

**THE QUALITY OF PRE-SERVICE PRIMARY SCHOOL TEACHER
EDUCATION IN TANZANIA: AN INVESTIGATION INTO POLICIES
AND PRACTICES**

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“This thesis is my original work and has not been presented for a degree in any other University”

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DEDICATION

This study is dedicated to my wife **Fidesta** and children **Maryleonia, Emmanuel, Consolatha, John** and **Francisca**. May the Almighty God give them a blessed future.

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ACRONYMS

ADEA	Association for the Development of Education in Africa
CIPP	Context Input Process Product
CPD	Continuous Professional Development
CSEE	Certificate of Secondary Education Examination
EFA	Education For All
ESR	Education for Self Reliance
ETP	Education and Training Policy
EU	European Union
IAE	Institute of Adult Education
ICT	Information and Communications Technology
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
NCATE	National Council for Accreditation of Teacher Education
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and development
PEDP	Primary Education Development Plan
PRESET	Pre-service Teacher Education
QTS	Qualified Teacher Status

SSA	Sub-Saharan Africa
TDMS	Teacher Development and Management Strategy
TE	Teacher Education
TEMP	Teacher Education Master Plan
TTA	Teacher Training Agency
TTC	Teacher Training College
TTISSA	Teacher Training Initiative for Sub-Saharan Africa
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
URT	United Republic of Tanzania
USA	United States of America
WGTP	Working Group on the Teaching Profession

ABSTRACT

This study investigated the quality of pre-service primary teacher education in Tanzania and determined the extent to which policies and practices affect the quality of pre-service primary teacher education. The research objectives of the study were to identify factors affecting the quality of pre-service primary TE in Tanzania; examine whether the TE policies has any influence on the quality of pre-service primary TE; establish whether the pre-service primary teacher training process influence the quality of pre-service primary teachers; and, finally, to propose appropriate strategies that would help to improve the quality of pre-service primary TE. The study adopted a descriptive research design. The sample was 412 respondents. Data were gathered using questionnaires, interviews and observations. The analysis was done using qualitative and quantitative approach. Computer software - Excel for statistical analysis was used. The findings revealed that various factors affected the quality of pre-service primary TE. The study found that weak Grade A trainees enrolled, underdeveloped and overloaded curriculum, scarcity of teaching and learning materials, poor working environment in the TTCs and the shortage of funds affects the quality pre-service primary TE process. In fact, the TE policy does not encourage the enrolment of best students in the pre-service primary TE. Moreover, the TTCs' inspection and quality assurance system remained weak. Furthermore, Grade A tutors are largely under qualified and face the challenge of overcrowded classes and insufficient teaching and learning materials and access to ICT. As such, there is a need to reform the TE policy, improve the admission criteria, ensure adequate supply of basic amenities, reform the Grade A curriculum and introduce subject specialisation, improve training and recruitment of Grade A tutors. Though good TE policy is necessary, but it is insufficient on its own. In this regard, the study recommended a change of mindset coupled with political will to achieve quality pre-service primary TE.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the study. Specifically, it presents the background to the study, statement of the problem, study objectives and research questions. It also presents the significance of the study, delimitation and limitation of the study, assumptions, conceptual framework, theoretical framework, operational definitions of terms and conclusion.

1.1 Background to the Study

Teacher education (TE) is a process, which is vital in the preparation of future teachers. It prepares individuals to work at different levels of basic education. Moreover, it incorporates a set of parameters such as professional knowledge and understanding, professional skills and abilities, professional values and personal commitment (McGettrick, 2006). These ideas enable prospective primary teachers to gain knowledge necessary for inner self-development and commitment to the teaching profession.

A figurative interpretation of pre-service primary TE shows that it helps trainees to acquire knowledge and skills relevant to their future practice. Therefore, it should include educating future primary teachers in both the content and methods of their work and how they will interact daily with their pupils in the classroom (Sobol, 2006). According to Farrant (2005), the main

focus is on enabling prospective teachers to gain appropriate knowledge and skills on teaching and learning.

Generally, the process of preparing teachers is a continuous process that can last the entire career of the teacher. It is also a life-time process that can be divided into a series of phases or cycles (Dunking, 1987; Farrant, 2005). According to Farrant (2005), the first cycle is pre-service training, (designed and given before the teacher begins to teach); the second cycle, covers induction training (training given during the teacher's initial teaching experience), the third cycle, is in-service training (special training designed for the practising teachers as more needs arise during their teaching career). This study focuses on the pre-service primary teacher preparation in Tanzania. The underpinning discussion is on the quality of pre-service primary TE. The crux of the study is to establish the conditions that influence the quality of pre-service primary TE in Tanzania. This study, therefore, tracked the initial stage of pre-service primary teacher preparation from the policy level, admission process, the actual training process in different public and private Teacher Training College (TTC) to certification and deployment. Thus, there is a need to put light on the concept of quality.

The concept of quality is a complex concept. It has been defined differently over time. According to Adams (1993), quality has multiple meanings, which depend much on individual values, interpretations and efficiency concerns. It is

viewed as the level of excellence in performance (Mosha, 2002), and customer satisfaction on a certain product or services received in addition to meeting or exceeding the expectations of customers (Hawes and Stephen, 1990; Murgatroyd and Morgan, 1994). Therefore, quality shows how good or bad something is, in this case a product or service subject to the test of the consumer. As such, quality makes a product or service more relevant to the needs and satisfaction of the consumer, or education stakeholder. The term quality provides room for subjective interpretation of individuals or groups involved over time. Even within a group, the degree of interpretation of the term quality may vary significantly.

The quality of pre-service primary TE can be a well-organised system and process of teacher preparations. It is education, which enables prospective primary teachers to acquire academic competence (mastery of the subject matter, mastery of language of instruction and mastery of areas of specialisation), professionalism (ability to adhere to a set of rules, regulations and ethics), and pedagogical competence (actual classroom performance as a teacher) (Bransford *et al.*, 2005). Therefore, the concept of quality of pre-service primary TE denotes the focus on the relevance of what is taught, how it is taught, how well the trainees learned, mastery of basic skills and values that enable them to perform their duties as primary teachers. According to ETS (2004), the main focus of quality TE is on enabling prospective teachers to acquire basic skills, detailed content knowledge of subject they are going to

teach, subject specific pedagogy and teaching skills. Therefore, prospective primary teachers must have a high degree of intellectual understanding to enable them to acquire an adequate knowledge base for each subject matter they are expecting to teach.

The quality of pre-service primary TE is embedded in the input, process and output of different features found in the establishment. In fact, its significance centres on the realisation of different quality indicators. Camilli and Firestone (1999) suggested four uses of indicators in the educational context that includes description, monitoring, diagnosing problems and accountability. Indicators, which are embedded in the local context, describe what ought to be done to improve the quality of pre-service primary TE in Tanzania.

The key indicators of pre-service primary TE include the following: first, the quality of the TE programme and its interrelated elements; second, adherence to the standards outlined in the policy and admission requirements; third, relevant teaching and learning materials including trainees and their tutors access to ICT and fourth, the quality of the programme curricular. The inappropriateness of the curriculum content could affect the outcome. In addition, lack of focus on teacher preparation programmes curricular tends to affect the quality of the training process (Galabawa, 2001; Kosnik and Beck, 2009). Also relevant is the available and use of competent and accountable teaching personnel at the college. In Tanzania, owners of some private TTCs

recruit retired secondary school teachers. According to Mulkeen (2010), these tutors are not well-equipped to deliver training in a practical and relevant manner. As a result, many trainees are insufficiently trained and supervised. Six: the quality of instruction at the college. Also, the length of the field experience among prospective primary teachers can be a key indicator. The prospective primary teacher also acquires appropriate knowledge, skills and competencies in their field of practice. The appropriate system of internal and external monitoring and evaluation of the study programme is another key indicator. According to the URT (2001), the system of monitoring and evaluation as well as providing feedback in the primary TE programme in Tanzania remains generally weak. Other indicators of the quality of primary TE include appropriate system for examination, certification and conducive teaching and learning environment at the college. However, the system of examinations for pre-service primary in Tanzania TE is inadequate, because it focuses on testing knowledge and ignores the practical skills (Babyegeya, 2006; URT, 2001).

Pre-service primary TE occupies an important position in the educational establishment. In this regard, it provides vital education to prospective primary teachers, which enables them to function effectively in their respective field of practice (Farrant, 2005). Similarly, Darling-Hammond and Bransford (2005) claim that the goals of pre-service preparation are to provide teachers with the core ideas and a broad understanding of teaching and learning, which are

necessary for their future career development. However, some TE research suggests that, in practice, pre-service training does not always produce the expected outcome (Grant, 1994). From this perspective, Frankel (2008) claims that developing teachers who can make a difference and effectively teach children remain the most pressing issue in TE around the world. Thus, the nature and quality of TE affects the quality of teachers trained and deployed. This remains a subject of much concern worldwide (Bennett, 1996). As a result, it affects the quality of basic education offered and students' performance. Over all, its impact on the academic development of the children is far reaching as it affects individual pupils and the community at large.

In the United States of America (USA), TE research suggests that teacher preparations have received enormous attention. Yet, TE researchers wrestle with what constitutes quality teacher preparations as the system continues to get tough on results and standards (Bartell, 2001; Cochran-Smith, 2006; Darling-Hammond, 2000; Cochran-Smith and Fries, 2008). According to Cochran-Smith (2006), pressure is on the TE provider (higher education institutions) to train teachers who can make a different or quit teacher preparation. As a result, they work hard and adhere to policy directives. Moreover, in the USA, there is a strong emphasis placed on ensuring that pre-service primary teachers gain an appropriate subject knowledge base and aspects of pedagogy and child development (Hoban, 2005; Huang, 2006).

Adherence to the policy directives is paramount, and teacher providers follow the stated standard and minimise things that may affect the quality of teacher preparation. Yet, educational research reveals that some individuals who attended formal pre-service TE programme in the USA were academically weak and under-prepared for teaching (Hoban, 2005). Other educational researches reveal that TE is under-resourced while pressured to admit additional students (Goodwin and Oyler, 2008). Furthermore, the pressure to admit more students may lead to enrolment of candidates of questionable quality and credentials. As a result, tutors face a burden to ensure that those enrolled are prepared to meet the expected policy standards as outlined in the National Council for Accreditation of Teacher Education (NCATE). Meanwhile, Wilson and Tamir (2008) revealed that, in the USA the quality of TE is maintained by different institutions such as NCATE, which is responsible for the accreditation of teacher preparation institutions, the National Board for Professional Teaching Standards (NBPTS) and the American Board for the Certification of Teachers' Excellence (ABCTE). However, these organisations are agencies of quality control of primary TE and quality of teaching in addition to serving as an instrument of extending federal policy control in the USA, which in practice tends to undermine the performance of education school (Imig and Imig, 2008).

In the European Union, the Education and Culture section of the EU commission has a significant influence on the quality of TE. A study by Drudy

(2008) found that, the EU encourages high standard TE, and outlined teacher competencies, qualifications and status expected of each teacher. A study by Freire and Estrela (2009), concluded that in the EU each member state retained autonomy on modalities of teacher preparations. On the other hand, for example, in England and Wales, higher education institutions have a vital role to play in the primary TE process. The preparation process for primary teachers is done in partnership with the university and primary schools, which is popularly known as the school-based approach (Richards *et al.*, 1998). In England, and Wales, higher education thus, occupies a central stage in the preparation of primary teachers. The preparation process occurs in partnership with the primary school (Hyland and Wood 1998; Richards *et al.*, 1998). Furlong *et al.* (1996) hailed the model as one of the most effective forms of initial TE because it gives the student-teacher ample time to practise in the school. Yet, the model faces difficulties such as diminishing resources within higher education institutions.

Another weakness of this model, according to Bennett (1996), is based on its focuses on ensuring that trainees master the training environment during their preparations, with little emphasis being placed on the subject matter preparations. Because of the limited time, the teacher educator tends to ensure that trainees master pedagogical knowledge and skills, while neglecting their subject matter knowledge (*ibid.*). Moreover, Richard's (1998) study reveals that considerable inadequacies on the performance of educational institution on

TE and training are associated with the trainee's proficiency in the school. As a result, government intervention in ensuring quality is significant. For example, circular 10/97 stipulates accreditation requirements and introduces the curriculum for initial teacher training in addition to limit the number of subjects. Circular 4/98 states what the course is and how long it should last, the entry requirements, assessment and resourcing (DFEE, 1997; DFEE, 1998). Therefore, ensuring quality education for pre-service primary teachers in England and Wales requires all TE providers to adhere to policy directives and professional standards as outlined by the Teacher Training Agency (TTA).

In Sub-Saharan Africa (SSA), each country has its own modality of primary TE. Overall, however, TE research in these countries reveals a strong link to the former colonial masters and strong influence from the development agencies on the policy and modality of primary teacher preparations. As a result, it is characterised by limited capacity of the educational system to provide a stable policy basis for the development of TE (Dladla and Moon, 2002). Other researches reveal that in these countries the quality of pre-service primary TE is prone to quick-fix political solutions, (Kaluba 2004; Hoban, 2005; Lewin, 2002). In some cases, quality and standards of primary TE are fragile because of the need to provide enough teachers to meet the demands of high enrolments in primary schools (Ayemi, 2008; Frankel, 2008; Zeichner and Ndimande, 2009). As a result, the majority of the primary teachers in SSA lack appropriate education and training (Johnson, 2009; Moon, 2007). Over all, the

quality of primary teaching across the SSA suffers because of inadequate preparation of pre-service primary teachers (Kruijer 2010; Mulkeen 2010). This indicates that pre-service primary TE in many SSA countries does not necessarily meet the expected policy standard.

In fact, the main challenge facing SSA countries, according to Frankel (2008), is the problem of finding enough teachers with appropriate pedagogical preparation, competencies and linguistic skills to work in the rural areas. Another challenge facing policy makers is based on the cost-effective judgment that the longer the training, the more expensive it is and the shorter it becomes, the difficult it becomes to produce quality teachers (Lewin and Stuart, 2003; Schwille and Dembele, 2007; UNESCO, 2007). In consequence, some SSA countries have to contend with lower standards for those joining the primary teaching career. Lewin's (2004) study questions the impact of pre-service primary TE programme and the quality of teacher trained in different colleges in SSA countries. Lewin points out that, the time allocated to prepare these teachers and enable them to gain subject matter knowledge, teaching methods and appropriate knowledge and skills on how to work with children is not adequate (ibid.). Consequently, primary teachers trained and deployed lack appropriate subject knowledge and relevant skills to work in primary schools. This situation has a detrimental effect on the quality of basic education on offer.

In East Africa, despite the existence of the East African Community (EAC), each country has its own TE policy and modalities for pre-service primary TE. One of the common features of the primary teaching career is based on its employing majority of the civil servants; and, yet, it also fails to attract high performing students to this profession. In fact, researches on TE show a significant variation in the emphasis on quality pre-service primary teacher preparations among member states due to lack of relevant research, insufficient funding, quality of student enrolment and frail policy (Kruijer, 2010; Mosha, 2004; Sifuna and Sawamura, 2010). This reality translates into the preparation of primary teachers who are unable to make a difference in their field of practice. Subsequently, TE stakeholders start to question their quality, integrity and ability to perform their duties effectively.

According to Adeosun *et al.* (2009), the process of preparing primary teachers in Nigeria faces many challenges including the disparity between policy pronouncement and its implementation. Other concerns emanate from inadequacies in curriculum orientation for prospective primary teachers, lack of proper monitoring of the academic activities in the college, shortage of funding and the use of unqualified teacher educators (*ibid.*). Also, weak academic qualification for those joining pre-service primary TE and the problem of dilapidated infrastructures in the college has damaging impact on primary teacher trained and deployed (Johnson, 2009). Furthermore, the inconsistency in the duration of teacher training, resource allocation, trainees enrolled and in

existence of ample structures, compromises the quality of teacher training affects and, ultimately, pre-service primary TE (Akinbote, 2000; Ayemi, 2008; Lewin and Stuart, 2003; UNESCO, 2007). Subsequently, there is poor preparation of primary teachers.

In Tanzania, the quality of pre-service primary TE is not any better. The expected qualities, standards and objectives¹ of primary TE outlined in the Education and Training Policy (ETP) of 1995 is hardly met. As a result, the TE stakeholders question the relevance and application of the current policy and its related guidelines (Chediell, 2013). This indicates that, in some cases admission is not based on the policy standards, especially at the lower levels such as Grade A (Anangisye, 2010; Temu, 1999).

Another related problem is based on the admission process being based on academic certificates only without a thorough check of the candidate's commitment to the teaching profession and disposition. This practice has a wider implication for the quality of pre-service primary TE process and it affects the quality of primary teacher trained, deployed and retention. In this regard, stakeholders raise their concern on the ability of teachers to facilitate

¹ To impart to teacher trainees theories and principles of education, psychology, guidance and counselling;
 To impart to teacher trainees principles and skills of pedagogy, creativity and innovation;
 To promote an understanding of the foundations of school curriculum;
 To sharpen the teacher trainees' and tutors' knowledge and mastery of selected subjects, skills, and technologies, and
 To impart skills and technologies and research, assessment and evaluation in education (URT, 1995, p.7)

effective teaching and learning in public primary schools (Sumra, 2006; Uwezo, 2010). In consequence, parents with higher income send their children to private primary schools. Yet, the majority i.e. children from low income families continue to suffer because they are taught by largely incompetent primary teachers and receive low quality of primary education. This implies laxity in the system of educational policy implementation. The possible implication is preparation of incompetent primary teachers.

A search of TE literature in Tanzania revealed that individual and private agencies, which invest in education to complement government efforts, may not follow government guidelines outlined in the ETP. This was characterised by the mushrooming of TTC, enrolment of trainees without relevant qualifications in pre-service primary TE and the use of unqualified tutors, especially in the private colleges. Moreover, these TTCs lack appropriate library facilities and laboratory equipment. Presumably, this problem appears connected with the preparation of primary teachers of questionable quality (Komba, 2009; Babyegeya, 2006; Temu, 1999). Therefore, quantitative expansion appears to have failed to combine with qualitative expansion.

In Tanzania, pre-service primary teacher preparation is conventional in nature (Anangisye, 2010; Mhando, 2006). A conventional pre-service primary TE refers to the teacher preparation process that requires prospective primary teachers to spend much of their training on the TTCs, with limited time for

clinical practice in a primary school. Therefore, prospective primary teachers get college education, and go to practice in primary schools. Unfortunately, TE studies in Tanzania reveal that, students with poor qualifications such as division four and zero in their Form IV national examinations were enrolled in the pre-service primary teacher training programmes (Anangisy, 2010; Kruijer, 2008). The implication is limited academic capacity among prospective primary teachers enrolled in this programme. This outcome is associated with ETP of 1995 that demands for the enrolment of students with division I - III to A level secondary education². As a result, the policy leaves the poor performing students to join primary TE colleges. This implies policy failures and government laxity in valuing pre-service primary TE. This situation raises questions on quality as the colleges are forced to train poor performers to become primary teachers (Kitta and Fussy, 2013). This situation prompted teacher education scholars to claim that, these individuals have no other places to go in the academic realm, as they do not qualify for advanced

² **NECTA criteria of awarding divisions:-** Form Four awarding system divisions and points:

DIVISION ONE (I): Passes in at least 7 subjects including: Passes at grade A or B or C in at least five subjects. Reaches an aggregate of more than or equal to **7** points but less than or equal to **17** points, taking the candidates' best seven subjects.

DIVISION TWO (II): Passes at grade A or B or C in at least four subjects Reaches an aggregate of more than or equal to **18** points but less than or equal to **21** points, taking the candidates' best seven subjects.

DIVISION THREE (III) Passes in at least seven subjects one of which must be at grade A or B or C **OR** Passes in at least five subjects two of which must be at grade A or B or C. Reaches an aggregate of more than or equal to **22** points but less than or equal to **25** points, taking the candidates' best seven subjects.

DIVISION FOUR (IV): Passes in at least one subject at grade A, B or C. **OR** Passes in two subjects at grade D. Reaches an aggregate of more than or equal to **26** points to **33** points but less than or equal to 33 points, taking the candidate's best seven subjects.

DIVISION ZERO (O): Does not full fill the conditions for awards of the Divisions (I-IV).

secondary education (A Level) and other tertiary institutions (Mhando, 2006; Mkumbo, 2012). Therefore, it is difficult for them to cope with the rigorous academic demands during their training process. Inevitably, there has been poor performance among practising primary teachers, hence poor quality in the basic education on offer.

A related problem is that of the training duration and the subsequent dilemma on whether the focus of the curriculum should be on the subject matter (content) or pedagogy (methodology) or both. The Teacher Education Master Plan (TEMP) of 2000 reveals that, the Grade A curriculum failed to cover all the subjects taught in primary schools (Galabawa, 2001). According to Galabawa, the pre-service curriculum focuses on imparting academic content rather than on fostering professional knowledge, skills, and attitudes. Moreover, it does not encourage subject specialisation. In addition, the pre-service primary TE curriculum is overloaded. It covers many subjects, yet it is neither detailed enough to support tutors to teach it well nor for trainees who follow it (Bhalalusesa *et al.*, 2011). Also, the number of subjects taught and the manner in which they are taught, mostly using lectures, talk and board notes, and limited handouts raises concern about the quality of education prospective primary teachers receive. As a result, it impedes on the prospective primary teachers' capacity to meet all the requirements.

Another pitfall of the pre-service primary TE curriculum is lack of a balance between academic content and methodology. Apparently, the curriculum seems to put more emphasis on academic content, while neglecting methodology aspect. In consequence, training arrangements for pre-service primary teacher remain largely ineffective and unable to produce teachers who can apply learner-friendly teaching strategies (O-Saki, 2005; UNESCO, 2004).

In Tanzania, the introduction of Universal Primary Education (UPE) in the 1970s stimulated massive enrolment in primary schools, and demands for more primary teachers. This situation forced the government to turn to the untrained teachers and the introduction of crash³ programmes for primary TE. Lack of adequate qualified individuals to meet the demands, lack of resources, inappropriate policy and poor arrangements forced the government to introduce crash programmes for primary TE (Mosha, 2004). Over all, the rapid expansion of enrolment has restrained the government's ability to provide vital requirements to Teacher Training Colleges (TTCs). This situation affected the quality of primary teacher preparation. In addition, it deprived primary

³ In 2002, the crash programme for Grade A primary school teachers was introduced. Under this programme, a teacher trainee was supposed to stay one year at the college and the second and last year at the working station, so as to meet the great demand for primary teachers.

In 2006, the induction course for licensed secondary teacher was introduced. Under this programme, trainees (Form Six leavers) spends one month of training at a centre before getting license to teach in secondary schools. Recruited teachers under this programme were nicknamed 'Voda faster', a Vodacom expedited way of credit topping up, which allow customers to top up their credit or air time.

education of qualified teachers and contributed to the decline of the status of teaching profession in the country.

In Tanzania, like elsewhere in Africa, the liberalisation of TE provision mostly from the 1990s affected the quality of teacher preparations. The liberalisation of TE provision created room for the private enterprise to engage in the primary TE process. This bitter reality erodes government control of admission, content of training and diminishes the quality of tutors. Therefore, the existing form fails to meet the expected future needs of pre-service teachers (Moon, 2007). In other words, the overall quality of primary teachers it was producing remains largely questionable.

The launching of the Primary Education Development Programme (PEDP) focusing on increasing access to primary education and raising its quality in 2001 exacerbated the demands for primary teachers in Tanzania. Yet, the capacity of the government to meet the new demands for primary teachers was limited due to inadequate capacity of the existing teacher training colleges. This stimulated the introduction of a two-tier system for pre-service primary teacher education in a bid to meet the demand for primary teachers. Under these changes, Grade A trainees spent the first year in college and the second year, in a primary school working as qualified teachers. Unfortunately, the school-based year was not done properly, because schools did not have well-prepared mentors and adequate resources to assist the trainees. This system put

the quality of TE and basic education into question. In fact, compressing curriculum designed for two years into one year entailed omitting some important components of the syllabus. As a result, trainees gained limited knowledge.

Another vital concern for quality was lack of a mechanism for supervision and assessment in the schools where the trainees were placed (Babyegeya, 2006). Thus, stakeholders questioned the quality of primary teachers and their initial preparation process (Anangisye, 2010; Sumra, 2006; Uwezo, 2010). The crash programme for Grade A teachers affected the quality of primary TE, their status in the community and the quality of basic education on offer. One of the indicators of low qualities of primary teacher preparation is manifested in the growing number primary school leavers who cannot read and write (Uwezo, 2010).

Traditionally, pre-service primary teacher training process in Tanzania has consisted of two-year study in college. Very little time is given to the teaching practice in school. The capacity of the college to supervise effectively teaching practice has often been limited due to funding constraints (Bhalalusesa *et al.*, 2011). Lack of adequate funding for teaching practice may affect private colleges, which have low enrolments and, thus fail to benefit from economies of scale. As a result, pre-service primary teacher trainees are left on their own to build their own teaching survival skills without proper guidance and

mentoring in school. They also face challenges in line with changes in the teaching approaches in primary school from teacher-centred to competence-based approach. Consequently, trainees were obliged to prepare lesson plan and pupils' assessment based on the demands of the school, contrary to what they had been learning and practising during the single lesson practice in their respective colleges (Bhalalusesa *et al.*, 2011).

In some cases, teaching practice arrangements for pre-service primary teacher trainees is sometimes a problematic and confusing assignment. As they left their college to the centre in a primary school, they were told to observe how experienced teachers carried out teaching. These teachers were also supposed to assist them with minor classroom activities. In practice, things are quite the opposite. When they get into a primary school, they are handed a subject to teach without any guidance from an experienced subject teacher. They also have to contend with inadequate facilities and equipments as well as undisciplined pupils. Their supervisor may visit them once, or use school officials to assess them at the end of six weeks of block teaching practice. This trend tends to erode the confidence of the pre-service teacher-trainees and their performance. It also affects the quality of primary education in the long run.

The government responded to the stakeholders concern on the quality and competence of practising primary teachers by instituting various policy initiatives. The TE stakeholders include the government and its agencies,

university educationists, the civil society, non-governmental organisations (NGOs), United Nations agencies and the media. The government's policy initiatives include the enactment of the Educational Act No. 25 of 1978, the Education and Training Policy of 1995, the Tanzania Vision 2025, the Primary Education Development Plan (PEDP) - 2002-2006 and the Teacher Education Development and Management Strategy (TDMS) 2008-2013. Yet, the government responses have been deemed inadequate, as the system of pre-service primary teacher preparation remained largely unchanged. Very little was achieved because the focus was on preparing enough teachers so as to meet the EFA demands while ignoring quality issues. The policy itself was rather problematic since it discourages higher performing student from joining primary teaching career.

Financing the TE sub-sector is another concern that affects the whole process of pre-service primary teacher preparations. According to the TEMP, this sub-sector is one of the lowest financed compared to other sub-sectors in the Ministry of Education (URT, 2001). Shortage of funds stimulates a chain of limitations, including poor infrastructure and buildings such as classroom, laboratory and dormitory in the college; insufficient teaching and learning materials, inadequate laboratory equipments, chairs and tables. It also affects teaching practice arrangements, the availability of enough quality teaching personnel and support staff at the college. Malyamkono and Mason (2006) associate inadequate funding of TE sub-sector with the internal inefficiency of

the educational system. Therefore, inadequate funding was partly to be blamed for poor quality of the pre-service primary TE process. In other words, this sub-sector has not been receiving the kind of support it needs from the political and economic system.

1.2 Statement of the Problem

Tanzania has experienced sub-standard and low quality pre-service primary TE. The state of pre-service primary teacher preparations is not convincing and the preparation process is haphazardly done. In fact, evidence suggests that the national desire to provide quality primary education cannot be achieved without proper attention being to the preparation of quality primary teachers (Kitta and Fussy, 2013). During the training process trainees reportedly faced confusing situations, they were neither able to deal with nor receive appropriate support to handle the predicament (Hardman, 2009). Much of the government efforts focused on increasing the number of primary teachers (quantity) rather than on the quality of their education and training. As a result, complaints have been raised by different education stakeholders on the quality of pre-service primary TE and quality of teachers working in primary schools as well as their ability to facilitate effective learning process (Mosha, 2004; Mushashu, 2001; Sumra, 2006; Uwezo 2010). Moreover, the system has failed to prepare primary teachers who can make a difference in Tanzania's schools and improve the quality of primary education. Overall, the impact of these constraints is pervasive and far-reaching, affecting as they do to individual

trainees, communities and the quality of basic education generally. It was due to this depressing situation pertaining to the primary education that the researcher embarked on investigating the quality of pre-service primary TE in Tanzania. In fact, there has been no comprehensive study on why the system of primary TE in Tanzania remained the same for years without any significant progress on the quality of pre-service primary teacher preparation being made. The study, therefore, seeks to establish different factors affecting the quality of pre-service primary TE in Tanzania, and the extent to which policy and practices affect the quality of primary TE.

1.3 Purpose of the Study

The purpose of this study was to investigate the quality of pre-service primary TE in Tanzania and determine the extent to which policies and practices affect the quality of pre-service primary TE. The information generated could be useful to the TE stakeholders in efforts aimed to improve the quality of pre-service primary teacher education in Tanzania.

1.4 Objectives of the study

Specifically, the study sought to accomplish the following objectives:

- i. To identify factors affecting the quality of pre-service primary teacher education in Tanzania.
- ii. To determine whether teacher education policies have any influence on the quality of pre-service primary teacher education.

- iii. To establish whether the pre-service primary teacher training process influences the quality of pre-service primary teachers.
- iv. To propose appropriate strategies that would help improve the quality of pre-service primary teacher education in Tanzania.

1.5 Research questions

The study was guided by the following research questions:

- i. Which factors affect the quality of pre-service primary teacher education in Tanzania?
- ii. To what extent does the teacher education policy influence the quality of pre-service primary teacher education?
- iii. To what extent does the pre-service primary teacher training process influence the quality of pre-service primary teachers?
- iv. What strategies could help improve the quality of pre-service primary teacher education in Tanzania?

1.6 Significance of the study

The findings of the study ought to be significant in the following ways:

The Ministry of Education and Vocational Training (MoEVT) may benefit from the study in the realisation of what to include in meeting pre-service primary teacher training needs. Teacher educational stakeholders and practitioners may use the information in designing and delivering excellent pre-service primary TE. The findings may also be used to identify ways and means

for addressing the problem as well as the challenges facing pre-service primary TE. Moreover, the findings may be used by the respective authorities to design strategies useful in reviewing and improving the quality of pre-service primary TE in Tanzania. Similarly, TTC principals might use the finding in identifying factors useful in improving the pre-service primary TE process and, hence, make necessary adjustments. The findings may also be used by academicians and educational researchers in understanding how to improve the quality of pre-service primary TE. In other words, the dissemination of the study report and making it available for public use at the Institute of Adult Education library and Ministry of Education library is crucial.

1.7 Delimitation and Limitation

1.7.1 Delimitation

This study confined itself to investigating the quality of pre-service primary teacher education and its related policy and practices in Tanzania. It analysed various official documents dealing with TE in addition to interviewing various pre-service TE stakeholders such as Grade A trainees, registrars, TTC tutors, university dons, consultants, NGO officials and officials from the MoEVT dealing with TE. As only pre-service primary TE was studied, the findings cannot be generalised to other areas of TE and training, leading to the award of Diploma, Postgraduate Diploma and Bachelor degrees in education.

1.7.2 Limitations

In the process of conducting this study, the researcher encountered the following limitations: *First*, as quality is a complex and multidimensional concept, it raises the possibility of Teacher educational stakeholders failing to share the same definition and comprehension of its meaning. Individual interpretations of 'quality' may result in discrepancies when assessing the quality of TE. However, TE stakeholders should be guided somewhat towards having a similar understanding of the quality of pre-service primary TE and it should not be generalisable to other areas of TE and training.

Second, were time constraints on the side of respondents. In the course of data collection there were some delays in obtaining information from some of the respondents. Some respondents complained that time spared for collecting data collided with their working schedule. Likewise, some respondents were not always in their respective offices. To overcome these problems, some of the respondents were visited three to four times until the researcher had an opportunity to interview them. The mobile phone was used to contact and setting appointments and arrange for interviews with respondents.

Third, there were some discouraging responses from some of the respondents. Indeed, some respondents were reluctant to be interviewed and these happened due to lack of the right qualification to work in the teacher training college as it was established latter. To resolve this problem, the researcher had to create an

atmosphere of friendship and trust by assuring the respondents that their identity will remain confidential and, thus, would not be linked to the information they provided.

Fourth, the open-ended questions in the survey were subjected to content validity but not reliability testing. To eliminate any discrepancies, a pilot study was conducted to refine the questions in addition to obtaining expert input.

1.8 Assumptions

The researcher's expectation was that, the conduct of the study was based on the principles and ethics of social sciences and educational research. Pre-service primary TE is an accepted means of preparing competent primary teachers. Therefore, he believes that all the respondents responded honestly to the research tool and that he got honest responses from all the respondents. Participants in the study made a positive effort to respond by engaging in reflective practice to provide information that describes their feelings, beliefs and experiences on pre-service primary teacher education in Tanzania. As a result, the researcher expects that the outcome of this study is of high quality.

1.9 Theoretical Framework and Conceptual Framework

1.9.1 Theoretical Framework

Teacher education, as a process, has evolved over a long period, from the ancient Greek philosophers to date. This process is shaped by the quest to

improve the wellbeing of the people in meeting the social, political, economic and educational needs of the time. Pre-service primary teacher preparations emerged from these societal needs and deeds. Its essence is to prepare professional primary teachers. This training gives prospective primary teachers a grip of knowledge, skills and competence pertaining to classroom practice. In this regard, Bartell (2001, p.190) suggested that ‘well-educated teachers have more to offer to their own student than those who are not fully educated in content and pedagogy’. And, Bennett (1996, p.81) claimed that, ‘teachers cannot teach what they do not know ... but neither can they teach well what they know without the other knowledge bases for teaching’. Therefore, primary teachers who have a capacity to acquire relevant knowledge base are essential. However, the knowledge base, which a prospective teacher receives during his or her preparation, is influenced by diverse contextual factors such as TE policies and its operational process.

Over all, pre-service primary teacher preparation is an outcome of different TE models. The spirit behind these models is based on the quest to improve teacher preparation, the quality of teachers trained, the quality of education and societal wellbeing. The model enabled prospective primary teachers to acquire skills, competencies, knowledge, attitudes and behaviours, which enable them to perform different tasks effectively in the classroom, schools and in a wider community. Moore (2004), discussed only three models, namely charismatic, competent craftsperson and reflective practitioner, focusing on how to make

someone a good teacher. Schwille, Dembélé and Schubert (2007), on the other hand, focus their discussion on one model, the ‘apprenticeship of observation’. Namubiru (2007) discussed six models, namely the Apprenticeship model, the technological-instrumental model, the normative-closed model, the subject-specific model, the Hermeneutic-dialectical model and the Empirical-analytical model. This study, however, only reviews three TE models namely the charismatic model, the apprenticeship model and the technological-instrumental model in relation to the quality of pre-service primary TE.

