Capacity of School Management for Teacher Professional Development in Selected Primary Schools in Tanzania

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Abstract

The study investigated the capacity of primary school management for teacher professional development. Using the case study approach, the processes, organizational mechanisms and practices that are aimed at providing support to the teacher were reviewed. Classroom observation, interviews and questionnaires were used. Focusing on head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee, the study examined the prevalence of teacher-initiated practices such as team teaching and the sharing of experiences and educational resources among teachers. The findings, analyzed and discussed in light of the Rogan and Greyson model of professional development, suggest that programmes for upgrading of teachers from one grade to another do not qualify as teacher professional development. However, elements of professional development exemplified by the formal practices and informal practices initiated by teachers and their head teachers at school/ward level were noted which need to be nurtured and supported by all education stakeholders.

1. Introduction

Reports on the implementation of the PEDP suggest that there have been quantitative achievements in the past ten years particularly with regard to enrolment expansion, teacher recruitment and deployment, construction of classrooms and sanitary facilities, provision of teaching and learning materials, as well as provision of pre-service and in-service teacher training.

Table 1: Teachers in primary schools by qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>304</td>
<td>0.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3576</td>
<td>2.6</td>
</tr>
<tr>
<td>Grade A</td>
<td>82441</td>
<td>61.1</td>
</tr>
<tr>
<td>C/B</td>
<td>48996</td>
<td>36.3</td>
</tr>
</tbody>
</table>

Source: Basic Statistics in Education 1995-2005

Table 2: PEDP targets

<table>
<thead>
<tr>
<th>Resource</th>
<th>Target</th>
<th>Achievement by 2005</th>
<th>Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1:45</td>
<td>1:56</td>
<td>1:74 (Shinyanga)</td>
</tr>
<tr>
<td>Textbooks</td>
<td>1:1</td>
<td>1:4</td>
<td>1:15</td>
</tr>
<tr>
<td>Desks</td>
<td>1:2</td>
<td>1:4</td>
<td>1:7 (DSM)</td>
</tr>
<tr>
<td>Classrooms</td>
<td>1:45</td>
<td>1:78</td>
<td>1:109 (Tabora)</td>
</tr>
</tbody>
</table>

The trend has been to create better conditions at school level (inputs) and not so much on improving the content or pedagogic capacities of the teacher (processes). This is clear from reviews conducted by academics, the World Bank, and NGOs. For example, the WB ICR report (2003) remarked ‘We feel that more could have been done in the quality component of the programme’. A similar remark was made by HakiElimu (2004): ‘The teaching and learning process needs to be transformed to become participatory, interactive, gender-sensitive, child focused in safe and supportive school environments’. In addition, there are several micro research studies conducted by Masters students at University of Dar es Salaam that indicate the prevalence of poor teaching methods in public schools (Shoo, 2004), and that interventions were welcomed by many teachers (Sila, 2003) and could, in principle, be effective in improving teaching methods but they either lacked materials or support (Minduva,2004), (Ngirwa,2006). These reviews emphasize the point that quantitative improvement does not guarantee quality education and it is not a sufficient condition for good education (Rajani & Sunra, 2003).

A School mapping and micro-planning study (MoEC/JICA, 2002) conducted by JICA in 33 districts aimed at strengthening institutional capacity of targeted local authorities in educational administration. The exercise has contributed substantially towards the improvement of capacity in data collection, consolidation and in planning at school, ward and council levels. Based on the data collected through school mapping, the schools are supposed to be in a better position to plan for quality enhancement. The JICA report of 2005 indicates that:

*The planning exercise, particularly at the school level, gave a rare chance for people to follow the standard steps of plan making in their real work situation. Most school head teachers reported that the school planning exercise successfully involved community members and raised their awareness about education and school conditions. This seems a seminal indication of the right direction for Tanzanian primary schools to pursue school based management combined with community participation (URT/PORALG/JICA, 2005: 17).*

The report continues to observe that

‘...All interviewees (DEOs, WECs and school head teachers) unanimously responded that school mapping and micro-planning is part of their routine duty... This indicates that the school mapping and micro-planning has been successfully internalized and has good potential to be sustained after the SM/MP2 ends (p.18)’

### 2. Statement of the problem

Tanzania has, ever since gaining independence in 1961, been committed to the Universal Primary Education (UPE). However, by the late 1990s, the primary education system was in crisis, with fewer than half of Tanzania’s school age population attending primary school, whilst many of those who were attending were receiving poor quality of education. In response to this situation, in recent years, Tanzania like many other developing countries has committed itself to providing high quality UPE. Partly with reference to the insights gained from the in-depth research conducted within a selection of Tanzania primary schools and their communities, and partly from the wider literature available, there are serious doubts about whether, despite the rhetoric to be found within recent government documents, the quality of education being provided has been a genuine policy priority.

