A PHENOMENOLOGICAL STUDY OF MOTIVATIONS, EXPERIENCES AND
REFLECTIONS AS RELATED TO TEACHER TRAINING AND DEVELOPMENT IN
TANZANIA

by

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Liberty University

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Of the Requirements for the Educational Leadership
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ABSTRACT

In third world countries where education often takes a back seat to survival, teachers struggle to prepare themselves to shape the destiny and future of the upcoming generation. This study examined the phenomena of Tanzanian teacher preparation with special emphasis on the motivating factors, common experiences and reflections of participants concerning their preparation process for teaching in a government funded school. This study inquired into the immediate teaching environment and the ongoing teacher development processes. Fifteen Tanzanian teachers were purposefully chosen for this study and data was gathered utilizing a semi-structured interview, a survey and a focus group. The teacher narrative revealed that tribal customs were dominant in the culture as parents determined the career path for their children. Societal issues included a need for a practiced English language, respect for the role of the teacher, resources for teaching, improved teacher living conditions, positive governmental influence eliminating bribery and corruption, basic pay on a consistent basis, a national syllabus which is communicated to every school effectively, and ability to provide basic needs for teachers such as food, safety and health services. Dominant educational advancement themes included additional pre-service training time, structured Teacher Training College programs, and a need for more in-service training opportunities. Recommendations were made for future advancement as well as further research opportunities.

Key Words: teacher training, Tanzania, phenomenology, preparation, motivation
Dedication

This study is dedicated to God, the Father, God of the Angel Armies, and Creator of the Universe; Jesus Christ, His Son, my Savior and Redeemer; and the Holy Spirit, my personal Counselor and Comforter.

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# TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION ................................................................. 1
  Background .............................................................................................. 1
  Problem Statement .................................................................................. 5
  Purpose Statement ................................................................................... 7
  Significance of the Study ........................................................................ 7
  Research Questions .................................................................................. 8
  Research Plan ........................................................................................... 8
  Motivation, Experience and Reflection .................................................. 9
  Definitions .................................................................................................. 10
  Summary .................................................................................................... 12

CHAPTER TWO: LITERATURE REVIEW ..................................................... 13
  Teacher Preparation .................................................................................. 13
  Theoretical Framework ............................................................................ 15
  Models of Teacher Preparation ................................................................ 22
  The Tanzanian Model ............................................................................. 27
  Factors that Impact the Tanzanian Teacher Preparation Process .......... 32
  Summary .................................................................................................... 40

CHAPTER THREE: METHODOLOGY ......................................................... 41
  Introduction ............................................................................................. 41
  Research Questions .................................................................................. 41
  Research Design ....................................................................................... 42
  Participants ............................................................................................... 43
  Setting ....................................................................................................... 46
## Data Collection

- Interviews ................................................................. 48
- Researcher’s Role ......................................................... 51
- Data Analysis .............................................................. 60
- Summary ........................................................................ 61

## CHAPTER FOUR: ANALYSIS OF DATA

- Overview ........................................................................ 66
- Research Questions ......................................................... 66
- Participants ..................................................................... 67
- Themes ........................................................................... 71
- Reflections and Experiences on Teacher Preparation Process .... 78
- The Societal Challenges Facing Teachers ............................ 83
- Motivational Relational Influences ..................................... 86
- Intrinsic Teacher Motivation .............................................. 89
- Research Question Results ................................................. 92
- Summary .......................................................................... 96

## CHAPTER FIVE: DISCUSSION AND SUMMARY

- Summary of the Study ....................................................... 98
- Theoretical Implications ................................................... 107
- Recommendations and Implications for Teacher Training Programs .......... 109
- Recommendations for Tanzanian Educational Programs ....................... 116
- Delimitations and Limitations ............................................. 116
- Future Research .............................................................. 119
- Summary .......................................................................... 120
Appendix A Permission for Completion of Study .................................................................144
Appendix B E-mail Liberty University IRB Approval of the Study .................................145
Appendix C Participant Consent Form ..................................................................................146
Appendix D Participant Consent Form in Swahili ...............................................................150
Appendix E Interpreter Consent Form ..................................................................................154
Appendix F Interpreter Consent Form in Swahili ...............................................................158
Appendix G: Agnus Interview ...............................................................................................162
Appendix H Focus Group Questions for Tanzanian Teachers .............................................172
Appendix I Interview Questions for Tanzanian Teachers ..................................................174
Appendix J Outline/Script to Introduce Project .................................................................178
Appendix K Survey Questions for Tanzanian Teachers ......................................................179
CHAPTER ONE: INTRODUCTION

In 1968, Julius Nyerere, the first president of Tanzania, delivered a speech, in which he described the condition of education within Tanzania by stating,

In a socialist country universal primary education would be provided free for all children, and post-primary education would be readily available to all who could benefit from it, however old they may be. Such conditions do not exist in Tanzania; we are only working towards socialism and are far from having achieved that objective. The poverty of Tanzania does not allow for the kind of expenditure which would be necessary for such universal services, however much we would like them. (Nyerere, 1971 p. 2)

Julius Nyerere became one of the most prominent world leaders in the twentieth century despite the fact that his socialist policies failed to develop Tanzania and left the country suffering with poor educational processes (Ndembwike, 2008).

Background

The United Republic of Tanzania is a sub-Saharan country in East Africa. It has been independent since 1961 and before that was under British and German rule. The Island of Zanzibar was joined to the mainland in 1964 (Geographica, 2006). The progress of population increase is almost linear in Tanzania. In 1967 the population was 12,313,000, then in 1978 it was 17,513,000, in 1988 it was 23,095,000, and today the statistics cite it at 34,443,603 (National Bureau of Statistics Tanzania, 2011). The official languages of Tanzania are Swahili and English. Additionally, there are some other minor, tribal languages, like Bantu. The most important occupations in Tanzania are
agriculture (43%), service industry (40%), and industry (17%), with 80% of Tanzanians earning their sustenance from farming (Geographica, 2006).

In 1967, Education for Self-Reliance (ESR) was adopted to guide educational practice at all levels (Nyerere, 1968). After becoming independent, Tanzania was controlled by Julius Nyerere’s African socialism until 1985. During this time the need for educational improvements was elevated, but the economy suffered because corrupt state companies were not effective (Geographica, 2006). The nation of Tanzania is campaigning to raise the quality of education by focusing on teacher training and development (Ministry of Education, 2010).

In Tanzania, primary school is free and education is compulsory for seven years until the age of 15. Pupils are required to pay for books and uniforms at the primary school level with additional fees for enrollment and exams at the secondary level. In spite of the fact that primary school is free and mandatory, the enrollment rate is only 59% with just 7% in secondary school. Further, only 76% of adults in Tanzania are literate (USAid, 2005).

Research studies show that people with at least a primary school education are more productive than illiterate ones (Mbaru, 2004). However, at the beginning of this century, 60% of pupils in Tanzania had a teacher with no training other than basic primary school education (Lewin, 2003). Many teachers do not have the required pedagogical and material resources to be effective (Sahlberg, 2002).

Numerous research studies propose that educators play a pivotal role in ensuring high quality education for students, regardless of the country in which they are teaching (Carr-Hill, 1984; Riddell, 1998; Motala, 2001; UNESCO, 2005). The Dakar Framework
for Action (UNESCO, 2000) stated, “Teachers are essential players in promoting quality education” (p. 20).