The charismatic model is based on the assumption that teachers are ‘born rather than made, and succeed by the sheer force of their personality’ (Moore, 2004, p.41). This model focuses on individual qualities, which are somehow inherent or even inherited. Therefore, the teacher/leaders are made in heaven and not prepared or trained (Moore, 2004). However, this model treats trivially knowledge, skills and competencies that individuals acquire over the years through direct or indirect training that enable them to become successful teacher. Literature reveals that, it is difficult for trainees to emulate and immediately practice as well as gain similar respect like their previous teacher in primary school during pre-service teacher preparations (Dalton, 1999; Moore, 2004). Therefore, the charismatic model depends much on individual perception, personality and the tendency to ignore direct and indirect training individuals may obtain over the years. Arguably, outstanding individuals, leaders and teachers who are charismatic do exist and their natural gift is

appreciated. Yet, a well-defined, systematic and relevant system of TE and training process should be the basis of one's qualification, certification and approval to practice teaching in various level of education.

The basic tenet of the apprenticeship model has to do with individual trainees' capacity to observe, make proper judgement and emulate what their master is doing and to do it successfully eventually. Therefore, trainees are obliged to stay and engage in various operations with the expert while observing him or her until they become experts and operate on their own (Namubiru, 2007). This model is also known as the apprenticeship of observation (Schwille, Dembélé and Schubert, (2007). With regard to TE, this model enables prospective teachers to learn about teaching by observing what their tutors do during lessons. It also enables them to recall the training approach used in their primary and secondary schooling. Therefore, this model is useful in the TE system that encourages school-based pre-service TE. However, critics fault this model for having a negative effect on prospective teachers' learning and behaviour (Evans, 1999; Kagan, 1992). Therefore, the conceptual knowledge and image of the person is disregarded because much attention is paid to copying what is happening as well as to emulating all that their masters do. This situation signals the promotion of rote learning in the acquisition of specific subject matter. Moreover, proponents of this model are silent on what might happen to the trainee if he or she is exposed to the negative behaviour of his/her master. Another pitfall would be when they emulate the silent

behaviours of their master that are unacceptable in the profession. In modern TE, though everything is defined, elements of apprenticeship model exist because trainees are exposed to tutors with diverse behaviours, skills and competencies. As a result, prospective primary teachers adopt varied behaviours from their tutors, which they use as a point of reference throughout their teaching career.

The technological-instrumental model is manifested by the academician's needs to integrate scientific insight into TE. According to Namubiru (2007), this model mainly emphasises preparing prospective teachers with adequate knowledge and skills relevant to their future profession. This model encourages prospective teachers to develop skills and knowledge that enable them to demonstrate various tasks in teaching (Moore, 2004). Under this model, educational researchers are introduced to competence-based TE.

According to Korthagen *et al.*, (2001), competence-based TE focuses on the development of vital observable criteria for good teaching. These competences are related to classroom management, planning and sharing of subject knowledge as well as assessing, recording and reporting on students' work. Therefore, the trainee's failures to acquire these competencies can be attributable to his/her intellectual capacity or circumstantial reasons, which may imply that the quality of the training process is inadequate.

The contention here is that, there is no single universal model used in the pre-service primary TE. After all, pre-service primary TE is a process, which involves interaction among many factors involved in the context, input, process and product. Therefore, the three models discussed are all useful in the process of preparing primary teachers because they have features vital in the interaction of the context, input, process and the product. In fact, these features are inseparable in the process of pre-service primary TE. As a result, teacher educators tend to employ a combination of elements from different models, based on the needs and intentions evident in the contextual framework. This contextual framework is shaped by the political and professional contexts (Mullen and Weaver, 2008). In Tanzania, the current emphasis in the pre-service primary teacher preparation is on the competence-based approach. This approach enables prospective primary teachers to develop skills necessary for them to evaluate what they have learned, and how they can make learning more effective. These TE models helped the researcher in understanding the real situation in the pre-service primary TE in the context of Tanzania. It also helped the researcher to identify a conceptual framework relevant for this study.

1.9.2 Conceptual Framework

According to Robson (2002), a conceptual framework is a diagrammatic form of expression that explains what is going on, what is happening and why, to identify different mechanisms operating in a particular situation, and the

conditions relevant to their operation. Since the quality of pre-service primary TE is a complex process that involves diverse functional elements in the educational system, the researcher adopted the Context, Inputs, Process and Product (CIPP) model of evaluation as its conceptual framework. The CIPP model of evaluation was developed by Daniel L. Stufflebeam in 1971 and modified in 2003 to guide the evaluation of different programmes and projects (Stufflebeam, 2003). The CIPP model of evaluation has been modified accordingly as depicted in Figure 1.1 (p. 33) as the conceptual framework in accordance with the objective of the current study. This model helped the researcher to show the influence of the context, input, process and product in exploring the complex nature of the quality of pre-service primary TE in Tanzania. The arrows in Figure 1.1 (p. 33) show the connection between the variables in the context of pre-service primary TE and variables associated with the inputs and the process of pre-service primary TE. It also shows the extraneous variables such as the motivation of the trainee to study and the motivation of the tutors to perform their duties properly. The outcome or product of the interconnections of these variables leads to the dependent variables that is, the quality of pre-service primary TE.

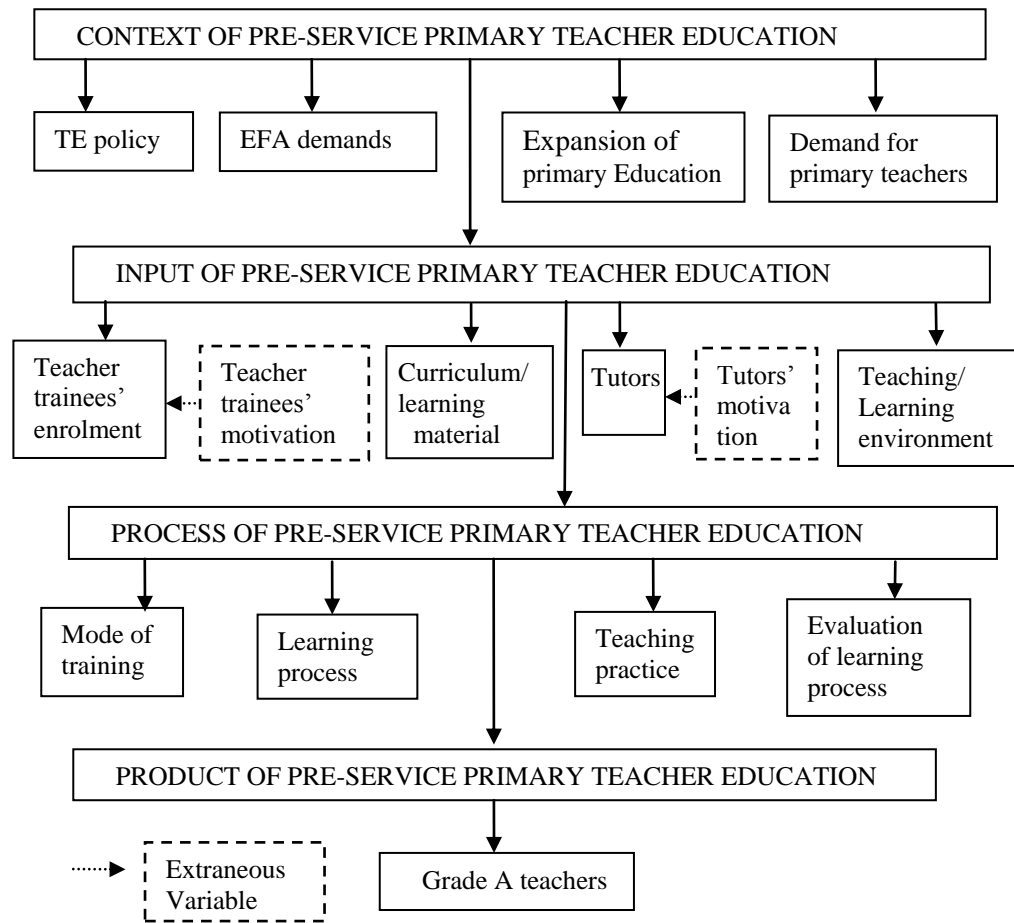


Figure 1.1 Factors behind quality of pre-service primary TE in Tanzania.

Figure 1.1 shows that, the quality of pre-service primary TE is the outcome of the influence of a number of factors embedded in the context, input, process and product. Apparently, the quality of pre-service primary TE is the outcome of interdependent variables. However, the quality of the policies itself is subject to internal and external variables such as the influence of the policy makers, political context of the time and its related decisions, donor support and the drive toward achieving EFA goals. Therefore, during the pre-service primary TE process all practices are in one way or another influenced by policies and directives from the government and its agents. The qualities of the

product, in these case pre-service primary teachers, depend on adherence to the policies and other variables. Key variable include the availability of resources in terms of human (quality of trainees and their educators), teaching and learning materials, and finances. The teaching and learning environment at the colleges, where the actual preparation process takes place, is another dependent variable. The motivation of the trainees and that of their facilitators (variables not shown on the diagram) has significant impact on the quality of pre-service primary teacher preparation process.

The CIPP model of evaluation, as a conceptual framework, helped to inform and guide the researcher on the reality of the pre-service primary TE. The tool assisted the researcher to obtain a clear picture and find the answers to questions on what is going on and why when it comes to the quality of pre-service primary TE in Tanzania. Therefore, the quality of pre-service primary TE is a dependant variable produced as a result of vital enabling elements such as policies, the environment, the admissions process, applicants' qualifications, programme setup, availability of resources – quality of teacher educators and materials, the teaching/learning process, curriculum, evaluation, decision-making at the colleges and programme attainment. Appropriate and smooth operations of these elements in the context of pre-service primary TE are critical in quality preparation of competent primary teachers.

1.10 Operational Definition of Terms

In this study, a number of significant terms are defined as follows:

- i. **Curriculum** refers to programme for learning that includes various subjects.
- ii. **Grade A** refers to certificate awarded to trainees who have completed a one or two-year training programme for primary school teachers.
- iii. **Policy** refers to a proposed course of action of an individual, a group or government to realise a specific objective within a given environment.
- iv. **Pre-service** refers to training course for teacher trainees fresh from school.
- v. **Teacher education** refers to systematic procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks in the classroom and school generally.
- vi. **Quality** refers to measure of how good or bad something is, in this case a product or service.
- vii. **Quality indicators** refer to the evidence of the presence or absence of particular qualities; they provide information on the state of a particular system. Measurable indicators for gauging quality such as sufficient resources, quality of trainees, adequately qualified tutors, relevant infrastructures. In addition, teaching and learning resources and coherence between instructional elements of the programme (classroom experience) and practical experience were utilised.
- viii. **Quality of primary teacher education** refers to focus on the relevance of what is being taught, how it is taught, how well the trainees learned and

mastered the basic skills and values that would enable them to perform effectively in their future career as primary school teachers.

1.11 Organisation of the study

The study consists of five chapters. Chapter one covers the introduction. It presents the background to the study, statement of the problem, purpose of the study and objectives of the study. It also presents research questions, significance of the study, delimitations and limitations of the study as well as basic assumptions, the conceptual framework, operational definition of terms and organisation of the study. Chapter two reviews literature related to the study. It covers the introduction, the concept of pre-service primary TE and the context, input, process as well as product of pre-service primary TE. It also covers factors affecting the quality of pre-service primary TE, strategies for improving the quality of pre-service primary TE, related empirical studies, literature gaps and conclusion. Chapter three presents the methodology of the study. Specifically, this chapter covers the introduction, research design, location of the study, target population, sampling techniques and sample size, construction of research instruments, pilot study, data collection techniques, data analysis techniques and ethical considerations. Chapter four covers data analysis, results and discussion. Chapter five deals with the summary, conclusions and recommendations. It also covers areas for further research. References and appendices appear in the final part of the thesis.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the introduction, factors affecting the quality of pre-service primary TE, the influence of TE policy on the quality of pre-service primary TE, the influence of the training process on the quality of pre-service primary TE and strategies for improving the quality of pre-service primary TE. The chapter also presents a synthesis of literature before establishing the knowledge gaps the study set out to fill, and finally presents the conclusion.

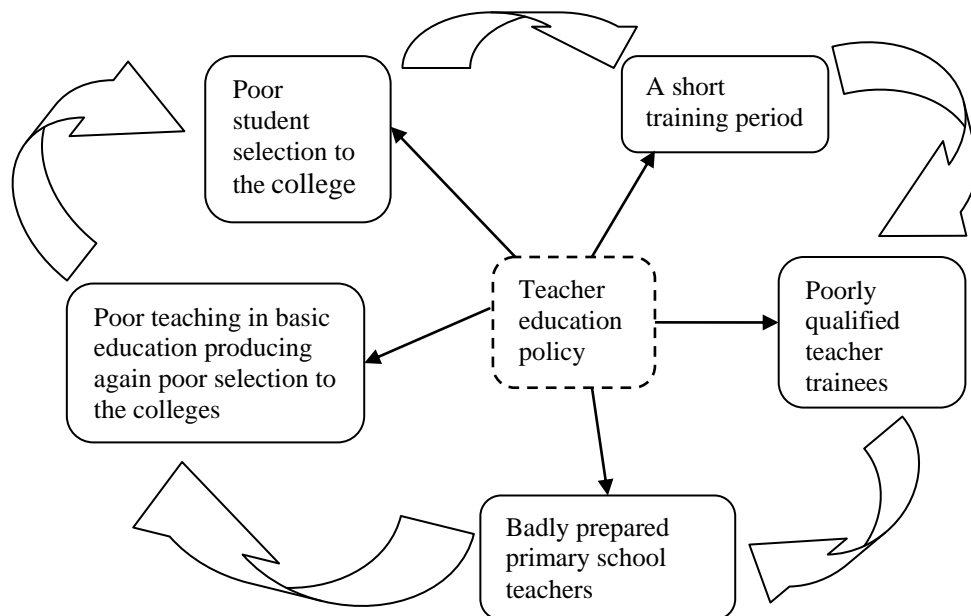
2.1 Factors affecting the quality of pre-service primary TE

The quality of pre-service primary TE in Tanzania is affected by diverse factors that associated with the TE policy and its related practices. TE policy is at the centre of pre-service primary teacher preparations. Therefore, it helps to determine the quality of trainees enrolled, the curriculum used, the duration of training and modes of assessments applicable in the pre-service primary TE process. Moreover, it outlines resources required including human (type and quality of tutor) and materials to be used (URT, 1995). Therefore, TE policy is the main aspect that affects the quality of pre-service primary TE in Tanzania.

A profound analysis of the attendant policy leads to the conclusion that, if the educational policy is weak, then, the quality of pre-service primary TE is likely to be affected. Moreover, empirical evidence suggests that, policy on the pre-

service primary TE in Tanzania and other parts of SSA is fragmented, incomplete, and under-developed (UNESCO, 2007; Lewin 2002; Lewin and Stuart, 2003; UNESCO, 2009; Moon, 2007). Therefore, it has detrimental impact on the quality of pre-service primary TE, trained primary teachers, and the community.

The persistence of low quality of pre-service primary TE in Tanzania is the outcome of ‘a vicious cycle⁴’ depicted in Figure 2.1:



Source: Researcher’s formulation based on Höjlund *et al* (2001)

Figure 2.1: A vicious cycle of pre-service primary TE in Tanzania

Figure 2.1 shows that, TE policy is at the centre of pre-service primary TE, which influences the quality of trainees enrolled, the duration of training and

⁴ This vicious cycle stems from: “poor student selection to the colleges; a short teacher training period; poorly qualified teacher trainees; badly prepared primary school teachers and poor teaching in basic education producing, again, poor student selection to the colleges” (Höjlund, Mtana, and Mhando, 2001, p.170).

the quality of the tutors used in the pre-service primary teacher preparation process. As a result, it has a significant impact on shaping the quality of the product, i.e. Grade A teachers. Yet, the author failed to mention TE policy and its influence on the quality of pre-service primary TE, shown at the centre of Figure 2:1 as a 'dotted box'. This gap was addressed in this study.

On careful examination of Höjlund and his colleague's concept of vicious cycle, it is evident that they were silent on the significance of the curriculum used, tutors used as well as their commitment to and motivation in facilitating pre-service primary TE. Moreover, they have failed to discuss the motivation of the grade A trainees enrolled, financing and the training environment at TTCs. In fact, the totality of these elements has a considerable effect on the quality of pre-service primary TE. This study addressed this gap as well.

Fragmentation of infrastructure in both public and private college is another feature that affects the quality of pre-service primary TE. These colleges face a critical shortage of infrastructures relevant to quality preparation of pre-service primary teachers. This situation affects the quality of teaching and learning process in colleges (Anangisye, 2010; Galabawa, 2001; Hardman, 2009). Apparently, this outcome arises from inadequate investment in education institutions that creates insufficiency in terms of human (academic and supporting staff) and materials (teaching and learning facilities). As a result, these institutions do not have basic inputs relevant for effective teaching and

learning (Mosha, 2001). Therefore, vital pre-service primary TE activities may not take place as it is required. It also creates an environment for tutors, trainees, and the college in general to operate under capacity (Wepukhulu, 2002). As a result, the performance of the tutor and their trainees is affected.

The TE system (systemic and structural problem) is another aspect that affects the quality of pre-service primary TE in Tanzania. Therefore, all the TE providers are obliged to follow the policy and its related directives from the Ministry of Education. They are obliged to follow the standardised curriculum, which is ‘designed, developed, monitored and evaluated’ by the Tanzania Institute of Education (URT, 1995, p.57). Therefore, a strong case of structural problem emanates from the policy decision to invest all pre-service primary TE curriculum issues in a single institute. This decision raises serious concern on the quality of the curriculum used and the quality of primary teachers prepared using this curriculum. As a result, many practising primary teachers tended to lack relevant skills and competence in the classroom (teachingtanzania, 2010). This is an indicator of a system’s failures to maintain standards in the TE process. It also suggests that something is wrong with the policy, which guides primary TE. Moreover, it suggests that the system has failed to get qualified trainees to join pre-service primary TE. The implication is laxity and low status of primary teaching career. Furthermore, it suggests some weaknesses in the performance of primary teacher educators and the inspectorate system.

Another strong case for the systemic failures emanates from the TE policy and its implementation process. The education system is very strict when it comes to maintaining standards for those joining the medical profession, engineering and law. However, this system tends to ignore the quality of those joining pre-service primary TE. Apparently, this mess stems from the TE policy, which does not encourage higher performing students to join pre-service primary TE (URT, 1995). As a result, candidates with divisions four and zero were admitted to pre-service primary TE programme for years (Anangisye, 2010; Hardman, 2009).

As such, the career that helps to mould and shape future leaders, medical doctors, engineers, lawyers, and tutors is messed up by its guiding policy. As a result, primary TE system enrolls trainees with grossly limited academic background. In other words, those enrolled in pre-service primary TE programmes are trainees with low academic capacity and are mainly from families with low economic backgrounds, (Kruijer, 2008; Mwaimu, 2001). However, the researcher does not agree with the conception that being from poor economic background is the only cause of poor performance in the Form IV national examinations. In addition, it may cause enrolment of low performing trainees in the pre-service primary TE. Evidently, the authors have failed to address this systemic failure, a gap this study sought to address.

Some TE literature suggests that policy enforcers are aware of the systemic problems facing pre-service primary TE (Anangisye, 2010; Babyegeya, 2006; Hardman, 2009). However, they choose to remain silent in practice. This indicates that, some of the pre-service primary TE policy decisions are politically motivated. Therefore, they are not grounded in sufficient research. This situation needs a closer scrutiny because some of the policy implementers are government appointees. Therefore, it is difficult for them to defy their masters' decision. For example,

The college principals reported that by simply raising minimum entry qualifications for English or other core subjects would reduce the number of qualified entrants and exacerbate teacher supply problem (Hardman, (2009, p.10).

This finding exposes the shortage of qualified candidates for pre-service primary TE, the system failure to attract higher performing students in this career, and raises serious concerns on the managerial capacity at the TTC level.

Inappropriate implementation of the pre-service primary TE programme is another aspect that affects the quality of TE. The training process in teacher colleges is characterised by taught sessions of subject and pedagogic content, professional studies and five weeks of Block Teaching Practice (BTP) at the end of each academic year (URT, 1995). In principle, this idea sounds excellent as it is within the policy requirements. However, in practice, things are quite different due to lack of resources, weak system of assessment and enforcement.

The system of assessment used during the implementation of the pre-service primary TE programme is another aspect that affects the quality of TE. According to Hardman (2009), the assessment process is inadequate because it lacks academic quality, firmness and legitimacy. Moreover, the system does not encourage research. Thus, practising primary teachers in basic education do not possess adequate research knowledge and skills (Mhando, 2006).

Another strong case exposing the defectiveness of the pre-service primary TE process has to do with the poor execution of block teaching practice. Under this compulsory exercise, trainees are posted to schools without mentors to guide them. They are left alone to interact with substantial proportion of incompetent primary teachers and inadequate physical resources. Another shortcoming emanates from the modality of their assessment, which is based on summative numerical scores and limited feedback from the college tutor (Hardman, 2009). In consequences, the quality of learning among pre-service primary teachers suffers. Indeed, 'teachers who interact daily with students in the classroom are not well prepared, and they lack basic academic and professional skills' (Msonde, 2006, p.1). Moreover, 'they lack subject specialisation' (Nywage, 2007, p.4). This is an indicator of low quality of pre-service primary TE programme.

2.2 Influence of TE policies on the quality of pre-service primary TE

Teacher education policy is a proposed course of action dealing with the educational process of teachers and its related practices within the establishments. Therefore, TE policies deal with diverse activities such as trainees' selection, pre-service and in-service training for teachers and curriculum for teacher training institutions (Olowabi, 2007). It also deals with teacher employment, deployment and teacher disengagement. As to the pre-service primary TE, this policy focuses on the selection, recruitment, induction, certification, CPD, quality assurance and deployment of primary teachers.

In fact, the TE policy gives vital direction on how to organise and conduct the pre-service training programmes. In practice, the quality of pre-service primary TE does not always depend on these critical variables as it is also influenced by the trainees' level of motivation, commitment and sheer determination to succeed during their training as well. Unfortunately, in some cases pre-service TE tends to be rather superficial, hence making it difficult for the trainee to grasp the expected theories as well as practices (Kosnic and Beck, 2009). As a result, it is difficult to achieve the intended policy objectives. Inevitably, many trainees fail to have a solid grasp of pedagogical content knowledge, knowledge of learning, teaching methods, and curriculum (Darling-Hammond, 2000; Grossman, Schoenfeld, and Lee, 2005; Poulson, 2001; Watson, 2005).

To maintain the quality of TE, trainees should acquire relevant knowledge and skills in classroom management and understand children's development as well as how children learn and grow (Horowitz, *et.al.* 2005). Moreover, they should acquire appropriate skills on how to achieve curriculum goals and address curricular issues that may arise (Burley and Morgan-Fleming, 2008; Zumwalt, 1989). Therefore, any failures to acquire these skills may result in their inability to make correct operational decisions in the classroom.

The policy guiding pre-service primary TE in Tanzania is embedded in the ETP of 1995. This policy document covers the whole educational sector from pre-primary, primary, secondary, tertiary and university. This indicates that, the country does not have a single specific policy document dealing with pre-service primary TE but rather some extracts of statements from the ETP. For example, extracts no. 1.2.4 outlines aims and objectives of TE and training⁵. Concerning primary TE, the ETP of 1995, outlines the qualifications for primary teachers (p.38); the minimum admission requirements for primary teacher trainees (p.48); qualifications for tutors (p.48) and the Block Teaching

⁵ The aims and objectives teacher education and training:

- To impart to the teacher trainees theories and principles of education, psychology, guidance and counselling;
- To impart to teachers trainees principles and skills of pedagogy, creativity and innovations;
- To promote an understanding of the foundations of the school curriculum;
- To sharpen the teacher trainees, 'teachers' and tutors' knowledge and mastery of selected subjects, skills and technologies;
- To impart skills and techniques of research, assessment and evaluation in education;
- To enable both teacher trainees and serving teachers and tutors to acquire organisational, leadership and management skills in education and training. (URT, 1995, p.7-8)

Practice (BTP) (p.57). Some of the key policy statements on TE curriculum and examination, as stipulated in the ETP of 1995, are as follows:

Teacher education curricula for all certificate and diploma level courses shall be designed, developed, monitored and evaluated by the Tanzania Institute of Education (URT, 1995, p.57).

The National Examination Council of Tanzania shall be responsible for the design, regulation, conduct and administration of National Standard VII, Form 4, Form 6, and Teacher education Certificate and Diploma examinations (URT, 1995, p.60).

Whereas, some stakeholders agree with the notion that, the Tanzania Institute of Education has the expertise on TE curriculum, others do not because checks and balances on the standards of the curricular might be missing.

A systematic review of the ETP of 1995 shows that the document seems to ignore the quality of pre-service primary TE. Unintentionally, it promotes the training of pre-service primary teachers who are unable to make a difference in primary schools. Actually, as the ETP of 1995 encourages the enrolment of trainees with division 1-3 to 'A level', and leaving those with lower grades to join primary TE, it has a detrimental effect on the quality of TE. Moreover, primary TE policy issues (statements) are scattered in various educational documents such as the Primary Education Development Plan (2002-2006), the 1999 Tanzania Development Vision 2025, the Education and Training Sector Development Programme (2008-2017) and the Teacher Education Development and Management Strategy (TEDMS) (2008-2013). In truth, Tanzania does not have a single comprehensive policy document solely dealing with pre-service primary TE. Therefore, it confirms the broad claim that the TE

policy on pre-service primary TE in Africa (including Tanzania) is fragmented, incomplete, under-developed and more often non-existent (Lewin, 2002; Lewin and Stuart, 2003; Moon, 2007; UNESCO, 2009).

In principle, both public and private colleges are obliged to adhere to the policy and directives from the government. In practice, there is a tendency of some private TE providers to ignore some policy directives. As a result, deliberate flouting of the policy by some officials and private TE providers influences the quality of pre-service primary TE. Also, evidence suggests that, as Tanzania is moving towards divergence, which is characterised by mushrooming of private colleges, the level of policy implementation suffer, for example, the enrolment of Grade A trainees without minimum qualifications as stipulated in the policy documents (Anangisye, 2010; Manchira, 2008). According to Manchira, about 529 Grade A candidates out of 8,421 registered were disqualified in 2008 by the NECTA. Manchiras' report provides compelling evidence of systemic and structural failures as well as the existence of elements of corruption among officials responsible for admission. Therefore, it raises serious questions on the quality of trainees enrolled, the admission process, the credibility and integrity of the college administrative machinery as well as the inspectorate unit.

The impact of frail pre-service primary TE policy and its poor implementation on the education quality is enormous and irreversible. This situation is manifested by growing stakeholders' complaints on the quality of practising

primary teachers. According to Ndalichako (2007), some of the primary teacher lack knowledge of the subject matter. Similarly, Meena (2001) claimed that primary teachers generally lack pedagogical knowledge base, and call for immediate response to the quality of TE. Yet, he failed to identify strategies to overcome this dilemma. This study addressed this knowledge gap.

The evolution of TE the policy in Tanzania is somehow influenced by internal and external demands. The internal demand is associated with what the country wants to achieve in relation to the external demands. For example, during the Ujamaa⁶ era, and its underlying educational philosophy popularly known as the Education for Self Reliance⁷, pre-service and in-service TE emulated the educational for self-reliance philosophy. As the country struggles to implement Universal Primary Education (UPE) and Education for All (EFA) goals, the demands for primary teachers increased. In consequence, the policy and the modality for pre-service primary teacher preparations changed. This situation affected the quality of pre-service primary teacher preparation process and quality of primary teachers the country produced (Komba, 2009; Babyegeya,

⁶ Ujamaa is a political system introduced by the then first president of Tanzania, Mwalimu Julius Kambarage Nyerere, after the adoption of Arusha Declaration in 1967. Ujamaa was a socialist approach based on three principles: 'equality and respect for human dignity; sharing of the resources which are produced by our efforts; work by everyone and exploitation by none' (Nyerere, 1967 p.5).

⁷ Education for Self-Reliance was an education policy adopted after the introduction of the Arusha Declaration in 1967. Nyerere maintained that 'our educational system has to foster social goals of living together, and working together, for the common good'. ..the education system of Tanzania must emphasize co-operative endeavour, not individual advancement; it must stress concept of equality and the responsibility to give service which goes with special ability; ...it must prepare young people for the work they will be called upon to in the society which they exists in Tanzania, Nyerere, 1967 p.7-9).

2006; Nyerere, 2006; Dove, 1986). Regardless of the contextual desires, pre-service primary TE process should contain methodology, pedagogy, practice and curriculum areas (Fredriksson, 2004; Hoban, 2005). The achievement of this objective depend on the interaction of different interrelated variables such as the nature and orientation of the pre-service training programme, quality of the curriculum, clinical practice, availability of facilities, quality of trainees enrolled and tutors involved in the training process as well as the teaching and learning environment and its financing packages. The most significant variable that can help to ensure a smooth interaction with other variables is the presence a of sound TE policy.

Educational for all demands: The national desire to implement EFA and Millennium Development Goals (MDG) has brought about noticeable results in Tanzania's education sector. The results of implementing EFA Goals include mass enrolment in primary schools, which has stimulated high demand for primary teachers. However, the government seems to have been caught unprepared in terms of the modality for pre-service primary teacher preparation. As a result, candidates without relevant qualifications were enrolled, trained and employed as primary teachers. Moreover, as the demands for primary teachers increased, the duration of pre-service primary teacher preparation was reduced. Instead of spending two years in the college, trainees spent one year and the second year in primary school practising as 'qualified' primary teachers. Yet, these schools lacked reliable mentors to assist them.

According to Mattson (2006), Anglophone countries such as Malawi and Tanzania, adopted a 'fire brigade approach' to the pre-service primary TE in a bid to overcome UPE teaching challenges. As a result, primary teachers without sufficient teaching skills were used. This situation marked the genesis of the decline of the status of primary teachers and eroded the quality of basic education.

Expansion of primary education: According to the Basic Education Statistics in Tanzania (BEST) 2003-2007, the massive increase in enrolment in primary education increased by 81.9% and enrolment in the pre-service primary TE by 0.2% (URT, 2007). This situation stimulated demands for primary teachers, at the time when the government's capacity to train adequate primary teachers was minimal. This expansion resulted from the implementation of the Primary Education Development Plan (PEDP) phase one (2002-2006) and phase two (2007-2011). Inevitably, there was a massive demand for primary teachers to cover the gap. However, during this time national statistics indicate a decline of enrolment in Grade A teachers' training. Consequently, the national capacity to train pre-service primary teachers with a 'Grade A' teaching qualification in 2007 was 7,200 (URT, 2007). This circumstance forced the government to find an alternative solution to meet the demands for primary teachers. And, it marked the genesis of quick fix political solution to the matter pertaining to pre-service primary TE (Komba, 2009; Hoban, 2005). Consequently, the quality of pre-service primary TE and the quality of basic education became the first

victim of this circumstantial event. Its impact and echo are still felt in the society up to date.

The growing demand for primary school teachers is another contextual influence on the quality of pre-service primary TE in Tanzania. Evidence suggests that soon after independence, enrolments in primary schools was very low. As a result, the transitions to secondary schools were very low (Dove, 1986). The government's desire to provide primary education to all out-of-school children was considered vital for national development. This situation stimulated changes in educational policies to meet the national desire aimed to eradicate poverty, illiteracy and disease, which led to the introduction of basic education for all eligible children. In this regard, the quality of pre-service primary TE became the victim of the circumstances.

According to Dove (1986), the passage of basic education for all school age children policy in the early 1960s, without adequate number of qualified primary school teachers, encouraged the use unqualified primary teachers. As a result, primary school leavers were recruited without proper training to become village teachers in what was known as 'a work-study training scheme' (Dove, 1986, p.24).

Similarly, students in the higher secondary school forms were used to teach lower classes (Nyerere, 2006). This confirms the application of fire-brigade

approach in teacher training (Mattson, 2006) aimed to ease teacher crisis. Yet, it was difficult to find empirical data on the number of higher class student who were deployed primary school teachers and to determine how effective they were in teaching. In the meantime, debate on how to find adequate number of primary teachers continued, with the government introducing UPE in 1974. Then the government vowed to enrol all primary school-age children within three years that is, by 1977. This was a political decision not backed by any research support. The resultant increase in enrolment in primary schools stimulated a massive demand for primary teachers. The qualified individuals to enrol in any form of pre-service primary TE were not adequate. Another concern was inadequate TE infrastructures and other basic resources. The consequences were the use of unqualified primary school teachers and the decline of the quality of basic education in Tanzania.

Overall, TE policy has a significant influence on the input of pre-service primary TE. The pre-service primary TE input comprises essential ingredients and requirements necessary for the realisation of the quality of primary TE. Key features of the input of pre-service primary TE include the quality of the pre-service trainees enrolled, the curriculum as well as teaching and learning material used, the tutors involved and the teaching and learning environment at the college where the actual training is conducted. These prime variables require proper arrangement for the country to stand a better chance of improving the quality of pre-service primary TE.

The quality of trainees enrolled in the pre-service primary TE programme is one of the prime features in the preparation of high quality primary teachers. In this regard, only qualified candidates who meet the admission and training policy requirements should be enrolled. In practice however, things are quite different, because the educational policy itself does not encourage higher performing students to join pre-service primary TE. For example, the ETP (1995) stipulates: the “minimum admission requirements for the teacher education certificate course shall be Division III of the Certificate of Secondary Education Examination” (URT, 1995, p.48). These are trainees with limited academic capability. Moreover, in practice trainees with low qualifications such as division IV and zero were admitted to the pre-service primary training programme (Anangisye, 2010; Manchira, 2008; Rajabu 2000). In other words, TE policies and directives were not correctly implemented.

In fact, the majority of those enrolled in the pre-service primary TE programme (Grade A) were trainees who had nowhere to go in the academic realm. They were victims of circumstances because of their failure to obtain qualifications that could enable them to join professions of their choice (Mkumbo, 2012). Some of the trainees’ academic ability, motives and commitment to the primary teaching profession are cynical. This situation has negative impact on the quality of primary TE, the quality of teachers trained and deployed. Another likely outcome is lack of loyalty to the teaching profession and high attrition rate among the primary teachers.

The curriculum and teaching and learning materials used in the preparation of pre-service primary teachers is another vital input of TE. Therefore, to realise high quality pre-service primary TE, appropriate curriculum and relevant teaching and learning materials ought to be used concurrently. However, evidence suggests that, lack of focus on teacher preparation programmes curricular tends to affect the quality of the training process (Galabawa, 2001). Another concern is based on the pre-service primary TE curricular covering too many subjects. As a result, it become difficult for the trainees enrolled with constrained academic ability to master all the subjects as the training duration was too short (Sifuna and Sawamura, 2010). Similarly, McBride (1996, p.278) argued, "...it is not just a question of having insufficient time to cover content but insufficient time for trainee to embed enough educational wisdom into their thinking". Thus, quality of TE became the casualty of this scenario.

Another serious concern for the input of pre-service primary TE is the quality of teaching and learning materials used in the training process. The colleges offering pre-service primary TE programme faced a serious shortage of relevant teaching and learning materials (Anangisye, 2010; Galabawa, 2001; Hardman, 2009). The TTCs library have piles of outdated books and limited copy of the reference books, which fail to meet the curricular and academic needs of the tutor and trainee. Moreover, electronic sources are inadequate in the colleges. This situation affects the performance of the pre-service primary teacher educators and their trainees.

