher practice their career					
3	Teacher educators are able to integrate teaching and learning with ICT	-	10	3	8	-
4	Secondary school teachers provide mentor support to student teacher during block teaching practice	-	15	2	4	-
	There is a	-	9	7	5	-

5	relationship between what is taught in the college and secondary school curriculum					
6	Secondary school teacher integrate teaching and learning with ICT	-	4	3	12	2
7	Secondary school teachers implement effectively the secondary school		6	-	15	-

	curriculum					

4.8 Suggestions on improving the 1995 ETP

Secondary school teachers were asked whether there was any need for reforming the Education and Training Policy in order to addressing the quality of diploma in secondary education or not. They suggested innovating the policy such that it reflects changes in the current teacher and secondary school curriculum which emphasize students' acquisition of knowledge and skills competences. Secondary school teachers perceived that while the teacher education and secondary school curriculum have been changing since the inception of ETP, the ETP has remained silent or static on the curriculum changes consequently affecting their implementation based on the current society needs.

Secondary school teachers viewed the need for addressing the policy challenges suggestions in a number of ways. For example, they thought it was important to respond to the challenges of ETP on the quality of teacher education by provision of teacher professional seminars and workshops to cope up with the on-going curriculum changes. One important way to realize that according to secondary school teachers was for the government to ensure all policy objectives on teacher education are implemented practically. Among other aspects to be addressed within ETP were: considering the entry qualifications for student teachers to match the policy guidelines; considering teacher education programme duration and also the duration of teaching practice. The policy should provide frameworks, set guidelines for and support any educational transformation taking place. In other words, the government should ensure and support the implementation of all aspects relating to ETP and teacher education in order to realize its achievements on the quality of teacher education. The participants suggested that the government should oversee the implementation of ETP based on professionalism and research evidence and

not give opportunity for politicians to intervene it because of political interests and personal influence.

Furthermore, secondary school teachers emphasized that new teachers should be equipped with necessary academic and pedagogical content knowledge in order to facilitate effectively the teaching and learning processes. Analysis of questionnaires suggested that 16 out of 21 secondary teachers presented that new teachers were not competent in pedagogical skills and academic content as well.

Regarding the question that sought to understand how does the education and training policy promote innovation in teacher education; 12 teachers out of 21 argued that the ETP should provide policy framework for provision of basic skills and requisite knowledge to teachers, provide innovation through periodical curriculum review and the policy should state clearly on how the knowledge and skills on information and communication technologies (ICT) will be achieved amongst teacher educators, student teachers, and secondary school teachers for improved teaching and learning practices.

4.9 Teacher education vis-à-vis secondary school curriculum

Regarding the question about teacher education and secondary school curriculum relationship, student teachers viewed that although what is taught in teacher education relates with the secondary school programme, there is always confusion in terms of teacher professional emphasis between teacher educators and school inspectors. Through group discussion with student teachers, 72 out of 100 said that student teachers are taught by teacher educators where after employment they are inspected by school inspectors who have different perceptions and understanding on some pedagogical concepts in teaching and learning processes. Student teachers viewed that the situation presented in consistencies during professional practices thus

affecting the quality of classroom practices. Student teachers had the opinion that the problem was accelerated by the lack of involvement of key stakeholders, in this case, teacher educators, and teachers in the curriculum innovation processes. They experienced that changes made in curriculum are note directed to all education stakeholders as a result affects adversely the curriculum implementation especially amongst teacher educators and secondary school teachers. Nevertheless, as earlier stated, student teachers perceived that to a great extent the academic content taught in the colleges reflected that from secondary school curriculum. The presented that what is learnt in the college is repeated in secondary schools and more importantly student teachers are also taught the methods and techniques which enable them to teach effectively the academic content in secondary schools.

4.10 Comments on ETP in addressing the practice of teacher education

The total number of respondents involved in this group discussion was 100 student teachers. Through this group discussion, the following results were obtained. 76 out of 100 said that, the policy should provide the framework and define clearly the conditions and platform expected to support the teaching and learning in teacher education. Student teachers perceived that the existing poor quality of teacher education programme in some areas was due to the policy silence and lack of clear policy guidelines and support. According to student teachers, in order to realize effectively the quality of teacher education, there is a need to address the unfavourable instructional environment existing in secondary schools. Student teachers experienced unsupported school environment during their teaching practices. They mentioned among other things, the limited teaching, and learning resources and lack of accommodation or poor housing facilities for teachers in both colleges and secondary schools unlike the policy (ETP, 1995 p.31) commitment to ensure better terms of service and working condition for all teachers.

4.11 Achievements of ETP on teacher education

This interview question was asked in order to understand the achievements through implementation of Education and Training Policy (ETP). Respondents involved in this group discussion were 100 student teachers. Through the group discussion, results were obtained where all 100 student teachers presented that, to some extent, the ETP succeeded in improving the quality of teacher education in a number of ways. Student teachers mentioned ETP achievements in facilitating and encouraging teacher educators to use and integrate ICT in the teaching and learning practices. The government did this in all public teachers' colleges whereby teacher educators and student teachers can access instructional material through internet. Through educational liberalization, the government has achieved to invest in teacher education by involving the private sectors thus increasing chances for many student teachers consequently solving the problem of teacher shortage. The policy has also achieved to maintain and improve the minimum academic and professional qualifications for teacher educators at both certificate and diploma levels. Teacher educators' qualifications is strictly emphasized whereby currently most teacher educators at both certificate and diploma levels are those with first degree and others posse master's degree in education. A few of them still possess diploma in education with specialization in the respective teaching subjects.

4.12 Challenges facing Diploma in secondary education in the implementation of 1995 ETP.

This research interview question was asked based on the implementation of Education and Training Policy (ETP).The overall number of respondents drawn in this group discussion was 100 student teachers. The results were obtained as shown in table 4.9.

Table 4.9 Challenges facing teacher education in the implementation of 1995 ETP

No.	Statements	Responses				
		Resp.	Yes	%	No	%
1	Interruption of timetable in the college due to the several activities directed by the MoEVT limit the effectiveness of the college calendar.	100	68	68	32	32
2	Block teaching practice is limited by time as the results no efficiency in implementation of ETP	100	78	78	22	22
3	Curriculum changes does not reflect the normal sequence as stated in the former curriculum	100	66	66	34	34
4	Poor management in private institutions is the results of decisions made by the administration of the college rather than using standing orders and circulars set out by the	100	34	34	66	66

	MoEVT.					
5	Teacher education is one of the government institutional sectors, which are poorly funded.	100	72	72	28	28

Another interview question was about suggestions to overcome such challenges in order to improve the quality of education and develop education sector in general. The overall number of respondents drawn in this group discussion was 100 student teachers. Results obtained were as revealed in the table 4.10.

Table 4.10 Suggestions on how to improve the quality of teacher education

No.	Statements	Responses				
		Resp.	**Yes**	**%**	**No**	**%**
2.	Teaching resources and equipment should be increased to the teacher education institutions like books, computer, laboratories, and libraries.	100	92	92	8	8
3.	There is a need to increase number of days in the college and holiday period should be reduced.	100	78	78	22	22
4.	Teachers colleges should be funded enough	100	81	81	19	19
5.	Block Teaching Practice (BTP) should be provided with enough time to practice the teaching career.	100	69	69	31	31
6.	Private colleges need enough supervision to detect their weakness on management of their institutions so as to influence the quality provision of teacher education.	100	54	54	46	46
7.	Entry qualification for joining teacher Grade IIIA should be division 3 and two principal passes for diploma programme.	100	71	71	29	29

Table 4.10 Suggestions on how to improve the quality of teacher education

Classroom observation was another data collection method regarding the achievements of ETP on the quality of diploma in secondary education. The researcher observed and took note of the classroom practices as indicated hereunder.

