CHALLENGES FACING EDUCATIONAL LEADERS ON PROVISION OF PROFESSIONAL DEVELOPMENT TO TEACHERS OF OPEN SECONDARY SCHOOLS IN TANZANIA: THE CASE OF KALOLENI WARD IN ARUSHA CITY COUNCIL

SIMION MOSES

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
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CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled, **"Challenges Facing Educational Leaders on Provision of Professional Development to Teachers of Open Secondary Schools in Tanzania: The Case of Kaloleni Ward in Arusha City Council",** in partial fulfillment of the requirements for the award of Degree of Masters of Education in Administration, Planning and Policy Studies (MED APPS).

Dr. Adam Namamba

(Supervisor)

10/02/2020

Date

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DECLARATION

I, Simion Moses declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (M.ED APPS).

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Signature

10/02/2020

Date

DEDICATION

This work is dedicated to my dear parents; Mr. and Mrs. Michael Moses Mollel. They have been a source of inspiration from my childhood, and have thoroughly encouraged me throughout my life to reach greater heights.

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I would like to extend my heartfelt gratitude to all of those whose support made this study successful. To mention a few of them are as follows:

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ABSTRACT

Several studies have shown the impact of professional development to teachers. Despite the importance of such studies, studies on professional development to teachers of open secondary schools are few. Thus, this study aimed to investigate challenges facing educational leaders on provision of professional development to teachers of open secondary schools in Tanzania: A case of Kaloleni Ward. Professional development plays an important role to teachers. It refers to a process embracing all activities that enhance professional career growth. This study used descriptive and exploratory research design to obtain data from Open Secondary School teachers and leaders in Arusha City Council. A sample of 41 participants was selected for the study using both simple random sampling and purposive sampling techniques. Primary data were collected from books, journals, and papers whereas interview and questionnaire methods were used in collecting secondary data. Data were analysed both quantitatively and qualitatively and kept under validity and reliability examination. The study found several challenges facing non-formal educational leaders in provision of professional development to teachers where lack of fund and managerial skills by the leaders, and lack of motivation by the teachers were among the major ones. It was recommended that the government through the ministries and institutions concerned should pay more attention to non-formal education by ensuring that adequate fund is available for teachersø professional development. Again, leaders and teachers under non-formal education should have plans in hand for sustainable teachersø professional development.

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LIST OF ABBREVIATIONS

COBET: Complementary Basic Education in Tanzania

CPD: Continuing Professional Development

D.A.E.O: District Adult Education Officer

FFT: Framework for Teaching

FPE: Free Primary Education

HT: Head Teacher

IAE: Institute of Adult Education

ICT: Information and Communication Technology

KCPE: Kenya Certificate of Primary Education

MST: Middle School Teachers

NCLB: No Child Left Behind

PD: Professional Development

PEDP: Primary Education Development Programme

R.R.T: Regional Resident Tutor

SIDA: Small Industries Development Agency

TPD: Teachers Professional Development

UNESCO: United Nations, Education, Scientific and Cultural Organisation

UNICEF: United Nations Children's Education Fund

UPE: Universal Primary Education

URT: United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROND TO THE PROBLEM

1.1 Introduction

This chapter covers background to the research problem, statement of the research problem, research objectives, main objective, specific objectives, and research questions; it also covers significance of the study, limitations and delimitations, and operational definition of key terms.

1.2 Background to the Research Problem

Experience from both international and national education systems has shown that formal secondary education is extremely hard pressed to meet the demands of the current socio-educational milieu especially for developing countries (Ochuba 2008). Many third world countries, for example, are still unable, for a variety of reasons, to construct school buildings for more than a half of their young people. Non-formal (open) education has therefore become an object of interest since the formal education system has proved some barriers to suffice the social demand for secondary education in the country (ibid).

As a part of lifelong learning which has become a byword in the global lexicon of education reform, open secondary schools teachers are those who engage in providing instructions and facilitate learning to secondary schools students who are out of formal system of education (Little, 2012; Timperley 2011). In these schools is where a student

can learn an ordinary level of secondary education for two years instead of the usual four years. Open secondary schools as one of the endeavors to non-formal education system enhances access to those who missed an opportunity to access secondary education in a formal system. Having all the forms of education however, education means teachers. Teachers are the key source of knowledge, skills, wisdom, appropriate orientations, inspiration and models for the students. As a consequence, the teacher is central in facilitating the processes that lead to meaningful education and pupilsø learning outcomes are affected by teacher quality. According to Ndiku, *et al* (2009), poor enrolment in literacy classes concerning adult learners is due to the failure to hire sufficient and qualified teachers. All these make professional development for teachers of a paramount importance.

Professional development (PD) is defined differently depending on the context in which it is delivered. For example, in the teaching profession PD refers to programs and strategies designed to change the beliefs and practices of teachers in order to advance the achievement of their students (Guskey& Yoon 2009). Komba & Nkumbi (2006) provides a definition that fits less advantaged contexts like Tanzania that, Teacher Professional Development is a process of improving both the teacherøs academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom.

In United States of America (USA), the changes in classroom practices demanded by the reform visions ultimately rely on teachers (Fullan & Miles, 2010; Spillane, 2009).

Changes of this magnitude will require a great deal of learning on the part of teachers and will be difficult to make without support and guidance (Ball & Cohen, 1999; Putnam & Borko, 1997; Wilson & Berne, 1999). This realization has led educational scholars and policy makers to demand professional development opportunities for teachers - opportunities that will help them enhance their knowledge and develop new instructional practices. As one example, the No Child Left Behind (NCLB) Act of 2001 requires that states ensure the availability of õhigh-qualityö professional development for all teachers. On the other hand, according to Walker &Qian, (2015), in China, professional development has adopted an ambitious series of curriculum reforms that have required teachers to adapt to new system goals and learn new methods of teaching. These efforts were based on governing policy and geared to reform education in China hence succeeded to reshape the relationship between school leaders and teachers. Thus, Chinaøs policymakers, scholars and practitioners are increasingly interested in understanding the role that school heads can take in supporting the learning of both teachers and pupils.

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond 1997). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Cape Verde, Togo and Uganda, for example, 35 per cent to 50 per cent of students have teachers who had no teacher training. Yet in Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal, over 90 per cent of students do have teachers with some form of

teacher training. In these latter countries, most teachers have, at least, lower secondary education; this contrasts sharply with Cape Verde and Tanzania where over 60 per cent of students have teachers with only a primary education (Postlewaithe 2009).

According to Ndiku, *et al* (2009), poor enrolment in literacy classes involving adult learners in Kenya is due to the failure to hire sufficient and qualified teachers. One way that poor nations are coping with this competent teacher deficiency is by relying on alternative strategies for hiring teachers. These alternative routes have different names and operate differently across nations (Mpokosa & Ndaruhutse 2008). Also, the influx of learners in schools due to the declaration of Free Primary Education (FPE) by the government in 2003 resulted into acute understaffing in public primary schools leading to employment of teachers who had either little or no training at all (Kikechi, *et al* 2012). This impacted negatively on the Kenya Certificate of Primary Education (KCPE) performance.

Tanzania has ever since gaining independence in 1961, been committed to the Universal Primary Education (UPE). However, by the late 1990s, it failed to achieve quality education due to some of the major reasons accounting for this sad state of affairs included: under-funding of education by the Government; the poverty of many Tanzanian families making them unable to afford the costs involved in having all their children attend and complete school; and, the low capacity of primary schools to enroll more children due to shortage of buildings (latrines, included), water supply, classroom supplies and teachers URT (1995, 1999). Generally, the programme failed due to lack of

essential inputs largely because of unqualified and un-development teaching workforce. As a result, in1995, the education and training policy was developed insisting that, the in service training and retraining should be obligatory to ensure good quality of teachers and for their professional development, change of curriculum and introduction of new innovations including science and technology necessitate re-training of teachers in order to keep them up to date (URT 1995).

Consequently, for teachers; a crash program was designed to train paraprofessional teachers for the Complementary Basic Education program (COBET) to cater for primary education requirements of the out of school children (Mosha 1995; Omari 2009). Again, in 2000øs, Primary Education Development Programme (PEDP 2001-2006) was enacted and some of non-formal education programmes such as COBET were mainstreamed to it. Major achievements have been recorded in enrolment expansion, teacher recruitment and deployment, building of classrooms and sanitary facilities, provision of teaching and learning materials, as well as provision of pre-service and in-service teacher education URT (ibid). Afterwards, expansion in enrolment rate to primary schools pupils resulted to another challenge of expansion in enrolment to secondary education students as a result of an increase in the number of primary school leavers. Consequently, these expansions made a challenge to secondary schools mostly in resources and in the number of qualified teachers in particular. Teacher - student ratio was imbalanced something which called for recruitment of teachers who were trained under crash programmes (as it was for COBET) who were later licensed as a qualification for such

recruitment. These teachers had to be trained for 1 year instead of 2 years as it was before.

Yet unfortunately, basing on the fact that most of the secondary schools teachers were recruited under crash programme, not much attention has been paid to teacher professional development (Komba & Nkumbi 2006). There is considerable number of less - professional teachers at Kaloleni wardøs open secondary schools. This makes them difficult to run the schools basing on the underlying principles of teachers schooling hence unsatisfactory performance. In view of their importance, teacher professional development programmes in Tanzania seem to be a forgotten agenda and are given less attention (Wedgwood, 2005). Despite the emphasis on the education and training policy documents (1995), the implementation is unplanned, and few teachers are involved, making the impact of such training invisible (Komba 2008). In addition, different programmes that were established for teacher professional development ended towards the end of the swarm project.

Most of the teachers for open secondary education have merely a secondary advanced level education certificate which is irrelevant to the common qualification needed for one who teaches that level of education. Many of these teachers had never gone to colleges for teachersø teaching training courses. Despite some are professional teachers, they do not get access to further their profession. Besides, they found it difficult to get an opportunity to go for such trainings after they are employed for the posts. This as a result affect the performance of such schools in general as it is ascertained by the

National Commission on teaching and America's future (1996) that the quality of schools depends on the quality of nations' teachers.

Educational leaders on the area of non - formal education system have among other roles, a role to ensure that teachers are professionally developed. But, despite having these leaders, the problem of having non-professionally developed teachers for non-formal (open schools) still prevails. As it is reported that an elementary issue for both system- and school-level leaders concerns how to inspire and maintain teachers not only to engage in continued learning but to do so with enthusiasm and the intent to put new knowledge into practice (Lai *et al*., 2016; Li *et al*., 2016; Thoonen, Sleegers, Oort, Peetsma, & Geijsel 2011). It is therefore the aim of this study to investigate the challenges facing educational leaders on provision of professional development to teachers of open secondary schools at Kaloleni Ward in Arusha Region.

1.3 Statement of the Research Problem

The problem of having less developed teachers is great. This is even more realized to teachers and to teachers of open secondary schools in particular. Recognizing the effects of this problem, the education and training policy was developed in 1995 insisting that, the in service training and retraining should be compulsory to ensure good quality of teachers and for their professional development, change of curriculum and introduction of new innovations including science and technology necessitate re-training of teachers in order to keep them up to date (URT 1995).

For teachers; a crash program was designed to train paraprofessional teachers for the Complementary Basic Education program (COBET) to cater for primary education needs of the out of school children (Mosha 1995; Omari 2010).However, despite all these efforts, it is apparent that most of the teachers for open secondary schools at Kaloleni Ward in Arusha City Council which is in Arusha Region have a little access to professional development. Table 1.1illustrate the situation:

Table 1:1 Access of Kaloleni Ward's Open Secondary Schools Teachers to professional development Courses since 2016-2018 (ΣN=45)

Courses	2016		2017		2018	
	Frequency	%	Frequency	%	Frequency	%
Seminars	-	-	-	-	-	-
Workshops	-	-	-	-	-	-
Mentorship	-	-	-	-	-	-
Diploma	2	4	3	5	1	2
Degree	3	5	2	4	4	7
Post Graduate	-	-	1	2	-	-

Source: Field Data; (June, 2019)

As indicated in Table 1, teachersø access to professional development is so low. Only 2 teachers accessed Diploma course in 2016 while in 2017 were 3, and in 2018 were 4. Worse enough, none of the teachers accessed seminars, workshops or mentorship. Predominantly, there is scant literature on the challenges facing educational leaders in providing PD for teachers despite they are among those with responsibilities to enhance PD for teachers. It is for such reasons that the researcher found it significant to investigate the challenges facing educational leaders on provision of professional development to teachers of open secondary schools at Kaloleni Ward, Arusha City Council which is in Arusha Region in Tanzania.

1.4 Research Objectives

1.4.1 Main Objective

The study aimed at investigating challenges facing educational leaders on provision of professional development to teachers in Tanzania.