Another vital input of the pre-service primary TE is the quality of tutors. Tutors make an indispensable contribution to the process of determining individual robustness and readiness to join the teaching profession. Indeed, they play a gate-keeping role for those who enter the teaching career (Goodwin and Oyler, 2008). However, the statistical evidence outlined in the Basic Education Statistics of 2008-2012 indicates that both public and private TTCs in Tanzania have employed a total of only 183 unqualified tutors (Kitta and Fussy, 2013; URT, 2013). Sometimes, owners of private TTCs employ retired secondary school teachers, a tutors without adequate skills to deliver TE in a realistic manner (Mulkeen, 2010). As a result, pre-service primary teachers are poorly trained.

The teaching and learning environment at the TTCs, where the actual training process took place, is another vital input influencing the quality of pre-service primary TE. TE providers are obliged to create conducive environment for effective teaching and learning at their respective colleges. This process needs a lot of investment, which some TE investors find difficult to afford. In fact, there is a need to strike a balance between maintaining the existing college facilities and creating new one. Moreover, updating the basic infrastructures such as classrooms, library, laboratory, dormitories and creating appropriate sewage system are significant measures for enabling effective teaching and learning (Sifuna and Sawamura, 2010). Furthermore, improvement of infrastructures in teachers college needs a stable financing system, committed

leadership and political will. Any shortage of these items might discourages and disrupt effective teaching and learning at the teacher training colleges.

2.3 Influence of training process on the quality of pre-service primary TE

The process of pre-service primary TE is a complex phenomenal. Its achievements depend on the balance of correct variables such as the mode of training, quality of inputs, excellence process, and practical requirements. Yet, during the pre-service primary TE subject matter preparation and clinical practice does not feature predominantly (Bennett, 1996). This situation leads to the training of incompetent pre-service primary teachers.

The mode of pre-service primary teacher training provides a vital clue on the type and quality of primary school teachers the country produces. According to Anangisye (2010) and Mhando (2006), the mode of pre-service primary TE in Tanzania is conventional and traditional in nature. Much of the training is done in college, with limited opportunity for practical training in primary schools. The teaching approach in the college is mainly the chalk-and-talk method characterised by lectures, simple handouts (lecture notes) and limited discussions. This kind of teaching primarily focuses on the need to pass 'Grade A' national examinations, which indicates that the tutors were doing their jobs properly (Bhalalusesa *et al.*, 2011). The primary desire of the Grade A tutor is to ensure that, the trainees pass national examinations. This situation made some tutors resort to transmission teaching, which encourages rote learning

(O-Saki, 2005). Consequently, some of the pre-service primary teachers passed the national examinations and become certified to teach in primary schools without gaining vital subject and pedagogical knowledge, let alone the competence needed to perform their duties appropriately.

The learning process is primarily the most significant variable of excellence in pre-service primary TE. Yet, the learning process is hampered by the teaching approach used in the training process, which is primarily characterised by lectures without ample time for discussion (Hardman, 2009). As a result, some of the teacher trainees failed to grasp appropriate knowledge and skills relevant for their effective primary school teaching. Another feature that impedes the quality of learning process is a severe shortage of relevant teaching and learning materials and reference books in teacher college libraries. According to Hardman (2009), the lecture notes used by tutors do not reflect the reality of primary school education in Tanzania. Consequently, the prospective primary teacher fails to grasp relevant pedagogical and subject matter knowledge reflecting primary education in Tanzania. This, signals the absence of relevant local research and publications.

Teaching practice is an inseparable component of pre-service primary TE. It is vital for the preparation of effective primary teachers. Though teaching practice is compulsory for every teacher trainee (URT, 1995), deferent studies report the existence of varied inadequacy in teaching practice planning and its

functioning during the pre-service primary TE (Bhalalusesa *et al.*,2011; Hardman, 2009; Kitta and Fussy, 2013). This situation is compounded by inadequate financing of the pre-service primary TE and inappropriate arrangements for teaching practice. As a result, it was difficult for pre-service primary teacher trainees to put theories learnt into practice. This situation has impacted significantly on the quality of pre-service primary TE process, quality of trained and deployed primary teachers and the overall quality of basic education.

Another imperative feature of the process of pre-service primary TE is the evaluation of learning, which comprises both formative and summative evaluation. To get the best results during the training programme, both formative and summative evaluation have to meet the expected standards. Yet, during pre-service primary TE, the quality of trainees' assessment is questionable. Generally, the pre-service primary teacher training assessments practices lack rigour and validity (Hardman 2009). As a result, it was difficult to measure the level of the trainees' understanding of the expected subject matter knowledge. In fact, some educational stakeholders question the use of final examinations administered by NECTA as the final yardstick for determining the successful completion of the training programme, certification and deployment (Babyegeya, 2006). This situation affects the quality of the process of pre-service primary TE, the quality of primary teachers trained and deployed in the schools as well as the status of primary school teaching career

in Tanzania. Consequently, the capacity of some of the teachers who have completed their pre-service training and employed in the primary schools to make a difference in their profession, as primary teachers, has been a subject of scrutiny by different educational stakeholders (Babygeya, 2006; Ishumi, 1994; Komba, 2009). Yet, these studies have failed to account for substantial causes of this limitation. This gap prompted the conducting of this study in a bid to fill it.

2.4 Strategies for improving the quality of pre-service primary TE

Literature reviewed revealed that the key strategies for enhancing the quality of pre-service primary TE in Tanzania include ensuring the availability of adequate resources in TTCs, improving the teaching and learning environment in teacher colleges, improving the level of policy implementation and establishing linkages between different actors involved in primary TE in Tanzania.

From the outset, it is apparent that adequate resources in TTCs are vital in the realisation of quality pre-service primary TE. TTCs need adequate supply of resources such as human, infrastructure, and teaching and learning materials. Yet, TTCs in Tanzania are face inadequate resources and under-utilisation of space (Wepukhulu, 2002). As a result, the general performance of TTCs during the primary TE process suffers.

Another vital consideration is enhancing the capacity of TTCs in equipping teacher trainers and their trainees with competency in using ICT to improve the quality of teaching and learning. In this regard, TTCs managers can ensure appropriate investment in ICT equipments (Kitta and Fussy, 2013). They can also facilitate the development of relevant learning strategies for the use of ICT in the training of pre-service primary teachers and during their CPD. This kind of investments will help the Tanzania achieve the post-2015 social development goals.

Improvement of teaching and learning environment at TTCs is an essential ingredient in the preparation of high quality pre-service primary teachers. After all, studies demonstrate that, the quality of the physical environment is vital in the improvement of students' academic achievement in school and college (Culp, 2006; Earthman, 2004; Kiggins *et al.*, 2005; McGregor, 2004). On the contrary, the TTCs environment where the actual pre-service primary TE took place remains largely inappropriate for effective teaching and learning. Basic amenities in these colleges are too inadequate and have deteriorated (Hardman, 2009; Kruijer, 2008; Wepukhulu, 2002). Moreover, college libraries lack adequate teaching and learning materials because many books on the shelves are outdated and irrelevant. As a result, the quality of teaching and learning among tutors and their trainees is affected. A solution to this predicament would be awarding adequate budgetary allocation to the TE subsector.

Moreover, appropriate implementation of educational policy is vital for the realisation of quality primary TE. This process requires committed and informed personnel. The implementation of Primary Education Development Plan (PEDP) phase I (2002-2006) and phase II (2007-2011) pushed the demands for primary teachers high (URT, 2008). Yet, during the execution of this policy, educational stakeholders did not pay much attention to the preparation of quality primary teachers (HakiElimu, 2009; Kitta and Fussy, 2013). Instead, they focused primarily on increasing the number of primary teachers to meet the growing demands. This indicates that, policies and practices focus on quantity rather than quality (Haule, 2007; Nywage, 2007). Arguably, if the policy had focused on the preparation of high quality primary teachers, then, there would have been no room for the enrolment of underperforming trainees in the pre-service primary TE. Currently, the TEDMS 2008-2013 strategy focuses on how to produce enough primary teachers, curriculum review, create an attractive working environment and promote CPD (URT, 2008). However, this document has failed to provide any accountability mechanism for achieving excellence in pre-service primary TE. This mechanism is necessary for achieving a positive balance among the input, process and output. This indicates that the nation does not have a framework for fostering quality pre-service primary TE.

Other factors that might help to improve the quality of pre-service primary TE include the improvement of primary TE programme by focusing on quality of

the inputs and the training process. With regard to the input, focus should be on the quality of trainees enrolled and their dispositions as well as quality of faculty (Auala, 2005; Pinnegar, 2005); creation of appropriate and enabling teaching and learning environment as well as the use of relevant curriculum in pre-service primary TE programme. For the training process, the emphasis should be on pedagogy, subject matter preparations and clinical practice (Cochran-Smith, 2006; Freese, 2005; Hoban, 2005; Richards *et al.*, 1998; Watson, 2005). The most significant input in the pre-service primary TE should be enrolment of high calibre trainees with high intellectual ability and capacity to cope with the demands of the curriculum and the training programme. Such trainees can master and communicate the subject matter knowledge much more effectively than those with limited capacity (Boe *et al.*, 2007; Frost, 1996; Simco, 1998). Overall, the achievement of this target requires meticulous attention being paid to the mechanism for quality control of the inputs, process and output.

One area that seems to have credence on the quality of pre-service primary TE is the need to establish proper linkages among educational stakeholders. Key TE stakeholders include the Ministry of Education (initiator of the policy, curriculum, quality controller, owner of public TTCs and main employer of primary teachers); owners of private TTCs; TTC tutors; primary schools (where clinical practices took place); universities (responsible for the preparation of college tutors and conducting research on TE) and the

community. Yet, in Tanzania, generally there are limited links between what is happening in the teacher colleges and in the universities (Mhando, 2006; URT, 2007; URT, 2008). As a result, the impact of university research and education on the whole process of pre-service primary TE has been largely limited. For example, lack of linkage between programmes of TE may lead to the preparation of college tutors, who are not aware of what is happening in the colleges and in primary schools. Consequently, when employed in teacher training colleges, the performance of university-trained tutors fails to improve the quality of the training process and the quality of TE.

2.5 Synthesis of literature review and knowledge gap

Literature review shows that the quality of pre-service primary TE suffers because of factors associated with TE policy flaws and its related practices. It also reveals the existence of insufficient research base, inadequate resources in TTCs, enrolment of trainees with weak academic background, inadequate teaching and learning process for the Grade A teachers, poor teaching and learning environment in TTCs and insufficient clinical practice for the pre-service primary teacher trainees. These inadequacies have had a significant bearing on the quality of pre-service primary TE in Tanzania. In fact, the impact is far-reaching and affects individual trainees, the community and the overall quality of basic education. On the whole, the primary TE policy in Tanzania is fragmented and too inadequate. Yet, there has been no broad study on the quality of pre-service primary TE. It is for this reason the study was

carried out. In light of the reviewed literature, there remains much to discover about the quality of pre-service primary TE. Overall, the following knowledge gaps emerged:

- The need to know more about the influence TE policy on the quality of pre-service primary TE;
- The need to know more about how to improve the quality of pre-service primary TE;
- The need to know more about what can be done to find adequate numbers of pre-service primary teacher trainees with the required qualifications as stipulated in policy documents;
- The need to know more about college tutors, their educational background and capacity to facilitate effective lessons in pre-service primary TE;
- The need to know why the government focuses on quantity instead of the quality of primary teachers it was producing;
- The need to know about the subject matter knowledge, subject specific pedagogy and the nature of the subject matter preparations and its relationship with teaching practice and the classroom performance.
- The need to know more about clinical practice and teaching and learning environment at TTCs and their effects on the quality of pre-service primary TE.
- The need to know more about the use of ICT in pre-service primary TE.

- The need to know more about the reforms required to improve the quality of pre-service primary TE in Tanzania.

The study addressed these knowledge gaps by digging deep into the heart of primary TE. Using questionnaires, reviewing of official documents, interviewing tutors, officials, educational stakeholders and observation, the researcher uncovered the reality of pre-service primary TE in Tanzania.

2.6 Conclusion

This chapter has provided a careful examination of related literature on pre-service primary TE. It has discussed factors affecting the quality of pre-service primary TE and its related context, the input, process and product. It also has discussed the influence of the TE policy and the training process on the quality of pre-service primary TE as well as the strategies that might help to improve the quality of pre-service primary TE. Finally, it has provided a synthesis of the literature reviewed in addition to outlining the knowledge gaps this study set out to cover. Over all, it shows that, the quality pre-service primary TE is a vital component of the production of quality primary school teachers, quality basic education and wellbeing of the society and the nation as a whole. Without appropriate education for primary teachers, nothing can be done to improve the quality of teaching and learning in the provision of basic education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, variables, area of the study, target population, sampling and sample size, data collection instruments, pilot study area, validity and reliability, data analysis, interpretation and presentation and ethics.

3.1 Research design

According to Kothari (2004), a research design is the idea related to how research is conducted. The study adopted a descriptive research design. Descriptive enquiry provides precise information on a person, events or situation (Procter, 1993; Robson, 2002). Procter (1993) asserts that the focus of a descriptive research is on providing an accurate factual characterisation of its objects. The design was chosen because it enabled the collection and analysis of data from various TE stakeholders, as it existed in the field without any manipulation of variables concerning the quality of pre-service primary TE to answer the questions on the quality of pre-service primary TE. Moreover, it enabled the researcher to collect data on the interaction among the context, input, process and output and attendant impact on the quality of pre-service primary TE in Tanzania. Furthermore, it enabled the researcher to design and use data collection instruments such as the questionnaire and interview schedules. The use of many data sources such as verbal interactions between

the interviewer and interviewees and the capturing of participants' behaviour in different contexts were also possible using this approach. In consequence, it helped to obtain a detailed description of factors that affect the quality of pre-service primary TE in Tanzania.

3.2 Variables

The variables for this study are depicted in Figure 3:1 below. The independent variables for this study include TE policy; quality of Grade A trainee enrolled; quality of tutors employed in TTCs; the training process; curriculum used in the pre-service primary TE; teaching and learning materials; mode of evaluation and teaching and learning environment in TTCs. The quality pre-service primary teacher trained is the dependent variable. Extraneous variables for this study are the motivation of Grade A trainees to perform in their training and motivation of the tutor to perform their duties effectively.

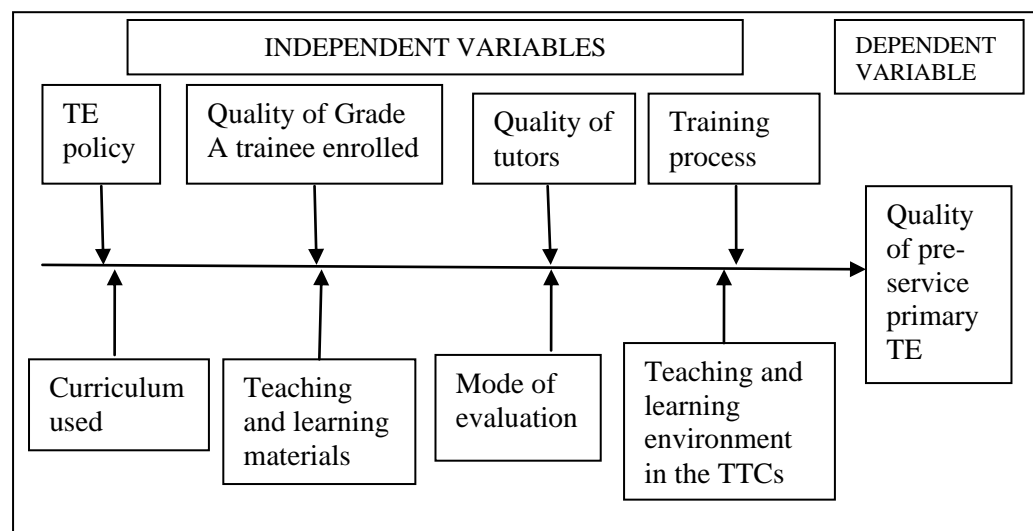


Figure 3:1 Key variables

3.3 Location of the study

The study was conducted on Tanzania Mainland, which has 77 TTCs offering pre-service primary teacher training, leading to the award of a Grade A certificate URT (2007). Since it is not possible to visit all the 77 colleges in conducting this study, the researcher opted for six colleges, comprising four public and two privately owned institutions. Public colleges are Vikindu (Coast region), Singachini (Kilimanjaro), Mhonda and Ilonga (Turiani and Kilosa district-Morogoro region), and the two private TTC are Eckenford (Tanga region) and Ebonite (Dar es Salaam region) which have been used as case studies.

The selection of these colleges, as the location of the study was primarily based on pre-service primary TE in Tanzania being traditional or conventional in nature (Anangisye, 2010). Another factor was the number of trainees enrolled in the 2008/09 academic year. Whereas public colleges enrolled 77 percent of all 'Grade A' trainees in 34 TTCs, private colleges enrolled 33 percent in 43 colleges (URT, 2007). Moreover, the selection of these colleges was based on a distinct local context for studying pre-service primary TE. They train pre-service primary teachers at the Grade A level and implement a similar TE policy but differ in the ownership pattern. Also, performance in the national examinations, number of pre-service primary teacher trainee enrolled and its accessibility were used as primary criteria for the selection of the college. Vikindu, Mhonda and Ilonga were selected because they were the best

performing public colleges in the Grade A 2008/2009 national examinations, whereas Singachini was selected because its performance was average. Eckenford was selected because it is one of the oldest private colleges. It was established in 1994. In 2008 /2009, it had the largest population of 2,149, accounting for 44.3 percent of all Grade A trainees enrolled in private TTCs in Tanzania (URT (2007). Ebonite was selected because it was an emerging new private TTC with an above average performance in the 2008/2009 national examinations (URT, 2009). All these six colleges follow similar TE policies and helped to provide a clear picture on how the public and private TTCs implement various TE policies. The choice of these TTCs also provided information on how public and private TTCs react to TE policies and their related directives as well as how they implement them. Since TTCs are homogeneous, especially in terms of the variables under investigation, they were also representative of other colleges offering the pre-service primary TE in the country.

3.4 Target Population

The study had a target population of 77 public and private TTCs. These TTCs had 9,832 trainees in distributed in 34 public TTCs and 4,849 in 43 private TTCs, hence a total 14,681 pre-service primary teacher trainees enrolled in the 2008/2009 academic year (MoEVT budget speech, July 2009) which served as the study population. These colleges had 454 college officials, including 77 principals, 77 registrars and 300 tutors. The study population also included 36

TE stakeholders (including government officials, TE consultants and officials from NGOs/ policy organisation officials), making 15,171 possible respondents.

Table 3.1: Target population

Category	Target population
Grade A teacher trainees	14,681
Teacher educators	300
College officials [principal & registrar]	154
Government officials	12
Teacher education consultants	12
NGO/Policy organisation officials	12
Total	15,171

In the context of pre-service primary TE, the researcher targeted second year Grade A trainees. These trainees had completed one academic year in college and two sessions of block teaching practice. Therefore, they were familiar with the targeted training programme. The study targeted MoEVT officials responsible for pre-service primary TE, especially those who co-ordinate the enrolment process and communicate government directives to both public and private colleges. College officials such as principals and registrars were targeted because they oversee the pre-service primary TE process in their respective colleges. Tutors were targeted because they act as gatekeepers in pre-service primary teacher preparations. They interact with the trainees and assess their cognitive ability, communication skills, as well as classroom management skills. The TE stakeholders such as university dons, TE consultants and NGO/Policy organisation official were targeted to obtain views outside the formal system on the quality of pre-service primary TE and the

status of primary TE. Consequently, the sample of respondents was selected from these sets of informant who helped to generate vital primary data on the quality of the pre-service primary TE in Tanzania.

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Techniques

The study used purposive sampling and simple random sampling procedures (Arber, 1993; Cohen *et al.*, 2007; Kombo and Tromp, 2006; Robson, 2002). Purposive sampling was used to select 22 respondents, who had information not obtainable elsewhere. These respondents include four (4) officials from the MoEVT head office. They were selected based on the virtue of their rank and responsibility in the ministry. They also possessed vital information on pre-service primary TE as well as its related policy and practices. The data solicited from this category of respondents was on the evaluation of the current system of pre-service primary TE and its guiding policies; views on curriculum for the Grade A training programme; problems facing pre-service primary TE and strategies that can help improve the quality of pre-service primary TE. An interview schedule was the main instrument used to collect data from this category of respondents.

In addition, purposive sampling was used to select six (6) principals and six (6) registrars from the selected TTCs. These officials are involved in the decision making process at the college level and submit proposals to the ministry on

what needs to be improved in the policy implementation process. Thus, they were selected by virtue of their role in the office, rank, knowledge and responsibility. The data sought from them were on the pre-service primary TE policy; the admission process, the pre-service primary TE curriculum and its implementation process, teaching practice arrangements; problems facing pre-service primary TE process and strategies that may help improve the quality of pre-service primary TE. The interview schedule was applied to obtain their views on the current state of pre-service primary TE.

Purposive sampling was also used to select two (2) university lecturers. In this regard, their educational background and work experience in the primary education were used as criteria. These are senior lecturers who had worked as primary teachers, college tutors and, currently, as university dons. Their vast work experience cannot be obtained elsewhere nor could it be substituted with other lecturers who had worked only at the university. The nature of information sought from them included their evaluation of the current status of pre-service primary TE in Tanzania and views on policy guiding primary TE as well as strategies that improved the quality of pre-service primary TE. Interview schedule was used to collect vital information from this category of respondents.

Furthermore, purposive sampling was used to select four (4) officials from the NGO/Policy organisations. The researcher targeted the directors of the selected

NGO/Policy organisations. These organisations acts as a pressure group on issues related to TE. Their response provided views on the quality of pre-service primary TE. Their responses cannot be substituted with any other responses in the selected NGO/policy institutions. The study sought their views on the current status of primary TE; policy guiding primary TE; and strategies that may help to improve the quality of pre-service primary TE. An interview schedule was used to obtained data from this category of respondents.

Simple random sampling as recommended by Chilisa and Preece (2005), and Kothari (2004 & 1990), was used to select five tutors and 360 trainees from the selected TTCs from the selected colleges as well as two TE consultants. This sampling procedure was used because the group was considered to be homogeneous in terms, roles, functions and profession. The data sought from the tutors was on the current status of pre-service primary TE; the problem facing pre-service primary TE process; primary TE policy; teaching practice arrangements and how to improve primary TE in Tanzania. An interview schedule was used to obtain vital information from the college tutors. The two TE consultants were selected because they possess vital knowledge that cannot be obtained elsewhere. Their vast experience cannot be substituted with any other type of respondents. They provided perspectives from outside the official version of the current status of pre-service primary TE. The key data sought from the TE consultants was on strategies that may help to improve the quality of pre-service primary TE.

Simple random sampling was also used to select Grade A teacher trainees. When the researcher visited the selected colleges during the data collection process, the researcher obtained a list of both male and female second-year Grade A trainees from the registrar's office. Then, the researcher picked randomly 30 names of female and 30 names of male respondents. The selected respondents were given a questionnaire to fill out before being collected by the researcher. A similar exercise was repeated in the selected TTCs until all the required number of respondents was obtained. This sampling technique provided an equal opportunity for every second-year Grade A trainee from the selected TTCs to be drafted into the sample. As the group was homogeneous in term of level of education, the sampling method applied was appropriate. The data from this set of respondents was on the current status of pre-service primary TE; problem facing pre-service primary TE; evaluation on the policy governing primary TE; the actual training process at the college; the teaching practice arrangements; the curriculum in use; and the strategies that can help improve the quality of pre-service primary TE.

3.5.2 Sample Size

Cohen *et al.*, (2002, p.101) indicates that, 'sample size depends on the purpose of the study and nature of the population under scrutiny'. This study had a sample size of 414 respondents as Table 3.2 below illustrates. Purposive sampling was used to select 22 respondents whereas simple random sampling was used to select 392 respondents.

Purposive sampling procedure was used to select four (4) MoEVT officials; six (6) college principals; six (6) registrars; two (2) university lecturers and four (4) officials from NGO/policy institutions, hence a total of 22 respondents. Simple random sampling procedure was used to select 392 respondents including 360 second-year Grade A teacher trainee, 30 tutors and two (2) consultants.

Table 3.2 Category of Respondents

Category	Description		Expected respondents	Actual number of respondents			%
				Male	Female	Total	
Government officials	MoEVT officials from head office		4	1	3	4	100
	Principals from selected TTCs	Vikindu	1	1	-	6	100
		Singachini	1	1	-		
		Mhonda	1	-	1		
		Ilonga	1	-	1		
		Eckenford	1	1	-		
		Ebonite	1	1	-		
	Registrars from selected TTCs	Vikindu	1	1	-	6	100
		Singachini	1	1	-		
		Mhonda	1	1	-		
		Ilonga	1	-	1		
		Eckenford	1	1	-		
		Ebonite	1	1	-		
Teacher educators	University dons		2	2	-	2	100
	TTCs tutors five from each selected TTC	Vikindu	5	3	2	29	97
		Singachini	5	3	2		
		Mhonda	5	3	2		
		Ilonga	5	2	3		
		Eckenford	5	4	1		
		Ebonite	5	3	1		
NGOs/ Policy institutions	At least one from three selected bodies	Haki Elimu	2	1	-	3	75
		TENMET	1	1	-		
		TTU	1	1	-		
Consultant	Two educational consultants		2	2	-	2	100
Teacher trainees	60 (30male and 30female) from each selected TTC (60 x 6 = 360)		360	180	180	360	100
Total expected and actual respondents			414	215	197	412	99.5

Source: Survey Data, 2011.

According to Borg and Gall (1979), prudence of the researcher is vital in determining the size and representativeness of the probability sample. Since

pre-service primary teacher trainees constitute a major subgroup of the study population under investigation, the researcher used Borg and Gall's (1979) suggestions that, each subgroup should have 20 - 50 respondents. To ensure equal representation in this major subgroup of the population, male and female trainees were categorised as different subgroups. Then, the researcher estimated 30 units as the minimum members of respondents for each subgroup. Therefore, to obtain the sample size for the major subgroup of the population, the researcher took the minimum size, which is 30 units, divided by 50% [$30 \div 0.50 = 60$]. Finally, the researcher obtained 60 units to represent each selected college distributed evenly for male and female Grade A teacher trainees x six colleges = 360, making 360 units. In this category, all the respondents 360 filled out the questionnaires, hence a return rate of 100 percent. Over all, the sample size for this study included 414 respondents (Table 3.2).

3.6 Construction of Research Instruments

Descriptive research demands actual characterisation of its subjects (Kombo, and Tromp, 2006; Kothari, 2004, 1992; Proctor, 1993). The techniques for data collection in descriptive research include observation, questionnaires, interviews and examination of records (Kothari, 1992). Since this study is descriptive in nature, the researcher relied on a combination of methods to generate primary data. Therefore, the researcher designed and used interview schedules, the questionnaire, an observation checklist and a guide to content analysis. The selected instruments enabled the researcher to obtain appropriate

information from respondents on factors that affect the quality of pre-service primary TE. The key determinant of the methods of data collection was the nature of the study (in this case, descriptive research), the research problem, the nature of information sought and the types of respondents as well as the type of analysis, which the researcher intended to use. In the process of constructing these data collection instruments, the researcher was aware of the merits and limitations of each method. Therefore, sufficient measures against bias and unreliability were taken. Moreover, the researcher was aware of the nature and quality of the respondents involved in the study.

According Brown and Dowling (1998) the nature and objective of the study are primary determinants of the selection of data collection technique to be used. Thus, the researcher constructed and used interview schedules, questionnaires, the observation checklist and a content analysis guide in data collection.

3.7 Pilot Study

According to Robson (2002), a pilot study is a small version of the intended study, aimed to check for its feasibility and reliability. A pilot study was carried out at Kindercare, which is a private TTC, located in Kinondoni district in Dar es Salaam region. Kindercare was selected because of easy access and the diverse enrolment of its trainees (both fresh from school and others who completed their Form Four studies in previous years). In 2007/2008, Kindercare enrolled 349 (39%) of all 901 pre-service primary teacher trainees

enrolled in nine (9) private TTCs in Dar es Salaam region (MoEVT budget speech, July 2009). Dar es Salaam region does not have a government-run TTC. The pilot study was used to test the data collection instruments to determine whether the questions asked generated the expected information, whether the respondents understood all the questions and whether they provided relevant information. It enabled the researcher to make necessary corrections and amendments in the data collection tools.

3.7.1 Validity

Validity is the state of being logical and true, and shows that the research instrument used in a research quantifies what it was intended to assess (Cohen *et al.*, 2007). It is the strength of qualitative research, which is used to determine whether the findings are accurate from the standpoint of the researcher (Creswell, 2003). To ensure that the information collected was relevant, and had the relevant credence, questionnaire, interview schedule and observation schedule were thoroughly piloted. These instruments were pre-tested. In this exercise, the tools were presented and tested among tutors and student-teachers at the Institute of Adult Education. Other instruments were presented to the supervisors for comment on their relevance, coverage and consistency. Their suggestions were then used to modify the instruments in accordance with the research questions. Information collected in the pilot study was critically analysed, soundness of the instrument used as well as to enable the researcher to get familiarity with it. Content validity was used to check for

the representation of the research questions in the interview schedules and questionnaire. Any irregularities arising from these instruments were amended accordingly. Any ambiguous language was checked and adjusted accordingly. The same data collection instrument was administered with the same category of respondents. The researcher avoided bias in the process of data collection by adhering to the required research standards and protocol. Then, ensured validity by devising appropriate instruments for data collection (questionnaire, interview schedule and structured observation), choosing the appropriate timescale, ensuring adequate resources are available, using appropriate methodology and instruments, using appropriate samples, using appropriate questions and methods for data analysis, minimise bias.

3.7.2 Reliability

Reliability has to do with the uniformity and soundness of the measuring instruments (Cohen *et al.*, 2007). It is concerned with the results and measurement of the research instruments to ensure consistency, which the researcher achieves over time. In addition, Cohen *et al.*, (2007) claims:

In qualitative methodologies reliability includes fidelity to real life, context- and situation-specificity, authenticity, comprehensiveness, detail, honesty, depth of response and meaningfulness to the respondents (Cohen *et al.*, 2007, p.149).

In this regard, a reliable research instrument would ensure that the same information was collected over time, as consistent results would be obtained using the same data collection instruments.

The researcher ensured that all the questions in the instruments were well constructed, relevant, and addressed the research objectives. This reliability was achieved by administering questionnaire and interview schedules for pilot purposes with the same respondents twice within a two-week period. The responses obtained using a retest was analysed and compared manually. The researcher ensured reliability of the data collection instruments by using relevant respondents in an appropriate environment for interviews, avoiding subjectivity and using the same questions with everyone. As this study is qualitative in nature, primary data was obtained with a degree of accuracy in the natural setting of the pre-service primary TE in Tanzania.

3.8 Data Collection Techniques

3.8.1 Structured interview schedule

The researcher designed and used a structured interview schedule. This is the most powerful qualitative research methodology (Anderson, 2004; King, 2004; MacCracken, 1988). Using this method allowed the researcher to gather data on the strengths and weaknesses of the current pre-service primary TE. The schedule constituted objective and open-ended questions designed to capture the respondents' views and opinion on the quality of pre-service primary TE in Tanzania. The main questions were asked in the same way to all the respondents belonging to the same category. However, the order varied according to what was seen to be the most suitable to the respondent in question. This approach is based on what Fielding (1993), suggested:

...the interviewer is thus able to adopt the research instrument to the level of comprehension and articulacy of the respondents, and to handle the fact that in responding to a question, people often also provide answers to questions we were going to ask later (Fielding, 1993, pp.136 - 140).

To achieve the intended objectives, serious probing was used to get more information from the respondents. In the meantime, great care was taken not to impose views on the respondents or incline them towards a particular way of seeing things. The officials who responded to the questions as raised in the interviews gave valuable opinions, though in some cases, they were similar to those available in official documents. Yet, their emphasis was always different, thus shedding light on what they believed were the main issues affecting the quality of pre-service primary TE in Tanzania.

Attempts were made to interview all the key respondents and to observe all the relevant procedures and write down all the information obtained. The interview was chosen because it is flexible and allows respondents to respond freely to the questions and it enabled the researcher to get adequate responses from them as well as access to their feelings and opinions on the quality of pre-service primary TE. The interviews lasted between forty-five minutes and one hour and fifteen minutes. Some of the respondents were openly very critical of the current teacher educational system, as they believed that it lacked a philosophical basis and failed to emphasise on the quality of primary teacher preparations coupled with the decline of the status of the teaching profession in Tanzania.

Interview schedules were used to gather information from four officials in the MoEVT head office, six principals and six registrars from the selected colleges. The aim was to establish what roles they had been playing in the process of pre-service primary TE, what their views were about the current status of pre-service primary TE and what strategies can help improve the quality of pre-service primary TE. The information obtained constituted the official views on the current state of pre-service primary TE.

Moreover, interview schedules were used gather information from the teacher educators. This category comprised two university lecturers and 30 college tutors. The two university dons were interviewed to find out what roles they had been playing, particularly in the pre-service primary TE. The main focus was to get their views on the current state of pre-service primary TE and strategies that can help improve the quality of pre-service primary TE. In the analysis, their views provided views outside the official line on the TE policy and practices as well as how to improve the quality of pre-service primary TE.

Of the 30 tutors, 29 college tutors, were interviewed as one of them declined to participate in the interview at the last moment. This respondent was a tutor who had been elected to the post of councillor. The researcher contacted him three times and set an appointment for interview, yet he declined because he was busy with the college and the council activities. These tutors were interviewed to find out what roles they had been playing during the pre-service primary TE

process; to obtain their views on the current state of pre-service primary TE and suggest strategies that can help to improve the quality of pre-service primary TE. In the analysis, this category of respondents confirmed the official view on whether the policy and practices help improve the quality of pre-service primary TE or contributed to the declining status of the teaching profession.

Furthermore, interview schedules were used to gather information from TE stakeholders such as the NGOs/Policy institution officials and TE consultants. In this category, five respondents were interviewed. These were three representatives of NGOs/Policy institutions such as Haki Elimu, TENMET and TTU and two were TE consultants. The target was reached at 75 percent for this category. From the NGOs, which was expected to provide two respondents, after the director was interviewed, and left, the other officer claimed that the information provided was the official stand and adequate. As a result, she declined to participate in the interview. Interviews with this category of respondents derived different views from the institutions that act as pressure groups and from expatriates on the quality of pre-service primary TE and the strategies that could help improve the quality of pre-service primary TE. In the analysis, this set of perspective was outside the official line on whether policy and practices help to improve or affect the quality of pre-service primary TE. As such, their views added value to the study.