Table 4.11 Classroom observation for teacher educators

No.	Criteria	What was observed
1	Teaching and learning methods	Many of the observed teacher educators demonstrated mastery of their subjects and good organization of classrooms. They demonstrated well group planned for practical work in the laboratory with assigned tasks and questions.
2	Teacher's pedagogical content knowledge competence	Teachers demonstrated effectively lessons by integrating the teaching and learning process with practical works.
3	Student teachers participation in teaching and learning process	Different teaching materials were used such as books, diagrams, and some specimen.
4	Teaching and learning materials and learning environment used	There were text and reference books, desks, tables, laboratories, libraries and computers though not in adequate supply

Chapter summary

The aim of this chapter was to present the research findings based on the research questions. The chapter has covered aspects including: diploma in secondary education entry qualifications; teachers' activities involved in teacher education programme; the relationship between teacher and secondary school curriculum the teaching and learning resources; and the participants'

suggestions regarding the ETP and teacher education programme. Other aspects presented in this chapter are the contribution of the ETP on the quality of secondary teacher education programme; suggestions on improving the 1995 ETP; teacher education vis-à-vis secondary school curriculum comments on the ETP in addressing the practice of teacher education; the achievement of the ETP on diploma in secondary education; and the challenges facing teacher education in the implementation of the 1995 ETP.

In short, besides the achievements of the ETP (1995) made on addressing the quality issues of diploma in secondary education, the findings have also identified the associated challenges and the future prospects to improve the performance of the ETP on the delivery of teacher education in Tanzania. Therefore, chapter five presents the discussion and analysis of the data providing a basis for the general study summary, conclusions, and recommendations as presented in chapter six.

CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION

5. 1 Introduction

This chapter presents the analysis and discussion of the study findings based on the main objective which was focused to assess the achievement of 1995 education and training policy on the quality of diploma in education programme in Tanzania. In order to achieve this, data analysis and discussion was guided by three research objectives, and thus, research questions which were: assessing teacher educators' perceptions and experiences regarding ETP achievement on secondary teacher education; student teachers' perceptions and experiences regarding teacher education programme; and teacher educators', student teachers' and secondary school teachers' perceptions and experiences regarding the challenges facing diploma in secondary education in Tanzania. This chapter is organized into five sections namely: entry qualification for secondary teacher education programme; professional activities involved in diploma in secondary education programme; achievements of ETP on the quality of secondary teacher education programme; challenges in the implementation of diploma in secondary education programme; and suggestions regarding innovations of diploma in secondary education programme.

5.2 Entry qualification for Diploma in secondary education programme

In order to assess teacher educators' perceptions and experiences regarding ETP achievement on the quality of diploma in secondary education in Tanzania, one of the questions sought to understand the entry qualifications for secondary teacher education programme. As indicated by table 4.1 findings in chapter four and appendix 1 of this dissertation, it was observed that 70 student teachers equals to 70% out of 100 total respondents had entry qualification based

on one principal pass and subsidiary in the teaching subjects while only 30% had two principal passes. These findings could mean teacher education recruits student teachers with minimum pass marks in their national examinations. As a result, teacher education seemed to involve training of student teachers who are academically incompetent and therefore affecting adversely the quality of teacher education in the one hand, and the teaching practices at secondary school level on the other. This is contrary to the ETP objectives particularly on the provision of quality teacher education.

Lack of qualified diploma secondary school teachers in Tanzania is supported by educational scholars and researchers across disciplines. According to Kitta (2004), most of diploma teachers are those who underperformed in their advanced certificate of secondary education examination and thus did not qualify to join university studies. This could also mean that student teachers' choice for teaching professionalism was their last option and thus they were not intrinsically motivated. Lack of student teachers' and teachers' professional motivation has negative impact on the quality of classroom practices (Kitta, 2004).

However, student teachers had the opinion that teacher education programme was self-sufficient in terms of pedagogical content knowledge. This was supported by 95 student teachers out of 100. They viewed teacher education programme enabled them to acquire and apply pedagogical techniques, strategies, and methods in order to facilitate effectively teaching and learning processes. This observation means that education and training policy emphasizes, among other aspects, the quality of diploma in education programme in terms of pedagogical content knowledge to be acquired by the student teachers. Participants viewed that the composition of teacher education programme improved the quality of education especially for student teachers by creating knowledge and skills that is critical or effective classroom practices. The ETP

provides chances for student teachers' acquisition of academic content and pedagogical practices in both theoretical and practical environment. These findings are supported by other research activities such as the UNESCO (2010) argues that in order to improve the quality of teacher education, there is a need to address the composition and quality of pedagogical content knowledge aspects. This means that at the completion of teacher education programme, student teachers need to be competent in terms of the theories and principles of the teaching subject as well as the pedagogical practices of the respective subjects.

In short, it could be concluded that despite the quality of teacher education programme, there is a need to address the challenge regarding entry qualifications for diploma in secondary education. Addressing this challenge ought to improve more the quality of secondary teacher education programme thus making the achievement of ETP on the quality of teacher education a reality.

5.3 Professional activities involved in Diploma in secondary education programme

Among teacher education aspects that the study examined was the range and relevance of teacher professional activities. The researcher was interested in understanding whether there were enough and relevant professional activities that student teachers were engaged in their programme or not. It was interesting to note that all student teachers presented their satisfaction of the programme in terms of activities they were involved in. For example, responding to the question focused to know if there were enough professional activities that enabled them to practice their career; all 100 student teachers agreed to the question.

The same experience was evidenced during focused group interview discussion where student teachers presented their involvement in various professional activities such as: the teaching practice (TP), single lesson teaching practice, micro teaching practice, peer group teaching practice, and preparation of lesson plan, scheme of work, textbooks, and preparation of lesson

notes just to mention some. They viewed that involving in such activities improved their practical understanding of teaching and learning processes. During the discussion, one respondent shared that:

> Since I started my programme a year or so, I have been exposed to so many aspects related to teaching profession. I have learned how to identify students' individual needs, to motivate them psychologically in order to influence their learning. I have been involved in teaching practice where we also experienced how to relate with other teachers.

Despite appreciating the range and quality of professional activities, student teachers recommended the need to be given relevant training regarding preparation of teaching and learning aids – improvisation of teaching aids from the immediate environment, research studies, and laboratory activities across subjects.

Generally, student teachers' experience about professional activities could mean that education and training policy provides the framework for involving student teachers in different professional activities in order to enable them to practice their career thus building their academic and professional competence. These findings are also supported by Osaki (2000) who argues and recommends for the need of engaging learners in professional competence building activities within and outside the classroom. According to Osaki, professional activities include also teacher's ability of planning, presentation, remedial provision, assessment, and evaluation of learning and learners in general.

Student teachers viewed also that the education programme emphasizes Swahili and English language communication competence as a way of influencing effective classroom practices. This was attested by 75 out of 100 student teachers when responding the question which sought to

understand whether ETP emphasizes the need for student teachers' mastery of languages of instruction or not. Only 25 student teachers presented negative experience and perceptions regarding ETP achievement on language of instruction. These students had the opinion that the policy does not provide the necessary emphasis on the role of the medium of instruction on teacher education. As the results they viewed teacher education English language curriculum was not comprehensive enough to equip student teachers with the requisite communication skills and competences.

However, despite the policy emphasis on the instructional languages, which are Swahili and English, there is still a need to address the language challenge especially regarding the relevant curricular, that is, English and Swahili. This means that without student teachers' clear understanding of the medium of instruction, learners cannot learn properly. Chonjo (2006) argues that learners construct meaning and understanding through the language of instruction, and teachers use it to judge learners' understanding of the instructional topics. This could mean that Education and Training Policy of 1995 need to be reformed in order to address, among other aspects, student teachers' language professionalism during their training courses thus building instructional capacities. The government should ensure all language instructional facilities and resources are available in place. Several researchers emphasize the importance of training facilities and resources. For instance, Ball and Cohen, (1996) argues that such materials support teachers to plan and practice their lessons during teaching and learning process. Furthermore, Moore (2001) concludes that textbooks are convenient and versatile and permit random access to information. Remillard (2000) asserts that textbooks are used to support teachers to plan their lessons and support them in teaching and learning process.