1.4.2 Specific Objectives

This study intended to achieve the following specific objectives:

1. To examine educational factors that challenge educational leaders in provision of professional development to teachers of open secondary schools.

2. To examine socio-economic factors that challenge educational leaders in provision of professional development to teachers of open secondary schools.

3. To examine managerial factors that challenge educational leaders in provision of professional development to teachers of open secondary schools.

4. To find out strategies by which educational leaders could manage challenges in provision of professional development to teachers of open secondary schools.

1.4.3 Research Questions

This study sought to answer the following basic questions:

1. What educational factors challenge educational leaders in provision of professional development to teachers of open secondary schools?

2. What socio-economic factors challenge educational leaders in provision of professional development to teachers of open secondary schools?

3. What managerial factors challenge educational leaders in provision of professional development to teachers of open secondary schools?

4. Which strategies could be used to manage challenges facing educational leaders in provision of professional development to teachers of open secondary schools?

1.5 Significance of the Study

It is expected that through the findings of this study, the Ministry of Education, Science, and Technology will be informed on the challenges facing educational leaders on provision of professional development to teachers hence being in a position to develop policies and plans that will enhance leaders capacities to manage more effective and efficient teachers professional development processes. Educational leaders on the other hand will be informed of the challenges they hinder their plans for teachersøprofessional development hence being able to manage them appropriately. In addition, teachers and community members as a whole will be informed on the challenges facing the leaders in

provision of professional development to teachers hence being in a position to assist them manage those challenges for the betterment of the teachersøprofessions.

1.6 Limitations and Delimitations of the Study

1.6.1 Limitations to the Study

There was lack of cooperation from some of the respondents since they failed to complete the questionnaires on agreed time. To manage this limitation, the researcher tried to convince them to fill in the questionnaires by paying several visits to them and insisting the significance of this study. Again, concerning interviews, there were unsatisfactory responses to questions, but the researcher tried to elaborate the questions with clarity and examples until well understood by a respondent. Yet, some of the respondents had to be interviewed and filled in questionnaires while working due to tight schedules hence there would be no ample of time to get the required information as it was intended but the researcher tried to find out extra time (soon after working hours) to obtain the required information.

1.6.2 Delimitation of the Study

The study was limited to 3 open secondary schools in Kaloleni Ward in Arusha City Council. This based on factors related to time and financial constraints but also because the selected schools had all the features of open secondary schools under which the researcher was interested in conducting this investigation. Moreover, the study was limited to cover only open secondary schools students, teachers, and centre coordinators in Kaloleni Ward and also the Regional Resident Tutor of Arusha Region since they

were expected to have the required data basing on the problem under study. In addition, the study investigated only the challenges facing provision of professional development to teachers and not to all academic staffs in the Ward.

1.7 Operational Definition of Key Terms

Educational leaders: In this study refers to all educational officials under non-formal education system Regional-wise that covers Regional Resident Tutors, District Adult Education Officers, and Open Secondary Schools Centre Coordinators. These are the one who can prepare an environment viable for teachersø professional development as they are the oneøs responsible to manage these resources.

Non-formal education: Refers to education that is institutionalized, intentional and planned by an education provider but provided outside the formal system of education. It is characterized as an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals.

Open Secondary School: Refers to non-formal schools for those who by several reasons missed an opportunity to join or complete formal secondary school education. These schools have to be registered by the Institute of Adult Education (IAE) as mandated by the ministry of education, science, and technology. Some of them are under IAE and the others are under private organizations.

Professional Development: Refers to activities, programs, workshops, or seminars in which teachers participate to learn content or skill based information that is intended to

help teachers on topics ranging from instructional practice to classroom management. The primary goal of teacher professional development is promoting student achievement.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews various literatures and studies related to the problem under study. It covers concept of teacher professional development, professional development process, nature of effective professional development, rationale of professional development, and factors influencing effective teachersø professional development programmes. It also covers educational factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, socio-economic factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, managerial factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, and strategies by which educational leaders could manage challenges in provision of professional development to teachers of open secondary schools, and finally, discusses the research gap.

2.2 Concept of Teacher Professional Development (TPD)

Various perceptions had been given on professional development with almost similar meaning but depending on different context and situations. TPD is conceptualized as a form of workplace learning characterized by dynamic, ongoing, interactive exchange among teachers (Konstantinou & Fincham, 2010; Timperley, 2011; Little, 2012). However, definitions about TPD differ according to educational traditions and contexts.

In education systems where teacher education programs are well established, TPD is described as a process embracing all activities that enhance professional career development (Rogan & Grayson, 2004; Tecle, 2006) or as formal and informal experiences all through the teacher's career (Hargreaves & Fulla, 1992; Arends *et al*., 1998). The design of PD program is presented in the Rogan & Grayson shown in Table 2.1 indicating that a teacher is knowledgeable after pursuing any PD plan.

Table 2.1: Levels of Professional Development Programmes

Level	Design of Professional Development
1	Information on policy and expected changes are presented to school based personnel. Typical form is short-one short workshop.
2	Examples of õnewö practices as suggested by policies are accessible to school based personnel, who are given an opportunity to engage in these practices in a simulated situation. Typical mode is a series of short workshops lasting for one year.
3	Professional development is planned by school - based personnel depending on which new practices they wish to implement and implemented using both inside and outside support. Typical mode consists of both external and school based INSET for two to three years.
4	Communities of practice take full accountability for their own continued professional expansion, and for school governance and curriculum implementation, calling on outside support as suitable. Typical mode consists of ongoing school-based and directed professional INSET.

Source: Rogan & Grayson (2004)

Nevertheless, definition of TPD in less developed context such as Tanzania refers to a process of improving both the teacher's academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. To both the advantaged and less advantaged contexts it includes the processes, organizational mechanisms and practices aimed at providing support to the teacher for the improvement and smooth discharge of her/his duties. Organizational

mechanisms are planned for monitoring continuous development of the teacher taking forms such as short term training programs and seminars, formal mentoring programs and other forms such as meetings held at school and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis.

2.3 Professional Development Process

Basing on Borko (2004) goal structure, professional development should proceed in several specific stages. During Stage 1, there should be a brief one-site pilot to ensure possibility of the program - in other words, will the intended intervention work with real teachers, or is it impracticable in its expectations? During the pilot, changes in program features could be assessed in successive sessions or with subgroups of teachers, with new permutations and adaptations rising via feedback from both teachers and developer surveillance. Importantly, developers may wish to test-drive the program features they will explore further in stage 2. A four to six sessions are considered enough for this stage and no contribution is necessary as data collection and feedback machinery is informal and sample is too small.

Stage 2 involves a randomized program trial that holds the basic program content invariable, varies the features of delivery then searches across several sites for impacts on reasonably important outcomes. Three steps characterize research at this stage. The first step would be identification of serious program design questions. For instance, developers may be interested in whether feedback to teachers based on online relevance forum.

Framework for Teaching

FFT can be effective in improving teaching and, finally, learning. However, developers may have questions as to whether this feedback must be delivered via personage, in-person coaching; whether it can be delivered to grade-level teams in a group setting; or whether it can be delivered to persons using videotape and remote coaching. The latter two would present cost savings, particularly in large or rural districts. A review of the writings would assist gaining information on helpful delivery models.

Provision of professional development

This has to be done with each feature to numerous groups of persons by multiple facilitators. This breaks the dependence between outcomes and the specifics of any group, facilitator, or group–facilitator combination. To continue the example above, the PD provider would recruit a group of teachers from several schools or even districts to participate in the study. These teachers would then be randomly assigned to either a control (no treatment) or one of the three *FFT* handling settings. Random selection of teachers is suggested to determine the real features.

Gauge the initial success of the program.

It is suggested to use proximal, economical outcomes to gauge the outcomes because classroom practice is still expensive to capture and measure at scale. Stage 2 researchers should identify a sensitive model that specifies the relationship between the program, intermediaries, and outcomes for example, program content leads to changes in teacher knowledge, skills, and habits of mind, which leads to changes in instruction and

eventually student outcomes and then measure the most proximal indicators of learning from the program.

2.4 Nature of Effective Professional Development

Most of the PD programmes fail because of missing the features necessary for their effectiveness. Effective PD programmes ensures consistency to the actual needs of the targeted population that is in general compliance with the programme purpose. Fullan (2007) states, the greatest problem faced by school districts and schools is not opposition to innovation, but the disintegration, overwork, and inconsistency resulting from the uncritical reception of too many different innovations. Most of the PD programmes are planned without proper reflection being given to what is to be developed (Kleinhenz & Fleming 2007). Such approaches are short-sighted and centralized as they donøt consider the actual needs of teachers and the outcomes.

In addition, researchers have identified the one-shot approach as one of the reasons for the ineptitude of some PD programs (Sandholtz & Scribner, 2006; Fullan, 2007). In a typical one-shot approach, an expert delivers knowledge on a particular topic to a large audience within a limited time period. Here teachersø attitudes toward the topic are not deemed relevant. This approach makes the professional development of teachersø intellectually shallow, disengaged from deep issues pertaining to the curriculum and learning, and causes it to be fragmented, and non collective (Ball & Cohen in Yoon, Duncan, Lee, Scarloss & Shapley, 2007).

Furthermore, effective professional development programmes take many forms. Scholars recommend that the programmes should not be limited to formal off-site kinds of programmes. This shows that the programmes are not necessarily run under formal education form of colleges and universities but can take forms such as seminars and workshops organized under structured programmes. Dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2000). It is for such reasons that Eraut (2010:20) identifies three major contexts in which professional knowledge is acquired; the academic situation, institutional discussion of policy and practice itself.

Above all, establishment and effective utilization of Teachers Resource Centers is an important element in influencing teachersøPD. This fact is supported by scholars such as (Quinn & Restine, 1996; Kruse and Luis, 1997) who argue their importance because of being cost-effective. Training can be structured in small school clusters and qualified senior teachers or university lecturers are invited to these clusters to serve as trainers and guiders. Such formal arrangements for PD are supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contribute to self-development. This approach has the advantage of stimulating healthy debates about various reform actions and innovations and cheering partnership, peer coaching, question, collegial study groups, thoughtful discussion and action (Pounder 1999).

2.5 Qualities of Open Secondary Schools Teachers

In Tanzania, the percentage of under-qualified teachers remains a challenge in terms of the quality of community secondary education (Wedgwood 2007). The government has launched short training courses for secondary school leavers ŧemporary licensedø who aspire to be teachers so that they could increase the number of teachers needed and fill the shortage of teachers in the country. According to Wedgwood & Hakielimu (2007, 2011), the programme has helped to provide teachers, especially in wards established community secondary schools, but was not taken into consideration in the fact that the short courses that were offered could not actually support production of proficient teachers, especially if the oneøs taking the course did not actually perform well in their upper secondary examinations (Makombe 2010).

This program, therefore, has increased the number of teachers in secondary schools who are low prepared and lack principles of teaching (HakiElimu, 2007; Makombe, 2010), but an attempt to replace all poorly trained teachers is not a solution, as newly employed teachers are also not enough. Despite that the introduction of form VI leaver teachers commonly called ŧicensed teachersø has been criticized for affecting the quality of secondary school education in prepared to face the challenges in school and in teaching (Wedgwood, 2007).

Teacher professional development, therefore, has been viewed as a promising intervention for transforming the excellence of in-service teachers (Anangisye 2009; Goldschmidt, 2010). This argument is also in line with (Bozkurt 2012), who argued that

in-service guidance has been viewed by many countries as the key element in strategies to raise the quality of education. Also in-service teacher training programmes enable teachers to become highly qualified by improving, increasing and advancing their knowledge through a better perception of effective teaching strategies (Makombe, 2010). The programmes can enable in-service teachers to become triumphant in their profession and be able to develop professionalism and skills of lifelong learning. The programmes can also increase their alteration to innovations and improve their performances to meet the studentsøneeds (Buczynski 2010).

2.6 Rationale of Professional Development

Various writersø shows how teachers are the important inputs in the education process. Thus how they are recruited and trained is very important as quality education requires more body of knowledge (URT 2008). Therefore, failure to invest in teachers, the stipulation of education services will be of low quality, as there will be no sufficient qualified teachers (Oxfam 2007).

There is an argument says õIf we teach today as we taught yesterday, we rob our children of tomorrow õDewey (1971: 41). This argumentation shows how significant are to improve teachers ways of teaching and this can be done through organized PD programmes. Many scholars acknowledge the importance teachers and their competences have in the teaching-learning process. The teacher is the heart of classroom coaching (Galabawa 2001; URT 2007). The usefulness of the teacher depends on her competence (academically and pedagogically) and efficiency, (ability, work load, and

obligation), teaching and learning resources and methods; support from education leaders and supervisors (Rogan 2004; Van den Akker & Thijs 2002; Mosha 2004). Teacher PD provides opportunities for teachers to improve innovations by developing new teaching techniques refine their practice and broaden themselves both as rainers and as individuals.