As a result of an increasing population, the numbers of schools, higher learning institutions, teacher training colleges, and technical colleges in Tanzania, both private and government-funded, are increasing (National Bureau of Statistics Tanzania, 2008). The quality of education becomes especially challenging in a situation where the number of children is increasing quickly (Kokkala & Sahlberg, 2002; Eskola, 2009). The ratio of the growth of the population to the number of teachers placed in school systems still leaves a severe shortage of teachers in the nation.

The University of Dar es Salaam (UDSM) was established in 1970 and is the oldest university in Tanzania. In 1961 the University started as an affiliate college of the University of London. The number of students registered at UDSM per year is around 6000 (UDSM, 2009). In spite of the early establishment of a university that contains a teacher training program, many individuals in the country were unable to attend due to their inability to travel to the school or pay the required tuition. Regional teacher training colleges (TTCs) were established to increase the output of teachers for the country. TTCs are less expensive and more easily accessible with the primary mode of transportation being on foot. The programs in a TTC are also sending teachers to the field after a year of schooling. However, the University program issuing a bachelor’s degree requires individuals to remain in school at least three years before going to work in a school.

In Tanzania, teacher training colleges are institutions specially designed to train teachers. The majority of these colleges are government funded and operated, although private colleges have begun to develop. After enrollment and attendance at a government
funded institution, teachers are assigned to a teaching post at a school within the country of Tanzania for the duration of three years and then may be transferred to another location based on the discretion of the government.

The average rate of attrition in East Africa, which includes Tanzania, is from 5 to 30%. Teachers often leave the field due to low salaries, which are reported below the line of poverty, and poor in-service conditions (Education International, 2007).

Teacher shortages seem to be more acute in remote rural areas and in special subject areas, such as mathematics and science. Teachers’ salaries are generally below the poverty line or cost of living. Conditions of service are also poor. Many schools do not have accommodation, or adequate accommodation, for teachers. The situation is even worse for unqualified teachers, who earn between 40 and 60% of the salary of the lowest paid qualified teacher. The low salaries and terrible conditions of service have contributed to a general decline in the status of the teaching profession. Some teachers discourage their own children from choosing teaching as a career as it is viewed as a profession of last resort (Education International, 2009). Consequently, the country is caught within a vicious cycle of trying to improve the status of teaching as a profession yet grappling with a shortage of teachers (Barnes & Verwey, 2008).

The demand for highly qualified teachers in accordance with the proposed Secondary Education Development Program II (SEDPII) coupled with extremely high student enrollment and lack of resources has resulted in substandard teacher preparation processes. Changes in how teachers are educated focus on learner centered techniques making use of a range of strategies. These include talking to the whole classroom, questions and answer sessions with the whole class and individual exercises such as reading and group discussion. The implementation of these techniques is essential for
cultural change (Brophy, 1999). Furthermore, teachers and students lack materials including basic items such as paper, textbooks, pencils and chalk. Most chalkboards are small, old and scratched. Lab equipment, computers and electricity are absent in most schools (Sweirs, 2007).

Tanzania’s educational system requires children to learn both Kiswahili and English. Primary school is conducted in Kiswahili, with English taught as a subject. Classes at secondary schools and higher educational institutions are conducted in English (USAID, 2009). Transitioning secondary students struggle to learn content and English. Many teachers and students revert to Swahili as they tend to focus on the subject matter rather than embracing the English language.

National Exams are administered to students at the end of each school year. This score determines whether the student will progress to the next grade level. At the completion of the primary school level, or Form seven, the students’ scores on the National Exams determine whether they are eligible to move on to Secondary School.

In summary, a critical shortage of qualified teachers, institutional organization, poor school conditions and the poverty of the country seem to strangle education initiatives. Prospective teachers must overcome many hurdles such as national examinations, societal pressure, and financial obligations to attend a training program. Language barriers are also challenging as an individual progresses towards a career as a teacher. Even then, the individual must endure the hardships of working within the sub-standard conditions.

**Problem Statement**

The problem is that teachers in Tanzania are generally not prepared or are ill-equipped to teach in the classroom due to inadequate preparation time and lack of
resources. The Ministry of Education has identified five critical shortcomings of their educational programs. One of these shortcomings is “low quality of teaching and learning” (United Republic of Tanzania Ministry of Educational and Vocation Training, 2010, p. 2). The teacher preparation process has been impacted negatively due to the severe shortage of teachers. This severe shortage of teachers and absenteeism causes overcrowding of classrooms. A variable that discourages teachers is the high teacher-pupil ratio which is 55 students to one teacher (National Bureau of Statistics, 2011). It is common to see classrooms with 200 students in them (Kitogo, 2009). There is room for only one-third of the students in Tanzania to progress due to the shortage of schools and teachers (Mwenegoha, 2009). In addition, the teachers who are working in the field have found that difficult life experiences cause them to miss many days of work. These experiences include sickness and disease, lack of water and food, and tribal violence.

Many teachers who experience the harsh conditions of the teaching environment decide to pursue other careers. Statistics show that graduates leave teaching for other employment early in their careers (Lewin, 2003). Teachers who had graduated from universities in 2003 in Tanzania were traced, and 348 of them were found. Only 209 of them were in the teaching profession. This means that 40% of that year’s graduates did not do what they were trained to do. No such estimates of diploma teachers are available, but the percentage is believed to be lower than the number of teachers who graduated with a degree from a university (Lewin, 2003). Attrition of technical teachers is high because their academic qualifications are needed in the private sector and there is a higher remuneration (Wepukhulu, 2002).

The capacity for growth has been stifled due to inadequate teacher recruitment and retention. The average teacher training time in the college classroom in Tanzania is
one year. Individuals barely have time to adjust to the college environment while attempting to understand core subjects that they will teach before being sent to an actual teaching position. Additionally, cultural tribal customs and behaviors play a huge part in the individual experiences of teachers and their decision to pursue a profession of education. Teachers have been forced into the role which has resulted in low motivation which has impacted job performance. As literature was researched on this topic, the voice of a native Tanzanian teacher was not heard. Articles describing their motivations, reflections and experiences related to their teaching preparation experience were very limited. The living experiences of individual teachers have not been revealed to the fullest extent. Hearing the voice of the teacher was vital to understanding how or what is preventing teachers from being wholly prepared pedagogically and cognitively in core subjects.

**Purpose Statement**

The purpose of this phenomenological study was to listen to the voice of the Tanzanian teacher by examining motivations, experiences and reflections regarding training preparation experiences. The study was conducted to understand how these processes impact current teaching style and success. A scholarly investigation of the teacher training process in Tanzania resulted in information that may bring clarity to the quality of teaching and learning.

**Significance of the Study**

This study revealed obstacles that individuals overcame to competently adapt to the classroom while attempting to provide a quality education for students. Investigating a sample of this population provided data that was useful for teacher education programs in Tanzania. This study also sought to understand how teachers were attempting to
provide quality learning experiences that prepared students to pass national exams. In addition, regional district overseers found the results of this study useful in identifying components that encouraged successful teaching careers. Finally, this study was useful for Tanzanian teachers in general as they heard the voice of their colleagues regarding their preparation process and their defined vision of success in the classroom.