In short, the study concludes that in order for teacher educators to involve student teachers in a range of professional activities as discussed, there are multiple underpinning factors, which need to be met. These include transforming the ETP in order to provide framework and support for secondary teacher education to integrate effectively the medium of instruction and ICT especially in the design and implementation of teaching facilities and resources from the surrounding environment. The study presents the need therefore for English and Swahili languages teacher education curriculum reform to meet the current shift in the teaching approach, that is, competence-based curriculum. Student teachers and teacher educators need to be provided with continuous training on new instructional approaches, languages, and the design and making of teaching resources from the local environment. All these are expected to influence the quality of Diploma in secondary education and thus making the implementation of ETP objectives a reality.

5.4 Achievements of ETP on the quality of Diploma in secondary education programme in Tanzania

As discussed in the preceding chapters and sections of this dissertation, it has been shown without doubt the many achievements made on secondary teacher education as a consequence of ETP implementation. The main policy achievements focuses on the massive production of secondary school teachers as the result of incredible increase in student teachers' enrolment over the past decade and the continued provision of in-service training for teacher educators aimed at enhancing their professional capacity and ability. The findings also suggest the policy achievement on integrating ICT across all government owned teachers colleges where teacher educators have been trained about integration of this new technology in their classroom practices.

Msolla (2004) argues that:

> The Ministry's vision is to have a Tanzanian Society that will be competitive, knowledgeable, scientific, and technologically anchored among the community of Nations by 2025. Under the vision, it is our determination to be a nation with high quality education at all levels; a nation that produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge and skills to solve the society's problems, to meet the challenges of development and to attain competitiveness at regional and global levels. (p. 4)

This is also justified by the inception of ICT (policy URT, 2007) for basic education which includes teacher education. Right from its inception, the government noted:

> Tanzania cannot afford to overlook the importance of information and communication technology (ICT) for improved access, equity, quality, and relevance of education. In our inter-connected world, knowledge and information are becoming cornerstones for the development of a society, as is the ability to communicate. It is our duty to prepare our children so that they can benefit from and contribute to our country´s development in the information age. We must therefore take advantage of the full range of ICTs, from radio and mobile telephony to computers and the Internet, to build the foundation for a well-educated and learning knowledge society. (URT, 2007, p. i)

According to the government, guided by the overall objectives of education policies, and relevant national development policies, including the Tanzania National ICT Policy of 2003, the aim of ICT policy was to provide guidelines on the integration of ICT in the educational processes. The use of ICT in teacher education was also expected to enhance the acquisition and use of knowledge and skills for all learners, including those with special needs. ICT use was

further expected to improve the efficiency and effectiveness of the management and administration of education at all levels, in this case, teachers' colleges.

The ETP achievements is also attested by table 4.3 findings in chapter four showing that ETP ensures high quality diploma in secondary education programme, promotes regular innovations in the Teacher Education Programme, foresees periodically the provision of teacher education for secondary schools, provides teacher educators opportunities for academic and professional advancement for increased pedagogical content knowledge, and encourages the government to provide and support teaching materials for improvement of teacher education programme. All these observations suggest some achievements in the implementation of education and training Policy

Another achievement of ETP (1995) has been on the curriculum composition of teacher education programme. Based on the findings, the programme constitutes enough pedagogical content aspects, which enable teacher educators and student teachers to apply a range of instructional techniques, strategies and methods to facilitate effective teaching and learning practices. This was suggested by 78 respondents out of 100 who viewed that the theoretical component acquired during classroom processes enabled student teachers to practice in the actual situation. According to the findings, students practice d their theoretical orientation through practical research based work, project work and other self-investigation.

Moreover, student teachers experienced that ETP achieved its objectives especially on ensuring the quality of secondary teacher education based on various professional activities they were involved during the entire programme. They suggested that they were involved in-group and individual based activities in the classes and outside the classroom while supported by relevant teaching and learning resources. According to student teachers observation, it could mean that

the teacher education programme was enough in terms of its composition and availability of instructional resources and its quality. This is also supported by a study conducted by UNESCO (2005) indicating that inadequate physical facilities and instructional materials create some difficulties to students' participation in the teaching and learning process. This suggests therefore that the quality of teaching and learning could be improved if there are sufficient educational materials for all levels of education, and particularly in teachers colleges. Furthermore, Babyegeya (2000) and Mosha (2000) found that insufficiency of educational materials lead to poor academic performance.

Moreover, ETP success in teacher education was seen in its curriculum relevance and congruence with the secondary school curriculum. They suggested that based on the analysis of both teacher and secondary school syllabuses and their involvement in the teaching practices they experienced that what was taught in the college reflected that in the secondary school curriculum. Curriculum congruence between teacher and secondary education was seen to improve student teachers' professional practices and thus marked one of the ETP achievements on the quality of diploma in secondary education (Babyegeya, 2000; Osaki, 2004).

As introduced in this section, the ETP achievement is also seen in the increase of student teachers' enrolment specifically in diploma in secondary education. This is partly due to the government mission, support and decentralization policy allowing public sector to participate in the provision of education at all levels including teacher education. The other influence on teacher expansion in terms of increase in teachers' colleges and enrolment of student teachers was the acute shortage of a secondary school teacher that was created due to secondary education expansion through SEDPs. Through documentary report (BEST, 2009) indicates that between

2005 – 2009 there has been a remarkable increase of student teachers' enrolment trend from 26,222 to 35,371 in 2005 and 2009 respectively as indicated by the table 5.1.

Table 5.1 Enrolment trend in government and non-government teachers' colleges from 2005 to 2009

College ownership	**Years**					
	2005	2006	2007	2008	2009	Total
Government	24015	19084	18754	16700	21723	100276
Non-government	2209	2740	3763	5188	13648	27548
Total	26224	21824	22517	21888	35371	127824

Source: (BEST, 2009)

The table 5.1 indicate that the total enrolment in government teachers' colleges has increased by 30 % from 16,700 in year 2008 to 21,723 in year 2009; while the total enrolment in non-government teachers' colleges increased by 163 % as compared to 2008. This is an indicator of advancement of teacher education. Participants had the view that by increasing the number of teachers' colleges and thus enrolment of student teachers, the quality of secondary education has equally been improving by supply of new teachers produced from the teachers' colleges.

As discussed throughout this dissertation, the ETP achievements on secondary teacher education have been experienced in line with some critical challenges, which need to be addressed for realization of high quality secondary teacher education programme. Therefore, the following section presents some implied policy challenges on secondary teacher education as experienced during the fieldwork and through the review of relevant literatures. The challenges imply the ETP failure to address its objectives especially on the quality of Tanzanian teacher education.

5.5 ETP challenges on the quality of secondary teacher education programme

Despite the ETP achievements perceived and experienced by student teachers and teacher educators on the quality of diploma in secondary education, the policy has also presented some significant challenges, which need to be addressed. As discussed in the preceding chapters especially the literature review and findings presentation; the policy challenges on teacher education were reflected mainly on aspects such as: limited ICTs facilities, instructional resources, inadequate institutional infrastructures (classrooms, laboratory, library, and health services), unsupported teachers' resource centres, shallow modular based reading materials, limited laboratory equipment, lack of adequate in-service training for ICTs and emerging instructional approaches. Other challenges identified included limited period for student teachers' block teaching practice, unnecessary disruption of colleges' almanac, lack of adequate Qualified ICTs personnel (teacher educators), and generally limited motivation to use ICTs amongst student teachers and some teacher educators. These challenges were attributed to the lack of adequate financial support to teachers' colleges from the government consequently affecting adversely the quality of teacher education. According to the research participants, these challenges indicated the ETP failure to address the quality of teacher education based on its founding objectives.