There are debates as to whether the increases in key quantitative inputs in the education process, notably classroom construction and teacher recruitment, have been sufficient to compensate for the rapid expansion in access to primary education. Furthermore, in addressing the shortage of teachers in primary schools, MoEVT revised the two year Grade IIIA teacher education program into a one-year program followed by one-year school based training. There has been much criticism about the new program. Concern has been raised by the Tanzania Teachers’ Union and academics about the quality of the teachers produced under the new program. A similar crush program was designed to train paraprofessional teachers for the Complementary Basic Education program (COBET) to cater for primary education needs of the out of school children. The concern about these crash programs
revolves around the adequacy of the professional support that the school management can provide to these teachers who have been prepared in a rush.

Policy statements in PEDP and Teacher Education Master Plan (TEMP) recognize the centrality of the teacher in the realization of quality education. Strategies devised by the ministry responsible for education and vocational training for the realization of quality education include school mapping and micro-planning study that was conducted in Mainland Tanzania at district level. The training of head teachers of primary school for three months was organized by the Agency for the Development of Education Management (ADEM). Between 2003 and 2005 about 500 head teachers have been trained. Also 228 out of 2522 ward education coordinators from nine district education authorities have been trained for two weeks to supervise education in respective localities. A similar one-month short program exists for DEOs, SLOs academic masters and school inspectors. However, little is known about the capacity of school management to use the skills acquired in micro planning to support teacher professional development and improvement of classroom processes. Therefore, there is a gap in knowledge particularly with regard to the capacity of school management to support teachers, who are the single most important factor for the realization of quality education.

3. Conceptual framework for teacher professional development and school management capacity

The need for Teacher Professional Development

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

However, schools are bureaucratic, and hierarchical; teachers are isolated from one another and have learned to work alone; principals usually have not been asked to support teamwork; leadership has been linked only to formal roles. PD has relied upon a deficit model in which an expert imparts knowledge and information to teachers who are assumed to be deficient and in need of outside experts to teach them new modes of working with students.

PD requires systemic reforms, changing both structures of school and the norms and practices within them. According to Fullan (2001), the change process involves four levels, namely active initiation and participation, pressure and support, changes in behavior and beliefs, and ownership. Without understanding the complex nature of the changes required, and without creating professional development opportunities for teachers and others, school communities can end up adopting innovation after innovation without seeing any permanent improvement in the achievement of school goals. The design, implementation, and evaluation of professional development must ensure attention to all phases of the change process. Reform efforts that do not focus on teacher acceptance may fail. Therefore, PD must shift its emphasis from working on teachers to working with teachers toward improvement of teaching and learning for all students.

In the context of Tanzania, teacher professional development refers to the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programmes and seminars aimed at meeting various professional needs of the teaching force.
Practices, on the other hand, include the formal mentoring programs developed in situ e.g. advice that the teacher gets from the head teacher, ward education officer. Other forms of practice are the meetings held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Establishment and effective utilization of Teachers Resource Center is an important element in the professional development of teachers. This fact is supported by scholars such as Kruse and Luis (1997) as well as Quinn and Restine (1996) who argue for an interactive, on-the-job coaching and mentoring approach to teacher professional development because it is cost effective. Training can be organized in small school clusters and qualified senior teachers or university lecturers are invited to these clusters to serve as trainers and mentors.

Such formal arrangements for professional development need to be supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contributes to self improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action (Pounder, 1999).

Using the Interactive systems model, teacher professional development is a function of the interaction between and among five key players or stakeholders. These are the ministry responsible for teacher education, universities, schools, the community and the teachers themselves. The Ministry of Education and Vocational Training is responsible for providing policy and financial support for teacher professional development. Universities and Teacher Education colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its part is supposed to provide support to the teacher on a daily basis through advice, supervision, monitoring and evaluation of the teaching and learning activities. The community through the school committee is responsible for supporting teacher professional development by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking for opportunities for his or her own professional development.
Physical Resources
- Classrooms
- Laboratories
- Chalkboard
- Desks
- Chairs

Human Resources
Teacher Empowerment
- Knowledge
- Professional skills
- Culture
- Motivation

Managerial
- Good Governance
- Accountability
- Quality Assurance
- Standards
- M + E
- Research
- EMIS

Enhanced Performance/High Quality Outcomes

Appropriate Curriculum
- Materials & Equipment
- Curriculum
- Textbooks
- Equipment
- Technology
- Live things

Enabling Environment
- Clear vision
- Political Analysis & Planning Capacity
- Political
- Culture
- Demographic

Supportive Structure
- Legal Framework
- Appropriate decentralization
- Participatory organs

Financial Resources
- Micro/Micro Economy
- Government
- Private
- Parental
- Donor
Key: \(\text{Coordination, Communication and Feedback Loop.}\)

**Figure 1: A Holistic Approach to Capacity Building**

(Source: Mosha, 2006; forthcoming)

**School Management Capacity**

According to Mosha (2006), capacity for school management for teacher professional development is crucial for promoting teacher development and high quality education. This is because teachers are closest to the schools and classrooms where reforms will be enacted. If school managers are empowered they will be able to play their social and technical roles more efficiently (Blasè & Blasè, 1999).