**Research Questions**

The following questions guided this study:

1. What cultural or societal issues were challenging obstacles to the pursuit of a teaching career in Tanzania?

2. How was the Tanzanian teacher prepared to teach, and was there someone who played a significant role in this process?

3. How did the preparation process benefit or hinder Tanzanian teachers and their effectiveness in the classroom?

4. What types of ongoing teacher development initiatives were currently being offered for Tanzanian teachers?

5. What types of experiences, both pre-service and in-service, would have better prepared the Tanzanian teachers for their current role?

**Research Plan**

This qualitative study employed a phenomenological design. This method was selected to account for the rich context surrounding the phenomenon that was examined. Many studies cite statistics and rationales based on factual data regarding teacher training programs, economic indicators, and educational statistics (CIA World Factbooks, 2008; UNESCO, 2008; UNICEF, 2007; World Bank, 2009). However, the overarching goal of a qualitative researcher is to create a “thick and detailed” (Auerbach & Silverstein, 2003,
p. 142) description of the perspectives of those who are experiencing the phenomenon of interest that is being explored. This plan allowed me to collect information and interpret the meaning of the teacher preparation process experienced by interacting with individuals who have participated in it.

**Motivation, Experience and Reflection**

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors (Gresham, 1988). Motivation is what causes a human to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something or the “need” to be successful or effective in dealing with ones environment (DiPerna & Elliott, 1999; Wigfield & Eccles, 2002). Motivation is having the desire or willingness to do something. In this research study, teacher motivation was examined as the individual completed their training and preparation process of becoming a teacher employed in a government funded school in Tanzania. Kitogo (2009) blogged that lack of motivation within teachers is listed as one of the major factors behind the massive failure of grade seven students on the national exams. He went on to discuss that no matter how qualified a teacher may be, if he/she is not motivated his/her performance in the classroom will always be poor. Teachers within the Tanzanian teaching environments have generally not been motivated to love their profession. Benjamin Nkonya, Secretary-General of Tazania Association of Managers and Owners of Non-Government Schools and Colleges said primary school teachers, especially those living in rural areas lead a pathetic life. This factor demoralizes them (Kitogo, 2009).

Experience is discussed in terms of the individual being an active participant in an
event or activity (Encarta World English Dictionary, 2009). This research was designed to focus on the experience(s) of the Tanzanian teacher. As literature was reviewed, many articles discussed several experiences of foreigners teaching in Tanzania and their experiences, but not one detailed the experience of a native Tanzanian teacher.

Reflection is a thought or opinion that results from careful consideration (The Free Dictionary, 2011). This study was designed to listen to the thoughts or opinions of Tanzanian teachers regarding their teacher preparation program. Additionally, the opinions of Tanzanian teachers were sought to more fully understand how they felt about their current role as a teacher.

**Definitions**

Key terms are defined that are used frequently over the course of the study:

*Community of Practice* – A community of practice (CoP) is, according to cognitive anthropologists Jean Lave and Etienne Wenger (1991), a group of people who share an interest, a craft, and/or a profession.

*Degree* – This type of certification is gained in Tanzania after attending a teacher training college for at least three years. This certification permits an individual to teach at the secondary or college level.

*Diploma* – This type of certification is gained in Tanzania after attending a teacher training college for two years. This certification permits an individual to teach secondary school.

*Experience* – Experience is discussed in terms of the individual being an active participant in an event or activity (Encarta World English Dictionary, 2009).

*Form* – This is equivalent to the word used in Western cultures for “grade” (e.g., Form one would be the same as grade one).
Grade A – Type of certification to teach after attending a teacher training college for at least one year. This certification allows an individual to teach pre-primary or primary school.

Highly Qualified – As stipulated by the Tanzanian Ministry of Education, a highly qualified teacher must hold a two year certificate “A” diploma (Ministry of Education, 2010).

In-Service Training – This is any type of mentoring or training that occurs once the teacher is assigned to his/her school.

Motivation – Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors (Gresham, 1988).

National Examinations – These tests are administered at the end of every school year and are standardized throughout Tanzania. The student must pass with at least 50% correct in order to progress to the next form.

Phenomenology – A qualitative method of inquiry concerned with investigating the perceptions of lived experiences in order to gain meaning. The researcher is careful to remove, or “bracket out” his or her own experiences (Van Manen, 1990).

Pre-Service Training – This is any formal training that takes place before the teacher is assigned to a classroom.

Reflection – Reflection is a thought or opinion that results from careful consideration (The Free Dictionary, 2011).

Situated Learning – A way of approaching learning as something more than simply “learning by doing” or experiential learning (Wenger, 1991).
Teacher Identity – A sense of belonging and professional viability in the teaching profession. More than simply having the title of teacher, this term elicits a sense of calling among teachers, a belief that one is doing what one was meant to do.

Teacher Mentoring – Programs put in place to serve as an apprenticeship for the new teacher under the direction of an experienced and accomplished veteran teacher.

Teacher Preparation – A process designed to equip prospective teachers with the skills, knowledge, attitudes and behaviors they need to perform their jobs effectively in the classroom, school and community.

Summary

On the Tanzanian Ministry of Education website (2010), it states the vision for every student in Tanzania as follows, “To have a Tanzanian who is well educated, knowledgeable, skilled, and culturally mature to handle national and international challenges in various political and social-economic fields by 2025.” Based on this visionary statement, the task of preparing individuals to lead the future in Tanzania is of great importance. The teachers, working in schools daily, have the opportunity to shape the culture and their nation with their words and actions. This study examined the experiences, reflections and motivations of Tanzanian teachers by listening to their voices to understand from an educational standpoint what is preventing this culture from achieving their vision.
CHAPTER TWO: LITERATURE REVIEW

The purpose of the current qualitative phenomenological study was to investigate the motivations, reflections and lived experiences of Tanzanian teachers during their teacher preparation process. The research explored the motivations of Tanzanian teachers to enter the teaching profession, reflections on their preparation programs, experiences which impacted their career development process and their perception of their current level of success. Meyer and Ramirez (2000) indicated that a global model of teacher preparation may exist. However, the global models are recontextualized by the local community and may often have different meanings across societal contexts (Phillips, 2004; Schriewer, 2003). In order to fully understand this process of teacher preparation, this chapter reviews the literature as follows: the definition of teacher preparation, the theoretical framework undergirding teacher preparation, the underlying theories of motivation, reflection and experience as related to teacher preparation, the models of preparation for teachers in the United States, Britain, and then more specifically Tanzania. By investigating these models, it is possible to devise a more analytical framework for examining teacher preparation programs specifically focusing on factors that impact the quality of that experience in Tanzania.

Teacher Preparation

Teacher preparation is a process designed to equip prospective teachers with the skills, knowledge, attitudes and behaviors they need to perform their jobs effectively in the classroom, school and community. It is a commonly held belief that if teacher preparation programs were improved, the quality of teaching would be likely to improve also (Gore, Griffiths & Ladwig, 2004). Prospective teachers are educated by established
processes within specialized institutions in all nations of the world though they vary in structure, organization and goals. Expected differences across countries and cultures cause variation but the basic processes of establishing subject matter knowledge with some pedagogical tools are foundational (Alidou, 2000; Berry, 2001; Richardson, 2002; Samuel, 1998). In addition to the recognition that there is a basic structure to teacher preparation, Rosenberg, Boyer, Sindelar, and Misra (2007) maintain that teacher education programs also contribute to teacher supply, retention and quality. Furthermore, Darling-Hammond et al. (2002) establishes the importance of a teacher preparation program by concluding that graduates of professional preparation programs felt more prepared to promote student learning, teach critical thinking, understand learners, and develop instructional leadership than teachers without formal preparation.