For example, responding to the question asked whether the teaching and learning resources were enough to prepare competent teachers or not; student teachers showed their dissatisfaction with the limited instructional resources that were available. Respondents suggested that resources are not enough to facilitate effective teaching and learning. As introduced herein, student teachers mentioned lack of instructional resources such as laboratories equipment and chemicals,

computers, library resources and unsupported teachers' resource centres. Emphasizing the policy challenges on teacher education, one student teacher presented:

> Well, diploma in secondary education programme is good in terms of its subject and methodological components. However, the programme is taught more theoretically than practically. I think all this is due to inadequate supply of teaching resources such as textbooks, reference books, and different chemicals for scientific experiments. In terms of ICT facilities, we have only one ICT laboratory, which is not sufficient for students surpassing 250. Due to lack of teaching resources, we normally rely on subjects' modules, which are not adequate in contents. Teacher educators use mostly teacher-centred approaches, which do not make us competent in the competence-based instructional approach. I guess all these imply the ETP failure to provide high quality teacher education.

The teacher educators who perceived teaching in less supportive classroom environments revealed the same experience. Teacher educators were concerned more particularly with the lack of government support to teachers' resource centres, lack of adequate and continued in-service training, limited supply of ICTs facilities, and inadequate infrastructures, disruptions of colleges' time table, and lack of enough funding to support teacher education related activities including the block teaching practices. One teacher educator lamented:

> Nowadays everything including teacher education is under the influence of politics. Whoever is in power would like to implement new things regardless their quality implications for teacher education. For example, there are new trainings for different purposes. These training are not assessed about their achievement at all. There is no follow up on those attended the trainings. We had teachers' resource centres meant for

> teacher professional development but now they are not working at all,if they do, they work for different purposes other than professional development for teachers. We have seen politicians by the name of civil servant seminars, workshops, meetings, and marking of national examinations for primary, secondary schools and teacher education continually disrupt the colleges' timetable. There is acute limited funding for colleges eventually affecting adversely the teaching and learning practices and general teachers' colleges managerial activities. These problems justify how the ETP has failed to support the provision of quality teacher education in our country.

Based on the participants' observations, it appears that secondary teacher education faces challenges that hinder the realization of provision of high quality teacher education. For example, student teachers viewed teaching resources and infrastructures as significant in the achievement of ETP on the quality of teacher education. According to Kemp(2008), shortage of educational resources in schools affects adversely the teaching and learning processes. This means that, having enough teaching and learning materials enhance the achievement of educational and training policy in all levels of education including secondary teacher education. The government should therefore ensure adequate supply of teaching and learning resources in teachers' colleges so as to achieve the objectives of the policy with regards to provision of high quality secondary teacher education.

In their study, Ball and Cohen (1996) found that, teachers need to use a range of instructional materials and facilities in order to plan and structure student activities. Borko and Putnam(1996) argued that teacher's use of teaching and learning materials in the classroom with their students may help to situate learning making it a reality. Therefore, teaching and learning materials are more powerful resources in the implementation of ETP particularly on the quality of teacher

education. This is also supported by Babyegeya(2002) and Mosha(2000) who argue that the availability and use of educational resources such as textbooks, qualified teachers, libraries, and laboratories in schools can lead to better students' performance in learning processes.

5.6 Suggestions regarding implementation of the ETP on the quality of Diploma in secondary education programme

In order to improve teacher education programme as reflected by the ETP objectives, respondents suggested the need for innovation of teacher education to reflect the secondary school competence-based curriculum requirements, the medium of instruction, teaching and learning resources such as computer, library and laboratory equipment. Moreover, student teachers suggested the need to consider the period for teacher education programme in order to prolong from two years academic period to three years involving activities that are more practical. They suggested the need for teacher education programme to select high performing student teachers to join the diploma course different from the current experience when those who underperformed in their form six national examinations were selected. They presented also that student teachers should include those with at least two principal passes rather than one principal and one subsidiary and Grade IIIA student teachers should be those with division three and not division four in their form four national examinations. Furthermore, the government should employ professionally qualified teacher educators with at least a university degree in teacher education.

This means that the ETP objectives on the quality of teacher education will be achieved if there are sufficient teaching and learning resources, well trained teacher educators, selection of qualified student teachers and teacher education programme should involve reasonable period for block teaching practices in order to make student teachers more professionally competent and

address the language challenge for both teacher educators and student teachers. The government should also provide teachers' colleges with enough financial support in order, among other things, to expand and refurbish the institutional infrastructures including widening and improving the ICTs facilities, libraries, and laboratories. Teacher educators should be provided with continued in-service training on the emerging technologies and instructional approaches. They should be trained on how to prepare teaching and learning resources from the immediate environments. According to the findings, there is a need to consider the two years teachers' training period in order to increase up to three years where there should also be a curriculum balance between theory and practical components. There should also be curriculum relevance between teacher and secondary school curricular.

It means that education and training policy on the quality of teacher education would be achieved when what is stated in the policy as policy objectives is implemented. Sekwao (1986) found that teachers who are professionally qualified were competent to teach the subject effectively. Teachers' competence here includes academic content knowledge and pedagogical content knowledge. According to Osaki (2000), professional competence including knowledge and skills of engaging learners whether in a classroom, in laboratory, in playing field, in fieldwork or elsewhere. It includes the ability of planning, presentation, remedial provision, assessment, and evaluation of learning and learners in general. Hence, pedagogical competence means the professional skills, which teachers employ in order to facilitate their classroom teaching. These include preparation of schemes of work and lesson plans, the use of different varieties of teaching methods, use of teaching and learning materials, questioning skills, classroom management, and assessment of students' progress. Therefore, the ETP should enhance and support teachers' colleges to implement the teacher education programme based on the quality

elements discussed throughout this dissertation. Specific recommendations are provided on the following chapter.

CHAPTER SIX

RESEARCH SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a summary of the dissertation based on the assessment of the achievement of Education and Training Policy of 1995 (ETP) on the quality of diploma in secondary education programme in Tanzania. The chapter comprises four sections, which are: the main aim of the study, summary of the findings, conclusions, and recommendations for policy, action, and further studies.

6.2 Main aim of the study

The general aim of the study was to "*assess the achievement of the Tanzania's Education and Training Policy (1995) on the quality of diploma in secondary education programme".* Specifically, the study sought to address the following objectives: assess teacher educators' perceptions and experiences regarding ETP achievement on diploma in secondary education; student teachers' perceptions and experiences regarding diploma in secondary education programme; and teacher educators', student teachers', and secondary school teachers' perceptions and experiences regarding challenges facing diploma in secondary education. In order to achieve this aim, the study was guided by the following research questions: how do teacher educators perceive and experience ETP achievement; how do student teachers perceive and experience diploma in secondary education programme; and what are the teacher educators', student teachers', and secondary school teachers' perceptions and experiences regarding the challenges facing diploma in secondary education. The findings of the study are as summarized in the subsequent section.

6.3 Summary of the findings

Data collection involved 149 respondents from two teachers' colleges and two secondary schools. The study involved 28 teacher educators, 100 student teachers, and 21 secondary school teachers. Using a mixed method approach (quantitative and qualitative) based on case study design; data were collected through questionnaires, focused group interview, classroom observation, and documentary review methods. Data analysis procedure applied both the qualitative descriptive and statistical approaches with the help of excel programme. Thus, qualitative data were presented through thick descriptions and direct quotes from participants' perceptions and experiences of ETP influence on the quality of diploma in secondary education programme. On the other hand, quantitative information was presented using tables, line graphs, figures, and percentages. Based on the study objectives, the study revealed the following:

6.3.1 On the teacher educators' perceptions and experiences regarding ETP achievement on Diploma in secondary education

Teacher educators perceived and experienced ETP achievement on the quality of diploma in secondary education as follows:

(a) Education and Training Policy encompasses the theoretical and practical pedagogical components that enable student teachers practice the teaching and learning in the real environment through practical research based work, project work and self-investigations;

(b) Based on the ETP framework and guidelines on teacher education; the government has managed to produce high quality teacher education programme for secondary schools, promotes regular innovations in the Teacher Education Programme for secondary schools;

(c) The ETP foresees periodically the provision of diploma in secondary education by providing teacher educators opportunities for academic and professional advancement for increased pedagogical content knowledge, kills, and practices;

(d) Through the implementation of the ETP; the government of the United Republic of Tanzania facilitates and encourages education stake holders, donors and the well-wishers to provide instructional materials and academic support for improvement of teacher education programme as for the case of other school levels; and

(e) As one among the achievements of ETP of 1995 as stipulated in its objectives; all teachers' colleges have been digitized, that is, they have been connected to the internet services with the aim of improving classroom practices. Teacher educators have managed to integrate teaching and learning with science and technology like the use of projectors, televisions, radio cassette, and tape recorder. Teacher educators have been trained to integrate teaching and learning with information and communication technology (ICT);

(f) There has been a remarkable increase in the number of teacher educators in the teachers' colleges consequently improving classroom practices; and

(g) Moreover, teacher educators perceived that the ETP has succeeded to align the teacher and secondary school curricular thus promoting teacher education curriculum relevance and implementation.