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

With regards to the style of school management, Beare, Caldwell and Millikan (1993) distinguish between transactional and transformational leadership. Managers who are ‘transactional’ in their approach to school improvement try to ‘sell’ their ideas and demands to staff, using a combination of pressure and compensation.

Negotiation takes the form of bargaining, in which management and teaching staff each aim to protect their interests as much as possible. Transformational managers, on the other hand, try to improve the organisation through improving its working conditions, most notably the capability of its staff. Negotiation takes the form of convincing staff of necessary change, sharing responsibilities and empowering staff through shared decision-making. Depending on the kind of change, managers in schools may exhibit either styles at one time or another. Beare *et al* (1993) argue that the use of the transformational style is a feature of management in more effective schools, in particular with regard to changes for improvement.

In the transaction model, the head teacher might be the main ‘change agent’ in the school, promoting the increase of capability of the teaching staff through regular in-school inspections, promoting staff attendance in in-service training, by being accessible to staff, parents and pupils and willing to listen to and act on suggestions as well as critique.

Personal charisma of the head teacher may be a determinant for achieving success in school performance, as well as in securing collaboration and commitment among staff.

The institution’s vision and the values of the school managers are important factors for achieving school improvement and so they form part of its capacity for providing teacher professional support.

Having a vision of the direction and how to improve the school is seen by many as essential to the process of school improvement (Bush and Coleman, 2000; Fullan, 2001; GoT, 1997; Hopkins, Ainscow and West, 1997; Bell and Harrison, 1995). Leaders in the school have to be able to communicate this vision convincingly in order to provide a rationale for change and to secure commitment and collaboration from all staff so as to achieve the intended change.
Leading by example is considered to be among the most effective ways of instilling educational values in the functioning of the schools’ staff.

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

In this study school management capacity for teacher professional development manifests itself at different levels, and will be assessed using the developmental model proposed Rogan and Greyson (2003). According to the model teacher professional development is based on the profile of implementation, capacity to innovate and outside support (Rogan, 2004:156).

4. Purpose of the study
The study seeks to investigate the capacity of primary school management for teacher professional development in Tanzania.

5. Research questions
1. What is the capacity of school management in providing professional development support of primary school teachers?
2. What factors affect school management capacity to provide professional support?
3. How is the capacity perceived by the school management and teachers in relation to professional development?

6. Study objectives
1. To determine the capacity of school management in provision of teacher professional support.
2. To identify factors that influence the school management capacity to provide teacher professional support.
3. To investigate the school management’s perception of its capacity for teacher professional development

7. Significance of the study
This study is significant for the two reasons: first, findings will add to the current body of knowledge and debates about the concepts of teacher professional development and school management capacity. Secondly, findings will make a contribution to policy that will lead to enhancement of school management capacity for teacher professional development.

8. Methodology
The objectives of the study required the use of largely qualitative but also quantitative research approach. The case study, sometimes described as the collective case study was used. The approach involves studying a number of cases jointly in order to understand a phenomenon, population or general condition. The present research sought to understand the school management capacity for providing professional support to teachers. The case study was well suited because the intention was to conduct an in-depth analysis of the complex concept of school management capacity and teacher professional development.

Using the case study approach the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties were reviewed. The review aimed at identifying the forms of organizational mechanisms that have been set up by the school management for monitoring continuous development of the teacher.
8.1 Data collection techniques

Through a combination of data gathering procedures, practices relating to the formal mentoring programs developed in situ were examined e.g. advice that the teacher gets from the head teacher, and ward education officer. Other forms of practice investigated are the meetings held at school level and at cluster level that aimed at reviewing and reflecting on teaching practice. The study assessed the frequency of such meetings as well as the beneficiaries. As noted earlier, the establishment and effective utilization of Teachers Resource Center is an important element in the professional development of teachers. This study investigated the extent to which TRCs are actually being used to support teacher professional development.

Focus group discussion and interviews were conducted with teachers in order to understand the teachers’ own perception of professional development and attitude towards self-improvement. The study examined the prevalence of teacher-initiated practices such as team teaching and the sharing of experiences and educational resources among teachers.

Classroom observation was also conducted. The purpose of the observation was to investigate teachers’ knowledge, competencies and attitude towards innovation, and towards lifelong learning and self-improvement. The aim was to have a better understanding of the real needs of teachers and the kind of support they require. The observations were complemented by interviews. Capacity and willingness of the teaching staff to teach the children with learning difficulties were examined. Some of the children may have (severe) learning and behavioural difficulties for which the staff is not equipped to deal with appropriately. These difficulties may be aggravated rather than addressed, if staff teach in a suppressive rather than an understanding way.