More importantly, PD can help overcome weaknesses that may have been part of teachersø pre-service education and keep teachers familiar of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in the early years after initial groundwork and then continuing all through a career; contribute significantly to student learning and maintenance (Craig, Kraft & du Plessis, 2008).

Wei *et al*. (2009) conceptualize professional learning as a product of both outwardly provided and job-embedded behavior that increase teachersø knowledge and transform their eaching practices in ways that support student learning. As per Ndiku, Muthamia, Ipara & Obaki (2009), PD as part of lifelong learning is vital, especially in coping with the global trends in technology, politics and the economy. All these call for teacher professional development for it provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both

as educators and as individuals. This in turn is expected to have an impact on student learning (Lowden 2005).

A programme in Kenya, the *Mombasa School Improvement Project*, built PD approach showed that teachers supported with in-service as well as external workshop training improved significantly in their abilities to use child-centered teaching and learning behaviours (Anderson 2000). A broader view is that PD is a process that helps persons in obtaining knowledge and new skills to become more proficient and grow resourcefully (Mosby 2009).

PD is viewed as significant for success in a wide range of human accomplishments, including education, business and human services. For example, Guskey (2000, p. 4) wrote that, ―one constant finding in the research literature is that notable improvements in education almost never take place in the absence of PD.ø In business, training activities have been shown to have positive impacts on individual and team performance (Aguinis & Kraiger 2009); and in human services, there is evidence that PD can change proficient practices and improve training outcomes (Marzlin 2011).

According to Sarin (2011), teaching is an art not a science. Like an artist, a teacher always learn to teach and learning as learning can be enormously gratifying but it can also be very demanding because things change all the time and new ideas and standards are always being developed. The point of teaching is making people understand the importance of lifelong learning, so continuous PD is considered more appropriate as it signifies that the responsibility to conduct Continuous PD rests largely on both the

teaching profession and the individual teacher. CPD transcends restitution of teaching knowledge and skills. CPD entails attainment of knowledge in the business, supervision sciences, humanities and public relations that contribute to competence in instructional deliverance and interest of the students and the public (Onwudiegwu 2011).

It is noted that teaching and educating is the duty of teachers, teachers quality determines the quality of people trained. Execution of quality education means that teachers put forward higher necessities on the quality of teachers not only have a noble spirit and passion for the cause, but also has a modern worth (HakiElimu 2010). Henceforth, it requires a teacher to establish a correct outlook on education, quality education and personnel training, and enhance the consciousness of the implementation of quality education (UNESCO, 2010).

In these lines of thinking, teacher professional development is considered a long term process that includes regular opportunities and experiences planned scientifically to promote growth and development in the profession. According to (Buczynski, 2010), in-service teacher professional development means the job-related instructions intended to equip teachers with tools and resources required to provide quality teaching. It signifies a process aimed at promoting proficient knowledge, where personal experiences are uncovered and shared (Dembélé, 2007) also defined professional development as academic renewal meaning designed qualitative change towards pleasing teaching practice that ensures the attainment of the expected learning outcome.

2.7 Factors Influencing Effective Teachers' Professional Development Programmes

Various factors have been mentioned to have contributed successful PD. Villegas-Reimers (2003) identifies conceptual, contextual and methodological factors that contribute to a successful PD program. Conceptual factors relate to how change, coaching, and teacher growth are perceived, while contextual factors refer to the role of the school leadership, organizational culture and external agencies. Methodological factors relate to processes or measures that have been designed to support teacher PD (ibid). It would seem that from this standpoint of an interactive system model, teacher PD is a function of the contact between and among five key players or stakeholders. These are the ministry responsible for teacher education, universities, schools, the community and the teachers themselves.

In the context of Tanzania; the Ministry of Education, Science and Technology is responsible for providing policy and financial support for teacher PD. Universities and teacher education colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its part is supposed to provide support to the teacher on a daily basis through advice, monitoring and evaluation of the teaching and learning activities. Again, community through school committee is responsible for supporting the teacher's PD by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking for opportunities for his or her own PD.

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

Support of the school management is crucial for promoting teacher development and high quality education. This calls for school management to be empowered to be able to play their social and technical roles more proficiently (Blasé & Blasé 1999; Mosha 2006). School management capacity is the ability of the leadership to perform its duties including supporting teacher PD at school. This ability depends on the way it has been empowered by education administrators and supervisors; human and physical resources available; managerial knowledge, skills of the head teacher and the school culture. So, all these areas should support school management in implementing PD.

The school head is the key player or backbone of a school and the main supervisory of school management as the overall effectiveness of the school are directly influenced by him/her having roles like facilitate, broker, provide resources, persuade, control, inquiry, coach, and cheerleading. She/he is like the spring to the watch and an engine to the

transport. She/he is the heart of school and school Management (Fallon & Barnett 2009). Hence, heads of schools should be well conversant and skilled on management issues. They have to attend various seminars, workshops, meetings, and courses on management and administration. Similarly, Rowland & Adams (1999) suggest that the HT should be dedicated to develop teachers and therefore be able to design PD activities. She/he has to be a model. Her/his work of teaching must be consummate and has to make sure that she/he inspects teachers in order to know their instructing abilities and provide scientific control.

Education leaders are very important in capacitating the school management. They have to interpret and monitor the execution of educational policies at their levels of supervision (URT 1995). They have to plan and develop teachers and to guide, direct, and advice the school management on teacher PD. On non ó formal education, these roles can be played by centre coordinators at centre level, District adult education officers at District level, and Regional resident tutors at Regional level. They have to ensure motivating environment for teachers to develop their profession.

On top of that, effective PD plans is necessary for effective PD. planning has to be based on teachersø needs, examination evaluations, inspectorate and monitoring reports. The teacher cannot teach creatively, even if she/he is well qualified and developed, in the absence or scantiness of teaching and learning facilities. Many schools in Tanzania lack sufficient books, furniture and teaching aids. Many classes are congested. For the teacher to realize the best of her/his potential there should be enough teaching and

learning materials and facilities at her/his disposal. This will create a encouraging school environment that could influence teachers develop their professions.

A school management with inspiring culture encourages teachers to engage in PD programs at the school or elsewhere. Motivation can be intrinsic or extrinsic which drives the teacher towards self-improvement. Collegiality within the school is part of the school culture. If teachers collaborate, there is room for them to learn from each other (Galabawa & Agu 2001: 6). The role of school management is to support this culture to exist in the school and between the schools to enhance effective teachersøPD.

Furthermore, participation of teachers in planning for PD programs is of vital importance. Planning refers to setting of goals and objectives with activities to be done at the specified time which is one of the main roles of the school management. To involve all teachers in the school during the planning processes should be part of the school culture. Effective sharing leads to a feeling of ownership and easy accomplishment (Galabawa 2001). Meaningful enhancement in the education system requires pressure from below, support from above, and continuous negotiations among those at different levels of the system. The professional development issue, therefore, should be regularly discussed by teachers because they know what they need most. Administrators and supervisors should be guiding, supporting, monitoring the implementation, and evaluating the work done. Effective communication among the key players is very vital (Campy 2000).

More importantly, the use of technology is among the factors that influence teachersø PD greatly. The use of ICT enhances efficient and effective learning hence motivates teachers for PD. õLack of PD for technology use is one of the most serious obstacles to fully integrating technology into the curriculumö (Fatemi 1999). To prepare the teachers for effective technology use, a well-designed PD program is obligatory. Technology and innovation have brought marvelous change in the way the students learn. With a global network and technological resources, access to ICT amongst students is higher and learning is no longer confined to the classrooms. Hence, the teachers need comprehensive and sustained PD opportunities that cultivate multiple skills such as knowledge managers, developers of learning strategies and facilitators of technological and innovative methods of learning. Countries all over, including Tanzania recognize the fact that the traditional forms of PD such as workshops, and one-time training sessions on ICT skills are now inadequate. This makes ICT skills necessary. Teachers must draw experiences from others through online networks and make technology an important part of their proficient lives.

In countries with improved technology, several advanced technologies are used to enhance effective PD teaching and learning processes. India for example, an effective programme used interactive video technology to reach a large number of teachers who sought professional development. This programme found that training using interactive video technology led to improved conceptual realisation of pedagogical issues for a large number of physically dispersed teachers (Maheshwari & Raina 2010).

2.8. Educational Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

A study by the Sweden International Development Cooperation Agency (SIDA 2000), suggested that instructive reforms, which include changes that are expected to take place in classrooms, must be related to teacher education. In order to enable teachers to meet the different demands placed upon their occupation, it is more and more known that teachersø skill need to be continuously upgraded. CPD need not be a intricate issue. Barber & Mourshed (2007) have identified four ways of helping teachers improve teaching quality that are: building handy skills during the early training, placing coaches in schools to sustain teachers, selecting and budding successful instructional leaders, and enhancing teachers to learn from one another. The above mentioned ways are what practiced under PD for teachers in developing countries such as Tanzania grouped into initial teacher training, in-service training or continuing PD.

Unfortunately, a great deal of professional learning practiced by trainers today, they fail to be contextual basing on their classroom practices (Cordingley 2016). It was also noted that most of teachers after being taught under professional development training, fail to apply the training acquired appropriately to their working context. Joyce & Showers (1980) argued more than three decades ago, the relations between the -workshop and the workplaceøare feeble. All too often, teachers attend professional courses in isolation, for a day, in learning venues that are disconnected from their own circumstances. The chances, therefore, of readily transferring the knowledge or skills gained from a course or workshop into changed classroom practice or behavior is minimal. It is even less

likely, from such a professional learning experience, that a teacher will be able to change or transform the practice of other teachers. While this may be pleasing and certainly, even promised it is hardly ever likely.

Moreover, some educational leaders face a challenge in assuring that teachersø perception towards professional development is positive. A study by Mosha (2006) on capacity of school management for teacher PD in Tanzania reveals that for real teacher PD, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. A teacher who perceives PD positively is eager to attain new knowledge, skills, attitudes, values, and dispositions. Within such dispositions there is pleasure, self-worth, team spirit, assurance, drive, adventure, creativity, and vision. All these attributes are mostly individual-driven hence to leaders here comes a challenge in developing them to their teachers.

Again, some of the challenges are that some leaders are not well informed of professional development and itøs the basic views of which are essential for one to manage the PD progragram successfully. Doppelt*et al*. (2009) reported on a quasi-experimental study of PD designed to help middle school teachers (MST) implement a new science curriculum. The PD occurred during five four-hour practicum sessions, with two workshops happening before teachers trained the syllabus, two while they were teaching it and one after they had taught the curriculum. The workshops occurred in a two-way setting that concerned the teacher participants, district resource teachers and the university researchers who developed the curriculum. Training included

presentations, shared reflections on classroom experiences and sharing of student work and new instructional materials. Teachers in the PD group increased their science knowledge more than comparison teachers who did not receive the PD, and students of the PD teachers had higher achievement scores on the curriculum content compared with students of the relative teachers.

Furthermore, knowledge gap among educational leaders particularly on PD poses a challenge as they find it difficult to suggest ideal and modern methods for effective PD programmes. In a study by Stichter *et al.* (2006), 16 elementary teachers attended a two-hour initial in-service plus a 30-minute presentation every four weeks over 16 weeks to increase their use of instructional strategies that support studentsø opportunities to respond. One-half of the teachers also received peer coaching after the practicum. Based on pre-post observations, most teachers improved in the use of the opportunity-to-respond instructional strategies. The peer-coached teachers and in-service-only teachers were similar in development, perhaps due to the small sample size. Here one can see how significant leadersø awareness on different methods does for PD such as peer-coaching. Again, failure of TPD programmes to sufficiently prepare teachers to incorporate ICT in teaching and learning could be ascribed to various factors. It is earlier observed that, one major contributing factor is the lack of a theoretical structure to thoroughly guide the process of integration of ICT into teachersøpedagogy (ibid).

2.9 Socio – economic Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

Literatures indicate that among the challenges that educational leaders face in PD to their teachers relate to socio-economic factors. Education sector across countries especially in developing countries is under resourced and limited budgets have meant that donors fund programmes have concentrated on but a part of teachers training agenda. In recent years the need to improve the capabilities and self-esteem of people already teaching in schools, as well as cost of organizing initial teacher training institutions means that there has been significant prominence on teacher training (Guskey & Yoon 2009).