6.3.2 On the student teachers' perceptions and experiences regarding diploma in secondary education program me

Data analysis and interpretation revealed 5 major findings under this objective as follows:

(a) Education and Training Policy emphasize both academic and pedagogical contents that are enough to enable student teachers to acquire the necessary subject knowledge and

apply a range of instructional techniques, strategies, and methods to facilitate effective teaching and learning processes;

(b) The education programme emphasizes languages (Swahili & English) of instruction among student teachers and teacher educators;

(c) Teacher educators integrate teaching and learning with(ICT);

(d) Teacher professional activities include, among others; the teaching practice (TP), single lesson teaching practice, micro teaching practice, peer group teaching practice and preparation of lesson plan, scheme of work, textbooks and lesson notes. According to student teachers, these professional activities are designed to improve teaching and learning processes;

(e) However, student teachers were concerned by the need for in-service training especially on areas relating to laboratory activities, research studies and the preparation of teaching and teaching resources from the immediate environment – improvisation of teaching aids; and

(f) Insufficient resources to facilitate teaching and learning process like laboratory equipment and computers. According to student teachers, teachers' colleges had one computer laboratory, each of which did not support the students' needs. Student teachers experienced also lack of text and reference books where most of the available text resources were in modular forms, which were not comprehensive in coverage.

6.3.3 on the challenges facing Diploma in secondary education in Tanzania

On the basis of the challenges facing diploma in secondary education, data analysis and interpretation revealed five major challenges namely:

(a)The teacher education is still inadequate due to, among other factors, the limited ICT infrastructure and lack of competent and qualified ICT teacher educators;

(b)Another critical challenge facing teachers' colleges is the severe interruption of colleges' time table due to several activities directed by the MoEVT such as appointment of the respective teachers' colleges as centres for national examinations marking, in-service training programmes, and several other ministerial activities;

(c)Teacher education is one of the government institutional sectors, which are poorly funded. As a result, many of the teacher education programmes such as block teaching practices, practical activities, teacher education curriculum innovations, and in-service teacher educators' professional training are implemented within the limits of financial viability consequently affecting adversely the quality of teacher education programme, in this case,diploma in secondary education;

(d)Teacher education experiences an acute shortage of teaching and learning resources and facilities such as fully furnished libraries, laboratories, and instructional and demonstration rooms. Lack of these resources and facilities has an adverse impact on the provision of quality diploma in secondary education in the country. All these are as the result of limited funding and support from the government, thus, indicating a policy failure on its founding objectives; and

(e)Time allocated for teaching practice (TP) does not suffice the critical role of the practical component in the training of high quality teachers as outlined by the ETP objectives. Due to limited time for the student teachers' block teaching practice, there is no efficiency in its implementation. This consequently results to the production of teachers, who are trained

theoretically, lacking the school and classroom administrative, and managerial skills and teaching practices.

6.4 Conclusion

Based on the study findings, the study indicates that, there are some achievements made as a result of the implementation of ETP in Tanzania specifically on the diploma in secondary education programme. On the other hand, the study shows that there are some challenges that hinder the effective implementation of diploma in secondary education programme suggesting a failure of ETP in addressing its founding objectives specifically on teacher education. As indicated, critical challenges raised relate to, among other factors, the shortage of educational resources and facilities including ICT facilities, laboratories equipment, furnished libraries, limited financing, and the influence of politicians on educational issues such as disruptions of teachers' college calendar.

Specifically, the study made the following conclusions:

(a) There are some achievements made in teacher education through the implementation of ETP though not at the level stated by the respective education and training policy;

(b) Diploma in Secondary education realizes and implements a curriculum based on pedagogical content knowledge that enable teacher educators and student teachers to apply different techniques, strategies, and methods to facilitate effective teaching and learning process as indicated by the ETP;

(c) Time allocated for teaching practice (TP) should be increased in order to allow student teachers to have sufficient time to practice teaching and learning process so that to improve their professional competence;

(d) There is an acute shortage of teaching and learning resource in teachers' colleges. This affects adversely teacher educators' and student teachers' academic and professional practices subsequently affecting in the same way the quality of teacher education in general;

(e) The ETP has failed to realize and support teachers' colleges with financial viability for their day-to-day managerial and classroom expenditures thus affecting the quality of diploma in education provided; and

(f) There is a need for the Tanzanian Education and Training Policy (ETP) to be implemented without political influence. As noted in this dissertation, politicians have bee intervening the implementation of ETP thus adversely affecting teacher education as in other sectors.

6.5 Recommendations

On the basis of the study findings, three sets of recommendations are established: recommendations for policy, actions and for further studies.

6.5.1 Recommendations for policy

Considering the age of the ETP which is about two decades now and the tremendous development in science and technology especially in education sector today, Therefore the study proposes among others the best policy options to be adopted by the revised education and training policy whose version came into being in 2011 .The new policy transformation should reflect on the challenges identified and suggestions made on this study in order to meet the current needs of secondary teacher education in particular and the nation at large. The same transformations should be reflected in the practice of teacher education and other levels of education.

6.5.2 Recommendations for actions

(a) The study recommends that the government should ensure that there is adequate supply of teaching and learning resources and facilities such as ICT equipment in all teachers' colleges in order to promote effective practice of teacher education;

(b) The government through the Ministry of Education and Vocational Training (MoEVT) should facilitate provision of adequate and sustainable teacher educators' in-service training in order for teacher educators to cope-up with the rapid changing instructional environment including the ICTs development; and

(c) The government should support teachers' colleges with adequate funding in order, among others, to expand and refurbish the colleges' infrastructures thus improving the teaching and learning environment. Adequate funding will also necessitate teachers' colleges to provide enough time for student teachers' teaching practices consequently improving their professional competence in particular and teacher education at large.

6.5.3 Recommendations for further studies

This study was dedicated on assessing the achievement of the 1995 education and training policy on the quality of diploma in secondary education programme in Tanzania. This means that the study coverage was within a small segment of ETP objectives vis-à-vis secondary teacher education.

(a) Based on the tightness of the study, it is logical to argue that gaining a thorough and comprehensive understanding of the achievement of ETP on the quality of education in general needs extensive research within the limits of policy objectives in relation to education and training at all institutional levels;

(b) However, with respect to teacher education, the study recommends for further research on the achievement of ETP especially on the quality of primary and university teacher education. The aim is to assess whether the ETP influences in the same way the quality of teacher education at all levels or not. In the same way, further research in similar area will help to validate the findings of this study; and

(c) More importantly, this study has identified significant challenges needing to be addressed for provision of high quality teacher education. Further studies can be conducted to assess how best and cost-efficient would the government and education stakeholders address these challenges. The recommendations for these studies might be used as bases for the government to properly address the respective challenges facing teacher education for both government and private colleges.

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APPENDICES.

Appendix 1 Questionnaire for teacher educators

A. General respondents' characteristics

1. College_____

2. Location 1=urban 2=Rural

3. District_____

4. College type 1=Government 2=Private

5. Respondents sex 1=Male 2=Female

6. What is your qualification (1).Diploma (2) First degree (3).masters (4.) PHD (5) others

In all of the following questions, please tick in the relevant box to show your degree of acceptance from strongly agrees to strongly disagree.