Leaders in the school have to be able to communicate this vision convincingly in order to provide a rationale for change and to secure commitment and collaboration from all staff so as to achieve the intended change. A study of school leadership was conducted particularly as it relates to the provision of teacher professional support. Social networks analysis and institutional culture study was conducted within and outside the school particularly as this relates to attitudes, values and practices of the schools’ managers towards teacher professional development.

In addition to the analysis of official documents that are relevant to school management capacity, the research team made naturalistic observations of how the system works and what resources are available and the manner in which these resources are constructed and organized to provide the school management’s capacity for teacher professional development. This made possible the production of thick descriptions of the practices that exemplify the organization of resources and materials at each school so as to realize the school goals.

8.2 Sampling procedure

The sampling procedure took into account the following facts: school mapping and micro-planning study was conducted in Mainland Tanzania at district level. The training of head teachers of primary school for three months was organized by the Agency for the Development of Education Management (ADEM) in six zonal colleges (Kleruu, Marangu, Morogoro, Butimba, Mtwara, and Tabora) (Malekela, 2004). Between 2003 and 2005 about 500 head teachers were trained. Also 228 out of 2522 ward education coordinators from nine district education authorities had been trained for two weeks to supervise education in respective localities. The councils that benefited from this program include Temeke, Bagamoyo, Mbozi, Magu, Masasi, Korogwe, Hanang, and Iramba.

This study focused on head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee. These categories of respondents were central to the study because they possessed the information that is pertinent to the objectives of the research.
The study aimed to cover all the nine councils with trained ward education coordinators. However, due to logistical constraints, only three district councils were identified for initial study. In each of the selected district councils two ADEM trained ward education coordinators and two ADEM trained head teachers were identified and interviewed. The schools with ADEM trained head teachers were thus automatically be selected.

In addition, in each of the two schools three subject teachers were observed teaching and also interviewed subsequently. Teachers with the following subject combinations were targetted:

(a) Kiswahili/English for STD 4
(b) Social Studies for STD 5
(c) Maths/Science for STD 6

The cluster Teacher Resource Center coordinator was reached and interviewed. Other targetted respondents were:

(a) School committee chairperson
(b) District school inspector
(c) District academic officer

The eighteen primary schools was intended to form the study sample. These would be compared in respect to school management capacity for teacher professional development.

8.3 Data analysis
The qualitative data gathered from interviews and focus group discussions with teachers was analyzed and categorized according to patterns and themes. These were interpreted so as to provide insights into the school management capacity for teacher professional development. Quantitative data obtained through the observation and checklist were analyzed using frequencies and percentages.

8.4 Research team
The research team consisted of the three research facilitators representing the key stakeholder institutions, namely the Ministry of Education and Vocational Training, the University of Dar es Salaam, and Mzumbe University. Three students pursuing the Masters degree in education at the Faculty of Education, University of Dar es Salaam were engaged as research assistants. The team of six researchers spread out in pairs to the three targeted districts, Temeke in Dar es Salaam region, Mbozi in Mbeya region, and Magu in Mwanza region.

9. Preliminary Research Findings from Mbozi District Council

- School management capacity for teacher professional development: state of the art
- How professional development is perceived
- Formal and informal practices towards teacher professional development
- Factors influencing school management capacity for teacher professional development

9.1 School management capacity for teacher professional development: state of the art
The issue about school management capacity, particularly the functioning of school committees, has been recognized by education stakeholders in Tanzania as a crucial element in promoting good quality education. In fact, it is a fundamental component of the Primary Education Development Programme (TEN/MET, 2004). At a workshop that was convened under the umbrella of the Tanzania Education Network (TEN/MET) in April 2002, more than twenty five NGOs participated with representatives from the then Ministry of Education and Culture and President’s Office – Regional Administration and Local Government. The aim of the workshop was to bring together and document existing work on School
Committee Capacity Development (SCCD) and to generate a clear understanding of NGO contribution to SCCD in the context of PEDP. 1

What emerged from the workshop was a wider understanding of capacity building than just training in, for instance, financial procurement systems or the conventions for keeping minutes of meetings. Twelve aspects were identified as being critical to school committee capacity development, calling for NGO support. The key aspects are:

- Information and communication (e.g. via meetings, community notice boards, murals, research findings, etc.).
- Ownership, accountability (e.g. via partnership, common vision of education, regular meetings, feedback on school performance, training in financial management, etc)
- Community mobilisation and facilitation (e.g. regular community meetings, school action plans, income generating projects, participation of children in school committees, etc)
- Motivation (how to sustain community involvement, exposure visits, incentives e.g. allowances)
- Collaboration NGO/NGO, NGO/Government Policies and Practice
- Financial Management/Control
- Gender Mainstreaming (women representation in school committees)
- Resource Mobilization
- HIV/AIDS
- Children’s Participation
- School Environment and Maintenance (e.g. school rights to land and security, where most schools have no delineated boundaries or fences, hygienic toilet facility)
- Guidance and Counselling (e.g. awareness of HIV/AIDS)

A report by one of the NGOs operating in Mtwara Region, Save the Children, shows the activities undertaken by the NGO to support capacity development of school committees in the region. The training focuses on general roles and responsibilities, planning, budgeting and development skills, mobilization (including fund raising) and management of local resources for educational development, general management skills, financial and resource accounting (including need for audit of school funds), networking (with other education actors, District Council) and relationship building (to improve school-community relations).