Some institutions fail to develop effective PD programs to poor affiliation among and between leaders and staff that creates an organization with poor climate. Burns (2015) in her study mentioned four barriers to teachersø PD that are complex working condition in which teachers work. The lack of compensation, congested classrooms, a lack of esteem from school leader and community members and lack of teaching and learning materials. Basing on Burns observations, these conditions discourages teachers and negatively affect three significant teacher characteristics which are teacher identity, teacher efficiency and teacher professionalism.

Moreover, another study by Bills & Melinda (2014) reveals some other barriers to teachersø professional development which are; there is not adequate time built into teachersø schedules for professional development; managerial tasks make it not easy for

school leaders to spend adequate time on teaching; and school leaders do not have adequate time to prop up teachers' PD successfully.

2.10 Managerial Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

Management plays a pivotal role in fostering collaboration between teachers through building collegiality based on trust and respect where all parties have equal status and input is highly regarded. These features are central in developing a sound teachers' PD since the deficiency of these features (as noted to many educational leaders), and where principals advocate changes in management and top-down approach, a form of 'unnatural collegiality' may result with a pessimistic impact on the longer term underneath of mutual practices (Fallon & Barnett 2009). Through the development of mutual practices it is argued that teachers can be enriched to change their instructions to improve pupils' learning.

Despite the general recognition of PD as vital to improvement in education, reviews of PD research constantly point out the uselessness of most programs (Wang *et al*., 1999). A variety of reasons unquestionably donate to this uselessness. It has been suggested, however, that the majority of programs fail because they do not take into account two central factors that is what motivates teachers to engage in professional development, and the process by which change in teachers typically occurs (Guskey, T. & Sparks, D. 1996). This therefore indicates how organization could play a role to encourage teachers

to take on in professional development but it is unlucky that some of the educational leaders such as in Tanzania, lack these managerial skills.

Besides, some leaders fail to plan PD programs that cater for teachers needs as they use more top down approaches. As a result they get low reception and obligation by teachers. Professional development programs based on the hypothesis that change in attitudes and values comes first are typically designed to gain acceptance, commitment, and eagerness from teachers and school administrators earlier than the execution of new practices or strategies. According to Joyce *et al*. (1976), a good PD programs include teachersø participation in setting up for sessions and carry out need surveys to ascertain that the new practices or strategies are well associated with what teachers want. Another administrative challenge observed is organized challenges described by poor leadership, limited organizational capacity or scarce budgets, many flimsy countries are unable to offer teachers with salaries and working environment or professional opportunities. Besides, there are habitually problems with the excellence and diversity of the tools uses to scrutinize and oversee teachers and supply them with response.

On top of that, most of educational leaders put little attention on follow-ups over the impact of PD especially on how trainees apply what they learnt on actual context. Watson (2013) observes that a recurrent condemnation of the results of professional development is that trainers get in, does their coaching then they withdraw; hence the processes tend to be shallow. Worse indeed, no any planned system of appraisal of impact. The problem of appraisal is critical from the employersø outlook and a lack of

confirmable impact means that some organizations identify professional development as a supplementary outflow with very modest significance. Again, the districts do not distribute satisfactory economic capital to professional development; school leaders do not be given sufficient instructions and enhancement on how to build up the professional development agenda at their centers.

2.11. Strategies by which Educational Leaders could Manage Challenges in Provision of Professional Development to Teachers of Open Secondary Schools

Effective professional development calls for mutual questioning as well as teachersø participation in choice making on the contents of the trainings. That means, educational leaders and teachers should come up with common goal and objectives on the teachersø learning needs. According to Cordingley (2016), questioning is an integral constituent of effective mutual professional learning along with the thorough examination of research, thoughts, and belief. He maintained that, the major aim of teachers questioning mutually is to observe and appraise thoughts, to make professional judgments and to discard approaches that are thought to have little material or inadequate experiential corroboration. In this respect, teachers are given the accountability, within their mutual work, to choose if a thought or method has any worth and throughout their critical, mtual questioning to comment on what to attempt and test out. Whether this mutual work takes the form of professional learning communities, teams, or groups, is less significant that the occasion afforded to teachers to use their cooperative professional decisions to decide which new methods or new thoughts are valuable and which are not. There is

also proof about the significance of structuring professional wealth within organizations through better alliance and solidity (Hargreaves & Fullan 2012).

According to Hirsch (1998), a good professional development should possess the following qualities: The programme must offer substantive acquaintance; esteem teachersø intelligence; be authentically mutual; last for a substantial, (continuous time at least two weeks); include limited, willingly available, and structure report on; and teachersø influence to execute changes on a considerable level in the school; offer both time and occasion for teachers to make the changeover amid what they learned and how to train it; agree to a period of at least three years between the establishment of intensive learning and prospect for broad-scale implementation in class setting; and let even more time prior to that implementation can be judged for its impact on student attainment. Similarly, successful CPD according to Richardson (2003) should possess the following qualities: State broad and long term follows-up; that cheer collegiality; promote conformity amid participants on goals and vision, have helpful management, have way in to sufficient money for resources, external advocates, substantive trainers and alike; support and widen conformity among practices; and make use of exterior trainers and staff development teams.

Yet, teacher professional development for successful and effective integration of Information and Communication Technology (ICT) in classroom practice is undoubtedly crucial. Nonetheless, some studies reveal that TPD on ICT resulted to low incorporation of ICT by teachers in ordinary teaching situation. A study by Majumdar (2005) observes

that most teachers, who received ICT training as part of their professional development, still lack self-confidence desirable to incorporate ICT in teaching and learning. Hence, educational leaders should ensure that TPD programmes integrate what is taught with natural teaching context. The leaders have to make periodic follow-ups to schools to assess and evaluate what the teachers learnt. This is because; literature indicates that for the most part, PD has focused on learning about content itself. The main focus of learning ICT for example has been on skills regarding the use of various computer applications, such as word processing, spreadsheets, email, internet and graphics but not on academic skills to be applied by teachers in natural setting of teaching.

A study by Zhiting & Hanbing (2006) in China reveals that, a number of tribulations have been found when training teachers to employ technology. First, the ICT fundamental courses only focus on scientific issues hence do not incorporate pedagogical ones in the use of technology. Second, educational technology courses are trained in a customary mode and lack attempts at adopting current or promising expertise to support instructional innovations. Third, teachers fall short to use new technology in their classroom instruction when they start working because they lack preceding practices of applying ICT into curriculum. This is even worse in developing countries such as Tanzania as apart from having scarce teaching and learning materials as well as encouraging learning infrastructure, most of teachers who find opportunities to undergo training, they concentrate more on theoretical contents than practice hence failing to apply results in practical teaching context. This is therefore what educational leaders should observe hence finding out remedial measures.

More importantly, educational leaders should ensure the use of more instructive leadership by directing teachers collaboratively that means listening to both parties ideas. Hallinger (2011) highlights the important role that principals and middle-level leaders play in nurturing teacher learning and school enhancement. Learning-centered leadership sometimes referred to as instructional leadership encourages leadership strategies that enhance teacher development as well as student learning. Instructional leaders cultivate a shared vision for learning in the school and make a supportive setting not only for student learning but also for teacher development (Vanblaere & Devos 2016). Leaders of this type act as role models by sharing their own learning experiences and keenly participate in PD with teachers. Principals also fulfill this role by helping teachers identify their development requirements, heartening trialing, sourcing and supplying resources to sustain teacher learning, and enhancing the execution of new learning. According to Guskey& Yoon (2009), the most commonly cited feature of a good PD programme is enrichment of teachers theoretical and instructive acquaintance. Serving teachers to comprehend extremely on what they do teach and the way students study that content appears to be fundamental element of successful professional development.

2.12 Literature Gap

Most of the studies have been conducted in different time and different places other than Tanzania, Kaloleni Ward in particular. This makes it difficult to generalize the findings to all parts in Tanzania. For instance studies such as those by the Sweden International Development Cooperation Agency (SIDA) (2000), Stichter *et al.* (2006), Doppelt *et al.*

(2009), Bills & Melinda (2014), and Zhiting & Hanbing (2006) though relevant to this study, they were conducted in different countries other than Tanzania and Kaloleni Ward in Arusha City Council in particular hence it was unwise to generalize the findings to Tanzanian context. Again, some of the studies concentrated much on a specific area of PD such as ICT as it was the study by Zhiting &Hanbing (2006). Worse enough, most of the literatures were not targeted to non-formal education system particularly open secondary schools as the target schools in this study. Basing on such gaps in literatures, it is the researcher's intention to make a replica of the studies in Tanzanian context focusing Kaloleni Ward in Arusha, Tanzania as a case study.

Conceptual Framework
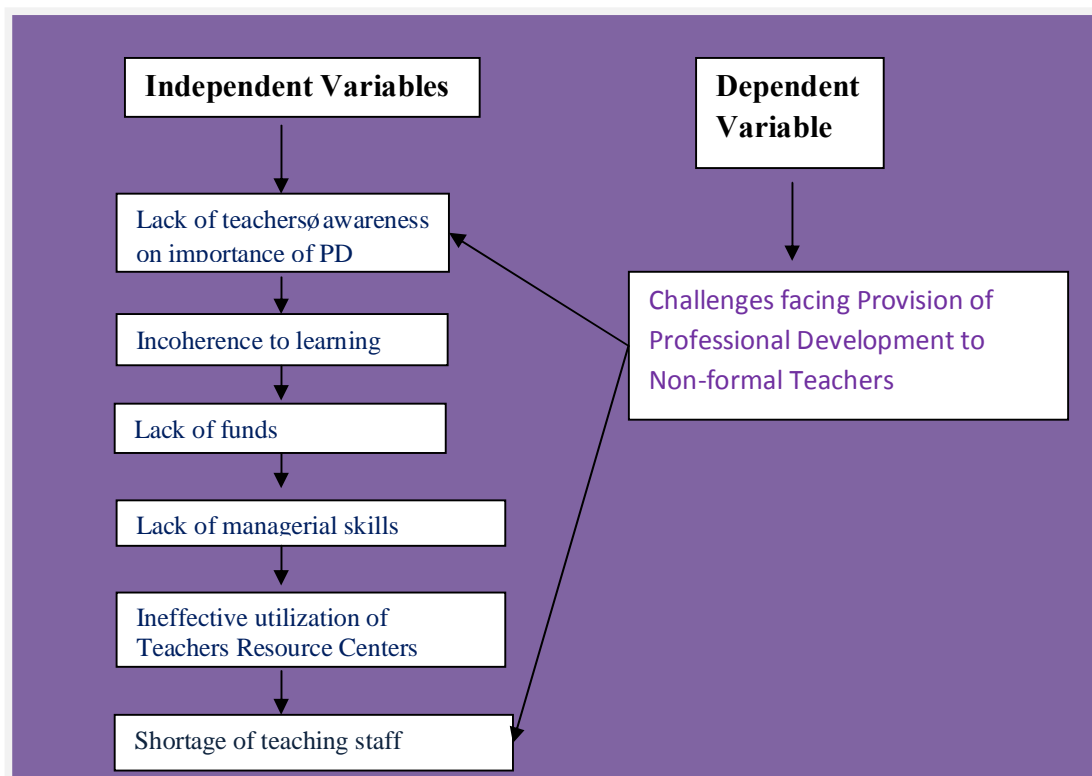
Figure 1: Challenges facing Educational Leaders on Provision of Professional Development to Teachers of Open Secondary Schools in Tanzania

Source: Villegas - Reimers (2003)

As indicated in figure 1, educational leaders are faced by several challenges on Provision of Professional Development to teachers of open secondary schools in Tanzania. These include Lack of teachers' awareness on importance of PD, incoherence to learning needs, lack of funds, and lack of managerial skills to leaders, ineffective utilization of teacher's resource centers and shortage of teaching staff. The dependent variable is filled by a purple colour whereas the independent variables are written in dark blue.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the design and methods that will be used to conduct the study. It also covers sample and sampling procedures, data collection methods and instruments, data analysis procedures, validity and reliability of data collection instruments, and ethical consideration issues.

3.2 Area of Study

This study was conducted at three Open Schools in Kaloleni Ward located in Arusha City Council of Arusha Region located in the north-eastern corner of Tanzania. Kaloleni is an administrative ward in the Arusha City Council. Arusha City Council is the headquarter of Arusha Region located in northern Tanzania between latitude 2° and 6° South and longitudes 34.50 and 38 East. In 2010, Arusha City Council was upgraded to a city, escalating its boundaries and thus escalating its area from $93km^2$ to $208 \ km^2$ (Wenbansmith 2015). According to the 2012 census, the ward has a total population of 15,082 in which females were 8001 and males 7081(Tanzanian National Bureau of Statistics, 2014). Various socio-economic activities are run in the Ward, education being among that operates in both formal and non-formal forms. There are at least 3 main centres that provide non-formal education in the Ward wherein 2 private owned centres are near to Kaloleni∅s Ward Executive Office and another 1 is in Kaloleni Primary

School. These centres have teachers whose professions in the non-formal field are low. This is what risen the researcher's interest to conduct the research in this area.