B: The Education and Training Policy of (1995) specific assessment

NO	**Theme**	**Rating scale**				
		Strongly agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	ETP ensures high quality Teacher Education Training program me for Secondary Schools					
2	ETP promotes regular innovations in the Teacher Education					

	Program me for secondary schools					
3	ETP foresees periodically the provision of Teacher Education for Secondary schools					
4	ETP provides Teacher educators opportunities for academic and professional advancement for increased pedagogical content knowledge					
5	ETP encourages the government of the URT to provide material and academic support for improvement of Teacher Education					

	Program me					

In all of the following questions, please tick in the relevant box to show your degree of acceptance from strongly agrees to strongly disagree.

C: ETP and Teacher Educators Assessment

NO	**Theme**	**Rating scale**				
		Strong agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	Teacher educators have necessary academic and professional qualifications as per ETP requirements					
2	Teacher educators get continued necessary in-service training for improved pedagogical content knowledge					
3	Teacher educators are involved equally in the curriculum innovations including relevant research studies					

4	Teacher educators get necessary ICT training to meet the demands of digital technologies in the teaching and learning contexts					
5	Teacher educators are equally involved in addressing the ETP challenges for improved Teacher Education Programme					

In all of the following questions, please tick in the relevant box to show your degree of acceptance from strongly agrees to strongly disagree.

D: Assessment of Teacher Education Programme (TEP)

NO	**Theme**	**Rating scale**				
		Strongly agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	TEP provides student teachers with					

	adequate academic and pedagogical content knowledge					
2	Teacher education curriculum reflects secondary education curriculum					
3	TEP provides and emphasizes language (Swahili and English) communication competence amongst student teachers					

4	TEP provides training for science and technology besides other natural and social science subjects					
5	TEP emphasizes Learner-Centered teaching based on constructivist teaching philosophy					

In all of the following questions, please tick in the relevant box to show your degree of acceptance from strongly agrees to strongly disagree.

E: Assessment of Teacher Education Outputs based on the quality of secondary school teachers

NO	Theme	Rating				
		Strongly agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	Teachers demonstrate mastery of both academic and pedagogical content knowledge in the relevant subjects					
2	Teachers demonstrate communicative competence in Swahili and English languages					
3	Teachers integrate the knowledge of science and technology in the teaching and learning processes					
4	Teachers implement effectively the new Learner-Centered teaching paradigm based on					

	constructivist teaching philosophy					
5	Teachers implement effectively the secondary school curriculum					

Provide brief responses to the following questions;

1. Do you think ETP has influence Teacher Education system in Tanzania? Why?

_____

2. How Tanzanians do made aware of the influence of ETP on Tanzania's teacher education? Why?

_____

3. How do you value the Secondary school Teacher Education Curriculum?

_____

4. How does Secondary School Teacher Education Curriculum relate to Secondary Education Curriculum?

_____

5. What professional activities do student teachers involve? (5)

_____

6. How are the activities mentioned in Qing 5 above relevant to the teaching and learning of secondary schools?

_____

7 Give me your opinion/suggestions on the education policy possibilities for

Improving the provision teacher education in Tanzania (5 suggestions)

Appendix 2 Interview schedule for teacher educators

1. Do you think the ETP has any contribution on the quality of teacher education programme? Why?
2. How do you involve in the implementation of the ETP?
3. Why do you think the ETP is important in the development of the teacher education programme?
4. Why do you think is important integrating teacher education with secondary school curriculum?
5. How well is the teacher education curriculum?
6. Do you think there is a need to reform the ETP for better teacher education practices? Why?
7. What do you consider important to be integrated in the teacher education programme?
8. What opportunities need to be taped for improving the ETP with respect to teacher education?
9. What challenges do you face in the implementation of teacher education programme?
10. Do you have any suggestions on the ways the ETP could be innovated in order to address effectively and efficiently the issues of teacher education programme?

Appendix 3 Guiding questions for focus group discussion for teacher educators and secondary school teachers

1. What is your view on ETP achievement on teacher education?

2. How do you perceive ETP achievement on teacher education align with secondary school curriculum?

3. What ETP challenges facing teacher education?

4. What do you think should be done to improve the ETP influence on the quality of teacher education?

5. Do you have any other observation/or opinion regarding ETP on teacher education?

----------**Appendix 4**

Questionnaire for student teachers

In all of the following questions, please tick in the relevant box to show your degree of acceptance from strongly agrees to strongly disagree.

The Education and Training Policy of (1995) assessment for student teachers

NO	**Statements**	**NO of Respondents**	**Agree**	**Disagree**	**Undecided**
1	The content taught in teachers college have enough pedagogical component to enable teacher apply technique, strategies and methods to facilitate teaching and learning process was asked students teacher.				
2	The theoretical component taught in the classroom enable student teachers to practice the real environment through practical research based work, project work and other				

	self-investigation.				
3	There are enough professional activities in the college to enable student teachers to practice their carrier				
4	The education program me emphasize language (Swahili & English) communication competence among student teacher				
5	There are enough teaching and learning support resources to facilities teaching and learning in the college and teaching staffs				
6	Teacher educator integrate teaching and learning with science and technology like the use of projector, television, radio cassette and tape recorder				
7	Teacher educator integrate teaching and learning with Information and Communication Technology (ICT)				
8	Teacher education curriculum prepare student teachers to effectively in secondary schools				
9	Students teacher have enough preparation				

	before teaching practice				
10	There is a relationship between what is taught in the college and secondary school curriculum				

E. Provide briefly explanation on the following questions

1. What teacher professional activities do you involve in your training program me?

_____

2. How does the college curriculum reflect secondary school curriculum?

_____

3. Are the teaching and learning resources enough to prepare you to become competent teachers?

_____

4. What is your suggestions regarding the teacher education program me?

_____

5. What are the mentoring (support) do you receive from secondary school teachers during teaching practice?

Appendix 5 Questionnaires for secondary school teachers

In all of the following questions, please tick in the relevant box to show your degree of acceptance from strongly agrees to strongly disagree.

Assessment of Teacher Education Outputs based on the quality of education

No	**Theme**	**Rating**				
		Strongly agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	Teachers demonstrate mastery of both academic and pedagogical content knowledge in the relevant subjects					
2	Teachers demonstrate communicative competence in Swahili and English languages					
3	Teachers integrate the knowledge of science and technology in the teaching and learning processes					
4	Teachers implement					

	effectively the new Learner-Centered teaching paradigm based on constructivist teaching philosophy					
5	Teachers implement effectively the secondary school curriculum					

In all of the following questions, please tick in the relevant box to show your degree of acceptance from strongly agrees to strongly disagree**.**

Secondary teacher Questionnaires based on Contribution of ETP of 1995

NO	**Theme**	**Strongly agree**	**Agree**	**undecided**	**Disagree**	**Strongly disagree**
1	Content taught in teacher education have prepared you to become competent teacher					
2	There are enough professional activities in the college to enable teacher practice their carrier					
3	Secondary school teachers					

	are able to integrate teaching and learning with ICT					
4	Secondary school teachers provide mentoring support to student teacher during block teaching practice					
5	There is a relationship between what is taught in the college and secondary school curriculum					
6	Secondary school teacher integrate teaching and learning with ICT					
7	Secondary school teachers implement effectively the secondary school curriculum					

Provide brief responses to the following questions;

1. Do you think ETP has influence Teacher Education system in Tanzania? Why?

_____

8. How Tanzanians do made aware of the influence of ETP on Tanzania's teacher education? Why?

How do you value the Secondary school Teacher Education Curriculum?