The report from Save the Children illustrates the kind of capacity development initiatives being undertaken in various districts in the country. The strategy involves analyzing the training and development needs of all school committee members, and analyzing the local situation. Based on such analyses the training plan is developed by involving the school committees themselves. Decisions about the appropriate training content, the necessary resources as well as the timing of the training are arrived at collaboratively involving war education coordinators, TRC coordinators and district academic officers. The next stage is the implementation of the training programme. The project staff, WECs, TRC coordinators, trained facilitators from local TTCs and retired education officers facilitate the training.

Outcomes of the work by Save the Children are impressive. It is reported for Mtwara that all school committees in the district (92) have benefited from a series of management development courses since May 1999. It is also reported that all school committees have developed short to medium term plans for their schools. The plans vary in quality but generally they are of acceptable standard, showing the problems that must be addressed, objectives, activities to be carried out and persons responsible for each activity, the resources necessary for undertaking them as well as time frame for implementing the plan. It is encouraging to learn from the Mtwara experience that following the community mobilization and

1 The workshop was organized by Maarifa ni Ufunguo, with financial support from Oxfam Ireland. The Aga Khan foundation, CARE, HakiElimu, and Oxfam (GB) were closely involved in the planning and facilitation of the workshop.
facilitation, there is greater participation of local communities in the development of their schools. Also, relations between teachers and parents and between school committees, teachers and parents have improved considerably (TEN/MET, 2004:24).

9.2 The Missing link
While the efforts towards school committee capacity development are appreciated, it should be noted that there is no documentation about the development of capacity for teacher professional development. This research contributes to the understanding of school management capacity with a particular focus on support for teacher professional development.

9.3 Perceptions about Teacher Professional Development (TPD)
The teachers in Nandanga and Vwawa primary schools, Mbozi District see teacher professional development as a good idea. This is because, first, in their opinion, TPD enables them to become professionals. That is, it is a process by which the teachers realize their potential as teachers. In other words, it is the advancement of teachers in the field of teaching. Secondly, according to them, TPD enables the teachers to move with changes in science and technology. Thirdly, they see TPD as being good because it enables them to serve pupils better by improving the standard of teaching. In the process of improving themselves they also gain confidence and self esteem.

The teachers describe the importance of TPD in more or less similar manner. They think that TPD will help them achieve high standards of teaching and keep them updated in teaching; it increases their self-worth, enables them to move with time, and it allows them to react appropriately to the challenges brought about by advancements in science and technology, and also to get promoted to higher ranks in the career.

So, some of the respondents suggested that teachers should be given opportunities to attend seminars and short courses after every three months and also the time table should be arranged to end at 2 p.m. in order to let teachers have time to prepare teaching and their own studies. Others suggested further that TPD should be organized from the personal, school, ward, district and national level through seminars workshops, and upgrading courses. According to some of the respondents, TPD should be organized in such a way that teachers are motivated. To quote one of the respondents ‘All teachers should participate but not few as it is practiced at this time, because those who do not attend they lack the direct picture than those who attend’.

Others mentioned the need to have libraries in local areas, as well as frequent meetings and seminars

The two ward education coordinators (WECs), DEO and DAO in Mbozi district on the other hand described TPD largely in utilitarian terms. The WECs say it widens and increases knowledge and skills to the individual and increases creativity. They see its primary function as improving teachers professionally and technically through attending in-service training. Similarly, the DEO described TPD as a new way of acquiring new methods of teaching.

The district education academic officer (DAO) sees TPD as a process of maintaining teachers education capacities and adapting to on job environmental realities and new world changes in the profession.

9.4 Formal and informal practices towards teacher professional development

Formal practices
The district academic officer (DAO) described his role in supporting TPD as facilitating seminars and workshops, preparing handouts, establishing links with colleges, teaching and finding experts from outside the district. According to the officer, teachers are involved in planning and implementing TPD. They identify the topics and issues to be discussed. Some of them are engaged as experts and facilitators in the workshops supported by education officers and school inspectors, a function which they perform very well.
As such, the school management has the capacity to sustain TPD, but he hastened to caution that schools need to be supported financially by the funding agencies.

Since 2002 the district has organized seminars for newly appointed head teachers and WEOs, seminars for difficult topics, teachers meetings at ward levels, school meetings as well as community meetings. He is convinced that these initiatives are well received by teachers because they are for their own benefit.