The teacher preparation process is comprised of three stages which are the initial formal education or a (a) pre-service program before entering the classroom, (b) in-service training which provides training and support during the first few years of teaching, and (c) on-going teacher development which continues to hone the skills of the professional (Ashby et al., 2008). Housego (1990) suggests that the perceptions that teachers have of their preparation are likely to affect their confidence in their competence to teach and their performance. This perception is reflected upon in each one of these stages from pre-service to on-going development.

In spite of well-structured teacher preparation programs, problems have been identified in the quality of teacher education. Not all graduates that emerge from teacher education programs become great teachers and critiques of teaching quality consistently blame teacher education programs for poor teaching performance. Numerous reviews of teacher education (e.g., Australian Council of Deans of Education (ACDE), 1998;
Carnegie Corporation of New York, 1986; Darling-Hammond, 1997; Holmes Group, 1986; Ramsey, 2000; Scottish Executive, 2001) and teacher educators themselves, admit to significant shortcomings in provision for teacher preparation.

In many countries at the present time, there are challenges being experienced in the teaching profession (OECD, 2002) which are impacting the motivation and experiences of teachers. The complications are not exclusive to Tanzania but exist at a global level (Gargiulo & Pigge, 1982). For example, the public image of teachers and the relatively high status, which teachers held traditionally, is in decline. In addition, difficulties are being experienced in recruiting and retaining teachers. The relative decline in teachers’ salaries, the aging teaching workforce, declining working conditions and reduced morale are some other factors that are giving cause for concern and presenting a major dilemma for policymakers (Coolahan, 2003).

Theoretical Framework

For the purpose of the current qualitative study, theories related to teacher preparation and motivation explained the experiences of Tanzanians as they were preparing to become a teacher. The theories that undergird these concepts are Wenger and Lave’s (1990) situated learning and communities of practice as well as Herzberg’s (1966) motivation-hygiene theory undergirded by Maslow’s (1943) Hierarchy of Needs. These theories are presented in order to explain the motivation, reflection and experiences of Tanzanian teachers regarding their teacher preparation process and their current perception of success in the classroom.

Situated Learning

Situated learning is a way of approaching learning as something more than simply “learning by doing” or experiential learning. Wenger discusses this theory by stating that
“human knowing is fundamentally a social act” (Wenger, 2010, p. 1). In addition to Wenger, Tennant (1997) pointed out that situated learning involves people being full participants in the world and generating meaning. He continued to state that learning is in the relationships between people as well as in the conditions that bring people together and organize a point of contact that allows particular pieces of information to take on relevance. Tennant also articulated that learning takes place as long as there are points of contact and relevancy. Wenger (2010) concurred with Tennant stating that the situation individuals are engaged in allows learning to occur. Tennant and Wenger believed that without the points of contact, without the system of relevancies, there is no learning and there is little memory. Murphy (1999) took this one step further than Tennant and Wenger by stating that learning does not belong to individual persons but to the various conversations that set them apart. As this engagement of learning and conversations occur within situational contexts, communities of practice have the opportunity to become established.

**Communities of Practice**

The idea that learning involves a deepening process of participation in a community of practice has gained significant ground in recent years. Wenger (1991) defined a community of practice as follows:

Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor: A tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems or a gathering of first time managers helping each other cope (p.1).

Smith (2009) agreed with Wenger as he shared his ideas on communities of practice. He
pointed out that communities of practice have become an important focus within organizational development and have considerable value when thinking about working with groups.

Another proponent for communities of practice was Lave (1993). Much of her work focused on the “re-conceiving” of learning, learners, and educational institutions in terms of social practice. When looking closely at everyday activity, Lave (1993) argued, it is clear that “learning is ubiquitous in ongoing activity, though often unrecognized as such” (p. 183). Her ideas helped formulate the opinion that learning takes place in our lives every day as we are engaged socially. It was through her study of social practice that the realization emerged that learning occurs unbeknownst to us each and every day through social interaction.

Lave and Wenger (1993) explain the community of practice as a place that learning occurs when ventures are defined and engaged in together. Members are brought together by joining in common activities and by “what they have learned through their mutual engagement in these activities” (Wenger, 1998, p. 45). Furthermore, Lave and Wenger (1993) explained that members are involved in a set of relationships over time and as a result communities develop around things that matter to people. In addition to Lave and Wenger, Tennant (1997) also validated their theories by reporting that new knowledge and learning are properly conceived when generated within a community of practice.

The preceding theories alone do not necessarily guarantee a positive learning outcome. The learning theories of Lave and Wenger work in conjunction with the motivational theories of Helzberg and Maslow. Discoursed in the next section are
underpinning theories of motivation as they relate to teacher preparation and then specifically how they relate to the teachers in the Tanzanian environment.

**Teacher Motivation**

Teacher motivation is linked to how teachers feel they are being treated and the way they perceive their own working and living conditions (Mufanechiya, 2011). In this study, the motivations of teachers are considered as they are directly related to their teacher preparation experiences.

**Motivation-hygiene theory.** This theory of motivation is known as a two factor content theory. It is based upon the simple idea that motivation can be dichotomized into hygiene factors and motivation factors and is often referred to as a ‘two need system’ (Herzberg, Mausner & Snyderman, 1959). Herzberg (1966) is best known for his list of factors that are based on Maslow’s Hierarchy of Needs, except his version is more closely related to the working environment. The hygiene or dissatisfiers are listed as working conditions, policies and administrative practices, salary, benefits, supervision, status, job security, co-workers, and personal life. The motivators or satisfiers are listed as recognition, achievement, advancement, growth, responsibility and job challenge. A shortage of the factors that positively encourage employees (the motivating factors) will cause employees to focus on other, non-job related ‘hygiene’ factors (Herzberg, Mausner & Snyderman, 1959).

Breuning and Hoover (2000) concurred with Herzberg as they list the dissatisfiers as policy, relationship with supervisor, working conditions, salary, company vehicles, status, security, relationship with subordinates, and personal life. More recently, true motivators were listed as achievement, recognition; work itself, responsibility, and advancement (Berman, Bowman, Van Wart & West, 2006). Furthermore, Clark (1992)
explained that these two separate ‘needs’ are the need to avoid unpleasantness and discomfort and, at the other end of the motivational scale, the need for personal development.

In addition to those listed above, Hackman and Oldham (1976) concurred that individuals are encouraged by motivators more than maintenance factors. Motivators included a stimulating vocation, accountability, and receiving fulfillment from the profession, such as awards, accomplishment, or individual development. On the other hand, maintenance influences included position, employment, income, and benefits; but these influences did not provide affirmative satisfaction, though dissatisfaction occurs from their deficiency. Moreover, Eastman and Williams (1993) pointed out that hygiene factors must be present in the job before motivators can be used to stimulate a person. That is, you cannot use motivators until all the hygiene factors are met. People are only truly motivated when you enable them to reach for achievement, advancement and development which represent a far deeper level of meaning and fulfillment.

Finally, Maslow’s (1943) hierarchy of needs motivational theory also undergirds this study which states that people are driven from within to realize their full growth and potential. Braumeister & Leary (1995) classified human needs hierarchically in a four stage system which are physiological/survival, safety and security, belongingness and esteem needs. The physiological/survival needs consisted of the need for basic necessities such as clothing, food, water and shelter and these are only made possible if money and employment are there.