_____

9. How does Secondary School Teacher Education Curriculum relate to Secondary Education Curriculum?

_____

5. What professional activities do student teachers involve? (5)

_____

6. How are the activities mentioned in Qn 5 above relevant to the teaching and learning of secondary schools?

_____

7 Give me your opinion/suggestions on the education policy possibilities for improving the provision of Diploma in secondary education _____

Appendix 6. Classroom observation checklist for teacher educators

School _____ District_____

Ownership_____ Government/Private

Teaching subject (s) ----------

ASSESSMENT CRITERIA	**OBSERVATION NOTES**	**REMARKS**
Teaching and Learning methods		
Teacher's pedagogical content knowledge competence		
Student teachers participation in teaching and learning process		

Researcher's Name _____ Date _____

Researcher's Signature _____

Appendix 7. Letter for submission of a tentative research topics

Feida Patrick Ngunyale,

KLERRUU TEACHERS COLLEGE,

P.BOX. 549, IRINGA.

16TH SEPT. 2009

THE DEAN,

FACULTY OF EDUCATION,

THE OPEN UNIVERSITY OF TANZANIA,

P. O. BOX 23409,

DAR ES SALAAM

UFS: THE DIRECTOR,

THE OPEN UNIVERSITY OF TANZANIA,

IRINGA REGIONAL CENTRE,

P.O. BOX.

IRINGA

Sir/Madam,

RE: SUBMISSION OF TENTATIVE RESEARCH TOPICS FOR THE MASTERS PROGRAM (MEd- APPS)

I **Feida Ngunyale** a Masters of Education **(Med- APPS)** student of the Open University of Tanzania with Reg. No. **HD/E/133/T.08** hereby advise your office on my proposed research topics for the research component. The topics are as outlined hereunder;

1. **CRITIQUING THE 1995 TANZANIA EDUCATION AND TRAINING POLICY: LESSONS AND PROSPECTS**

2. **AN INVISTIGATION OF THE ARCHIEVEMENT OF TANZANIA EDUCATION AND TRAINING POLICY ON THE PROVISION OF QUALITY TEACHERS TRAINING PROGRAM IN TANZANIA**; The Case Study of some selected Public Teachers' Training Colleges

3. **ASSESSING THE NON-TEACHING STAFF ATTITUDES TORWARDS TEACHERS COLLEGES MANAGEMENT ON STAFF TREATMENT: TORWARDS IMPROVING THE PERFORMANCE OF NON-TEACHING STAFF IN TEACHERS COLLEGES IN TANZANIA**

4. **AN INVESTIGATION OF THE ROLE OF THE NON-TEACHING (SUPPORT) STAFF ON THE PERFORMANCE OF TEACHERS TRAINING COLLEGES' MANAGEMENT**: The Study of some selected Public Teachers Training Colleges in Tanzania

I therefore kindly request you to advise me on the specific topic to undertake basing on both research topic rationale and supervision possibilities. I would also appreciate letting me know who will be my principal supervisor on the advised research topic.

I am looking forward to hearing from you.

Yours sincerely,

Feida Patrick Ngunyale

MED- APPS STUDENT, REG: HD/E/133/T.08

C.C- The Director, Postgraduate Studies

The Open University of Tanzania

Appendix 8. Letter of research supervision appointment

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.openuniversity.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759
E-mail: drpgs@out.ac.tz

Ref. HD/E/133/T.08

Date: 28/06/2011

Dr. M. Ng'umbi,
Open University of Tanzania,
P.O. Box 23409,
Dar es Salaam

RE: APPOINTMENT TO SUPERVISE A MASTERS STUDENT

I am pleased to inform you that based on recommendation of the Board of the Faculty of Education at the Open University of Tanzania, the Senate has appointed you to supervise **Feida P. Ngunyale** who is registered for a M.Ed. (APPS) program at our University.

The student's tentative research proposal title is **"Education and Training Policy and Quality of the Teacher: Assessing the Achievement of Education and Training Policy on Quality Teacher Training Program Tanzania";** should this not be the case then the student will provide you with a copy when she contacts you.

In recognition of your work as supervisor you will be paid a token honorarium of Tshs. 300,000/= which will be paid after the student's successful completion of the M.Ed. (APPS) dissertation.

Enclosed please find a copy of the relevant guidelines for this noble academic service we are requesting from you.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Dr. John P.A. Msindai
for DIRECTOR - RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

CC: DFED

Appendix 9. Research clearance letter No.1

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

20/01/2012

REGIONAL EDUCATION OFFICER,
IRINGA DISTRICT (URBAN),
P.O. Box 262,
IRINGA.

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you **Ms. Feida Ngunyale Reg No. HD/E/133/T. 08** a Masters student at The Open University of Tanzania. By this letter **Ms. Feida Ngunyale** has been granted clearance to conduct research in the country. The title of her research is **"Assessing the Achievement of Education and Training Policy on the Quality of Teacher Training Programme in Tanzania". The research will be conducted in Iringa Region covering two districts namely Iringa urban and Mufindi.**

The period which this permission has been granted is from the 1st of February 2012 to the 30th of March 2012.

In case you need any further information, please contact:

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

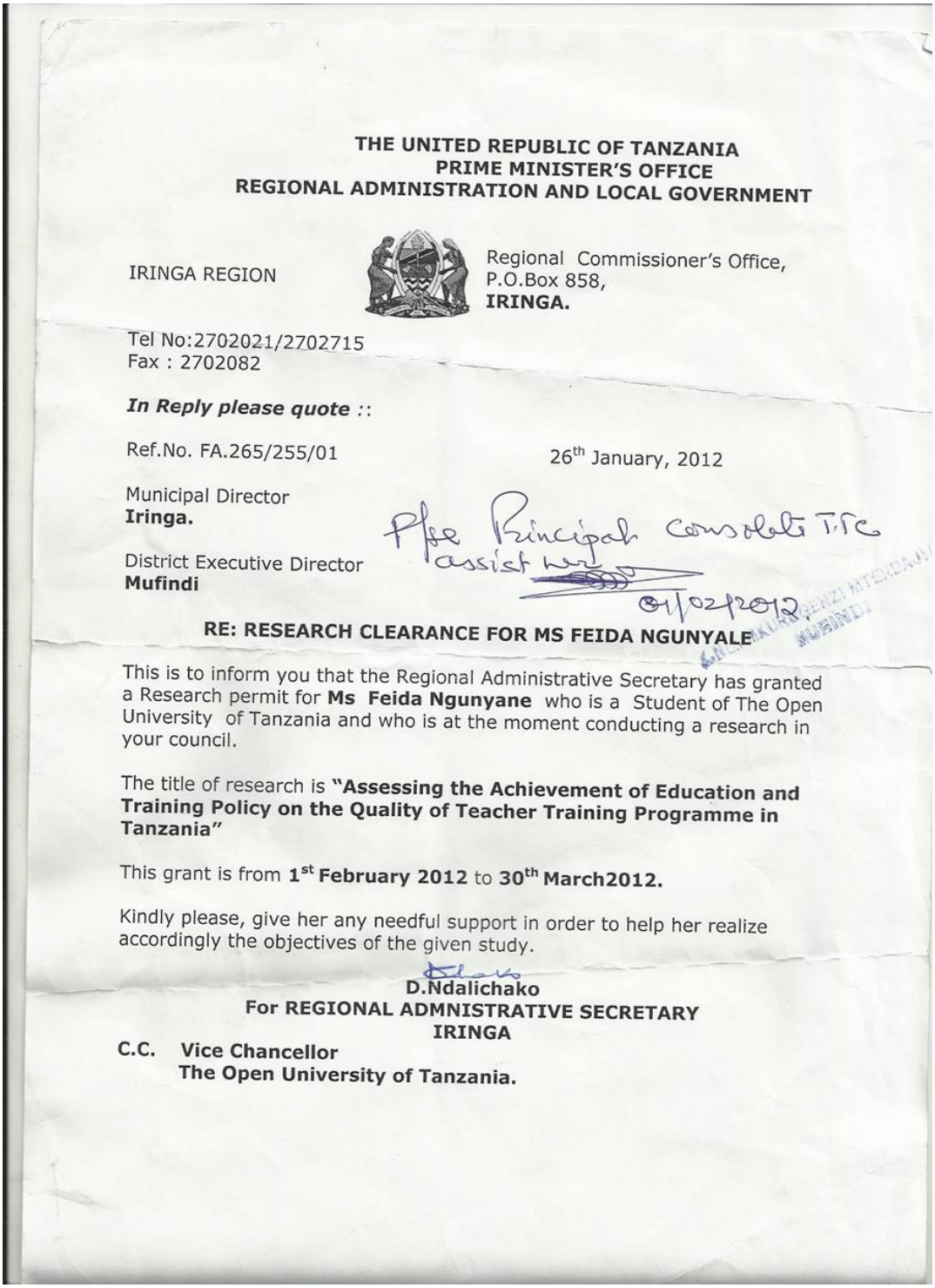
We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof S. Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix 10. Research clearance letter No.2



THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA REGION

Regional Commissioner's Office,
P.O.Box 858,
IRINGA.