3.8.2 Questionnaire

Self-administered questionnaire were designed to collect data from second year Grade A trainees. This method was cost-effective, less time consuming for the respondents to complete, and the responses were easily analysable (Newell, 1993). The use of structured instruments is one of the requirements of a descriptive design (Kothari, 1992). The researcher observed all the necessary ethical issues in the questionnaire design (Cohen *et al.*, 2007) to design the self-administered questionnaire. The questionnaire was used to gather information and data from second year Grade A teacher trainees. In the process of constructing the questionnaire, methodological triangulation (Macdonald and Tipton, 1993), was used. Methodological triangulation enables the researcher to use different question settings to obtain information from the respondents. Each questionnaire had two parts. Part I dealt with demographic information of the respondents on gender, age, year of completing Form Four, division scored, points and residential information. Part II dealt with data on the quality of pre-service primary TE and related policy and practices. The factors considered include the training process, problems facing pre-service primary TE, teaching practice arrangements and strategies that can help improve the quality of pre-service primary TE. All the 360 respondents were reached. This target was reached because there was no problem of access and the researcher used his understanding of the college arrangements as well as requirements in carrying out such a study.

3.8.3 Observation

The study employed observation as a data collection technique, which is usually used in a descriptive design (Kothari, 1992). The researcher designed a purposive structured observation tool in advance. This tool enabled the researcher to obtain information on the TTC classroom arrangements, facilities available, the college library and the general appearance of the college.

Observation helped to gather information outside the official line and to find out whether the college environment provides a conducive and effective teaching and learning environment for Grade A teacher trainees. Moreover, this technique enabled the researcher to obtain the actual characterisation of the colleges visited and the related organisational arrangements (Gillham, 2008). The researcher used the experience of working in more or less similar educational institutions and recorded all the information required on separate sheets of a structured observation schedule for each college visited. Since all the required behaviours were outlined in the observation schedule, changes in the organisational arrangements were explored but not allowed to influence the quality of the observation process. This method was chosen because it helped to provide data that could be compared with the official account of the actual situation at the college visited. It was used aptly to provide evidence for the arguments made on the analysis of the quality of pre-service primary TE.

3.8.4 Content analysis

Content analysis in this study generated new information by examining critically different published materials related to pre-service primary TE. A content analysis is a research procedure that involves systematic examination and verification of contents of written data (Cohen, *et al.*, 2007; Macdonald and Tipton, 1993). It is an important tool for analysing and systematising secondary data obtained from books, pamphlets, theses, minutes and review papers. To obtain the required secondary data on the quality of pre-service primary TE, the researcher examined carefully the TE policy and its related guidelines, the Grade A TE curriculum, educational circulars, research reports, PEDP documents, newspapers, journals, books and official statistics. This method enabled the researcher to obtain information that could otherwise not be obtained through interviews, questionnaires and observation.

According to Ezzy (2002), content analysis starts with a sample of texts (the units), before designing the units of analysis (words, sentences) and categories for use in the analysis. In carrying out content analysis, the researcher started by tracing the TE policies to reveal their relevance to the process of training quality primary teachers in Tanzania. Other features included TE programmes and the training process, courses taught and how they are taught and by whom, the availability of teaching/learning materials and the teaching practice process. The information obtained helped to establish the relevance of the TE policy, identify factors influencing the quality of pre-service primary TE, the relevance

of training programmes and pinpoint strategies for promoting the quality of TE. The researcher used his judgment to select precise data.

To ensure reliability of the coded materials, the researcher observed Weber's (1990) suggestion that, instead of working on the whole document, a researcher should start by working on a small sample of text, and test out the coding and categorisations. Thus, the researcher used the purposive sampling strategy to name primary TE course programme materials such as textbooks, curriculum, lecture notes and college guiding policy, to reduce it to a manageable size. Later, the researcher decided on the categories and selected the recording unit. Necessary amendments were made. The categories for analysis focused on pre-service primary TE in finding out how the information is related, what it describes and reveals, how relevant it is and what is the source of such information. Specifically, content analysis helped to determine the extent to which published official documents such as the curriculum, syllabuses and textbooks enhanced or hindered the quality of instruction in the pre-service primary TE process.

3.9 Logistical and Ethical Considerations

3.9.1 Logistical considerations

Before embarking on fieldwork, the researcher obtained a research permit from the Department of Educational Foundations, which was signed by the research supervisor's. The introductory letter was presented to the Principal

Secretary at the Ministry of Education and Vocational Training (MoEVT), now the Ministry of Education, Science and Technology (MoEST) requesting for permission to collect data on issues related to the quality of pre-service primary TE in Tanzania. Then, the Principal Secretary granted permission to visit four public colleges - Vikindu TTC, Ilonga TTC, Mhonda TTC and Singachini TTC and two private colleges, Ebonite TTC and Eckenford TTC, to collect data. The researcher then presented the letters of permission from the MoEVT to the principal of the sampled TTCs. Questionnaires were administered with the respondents in the sampled TTCs and collected after one week. Other sampled respondents from the MoEVT head office, TTCs, university dons, educational consultants and NGO official were interviewed.

3.9.2 Ethical considerations

The study took into account all the social science and educational research ethical issues in pursuit of this research. In this regard, the researcher respected the rights, needs, values and desires of the respondents. Common ethical issues such as confidentiality, anonymity, legality and professionalism (Blaxter *et al.*, 1996), were observed. To obtain reliable responses, the respondents were assured that their identity would not be disclosed, and their ideas could be cited by identifying them as “respondents” or “participants”. Thus, common ethical issues were considered and treated as part of the whole project.

3.10 Methods of Data Analysis

In this study, two approaches for data analysis were used. First, in qualitative data analysis, the researcher established units of analysis and indicated how these units were related or differed from each other. The units of analysis were created based on different codes assigned to different information obtained during the field. The codes were created based on the themes or concepts covered in the research questions. The units of analysis created include TE policy influences (admission process, certification), subject matter preparations, pedagogical preparation, teaching practice, certification, TE curriculum, TE basic equipments and infrastructures. Then the researcher created a domain of analysis by grouping the units of analysis and finding out how the domains were related to each other.

Statements from the respondents were maintained and recorded as they were obtained during interviews, using their experiences, opinions and feelings based on their message. The researcher went through all the information to identify any discrepancies, which were not appropriate for the study and obtained conclusions. To ensure the reliability of the coded materials, the researchers compared them with information collected using questionnaires and interviews for triangulation purposes. Second, under the quantitative approach, the data that was generated using closed-ended questions were tallied, tabulated and converted into percentages for easy interpretation. To

ensure accuracy, computer software such as Excel was used for statistical analysis. This software was used because it was convenient and cost-effective. Moreover, it helped in summarising, describing and presenting the data using descriptive statistics. Subsequently, the data was organised and presented in form of tables, figures, and pie charts. Data, which was collected using open-ended questions and from interviews, were subjected to content analysis. Qualitative data analysis approach was used to analyse primary data generated during fieldwork. Descriptive statistics, tables, and charts were used in the data presentation, which was coupled with narrative presentation. Fieldwork was carried out on Tanzania Mainland.

CHAPTER FOUR DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents data analyses and discusses the findings. The purpose of this study was to investigate the quality of pre-service primary TE in Tanzania and determine the extent to which policies and practices affect the quality of pre-service primary TE. Four research objectives guided the presentation, analysis and discussion of the findings. These research objectives focuses first, on establishing the factors affecting the quality of pre-service primary TE in Tanzania; second, on determining whether TE policy influence the quality of pre-service primary TE; third, on establishing the influence of the training process on the quality of pre-service primary TE; and fourth, on establishing strategies that could help improve the quality of pre-service primary TE in Tanzania.

4.1 Questionnaire return rate

The instruments used to generate primary data were questionnaire, interview schedules and observation schedule. Content analysis was used to evaluate secondary data. The questionnaire, as the main data collection instrument, was administered with 360 respondents divided evenly between males and females. The return rate was 100 percent. The permission obtained from the MoEVT, co-operation from the management of the TTCs visited and the researcher's experience in the data collection process enabled him to accomplish this task as required. In the process of collecting data, the researcher administered the

questionnaires personally with the respondents, waited for them to fill them out and collected them once they were done. Face-to-face interviews were conducted with 52 respondents (35 males and 17 females) (96%). Only two respondents (4%) declined to participate in the interviews because of their official responsibilities. Over all, primary data for this study were generated from 412 respondents (215 males and 197 females) (99.5%) out of 414 expected respondents.

4.2 Demographic Analysis

Data collection tools used to generate primary data contained a personal data section, which describes the respondents' characteristics such as gender, age and educational background. The demographic data helped to understand the nature of the respondents, type and quality of tutors as well as trainees enrolled in the pre-service primary TE programme. The analysis was divided into three groups of respondents. Group one comprised 360 Grade A trainees from the six selected colleges, group two comprised 29 Grade A tutors and group three comprised 23 respondents made up of four officials from MoEVT head office, six college principals, six college registrars, two university lecturers, two teacher education consultants and three respondents from NGOs/policy institutions.

The demographic analysis of Group one involved 360 Grade A trainees: 180 males and 180 females. The respondents were requested to provide their age

groups and Form IV pass mark including the division in which each candidate scored and points earned that allowed him/her to get admission to the college to pursue a pre-service training programme, leading to the award of Grade A certificate.

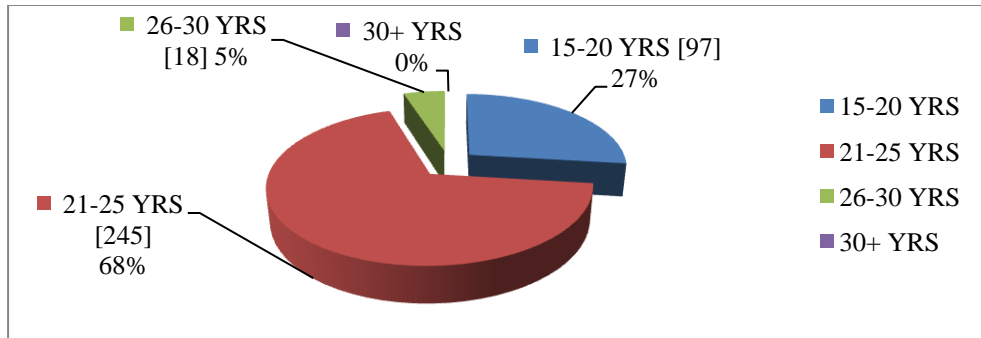


Figure 4.1: Pie chart showing distribution of Grade A trainees by age

The pre-service primary teacher trainees’ demographic analysis displayed in Figure 4.1 shows distribution of Grade A trainees by age. It shows that, 97 trainees (27%) were aged between 15 and 20 years, 245 trainees (68%) were aged between 21 and 25 years and 18 trainees (5%) were aged between 26 and 30. The results show that none of the trainees, who filled out the questionnaire, was aged above 30.

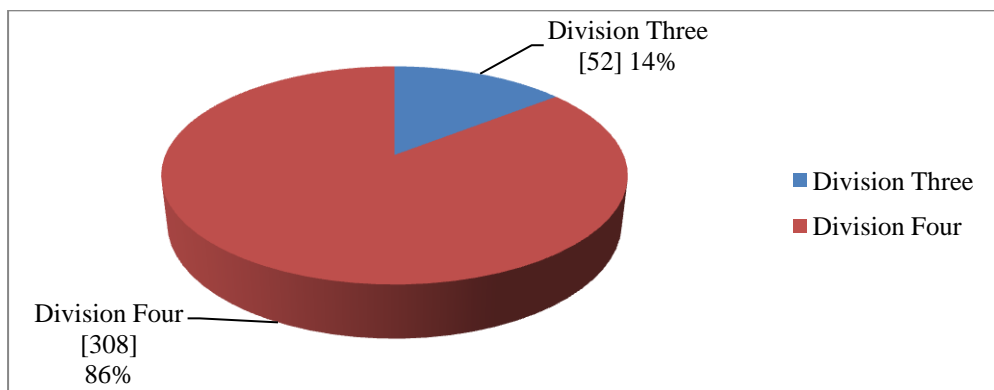


Figure 4.2: Pie chart showing Grade A trainee CSEE results by division scored

Figure 4.2 shows Grade A trainees CSEE results by division scored. It shows that, none of the trainees had earned a division I or II with 52 (14%) scoring in division III and 308 (86%) in division IV in their CSEE results. A detailed description of these performances showing gender is presented in Figure 4.3:

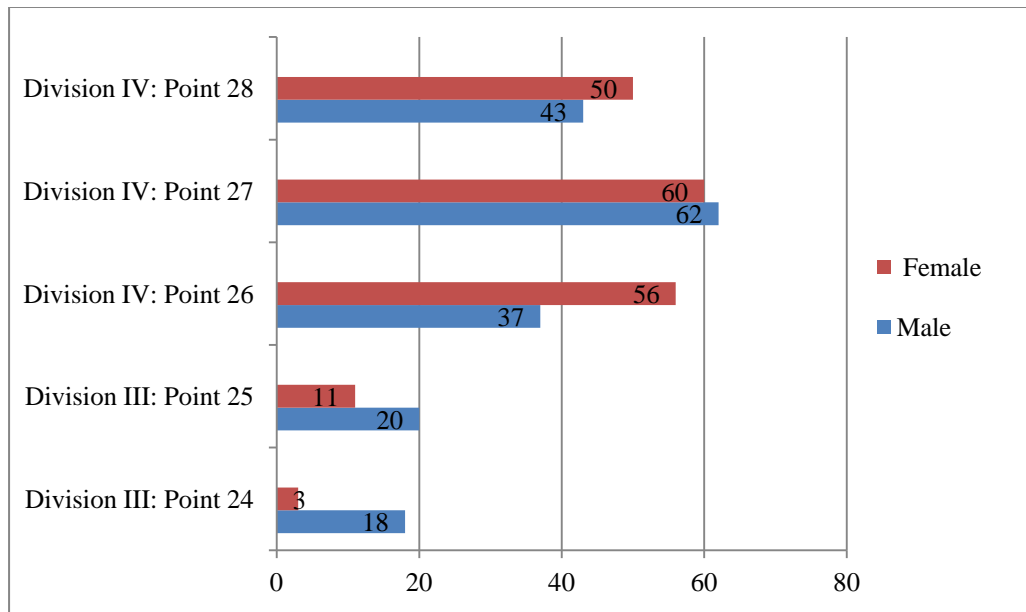


Figure 4.3: Bar chart showing Grade A trainees CSEE results as per division and points

Figure 4.3 shows that Grade A trainees CSEE results with corresponding division and points. It shows that, 21 (18 males and 3 females) scored in division III with 24 points in their CSEE, whereas 31 (20 males and 11 females) scored in division III with 25 points. The chart shows that 93 (37 males and 56 females) had division IV with 26 points, whereas, 122 (62 male and 60 female) had division IV with 27 points and 93 (43 males and 50 females) had division IV with 28 points in their CSEE results. These results reveal that, the trainees, who filled out the questionnaire, had met the minimum policy requirement that enabled them to pursue pre-service primary TE leading

to the award of Grade A certificate. However, this finding also indicates that the policy does not encourage higher performing students to join pre-service primary TE. This explains why there is no trainee with a division I or II enrolled in the pre-service primary TE programme. Indeed, the ETP of 1995 directs eligible trainees with divisions I, II and III with balanced subject combination to be enrolled in A-level secondary schools (URT, 1995).

The demographic analysis of group two included 29 tutors from six selected colleges as Figure 4.4 and 4.5 illustrate. Figure 4:4 shows that 10 tutor interviewed (35%) were aged between 21 and 30 years, two tutors (7%) were aged between 31 and 40 years, five tutors (17%) were aged between 41 and 50 years and 12 tutors (41%) were aged between 51 and 60 years. The retirement age for the TTCs tutors is 60.

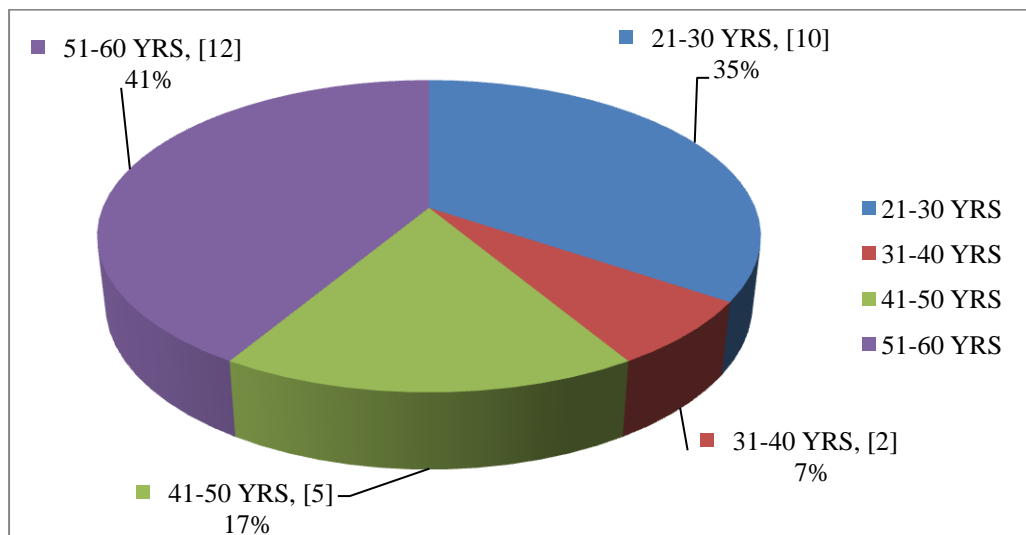


Figure 4.4: Pie chart showing Distribution of Grade A Tutors by Age Group

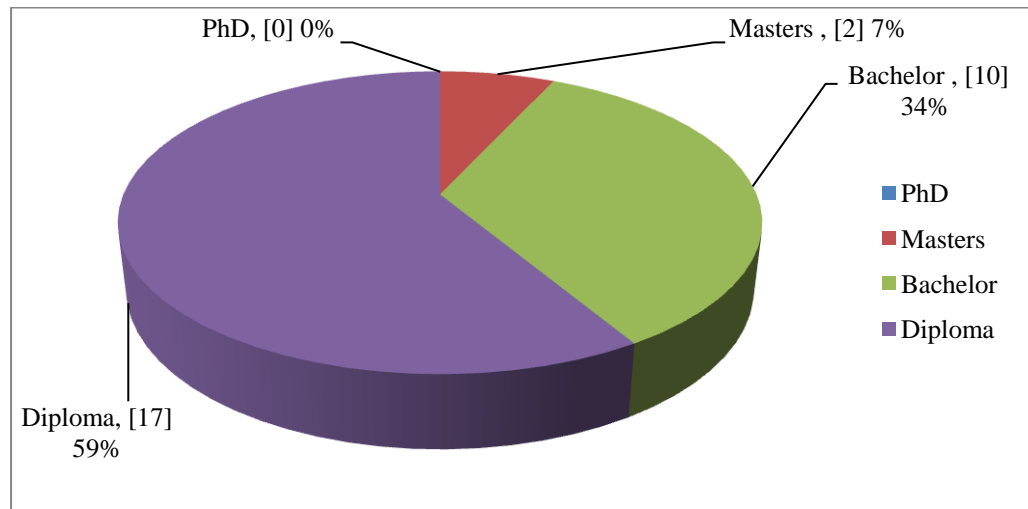


Figure 4.5: Pie chart showing Distribution of Grade A Tutors by Professional Qualifications

Figure 4:5 shows the professional credentials of pre-service primary tutors interviewed. The finding reveals that, this category of respondents has no tutor with a PhD qualification whereas two tutors (7%) had a master's degree, 10 tutors (34%) had a bachelor's degree and 17 (59%) had a Diploma in Education. Over all, the majority of the pre-service primary tutors are under qualified, because the minimum entry qualification for a TTCs tutor is supposed to be a bachelor's degree in education (URT, 1995). This situation has a negative implication for the quality of pre-service primary TE process.

The demographic analysis of group three composed of 23 respondents (pre-service primary TE stakeholders). Four of these respondents were from the MoEVT head office, six were principals and six were registrars from the selected colleges, two university lecturers, two were educational consultants,

and three respondents were from the NGOs and Policy institutions as Figure 4.6 and 4.7 illustrate:

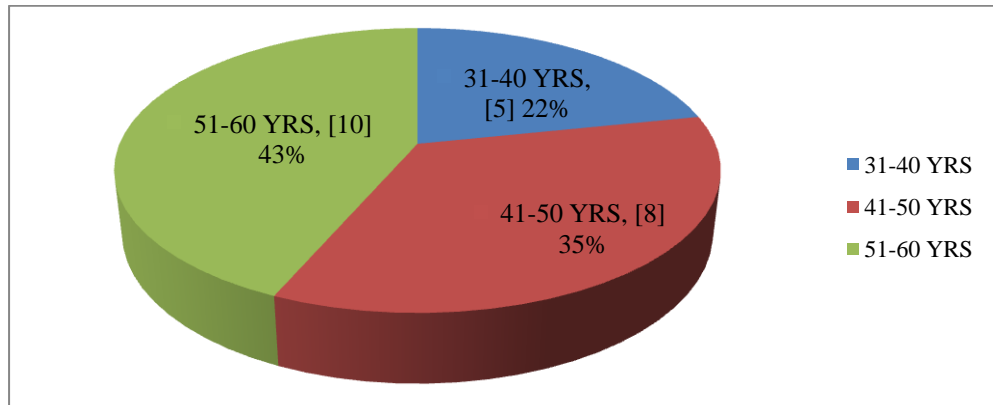


Figure 4:6 Pie chart showing Distribution of TE Stakeholders by Age Group

Figure 4:6 shows the age group of pre-service primary TE stakeholders interviewed. Five respondents (22%) were aged between 31 and 40 years, eight (35%) were aged between 41 and 50 years and 10 (43%) were aged between 51 and 60 years.

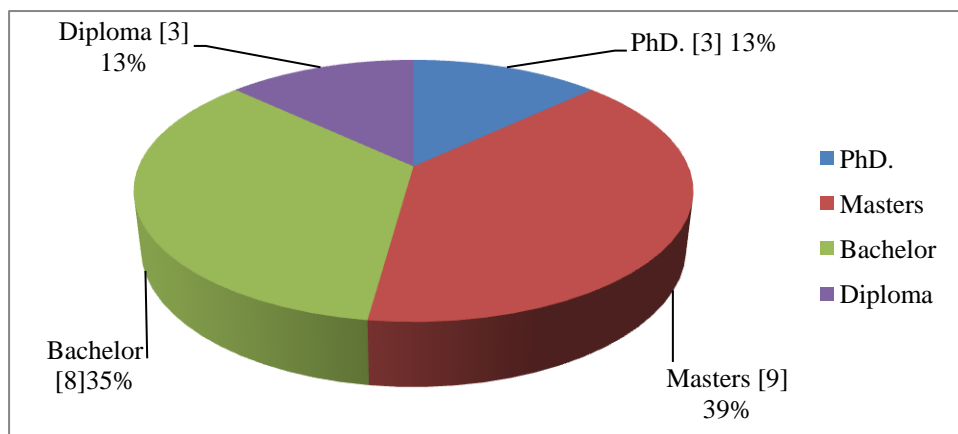


Figure 4:7 Pie chart showing Professional Qualifications of TE Stakeholders

Figure 4:7 shows the professional qualification of pre-service primary TE stakeholders interviewed. It reveals that, three respondents (13%) had a PhD in

education, nine respondents (39%) had a master's degree in education, eight (35%) had bachelor's degree in education and three (13%) had a Diploma in education. In other words, these were experienced TE professionals. Their experience helped the researcher to obtain vital data on the quality of pre-service primary TE in Tanzania.

4.3 Factors affecting the quality of pre-service primary TE

The researcher sought to establish the factors, which affect the quality of pre-service primary TE. To achieve this objective, the researcher sought to establish the motive of the trainees to join pre-service primary TE and to determine whether the admission criteria for Grade A trainees affect the quality of pre-service primary TE. The presentation also focuses on the need to determine whether the Grade A curriculum affects the quality of pre-service primary TE in addition to establishing whether the problem facing TTCs affects the quality of pre-service primary TE. In addition, it focuses on the need to determine whether the supply of teaching and learning materials to the colleges affects the quality pre-service primary TE and to establish whether the recruitment of tutors in TTCs affects the quality of pre-service primary TE. Furthermore, the study sought to determine whether college inspection, teaching and learning environment at the college affect the quality of pre-service primary TE. Moreover, status of the teaching profession affects the quality of pre-service primary TE in Tanzania. Data on these variables are presented in this section.

To determine the motive of Grade A trainee enrolment in the pre-service primary TE programme, the respondents were asked to provide information on what motivated them. The results are presented in figure 4.8:

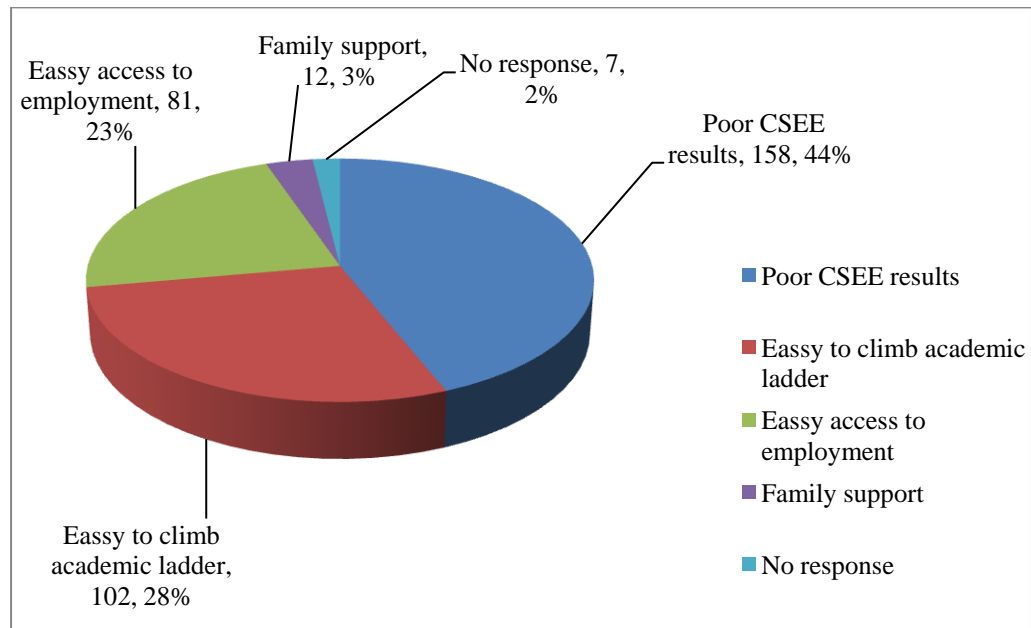


Figure 4.8: Pie chart showing Motives of Grade A trainees to join pre-service primary TE

Figure 4:8 shows the motives of pre-service primary teacher trainees to enrol in the pre-service primary TE programme leading to the award of the Grade A certificate. The results reveal that the majority of the trainees 158 (44%), had poor performances in their CSEE results, which prompted them to join pre-service primary TE. The results also show that 102 (28%) of the Grade A trainees enrolled in pre-service primary TE because it was easy for them to climb the academic ladder as qualified primary teachers. The easy of access to employment after completion of pre-service primary TE motivated 81(23%) respondents to join pre-service primary TE whereas 12 (3%) respondents were

motivated by their family support. The findings also show that seven (2%) of the respondents failed to provide any response.

An evaluation of the findings displayed in Figure 4.8 reveals that poor performance in their CSEE results (Form Four Secondary Education Examination results) is the main determinant for the Grade A trainees to register in pre-service primary TE programme. These individuals could not enrol in other training programmes particularly in advanced level of secondary education essential for progression to high level training. Against this backdrop, they used pre-service primary TE as a means for climbing academic ladder they could not using the conventional path. As such, their possibility to remain in this career is minimal and their commitment to the profession is uncertain, hence the possibility of a high attrition rate. The possible consequence is employment of individuals in primary schools who cannot make a difference. This situation affects the quality of teaching in Tanzania's public primary schools as well as the quality of basic education.

To determine the influence of the admission criteria for Grade A trainees on the quality of pre-service primary TE, the researcher obtained vital information from TE stakeholders. The MoEVT official interviewed claimed that there had been improvement in the selection criteria based on the TE policy. According to one official interviewed, the selection criteria include:

- i. Completion of Form IV and passing at least division four with a minimum of 28 points;

- ii. Indication of teaching as one of his/her choices on the National Form IV selection forms;
- iii. All grade B and C serving teachers;
- iv. Those completing Form IV national exams within the past three years;
- v. Age not more than 30 years old;
- vi. Ability to pay tuition fees (Interviews with MoEVT officials February, 2011).

To establish whether public and private TTCs follow similar admission criteria during the admission of Grade A trainees, the MoEVT officials interviewed insisted that public and private TTCs are required to follow similar criteria outlined in the educational policy. Failure to adhere to the policy directives are constitute violations of the law. However, the respondents insisted that, some private TTC focus much on the trainee ability to pay tuition fees while ignoring policy directives. As a result, Grade A trainees are disqualified by the NECTA.

Table 4:1 Selection Standards for Grade A Trainees

Category of respondents	Responses			
	Yes	No	I don't know	total
MoEVT official	4	0	0	4
Principals	5	1	0	6
Registrars	5	1	0	6
University dons	2	0	0	2
Consultants	2	0	0	2
College tutors	25	4	0	29
Total	43	6	0	49
Percentage	88	12	0	100

Table 4:1 shows that 43 (88%) of the 49 respondents argue that all the TTCs follows the same selection standard while 6 (12%) of the 49 respondents argued that all the TTCs do not follow the same selection standard. The finding reveals that, five of the six principals interviewed argued that all the TTCs are supposed to follow similar criteria for Grade A admission to the training programme, while, one principal, claimed that private colleges tend to violate

the criteria mentioned especially that which is related to age of the trainee. The respondent further argued that, ‘what matter is the ability of the trainees to pay tuition fees’ (Interviews with one principal from one of the selected colleges, November, 2010). Five of the six registrars interviewed, argued that all the TTCs follow similar admission criteria as directed by the TE policy. However, one of the registrars argued:

Although we follow all the policy directives from the ministry, we have to advertise in newspapers; eligible candidates are selected based on the policy directives; ability to pay tuition fees is one of the basic criteria (Interviews with one registrar from of the selected colleges, January, 2011).

The study findings reveal that, the two university lecturers interviewed (Table 4:1) agreed that, in principle all the TTCs are supposed to follow similar admission criteria for Grade A training and certification. In practice, however, private colleges tend to violate some of the criteria. On the other hand, public colleges have no room to violate the admission rules because they receive trainees selected by the Ministry of Education. When asked about which criteria private colleges violate, the respondents refused to give details. Moreover, 25 of the 29 tutors interviewed argued that, all the TTCs follow similar admission criteria for Grade A teacher trainees whereas four of the 29 tutors interviewed claimed that, all the TTCs do not follow similar admissions criteria. One tutor said, ‘the ability to pay tuition fees is used as criteria. That is why you can see very old grade A trainees in private colleges and trainees who completed Form Four more than five years ago’ (interview with one tutor, January 2011).

To establish whether the criteria used for admission into the Grade A certificate training programme enable colleges to get qualified candidates, the official line was affirmative whereas other TE stakeholders had a mixed reaction. The findings are displayed on Table 4.2:

Table 4.2: Admission Criteria and getting the right candidates for Grade A

Category of respondents	Responses			
	Yes	No	I don't know	total
MoEVT official	4	0	0	4
Principals	4	2	0	6
Registrars	2	4	0	6
University dons	0	2	0	2
Consultants	0	2	0	2
College tutors	14	15	0	29
Total	24	25	0	49
Percentage	49	51	0	100

Table 4.2 shows that, 24 (49%) of the 49 respondents interviewed argued that the admission criteria for Grade A certification enable the selection of the right candidates for pre-service primary TE, and 25 (51%) of the interviewees argued that the criteria used did not provide an opportunity for the selection of the right candidates. When the respondents were asked to explain how they dealt with the trainees enrolled without adequate qualifications, different opinion were raised. One respondent claimed:

A pass in division IV (points 28) is not very convincing; these are the failures that can't be admitted to any academic programme except primary school teaching; therefore, the qualification should strictly be division III or better (Interview with one tutor from selected colleges, January, 2011).

This claim indicates that the admission process in the pre-service primary TE allow trainees with low marks in their Form Four examination results. This

affects the quality of pre-service primary TE. Two university lecturers and two TE consultants interviewed shared similar concerns on the relevance of the criteria used. One of these interviewees claimed:

There is a need to look at the attitude and motivation to join the primary teaching career. Relying on academic qualifications alone may lead to admission of candidates without interest in teaching. As a result, when completing their studies and employed could be high attrition; this can cost the government a lot of money and may also lead to the employment of corrupt individuals who may fail to adhere to the primary school teaching profession ethics (Interviews with one consultant, March, 2011).

Another consultant claimed that the country's primary schools and basic education deserved justice. Therefore, 'there is a need to change the attitude of making primary teaching career the dumping ground of the failures' (Interview with one consultant, March, 2011).

Overall, 15 of the 29 tutors interviewed 15 claimed that the criteria used did not enable the admission of the right candidates into the Grade A training programme. Fourteen others on the other hand argued that the selection criteria was appropriate and provided an opportunity for the selection of the right candidates to the Grade A training programme. In other words though the criteria used were acceptable based on the guiding TE policy, they did not necessarily bring out the best results. To establish the truth on this matter, the respondents were further asked to provide their views on how they dealt with candidates enrolled with limited academic ability.

The responding tutors provided different opinions on how they deal with candidates without sufficient academic ability. In this regard, one respondent

argued, 'They are being taught as usual' (Interview with one tutor, January, 2011). Another respondent said, 'We do provide placement test and intensive teaching' (Interview with one tutor, January, 2011). Another respondent reported:

We receive trainees from the ministry; the ministry is the one mandated with the selection process; if it happens that candidates do not meet all the required criteria we can do nothing; our responsibility is to train those we receive from the ministry; we rely on NECTA for scrutiny of the Form Four certificates. To be sincere, in some cases we find individuals in the class who are not supposed to be there yet they meet all the NECTA requirements; it is difficult to find out how they manage to get the pass mark that enables them to be admitted to the Grade A certificate programme. In some cases, the NECTA disqualifies some candidates and announce in the newspaper (Interviews with one tutor, January, 2011).

Another respondent revealed that it was true that, a few trainees failed to cope with the training. The respondent further explained:

We advise them to reseat Form Four national exams before sitting for the Grade A NECTA examination; in some cases, candidates are advised to change the programme, and join kindergarten course. The common procedures are teaching relentlessly, and giving them a lot of assignments to check on their progress and provide necessary help because losing trainees is wasting their time as well as losing income. Therefore, NECTA is the one that has the mandate to determine the eligibility of the TE candidates (Interview with one tutor, January, 2011).

This testimony indicates that, the criteria used for the admission in the pre-service primary TE were not good enough and did not encourage the enrolment of higher performing student. This situation causes dissatisfaction among tutors in public colleges due to the type of trainees enrolled in their respective colleges. This situation demoralised the tutors and affected the quality of pre-service primary TE.