3.3 Research Design

Saunders, Lewis & Thornhill (2012) define research design as an arrangement about what one will do to answer the research question. This study used descriptive and exploratory research design. Orodho (2012) ascertains that descriptive survey research design is used in groundwork and exploratory studies to permit researchers to gather information, summarize, present and interpret for the purpose of explanation. Descriptive design was used to comply with this study's intent to describe the challenges facing leaders in provision of teachers' professional development while exploratory design was used to explore such challenges for the descriptions.

3.4 Study Population

Kothari (2009) defines population or universe as a group which the researcher is fascinated in acquiring information upon which generalization and conclusions can be drawn afterwards. Population also refers to the larger group from which the sample is taken (Kombo & Tromp 2009). The target population of this study was Open Secondary School teachers and leaders in Arusha City Council.

3.5. Sample and Sampling Procedures

3.5.1 Sample

Ary*et al* (2010) defines sample as a subset of the population from which the researcher wants to generalize. It also refers to a set of respondents selected from a larger population for the purpose of a survey (Kombo & Tromp 2009). This study included a sample of 36 Open School teachers, 3 Coordinators of Open Schools, 1 District Adult Education Officer, and 1 Regional Resident Tutor. This made a total sample size of 41 as illustrated in table 3.

Table 3.1: Sample Size

Category of Sample	Frequency (N=38)	%
Open Schools Teachers	36	88%
Open Schools Coordinators	3	7%
District Adult Education Officer (D.A.E.O.)	1	2.5%
Regional Resident Tutor (R.R.T.)	1	2.5%
Total	41	100%

Source: Field Data; (June, 2019)

3.5.2 Sampling Techniques

Sampling is a process of selecting the sample participants from the population for the purpose of the study (Kothari 2011). A simple random sampling procedure was used to select a sample of Open School teachers whereas purposive sampling technique was used to obtain a sample of education officers. Simple random technique is chosen because of its potentiality that it gives a chance to any member of a population to be

selected so it is likely free from bias (Tromp & Kombo 2009). On the other hand, purposive sampling was chosen because specific respondents are expected to hold the required information.

3.6 Data collection Methods and Instruments

According to Omari (2011) research methods for data collection are vital in quality assurance and control in research endeavor. Questionnaire and interview methods were used to collect the required information.

3.6.1 Primary Data

Primary data were collected through two methods and instruments that were questionnaires and interviews.

3.6.1.1 Questionnaire

Kombo & Tromp (2009) define questionnaire as a research instrument that collects data over a large sample. According to Bless *et al.* (2006), questionnaires reduce prejudice by the interviewer and hearten truthfulness by respondents as they necessitate anonymity. Given this advantage, questionnaires were used to obtain data from Open Secondary School teachers and Open Secondary Schools coordinators. The questionnaires were self-made developed by the researcher himself covering both closed and open ended questions so as to widen a chance for data probing. In order to assure the truthfulness and internal consistency of the tool, a pilot test was conducted to a sample size of 10.

3.6.1.2 Interview

Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research (Kothari 2011). A semi-structured interview was used to obtain data from District Adult Education Officer and Regional Resident Tutor. This instrument was used because of its advantage that it gives an opportunity for more elaborations of questions and for probing hence pursuing in-depth information around the topic (McNamara 1999).

3.6.2 Secondary Data

Data from secondary sources were obtained through documentary review guide. Documents reviewed included Regional Resident Tutor's (RRT) report form on teachers who had ever provided with professional development training.

3.7 Validity and Reliability of Data Collection Instruments

To ensure effectiveness of data collected from the area of study, the researcher considered validity and reliability as explained in the next section.

3.7.1 Validity

Gravetter (2009) defines validity of a research instrument as how well an assessment instrument is capable of measuring what is thought to measure. Content validity which will be used in this study is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. To establish the validity of the research instrument, the researcher sought opinions of

experts in the field of study especially the teachers and the school coordinators to establish how representative and suitable the questions would be and to give suggestions on how to improve the structure of the tool being used.

3.7.2 Reliability

According to Orodho (2009), reliability refers to the degree to which a particular measuring method gives similar results over a number of recurring trials. In other words, it refers to the consistency of the scores obtained, that is, how consistent they are for each individual from one administration of an instrument to another. In this study, the researcher ensured reliability of the instruments using the test-retest method during the pilot testing. According to Mugenda & Mugenda (2003), the test-retest method involves administering the same instrument to the same group of respondents twice.

3.8 Data Analysis Procedures

Data analysis refers to examining what has been collected in a research and making deductions and inferences (Kombo & Tromp 2009). Both quantitative and qualitative data analysis methods were used. The data collected through close-ended questionnaire were analyzed quantitatively while the data secured through interview were reiterated qualitatively. For the quantitative data, the analysis was made using SPSS software (version 20). More importantly, correlation and regression analysis was used to deliberate quantitative methods of data analysis. On the other hand, the qualitative data were analyzed through thematic description and word narration.

3.9 Ethical Consideration Issues

To ensure consideration of ethics in conducting this study, the researcher adhered to the principles of autonomy, informed consent and confidentiality. To ensure the participantsø autonomy, participation in this study (either in questionnaire or Key informant interviews) was on a voluntary basis and each respondent was informed and asked for permission to participate in a study so as to assure informed assent. Also, each respondent was informed through a consent letter on the purpose and benefits of this study prior to participate in the study. Furthermore, to ensure anonymity and confidentiality, participants were assured that whatever they respond shall be kept confidential hence they were instructed not to write or mention their names anywhere in any interview or questionnaire.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter covers presentation of the findings, analysis and discussion of such findings guided by the research objectives as outlined in chapter one that were anchored to explore educational factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, to explore socio-economic factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, to explore managerial factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, and to establish strategies by which educational leaders could manage challenges in provision of professional development to teachers of open secondary schools.

4.2 Demographic Information

A researcher sought to identify demographic information of respondents basing on sex, educational level, and job experiences.

4.2.1 Sex

This study included the number of females and males almost equally as females were 21 whereas males were 20 as presented in Table 4.1:

Table 4.1: Distribution of Respondents by Sex

Sex	Frequency	%
Females	21	51
Males	20	49
Total	41	100

Source: Field data: (June, 2019)

Data presented in Table 4.1 indicate that female respondents were 21 whereas males were 20. This implies that this study was inclusive basing on gender hence likely to be reliable.

4.2.2 Education Level

Education levels of respondents were identified so as to determine their effectiveness in answering the research questions and to guide the researcher in developing such questions basing on their levels of education. It was then found that the respondents were composed of different levels of education as presented in Table 4.2:

Table 4.2: Distribution of Respondents by Education levels

Education level	Frequency (Σ = 41)	%
ACSEE	18	44
Basic Professional Certificate	1	2.4
Diploma	6	14.6
Degree	14	34.1
Masters	2	4.9
Total	41	100.00

Source: Field data: (June, 2019)

As presented in Table 4.2 above, data show that most of the respondents 44% had an ACSEE (Advanced Certificate of Secondary Education) level of education followed by 34% that had a Bachelor Degree level of education. It also shows that 14.6% of the respondents had Diploma level next to 4.9% who Master's Degree who also followed by 2.4% who has a Basic Professional Certificate. This implies that all of the respondents were educated enough to respond the questions on the challenges facing educational leaders on provision of professional development to teachers in Tanzania.

4.2.3 Job Experience

A researcher sought to identify job experiences of teachers so as to determine their ability to respond to research questions basing on their experiences. The results are presented in Table 4.3:

Table 4.3: Distribution of Respondents on Job experience

Years	Frequency (ΣN=41)	%
1 – 5	27	66
6 – 10	7	17
11 – 15	3	7.3
16 – 20	3	7.3
20 and above	1	2.4
Total	41	100.00

Source: Field data; (June, 2019)

Data as presented in Table 4.3 shows that most of the respondents (66%) had 1-5 years of experienced in job followed by 17% who had 6-10 experience. It also shows that 7.3% had 11-15 years of experience in job the same as the other 7.3% who had 16-20 years of experience. It further shows that the minority (2.4%) had 1 year of experience in job. This implies that respondents had ability to respond to the research questions on the influence of smart- phones on learners' academic performance in higher learning institutions basing on their experiences in job.

4.3 Educational Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

The first objective sought to explore educational factors that challenge educational leaders in provision of professional development to teachers of open secondary schools. Using questionnaires, Open secondary schools coordinators were asked to mention their current level of education by filling in a scale of responses. The findings show that all of the coordinators had at least Bachelor Degree levels of education as displayed in Table 4.4:

Table 4.4: Open Secondary Schools Coordinators' Levels of Education

Responses	Frequency (ΣN = 3)	%
Diploma in Education	0	0
Bachelor Degree in Education	3	100
Postgraduate Program in Education	0	0
Basic Certificate different from Education	0	0
Diploma different from Education	0	0
Bachelor Degree different from Education	0	0
	3	100

Source: Field Data (June, 2019)

Data presented in Table 4.4 indicates that all of the Open Secondary Schools centre coordinators had Bachelor Degree in Education levels. Although none of them reached to Post Graduate level of education, there were none of them who were below the Bachelor Degree level. This implies that, education is less likely to be the factor that

challenges Teachers in provision of professional development to teachers of Open Secondary Schools as all of them were graduates the level of which is termed for one holds it to be competent enough in managing such education level (Secondary Schools).

Moreover, it was researcherøs interest in identifying the courses of study that open secondary school teachers took before they were employed so as to determine how easier it could be to develop the teachers professionally if they had education backgrounds which was relevant to educational field. The results were as presented in Table 4.5.

Table 4.5: Courses of study that Open Secondary School Teachers took before they were employed

Courses of Study attended by Open Schools Teachers	Responses					
	Agree		Disagree		Undecided	
	Frequency	%	Frequency	%	frequency	%
Secondary Education	3	8.3%	33	91.7%	0	0
Diploma in Education	13	36.1%	23	93.9%	0	0
Bachelor Degree in Education	10	28%	26	84%	0	0
Postgraduate Program in Education	0	0%	36	64%	0	0
Basic Certificate different from Education	3	8.3%	33	67%	0	0
Diploma different from Education	5	13.8%	29	71%	0	0
Bachelor Degree different from Education	2	5.5%	34	66%	0	0

Source: Field data: (June, 2019)

Table 4.5 presents data indicating that most of the Open Secondary Schools teachers 13 (36.1%) have Diploma in Education followed by 10 (28%) who have Bachelor Degree

in Education. This is followed by 5 (13.8%) who hold Diploma different from Education and 3 (8.3%) who hold Basic Certificate different from Education. It further indicates that a few of the teachers 2 (5.5%) hold Bachelor Degree different from Education. These findings imply that most of the teachers hold certificates which are relevant to education hence educational factor is not a challenge to educational leaders in provision of professional development to teachers as developing one's profession on what he or she has learnt before is a little bit easier than developing one whose profession differs from what is sought to be developed at.

Through interview, the District Adult Education Officer and the Regional Resident Tutor were comparably asked to mention any course (s) of study pursued by their teachers before they are employed. The D.A.E.O. responded that the teachers' courses of studies they pursued varies but most of them had just Advanced Certificate of Secondary Education Examination (ACSEE) while some of them pursued different courses of education from higher learning. The following quote justifies the D.A.E.O. response:

> *"The most of them were leavers of Advanced Certificate of Secondary Education Examination (ACSEE) whereas some of them were holding Bachelors and Diploma certificates of Education".*D.A.E.O. (June, 2019).

The response from the Regional Resident Tutor corroborated with the D.A.E.O.'s response as he said that prior employment most of them held Advanced Certificate of Secondary Education (ACSEE).

> *"We have most of the Open Secondary Schools teachers hold Advanced Certificate of Secondary Education (ACSEE)"*R.T.T. (June, 2019).

The open secondary schools coordinators were asked through questionnaire whether they have attended any on-job training. Their responses were as presented in Table 4.6.

Table 4.6: Open Schools Coordinators Responses on whether they have ever attended for any On-job Training

Responses	Frequency ($\Sigma N = 36$)	%
Yes	3	100
No	0	0
Total	3	100

Source: Field data; (June, 2019)

On the other hand, the Regional Resident Tutor and the District Adult Education Officer were interviewed on whether they have ever provided any on job training to their open secondary schools teachers. All the respondents replied õyesö to the question.

Similarly, the Open secondary school teachers were then asked through questionnaire whether they had ever been provided with any on job training. A very few of the respondents (3 of 36) responded õYesö whereas most of them (33 of 36) responded õNoö to this question. The responses were as presented in Table 4.7.