Tel No:2702021/2702715
Fax : 2702082

In Reply please quote ::

Ref.No. FA.265/255/01

26th January, 2012

Municipal Director
Iringa.

Plse Principal Consolata T.T.C assist her
01/02/2012.

District Executive Director
Mufindi

RE: RESEARCH CLEARANCE FOR MS FEIDA NGUNYALE

This is to inform you that the Regional Administrative Secretary has granted a Research permit for **Ms Feida Ngunyane** who is a Student of The Open University of Tanzania and who is at the moment conducting a research in your council.

The title of research is **"Assessing the Achievement of Education and Training Policy on the Quality of Teacher Training Programme in Tanzania"**

This grant is from **1st February 2012** to **30th March2012.**

Kindly please, give her any needful support in order to help her realize accordingly the objectives of the given study.

D.Ndalichako
For REGIONAL ADMNISTRATIVE SECRETARY
IRINGA

C.C. Vice Chancellor
The Open University of Tanzania.

Appendix 11. Research clearance letter No.3

IRINGA MUNICIPAL COUNCIL

(Phone : No : 026 -2702647
Faksi No : 026 - 2702203
* E-Mail:

Municipal Director,
S.L.P 162
IRINGA– TANZANIA

Ref. No. IMC/T.40/28/17 6/02/2012

THE PRINCIPAL,
KLERRUU COLLEGE,
IRINGA.

RE: **PERMISSION FOR MS FEIDA NGUNYALE FOR RESEARCH CLEARANCE.**

This is to inform you that the Municipal Director has granted a Research permit for **MS FEIDA NGUNYALE** who is a student of The Open University of Tanzania and who is at the moment conducting a research in your College.

The title of research is " *Assessing the Achievement of Education and Training Policy on the Quality of Teacher Training Programme in Tanzania*". This grant is from 1st **February 2012 to 30th March 2012**.

Kindly give him any needful support.

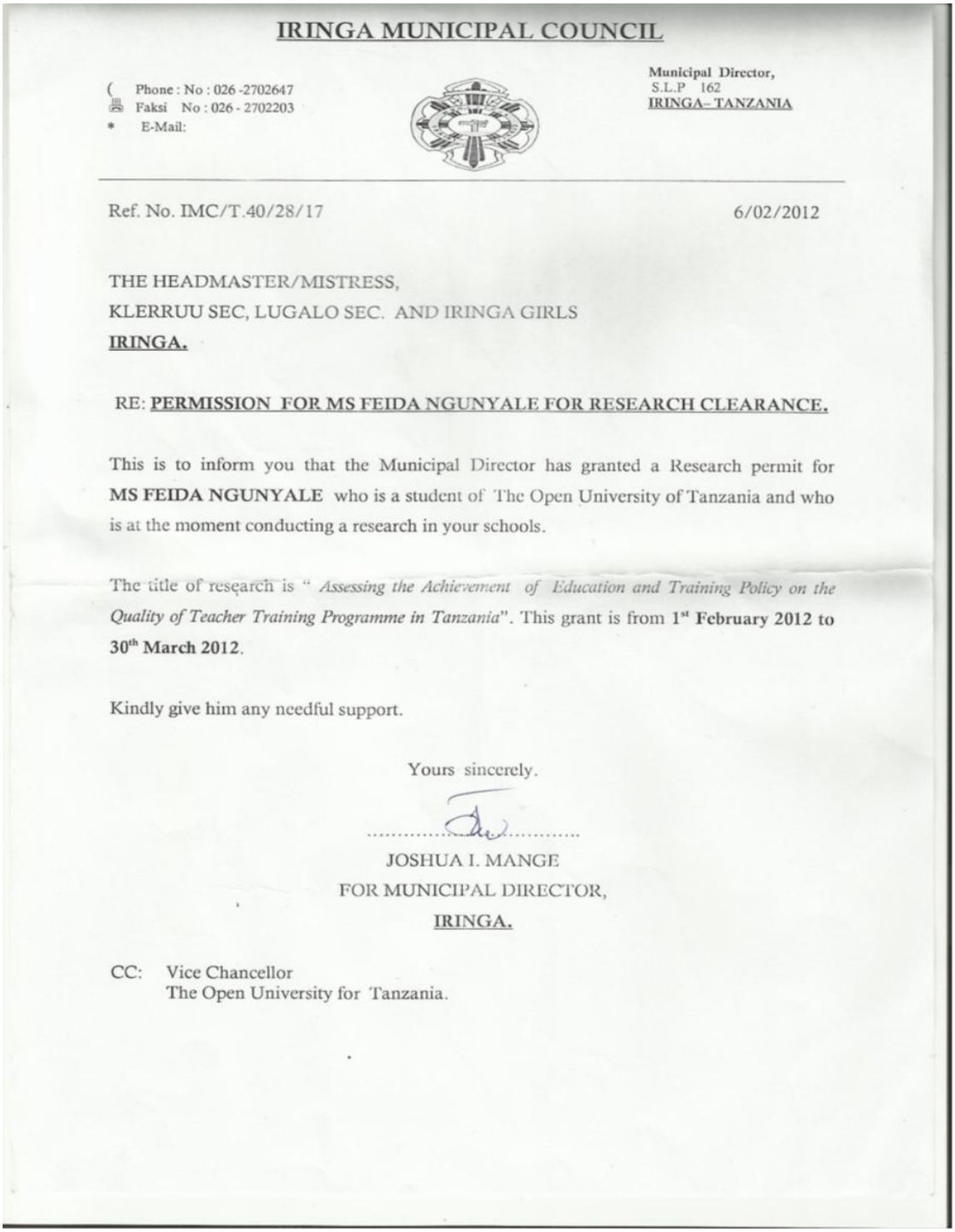
Yours sincerely.

.....

JOSHUA I. MANGE
FOR MUNICIPAL DIRECTOR,
IRINGA.

CC: Vice Chancellor
The Open University for Tanzania.

Appendix 12. Research clearance letter No. 4



IRINGA MUNICIPAL COUNCIL

Phone : No : 026 -2702647
Faksi No : 026 - 2702203
E-Mail:

Municipal Director,
S.L.P 162
IRINGA– TANZANIA

Ref. No. IMC/T.40/28/17 6/02/2012

THE HEADMASTER/MISTRESS,
KLERRUU SEC, LUGALO SEC. AND IRINGA GIRLS
IRINGA.

RE: **PERMISSION FOR MS FEIDA NGUNYALE FOR RESEARCH CLEARANCE.**

This is to inform you that the Municipal Director has granted a Research permit for **MS FEIDA NGUNYALE** who is a student of The Open University of Tanzania and who is at the moment conducting a research in your schools.

The title of research is " *Assessing the Achievement of Education and Training Policy on the Quality of Teacher Training Programme in Tanzania*". This grant is from **1st February 2012 to 30th March 2012**.

Kindly give him any needful support.

Yours sincerely.

.....

JOSHUA I. MANGE
FOR MUNICIPAL DIRECTOR,
IRINGA.

CC: Vice Chancellor
The Open University for Tanzania.