Furthermore, to establish the influence of the Grade A curriculum on the quality of pre-service primary TE, the researcher asked the respondents to

provide their views on the quality of the curriculum used in the pre-service primary TE programme. To be precise, the respondents were requested to indicate if the pre-service primary TE curriculum is in consistency with the need for quality primary teachers. The findings are displayed in Figure 4.9:

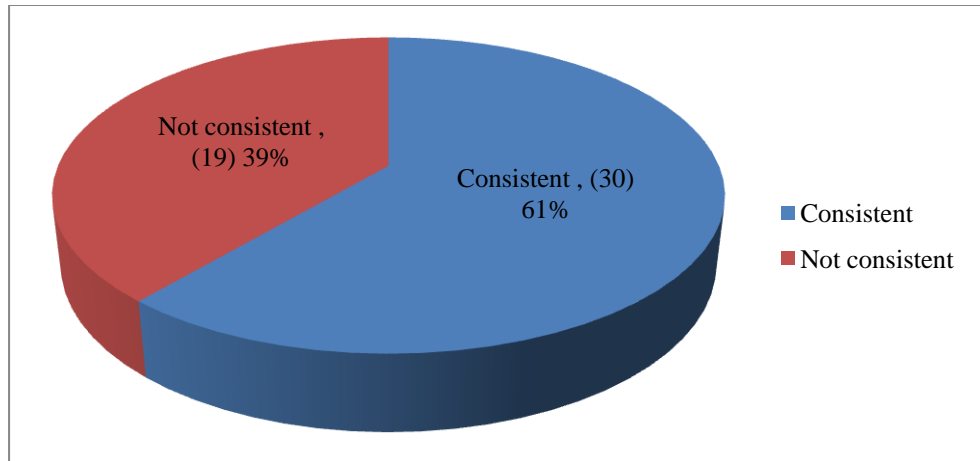


Figure 4.9: Pie chart showing Consistency of Grade A Curriculum with the need for quality pre-service primary teachers

The results in Figure 4.9, show that, the majority of the respondents 30 (61%) indicated that pre-service primary TE curriculum was in inconsistent with the need for quality primary teachers, whereas 19 (39%) claimed that it was not. Moreover, when requested to give their views on the quality of the curriculum used in the pre-service primary TE, the findings indicate that the respondents provided mixed opinions on why they thought the curriculum was consistent or inconsistent with the quest for high quality primary teachers. The responses are presented based on what the respondents said during interviews. The official line from the MoEVT official interviewed was that the curriculum is consistent with the need for quality primary teachers. As one respondent reported:

I feel the existing curriculum is quite relevant for preparing primary school teachers in both academics and pedagogy; the curriculum aims to develop

appropriate skills to enable primary school teachers to carry out their teaching responsibilities (Interviews with one MoEVT officials, February, 2011).

However, one MoEVT official, who was a bit critical, claimed that, the current curriculum in use was not relevant. As such, it was not consistent with the need for high quality primary teachers because:

The prospective primary teachers are being loaded with a lot of content [subjects] to teach. As a result, they were not competent in any of the subjects. It is also important to note here that, the majority of the candidates enrolled in the Grade A TE programme had a weak academic background and there is no room for specialisation. Though, some of them may complete the training programme, but when it comes to practice, they may fail to deliver (Interviews with one MoEVT officials, February, 2011).

The six principals interviewed provided mixed views on the pre-service primary TE curriculum. One respondent said:

Almost all the topics, which are in the primary syllabi, are taught in the Grade A programme. The programme covers both academic components and pedagogy for the trainees. Therefore, I think that the individual competency of the teachers is a concern not the curriculum (Interviews with one principal, January, 2011).

Moreover, the findings indicate that, two of the six principals interviewed offered different views on the curriculum in use. One of the respondents said:

The curriculum needs to consider the level of development and needs of the society. It should also produce primary teachers who can fit in accordingly. We need curriculum that can help produce individuals who can compete in the regional and global market. Unfortunately, the reality is quite deferent (Interviews with one principal, January, 2011).

The registrars, as caretakers of the pre-service primary teacher trainees during their training process, were also requested to provide their views on the curriculum in use. The findings reveal a mixed reaction. Whereas four of the six registrars interviewed claimed that the Grade A curriculum was consistent with the needs for high quality primary teachers, the other two insisted that it

was not, because it was ‘not broad enough to equip teachers with enough knowledge’ (Interviews with on registrar, January, 2011).

To establish the reality on the quality of the curriculum used during the pre-service primary TE, the researcher sought views from experienced TE stakeholders such as the university lecturers and TE consultants. The two university lecturers interviewed argued that the current curriculum was not relevant and consistent with the needs for quality primary teachers. One of the respondents claimed that, ‘what is taught in the college is not consistent with what is happening in the primary schools’ (Interview with one University lecturer, March, 2011). Similarly but more critically the TE consultants claimed that this curriculum was not consistent with the needs for quality primary teachers. As one of them explained:

The intention of the curriculum is good with regard to competency development but the syllabus is very much underdeveloped; it does not encourage career path; we need curriculum that can help to produce individuals who can compete in the regional market.

The second consultant argued:

The current Grade A curriculum is overloaded; it is too professional; it is too rigid and it does not allow trainees to deal with the primary school problems; it does not encourage trainees to become creative but rather spoon-feeds them and they do so for primary school pupils once they have completed their Grade A training (Interviews with one consultant, March, 2011).

Moreover, to establish the relevance of the curriculum in use during the pre-service primary TE, the researcher obtained views of the Grade A tutors, who are curriculum implementers. The majority of the tutors interviewed, 19 (66%), indicated that this curriculum was consistent with the need for quality primary

teachers, whereas 10 (34%) tutors offered differing views. One of those who argued that it was relevant claimed:

The content of the curriculum is good; it involves both methodology and content in primary school; it is based on the learner-centred approach, which will help them to interact with the learners in real life; it is important to note that most of the topics in the Grade A syllabus are also found in the primary syllabus (Interviews with one tutor, January, 2011).

However, one of the tutors, who argued that the curriculum was not consistent with the need for high quality primary teachers claimed:

It does not relate to the real situation of our country; we should change our education system; the curriculum is too shallow; too short; because many topics are not included in the syllabus; it covers too much theory rather than practical. Moreover, candidates are taught all the subjects in secondary school in English but here they are taught in Kiswahili. Doing so it does not make students more competent. (Interviews with one tutor, January, 2011).

Another tutor contended that, ‘changes of syllabus without changing learning and teaching materials do not meet the basic requirements for quality teacher education’ (Interview with one tutor, January, 2011). During data collection, the researcher observed that in both public and private colleges, there are limited numbers of curriculum materials in the college library. These are genuine concerns also raised by tutors who are implementers of the pre-service primary TE curriculum in college. As a result, the college tutors tend to struggle and ensure that all the learners had access to the few published materials available. Inevitably, the quality of pre-service primary TE suffered.

Furthermore, to establish the influence of the problem facing TTCs on the provision of TE, the researcher asked the 49 respondents to list problems,

which they thought affected the quality of pre-service primary TE. The findings are displayed in Figure 4.10:

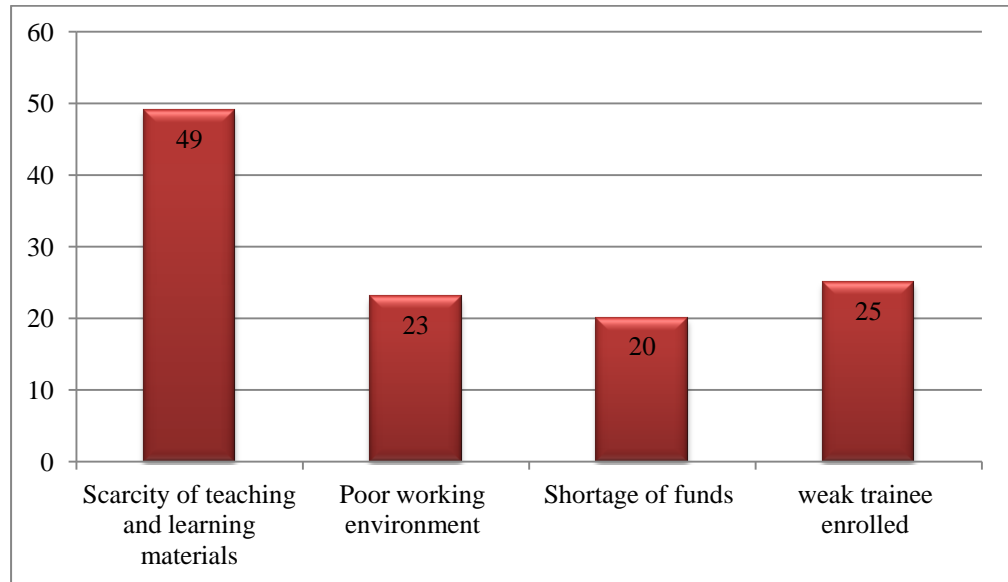


Figure 4.10: Colum Chart showing Problem Facing TTCs

Figure 4.10 indicates the problems facing TTCs during the provision of pre-service primary TE. All the 49 (100%) respondents listed scarcity of teaching and learning materials as the main problem, which affected the TTC in the provision quality pre-service primary TE. Poor working environment in the TTC was listed by 23 (47%) of the respondents whereas shortage of funds and weak trainees enrolled was listed by 20 (41%) and 25 (51%) respondents, respectively. As to the problem facing TTCs, the official line was that there had been some improvements in eliminating issues affecting the performance of the TTCs to provide better pre-service primary TE. However, when requested to mention problems affecting the TTCs in the provision of pre-service primary TE, the following distressing claims were raised:

Lack of teaching and learning resources; lack of laboratories and science apparatus for college offering science teaching subjects; the college lacks basic

infrastructure; lack of regular professional development for tutors and insufficient funding that affects teaching practice arrangements (Interview with one MoEVT officials, February, 2011).

Moreover, another official respondent said that, they needed to be fair with the college arrangements and administrative process:

We need to be fair with our college arrangements and administrative process, which is overstretched by government activities outside their basic role of preparing future primary and secondary teachers. For example, the TTCs are being used by the government for other special tasks alongside the learning process such as marking National Exams in TTCs, which affect the college timetable (Interviews with one MoEVT officials, February, 2011).

The findings also reveal that all the official respondents interviewed provided similar solution to the problem mentioned. One of them claimed:

The way out of the problem facing public TTCs in the process of preparing future primary teachers is to provide adequate funding, teaching and learning materials, update infrastructures and provide sustainable and continuous in-service training programmes for college tutors (Interview with MoEVT officials, February, 2011).

Moreover, to establish a clear picture of the problem facing TTCs and its impact on the quality of pre-service primary TE, the college principals interviewed were requested to give their reflective accounts. The finding reveals that, these colleges face problems that emanate from within the college and from the TE system (systemic problems). Some of the respondents were willing to discuss the problems that originate from the college but were reluctant to discuss any systemic problem. However, after negotiations and assurance that their identity would never be exposed, some of the respondents as government appointees or private enterprise employee were willing to talk. Others declined. One respondent mentioned problems facing the TTCs, thusly:

Inadequate teaching and learning materials [textbooks and reference books]; unstable curriculum; shortage of manpower; lack of motivation package for tutors; some students are too young to take the course [unwillingness]; lack of

refresher courses for tutors; inadequate college infrastructure such dormitories, classrooms and laboratories for science subjects and shortage of science tutors, French tutors (Interview with one college principal, November, 2010).

Another respondent interviewed, who was probably the most vocal said:

The infrastructure of the college relative to the number of trainees admitted is poor because the owner focused on increasing profits; incompetent and inadequate tutors; financial constraints; MoEVT budgets are not adequate; private TTCs are too expensive, therefore, parents can't afford (Interview with one college principal, February, 2011).

Overall, the respondents provided solutions to the problems they have mentioned. The best solutions mentioned by the respondents in this category include:

Allocation of adequate funds to the college to alleviate issues affecting TTCs; in-service training for tutors; government should provide adequate teaching and learning materials; increase more tutors in science and French subjects; government should provide refresher courses for new tutors; the curriculum should be stable i.e. frequent changes of the curriculum should be avoided; improve the working conditions in the college and pre-service and in-service primary TE programmes should be reorganised; provide subsidy funds to private TTCs (Interview with the college principal, January, 2011).

Furthermore, to establish the truth on the problem facing TTCs, the researcher obtained the views of the college registrars. The findings indicate that these TTCs faced many problems such as “inadequate funds, misuse of funds, inadequate infrastructure and inadequate income and allowances” (Interview with one registrar, January, 2011). Another respondent claimed that, the college management focused on generating more income instead of providing quality education to the prospective primary school teachers:

Prospective primary teachers and their sponsors are facing high cost for the course especially in private TTCs; lack of enough government TTCs; overcrowded trainees in the few TTCs and lack of adequate and relevant curriculum materials (Interview with one registrar, January, 2011).

Other problems facing the TTCs in the preparation of pre-service primary teachers include:

Insufficient classrooms, dormitories, science tutors and laboratory equipment; insufficient staff houses; outdated library books as well as lack of teaching and learning materials; shortage of competent tutors and lack of enough funds (Interviews with registrars, January, 2011).

Similar problems were reported by Sifuna and Sawamura, (2010). Meanwhile, the respondents suggested different solutions for these problems. For example, one of the said:

The government should improve the supply of funds and improve sources of funding in TTCs; employ honest and committed managers; improve infrastructures, especially accommodation facilities for students and college staff; increase tutors' salaries and introduce allowances (Interview with one registrar, January, 2011).

Some of the respondents interviewed pressed for more demanding solutions to the TTCs problems, including:

The government should construct more TTCs regionally; subsidise the cost of preparing pre-service primary teachers in private colleges and introduce cost-sharing by the government and the trainees (Interviews with one registrar, January, 2011).

Furthermore, some respondents mentioned other solution, which appeared significant to be covered. These include:

The government should furnish the colleges with enough teaching and learning materials; provide regular seminars to the tutors on the changing curriculum; motivate tutors; library should contain both academic and methodology books; provide accommodation to teaching personnel and other staff within the college premises (Interviews with registrars, February, 2011).

To establish a clear understanding of the problem facing TTCs, the researcher obtained different views from TE stakeholders such as the University lecturers. The intention was to obtain views outside the official line, on the problems facing the TTCs that affected their performance during the pre-service primary

TE. The TE stakeholders claimed that these colleges had been facing the same problems for ages. This finding implies the failing TE system. One respondent claimed that these colleges are facing:

Lack of teaching and learning materials; inadequate qualified teaching personnel and in some TTCs the teaching and learning environment is not good (Interviews with one university lecturer, March, 2011).

Overall, these respondents provided similar solutions to the TTCs problem listed. According to the respondents, the best solution was to create a more accountable and responsible system than the present one. For example, one respondent claimed:

There is a need to ensure that competent, qualified, accountable and responsible personnel occupy positions from the ministerial to the college level (Interview with one university lecturer, March, 2011).

As the problem facing TTCs has significant impact on the quality of pre-service primary TE, the researcher obtained vital responses from other TE stakeholders, including TE consultants. The findings reveal that, it had been more or less like a tradition to hear complaints about poor quality of primary teachers because of what was happening in the TTCs. People generally complained about the performance of primary teachers. As a result, the rich parents send their children to private nursery, primary and secondary schools while the poor continue to languish in public schools. This is the outcome of the problems facing TTCs. For example, one respondent said:

Dilapidated infrastructures; lack of TE resources such as books, reference books and there are no Tanzanian based TE books; unqualified tutors; selection process for tutors and trainees is not transformative as it is done by the ministry, the ministry cannot do everything (Interview with one consultant, March, 2011).

Another respondent claimed that the TTCs faced both systemic and practical problems, which affect the provision of quality pre-service primary TE. As a result, some of the trained and deployed primary teachers with Grade A certification were very weak in both content and pedagogy. As a result, the TTCs struggled to overcome the following problems:

Curriculum related problems in identifying pedagogical and content, for example, how do you organise pedagogy and content; tutors working in TTCs were not prepared to be college tutors – because they lack a philosophical base, mentoring and moulding sessions. These are graduates who are not aware of what is happening in the primary school; the TTCs are overcrowded with incompetent trainees; and facing meagre budgetary allocation (Interview with one consultant, March, 2011).

To minimise these problems, the respondents provided similar solutions. For example, one of them suggested:

There is a need to establish professional bodies that can oversee all teacher preparation processes and there is a need to have academic discussion on teachers' college in the country; review of the curriculum; provision of CPD to college tutors and increasing the budgetary allocation for TTCs (Interview with TE consultants, March 2011).

Comprehensive assessment of the impact of the problem facing the TTCs and their effect on the quality of the pre-service primary TE were obtained from 29 tutors interviewed. TTC tutors are involved in the implementation of the pre-service primary TE curriculum. Therefore, they interact daily with the pre-service primary teachers trainees. The study found that all the TTC tutors interviewed mentioned similar problems affecting their respective colleges during the pre-service primary TE. For example, one respondent claimed:

The TTCs face a scarcity of teaching and learning materials, for example, inadequate and outdated library books, facilities and laboratories' and poor conducive environment for the teaching and learning process at the college (Interview with one college tutor, January, 2011).

Other problems listed by the respondents had cynical influence on the quality of pre-service primary TE. These problems include:

Shortage of funds; no committed tutors; the tutors are not well-trained; low salary and increment; overcrowded classrooms; inadequate number of tutors in specified subjects e.g. Physical Education, Fine Arts; improper policy implementation and evaluation; poor administration and management; few in-service training and upgrading courses; many tutors leaving the college without immediate replacement; most students selected are of low grade because entry qualifications are too low (Interview with one college tutor, January, 2011).

In this regard, tutors from public and private TTCs had similar solutions to these problems. They also shared reservations about the extent to which lack of good governance in their college exacerbated these problems. In addition, one respondent suggested the following solutions:

Provision of adequate teaching and learning materials at the college; employing qualified and competent tutors; provision of capacity building for tutors; improving the teaching and learning environment at the colleges; proper implementation of monitoring and evaluation; government should improve infrastructures – room, laboratory, library; improvement of welfare for tutors – salary, housing and transport (Interview with one tutor, January, 2011).

Apparently, both public and private TTCs face similar problems, which affect the quality of pre-service primary TE. However, there is no simple solution to these problems, because they demand for meticulous attention to the TE policy and its implementation process.

Furthermore, to establish the impact of supply of teaching and learning materials to the quality of pre-service primary TE, the researcher interviewed 16 respondents. These respondents include officials from the MoEVT, college principals, registrars and consultants. The official line offered views on the supply of teaching and learning materials to public TTCs. According to the

officials interviewed, the TTCs used part of the tuition fees collected in colleges and budget allocated from the central government. However, one of the respondent interviewed, who seemed passionate about the real life situation in the public TTCs, argued:

It is hard to tell; the funds given are not enough and the little provided is not released on time; we only buy few reference books. A lot is needed, e.g. ICT – computers one to each students; parents contribute for 10 pieces of metal sheets for college renovation and one ream of A-4 photocopy paper. As a result teaching and learning materials in colleges are not adequate. Trainees have to compete for the few and outdated books available in the college library. In actual fact, this reality affects the quality of pre-service primary teacher preparations (Interview with one college principal, January, 2011).

Moreover, the finding reveals that the respondents interviewed blamed the TE system for neglecting on fundamental issues on the supply of relevant teaching and learning materials to the TTCs offering pre-service primary TE. One respondent expressed concerns as follows:

It is difficult to ensure adequate supply of appropriate teaching and learning materials because the college depends on the government budgets. Every year we have to prepare the college budget and send it to the parent ministry yet very little is returned. We have no power to increase fees so as to collect sufficient funds that may be used to improve teaching and learning material at the college because we are supposed to abide by the ministry policies and its guide lines (Interview with one college principal, January, 2011).

Furthermore, the findings reveal that private TTCs have different approaches to ensuring adequate supply of teaching and learning materials. One respondent, said:

The college uses local purchase according to the demands and availability of funds and solicit them from donors and other philanthropies whenever appropriate (Interview with one college principal, February, 2011).

Moreover, some of the respondents interviewed from the private TTCs claimed that they propose to their management on what was required. In this regard, it is the responsibility of the owner to provide all the required teaching and

learning materials. Furthermore, the respondents interviewed in private TTCs also revealed the procedures used to ensure adequate supply of teaching and learning materials in their respective colleges.

The researcher also obtained views on the supply of teaching and learning materials from respondents outside the formal system, such as two TE consultants. They insisted that, it was the duty of the owners of TTCs to ensure an adequate supply of teaching and learning materials. One respondent, who was passionate about the quality of pre-service primary TE said:

Teaching and learning materials are not provided in public and private colleges. The materials available are very old and provided by different donor agents. You can see for yourself that in the library books that are no longer used in Europe are donated to our colleges. The best example is availability of former Soviet Union publications in the college library shelves. In actual fact, there is no intelligent literature to develop tutors in the college library. Even the college principals appointed are individuals who have no capacity to question the authorities on this matter because they use silent as a survival strategy in the post. As a result, both tutors and their trainees face academic dilemmas in performing their respective duties (Interview with one consultant, March, 2011).

Furthermore, evidence obtained through observation revealed that both public and private colleges face a severe shortage of relevant teaching and learning materials and facilities. Very few copies of relevant reference books were available in the TTC libraries. Moreover, very few ICT facilities were available and in use in both public and private TTCs visited. Similarly, Sifuna and Sawamura (2010) established the paucity of such materials.

A quality pre-service primary TE programme involves qualified tutors. According to Farrant (2005), the main task of the tutor is to help pre-service

teacher trainee, understand the foundations of TE and help them relate to the classroom practice. To establish whether qualified and competent tutors are employed in the TTCs, 16 respondents, including four officials from MoEVT, six principals and six registrars were interviewed. The findings reveal that, the owners of the colleges have the responsibility of ensuring the recruitment of skilled teaching personnel. Overall, it is the obligation of the MoEVT to ensure that all public TTCs have sufficient skilled tutors. Similar responsibility is invested in private TTCs owners.

As part of this section, the respondents were further requested to give more details. One respondent provided the following explanation:

Those employed in public TTCs, as tutors, are graduates of Bachelor of Education (Science or Arts) from the recognised universities. Appointment is given to individuals who have a possibility to continue to higher degree level. However, this approach does not guarantee the recruitment of individuals who are committed to the profession. Therefore, there is a need to change this approach and make it competitive and more open for the benefits of profession (Interview with one MoEVT official, February, 2011).

Further probing on this matter during the interviews revealed that, some of the principals in public colleges were not satisfied with the system of recruiting tutors. One respondent claimed:

Tutors are posted to colleges by the ministry responsible. Their academic qualification is the only criteria used to select and post them to our colleges. This process tends to ignore other necessary and useful criteria such candidates' disposition and commitment to the profession. As a result, the quality of teaching is affected (Interview with one college principal, January, 2011).

The finding reveals that the recruitment procedures for the tutors in the private TTCs are different from those obtaining in public TTCs. As one respondent explained:

Specific vacancies are advertised; suitable candidates are interviewed in a panel; then suitable candidates are given an opportunity to teach for probation period as the management observed his/her qualities, commitment and capacity to work with the trainees and other tutors in the college. After the probation period, the college management may offer him/her a permanent post in the college (Interview with college registrar, January, 2011).

However, during observation it emerged that, public TTCs had a mixture of young and old vibrant and energetic qualified tutors. In contrast, the majority of tutors employed in private TTCs were retired secondary school teachers. It is apparent that this area on the types and quality of teaching personnel at the TTCs needs a study of its own nature.

To establish the credence of the tutors' ability to implement Grade A curriculum, 21 respondents were interviewed. They were requested to indicate the Grade A tutors' ability to prepare and facilitate effective lessons. In this regard, respondents such as officials from the MoEVT, TTCs administrators and TE stakeholders were involved. The findings are as displayed in Figure 4.11:

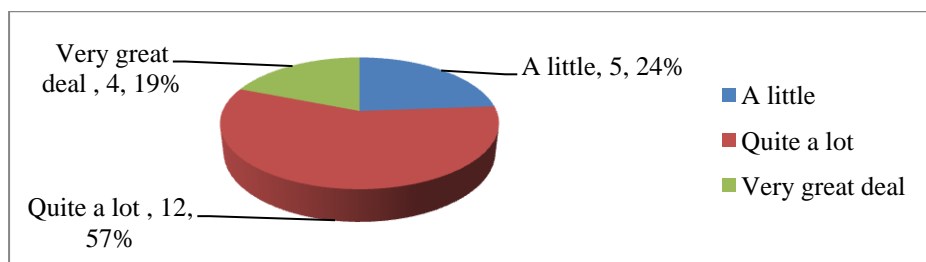


Figure 4.11: Pie chart showing the Grade A Tutors Ability to Facilitate Effective Lessons

Figure 4.11 shows that, the majority of the respondents, 12 (57%), claimed that, the performance of tutors in implementing of grade A curriculum was good, five (24%) respondents said it as a little, whereas four (19%) treated it as

very great deal. This finding indicates that, although the majority treated the performance of TTC tutors as good, others had genuine reservation about the tutors' ability to implement the Grade A curriculum.

Furthermore, the respondents were requested to shed more light on their responses. The findings reveal that some of the Grade A tutors did not have the required credence to work in the TTCs. For example, one respondent highlighted the fact that, 'some of the college tutors do not have adequate communication skills and teaching capability' (Interview with one university lecturer, March, 2011). This situation tends to affect the quality of teaching and learning during the pre-service primary TE. This reality prompted the need to establish the competence Grade A tutors ought to possess.

The findings reveal that Grade A tutors were expected to have the following competencies:

Ability to transfer knowledge to the trainees; ability to organise lessons; application of participatory teaching methods; ability to prepare regular assignments, evaluation and grading of trainees; ability to handle the class; and ability to prepare and use teaching aids (Interview with one registrar from the selected college, January, 2011).

The implication is that the TTC administrators were aware of the competencies that Grade A tutors were expected to have in order to perform their duties. Although having these skills is an essential ingredient, it was not necessary a guarantee that they could implement the TE curriculum correctly and foster excellence. It is, therefore, important to consider other values that are often ignored. In this sense, tutors' disposition, their motivation and commitment to

the profession, should not be ignored. Moreover, they should have a guarantee of the availability of relevant and adequate resources as well as a favourable working environment.

The inspection of the TTCs is associated with quality assurance. It helps to ensure that, the pre-service primary TE provider adheres to the stated policy, curriculum, standards and its related circulars. According to Jacques (1998), inspection is an instrument of quality assurance. To establish if the inspection process is done properly, 45 respondents, including MoEVT officials and TTC officials such as principals, registrars and tutors were interviewed. The respondents were requested to provide their views on how often their colleges were inspected and the value of the inspection process. The findings are as displayed on figure 4.12 and 4.13:

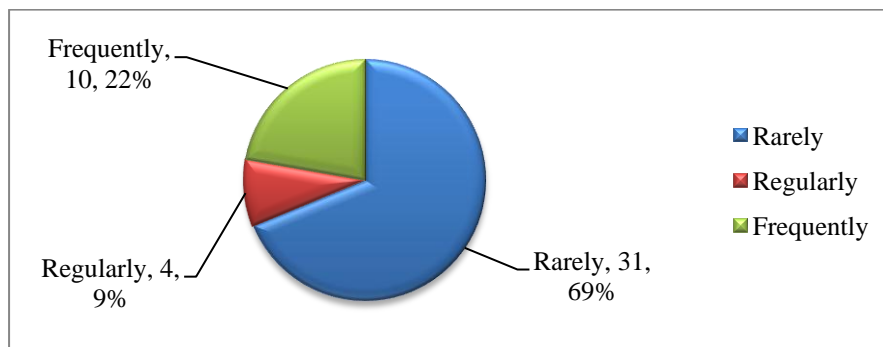


Figure 4.12: Pie Chart showing Occurrence of TTC Inspection

Figure 4.12 shows that the majority of the respondents, 31 (69%), claimed that the TTCs were rarely inspected. Four (9%) others and 10 (22%) respondents claimed that the TTCs were regularly and frequently inspected, respectively. It appears the quality assurance agency was not functioning properly. This

situation would compromise the quality of pre-service primary TE and basic education.

To establish the usefulness of the TTC inspections in relation to the quality of pre-service primary TE, 52 respondents were requested to give their views. The results are presented in Figure 4.13:

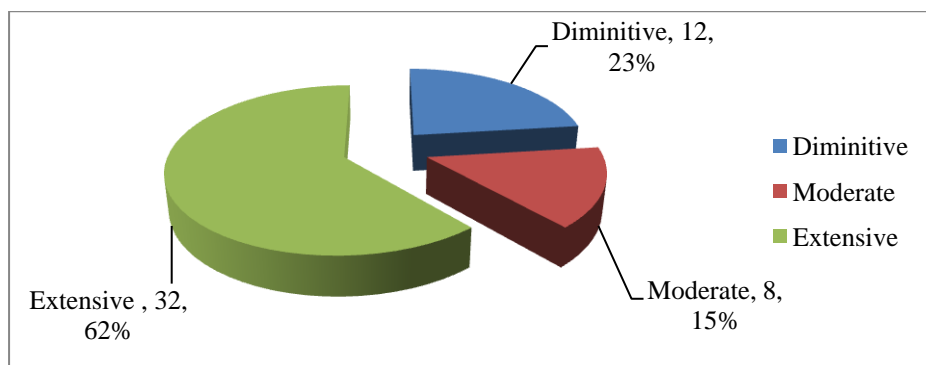


Figure 4.13 Pie chart showing Usefulness of the TTC Inspections

Figure 4.13 shows that the majority of the respondents interviewed, 32 (62%), found the usefulness of the TTC inspection to be extensive. Mean while, 12 (23%) others viewed it as diminutive and eight (15%) respondents found it to be moderate. This data indicates that the respondents were aware of the value of TTC inspections on ensuring the quality of pre-service primary TE. Indeed, TTCs inspection is a fundamental instrument for quality assurance in the primary TE that should not be ignored.

Finally, to establish how the authorities use inspection as an instrument of quality assurance in the pre-service primary TE, the college officials such as principals, registrars and tutors were requested to state the number of visits

from the inspectorate unit in the past two academic years. The finding reveals that, all the TTCs visited were inspected once in the past two academic years 2009-2011. However, some respondents raised serious doubt about the importance of the college inspection because in many cases the inspection report was rarely implemented. This raises serious concern on the credibility of the establishment on ensuring high quality pre-service primary TE in the country.

Teaching and learning environment at the college is one of the vital inputs in the provision of quality pre-service primary TE. Therefore, it is anticipated that, a favourable teaching and learning environment at the college would enable the trainees to have reliable access to competent tutors, adequate and reliable library facilities, furnished classrooms, ICT facilities, sanitary environment and effective communication amongst themselves and their tutors. To establish the situation of teaching and learning environment at the TTCs, 52 respondents were requested to give their assessment. The results are displayed on figure 4.14

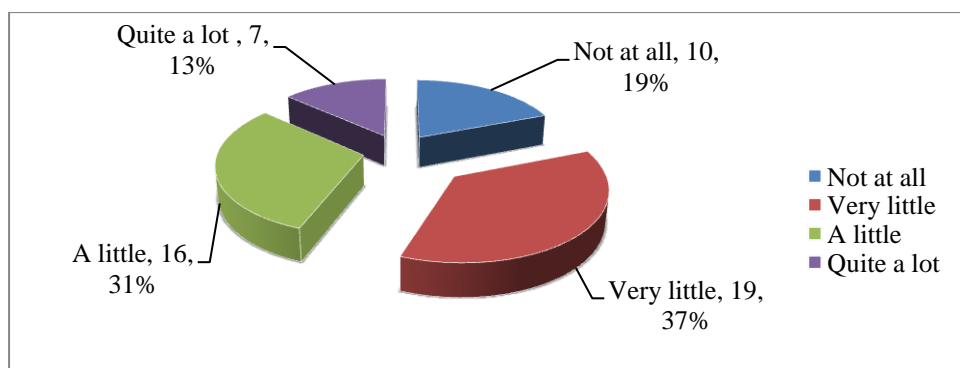


Figure 4.14: Pie Chart showing Teaching and Learning Environment in the TTCs

The finding displayed on Figure 4.14 reveals varied responses on the teaching and learning environment in TTCs. It shows that, 19 (37%) respondents treated it as very little, 16 (31%) as a little and seven (13%) as quite a lot. Only 10 (19%) respondents said “not at all”. Therefore, the majority of the respondents had shown their concern on the teaching and learning environment in TTCs. In addition, findings obtained through observation clarify that some TTCs did not provide a favourable environment for effective teaching and learning during the pre-service primary TE.

Meanwhile, the respondents were requested to propose measures that would help to deal with this limitation. The finding reveals that, the official line on this matter was to improve the funding of TTCs. Yet, the officials interviewed were not ready to divulge details on how to increase the funding of TTCs to improve the teaching and learning environment in the TTCs. Moreover, one respondent who was critical of the system suggested that, ‘there is a need for joint effort between the MoEVT and college administration to set standards for the training environment in TTCs’ (Interview with one TTC principal, January, 2011). Other respondents interviewed suggested that improving the teaching and learning environment in the TTCs depended on the availability of adequate funds and committed leadership that could help to bring more investment to the TTCs. Over all, without the authorities creating a favourable environment for effective teaching and learning to occur in TTCs, the quality of pre-service primary TE would continue to suffer.

The status the primary teaching profession has a significant impact on attracting quality students. Primarily, this profession lays the foundation of other careers such as engineering, law, and medicine hence the adage that teaching is the mother of all professions. To establish the status of primary teaching career, 412 respondents were requested to give their verdict on its social standing. The results are displayed on figure 4.15:

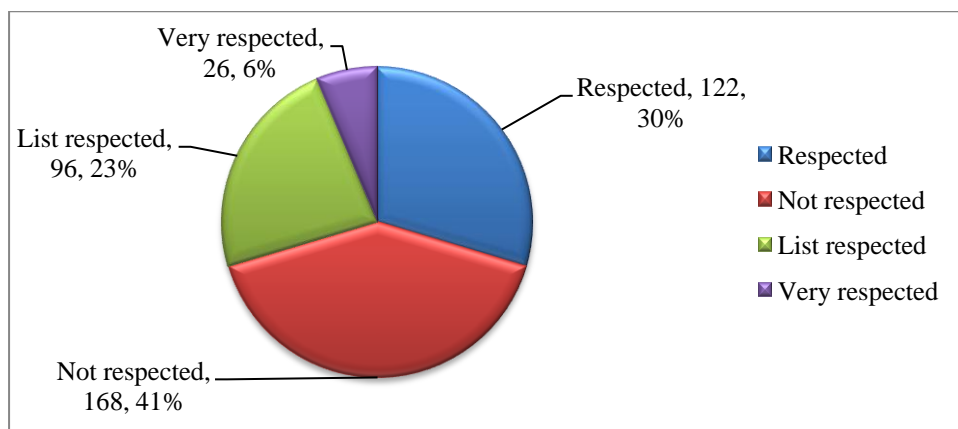


Figure 4.15: Pie chart showing Respect for Primary Teaching Career in Tanzania

Figure 4:15 shows the respondents' verdict on the social standing of the primary school teaching career in Tanzania. The majority of the respondents 168 (41%), viewed this career as not respected and 96 (23%) treated it as the least respected profession. On the other hand, 26 (6%) and 122 (30%) respondents found it to be very respected and respected, respectively. A critical review of this finding reveals that, the majority of the respondents [168+96=264 (64%)] indicated that this career was not respected. A minority (122+26=148 (36%)) of the respondents viewed it as a respected career. This finding indicates dissatisfaction of the TE stakeholders with the primary teaching

career and its social status. This might be one of the reasons that discourages highly performing students to join the primary school teaching profession.