District school inspectors play an important role in helping teachers to develop professionally. According to the teachers, school inspectors provide advise about the advantages of going for professional development courses; they also give advise on how to teach effectively through proper preparation of schemes of work, lesson plans and how to conduct a class effectively.

The officer observed that TRCs are not functioning as expected because of lack of funds. DBSPE used to provide funds for TRCs but the agency has stopped supporting the venture.

When asked to explain how the school management supports teachers to develop professionally, the respondents listed several ways including the following:

- Permission to go for study/preparations for examinations
- Opportunity for attending seminars
- Providing the school with grants for running the school, teaching and learning materials, conducting seminars, workshops, by-laws for the profession e.g. professional code of conduct, regulations from TSD.
- Private advise
- The school management insists that I upgrade my knowledge in order to get more knowledge and skills.
- To discuss as a whole team for the difficulties found by most of us; to make sure that what few teachers get in seminars is being taught to others in staff.
- We meet to discuss how to teach difficult topics after the return of TOTs from the district training center.
- The use of science kit: most of teachers enjoyed the use of it as they participated in the use of its contents and get more knowledge of the materials which they failed to use and understand before.

**Informal practices**

On whether teachers get academic and professional assistance from colleagues, the response was positive. Through such informal networks at personal/individual level, teachers admitted to have increased their content knowledge in specific areas.

- Through mock examinations when marking or invigilating we discuss how to correct mistakes from the learners
- I have learned many strategies of teaching better; problem solving methods according to the local environment; participatory methods of teaching.
- We share ideas in all difficult topics by meeting together and exposing the issues
- We meet in the staff room, the one who is responsible stands in front of us and guides the discussion on the specific topic.
- We normally conduct it in the normal pupils classes, that is when doing correction of either a test or any exercise given.
- For the complicated sections during the teaching activity we go in class and practice the portion together e.g. as two teachers, where I fail my fellow gives me a help and vice versa, but no many times.

To the question ‘where do you usually go for assistance on TPD?’, some of the respondents had this to say:

- I usually go to the cluster center, library for private reading/study of modules
- Group discussion in a specific place
9.5 Is TPD a priority in the strategic plan of the district/city/ward/school?
According to the DEO, teacher professional development is a priority in the strategic plan of the district. Each year the district council conducts seminars (professional and academic) for not less than 25% of district teachers. This statement is supported by the WEC from Vwawa who reported that about 70 teachers are on the programme. According to him, budgeting is done at district level and most of teachers are funded by the council. However, this was not the case in Chiwezi Ward where the WEC admitted that TPD was not given the first priority in the ward, and there was no budget last year for TPD.

Information obtained from the respondents indicated that the DEO, inspectors, WECs and head teachers are supporting TPD in various ways. The DEO supports teachers who wish to upgrade from grade 3B/C to the grade 3A by providing fees for courses and seminars, giving advice to the teachers, and by organizing seminars on difficult topics. School inspectors encourage teachers to join modules, while WECs encourage teachers to develop teachers professionally. Overall the management of the district supports TPD by allowing teachers to participate, giving allowances where necessary, conducting seminars, and sensitizing teachers to take the initiative of upgrading themselves.

On whether there was a schedule for courses, workshops and seminars to teachers at ward level, the response was negative. Although the WECs recognize the importance of seminars in enabling teachers to widen up their knowledge and improve teaching skills, seminars are rarely conducted at cluster level.

However, there is a schedule for upgrading of Grade B/C teachers. These teachers can attend the course for 42 days at Tukuyu TTC during holidays between June and December.

9.6 Teacher involvement and variety of TPD programmes
Teachers are involved in various ways such as joining as private candidates in national examinations and the Open University, planning the timetable for their programme, as well as attending seminars and staff meetings. Asked on what plans they have for their own professional development, most respondents indicated the intention to upgrade themselves by registering at an institution and sitting for examination so as to get a certificate, diploma or degree qualification.

- I intend to buy books
- I plan to study at cluster center, Study at district library
- I planned to join the A-level subject after completing I plan to join Diploma course in Education
- To teach the pupils effectively by completing the expected topics per year: to have different studies on how to teach well, to prepare as many teaching and learning materials as possible to facilitate the teaching and learning process
- I am preparing my self to undergo further training
- To increase the level of my profession i.e. to sit for advanced examination.
- I am planning to join the university for a degree course and I have already registration at the Teophil Kisanji University but I failed to go due to the regulations which state that after completing one course, you must work for two years before going for the other course.
- Up to this moment I am in the programme of furthering my level of education through the OUT(The Open University of Tanzania) in which I am pursuing the first degree in B.A.Ed, 3rd year.

Examples of TPD programs in which the council/ward/school have supported both financially and technically include seminars to review shortcomings in Mock examinations both conducted by the district and at regional level, as well as private candidate examinations. Frequency of TPD varies depending on the nature of the programme. It is 21 days twice a year for B/C to IIIA upgrading programmes, and once a month for programmes that are initiated at ward/school level. Long sessions are usually held during the holidays to avoid disruption of classes.
9.7 Factors influencing school management capacity for teacher professional development

Adequacy of human resources for supporting TPD

According to the DEO the district has adequate human resources for supporting TPD i.e. trained facilitators, competent teachers. Also, the school management is able to support TPD because they can use capitation grant and self reliance funds, and they have experts within the schools; and in addition, they have autonomy to allocate time accordingly.