These underlying theories seem to reflect the environment in which teachers are being prepared for their careers in Tanzania. It seems that a community of practice has evolved, as Lave and Wenger (1993) previously defined, as Tanzanian teachers are
learning within the social interactions that occurring for them on a daily basis. Their learning processes are facilitated by constant interaction between students, peers, parents and officials in the school environment. The teachers collaborate and determine the best mode of instruction based on their constant interaction within the context of their situated learning interactions.

The learning that occurred for new teachers was in the relationship established between himself/herself and the head teacher. This mentoring relationship played an important role in their growth and development. The new teacher has continuous conversations with peers regarding students, classroom procedures, and administrative procedures. This participation in the real world environment causes learning to take place. Learning also takes place as teachers live with each other and therefore are tightly aligned to each other relationally and conversationally.

Finally, the preparation of the teacher and their admission into this role is impacted by Herzberg’s hygiene-motivational theory underpinned by Maslow. The motivation of the teacher is affected by working conditions, security, salary and benefits. Teachers gain their true motivation through relationship and recognition of their students, recognized achievement through school teacher programs and potential advancement. As Eastman and Williams (1993) pointed out, the hygiene factors must be in place for the motivational factors to be effective. In the Tanzanian environment, the teachers allowed the dissatisfiers to overwhelm them and in turn have not allowed the true motivational factors to function effectively.

Another part of the learning process is reflection. The next section focuses on the definition of reflection and how this tenet has impacted the teacher preparation process. The focus on reflection in both pre- and in-service teacher education has resulted in it
becoming a popular discourse in many countries, including the United States (Galluzzo & Howey, 1997), England and Wales (Whitty, Miles, Barton, Whiting, & Furlong, 1997) and Australia (Walker, Preston, & Mitchell, 1997).

**Reflection**

A central tenet of recent educational reform efforts internationally has been an emphasis on both pre-service and in-service teachers reflecting on their practice (Calderhead & Gates, 1993; Hatton & Smith, 1995; LaBoskey, 1994; Schon, 1991; van Manen, 1995). Reflective thought, as defined by Dewey (1933) is “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends” (p. 9). This idea proposed that the teacher needed sufficient time to reflect on the knowledge learned about teaching before completing the action of teaching in a classroom. Furthermore, Mifsud (1996) indicated that in order to grow professionally as a teacher, reflection on the processes of professional preparation and competence were of the utmost importance.

In addition, van Manen (1995) identified anticipatory reflection as future-oriented reflection before action, and retrospective reflection as past-oriented reflection after action, and both of these as ‘thinking on or about teaching’ (p. 34). These theories suggest that the teacher must have time to think about the experience of teaching before or after completing the task. By way of contrast, van Manen described ‘thinking in’ the experience of teaching or reflection in action, and identifies contemporaneous reflection as a “stop and think” after a lesson or unit (p.34). This differs from the more immediate reflection demanded by the urgency of classroom second-to-second decision making during actual teaching. Reflection, as conceptualized by van Manen (1990) is a
temporally distributed phenomenon involving the pre-active, interactive and post-active phases of teaching.

Louden (2006) described reflective learning as not looking back but turning inward, examining one’s own remembered experiences and/or anticipated experiences, *not* exclusively looking back in time. He voiced his opinion that looking back in the reflective sense is about gaining some reflective distance in order to better understand the meaning of the lived experience. Reflection is not only about looking backward in time, but also about looking forward toward the horizon (Louden, 2006). Conway (2001) continues with this concept of reflection by pointing out that looking toward the future with knowledge of the past from the viewpoint of the present is a particularly noticeable aspect of a novice teachers’ everyday experience. In summary, the process of reflection is an integral part of the teacher preparation experience.

**Models of Teacher Preparation**

There is significant evidence that the restructuring of teacher preparation is occurring on a global scale (Morrow & Torres, 2000; Robertson, 2000; Smyth et al., 2000). This section discusses the different models of global teacher preparation including the British, American and Tanzanian systems. The British and American are explored in contrast to Tanzania as they are considered to be the dominant models within our world culture (Green, 1997; Ozga, 2004). These basic models have been used by countries such as Tanzania to build their own model of teacher preparation. The section continues by studying the Tanzanian organizational structure that supports or “houses” teacher preparation.
The British Model

The British model of education was built on hundreds of years of experience providing quality education. However, it has only been within the last couple decades that the government of Britain intervened and increased control of the processes by which one could become a teacher (Furlong, 2000). Freeman (2009) reported that in 1975 the system of teacher training in England was reorganized under the umbrella of the university only as all teacher training programs were assimilated into a common system. In addition to creating a central place for education, a national curriculum for teacher preparation was also established (Mahoney & Hextall, 2000). Increased diversification has developed in the nature of pre-service provisions, with school-centered and employment-based routes being added to the more traditional Higher Education led programs such as the Bachelor of Education (Menter, Brisard & Smith, 2006). It is possible to now obtain a bachelor’s degree in education after two to four years, with the Post Graduate Education Courses varying from one to two years in duration (Humes & Bryce, 2003). In spite of the various entryways into the profession now, the traditional model still provides the majority of teachers in Britain (Menter, Brisard & Smith, 2006).

Freeman (2009) described this more traditional pre-service portion of the teacher preparation process as a program combined with lectures given by professors, readers or lecturers, four practical classes and small group teaching in seminars or tutorials. The program consists of three core components: school-based experience, subject studies and education studies. Tomlinson (1999) suggested that teaching, as a practical activity, needs to be learned through the engagement of that activity. Therefore, when teacher candidates reach their senior year, they spend fifteen weeks teaching in a classroom of their own. Freeman (2009) continues to point out that prospective teachers learn the use
of different educational aids, audio-visual facilities, observe lessons and take an active part in discussing them with a supervisor (tutor) on school practice. There are two individuals who operate in a supervisory capacity. The university has an individual who is monitoring the progress so that the individual can complete their degree and certification and then there is a cooperating teacher at the host school who gives aid and assistance as possible.

After teachers are engaged in their role of teaching, they are encouraged to seek intensive content-based opportunity in order to increase their understanding of content and new teaching methods (Berry, Hopkins-Thompson & Huke, 2002). In other words, teachers are encouraged to become continuous learners; however, there is no current certification or licensing restrictions that mandate continuous education credits be earned in order to maintain a license.

The American Model

In the early 19th century in America, teaching took place anywhere (e.g., homes, town offices, and churches) by anyone (e.g., parents, town officers, preachers, and adults in the neighborhood) (Labaree, 2008). Sedlak (1989) tells us that community officials evaluated a prospective teacher’s moral standing and his/her knowledge of what he/she would teach while also considering their ability to keep order among the students. As the need for teachers increased, summer institutes were created to provide lectures and on-the-job training to develop subject matter knowledge and pedagogy over a period ranging from one to eight weeks (Donoghue, 2006; Labaree, 2008). It is evident that there has been a strong relationship between the teachers’ subject matter preparation and teaching performance (Goulding, Rowland & Barber, 2002; McEwan & Bull, 1991) since the creation of teacher preparation programs. However in recent years, there has been a
strong debate between teacher preparation and effectiveness (Ballou & Podfursky, 2000; Darling-Hammond & Young, 2003).