4.4 Influence of TE Policy on the Quality of Pre-service Primary TE

Teacher educational policy is at the centre of pre-service primary TE. Thus, the researcher sought to establish the influence of the TE policy on the quality of pre-service primary TE. This objective was achieved by obtaining views from respondents on the current system of pre-service primary TE and on the influence of TE policy on the quality of pre-service primary TE. To establish the influence of the current system of TE on the quality of pre-service primary TE, the researcher obtained views from 52 respondents, including the TE stakeholders and TTCs officials. The results are presented in Figure 4.16.

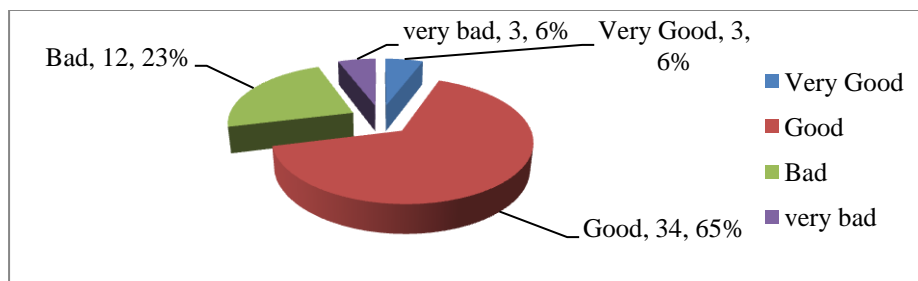


Figure 4.16 Pie chart showing Views on the Current System of Pre-service Primary TE

The findings displayed on Figure 4.16 show that the majority of the respondents 34 (65%) and three (6%) found the current system of pre-service primary TE to be good and very good, respectively. On the other hand, the minority of the respondents 12 (23%) and three (6%) found the current system of pre-service primary TE as bad and very bad, respectively. Therefore, to get the best results, there is a need to eliminate all the shortcomings.

Moreover, to establish why the respondents viewed the current system of pre-service primary TE as excellent, the respondents were requested to elaborate. The official responses reflected what is in the ministry documents. However, one respondent claimed that, the system required a lot work to improve the quality of pre-service primary TE:

The process of teacher preparation at Grade A level is good but the entry qualification is the big challenge. Grade A trainees have to teach all the subjects in primary school (but having only 28 points) you may find in some teaching subjects he/she had scored an 'F' at the O-level (Interviews with one official from MoEVT head office, February, 2011).

Of the two officers interviewed, one was defensive of the establishments. She said, "The Ministry is up to ensuring that the graduating teachers can mould competent primary school learners" (Interviews with one official from MoEVT head office, November, 2010).

Though the college principals interviewed claimed that, the current system of pre-service primary TE was good, they were a bit critical of the main focus of the training programme. They argued that, the system was trying to prepare enough primary teachers to meet the growing demand for primary teachers. As a result, it tends to ignore quality issues. In this regard, one respondent argued:

The only good for the system is that it tries to 'prepare teachers to be' who are actually filling the gap of scarcity of primary teachers (Interview with one principal, February, 2011).

Moreover, the information obtained from other college officials revealed mixed reactions. Even those, who claimed that the system was good, provided diverse views, as follows: The first respondent claimed that "It's good because it satisfies the needs of the society". The second respondent claimed that "It

caters the needs of primary level”. The third respondent claimed that “It aims at fulfilling the country’s national goals, i.e. Education for self-reliance and it is in line with the current global challenges and advancement” (Interviews with registrars, February, 2011).

The respondents also claimed that the current system of pre-service primary TE was not good as it led to the decline of educational quality. One of them claimed that:

The quality of education is declining because of changes in the curriculum. There is no consistency, and it distorts the stability of the system. As a result, pre-service primary teacher trainees get confused (Interview with one registrar, February, 2011).

University lecturers revealed during the interview that, they found the current system of pre-service primary TE in Tanzania bad because, as one explained:

There is no link between what is happening in the university and at the TTCs, secondary school and the primary school. As a result, the college may employ tutors with inadequate knowledge of what is happening in the pre-service primary TE (Interview with the university lecturer, March, 2011).

Careful examination of the facts obtained from TE consultants interviewed, reveals their mixed reaction towards the system of pre-service primary TE. One respondent treated the current system as good, because the projection is good, yet he also indicated that the preparation process was weak:

The current system of pre-service primary TE is very ambitious. Its curriculum design does not meet the conceived intention. They wanted to teach competence instead of content but fail to design a syllabus with appropriate contents (Interview with TE consultant, March, 2011).

The other TE consultant interviewed was very critical of the system of pre-service primary TE and labelled it as “very bad” because:

The system produces primary teachers who are not competent enough to meet the demands of today’s societal needs. The system prepares primary teachers for

academic subjects rather than equip them with basic skills. It is the outcome of poor curriculum, which is overloaded with subjects instead helping future primary teachers to acquire basic skills (Interviews with one TE consultant, March, 2011).

Other TE stakeholders also had mixed reactions toward the current system of pre-service primary TE. Some respondents claimed that the system was very good because ‘it is well planned and the structure of the course is good’ (Interview with the NGO official, November, 2010). However, one respondent claimed that it was bad, because:

There is poor selection of candidates with very low points such as 26 - 28, who are technically not qualified to join pre-service primary TE. They should admit candidates with less than 25 points. They should improve the working conditions and attract high performing students to the profession. Also, they should improve the teaching and learning environment and strike a balance between content and practice as well as improve ICT and library in TTCs (Interviews with one NGO officer, March, 2011).

On the other hand, majority of TTC tutors interviewed claimed that the current system of pre-service primary TE was excellent because it helped to produce competent primary school teachers. One tutor respondent said:

The duration for the course is reasonable and the exams are relevant to what they are going to teach; it helps to eradicate the problem of different subject teachers (Interviews with the tutor, January, 2011).

The observation established that this respondent appears inclined to maintain the status quo because other respondents were not pleased with the quality of the trainees enrolled in the pre-service primary TE. As one respondent explained:

The system of selecting pre-service primary teacher trainees is not good. Teaching and learning materials are not adequate; the learning environment in the TTCs is not good and the pre-service primary TE curriculum is not stable (Interviews with one tutor, January, 2011).

Similar responses were obtained from another respondent who claimed that, it would not be fair to praise the system because it produced poor results and it had a negative reputation in the community. In this regard, she argued:

There is a notion that those who are being recruited are failures; the colleges are not sufficiently equipped; it does not give the learner an opportunity to specialise; weak student trainees are registered; student teachers are not prepared for higher learning, it is just for teaching ability; selection of candidates focuses on Form Four leavers with low qualifications accompanied by poor and unsatisfactory teaching practices to teacher trainees (Interviews with the tutor, January, 2011).

Although some of the respondents viewed the current system of pre-service primary TE as excellent, the findings indicate a genuine grievance in that regard. This discontent is associated with the quality of the trainees enrolled, inadequate teaching and learning materials in TTCs library and lack of a stable curriculum as well as poor teaching and learning environment at the TTCs. Therefore, presence of these features in TTCs signals a need to find out whether the system encourages training of high quality pre-service primary teachers.

To establish the credence of the current system of pre-service primary TE to produce high quality primary teachers, 52 respondents were requested to evaluate the contention that, “the system encourages the training of high quality primary teachers”. The results indicate that the respondents had diverse views on this contention, which are presented in Figure 4.17;

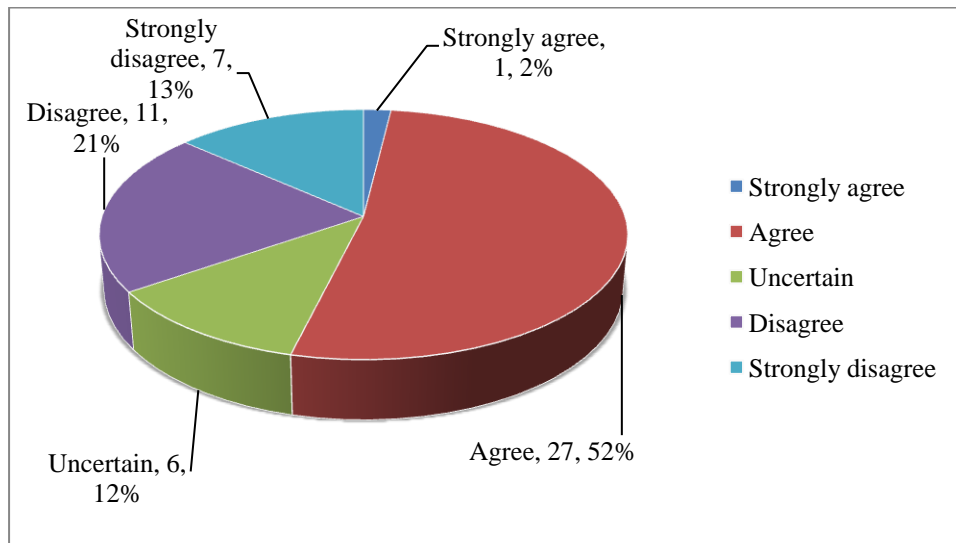


Figure 4.17: Pie chart showing TE System Encourages Training of Quality Primary Teachers

Figure 4.17 shows that, the majority of the respondents, 27 (52%) agreed with the contention that the TE system encourages the training of high quality primary school teachers. Only one (2%) respondent strongly agreed with this contention, whereas six (12%) respondents were uncertain. Also, the minority of the respondents, 11 (21%), and seven (13%) others disagreed and strongly disagreed with the contention, respectively. On one hand, there is majority agreement (28; 54%) with this contention; on the other hand, there is a strong minority (24; 46%) who disagreed with it. Though the majority of the respondents agreed with this contention, the number of respondents who raised their concern was high and it should not be ignored. Therefore, to reveal the basis of their responses they were requested to give reasons for their stand on the issue.

After considerable evaluation of the responses, it was established that, some of the respondents were protecting the status quo by arguing in favour of the contention that “the current system encourages the training of high quality primary teachers”. For example, one respondent claimed that, “the curriculum, the quality of teaching force and the teaching and learning process are evidence of addressing the current demands” (Interview with one official from MoEVT head office, February, 2011). Some respondents who had been part of the TE systems argued that it would not be fair to praise the system, which is failing the clients because:

The teaching and learning environments at the TTCs is not good; the selection criteria of trainees for pre-service primary TE are not of good standard; if the 28 points was on the basic condition that means candidates have 7 subjects with a minimum of ‘D’ pass, it will be better; but just a 28 points, one may have few subjects in ‘D’ and above but most of them have ‘F’; how do you expect them to make a difference after the training? (Interview with one official from MoEVT head office, February, 2011).

Moreover, some respondents were uncertain about the system’s capacity to encourage the training of high quality primary teachers because it enrolled trainees with a very low pass mark. One respondent explained:

Most of the students who join teachers’ colleges take it as the last option, and the majority of the entrants are students with low O-level passes - division IV with 27 and 28 points (Interviews with principals, January, 2011).

This finding implies that, the quality of the trainees enrolled in the pre-service primary TE is at the centre of the respondent’s uncertainty. This indicates that the TE system does not encourage professionalism, because:

The students enrolled are those who have not performed well in their Form Four examinations. In most cases, their capacity to cope with the training programme is very limited. Even if they pass their Grade A certificate examinations and are certified to teach in the primary schools their academic ability is not encouraging at all. In some cases changes in the curriculum used in the training

programme is forced down for implementation from the ministry without adequate preparations (Interviews with one registrar, January, 2011).

Moreover, to establish a balanced response on this matter the researcher interviewed other TE stakeholders. The finding reveals that, some of them were very critical of the current system of pre-service primary TE. For example, one respondent argued:

Pre-service primary teachers are not well prepared. During the training process, they did not acquire adequate knowledge, skills and competencies to serve in the primary schools. Also, the system does not involve the community in determining the type and quality of primary teachers required to serve in their community (Interview with one university lecturer, March, 2011).

Another TE stakeholder, who agreed with contention, claimed that, “they have the intention to encourage the training of high quality primary teachers but they lack strategy to achieve that intention” (Interviews with one educational consultant, November, 2010). Mean while, another respondent argued that, ‘the structure for pre-service primary teacher training is good, but the product is of limited quality’ (Interview with one NGOs official, March, 2011). Moreover, one respondent, who was very critical throughout the interview, claimed:

It is difficult to turn poor products into high quality products that can attract consumers of high credentials. Many of the trainees enrolled in the pre-service primary TE programmes belong to the category of failures. Our system encourages the training of individuals who failed in their Form Four examinations. After the two years of training in college some of them go to work in public schools without adequate knowledge, skills and competencies required for them to perform. Even the community tends to despise Form Four leavers that ‘you have failed even to get primary teaching’ (Interviews with one NGOs official, March, 2011).

A profound evaluation of the responses of the professional working at the TTCs as pre-service primary tutors reveals that they offered mixed reaction toward the current system of pre-service primary TE. The implication is that the quality of the trainee enrolled in the pre-service primary TE is the

cornerstone of the respondents' arguments and suggestions. For example, one said:

There is no problem with the system; the training process is relevant and the current curriculum is ok. However, the entry qualifications are too low. As a result, it is difficult for some trainees to cope with the training process. Tutors in colleges are facing a dilemma of training future primary teachers with limited capacity to cope with the training. For those who can cope with the training, we ensure that they receive adequate preparations and support for them to work in the schools (Interviews with one college tutor, January 2011).

The most significant findings of the TTCs tutors' response against this contention is a clear indication that, they were not entirely satisfied with quality of pre-service primary teacher trainees enrolled, the curriculum used and the clinical practice arrangements. For example, one respondent argued:

There is a frequent change of the syllabus accompanied by inadequate preparations among tutors and this affects the quality of training process and quality of primary teachers trained and deployed. Most of the students, who are taken to join the college, were failures after completing Form Four. Therefore, it is difficult for them to cope with the training process. Some of them can manage to pass the final exams and be awarded a Grade A certificate, but when it comes to the actual practice in primary schools, they cannot deliver and this affects the quality of primary education in Tanzania (Interviews with one college tutor, January, 2011).

Another argument against this contention is based on the fact that the system does not provide adequate teaching and learning materials in TTCs. As a result, the performance of tutors and their trainees is affected. One respondent said:

The quality of education provided in TTCs is low. The training is repetition of what is covered in secondary education. Teaching and learning materials in the TTCs are not adequate. As a result, we are producing professionals who do not have the quality to work in primary schools because the system pays little attention to the quality issues. What they want is increasing the number of primary teachers (Interview with one college tutor, January, 2011).

After considerable evaluation of these responses, two scenarios emerged. The first includes those who defended the status quo by arguing that, the system

was good because it produced enough pre-service primary teachers to cater for national needs. The second scenario includes respondents who were critical. These associated the system's failure to address the issue of the quality of trainees in the pre-service primary TE with unstable curriculum, inadequate teaching and learning materials, inadequacy in the clinical practice and unattractive teaching and learning environment in TTCs. they argued that these anomalies were a basis for the decline of the quality of pre-service primary TE.

Furthermore, to establish the strength and weakness of the current system of pre-service primary TE, 52 respondents were interviewed. Some respondents mentioned the use of relevant curriculum, availability of qualified tutors in TTCs and the ability to create opportunities for trainees to join primary teaching career as the strength of the current system of pre-service primary TE.

The weaknesses mentioned included:

Enrolment of teacher trainees with low pass mark; shortage of facilities, equipments and teaching and learning materials as well as insufficient in-service training for tutors (Interview with MoEVT official, February, 2011).

In addition, the official responses on how to overcome these limitations are in line with policy documents, as one suggested:

The minimum entry qualification to the pre-service primary TE should be 28 points with a minimum of 'D' in all seven subjects; provision of adequate facilities, teaching and learning materials and provision of enough funds for the tutors Continuous Professional Developments (CPDs) (Interview with MoEVT officials, February, 2011).

The TTCs principals interviewed, mentioned the following issues as strengths of the current system of pre-service primary TE:

Preparations of as many students as possible to fill the gap; the system is uniform throughout the country; it involves field practice; it exposes prospective primary teachers to the real working environment; it covers both theoretical practical orientation; it tries its best to implement primary education teacher policy (Interviews with principal, February, 2011).

Furthermore, the TTCs officials interviewed on the weaknesses of the current system of pre-service primary TE mentioned the following inadequacies:

Lack of specialisation in teaching subjects; the absence of some tutors for some subjects such as French; inadequate CPDs; poor motivation for instructors; day-to-day changes of syllabi [curriculum]; inadequate teaching and learning materials; inadequate science tutors; the syllabus is too long; time allocated for field work [Bloc Teaching Practice (BTP)] is short; shortage of funds for teaching practice; no subsidy provided to the private TTCs (Interview with principal, February, 2011).

The TTC officials interviewed, on this part, suggested the following measures to overcome these inadequacies:

Introduce teaching subjects specialisation in the pre-service primary TE; recruit French tutors; allocate adequate funds for BTP; the ministry should improve budgets of CPD to the colleges tutors; no need of changing the curriculum every now and then; employ science tutors; improve teaching staff motivation (Interviews with principals, February, 2011).

During interviews with other TTCs, officials such as registrars and tutors, other strengths of the current system of pre-service primary TE emerged such as:

It provides adequate work experiences to trainees; it equips prospective teachers with abilities to handle and teach the children; it enables the trainees to adjust in the work communities; and it introduces teacher trainees to inclusive education (Interview with TTC registrar, January, 2011).

Also, TTCs registrars interviewed mentioned several weaknesses of the current system of pre-service primary TE:

Poor selection of the teacher trainees; public colleges have no say on the quality of trainees enrolled; code of conduct has become weak; character assessment of the trainees is no longer exists; inadequate curriculum materials in private colleges; frequent changes of the pre-service primary TE syllabus; private college receive limited assistance from the government; forgery of academic certificates; and lack of adequate funds to meet targeted goals (Interviews with TTCs registrar, January, 2011).

The respondents were also requested to indicate a solution to the weaknesses mentioned. In this regard, respondents mentioned various solutions to the problems facing the system of pre-service primary TE. The solutions included the following:

There is need to overhaul the whole process of pre-service primary TE in the country; the government should increase assistance to the private college and ensure adequate supply of curriculum materials in both public and private colleges; the selection of candidates with division I and II and improve the working environment so as to attract candidates with high scores in the Form Four exams and avoid frequent changes in the pre-service primary TE curriculum (interviews with registrars, November 2010).

After considerable evaluation of the TTCs official responses, it is clear that they were particularly irritated by the current system of enrolment for the pre-service primary teacher trainees, frequent changes of the curriculum and shortage of teaching and learning materials in TTCs.

Another attempt was made to obtain responses of TE stakeholders outside the formal system to balance the discussion on the strengths and weaknesses of the current system of pre-service primary TE. Some of the respondents claimed that they did not see any strengths in the current system of pre-service primary TE. Also, they argued that, one of the weaknesses of the current system was lack of link between what was happening in the university and in TTCs. Therefore, 'the best solution is to establish the link and not to let the politicians tell the community what next' (Interviews with one university lecturer, November, 2010). On the other hand, one strength of the current system was associated with:

The national desire to abandon the use of untrained teachers and paraprofessionals in TTCs and in primary schools as well as the use curriculum which is linked with what is happening in the primary schools (interviews with one educational consultant, November 2010).

Meanwhile, the findings indicate that these respondents mentioned several critical weaknesses of the current system of pre-service primary TE such as:

A lot of inconsistencies in the syllabus; the syllabus used is overloaded and it provides limited opportunities to do microteaching; the use of lectures instead of learner-friendly teaching methods and block teaching practice is used to assess students instead of helping them to master basic teaching skills and competencies (Interview with one consultant, March, 2011).

In addition, another respondent, who was very critical of the current practices, during the pre-service primary TE, suggested:

Prospective primary teachers are treated like secondary school students; they are not prepared to be creative and innovative teachers; some of the college tutors are not well trained; and the system for accreditation is not good (Interview with one consultant, March, 2011).

With regard to the solution to the weaknesses mentioned above, one respondent suggested that ‘the best solution is to have profound discussion on primary TE in the country and all decisions should be based on research’ (interview with one TE consultant, March 2011). The second respondent suggested:

We should have a semi-school based TE whereby nearest primary schools should be used to develop prospective primary teacher knowledge, competencies and teaching skills. Candidates may spend three days in college and two days every week in the field (Interview with one consultant, March, 2011).

Over all there appears to be a need for introducing changes in the TE policy and its related practices. In this regard, any decision on whether to adopt new approach to the form and route of the pre-service primary TE requires profound and comprehensive study.

The TE policy is at the core of the pre-service primary TE. Research reveals that, the policy tends to influence practice (MacBride, 1996). Indeed, a well-researched and drafted TE policy is vital in the pre-service primary TE. To establish the contribution of TE policy to the quality of pre-service primary TE, 412 respondents were requested to give their views, which have been presented in Figure 4.18:

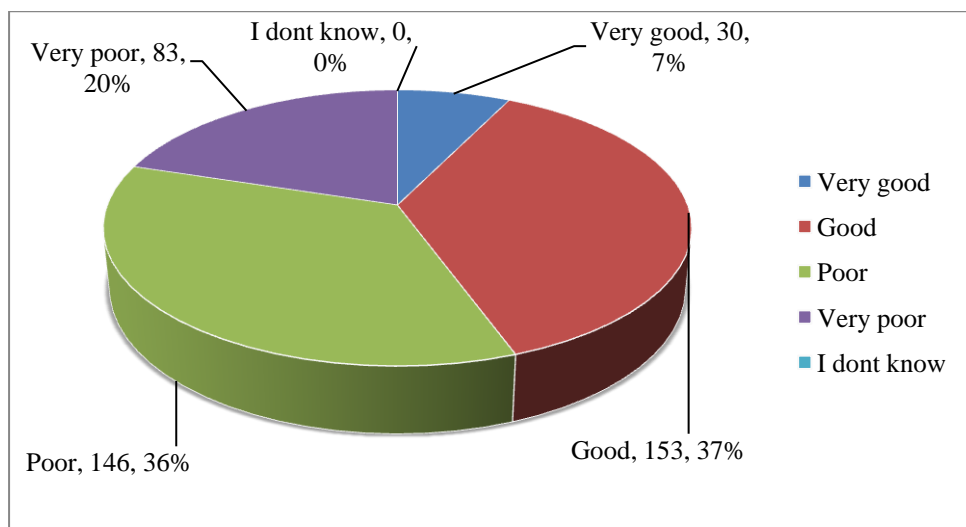


Figure 4.18 Pie chart Showing Views on the Policy Guiding Pre-Service Primary TE

Figure 4:18 shows that, 30 (7%) respondents and 153 (37%) others treated the policy guiding pre-service primary TE as very good and good, respectively. On the other hand, 146 (36%) respondents and 83 (20%) respondents found this policy to be poor and very poor, respectively. These findings reveal that, the majority of the respondents $(146+83) = 229$ (56%) view this policy as not good, whereas others $(30+153) = 183$ (44%) view it as good in guiding the quality pre-service primary TE. Yet, some of the respondents, who claimed that

the policy was good, were also pessimistic about its relevance. One of these respondents argued:

The policy indicates that the entry qualification for Grade A teacher trainees is division III in their Form Four results, but it is always not practical; these are trainees with low academic capacity; some of them, after their two years of training, have no capacity to deliver primary school curriculum to the expected standards (Interview with one official at the MoEVT, February, 2011).

The genesis of this pessimism appears linked to the frail system of TE policy implementation, co-ordination and inspection. This dire situation may lead to the preparation of primary teachers incapable of making a difference in the provision of basic education. One respondent, who was critical of the current system of pre-service primary TE examination system pointed out:

It encourages examination-centred instead of skills acquisition and it allows poor trainees to join the training programme (Interview with official from the selected colleges, January, 2011).

With regard to the capacity of the current TE policy to promote preparations of pre-service primary teachers who can communicate well the curriculum content, 52 respondents interviewed offered diverse views. The results are presented in Figure 4.19:

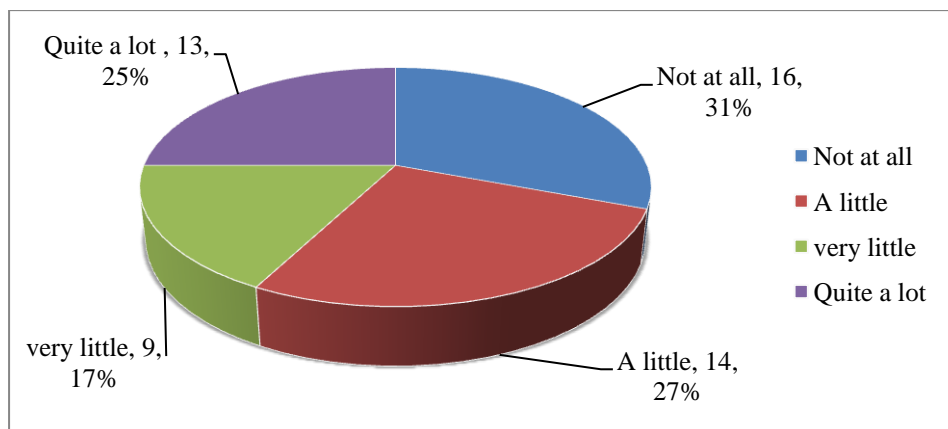


Figure 4.19: Pie chart showing TE policy helps prepare primary teachers who can communicate curriculum content well

Figure 4.19 shows that, 16 (31%) of the respondents claimed that, the current TE policy did not have the capacity to promote the preparation of pre-service primary teachers who can communicate the content well. Conversely, 14 (27%) and nine (17%) of the respondents claimed that, it has a little and very little capacity, respectively. Another 13 (25%) respondents claimed that, the policy had great capacity to promote the preparation of pre-service primary teachers who can communicate well the curriculum content. In other words, some of the TE stakeholders were not satisfied with the current policy guiding pre-service primary TE. Overall, the study established that there was genuine distress of the TE stakeholders when it comes to the quality of pre-service primary teachers trained and deployed. Moreover, the findings vindicate, that when employed, their performance was questionable. They also contributed to the decline of the quality of basic education in the country.

To establish the capacity of the current TE policy to promote the preparation of pre-service primary teachers who are aware of their professional duties, 52 respondents were interviewed. The results are presented in Figure 4.20:

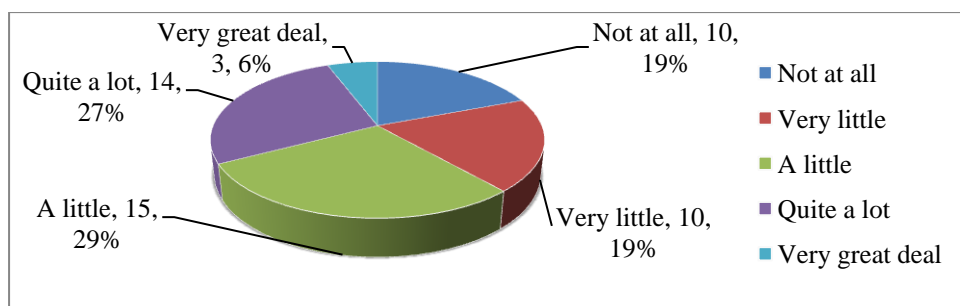


Figure 4.20: Pie chart showing Capacity of the TE policy to promote preparation of pre-service primary teachers who are aware of their professional duties

Figure 4:20 shows that, 15 (29%) respondents and 10 (19%) others claimed that, the current TE policy had little and very little capacity to encourage the preparation of pre-service primary teachers who are aware of their professional responsibilities, respectively. Meanwhile, 14 (27%) respondents and three (6%) others claimed that, this policy had quite a lot and very great deal of the capacity to promote the preparation of pre-service primary teachers who are aware of their professional responsibilities, respectively. Moreover, 10 (19%) respondents claimed that, the policy did not have any capacity to encourage the preparation of pre-service primary teachers who are aware of their professional responsibility. Therefore, the majority of the respondents 35 (67%) were not satisfied with the current TE policy's ability to encourage the preparation of pre-service primary teachers who were aware of their professional responsibilities, whereas 17 (33%) were satisfied. Implicit in these finding is that, if the TE policy does not encourage the preparation of effective primary teachers who can make a difference, then something must be wrong with the policy itself and/or the implementation process.

4.5 Influence of Training Process on the Quality of Pre-Service Primary

TE

To establish the influence of the training process on the quality of pre-service primary TE, the researcher sought to examine the pre-service primary TE lessons arrangements, learner support services, teaching practice arrangements

(clinical practice), the current system of Grade A examination and challenges facing pre-service primary teacher educators.

Generally, the pre-service primary TE lesson arrangements have a significant impact on the quality of learning for the prospective primary teachers. The primary purpose of pre-service primary TE lessons is to enable prospective primary school teachers to acquire appropriate knowledge, skills and competencies pertaining to effective teaching in primary school. Primarily, they acquire appropriate pedagogical content knowledge (Shulman, 1987). In addition, they learn different educational theories, principles and strategies relevant to their future practices as primary school teachers. However, educational researchers contend that, the TE programme was rather superficial because the curriculum was overloaded and the classroom process was over-packed with too many lectures, seminars, assignments and other practices. As a result, it was difficult for the trainee to gain relevant knowledge and skills (Kosnik and Beck, 2009). In other words, this practice is the most pressing hurdle facing the prospective primary teacher during their training. This limitation can be minimised by enrolling qualified trainees capable of making rational decisions and by using relevant curriculum. In this regard, only trainees with high intellectual capacity and ability to meet not only the policy demands but also professional demands should be enrolled.

Moreover, it was pertinent to establish the influence of the pre-service primary teacher trainees' academic background on their performance during the training process. In this regard, 29 TTC tutors were interviewed. The findings reveal that, trainees enrolled in the pre-service primary TE with low pass marks in the Form Four examinations were academically weak and very slow in the comprehending the subject matter. One respondent said:

The majority of the trainees join Grade A teaching colleges after failing their Form Four exams. As a result, it is difficult for them to perform well in their training. They are very poor in the English language and academic contents. Therefore, it is difficult for them to cope with Grade A subjects (Interview with one tutor, January, 2011).

This indicates that, the trainee's academic background has a strong bearing on the quality of learning during the pre-service primary TE.

Another area that received careful scrutiny concerns the role of the tutors in helping the Grade A trainees enrolled with weak academic ability. After a careful examination of the responses of 29 tutors interviewed on this matter, it was established that they provided related practical answers. One respondent said:

To improve the learning process for Grade A trainees enrolled with a poor academic background, I use extra time to support them academically. I advise them on how to access different sources of learning materials and give them more practices in teaching and learning (Interview with one tutor, January, 2011).

The tutors' responses on this matter indicate that they were generally unhappy with the quality of trainees enrolled in the pre-service primary TE. This explains why they called for the enrolment of candidates with high academic ability instead of failures in the pre-service primary TE.

To establish the significance of Grade A lessons arrangements for quality pre-service primary TE, 29 tutors were requested to provide data on the number of subject they teach, number of lessons per week, and the number of trainees in the class during the lesson. All the 29 tutors interviewed specialised in two teaching subjects. Presently, they teach only one subject in Grade A classes including History, Education, Music, Geography, Agriculture, Chemistry, Physical education, English and Kiswahili. Figure 4.21 shows the number of lessons each subject tutor taught whereas Figure 4.22 shows the number of Grade A trainees during the lesson.

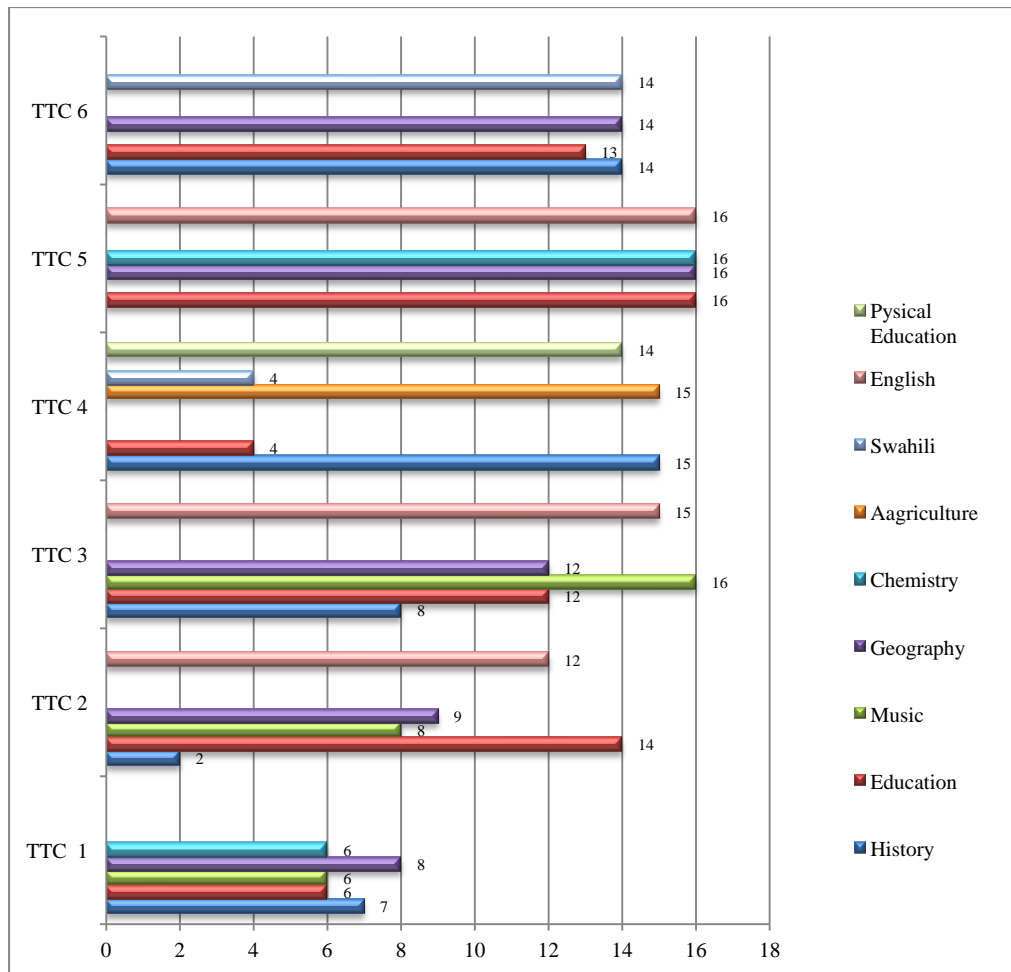


Figure 4.21: Bar chart showing Number of Grade A Lesson per Week

Figure 4.21 shows the number of lessons each subject tutor was expected to teach per week (Note that, TTC 1-4 are public owned and TTC 5-6 is private). The findings reveal that, there is a significant variation in the number of lessons per week, depending on the number of subjects a tutor employed, trainees enrolled and the college timetable. Tutors in TTC 1 have 6-8 lessons per week; in TTC2 tutors have 2-14 lessons per week; in TTC3 8-16 lessons per week; in TTC 4 tutors have 4-14 lessons per week. In the two private colleges visited, tutors have 16 lessons in TTC 5 and 13 - 14 lessons per week in TTC 6. With the exception of TTC 1, tutors in both public and private TTCs had more or less similar numbers of lessons per week.