Table 4.7: Open Secondary School Teachers on whether they have ever been provided with On-job Training

Responses	Frequency (ΣN = 36)	%
Yes	3	8.3
No	33	91.7
Total	36	100

Source: Field Data (June, 2019)

Data displayed in Table 4.7 show that most of the respondents 33 (91.7%) responded õNoö whereas a few of them 3 (8.3%) responded õYesö. This implies that most of the Open secondary school teachers had never been provided with any professional training. Hence, it further implies that the problem of lack of professional development to teachers is of so great extent that made the need to conduct this study to investigate the challenges leading to the problem significant. Beyond that, it indicates the extent to which education is a challenge to professional development since had the teachers got access to the on-job trainings they would likely have got an opportunity to develop their professions in general.

Moreover, the researcher was interested in identifying the duration for what the on-job trainings were provided to some of the teachers. The Regional Resident Tutor and the District Adult Education Officer were interviewed on what duration the on-job trainings were attended by the teachers. The interviewees gave similar responses. This is evident when the R.R.T replied:

"… not a long duration because most of those who were provided with the trainings, they were provided for a period that not exceeded a week" R.R.T. (June, 2019).

The District Adult Education officer D.A.E.O. also responded:

"We usually get lucky to provide the on-job trainings for a period around one to seven (1-7) days due to the resource capacity we have and the programs' scope" D.A.E.O. (June, 2019).

The responses by the R.R.T. and the D.A.E.O as presented in the verbatim quotes above indicate that most the on-job trainings provided to some of the open secondary schools teachers have been provided for a period that not exceeds seven days.

Moreover, the open secondary schools teachers were also asked through questionnaire to indicate duration of the course they took. The following were their responses:

Table 4.8: Open Secondary Schools responses on Duration of Training they attended

Responses	Frequency ($\Sigma N = 36$)	%
1-7 days	2	5.6
1-3 Months	1	2.7
Undecided	33	91.7
Total	36	100.00

Source: Field Data (June, 2019)

Table 4.8 indicates that most of the respondents 33 (91.7%) did not bother themselves in responding to the question on the duration of the training they attended. However, 2

(5.6%) of the respondents responded that they attended training for the duration of within 1 to 7 days whereas just one of them (2.7%) responded 1 to 3 Months. It therefore implies that professional development to teachers is challenging as apart from most of the teachers being never attended to training, a very few of those who had ever attended had attended for just a short duration such as 1 to 7 days the duration that is not that much enough for one to become enough professionally developed in his or her career.

Furthermore, the researcher sought to determine the relevance of the education programs attended by the schools coordinators with education management. Hence, through questionnaire, the schools coordinators were asked to answer whether the education programmes they pursued had any elements of professional development. Their responses were as presented in Table 4.9.

Table 4.9: Open Secondary Schools Coordinators' responses on whether Educational Programmes they pursued had any Professional Development Element

Responses	Frequency $(\Sigma N = 3)$	%
Yes	1	33
No	2	67
Total	3	100.00

Source: Field Data; (June, 2019)

Responses presented in 4.9 indicates that most of the respondents 2 (67%) responded õNoö to the question while only 1 (33%) responded õYesö. This implies that most of the

courses attended by non-formal education leaders were less concerned with professional development to teachers. Had the courses been fully concerned with P.D., such leaders would have been in a better position in developing their teachers professionally as well since they would have been conversant in P.D. issues.

Similarly, the RTT and D.A.E.O. were interviewed on whether the job trainings they attended had any professional development element. The responses given by the two leaders were almost the same and not varied from the one's given by the open schools coordinators. This is evident as the RTT said:

> *"... We truly have attended the trainings but the subjects were less concerned with professional development to teachers..."* R.R.T. (June, 2019).

The response from the D.A.E.O. was not varied from the one from the R.T.T as he said:

> *"The training I attended had some elements of professional development though to a just small extent"*D.A.E.O. (June, 2019).

The responses by the R.T.T. and the D.A.E.O. above imply that the trainings they ever attended were less concerned with professional development aspects. It also shows that, although it sometimes did included professional development, it had not kept much concentration with professional development.

Moreover, it was researcher's interest to identify whether on-job trainings provided to some of the teachers who got an opportunity to be provided with were relevant to

education. Respondents were asked on what the job training they attended was all about.

Different responses were given as displayed in Table 4.10.

Table 4.10: Relevance of the Trainings attended by Open Secondary Schools Teachers to Educational Field

Responses	Frequency (ΣN = 36)	%
Facilitation Methods	2	5.6
Health Issues at Schools	1	2.7
Undecided	33	91.7
Total	36	100.00

Source: Field Data; (June, 2019)

As presented in Table 4.10, data show that most of the respondents 91.7 did not bother in responding to the question. It also shows that 2 of 36 (5.6%) respondents responded that the training was about teaching methods while just 1 of them responded that the training attended was about health issues at schools. This therefore implies that, lack of professional development to teachers is a big problem in open secondary schools. Again, despite having a few numbers of Open Secondary Schools teachers who had ever gained access to trainings, the trainings they attended were relevant to educational field hence effective to their career and also could make provision of PD to teachers easier as ascertained by (Craig, Kraft & du Plessis, 2008) that PD can help overcome shortcomings that may have been part of teachersø pre-service education and keep teachers familiar of new knowledge and practices in the field. On the other hand

however, these findings comply with Fullan (2007) who stated that; the greatest problem faced by school districts and schools is not resistance to innovation, but the fragmentation, overload, and incoherence resulting from the uncritical acceptance of too many different innovations. Fullanøs observation was that, most of the PD programmes are planned without proper consideration being given to what is to be developed. He recommended that those innovations are short-sighted and centralized as they donøt consider the actual needs of teachers (they are irrelevant to teachersøeducational needs).

Generally, these findings imply that, education is likely to be the factor that challenges educational leaders in provision of professional development to teachers of Open Secondary Schools. This is because, most of those leaders are graduates hence assumed to be likely competent enough in managing such level of education (Secondary Schools) and teachersøprofessional development in particular but the problem comes that most of the them have not attended managerial trainings. Moreover, despite having most of the Open Secondary Schools teachers who hold certificates which are relevant to education that could enhance educational leaders in provision of professional development to teachers as developing oneøs profession on what he or she has learnt before is a little bit easier than developing one whose profession differs from what is sought to be developed at, most of the educational leaders (center coordinators) have never gained access to managerial courses. Had the educational leaders gained such opportunities, they could be in a good position to understand the significance of developing their teachers professionally and being aware of the strategies to conduct P.D programs as well as the features and principles of an ideal professional development programs.

4.4 Socio-economic Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

Objective two sought to explore the socio-economic factors that challenge educational leaders in provision of professional development to teachers of Open Secondary Schools. Basing on this objective, Open Secondary School coordinators were asked through questionnaire whether they had any budget for developing teachers professionally. Similar responses were given as all the respondents (3) responded õnoö. Open Secondary Schools coordinators were then asked to indicate the number of teachers who have ever applied to undertake professional development. Different responses were given among the Open Secondary School as presented in Table 4.11.

Table 4.11: The Number of Open Secondary School Teachers who have ever applied to undertake Professional Development

Responses	Frequency (ΣN = 3)	%
None	0	0
1 ó 5	3	100
6 ó 10	0	0
More than 10	0	0
Total	3	100

Source: Field Data; (June, 2019)

As presented in Table 4.9, it shows that all of the respondents 3 (100%) responded that the number of teachers attended for professional development were between 1 and 5. This implies that the Open Secondary Schools teachersø access to professional

development is that much challengeable as compared to the total number of teachers (36 as the sample of this study).

Open Secondary Schools Coordinators were also asked to mention the procedures used for their teachers to undertake professional development. Their responses were as shown in Table 4.12:

Table 4.12 Procedures used for Open Secondary Schools Coordinators to undertake professional development

Responses	Frequency ($\Sigma N = 3$)	%
Application	0	0
Managerial decisions	0	0
Both application and managerial decision	3	100
Total	3	100.00

Source: Field Data; (June, 2019)

Data presented in Table 4.12 show that all of the respondents 3 (100%) mentioned application and managerial decision as the procedures used for non-formal to undertake professional development. This indicates that for the teachers to go for professional training one has either to apply for such a training via the centre coordinators or waiting for direct decision from the coordinator to attend for training. The findings imply that procedures for teachersø attendance to professional development are clear and friendly hence neither Open schools educational managers nor learners face any challenge concerning the procedures for teachersøattendance to P.D.

The Open Secondary Schools centre coordinators were then asked whether the teachers show redness in paying for themselves in their professional development. 1 (33.3%) of the respondents responded õYesö whereas 2 (66.7%) of them responded õNoö. This implies that educational leaders find a challenge in developing teachers professionally as the teachers themselves are not ready to pay for them to attend for P.D courses. This might cost the Open Secondary Schools leaders in seeking for the other alternatives for the teachers to attend P.D. courses. When they were asked to state the reasons to why the teachers do not show redness in paying for themselves, all of them 3/3 (100%) stated that it is because of lack of fund to meet the school or course costs. This implies that the non-formal education leaders are bound by economic challenges in developing their teachers since most of the teachers themselves find difficult to attend P.D since attending P.D is so costly that not every teacher can afford.

These findings corroborate with Kruse & Luis; Quinn & Restine (1997, 1996) who found that establishment and utilisation of Teachers Resource Centers (TRCs) could influence teachersø PD because of being cost-effective t. These scholars suggested that training can be organized in small school clusters and qualified senior teachers or university lecturers are invited to these clusters to serve as trainers and mentors. However, the findings differ quietly from Borko (2004) who prescribed some stages to consider for teachersø professional development. During Stage 1, there should be a brief one-site pilot to enhance the feasibility of the program. Here is where we ask whether the intended intervention work with real teachers, and if it is unrealistic in its expectations. Stage 2 is framework for teaching where developers may have questions

as to whether this feedback must be delivered via individual, in-person coaching; whether it can be delivered to grade-level teams in a group setting; or whether it can be delivered to individuals using videotape and remote coaching. Stage 3 is provision of professional development that can be done with each feature to multiple groups of individuals by multiple facilitators. Stage 4 is gauging the initial success of the program where it is recommended to use proximal, low-cost outcomes to gauge the outcomes because classroom practice is still expensive to capture and measure at scale. Therefore underfunding impedes most of the teachers in getting involved in some P.D. the challenge which face the education leaders as a result. This makes the teachers become dormant and ill-skilled by missing the P.D. programmes as observed by Buczynski (2010) that P.D. can enable in-service teachers to become successful in their profession and be able to develop professionalism and skills of lifelong learning, increase their adaptation to innovations and improve their performances to meet the studentsø needs.

Generally, these findings imply that Open Secondary Schools teachersø access to professional development is that much challengeable as it was just a few of the teachers got an opportunity to attend for PD because of lack of fund to meet the school or course costs. This further implies that attending P.D is so costly that not every teacher could afford. It also implies that, procedures for Open Secondary Schools teachers to go for professional development are not a challenge to educational leaders of Open Secondary Schools as they are so clear that a teacher may either request the educational leaders to apply for joining professional development courses in or out of the school they work or wait for the leaders to decide basing on the default needs of TPD. However, some of the

educational leaders find a challenge in developing teachers professionally as the teachers themselves are not ready to pay for them to attend for P.D courses which in turn cost the Open Secondary Schools leaders in seeking for the other alternatives for the teachers to attend P.D. courses.

4.5 Managerial Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

Objective three sought to explore managerial factors that challenge educational leaders in provision of professional development to teachers of open secondary schools. Following this objective, the researcher was interested in identifying whether the Open Secondary Schools have any plans for teachersø professional development. Using questionnaire, the Open Secondary Schools coordinators were asked whether they have any plans for teachersø professional development (as it is among the important managerial activities). All the 3 (100%) of the coordinators responded õnoö to this question. This question was also asked to R.R.T. and D.A.E.O through interview. Their responses were almost similar to the ones given by the coordinators. The R.R.T. responded:

> *"... No please, it is unfortunate that the plans for teachers' professional development are not prepared however we bear in mind importance of P.D. to the teachers ..."* R.R.T. (June, 2019).

On his side, the D.A.E.O., responded:

"… We do not have specific plans for teachers' professional development but we just kept our mind open that one's the P.D. courses emerge, we ensure that our teachers get access to …." D.A.E.O. (June, 2019).