Additionally, there has been strong debate on how to actually achieve the right combination of knowledge and pedagogy (Betts, Rueben, & Dannenberg, 2000; Ferguson, 1991; Goldhaber & Brewer, 2000; Wilson, Floden & Ferrini-Mundy, 2001). On one hand, advocates of stronger preparation have argued that teachers need to understand how children learn and how to make material accessible to be successful (National Commission on Teaching and America’s Future, 1996; Shulman, 1987). On the other hand, opponents of teacher education and certification have argued the teacher effectiveness results from general academic ability or strong subject matter knowledge as it is related to any specialized training in how to teach (Ballou & Podfursky, 2000; Finn, 1999, US Department of Education, 2002). Regardless, once a teacher gets in the classroom, it is the effective mentoring and feedback of peers and administration that continue to help the teacher develop the skills and knowledge for effectiveness.

**Mentor influence in teacher preparation program.** Student teachers generally reported that their cooperating teacher influenced their development as educators the most (Guyton & McIntyre, 1990; McIntyre, Byrd & Fox, 1996). Studies found that this individual became the focal point for beginning educators (e.g. Brimfield & Leonard, 1983; Freibus, 1977; Innacone, 1963; Price, 1961). The prospective teacher understood and took direction from them as they modeled successful pedagogy (Coy, 1989). Kuhn (1999) also reported that mentoring cooperating teachers called for a larger role in the development and implementation of teacher education. In addition, Veal and Rikard (1998) reported that many cooperating teachers believed that the university supervisor was unnecessary. It seemed that the traditional mentor-apprentice relationship was
serving its historical purpose, even if some teacher educators worried that such preparation failed to distinguish teacher education from the “trades”.

**Experiential preparation.** In a recent movement, educators have argued that learning to teach is largely experiential and that teacher education actually prevents potentially expert teachers from earning a state license. Policy groups such as the Abell Foundation (2001) have spent their considerable resources trying to undermine the value of university-based teacher education. For instance, a new organization in the USA, the American Board for Certification of Teacher Excellence, is offering the teaching license by examination in several states, with plans to expand nationwide. The US Department of Education has chosen to fund this organization.

Another alternative for providing effective, prepared teachers in classrooms is the example from the North Carolina Teaching Fellows program. This program recruited high-ability students into teacher education by providing service scholarships that cover the full cost of high quality pre-service training, repaid by at least 4 years of service in public schools. An evaluation found that more than 75% were still teaching after seven years. Additionally, many worked their way into administration (National Commission on Teaching and America’s Future, 1996).

The challenge remains to develop and expand strong, efficient, and affordable preparation routes that enable teachers to be competent when they enter teaching and then to retain teachers so that they become more effective (Darling-Hammond, Gatlin, Heilig & Holtzman, 2005). Increasing the availability of such programs could help stem turnover, as several recent studies have found that teacher attrition is strongly related to the extent of preparation teachers have had upon entry (Chen, Geis, Henke & Knepper, 2000; National Commission on Teaching and America’s Future, 2003).
The Tanzanian Model

Teacher Training Colleges (TTCs) are institutions that exclusively provide teacher preparation programs to prospective Tanzanian teachers (Ministry of Education, 2010). These institutions are challenged to determine whether the focus of the curriculum should be on the subject matter (content) or pedagogy (methodology) or both (Alidou, 2000; Berry, 2001; Richardson, 2002; Samuel, 1998). The following section defines the types of certifications that are available at a TTC in Tanzania.

Grade A teacher certification. This is the lowest level of certification a teacher can receive and is achieved after one to two years. Teaching methodologies are emphasized as well as general knowledge of the subjects that the teacher will teach. This training is for teachers who are being trained to teach pre-primary and primary school students. Eligible candidates for this program have successfully passed form 4 and have received appropriate scoring on national exams.

Diploma certification. This training is for teachers who plan to teach in secondary schools, although most will also teach in primary schools. This program is supposed to last for two years but many teachers are being placed in the field after one year due to the existing shortage of teacher. During the first year at the college, the student learns core subject content as well as theories of education and teaching strategies. The remaining year is spent being mentored by the head teacher at the assigned school (Komba, Nkumibi, & Warioba, 2008).

Degreed teacher certification. This program is the most advanced level of teacher education as it would equate to a Bachelor’s degree. Normally, degree holders are trained to teach in secondary schools and teacher training colleges. Training should take three to four years, but the demand for teachers has resulted in most students being placed in the
field in three years. There are basically three specialization tracks at this level: college professors, educational psychology professors or secondary school teachers trained in many different subjects.

**Continued professional development.** Professional development in Tanzania needs to occur and teachers should have new experiences with teaching and learning (Thompson & Zeuli, 1999). Lomax (2011) reported that the best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Zaslavsky and Keiking (2004) concur with this requirement, reporting that the learning that took place in professional development workshops occurred differently than the TTC experience. In this study conducted by Zaslavsky (2006), the continued professional development program focused on teaching mathematics within the African culture. The intention was to instruct teachers on various ways to teach mathematical concepts. She delivered workshops for the teachers in order to help them develop their skills and knowledge. This training was very different for them as she included hands-on activities as part of her teaching style. She continually researched and integrated professional development training into the regions she was working in. She believed that teachers needed to experience different ways of teaching the same concept as related to math (Zaslavsky, 2006).

Benitez-Drouet (2008) reported that attendance at professional development sessions is important in order to keep up-to-date with new trends in education. However, professional development in Tanzania has relied upon a model in which an expert imparts knowledge and information to teachers who are assumed to be deficient and need outside experts to teach them new modes of working with students (Little, 1987). The development opportunities should not just be an occasion to dump knowledge into the
mind of an individual but should be focused on changing the mindset and behavior. Balwanz, DeStafno, Moore and Hartwell (2000) indicate the objective of any professional development plan should be to continue to provide regular support and ongoing training for teachers and for the school management committees. Wren (2003) concurs by indicating that good professional development seems to be more job-imbedded, goal oriented, and most of all, ongoing.

**Educational Organization in Tanzania**

The structure and organization of the educational system in Tanzania has been in place since the 1960s. This section discusses the organization that “houses” or supports the teacher preparation program being established by President Julius Nyerere in 1968 as he was building a governmental infrastructure based on socialism.

The Ministry of Education and Vocational Training (MoEVT) currently is comprised of three ministries. This is the umbrella organization that houses the different educational units in Tanzania. The MoEVT recognizes the need for continuous training programs to build sufficient capacity among staff and other stakeholders (Sitta, 2007). The first unit discussed is the Ministry of Education and Culture (MOEC). This is a unit that manages a network of 34 government TTCs. It also provides guidance to about 14 registered privately owned colleges. It deals with preparation of grade ‘A’ and Diploma teachers to satisfy teachers’ needs for pre-school, primary and secondary education. The second unit is the Ministry of Science, Technology and Higher Education (MSTHE). This group manages university-based Teacher Education related to academic specific areas of science, technology and university teacher education. The third and final unit is the Ministry of Labour, Youth Development and Sports. This group manages vocational teacher education related specifically to agriculture and sports programs (Ministry of
Education, 2010). All of these units work cohesively to manage all education initiatives with the nation.

School Organization Structure in Tanzania

**Pre-Primary education.** The importance of effective early childhood policy for high quality early childhood education has received increasing attention all over the world (Espinosa, 2002; Garcia, Pence & Evans, 2007; O’Kane, 2005; Rao & Li, 2007; Wood, 2004). Unfortunately, compared to other developing countries, the quality of pre-primary education in sub-Saharan Africa has been considered to be poor (Pence, 2004).