According to the data obtained during interviews with the tutors, there is a variation in the number of Grade A trainees attending the lessons as shown in the Figure 4.22. Respondents in TTC1 indicated that the number of Grade A trainees attending a History lesson is 43; Education is 102; Music is 43; Geography is 102 and Chemistry is 118. In TTC 2, the number of trainees attending an English lesson is 75; Music is 75; History is 71; Education is 95 and Geography is 76. In TTC 3, the number of Grade A trainees attending History, English, and Music lessons is 70, respectively, whereas for education and Geography it is 95, respectively. For TTC 4, the number of Grade A trainees attending a history lesson is 107; Physical education it is 325; Agriculture it is 107; Kiswahili it is 212 and Education it is 66. Finally, in TTC 5, the number of Grade A trainees attending Education, Kiswahili and English

classes is 53, respectively, whereas for Geography and Chemistry lessons it is 55, respectively.

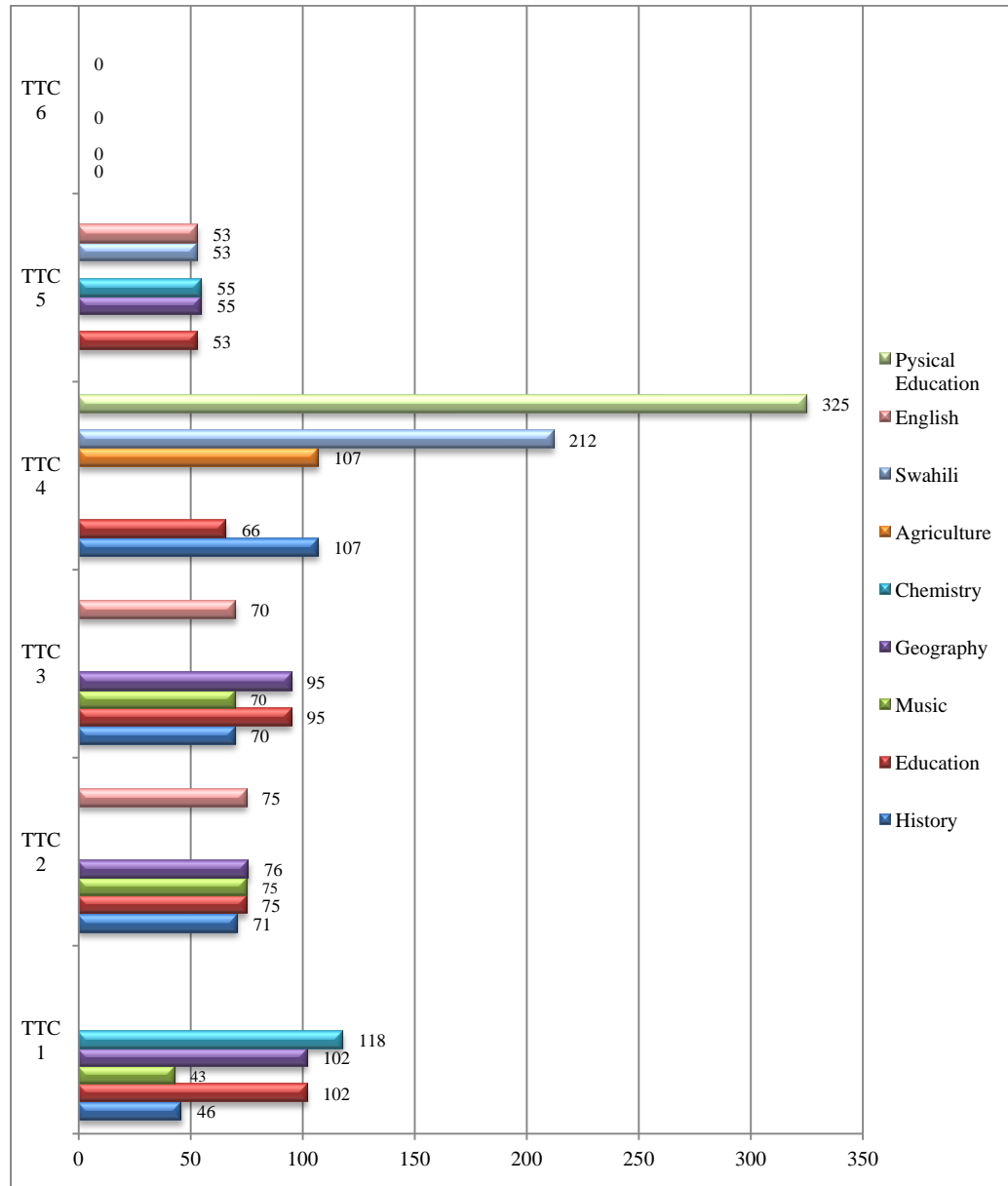


Figure 4.22: Bar chart showing Number of Grade A Trainees during the Lesson

Tutors in TTC 6 (private TTC) refused to provide data on the number of Grade A trainees in their class during each lessons. Therefore, with the exception of physical education lessons, for which much of the training is done on the pitch,

the number of trainees during each Grade A lesson is above 40 students in public TTC and 53 in the private TTC, which provided the data. This situation forces the tutors to use less participatory methods more, and discourages one-to-one sessions.

Another area that has significant impact on the quality of learning in the Grade A lessons arrangements is the tutors' access to relevant teaching and learning materials. To establish whether Grade A tutors had access to these teaching and learning materials, 29 tutors were requested give their views. The results are presented in Figure 4.23;

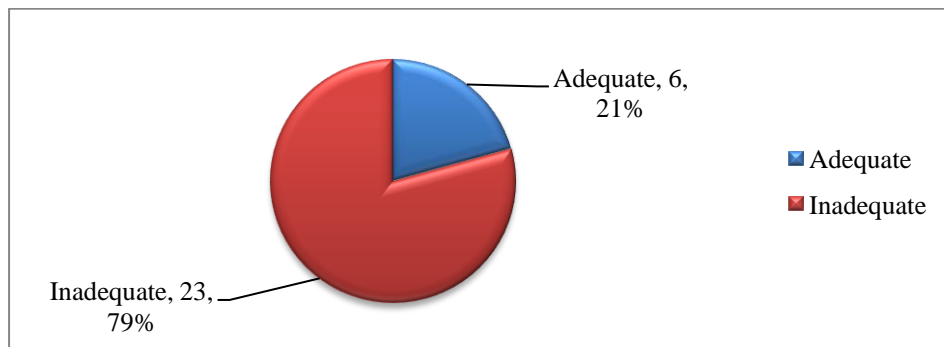


Figure 4.23: Pie chart showing Tutors' Views on Access to Teaching and Learning Materials

The findings displayed on Figure 4.23 show that the majority of the respondents interviewed, 23 (79%), claimed that they did not have access to sufficient relevant teaching and learning materials. Meanwhile, six (21%) respondents reported that they had access to these materials. This situation affects the Grade A lesson arrangements as well as the quality of pre-service primary TE.

Another area that was under close scrutiny is the teaching strategies used in the facilitation of Grade A lessons. The presumed teaching strategy includes demonstrations, lectures, brain storming, projects and questions-and-answers. These are teaching strategies used in the facilitation of different lessons in a large, small group or individual learners (Reece and Walker, 2000). The selection of the teaching strategies depends on the lesson's objectives and the number of trainees in the class. To establish how frequent the tutor used participatory or less participatory teaching strategies in the facilitation pre-service primary TE, 29 tutors were requested to give their opinion. The results are displayed on Figure 4.24.

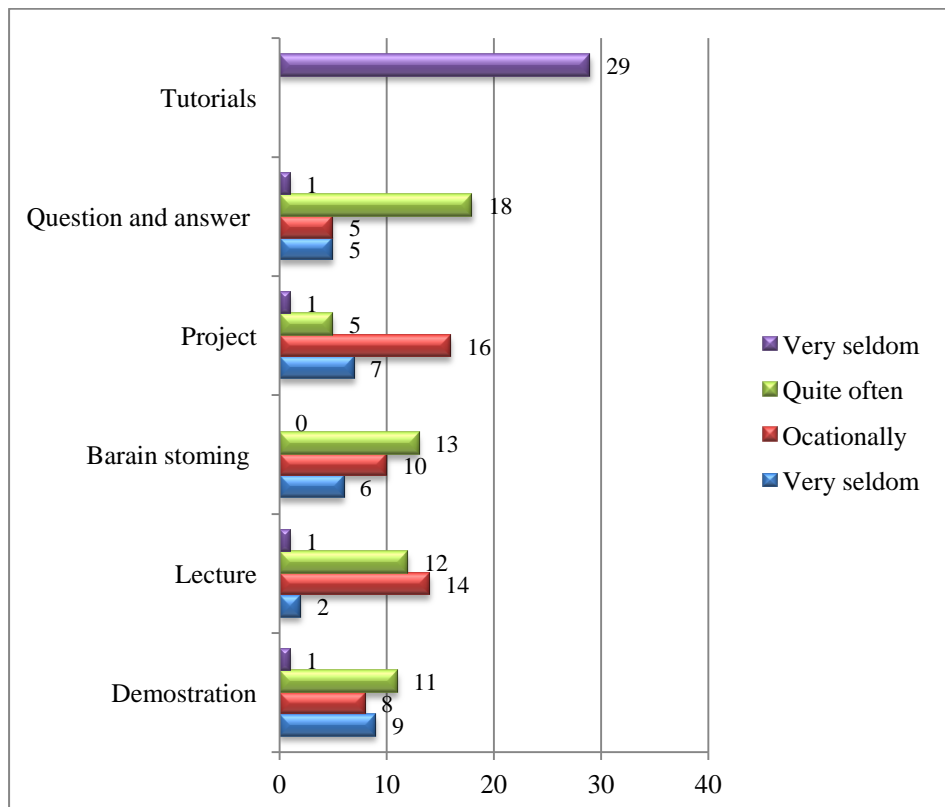


Figure 4.24 Bar chart showing Grade A Tutors' Frequency of Using Teaching Strategies

Figure 4.24 shows that, the questions-and-answers is the most popular teaching strategy whereas the lecture and project methods are the least popular teaching strategies used by Grade A tutors in the facilitation of lessons.

Furthermore, to establish credence on how often the tutor used demonstrations, lectures, projects, questions-and-answers as well as tutorial teaching strategies during the facilitation of lessons, 360 Grade A trainees were requested to give their verdict. The results are displayed on Figure 4.25.

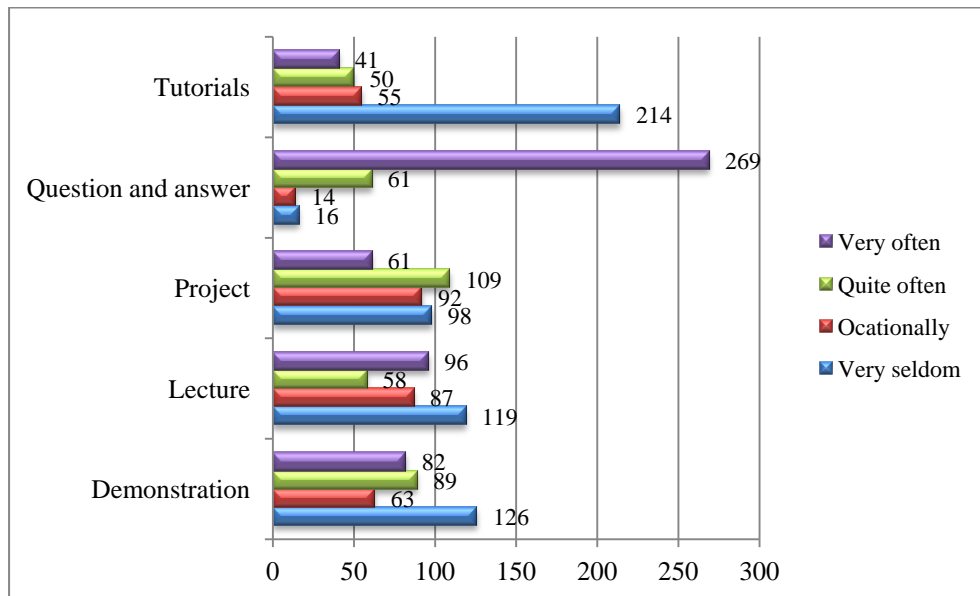


Figure 4:25: Bar chart showing Grade A Trainee Evaluation on the use of Teaching Strategies

The trainees' comments indicate their understanding of the particular teaching strategies as well as how they might apply them in their future teaching practices. After the analysis, a comparison was made between the tutors' reaction and their trainees' responses on the uses of the mentioned teaching strategies.

Figure 4.25 like Figure 4.24 reveals that the question-and-answer is the most popular teaching strategy tutors use in facilitating lessons for their trainees. Tutorials, as a teaching strategy used to facilitate lessons for individual trainees, seem not popular or known among the Grade A trainees and their tutors.

A profound evaluation of Figure 4.24 and 4.25 reveals that, the question-and-answer is the most popular teaching strategy used in facilitating Grade A lessons whereas, tutorials and projects are the least popular teaching methods. This indicates that Grade A tutors tend to avoid using the teaching strategy that encourages one-to-one sessions such as projects and tutorials. Presumably, this is caused by large numbers of trainees enrolled.

Finally, as part of Grade A classroom arrangements, trainees were requested to provide data on the number of lectures per day and lectures per week. They were also requested to provide information on the number of seminars per day and number of subjects they are obliged to learn. Furthermore, the Grade A trainees were requested to indicate whether they had any areas of specialisation, the number of tests per term and number of exams they should sit for in each academic year. The results are shown on Figure 4.26:

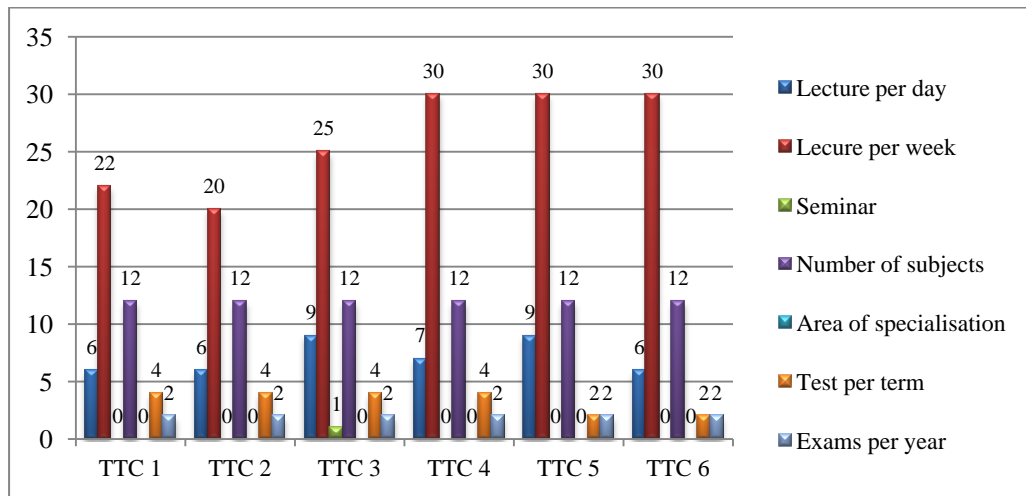


Figure 4.26 Colum chart showing the Grade A Classroom Practices

Data in Figure 4.26 shows that, the number of Grade A lessons per day is six in TTC1, TTC2 and TTC5; nine lessons in TTC3 and TTC5; and seven in TTC4 per day. Moreover, they have between 20 and 30 lectures per week. Only Grade A trainees in TTC3 has one seminar per week. Also, the findings show that Grade A trainees study 12 different subjects. The findings also reveal that, Grade A trainees do not have any area of specialisation. Furthermore, the findings reveal that in TTC1-4 (public college) Grade A trainees have four tests per term in each subject whereas in TTC5 and TTC6 they have two tests. Grade A trainees in all public and private TTCs have two exams per year. Implicitly, studying 12 subjects without areas of specialisation is a very hard task for the trainees enrolled with limited academic background. This is an unequivocal indication of lack of seriousness in the pre-service primary TE. Subsequently, this affects the quality of teachers trained as well.

The presence of reliable learner support services is imperative in the achievement of the Grade A training objectives. Learner support service comprises all the assistance provided by the college to enable the success of the trainees. It includes learning documents, tutorials, tutor assessment as well as guidance and counselling. To establish their understanding of the learner support services, 360 Grade A trainees were requested to list different learner support services they receive from their college. The results are as presented in Table 4.3:

Table 4.3: Grade A Learner Support Services

Learner support services received	f	%
Access to different learning materials	94	26
Access to teaching and learning materials	74	21
Access to the tutors and their assessment	66	18
Access to guidance and counselling	51	14
Access to library services	46	13
Grade A trainees who failed to list any learner support services	29	8
Total	360	100

Table 4.3 shows that, 94 (26%) of the Grade A trainees listed ‘access to different learning materials’, 74(21%) listed ‘access to teaching and learning material’ and 66 (18%) listed ‘access to the tutors and their assessment as the learner support services received during their training from their college. ‘Access to guidance and counselling’ was listed by 51 (14%) and access to library services by 46 (13%). Some 29 (8%) Grade A trainees failed to register any learner support services. An evaluation of these findings suggests that, some of the trainees’ comprehension ability is rather limited. As a result, they failed to register any learner support services. It also suggests that, some of

them were not satisfied with the academic services received from their college especially library services.

Teaching practice is a vital component of the pre-service primary TE process. According to the ETP of 1995, it is a mandatory TE policy requirement (URT, 1995). It enables prospective primary teachers to put into practice what they have learned in class. It also allows tutors to assess whether their trainees have acquired sufficient knowledge of specific subject content and pedagogy. Teaching practice arrangements involves identifying the location for the trainee for carrying out BTP and it is related logistics. To establish whether Grade A teaching practice arrangements are properly done, and determine whether the time allocated is adequate, 45 respondents, including MoEVT officials, TTCs officials and tutors, were interviewed.

The MoEVT officials interviewed indicated that Grade A teaching practice was not properly organised and the time allocated for this vital TE process was not adequate. One respondent said:

Grade A teaching practice is ill-conducted. Instead of eight weeks, it is conducted only for four weeks due to budgetary constraints (Interview with one officer in the MoEVT head office, February, 2011).

This response suggests that the authorities are aware of the shortcoming of Grade A teaching practice arrangements. Yet, it appears that they took feeble action to address it. Therefore, a profound study of its own nature is required to address this problem.

TTC officials interviewed made similar claims. They argued that the Grade A teaching practice was not well-organised. Moreover, the time allocated for this exercise was inadequate. They noted that such a situation did not encourage the preparation of primary teachers who can carry out their duties properly. One respondent argued:

Four weeks of teaching practice is a very short time. Since the majority of the trainees are slow learners and their academic capability is a bit limited, I would have liked to see time allocated for teaching practice increased so that the trainees can attain the acceptable standards (Interviews with one college principal, January, 2011).

This response suggests that, more time and resources are required because some of the trainees completed their pre-service primary TE programme without acquiring adequate requisite knowledge on the subject matter, teaching skills and competencies required for them to practice as primary teachers.

During the Grade A teaching practice preparations, candidates start with micro teaching, demonstration lesson, followed by single lesson teaching practice in their respective classes and then proceed to block teaching practice. According to one respondent interviewed:

Grade A teaching practice is done in two separate sessions: session one lasts for three to four weeks in first year and session two covers three to four weeks before the completion of the second year; trainees are posted to various primary schools where they are exposed to different practical teaching situations; candidates have to pass all the assessment and meet the standard required (Interviews with one college registrar, January, 2011).

This response and description sound positive because they fall within the policy requirements. Yet, in practice, things are quite the opposite because:

The time proposed in the curriculum is eight weeks per year, which I think is OK; but the actual practice is only four weeks; I think that four weeks is not

enough because many trainees enrolled in this training programme have weak academic background and limited ability to put into practice with such a limited time what they have learned (Interview with one MoEVT officials, February, 2011).

The findings suggest that the current practices of Grade A teaching violate curriculum and policy guidelines. As a result, some pre-service primary teachers complete their training programme with limited specific subject knowledge and pedagogy.

The findings also shown that the cost-sharing approach is used in financing Grade A TE process. In public TTCs, the 'student contribution is about 346,000 shillings and the total cost is estimated to be above 1,170,000.00 shillings per year' (Interview with one college principal, November, 2010). Respondents interviewed from private TTCs, on the other hand, refused to provide any estimated costs for training a Grade A trainee in each academic year.

In addition, the findings indicate that all the tutors interviewed participate fully in the Grade A teaching practice. Their primary responsibility is to assess the Grade A trainees' competencies during the demonstration of a single lesson teaching practice and declare them fit or unfit for block teaching practice. In addition, they assess them during the block teaching practice. The findings also reveal that in public TTCs, a tutor assesses between 20 and 30 trainees. Tutors in private TTCs on the other hand, were unwilling to provide data on the number of trainees they assessed. Concerning the performance of the Grade A

trainees, the tutors interviewed claimed that the performance during the BTP was above average. The respondents were not willing to talk about trainees whose performances were below average in the BTP because of fear that they would be held accountable. This finding suggests that some tutors were not doing their duty properly. As a result, some of the Grade A trainees failed to grasp adequate subject matter knowledge and pedagogy. Moreover, some practicing primary teachers were not capable of performing their duties properly. It also suggests the existence of features of poor quality in the pre-service primary TE.

The Grade A system of examination includes continuous assessment administered during the training process and final examinations. According to the ETP, ‘the basis for certification of teacher trainees shall be continuous assessment, Block Teaching Practice and final written examinations’ (URT, 1995, p.61). Therefore, to obtain the views of the tutors on the system of national examinations for Grade A teacher trainees, 29 tutors were interviewed.

Table 4.4 provides the results:

Table 4.4: Tutors’ Views on the System of Grade A Examinations

	Responses	f	%
i.	Very good	0	0
ii.	good	17	59
iii.	Poor	12	41
iv.	Very poor	0	0
v.	I don’t know	0	0
	Total	29	100

Table 4.4 shows that the majority of the respondents, 17 (59%), insisted that, the current system of Grade A examinations was good. However, there is a strong minority of 12 (41%) who insisted that the system was poor. The findings also reveal a mixed reaction on the appropriate mechanism regarding how to improve the Grade A system of national examinations. One respondent explained the situation thusly:

The curriculum developers should change the syllabus so that teachers should be competent enough as applied to now. Because the exams are very simple, they should test deep learning. Now they are too shallow. The exams should be competence-based rather than content-based, because now they focus on rote learning. Also, incompetent trainees and tutors should not be allowed in the classroom (Interview with one tutor, January, 2011).

Another respondent insisted that, ‘though the current system is good, there is a need to facilitate the availability of teaching materials according to the syllabuses and prepare questions directly from the tutors’. She argued:

Although the system is good, tutors should evaluate their students’ progress well and submit to NECTA. Tutors should be focused and all the candidates who fail their continuous assessment should have their names not submitted to NECTA for the final examinations. And, they should not be allowed to sit for the national examinations. Therefore, examinations should be more practical-oriented rather than theoretical (Interview with one tutor, January, 2011).

These responses suggest that, although the current system of examinations for Grade A is acceptable, because it falls within the TE policy directives, there is a need to address its related shortcomings. Moreover, the type and quality of teaching and learning materials as well as quality of the tutors and their assessment remain matters of concern that need addressing to boost the quality of pre-service primary TE.

In performing their obligations during the pre-service primary TE process, tutors face distressing situations that impede on the quality of TE. To establish the challenges affecting their performance during the pre-service primary TE process, 29 tutors mentioned three challenges in addition to suggesting appropriate solutions. The findings are shown in Table 4.5:

Table 4.5: Challenges facing Grade A Teacher Educators

	Challenge [N=29]	Count	%	Proposed solution [N=29]	Count	%
1	Lack of books and syllabus in the TTC.	29	100	Supply adequate books and syllabus materials in TTC	29	100
2	Unattractive working environment in TTCs.	27	93	Improve working environment in the TTC.	27	93
3	Changes in curriculum without adequate training for the Grade A tutors.	26	90	Provide adequate training for the Grade A tutors	26	90
4	Grade A trainees are very slow learners.	26	90	Enrol only division I and II	26	90
5	Overcrowded Grade A classes.	25	86	Increase number of classroom	25	86
6	Inadequate monthly salary	20	69	Provide adequate salary	20	69

Table 4.5 shows the challenges facing the Grade A tutors and the anticipated solutions. It shows that all the 29 Grade A tutors interviewed from public and private colleges faced a shortage of books and syllabus materials in their colleges. When asked about the genesis of these challenges, one respondent interviewed claimed:

Poor management and administration of this college is the origin of this challenge because those in offices do not care about the availability of teaching and learning materials in the college library. They tend to blame the government and forget that they are the source of this shortcoming. We are not supposed to face this problem because trainees spend a lot of money on tuition fees and other college expenses such as projects and education for self-reliance. Yet, the

college fails to purchase books and other reference materials relevant for the Grade A preparations (Interview with one college tutor, January, 2011).

Regarding the solution of such challenges, all the 29 tutors interviewed suggested that, provision of adequate books and reliable access to ICT in the TTCs library, where both tutors and the trainees can access without difficulty, was essential.

Moreover, 27 (93%) respondents interviewed mentioned unattractive teaching and learning environment in TTCs as another stumbling block that affects their performance. Explaining, one respondent said:

We are working in a very poor environment. The college does not provide enough housing around the college for tutors. Imagine you are staying in a house without running water and electricity. The college offices have very poor facilities and books are not available. And, you have many trainees in class that need your attention. But, at the end of the month the salary is not enough. This is very discouraging (Interview with one college tutor, January, 2011).

All the 27 (93%) respondents interviewed called for TTCs' owners and college management to improve the working environment at the colleges.

Another 26 (90%) respondents mentioned changes in curriculum without adequate training for tutors and Grade A trainees being very slow learners as challenges. These respondents also suggested that there was a need to provide adequate training for tutors before implementing any curriculum change while restricting enrolment of Grade A trainees to only division I and II.

Furthermore, the study found overcrowded Grade A classes and inadequate monthly salaries as the other hurdles. These challenges were mentioned by 25

(86%) and 20 (69%) respondents, respectively. These respondents called for increasing the number of classrooms in TTCs and provision of adequate salaries to Grade A tutors. One respondent provided a critical comment on this matter:

It is very difficult to teach effectively a very large group of trainees who are slow learners. Each trainee needs a special attention of its nature; at the same time you are required by the principal to complete the syllabus on time. If you go to the library, there is no teaching and learning materials relevant to the subject, you teach. As a result, many trainees graduate without adequate knowledge and skills relevant for them to make changes in the primary education (Interview with one tutor, January, 2011).

This is the reality facing the pre-service primary TE process. Inevitably, it affects the quality of the pre-service primary teacher preparation process, as well as the quality of trained and deployed primary teachers.

4.6 Strategies for Improving the Quality of Pre-service Primary TE

To establish the strategies that might help to improve the quality of pre-service primary TE, the researcher requested the respondents to suggest how the quality of pre-service primary TE could be improved, suggest reforms that could improve and make pre-service primary TE attractive in Tanzania.

As part of establishing the strategy that might help to improve the quality of the pre-service primary TE, the researcher requested the respondents to give three suggestions. As such, 360 Grade A trainees were requested to give three suggestions on 'what can be done to improve primary TE in Tanzania'. The results are summarised in Table 4.6:

Table 4.6: Grade A suggestions on how to improve pre-service primary TE

	Grade A trainees' suggestion [N=360]	count	%
1	Provide adequate teaching and learning materials/aids	305	85
2	Provide adequate training for those registered in Grade A	305	85
3	Provide good environment for teaching and learning in the TTCs	254	71
4	Provide adequate qualified and competent tutors in the TTCs	248	69
5	To improve infrastructure in the TTCs	208	58
6	Increase salary for primary school teachers	198	55
*	Grade trainee who failed to provide any suggestions	55	15

Table 4.6 shows the suggestion of the Grade A trainees on what can be done to improve the quality of pre-service primary TE. In their responses, 305 (85%) respondents suggested the provision of adequate teaching and learning materials and teaching aids in TTCs. A similar number of respondents suggested providing adequate training for the registered Grade A trainees in the TTCs. In addition, 254 (71%) respondents called on the TTCs owners to provide a good environment for teaching and learning. Furthermore, 248 (69%) respondents suggested the need to provide adequate qualified and competent tutors at TTCs. The need to improve infrastructure at the TTCs was suggested by 208 (58%) respondents. Another 198 (55%) respondents suggested the need to raise the salaries of primary school teachers. A good number of 55 (15%) respondents failed to suggest anything. The failure of these Grade A trainees to write any suggestion in the questionnaire indicates that their comprehension is a matter of concern for quality in the primary TE.

In addition, 23 TE stakeholders were requested to give their suggestions on what can be done to improve the quality of the pre-service primary TE. The results are presented in table 4.7:

Table 4.7: TE Stakeholders' Suggestions on Improvement of Pre-Service Primary TE

	TE stakeholders suggestion [N=23]	Count	%
1	Improve entry qualifications for Grade A trainees.	23	100
2	Provide adequate teaching and learning materials to the TTCs.	22	96
3	Provide adequate CPD for tutors and engage them in research.	21	91
4	Provide adequate funds to the TTCs and improve its monitoring.	12	52
5	Provide sufficient time for the Grade A BTP.	7	30
6	Ensure adequate supply of facility and equipments in the TTCs.	7	30
7	Establish proper link between university and the TTCs.	5	22

Table 4.7 illustrates, all the 23(100%) respondents suggested that the best way to improve the quality of pre-service primary TE is to raise the entry qualifications for the Grade A trainees. Another 22 (96%) respondents suggested the provision of adequate teaching and learning materials to TTCs. Twenty-one (91%) respondents suggested the provision of adequate CPDs for tutors and engaging them in research. The provision of adequate funds to the TTCs and improving their monitoring was suggested by 12 (52%) respondents. In addition, the provision of sufficient time for Grade A BTP and ensuring adequate supply of facilities and equipments to TTCs were suggested by seven (30%) respondents, respectively. Finally, establishing a proper link between university and the TTCs was suggested by five (22%) respondents. An evaluation of the data in table 4:7 suggests that, the TE stakeholders were not satisfied with primary TE process and guiding policy. The TE stakeholders, therefore, suggest that pre-service primary TE process and the educational policy need to be reformed to boot the quality of pre-service primary TE.

The finding also reveals that vitriolic remarks were made during interviews, on the strategies that could improve the quality of pre-service primary TE. According to one respondent, the provision of more funds would not help to improve the quality of pre-service primary TE, as she argued:

The provision of funds to the TTC will not change anything. We have witnessed donors injecting a lot of money into TTCs' projects yet things remained the same. There is no possibility of any qualitative change without significant reforms (Interview with one MoEVT official, February, 2011).

Similarly, continuing with the current TE policy and its Grade A admission system would not help to improve the quality of pre-service primary TE, because:

The system of Grade A admission is poor as a result of flimsy TE policy. Admission of candidates with division IV in the primary TE programmes is disgraceful in the education sector. Therefore, the TE system needs to change and attract trainees with divisions I and II in the primary teaching career (Interviews one NGO officer, March, 2011).

Another respondent, who was vocal and his discussion focused much on the relevance of the curriculum, argued:

If we want to improve primary TE, Grade A curriculum must be relevant and concurrent with the needs of the primary schools and the wider society. Also, tutors must be engaged in research; the emphasis has to be on practice linked with universality (Interview with one educational consultant, March, 2011).

It is evident that the remarks made by the respondents during the interview signal dissatisfaction with the current system of pre-service primary TE. To overcome this situation, radical TE policy reforms appear inevitable.

Furthermore, to establish strategies that would help to improve primary TE, 52 respondents, including MoEVT officials, TTC officials, Grade A tutors and

other TE stakeholders were requested to suggest reforms required to improve the quality of pre-service primary TE. The outcome is presented in Table 4.8:

Table 4.8: Proposed Reforms for Improving the Quality of Pre-Service TE

	Proposed reform [N=52]	count	%
1	Reform the Grade A curriculum and introduce subject specialization	51	98
2	Revise the entry qualifications for Grade A trainees.	45	87
3	Improve the teaching and learning environment at the TTCs.	41	79
4	Improve the training process for Grade A teachers.	39	75
5	Improve the Grade A tutor' training and their remunerations	24	46
6	Extend time for BTP to 8 weeks instead of 4 weeks.	19	37
7	Attract high performing students in the pre-service primary TE.	7	14
8	Introduce subsidy to private TTCs.	6	12

The findings displayed on Table 4:8 show that the majority of the respondents, 51 (98%) proposed reforming of the Grade A curriculum and introducing the subject specialisation. The need to 'revise the entry qualifications for Grade A trainees' was proposed by 45 (87%) respondents. Moreover, the need to 'improve the teaching and learning environment at the TTCs' and 'improve the training process for Grade A teachers' were proposed by 41 (79%) and 39 (75%) respondents, respectively. Other proposed reforms include 'the need to improve the Grade A tutors' training and their remunerations', which were proposed by 24 (46%) respondents. The need to extend time for BTP to 8 weeks from 4 weeks was proposed by 19 (37%) respondents. Very few respondents, seven (14), proposed the need to 'create a conducive atmosphere to attract high performing students in the pre-service primary TE'. In addition, the need to 'introduce subsidy to the private TTCs' was indicated by six (12%) respondents. Furthermore, the respondents were requested to give reasons for

suggesting such reforms. One respondent suggested that the best reform should focus on revising upwards the entry qualifications for the Grade A trainees:

If we want to improve the quality of pre-service primary TE, we have to revisit the entry qualifications. Without raising the entry qualifications, we are simply wasting our time and resources because many trainees enrolled in the Grade A Certificate programme failed in their Form Four examinations. And, it is very difficult for them to cope with the training programme they are following. It is like to continue with the construction of a seven-floor building while you are aware that the foundation is ruined. Eventually, you will spend a lot of money repairing it or the house will collapse (Interview with one MoEVT official, February, 2011).

Another realistic remark, which should not be ignored, focused on the teaching and learning environment at the TTCs. In this regard, the respondent argued:

We are working in a very discouraging environment. The teaching and learning environment at the college is pathetic. We face inadequate teaching and learning materials and overcrowded classrooms. In addition, the TTCs infrastructures are falling apart (Interview with one college tutor, January, 2011).

Other practical remarks focused on the need to revise the pre-service primary TE curriculum and introduce subject specialisation:

There is a need to review the primary TE curriculum and allow Grade A trainees to specialise in any subject of their choice. The current system does not allow them to specialise. As a result, it suppresses individual creativity. There is also a need to make sure that trainees specialise in the subject in which they performed well in their Form Four examination (Interview with one college tutor, January, 2011).

These findings suggest that the respondents were generally not satisfied with the current system and practices in the pre-service primary TE. Moreover, they expose limitations in the TE policy and its related practices. Therefore, it is suggested that the best reform should focus on reforming the TE policy first instead of reforming the practices.

To finalise the strategies that would help to improve pre-service primary TE, 412 respondents were requested to give their views on how to make primary teaching career attractive in Tanzania. The results are as displayed in Table 4.9:

Table 4.9: Suggestions on How to Make Primary Teaching Career Attractive

	Respondents suggestions [N= 412]	count	%
1	Improve salary and incentives to the primary school teachers.	412	100
2	Improve teaching and learning environment in the primary schools	404	98
3	Improve teaching and learning materials in the primary schools.	298	72
4	Improve preparation for primary teachers and CPDs.	161	39
5	Improve criteria for admission in the pre-service primary TE.	26	6
6	Employ only qualified and competent primary teachers.	16	4

The results in Table 4.9 reveal that all the respondents 412 (100%) suggested the need to improve salaries and incentives for primary school teachers. And, 404 (98%) respondents suggested the need to improve teaching and learning environment in primary schools. The need to improve teaching and learning materials in primary schools was suggested by 298 (72%) respondents. In addition, the need to improve the preparation of primary teachers and CPDs was suggested by 161 (39%) respondents. Very few respondents, 26 (6%) and 14 (4%), suggested the need to improve criteria for admission in the pre-service primary TE and the need to employ only qualified and competent primary teachers, respectively.