However, teacher professional development in Mbozi district is constrained by negative attitudes of some (mainly elderly) teachers, social and economic factors and lack of motivation. In Chiwezi ward, the WEC reported that some teachers are not eager to learn modules. According to him, they are more concerned about raising their family income than raising their professional standard. Moreover, most of them are locally assimilated due to long stay at one station without transfer; and, in addition, most of them are near to retire.

On the other hand, the WEC from Vwawa ward explained that the school time tables are very tight (7.30 a.m. to 4.40 p.m.). This leaves very little room for private study. He also mentioned that some teachers fear to leave their families alone, but the most important factor for many teachers is lack of enough funds to support their studies.

The DEO mentioned rigidity of some teachers who don’t like to improve their profession. He was of the opinion that some teachers have never been exposed to any TPD programs; and so, they don’t know what is going on. The head teachers on their part mentioned the following points:

- Environmental hardships pull back teachers from participating in TPD programs
- Family problems in which extended family are inclusive
- Financial constraints
- Lack of motivation to those upgraded; the salary and position remain the same in most cases

9.8 Variety of teacher professional development programmes

Data obtained from the District Education Office in Mbozi show the number of teachers who have had the opportunity to upgrade themselves from grade C/B to grade IIIA, from grade IIIA to Diploma, and from Diploma to Degree. The information is summarized in Table 3. No information was available at the district education office about short courses and teacher professional development programmes initiated at ward/school levels. It can be observed from Table 3 that the thrust of teacher professional development programmes centers on the upgrading of teachers from grade C/B to grade IIIA. A few grade IIIA teachers do manage to advance to diploma and degree levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>C/B-A</th>
<th>A-DIPLOMA</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>5 0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>8 4</td>
<td>12</td>
<td>7 2 9</td>
</tr>
<tr>
<td>2004</td>
<td>416 155</td>
<td>571</td>
<td>39 7 46</td>
</tr>
<tr>
<td>2005</td>
<td>8 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>421 155</td>
<td>576</td>
<td>16 6 22</td>
</tr>
</tbody>
</table>
At ward level, documentation about teacher professional development activities is scanty. In both Vwawa and Chiwezi wards there was no systematic documentation of the TPD activities (see Tables 4 and 5). A similar situation obtains at school level (see Table 6).

### Table 4: Number of teachers who have attended courses, workshops and seminars 2002 – 2006 in Vwawa Ward

<table>
<thead>
<tr>
<th>Year</th>
<th>C/B-A</th>
<th>A-DIPLOMA</th>
<th>Degree</th>
<th>Short courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>20</td>
<td>43</td>
<td>63</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 5: Number of teachers who have attended courses, workshops and seminars 2002 – 2006 in Chiwezi Ward

<table>
<thead>
<tr>
<th>Year</th>
<th>C/B-A</th>
<th>A-DIPLOMA</th>
<th>Degree</th>
<th>Short courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2003</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>7</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

### Table 6: Number of teachers who have attended courses, workshops and seminars 2002 – 2006 Vwawa and Nandanga Primary schools

<table>
<thead>
<tr>
<th>School</th>
<th>C/B-A</th>
<th>A-DIPLOMA</th>
<th>Degree</th>
<th>Short courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>Vwawa</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Nandanga</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

### 10. Assessment of capacity for teacher professional development: Tentative conclusions

As explained earlier in this report, this study used the developmental model proposed by Rogan and Greyson (2003) to assess teacher professional development. The model is based on the profile of implementation, capacity to innovate and outside support. Rogan and Greyson insist that both classroom practice (profile of implementation) and teacher professional development can be described in terms of four levels. Level one programs are short, one-shot and top-down. They are better described as workshops rather than programs. In the context of Tanzania, these are appropriate for conveying information from the ministry headquarters about policy and expected changes in the education system. Experience has shown that such workshops are not effective strategies for teacher professional development. Level two are programs where examples of new practices as suggested by the policies are presented to school based personnel for serious engagement in these practices in a simulated situation. The procedure involves a series of short workshops lasting for one year. This level represents a sustained program. However, its limitation is that it is typically designed and driven by outside agents. At levels 3 and 4, practitioners at
school level take on increasing responsibility for both the design and the delivery of professional development, reaching total self-sufficiency at level 4.