The children enrolled in pre-primary education programs are students who are five and six years old. Pre-primary education falls under the Ministry of Education and Culture (MOEC, 2006). The day care programs (ages two to four) fall under the Ministry of Labour, Youth Development and Sports. The majority of these pre-primary and daycare programs are located in urban areas and mostly funded by religious institutions or organizations within the community (National Report, 2001).

**Primary education.** Primary education lasts seven years which is concluded by the Primary School Leaving Examination (PSLE). Students enter their first year when they are seven years old and continue attendance until they are about fourteen years old. There is no academic certificate for this examination. However the results of the PSLE are used for selecting primary school graduates for admission into secondary education (Ministry of Education and Vocational Training, 2010). Students who do not pass the PSLE are unable to attend secondary school. Many students who fail simply go to work in the field or community rather than continue to stay in school. Individuals are more concerned with growing food to survive instead of furthering their academic interests.

In 2002, the Government of Tanzania launched the Primary Education
Development Plan (PEDP), a five year program comprised of four main components: (a) expanding enrollment; (b) improving the quality of teaching and learning processes; (c) building capacity within the education system and other public and private sectors with a stake in education provision; and (d) strengthening the institutional arrangements that support the planning and delivery of education services (Ministry of Education, 2010).

The PEDP focuses on issues of enrollment and access, teacher recruitment and deployment, classroom rehabilitation, and construction with the aim of enrolling all children 7-10 years of age. This initiative also focused on expanding non-formal educational programs for out-of-school children and youth in the interim. The objective of PEDP was to strengthen educational quality by human resource development through pre-service and in-service training. This program focused on providing quality textbooks and materials as well as improving educational management information systems (Africa Education Initiative-Tanzania Case Study, 2005; Galawbawa, 2001). The success of this program was documented by the World Bank (2010) stating that the pass rate had improved significantly, going from 22% in 2000 to 61.8% in 2006. The Net Enrollment Rate (NER) in Tanzania had also improved considerably going from 58.6% in 2000 to 79.1% in 2006 (Ministry of Education and Vocational Training, 2006).

**Secondary education.** Secondary education in Tanzania is a two tier system of Lower and Upper Secondary. Students begin attending this program when they are approximately 15 years old and may attend for four years. The Lower Secondary includes Forms 1-4 and the Upper Tier is comprised of Forms 5 and 6. The Lower and Upper tiers culminate into the national Certificate of Secondary Education Examination (CSEE) and Advanced Certificate of Secondary Education (ACSEE) respectively. Individuals of the Lower Secondary Education who pass the CSEE and qualify for
admission into upper Secondary education are selected to proceed with studies in the fields of commerce, arts, social sciences, and physical sciences. Individuals of the Upper Secondary who pass the ACSEE and obtain principal passes or subsidiary level passes will find admission into tertiary or higher learning institutions. Principal passes or subsidiary level passes are permission authorizations from the Ministry of Education that certify an individual has the appropriate knowledge level to continue their education. Students who are qualified in the two tiers may join the TTCs for Certificate or Diploma courses respectively (Ministry of Education and Vocational Training, 2010).

**Post-Secondary education.** Since February 12, 2008, Tanzania’s Department of Higher Education and the Department of Technical Education were moved to the Ministry of Education and Vocational Training (MoEVT). Higher education is provided by universities, university colleges, and teacher training colleges and institutes. All public universities are under the supervision of the MoEVT. The public universities are semi-autonomous and manage their own affairs under the Vice Chancellor, who is appointed in accordance to the Charter, and establishes a particular university or university college. The President of Tanzania appoints the Chancellor for public universities that are subsidized by the government. Private universities are established under charters and are privately funded (International Association of Universities (IAU), 2008).

**Factors that Impact the Tanzanian Teacher Preparation Process**

There are issues that have an impact on the effectiveness of teacher preparation in Tanzania. Perron (1991) defines effective teacher preparation as “a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach” (p. 13).
However, there are factors that prevent or enhance this process of preparation from functioning adequately. These are discussed in the next section.

The Mentoring Process of Teachers in Tanzania

Teacher preparation is most effective when the participant is engaged in the process. It is not something that is done “for” or “to” the individual but something that is done “with” and “by” them. Mentoring is a key component in this process (Hicks, Glasgow, McNary, 2004). Mentoring occurs as soon as the Tanzanian teacher is appointed to a particular site. The responsibility of guiding and supporting new teachers falls to the head teacher who is most often the critical success factor for a school (Sedere, 2008). The head teacher assumes the role of mentor in order to instruct the apprentice on procedures and processes within that school environment. Griffen (2004) reported that the mentor or head teacher has the ability to positively or negatively impact the new teacher’s retention and first year teaching experience. This mentor/apprentice relationship is supported by scholars Quinn and Restine (1996) who argue in favor of an interactive, on-the-job coach and mentoring approach to teacher professional development because it is cost effective.

In addition to their role as mentor for all new incoming teachers, the head teacher of the school promotes the capability of the teaching staff by providing guidance, improving performance and enhancing professionalism and morale (Craig, 1999; Komba, 2008). While head teachers may focus on the administrative parts of their role (Dilworth and Imig, 1995), there is strong evidence that they play a huge part in the emotional and cognitive development of the new teacher as well (Ganser, 1996). Furthermore, Freedman & Jaffe (1993) indicated that helping teachers to develop the quality of
teaching is a difficult and lengthy process, especially where teachers have an already established low quality of education.

**Utilizing English to Teach Core Subjects**

Another factor that greatly impacts the teacher preparation process is the determined language of instruction. Swahili is the mother tongue of the Tanzanian people. An estimated 30 million rural Tanzanians are second-language speakers. Tanzanians use their tribal language at home and Swahili for cross-tribal communication (Gordon, 2005). In 2004 the National Kiswahili Council estimated that 99% of all Tanzanians spoke Swahili as at least a second language (Brock-Utne, 2005). A common educational dilemma in multilingual African countries is what to choose as the language of instruction.

According to Alidou (2004), this was not a problem prior to colonization, when each community used its own language to educate its children. Education across ethno-linguistic groups was not necessary until the arrival of colonialism and Western education when formal schools were introduced and children who spoke different languages were often placed in the same classroom. The problem of multilingualism in the classroom had a simple solution for most colonizers: simply teach in the colonial language. In Tanzania, however, the choice of a colonial language was less obvious. Swahili, widely spoken by the arrival of the colonizers, could be used as easily as the colonial language to bridge linguistic gaps in the classroom.

When the British government took over the administration of German East Africa following World War I, Swahili was preserved as the language of instruction in the first five years of primary school, but the medium in last three years of primary and all of secondary school was switched to English (Rubagumya, 1990). Julius Nyerere
announced in a speech that English was needed in secondary schools in order to encourage Tanzanians to learn and value the language (Lwaitama & Rugelamira, 1990). Today, the structure of official language use in Tanzanian education is much as it was following independence. Swahili is the language of instruction in primary schools, English in secondary schools. According to the national website:

The main feature of Tanzania’s education system is the bilingual policy, which requires children to learn both Kiswahili and English. English is essential, as it is the language which links Tanzania and the rest of the world through technology, commerce and also administration. The learning of the Kiswahili enables Tanzania’s students to keep in touch with their cultural values and heritage. English is taught as compulsory subject in the primary education whereas at post primary education is the medium of instruction. With regard the Kiswahili, it is the medium of instruction at primary education while at tertiary education it is taught as compulsory subject at secondary education and as option at tertiary education (United Republic of Tanzania, 2010).