The respondents were also requested to give reasons for their suggestions. The findings reveal some intriguing and touching remarks, as exemplified by the following statement:

Primary teachers should be provided with adequate salaries and good houses near the school. Many qualified individuals are discouraged by the present

situation in our primary schools. Imagine that a primary teacher is renting a house where the Landlord owns a retail shop. At the same time, he/she is teaching the landlord's children in a nearby school. Before the end of the month, the teacher has to beg for support from the landlord. In some cases, the landlord shouts and demands for payment in front of his children. As a result, the teacher is humiliated and demoralised (Interview with one official, February, 2011).

The finding reveals that the working environment in the primary schools influence the quality of Grade A trainees enrolled. One respondent claimed:

It is heartbreaking to see primary teachers working in a miserable environment. You can visit a school where classrooms are congested. And, the teachers share the washroom with their pupils. As a result, best students avoid this career (Interview with one tutor, January, 2011).

Furthermore, the shortage of teaching and learning materials and basic equipments in the school is a concern for primary teachers. One respondent argued:

There is no adequate supply of books for the teachers and pupils in the school. When pupils fail to pass Standard VII national exams, teachers are blamed and, in some cases, head teachers lose their posts. On the other hand, the public believes that the teachers are under-performing. How can you perform well when you do not have relevant facilities, a good place to stay as well as enough to eat because of the low salary? (Interview with one official, February, 2011).

Other respondents proposed the use of CPDs, as an instrument for attracting or motivating students with division I and II to join primary teaching career, and motivation to the practising primary teachers. In this regard, one respondent claimed:

We have many teachers in primary school who have been working for over ten years but have never been in an in-service training. Things are changing every now and then. The syllabus is reviewed, yet these teachers remain with their old version and style of teaching. This situation demoralises teachers and affects their performance (Interview with one official, February, 2011).

It is apparent that the admission criteria for the Grade A can be used as a mechanism for attracting students with division I and II qualification in the primary TE. In this regard, one respondent said:

If the government can improve the admission criteria for primary TE and manage to attract students with division I and II, the respect for the profession will rise. At present, it is a dumping zone for those who failed in their Form Four national examinations (Interview with one tutor, January, 2011).

The findings also indicate that the attitude of the citizens towards this career is an offshoot of the system failures in preparing competent primary teachers:

When it comes to competencies of some primary teachers, it is difficult to understand in which college they were trained, as they have very limited subject knowledge and pedagogy. Therefore, it raises serious questions on the quality of the curriculum used; quality of tutors who trained them, the TTC they attended and the employment system (Interview with one educational stakeholder, March, 2011).

Critical comments have revealed that this situation discourages quality students from joining the primary teaching career.

4.7 Conclusion

This chapter has established that the TE policy is inadequate; the system of admission for the Grade A trainees is inadequate; the resource allocation in the TTCs is scarce; TTCs infrastructure is in bad shape; some of the Grade A tutors do not have the right qualifications and the system of Grade teaching practice arrangements is not good. The totality of these vital inputs affects both the process and quality of pre-service primary TE. The findings also reveal that the quality of Grade A trainees enrolled raises serious concerns on the for quality among the TE stakeholders, tutors and trainees themselves. The mistrust of the TE stakeholders on the quality of primary teachers trained and

deployed generally makes this career unattractive to the public. On the whole, the poor working conditions for primary teachers, low salaries paid to the teachers and lack of incentives to the practising primary teachers highlighted in the study make it difficult to attract higher performing students to this teaching career. It is, therefore, suggested that radical reforms are necessary, starting with the TE policy. Primarily, the reform has to start with changing the mindset of the policy makers on how to make the primary teaching career attractive.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents a summary of the study, research findings, conclusions, recommendations and suggestions for further studies.

5.1 Summary of the major findings

The purpose of the study was to investigate the quality of pre-service primary TE in Tanzania and determine the extent to which policies and practices affect the quality of pre-service primary TE. Four research objectives were formulated to guide the study. The research objectives sought to identify factors affecting the quality of pre-service primary TE in Tanzania; examine whether the teacher education policies have any influence on the quality of pre-service primary TE; establish whether the pre-service primary teacher training process influence the quality of pre-service primary teachers; propose appropriate strategies that could help to improve the quality of pre-service primary TE in Tanzania. The study adopted a descriptive research design. The sample comprised 412 respondents. Primary data were gathered by using the questionnaire, interview schedules and observations. Both qualitative and quantitative approaches were used to analyse the primary data generated.

5.1.1 Factors affecting the quality of pre-service primary TE

The study found that, various factors affected the quality of pre-service primary TE. It was established that the type and quality of the Grade A trainees enrolled affects the quality pre-service primary TE. The motive of the trainees to join pre-service primary TE is based on their poor results in the CSEE (158; 44%), easy to climb academic ladder (102; 28%), easy access to employment (81; 23%) and family support (12; 3%). These are circumstantial reasons; therefore, their serious commitment to the primary school teaching career appears minimal. The findings also suggests that majority of the Grade A trainees had limited academic comprehension.

The study found that 43 (88%) of the TE stakeholders interviewed claimed that the TTCs followed similar admission criteria for the Grade A trainees whereas six (12%) said they did not follow similar criteria. Moreover, 24 (51%) of the TE stakeholders interviewed claimed that the criteria used did not help the TTCs register the right candidates for the Grade A training programme, whereas 25 (49%) claimed that they managed to get the right candidates for the programme. The respondents' reflections indicate that public TTCs receive trainees from the MoEVT. It was found that the pass mark used in the admission of Grade A trainees is very low. As a result, some of them had limited academic ability.

Furthermore, 30 (61%) of the TE stakeholders interviewed said that the Grade A curriculum was inconsistent with the need for quality primary teachers, whereas 19 (39%) said it was not consistent. However, reflections of the respondents suggest that it was largely underdeveloped, overloaded and does not encourage career path to enable recipient to improve their speciality. As to the problem facing the TTCs, it was found that the TTCs had to contend with the scarcity of teaching and learning materials, poor working environment, shortage of funds and weak trainee enrolments. These problems affect the quality of pre-service primary TE process. Also, lack of locally based research and publications leads to dependence on teaching and learning materials prepared for academic use in developed countries. It was also found that the criteria used for the recruitment of tutors in the TTCs affect the quality of pre-service primary TE because some of them do not possess the right credentials. Although the TTCs' inspection is used as an instrument of maintaining quality assurance and control, it was found that the TTCs were rarely inspected. When inspected, the implementation of the resultant inspection report and its recommendations are rarely implemented. Moreover, it was established that the TTCs do not offer conducive environment for effective teaching and learning in the pre-service primary TE process. Reflections of the respondents affirm genuine concerns about the quality of the TTCs infrastructures.

With regard to the status of primary teaching profession in Tanzania, it was found that, 264 (64%) respondents claimed that this career was not respected

whereas 148 (36%) viewed primary teaching as a respectable career. Consequently, the low status of teaching in the country discouraged the best students with division I and II from joining the primary education teaching profession. This situation has a devastating impact on the status and quality of primary TE.

5.1.2 Influence of TE Policy on the Quality of Pre-service Primary TE

The study found out that, the TE policy is at the heart of education and training for primary teachers. However, the majority of the respondents, 229 (56%), claimed that TE policy was not good, whereas 183 (44%) claimed it was good. Reflections of the respondents suggest that the relevance of TE policy is overshadowed by the weakness stemming from its problematical implementation. Furthermore, it does not encourage career path progression from certificate, diploma, bachelor's degree, master's and PhD. It also encourages examination-centred instead of skills acquisitions. In this regard, 35 (67%) respondents claimed that the TE policy did not encourage the preparation of primary teachers who can communicate curriculum content effectively. They also claimed that TE policy did not encourage the preparation of primary teachers who are aware of their professional responsibilities. In contrast, 17 (33%) respondents claimed that, they were satisfied with the TE policy's ability to prepare primary teachers who can communicate the curriculum content effectively. This response indicates that the TE policy does

not necessarily encourage the preparation of effective primary teachers who can make difference in the public primary schools.

5.1.3 Influence of Training on Quality of Pre-service Primary Teachers

It was established that, the majority of the Grade A trainees have weak academic background. As a result, it was difficult for some of them to cope with the demands of the training programme. The Grade A tutors are faced challenges of overcrowded classes and insufficient teaching and learning materials. It was found that, the most popular teaching strategy used to facilitate Grade A lessons is the questions-and-answers, and the least popular strategy is the projects. Grade A trainees have up to 12 different subjects to study; they do not have specific subject in which to specialise. Grade A trainees listed teaching and learning materials, access to tutors' assessments, guidance and counselling and library services as the learner support services they received from their TTCs. However, a few trainees failed to register any learner-support service, which appears to indicate their limitation in comprehension.

Moreover, it was found that the Grade A teaching practice was ill-conducted, and time allocated was inadequate. It was also established that the shortage of teaching and learning materials, lack of access to ICT services in TTCs, and unattractive teaching and learning environments affected the quality of the

teaching and learning process and quality of pre-service primary teacher education as well as the training process in both public and private TTCs.

Furthermore, it was established that there was a sense of discontent, which emanated from inadequate infrastructures in TTCs, lack of involvement in decisions for teaching practice placement and inadequate assessment. Also, 17 (59%) respondents (Grade A tutors) interviewed said the system of examination for the Grade A was good, whereas 12 (41%) said the system was poor. However, some respondents were discontented with the standard of national examinations for Grade A, especially on definitive issues such as examination coverage. As a result, these examinations were considered to be shallow particularly because they encouraged rote learning. It was also found that in the process of preparing Grade A teachers, tutors faced a number of challenges such as lack of books and syllabus (29; 100%) and unattractive working environment in the college (27; 93%). Other challenges include changes in curriculum without adequate training for tutors (26; 90%); Grade A trainees who are very slow learners (26; 90%); overcrowded classes (25; 86%) and monthly salary being inadequate (20; 69%). Some of the respondents hinted at poor management and administration of TTCs a source of the challenges they faced.

5.1.4 Strategies for Improving the Quality of Pre-Service Primary TE

Grade A trainees suggested the need to provide adequate teaching and learning materials/aids (305; 85%); provide adequate training for those registered in Grade A (305; 85%), and provide good environment for teaching and learning in TTCs (254; 71%). Other suggestions include provision of adequate qualified and competent tutors in the TTCs 248 (69%); improving infrastructures in TTCs (208; 58%), and increasing salaries for primary teachers (198; 55%). On the other hand, 55 (15%) of Grade A trainees failed to provide any suggestions.

The TE stakeholders suggested the need to improve entry basic qualifications for Grade A teacher certification (23; 100%); provide adequate teaching and learning materials to the TTCs (22; 96%); and provide adequate CPD for tutors and engage them in research (21; 91%). Other TE stakeholders' suggestions includes provision of adequate funds to TTCs and improving their monitoring (12; 52%); provision of sufficient time for Grade A BTP (7; 30%); ensuring adequate supply of facility and equipments in TTCs (7; 30%); and establishing a proper link between universities and TTCs (5; 22%).

For reforms required to improve the quality of pre-service primary TE, TE stakeholders proposed reforming the Grade A curriculum and introducing subject specialisation (51; 98%); revising the entry qualifications for Grade A trainees (45; 87%) and improving the teaching and learning environment at TTCs (41; 79%). Other reforms suggested by TE stakeholders include

improving the training process for Grade A teachers (39; 75%); improving Grade A tutor training and their remuneration (24; 46%); extending time for BTP to eight from four weeks (19; 37%); attracting high performing students to pre-service primary TE (7; 14%); and introducing subsidies for private TTCs (6; 12%).

During the discussion on how to make primary teaching career attractive, all the respondents were requested to give suggestions. It was found that the respondents proposed the need to improve the salary and incentives for primary school teachers (412; 100%); improve the teaching and learning environment in primary schools (404; 98%); and improve teaching and learning materials in primary schools (298; 72%). Other proposed suggestions include the need to improve the preparation for primary teachers, and CPDs (161; 39%); improve criteria for admission to pre-service primary TE (26; 6%) and employing only qualified and competent primary teachers (16; 4%). Moreover, it was found that unfavourable working conditions in the primary schools discouraged the best students from joining pre-service primary TE. Therefore, reforms were inevitable.

5.2 Implications of the findings

This study has focused on the quality of pre-service primary TE in Tanzania. Primarily, it has investigated the TE policy and practices. The findings have implications in terms of policy and practice. These challenges emanate from

the system failures in the preparation of high quality primary teachers. As a result, unintentionally, it has created a discriminatory educational system in favour of those with higher income, who are the minority and those with low income who are the majority. This type of educational system does not benefit all Tanzanians because those with higher income send their children to private English-medium primary schools whereas children from lower income families continue to suffer in public primary schools taught by largely incompetent primary teachers. This situation is one of the indicators of the outcome of the system failures in pre-service primary TE.

The current policy failures in the pre-service primary TE process would continue to erode the status of primary teaching profession. Moreover, undeveloped and overloaded Grade A curriculum, shortage of teaching and learning materials, insufficient funding of pre-service primary TE and the TTCs administrative machinery affect the whole process of pre-service primary TE. In fact, the system of admission for the pre-service primary teacher trainees, the curriculum, teaching and learning environment at the TTCs and resources allocation to TTCs need to be improved. Moreover, the skills, competency and quality of tutors used in the preparation of primary teachers and the administrative machinery of the TTCs need to be improved.

Results of this study reveal that, the quality of pre-service primary TE is affected by numerous shortcomings, which stem from the TE policy and its

related practices. In addition, the TTC environment does not encourage innovation in the training process as both the tutors and students have to contend with dilapidated infrastructures and inadequate resources relevant for effective teaching and learning. Based on these findings, the implications of this research is that, policy makers must change their conception of pre-service primary TE and reform the existing TE policy. In fact, all TE stakeholders and the society have to work together to boost the quality and status of primary TE for the benefits of all Tanzanians.

5.3 Conclusion

A study of the quality of pre-service primary TE is always challenging given the nature of the context, input, process and product with the centrality of guiding policy and its implication for practice. This thesis, however, has attempted to establish factors that affect the quality of pre-service primary TE in Tanzania and present a clear account of the TE policy and attendant practices. It focused on how pre-service primary teachers are prepared and what can be done to eliminate related predicaments. It has also established that the quality of pre-service primary TE is a complicated process that involves different educational stakeholders. Various interpretations of quality of TE from different educational stakeholders indicate that the policy alone cannot solve the seemingly intractable problems facing the quality of pre-service primary teacher preparations in Tanzania.

In this regard, proper co-ordination of the features associated with the context, input, process and product is vital in the improvement of primary teacher preparations. This thesis has also demonstrated that, realistic conception on pre-service primary TE is required. Yet, lack of a nation-wide philosophical base such as 'education for self-reliance' affects the preparation of accountable and responsible primary school teachers. Similarly, lack of a proper link and co-ordination between what is happening in TTCs and universities nation-wide affects the quality pre-service primary TE. Moreover, the quality of trainees enrolled, the quality of tutors involved in the pre-service primary TE, the use of outdated teaching and learning materials in TTCs and dilapidated infrastructures of these training institutions affect the overall quality of pre-service primary TE. Therefore, overcoming these shortcomings coupled with the introduction of a coherent conceptual framework in TE could constitute a good starting point for the improvement of the quality of pre-service primary TE. Furthermore, reforms on the admission criteria for Grade A trainees, teaching and learning environment at TTCs and improvement in the working environment in primary schools as well as increasing the salary to economic levels and motivation package for practising primary teachers are crucial in attracting higher performing students to the primary education teaching career.

In addition, the TE programme designer together with educational policy makers should be encouraged to design primary TE programme capable of accommodating first-degree holders from different fields of practice who wish

to join the primary teaching profession. Arguably, the growing number of first-degree holders without direct employment might be potential source of trainees for initial primary TE. Overall, rational judgement on the quest to improve the quality of basic education in Tanzania has to start with meticulous selection of those who join the initial primary TE. Such drastic measures also require radical reforms in educational system, focusing on eliminating all inadequacies in the quality pre-service primary TE.

This research has established that pre-service primary teachers have been prepared in both public and private TTCs. Trainees enrolled in the pre-service primary TE programme are Form Four leavers with low pass marks in their CSEE. As a result, they have no suitable credentials to enter the academic realm. They are not passionate about teaching in the primary schools but rather are bent on finding a means of climbing the academic realm that is otherwise blocked. Some of them fail to acquire principles of sound pedagogical practice for their benefit and wellbeing of Tanzanian children.

5.4 Recommendations

Based on the study findings the following recommendations are proposed in a bid improve the quality of pre-service primary TE:

5.4.1 Recommendations for future policies

Radical reforms of the TE policy are required on the need to:

Improve the admission system for pre-service primary TE: The study recommends that only candidates with division I, II and III in their CSEE should be enrolled in the pre-service primary TE. The selected candidates also have to pass a matriculation test before being registered for the pre-service primary TE course. Alternatively, the government and private TTCs could employ the growing army of unemployed graduates with first degrees who are aspiring to join the primary education teaching career. This drive can be achieved by reforming the TE policy, designing new initial primary TE programmes and improving the motivational package for primary education teachers.

Improve the pre-service primary TE curriculum: The curriculum should focus on the preparation of high quality primary teachers buttressed by a clear conceptual framework and philosophical base such as education for self-reliance, which is missing in the current system of primary teacher preparations. This can be achieved by integrating of the ideas that can help trainees be proud of the values of life in the curriculum. The focus should also be on designing the curriculum that can help change the mindsets of the trainees and make them understand themselves so that they can make a difference.

Improve the system of recruitment of tutors in TTCs: It is suggested that only graduates with master's degrees should be allowed to teach in TTCs. However,

if the government maintains the current system, then it should introduce an examination. Only those who pass this examination should be allowed to continue to the second stage of oral interviews. As such, only candidates who passed the special examination and oral interviews should be posted to the TTCs. Though this approach is a bit expensive, it will enable the recruitment of qualified and committed tutors in TTCs who are passionate about preparing high quality primary teachers.

Establish quality assurance agents and improve the system of inspection: Only TE providers who meet the recommended standards should be allowed to operate TTCs catering for TE.

5.4.2 Recommendations for Action:

Improving the teaching and learning environment in TTCs: Owners of public and private TTCs should provide basic amenities relevant to effective teaching and learning. This can be achieved by improving the budgetary allocation to TTCs.

Improving the process of pre-service primary TE: There is a need to improve the classroom practice, clinical practice, examination coverage and introduce subject specialisation to enhance pre-service primary TE.

Encouraging research and publication: Change of the mindset, critical research and political will to bring about sustainable innovation in the pre-service primary TE could help improve the quality of primary teachers. Such developments could also make primary TE the most effective transformative force in improving the quality of basic education in the country. Thus radical reforms are essential and inevitable in eliminating the notion that, the primary education teaching career in Tanzania is the refuge of failures.

5.5 Further research

Educational research must be embraced as a major player in the quest to improve the quality of primary TE and training process, as well as the search for universal high quality basic education in Tanzanians. This study, therefore, provides an insight into the quality of pre-service primary TE and its related policy and practices. However, this study is a limited scope and raises questions that need further study. Against this backdrop, the following, recommendation, for future research are made:

First, there is a need to conduct further research that is designed to deal with the ‘primary TE curriculum in Tanzania’. The research should focus on the design and implementation of the curriculum. Issues such as curriculum focus, relevance, coverage and its implementations should be looked at.

Second, there is a need to conduct critical study on the preparation of tutors for pre-service primary TE programmes. The focus should be on the training materials used, selection of candidates enrolled and evaluation of the training process for tutors. Quality of candidate enrolled, their level of commitment and disposition should also be looked at. Furthermore, research is required on the modality of recruitment, retention and disposition of TTCs and their CPDs.

Third, the pre-service primary TE process takes place in TTCs. However, manner in which these colleges are managed is debatable. Therefore, there is a need to conduct research on the 'management and administration of the TTCs'. Future research should focus on the TTC leadership and the financing system.

The fourth area that needs further research is on the quality of teaching and learning materials used during the pre-service primary TE. Additional research is required on how to encourage locally based research and publications on TE.

The need to establish a coherent conceptual framework relevant for the preparation of quality primary teachers is the fifth area. Therefore, there is a need to establish appropriate and coherent philosophical base relevant for the preparation of high quality primary teachers for use in basic education.

The sixth area that needs further research could focus on the need to change the attitude of the community on the status of the primary education teaching

career. Additional research is required on how to change the negative perception of the community on the status of the primary teaching career. The focus has to be on the significance of this profession in the wellbeing of society.

The seventh area that needs further research is on the motivation of the Grade A teacher trainees. The focus here could be on how to make trainees understand themselves and value their future contributions relative to the societal wellbeing. A similar study is required on the motivation of the tutors working in TTCs.

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Appendix 1:**Cover page [for all interview schedules and questionnaire]**

My name is Julius Chaligha; I am an employee from the Institute of Adult Education and a postgraduate student from Kenyatta University. I am pursuing a research study leading to the award of PhD in education. My study focuses on “the Quality of Pre-service primary Teacher Education and its guiding policy and practices”.

In pursuing this study, I would like to assure my respondents that I respect their rights, needs, values and desires. Their responses will be treated with care, and will be treated as confidential and will be used to fulfil the purpose of this study only. Their names will not appear in the study report, and their ideas can only be cited by identifying them as “respondents” or “participants”.

The researcher will administer this interview himself.

Thanks for your support

Julius L.E. Chaligha

Appendix 2 A

Interview Schedule for MoEVT and TTCs officials

(Director of Teacher Education and Primary Education, College Inspectors, head of TTCs, Registrar, University Dons, consultant and NGOs Official)

Personal details: Gender: Male..... Female.....

Age: 21- 30..... 31- 40..... 41- 50..... 51- 60.....

Level of education: PhD.....Masters.....Bachelor....PGDE.... Diploma.....

Name of Teachers college/Office.....

1. As educational stakeholders in Tanzania, what is your view on the current system of primary teacher education leading to the award of Grade A certificate in Tanzania?
The system is: (i). Very good; (ii). Good; (iii). Bad; (V). Don't know.
2. Does the system encourage the training of high quality primary teachers?
3. What are the strengths and weaknesses of the current system of Grade A teacher education in Tanzania. How can the listed weakness be reduced?
4. The admission of trainee to various institutions involves different criteria.
 - (a) What criteria are you using to select candidates for Grade A teacher training?
 - (b) Do you think all TTCs follow the same selection standard?
5. Do you think the admission criteria provide the opportunity for the selection of the right candidates for the Grade A training programme?
6. Do you think the Grade A curriculum is consistent with the need for quality primary teachers in Tanzania? If your answer is yes, explain; if your answer is no tell us why not?
7. How do you organise teaching practice in your TTC?
8. How long does it take for a Grade A trainee to finish teaching practice?
9. In your opinion, do you think the current duration of training primary teachers at Grade A level is enough for them to acquire adequate knowledge and skills? Yes/No. Propose the time you think might be adequate.
10. How do you finance Grade A teaching practice in your TTC?

11. What are the 4 main problems affecting TTCs in the process of training quality primary teachers in Tanzania?
12. What could be the best solution for the problems you mentioned above?
13. The teacher education policy is a proposed course of action of the government designed to realise specific objectives in the whole process of training teachers in the country. Give us your opinion on the policy concerning its guiding of primary teacher education in Tanzania. .
14. Do you think the policy promotes the preparation of teachers who can communicate content well?
15. Does the policy support the preparation of teachers who are aware of their professional duties?
16. Tell us how Tanzania can improve the education of primary teacher?
17. How do you ensure the adequate supply of appropriate teaching and learning materials in the public TTCs/ your college?
18. Do you think the current TTCs in Tanzania offer a suitable environment for effective teaching and learning for Grade A trainees? How could this situation be improved?
19. What criteria do you use to ensure the academic development of tutors in the public TTCs/ your college?
20. Do Grade A tutors have the competencies required for the implementation of the Grade A curriculum? What are these competencies?
21. What suggestions would you offer to improve the quality of primary teacher education in Tanzania?
22. How often is your TTC inspected? Are the inspections useful? When was the last time it was inspected?
23. What is your opinion about the statement that “The teaching Profession in Tanzania is a respected profession”?
 (a) Very respected [], (b) Respected [], (c) Not respected [], (d) Least respected [], (e) Do not know [], (f) No comment []. How can we make Teaching Profession more respected in the country?

Thank you

Appendix 2: B

Interview Schedule for TTCs tutor

Personal details: Gender: Male..... Female

Age: 21-30..... 31-40..... 40-50..... 51-60.....

Level of education: PhD..... Masters.... Bachelor..... PGDE.... Diploma.....

Name of Teachers college..... Public.....Private

1. As educational stakeholders in Tanzania, what is your view on the current system of primary teacher education leading to the award of Grade A certificate in Tanzania?

The system is: (i). Very good; (ii). Good; (iii). Bad; (V). Don't know.

2. Does the system encourage training of high quality primary teachers?
3. What are the strengths and weaknesses of the current system of Grade A teacher education in Tanzania. How can the listed weakness be reduced?
4. The admission of trainee in various institutions involves different criterion.
 - a. What criteria are you using to select candidates for Grade A teacher training?
 - b. Do you think all TTCs follow the same selection standard?
5. Do you think the admission criteria provide the opportunity for the selection of the right candidates for the Grade training programme?
6. In your experience, how does the academic background of Grade A teacher trainees affect their performance during the training processes? What will you do to improve their performance?
7. Do you think the Grade A curriculum is consistent with the need for quality primary teachers in Tanzania? If your answer is yes, explain; if your answer is no, explain
8. In your opinion, do you think the current duration of training primary teachers at Grade A level is enough for them to acquire adequate knowledge and skills? Yes/No. Propose the time you think might be adequate.
9. The teacher education policy is a proposed course of action of the government designed to realise specific objectives in the whole process of

training teachers in the country. Give us your opinion on the policy concerning its guiding of primary teacher education in Tanzania.

10. Do you think the policy promotes the preparation of teachers who can communicate content well?
11. Does the policy support the preparation of teachers who are aware of their professional duties?
12. Do you think the current TTCs in Tanzania offer a suitable environment for effective teaching and learning for Grade A trainees? How could this situation be improved?
13. In your opinion, what are the four main problems affecting TTCs in the process of training quality primary teachers in Tanzania?
14. What could be the best solutions for the problem you mentioned above?
15. What is your opinion on the current system of examination for Grade A teacher trainee in Tanzania? Tell us how to improve this system.
16. Tell us about teaching and organising Grade A teaching practice:

Organising teaching			
Your area of specialisation			
Number of subjects you teach			
Number of lesson per week			
Number of trainees in your class	Male	Female	Total
Teaching/learning materials	Adequate	Inadequate	
Source of teaching/learning materials	MoEVT	College	Individuals
Teaching Practice (TP)			
Do you participate?	Yes	No	
Number of trainees you supervise			
Time allocated for teaching practice			
Is the time allocated adequate?	Adequate	inadequate	
Who finances teaching practice	Government	college	Trainee
General performance of trainee in TP	Average	Above average	Below average

17. How frequently do you use the following teaching strategies to facilitate a Grade A lesson?

No	Teaching strategies	Very seldom	Occasionally	Quite often	Very seldom
1	Demonstration				
2	Lecture				
3	Projects				
4	Question and answer				
5	Tutorials				

18. Please, tell us the four challenges you are facing as a primary teacher educator. What do you think could be a solution to these challenges you are facing?
19. What kind of reform is required in order to improve the quality of Grade A teacher education in Tanzania?
20. What is your opinion on the statement that the “Teaching Profession in Tanzania is a respected profession”?
 - (a) Very respected, (b) Respected, (c) Not respected, (d) Least respected, (e) Do not know, (f) No comment.

Thank you

Appendix 2: C

Questionnaire for the Grade A Teacher Trainee (student)

Personal details:

Gender: MF..... Age: 15-20.....21-25.....26-30.....31+.....

Year completed form IVDivision Points

1. What motivated you to join Grade A teacher training?
.....
2. As a Grade A teacher trainee, what are the problems you are facing in this training programme?
 - (i)
 - (ii)
 - (iii)
3. What could be the most appropriate solution to the problems you have listed in question number four?
 - i.
 - ii.
 - iii.
4. In your opinion, do you think the current duration of training primary teachers at Grade 'A' level is enough for you to acquire adequate knowledge and skills? Yes/No. If your answer is no, what duration can be considered adequate?
A) 9 month – 1year. B) 1-2 years. C) 2-3 years. D) 3-4 years.
5. What reforms are required to improve the quality of Grade A teacher education in Tanzania? Mention at least three.
 - (i)
 - (ii)
 - (iii)
6. What is your opinion on the current policy guiding primary school teacher education in Tanzania? (i). Very good, (iii). Good; (iv). Poor; (v). Very poor; (vi). Do not know.

7. Please, tell us how frequently does your tutor use the following teaching strategies in facilitating a Grade A lesson

No	Teaching strategies	Very seldom	Occasionally	Quite often	Very often
1	Demonstration				
2	Lecture				
3	Projects				
4	Question and answer				
5	Tutorial				

8. What kind of learner support services do you receive from your college?

9. As a Grade A trainee, are you satisfied with teaching and learning process at your college? If yes, explain why

If no, give the reason

10. What can be done to improve primary school teacher education in Tanzania? Please, make at least three suggestions

11. Please tell us about the following issues:

- (i) Number of lectures per day Number of lecture per week
- (ii) Number of seminars/tutorials you attend per week
- (iii) Over all number of subjects you learn

- (iv) Your area of specialisation
- (v) Number of tests per term number of exams per year

12. What is your opinion on the statement that “the teaching Profession in Tanzania is the respected profession”?

- (a) Very respected, (b) Respected, (c) Not respected, (d) Least respected,
- (e) Do not know, (f) No comment

Thank you

Appendix 2D: Non-participant Observations

Observation

Basic information	
Region	District.....
Pre-service class	In-service class.....
Subject	Level Duration
The classroom appearance	
1	Number of trainee... Tutor: Male Female
2	Appearance of Classroom: (a) Very good [], (b) Good [], (c) Poor []
3	Facilities: (a) in good shape and adequate [], (b) in bad shape and inadequate []
4	Types of board used: (a) new blackboard [], (b) old backboard [], (c) new white board [], (d) old white board, (e) temporary board black/white board []
5	List of key classroom facilities.....
6	General appearance of the college: (a) Very good [], (b) Good [] (c) Not good [], (d) In bad shape []
The role of tutor	
7	Presentation skills (a) excellent [], (b) Very good [], (c) good [], (d) average [], (e) below average []
8	Learners' participation (a) Active [], (b) inactive [], (c) not involved []
9	Teaching technique used (a) lecture [], (b) mixed methods [], (c) question and answer [], (d) any other methods
10	Teaching aids (a) available, used; their relevance, [], (b) not available []
11	Classroom behaviour (a) Good [], (b) Bad [], (c) undefined []
12	Assignment offered (a) relevant [], (b) irrelevant [] (c) no assignment offered []
13	Tutors' appearance (a) excellent [], (b) Very good [], (c) good [] (d) not good []
14	Learner' appearance (a) in uniforms [], (b) casually dressed []
15	Availability of teaching and learning facilities in the library (a) available, enough and up-to-date [], (b) not enough [], (c) outdated and not enough []
16	[i]Availability of computers in the college (a) in good shape and adequate [], (b) in bad shape and inadequate [] [ii] (a) availability of connection to the internet [] (b) no connection [iii] location of computer lab (a) in library (b) special lab (c) in office (d) classroom
17	Over all comment:

Appendix 3

Research clearance



KENYATTA UNIVERSITY
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
P O Box 43844 00100 Tel: 871090, 871622Ext. 57495 Nairobi, Kenya E-mail: Chair-edufoundations@ku.ac.ke

2nd June 2010


TO WHOM IT MAY CONCERN

RE: JULIUS L. E. CHALIGHA

This is to confirm that the above named is a PhD student of Kenyatta University in the Department of Educational Foundations. Mr. Chaligha has prepared his proposal for registration at the school of graduate studies. In the meantime he needs to embark on his fieldwork for data collection.

The University will appreciate any assistance given to him in order to access the data he requires for writing his thesis.

Sincerely yours


Dr Ibrahim Oanda
Thesis Supervisor



Appendix 4A

Research clearance

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
 Telex: 41742 Elimu Tz.
 Telephone: 2121287, 2110146
 Fax: 2127763



Post Office Box 9121
 DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOLIII/ 142

Friday, October 22nd, 2011

The Principal,
 Vikindu, Mhonda, Ilonga, Singachini, Eckenford and Ebonite Teachers' College.

RE: RESEARCH CLEARANCE FOR MR. JULIUS L. E. CHALIGHA:

The captioned matter above refers to.

The mentioned is bonafide PhD student of the Kenyatta University, he is conducting research on the topic titled "**The Quality of Primary School Teacher Education: An Investigation of Factors that Influence Quality of Pre-Service Teacher Education in Tanzania**" as part of his course requirements for the award of PhD programme.

The researcher needs to collect data and necessary information which related to the research topic from your office/college.

In line with the above information you are being requested to provide the needed assistance that will enable him to complete this study successfully.

The period by which this permission has been granted is from **22nd October, to 28th March, 2011.**

By copy of this letter, **Mr. Julius L. E. Chaligha** is required to submit a copy of the report (or part of it) to *the Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

Paulina J. Mkoma

For Permanent Secretary

CC: 1) Mr. Julius L. E. Chaligha – Kenyatta University- Nairobi, Kenya
 2) **The Director**, Teacher Education Development-MoEVT

Appendix 4B

Research clearance

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
 Telex: 41742 Elimu Tz.
 Telephone: 2121287, 2110146
 Fax: 2127763



Post Office Box 9121
 DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOLIII/ 143

Friday, October 22nd, 2011

The Director
 Teacher Education/School Inspectorate Development-MoEVT

RE: RESEARCH CLEARANCE FOR MR. JULIUS L. E. CHALIGHA:

The captioned matter above refers to.

The mentioned is bonafide PhD student of the Kenyatta University, he is conducting research on the topic titled "**The Quality of Primary School Teacher Education: An Investigation of Factors that Influence Quality of Pre-Service Teacher Education in Tanzania**" as part of his course requirements for the award of PhD programme.

The researcher needs to collect data and necessary information related to the research topic from your office.

In line with the above information you are being requested to provide the needed assistance that will enable him to complete this study successfully.

The period by which this permission has been granted is from **22nd October, to 28th March, 2011.**

By copy of this letter, **Mr. Julius L. E. Chaligha** is required to submit a copy of the report (or part of it) to *the Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

A handwritten signature in blue ink, appearing to read 'Paulina J. Mkoma'.

Paulina J. Mkoma
For Permanent Secretary

CC: **Mr. Julius L. E. Chaligha** – Kenyatta University- Nairobi, Kenya