These findings imply that most of the non-formal education leaders in all levels of management find it difficult to develop their teachers because they do not develop plans for teachersø professional development (succession planning).Notwithstanding the importance of planning in developing any endeavour, most of the non-formal education leaders do not develop planning for personnel (teachers) development hence find it difficult to have professionally developed teachers in the end. Planning is vital as it highlights the roadmap for effective teachersø professional development. These findings corroborate with Galabawa (2001) who recommended that participation of teachers in planning for PD programs is of vital importance and insisted involvement of all teachers in the school during the planning processes since effective participation leads to a feeling of ownership and easy implementation. It also concurs with Campy (2000) who maintained that meaningful improvement in the education system requires pressure from below, support from above, and continuous negotiations among those at different levels of the system hence the P.D. should be regularly discussed by teachers because they know what they need most. This then shows how planning and participation of various groups of stakeholders in planning for P.D is essential as planning gives direction to what, why, when, where, and how professional development can be made to teachers.

The Open Secondary Schools Coordinators were further asked whether they have ever attended any managerial course (s). Their responses varied as most of them 2 (66.7%)

responded õNoö to this question while just 1 (33.3%) of them responded õYesö. Therefore, this implies that most of non-formal education leaders have not attended any managerial courses. Had the leaders attended the managerial courses, they would have been in a good position to manage teachersø professional development as developing personnel (human recourse development) is among the major components of managerial courses. The findings comply with Marzlin (2011) who found evidence that PD can change professional practices and improve patient outcomes. It also concur with Onwudiegwu (2011) who found that CPD entails acquisition of knowledge in the business, management sciences, humanities and public relations that contribute to efficiency in instructional delivery and interest of the students and community. This also corroborates with (URT, 1995), that education leaders are very important in capacitating the school management as they have to interpret and monitor the implementation of educational policies at their levels of administration; to plan and develop teachers and to guide, direct, and advice the school management on teacher PD. This therefore shows how important is provision of managerial training to educational leaders even before they are to develop their followers (teachers).

The RTT and D.A.E.O. were interviewed to explain the duration for which the trainings they ever attended took. Their responses showed that the durations they attended the trainings were just short as most of them were not exceeded a week. This is shown in the quotes below:

> "… *Most of the trainings I ever attended had just covered a period of at least a week…"* R.R.T. (June, 2019).

The responses by the D.A.E.O. were also similar as he said:

> "... Yes, I got an opportunity to get some on-job training nevertheless
> most of them were done for just a week" D.A.E.O. (June, 2019).

Moreover,the Open Secondary Schools Coordinators were also asked through questionnaire on what duration was the course (s) they attended if any. Their responses were as presented in Table 4.13.

Table 4.13: Open Secondary Schools Coordinators Responses on Duration of the Courses they attended

Responses	Frequency ($\Sigma N = 3$)	%
Undecided	2	66.7
1 to 30 days	0	0
1 to 6 Months	1	33.3
7 to 12 Months	0	0
1 to 2 years	0	0
3 years and above	0	0
Total	3	100.00

Source: Field Data; (June, 2019)

Data presented in Table 4.13 show that most of the respondents 2 (66.7%) were undecided that means they did not bother themselves to answer the question whereby only 1 (33.3) of them responded 1 to 6 Months. These findings imply that most of the educational leaders have never attended managerial courses while the some of those who did, attended for just a too short duration to become well equipped in the target area of

study (An evidence of this is revealed through the responses by the R.T.T and the D.A.E.O.). It further implies that the leaders could not be in a good position to acquire enough knowledge that could make them competent and conversant on teachersø professional development as they missed the managerial courses that could equip them with some skills on teachersø professional development due to the fact that they lack attendance to the trainings and some who get such opportunities they get for just a too short time. Hence, this could make provision of P.D for the Open Secondary Schools teachers challengeable. Had these educational leaders got adequate training especially on managerial issues, they would have been more knowledgeable on the issues pertaining to P.D. for teachers hence being able to promote their teachers on P.D. These findings concur with Sarin (2011) who emphasized that teaching is an art not a science and that like an artist, a teacher is always learning to teach and learning as learning can be immensely rewarding but it can also be extremely challenging because things change all the time and new ideas and ideals are always being developed. The point of teaching is making people understand the importance of lifelong learning, so continuous PD is considered more appropriate as it signifies that the responsibility to conduct Continuous PD rests largely on both the teaching profession and the individual teacher.

Generally these findings imply that, most of the non-formal education leaders in all levels of management find it challengeable to develop their teachers because they do not develop plans for teachersø professional development despite important could the plans be as nothing is effective without a well-developed plan. It also implies that most of those leaders have never attended managerial courses while the some of those who did

attend, they just attended for a very short duration. Had the leaders attend the managerial courses, they would have been in a good position to manage teachersø professional development as developing personnel (human recourse development) is among the major components of managerial courses. It further implies that the leaders could not be in a good position to acquire enough knowledge that could make them competent and conversant on teachersøprofessional development as they missed the managerial courses that could equip them with some skills on teachersø professional development. Therefore, this is what made provision of P.D for the Open Secondary Schools teachers challengeable particularly educationally.

4.6. Strategies by which Educational Leaders could Manage Challenges in Provision of Professional Development to Teachers of Open Secondary Schools

Objective four sought to explore strategies by which educational leaders could manage challenges in provision of professional development to teachers of open secondary schools. Using questionnaire, a rating scale was used to collect data from Open Secondary Schools teachers and coordinators who were asked to choose the appropriate statement on what they think can make provision of professional development to teachers of open secondary schools more effective. The results were as displayed in Table 4.14:

Table 4.14: Strategies to make provision of professional development to Teachers of Open Secondary Schools more effective

Statements	Responses (ΣN = 39)					
	A		U		D	
	Frequency	%	Frequency	%	Frequency	%
Motivating teachers for PD	20	51	6	15	13	33
Setting aside a budget for PD	19	49	9	23	11	28
Train Educational leaders on human resource development	16	41	10	26	13	33
Encouraging teachers to cover their educational cost personally	8	21	4	10	27	69
Developing special plans for teachersøPD	19	49	6	15	14	36
The use of Peer Coaching approach	20	51	7	23	16	41

Source: Field Data; (June, 2019)

As presented in Table 4.14, data show that most of the respondents (51%) strongly agreed on the statement õmotivating teachers for PDö and õthe use of Peer Coaching approachö respectively. This was followed by (49%) who strongly agreed on the statement õsetting aside a budget for PDö and õdeveloping special plans for teachersø PDö respectively. This was also followed by (41%) of the respondents who agreed on the statement õtrain educational leaders on human resource developmentö. On the other hand, most of the respondents (21%) strongly disagree on the statement õencouraging teachers to cover their educational cost personallyö.

These findings imply that most of the non-formal education leaders neither develop plans that are special for teachersø PD nor setting aside budget for teachersø PD. Again, it implies that most of the Open Secondary Schools teachers are not motivated enough for PD and their teachers do not take responsibility of motivating them to engage in PD either individually or by attending directly for the PD courses outside the institution. It also implies that most of the educational leaders are not skilled in human resource development.

These findings corroborate with an observation by Stichter *et al.* (2006) that 16 elementary teachers attended a two-hour initial in-service plus a 30-minute presentation every four weeks over 16 weeks to increase their use of instructional strategies. One-half of the teachers also received peer coaching after the workshop. The peer-coached teachers and in-service-only teachers were similar in improvement. It is also correlates with Villegas-Reimers (2003) who ascertained that teacherøs motivation is the most important of all factors for teachersø PD. He emphasised that a teacherøs intrinsic drive towards self-improvement cannot be matched with any amount of pressure from the educational leaders. For real teacher PD, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally.

Generally, the findings imply that, in order to improve TPD, educational leaders should motivate teachers to develop their professions by material or attitudinal rewards and encouragements. They should also create a basis for pear-coaching approach whereby the costs for PD will be minimal. Besides, educational leaders should develop special

plans for TPD and setting aside a budget special for TPD. It also implies that, for a successful TPD, trainings on human resource development should continuously be provided to educational leaders such as open schools coordinators, District Adult Education Officers and Regional Resident Tutors.

Furthermore, data collected through interview from the Regional Resident Tutor and the City Adult Education officer on the same question gave similar responses as the R.R.T said:

> *"There is a need for the Open Secondary Schools staff and leaders to develop long term plans for teachers' professional development, again the educational leaders should mobilise teachers to develop a culture of individual learning for their professional development".* R.R.T. (June, 2019).

This assertion by the R.T.T was quite similar to the views of the City Adult Education Officer who when asked the same question he said:

> *"Planning for P.D. that first starts with managerial training for educational leaders is ideal".* He added that, *"Open Secondary Schools teachers should also be motivated for individual learning".*D.A.E.O.: (June, 2019).

The contention by the R.T.T. and the D.A.E.O. imply that in spite of the challenges facing educational leaders in provision of professional development for teachers; the challenges can be managed if such teachers could develop in themselves intrinsic motives which in turn could make them develop a culture of learning significant for one's professional development. Besides, extrinsic motivation is important in mobilizing

the teachers to take actions in developing their career professionally both individually or by attending for further training.

These findings comply with a study by Mosha (2006) on capacity of school management for teacher PD in Tanzania which revealed that for real teacher PD, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. Mosha's study found that, a teacher who perceives PD positively is eager to attain new knowledge, skills, attitudes, values, and dispositions than the one whose attitude towards PD is negative. However, the findings are quite different from the ideas by Maheshwari & Raina (2010) that in countries with improved technology, several advanced technologies are used to enhance effective PD teaching and learning processes. Taking India as an example, they say that an effective programme used interactive video technology to reach a large number of teachers who sought professional development. They thought that training using interactive video technology led to improved conceptual understanding of pedagogical issues for a large number of geographically dispersed teachers. Maheshwari & Rainas' views are to be taken into account as the use of improved technology in PD can help Open School teachers access training while working whenever they are not allowed to go out of the school for trainings.

In addition, the findings concur with Villegas-Reimers (2003) whose ideas instruct that school management is supposed to provide support to the teacher on a daily basis through advice, supervision, monitoring and evaluation of the teaching and learning

activities while the community through the school committee is responsible for supporting the teacherøs PD by providing the necessary resources in the budget It also comply with Villegas as he suggested that the teacher is responsible for being proactive in seeking for opportunities for his or her own PD. The findings also supports Galabawa & Agu (2001) who ascertain that school management with motivating culture encourages teachers to engage in PD programs at the school or elsewhere. They suggested that, if teachers cooperate, there is room for them to learn from each other.

Generally, these findings imply that provision of professional development to teachers can be effective if the teachers themselves will be motivated enough for PD. This motives may emanate from an individual teacher (intrinsically) or from a society around (extrinsically) mainly from educational leaders and peers. On top of that, educational leadersø support over peer coaching to teachers can also make effective TPD since it is likely possible approach in reduction of running costs. Nonetheless, the educational leaders should develop the plans of training for themselves on human resources management and human resource development in particular so that they will be competent enough in managing challenges they might face in provision of TPD. Beyond all, development and improvement of technological infrastructure is ideal for enhancement of teachersø individual learning and learning by distance that could make learning costs cheaper hence attracting more teachers for PD.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents conclusions and recommendations guided by the objectives of the study and with respect to the findings of the study. It also presents suggestions for further research.

5.2 Summary of the Study

The main objective of this study was to investigate the challenges facing educational leaders on provision of professional development to teachers in Tanzania: the case of Kaloleni Ward in Arusha City Council. Basing on this main objective, the study had specifically intended to assess the following specific objectives: (a) to explore educational factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, (b) to explore socio-economic factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, (c) to explore managerial factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, and (d) to establish strategies by which educational leaders could manage challenges in provision of professional development to teachers of open secondary schools.

5.3 Conclusions

In regard to the objectives of the study as presented in the previous section of introduction, and with reference to the key findings of the study, the following conclusions are drawn:

With respect to educational factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, It is concluded that education (management education in particular) is among the factors that most of the educational leaders face as a challenge in provision of professional development to their teachers of Open Secondary Schools. Most of those educational leaders are graduates nevertheless most of whom had never attended managerial trainings hence finds development of their teachers professionally challengeable as they have a gap of knowledge in professional development that they could get in managerial trainings within which professional development is among the elements.

Second, concerning socio-economic factors that challenges educational leaders in provision of professional development to teachers of open secondary schools, it is concluded that lack of fund is challengeable to the educational leaders in provision of P.D. to their teachers. Both the educational leaders and the open schools teachers lack fund to conduct trainings on-job or even to attend for trainings off-job. Provisions of trainings that enhance teachersø professional development needs fund to pay for trainers and trainee teachers, purchasing facilitation and learning materials, venue and other stipends such as stationeries, meal, and sometimes fair and accommodation for trainingø

participants. Therefore, it is unfortunate that most of the educational leaders for non-formal education schools starting from the regional levels to the centre levels have no special budget that is earmarked for teachersø professional development as a result of lack of fund. This seriously challenges the educational leaders hence making provision of professional development to non-formal education (open secondary schools in particular) difficult.