Table 7: Levels of Professional Development Programms according to Rogan & Greyson (2003)

<table>
<thead>
<tr>
<th>Level</th>
<th>Design of Professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information on policy and expected changes are presented to school based personnel. Typical mode is short, one shot workshop.</td>
</tr>
<tr>
<td>2</td>
<td>Examples of ‘new’ practices as suggested by the policies are presented to school based personnel, who are given an opportunity to engage in these practices in a simulated situation. Typical mode is a series of short workshops lasting for one year.</td>
</tr>
<tr>
<td>3</td>
<td>Preofessional development is designed by school based personnel depending on which new practices they wish to implement, and implemented using both inside and outside support. Typical mode consists of both external and school based INSET for two to three years.</td>
</tr>
<tr>
<td>4</td>
<td>Communities of practice take full responsibility for their own continued professional gorwoth, and for school governance and curriculum implementation, calling on outside suppot as appropriate. Typical mode consists of ongoing school-based and directed professional INSET.</td>
</tr>
</tbody>
</table>

In the present study an attempt was made to document what the respondents perceived as programs aimed at teacher professional development. It is clear from the findings and from the framework we have just described that most of what is happening under the Ministry of Education and Vocational Training in the name of teacher professional development (e.g.upgradi ng of teachers from grade C/B to grade IIIA) does not qualify as teacher professional development as Rogan and Greyson describe it. Their model implies that the acquisition of academic qualification is not part of teacher professional development.

However, it is clear from the reseach findings that there are some elements of professional development exemplified by the formal practices organized by the Ministry of Education and Vocational Training in collaboration with the Tanzania Institute of Education (TIE) and the Agency for the Development of Education Management (ADEM). More importantly, the informal practices initiated by teachers and their head teachers at school/ward level need to be nurtured and supported by all education stakeholders. The civil society organizations have not done much in this regard.

The need for such support is suggested by the findings of classroom interaction observation in Nandanga and Vwawa primary schools. Eleven teachers were observed teaching the following subjects: Social studies (STD III, V,IV); Kiswahili and English: (STD IV); and Science and Maths (STD VI). Key aspects of the observation were assessed on a five-point scale. The aspects are: ability to interact with pupils and motivate them to learn, adequacy of preparation for the lesson, content mastery, assistance to needy students, classroom management, involvement of learners in the learning process, availability and use of teaching learning materials, use of a variety of delivery and assessment methods, as well as marking and provision of prompt feedback to learners. Table 8 presents findings from the classroom observation.

It can be observed from the response frequencies to the 10 key dimensions of teaching that, first, most teachers teach from well to very well; secondly, most teachers handle classroom management very well; thirdly, the teaching of language (English and Kiswahili) ranges from satisfactory to very good; and finally, some teachers (mainly social science teachers, but also science and mathematics teachers) experience problems in providing assistance to poor performing pupils, usage of available teaching and learning materials, using a variety of teaching methods, marking, and providing timely feedback to pupils. Professional development support needs to target such areas of weakness.
11. Implications of the research findings
These research findings, albeit preliminary, have implications for theory, policy, and research.

11.1 As far as theory is concerned, the model proposed by Rogan and Greyson does not adequately fit the unique features of the Tanzanian situation where academic qualification is a crucial component of teacher professional development programmes. This is particularly so because about 36.3 per cent of the teachers in primary schools have not yet attained the required qualifications and have to upgrade themselves from grade IIIC/IIIB to grade IIIA. Therefore there is a need to develop a teacher professional development model that addresses the specific requirements of the country.

11.2 As for policy, these preliminary research findings tend to suggest that continuous and sustained programmes for teacher development largely depend on support that the teacher gets at school level. Therefore, while it is recognized that teacher professional development requires support of many stakeholders at various levels, there is a need for the ministry for education and vocational training to provide requisite resources both human and financial at the school and cluster level. This can be done more efficiently through reviving the support to and use of Teachers Resource Centers.

11.3 Finally, and in relation to research, studies similar to the present study need to be carried out in several more districts and schools. This will serve to improve the validity and reliability of the above conclusions and recommendations.
Table 8: Number of teachers observed 11 (KIS 3, SS 5, SC/MATH 3) at Vwawa and Nandanga primary schools in Mbozi District

<table>
<thead>
<tr>
<th>S/N</th>
<th>Dimension</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>KIS</td>
<td>SS</td>
<td>S/ MATH</td>
<td>KIS</td>
<td>SS</td>
</tr>
<tr>
<td></td>
<td><strong>RESPONSE FREQUENCIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Interaction/moral le</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Preparation</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Mastery</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Assistance</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Management</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Participation</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Availability of TL</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Use of TL materials</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Use of variety methods</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Marking/feedback</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Sub-total frequencies</td>
<td>15</td>
<td>3</td>
<td>24</td>
<td>28</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td><strong>Total (%)</strong></td>
<td><strong>18 (16.4%)</strong></td>
<td><strong>71 (64.5%)</strong></td>
<td><strong>21 (19.1%)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** 1 = Very poor; 2 = Poor; 3 = Satisfactory; 4 = Very good; 5 = Excellent

**Class size:** 29 to 65 pupils
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