Third, regarding to managerial factors that challenge educational leaders in provision of professional development to teachers of open secondary schools, it is concluded that lack of managerial skills by most of the educational leaders is among the challenges that these leaders face in developing their teachers professionally. This comes as a consequence of having most of the leaders who have never attended managerial courses. This is evidenced by having most of the leaders who had not developed any plans for teachersø professional development. However, some of those who did attend, they just attended for a very short duration which could not be enough to cover substantive subject areas.

Lastly, to manage the challenges in provision of professional development to teachers of open secondary schools, some of the strategies can be used by educational leaders. One of the strategies is motivation to non-formal education teachers themselves which can be done by an individual teacher him or herself (intrinsically) or by the educational leaders (extrinsically). An individual teacherøs attitude towards professional development is importantly being positive by the teacherøs understanding of the importance of

developing one-self. This could make the teachers to fight for the efforts they could develop their selves. Again, educational leaders should provide support over peer coaching to teachers. This is ideal because among the teachers themselves, the ones to coach the others can be found basing on one's additional competence. This strategy is good in reduction of training costs. Besides, educational leaders have to develop planning for teachers' professional development that includes all the ways by which teachers can effectively be developed professionally by covering among others; the budget, resources for implementation, management structures, and legal considerations. This should go in hand with planning for trainings for educational leaders mostly on managerial skills.

5.4 Recommendations

Following the conclusions of the study as drawn in a previous section, the following recommendations are proposed to ensure that teachers of open secondary schools get access to professional development well and provision of which by non-formal educational leaders of open schools in particular is free from meager challenges:

First, the government through the Ministry of Education, Science and Technology (MEST) and the President's Office, Regional Administration and Local Government (PO-RALG) should pay more attention to non-formal education by ensuring that adequate fund is available for teachers and their educational leaders' professional development.

Second, the institutions concerned with Non-formal education (NFE) such as the Institute of Adult Education in collaboration with non-governmental organizations and development partners should have sustainable plans for developing teachers professionally. They should assist non-formal education leaders in making strategic plans for teachersø professional development and provide them as well with enough training particularly on management.

Third, non-formal education leaders should develop themselves with the tendency of individual learning especially on managerial issues. Besides, they should develop plans for teachersøprofessional development. They should also mobilise their teachers to build in themselves a habit of individual learning on their professional affairs and engage in several professional trainings whenever offered. They should further motivate the teachers accordingly to engage in learning on their professions both individually and by attending to the offered ones by encouraging them and provide them with moral, material and financial support. They should ensure technological infrastructure is ideal for enhancement of teachersø individual learning and learning by distance that could make learning costs cheaper hence attracting more teachers to undertake professional development.

Last, the NFE teachers should develop a spirit of learning individually and motives for engaging in trainings on their professions whenever offered on their job or outside their job area provided that they abide by the principles that govern their jobs. They should be

ready to contribute to the trainings whenever possible knowing that the training is of value to one's professional career.

5.5. Suggestions for Further Studies

The study was limited to 3 Open Secondary Schools at Kaloleni Ward in Arusha City Council. As such, results cannot be assumed to be representative of all the other areas in Tanzania as the area focused was just a small portion in the Country. Possible future research could therefore focus on assessing the challenges facing teachers of open secondary schools in attending for professional development. Also one may opt to conduct a study on assessing the impact of teachers of open secondary schools teachers' professional development to students' performance. Again, a study can be done in investigation of challenges facing educational institutions in provision of non-formal education to teachers of open secondary schools in Tanzania.

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APPENDICES

QUESTIONNAIRES FOR OPEN SECONDARY SCHOOL TEACHERS AND

COORDINATORS

My name is Simion Moses. I am a student at the Open University of Tanzania pursuing Master of Education in Planning, Administration and Policy Studies. I am carrying out a Research entitled õ**Challenges facing Educational Leaders on Provision of Professional Development to Non – Formal Teachers of Open Secondary Schools in Tanzania".** It is my humble request that you assist me by filling in this questionnaire as accurately as possible. The responses and opinions given will only be used for academic purpose.

Personal Profile: Please tick in the appropriate field.

S.N	Age	Educational Level	Position in Job

SECTION A: Educational Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

1. What is your current level of education? (Tick where applicable).

Certificate in Education	
Diploma in Education	
Bachelor Degree in Education	
Postgraduate Diploma in Education	
Masterøs Degree in Education	
Any other (please specify)	

2. Mention any course (s) of study you took prior employment (Tick where applicable).

Certificate in Education	
Diploma in Education	
Bachelor Degree in Education	
Postgraduate Diploma in Education	
Masterøs Degree in Education	
Any other (please specify)	

3. Has the education program you took had any element of professional development?

Yes ( )   No ( )

4. Have you ever been provided with any on job training? Yes ( ) No ( )

5. If yes, what duration was it? (Tick where applicable)

1-7 days	1-4 weeks	1-3 Months	1-6 Months	A year	Some years

6. What was the job training about?

_____

_____.

SECTION B: Socio-Economic Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools (This section should be answered by Open Secondary Schools Centre Coordinators only)

1. Do you have any budget for developing teachers professionally? Yes (   ) No (   )

2. If yes, how do you rate the budget?

   i.   Sufficient   (   )

  ii.   Insufficient   (   )

3. Where do you get the fund for such a budget?

   i.   From government   (   )

  ii.   Participantsøfees   (   )

 iii.   From Donors   (   )

 iv.   From Income generating projects   (   )

4. Which procedures are used for a teacher to undertake professional development?

   i.   Application   (   )

  ii.   Managerial decisions   (   )

 iii.   Both i and ii   (   )

5. How many teachers have ever applied to undertake professional development?

   i.   1-5   (   )

  ii.   6-10   (   )

 iii.   More than 10   (   )

 iv.   None   (   )

6 Do the teachers show redness in paying for themselves in their professional development? Yes ( ) No ( ) If no, why?

_____

_____.

SECTION C: Managerial Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools (This section should be answered by Open Secondary Schools Centre Coordinators only)

1. Do you have any plans for teachersø professional development? Yes (   ) No (   ).

2. Have you ever attended any managerial course (s)? Yes (   ) No (   ).

3. If yes/no, what duration was the course (s) you attended? (Tick where applicable)

None	1 - 6 Months	7 - 11 Months	1 to 2 years	3 years and above

SECTION D: Strategies by which Educational Leaders could Manage Challenges in Provision of Professional Development to Teachers of Open Secondary Schools

1. Choose the appropriate statement on what you think can make provision of professional development to teachers of open secondary schools more effective by ticking in either agreeing (A), strongly agreeing (SA), Neither agree nor disagree (N), disagreeing (D), and Strongly disagree (SD) columns below.

Statement	Agree	Strongly Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mobilizing teachers for PD					
Setting aside a budget for PD					
Train Educational leaders on human resource development					
Encouraging teachers to cover their educational cost personally					
Developing long term plans for teachersøPD					

Note: P.D - Professional Development

INTERVIEW GUIDE FOR DISTRICT ADULT EDUCATION OFFICER AND REGIONAL RESIDENT TUTOR

My name is Simion Moses. I am a student at the Open University of Tanzania pursuing Master of Education in Planning, Administration and Policy Studies. I am carrying out a Research entitled õ**Challenges facing Educational Leaders on Provision of Professional Development to Non – Formal Teachers of Open Secondary Schools in Tanzania".** It is my humble request that you assist me by participating in this interview fully as possible. The responses and opinions given will be handled with care and confidentiality.

PART 1

Personal Profile

Age	Sex	Highest Education Level	Experience in current Job Position

PART 2

SECTION A: Educational Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

1. What is your current level of education?

2. Mention any course (s) of study pursued by your teachers before they are employed.

3. Have you ever provided any on job training to your teachers?

4. If yes, what duration was it?

5. What was the job training about?

SECTION B: Socio-Economic Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

1. Do you have any budget for developing teachers professionally?
_____
_____.

2. If yes, how do you rate the budget?
_____
_____.

3. Where do you get the fund for such a budget?
_____
_____.

4. Which procedures are used for a teacher to undergo professional development?
_____
_____.

5. How many teachers have ever applied to undertake professional development?

_____ ____.

6. Do the teachers show redness in paying for themselves in such professional

development? _____. If no, what do you think is the reason (s)?

_____
_____.

SECTION C: Managerial Factors that Challenge Educational Leaders in Provision of Professional Development to Teachers of Open Secondary Schools

1. Do you have any plans for teachersøprofessional development?
_____.

2. If ‑yesø please specify it briefly.

_____
_____.

2. Have you ever attended any managerial training?

 _____.

3. If yes, what type of training was it?

_____‑.

3. What duration was the training you attended?

 _____.

SECTION D: Strategies by which Educational Leaders could Manage Challenges in Provision of Professional Development to Teachers of Open Secondary Schools

1. Which strategies can make provision of professional development to teachers of open secondary schools more effective?

_____
_____
_____
_____.

CLEARANCE LETTER FOR CONDUCTING RESEARCH

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

Kawawa Road, KinondoniMunicipality,
P.O. Box 23409

Dar es Salaam, Tanzania

http://www.out.ac.tz

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

Date: 20th March 2019.

Our Ref: PG201701592

The Executive Director,

Arusha City Council,

P. O. Box 3013,

Arusha.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Simion Moses (PG201701592)** pursuing**Masters of Education in Administration, Planning and Policy Studies (M.ED APPS).**We hereby grant this clearance to conduct a research

titled **"*Challenges Facing Educational Leaders on Provision of Professional Development to Non – Formal Teachers of Open Secondary Schools in Tanzania: A Case Study of Kaloleni Ward''*.** He will collect his data at Arusha City Council in ArushaRegion*from*25ᵗʰ March 2019 to 3ʳᵈ May 2019.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof HosseaRwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX IV

DECLARATION OF CONFIDENTIALITY

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409,   Tel: 255-22-2668992; E-

Dar es Salaam, Tanzania   mail: drpc@out.ac.tz

http://www.out.ac.tz

To: The City Executive Director of **Arusha City Council**

I, **Simion Moses, PG201701592** (Name and Reg. no.), of the Department of **Educational Policy Planning and Administration,** Faculty of **Education**, Open University of Tanzania, declare that, I will maintain secrecy and confidentiality, and will not use any data and information obtained from your organization in the course of my research for any purpose other than for my academic endeavors.

Signature: í í í í í í í í í í (Student) Date 28/02/2019

Countersigned by:

Name: Dr. Adam Namamba (Supervisor)

Signature: ....(Supervisor) Date 28/02/2019

APPENDIX V

DATA COLLECTION REQUEST FOR RESEARCH

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

ARUSHA CITY COUNCIL

All correspondences addressed to:

Phone:	+255 27 2508073/2503494 (Director)	**City Hall**
	+255 27 2544330 (General)	P.O. Box 3013
Fax:	+255 27 2505013	ARUSHA, TANZANIA
		e-mail: cd@arushacity.go.tz

On reply please quote:

Website: www.arushacity.go.tz

Ref. No. **CD/R.30/32**

Date: **27th March, 2019**

The Open University of Tanzania
P.O. Box 23409
DAR ES SALAAM

Re: DATA COLLECTION REQUEST FOR MR. SIMION MOSES

Reference is made to your letter with the above caption.

I would like to inform you that permission is granted to the above mentioned person to conduct his/her Data Collection titled *"Challenges facing educational leaders on provision of professional development to non-formal teachers of Open Secondary School in Tanzania"* within the Arusha City Council as requested from **11th February, 2019** up to **11th July, 2019.**

However the data collection costs remains his/her responsibility due to financial constraints in our Council.

He should report to the **WEO – Kaloleni** & **WEO – Kati** with the copy of this letter

Frank Sanga
For: **CITY DIRECTOR**
ARUSHA

For: CITY DIRECTOR
ARUSHA CITY COUNCIL

Copy	:	Mr. Simion Moses	- For information and follow up
	:	WEO - Kaloleni	- Please accept and assist
	:	WEO – Kati	- Please accept and assist

APPENDIX VI

LETTER TO THE RESPONDENTS

P.O. Box 14901,

Arusha.

25 March, 2019

Dear Sir/Madam;

Thank you for agreeing to participate in this research investigation.

I am currently registered as a Master's Degree student at the Open University of Tanzania. My research topic is: "Challenges Facing Educational Leaders on Provision of Professional Development to Teachers of Open Secondary Schools in Tanzania". This questionnaire will require substantial thought and time and will take approximately an hour to complete. I believe that you will gain real value from your involvement in this study. The success of this study is based entirely on the quality of your input.

Again, thank you for your contribution to this study. I do hope that my request willmeet with your favourable consideration.

Thanking you in advance.

Yours faithfully;

....

Simion Moses