Unfortunately because of this decision, the function of English as a medium of instruction has also led to serious failings within the Tanzanian educational system (Sa, 2004). Teacher preparation programs for all levels are taught in Swahili except for the subject of English which is taught in English (Ministry of Education, 2010). So, even though the teacher is educated in Swahili, when they get to their post they are supposed to teach in English. Unfortunately, this transition to teaching in English rarely occurs (Sa, 2004).

**Motivation of Tanzanian Teachers**

The Ministry of Education (1995) discussed the importance of teachers’ job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers,
the low status accorded to teachers, inadequate teaching facilities, and the need to enhance the professional and individual welfare of the teachers (Davidson, 2005). However, in 2001, the PEDP basically makes no mention of these issues. The only requirement mentioned was the need to provide housing and a deployment incentive which would help teachers travel to their assigned post. Sumra (2004) pointed out that, “Although efforts are underway toward improving teachers’ professional knowledge and skills, far less attention is focused on their material welfare” (p. 2).

Davidson (2005) cited the following variables as influencing factors for impacting teacher motivation: Small or non-existent salaries, extremely poor housing conditions, lack of benefits, not a respected position in community, and an overwhelming workload with large numbers of classes and students. Perry, Chapman and Snyder (1995) pointed out, “Singular solutions, such as providing more attractive work life conditions may be necessary, but are insufficient means of achieving changes in pedagogical practices” (p. 125). In other words, teachers may have to endure difficult conditions but these conditions alone should not be the excuse for teachers producing a low quality of teaching and learning. Teachers must embrace their internal motivation of wanting to help students prepare for a better life which will in turn impact the condition of their community and country (Chapman, Perry & Snyder, 1995). As stated, there are several factors that impact Tanzanian teacher motivation and the next section looks at the dominant ones that seem to have the greatest impact.

Teacher motivation with regards to status, attrition and retention. The general decline in the status of the teacher and the teaching profession was identified as one of the sources of attrition (Education International, 2007). The respect for the role of the teacher in the community is largely lost. Village members observe teachers who are
barely able to eat and buy the necessities of life based on the government wage. Individuals are embarrassed to pursue a position of teaching as it is viewed as a nominal position of society. Many refer to this as a position of last resort.

The average rate of teacher in Tanzania attrition is 6% (World Bank, 2005). MacDonald (1999) pointed out that most of the attrition is due to early retirement, resignation, death and dismissals. He continues to explain that low salaries and poor conditions of service have contributed to cause individuals to leave the teaching profession. For some, teaching has been viewed as a stepping stone to another profession. According to Towse’s study (2002) which explored the career path of a teacher, one student teacher in Tanzania stated it this way, “It is the only profession which will allow me to advance to the higher levels of education” (p. 644).

**Motivation with regards to teacher assignment.** In Tanzania, the government assigns a new teacher to a designated school site somewhere within the country. Lewin (2000) stated that the distribution of teachers is uneven with surpluses in certain areas coexisting with shortages in others. Typically the pattern is that there are fewer teachers in the least attractive locations, such as rural areas or the poorest urban areas. In these areas, teachers tend to be untrained or under qualified, whereas the thriving urban areas have an abundance of teachers. Mulkeen (2005) also confirms that the difficulty of teacher deployment is a major source of inefficiency in the education system and run counter to equitable educational provision.

Rural postings may present particular problems for female teachers. Single female teachers may feel unsafe in rural areas or believe that they have better marriage prospects in rural areas (Hedges, 2002). Additionally, Gaynor (1998) pointed out that
married female teachers may be reluctant to accept a rural posting if it involves a move away from their husbands.

In addition, the unpopularity of rural positions has two self-reinforcing effects. First, in some cases, the transfer system is used to move teachers to unpopular postings as a punishment for improper behavior such as stealing or misbehaving with female students (Volunteer Support Organization (VSO), 2002). This creates a higher concentration of misbehaving teachers in schools farther from inspection mechanisms and further demoralizes the existing staff. Second, where there is a shortage of teachers in rural areas, the workload is much greater which is also demoralizing.

**Motivation impacted by teacher shortages.** In Tanzania, there is a severe shortage of teachers especially in the areas of math and science. The shortage has led to overcrowding of classrooms (VSO, 2002; Education International, 2007; World Bank, 2005; MacDonald, 1999). Studies show that his country has failed to significantly increase their teacher stock in spite of agreements reached with international financial institutions to fund these efforts (Educational International, 2007). The World Bank (2005) also suggests the region increase output from its teacher training institutions and to recruit and retain qualified teachers.

**Motivation impacts teacher absenteeism.** Teacher absenteeism has left classrooms without teachers and put a heavier burden on teachers who did show up for work (Davidson, 2005). Teachers are absent due to illness or irregular pay days. Teachers do not want to report to duty when they are not receiving their pay from the government. Furthermore, in order for teachers to receive their pay, they are required to report to an urban area or the district office to receive their pay. This may take three or more days of traveling on foot depending on travel conditions. When teachers are absent,
students are left to fend for themselves. This issue has led to classes without teachers. It is not uncommon to see a class full of students who are waiting on a teacher who may never show up.

**Motivation impacted by government.** Governmental corruption has had damaging consequences for educational environments in Tanzania. The World Bank (2002) identified corruption as the single greatest obstacle to social and economic development. Education systems are particularly vulnerable. First, the high level of representation all the way down to the community level gives opportunity for a high level of patronage. For example, decisions perceived to have significant consequences for people’s lives are made by “gatekeepers” or those who control the decisions for each of those levels. Also, a considerable percentage of education funds are spent in small amounts across many scattered sites which have weak monitoring systems in place (Mulkeen, 2008). This allows these “gatekeepers” to put the money in their pockets. Furthermore, there are few petty sanctions for teachers or administrators who engage in petty corruption. The consequences, however, are disastrous in that young people are denied the education they should receive and those who cannot pay the bribes are denied access to schooling (World Bank, 2008). Finally, in 2006, the National Examinations Council of Tanzania revealed details on the widespread forgery of academic certificates in enrollment for teacher training colleges. The agency reported 405 cases of cheating in one college alone after screening 658 candidates who enrolled for studies in 2006 (Citizen, 2008). Findings like this suggest that a more closely aligned relationship is needed between the governmental education ministries and TTCs in order to eliminate wasted efforts and funds.
Summary

Teacher preparation is focused on producing effective teachers for society (Shulte et al., 2008). This research study explored the motivations of Tanzanian teachers to enter the teaching profession, reflections on their preparation programs, experiences which impacted their career development process and their perception of their current level of success. The process of global teacher preparation including recruitment efforts, selection, pre-service, and in-service training impact the quality of education students receive (Bennell & Mukyanuzi 2005; De Ward, 2006; Fullan, 2001; Stoll & Fink, 1996). In order to fully understand this process of teacher preparation, this chapter reviewed the literature as follows: the development of teacher preparation, the theoretical framework undergirding teacher preparation in Tanzania, the underlying theories of motivation, reflection and experience as related to teacher preparation, the models of preparation for teachers in the United States, Britain, and then more specifically teacher preparation in Tanzania. Specific factors that impact the quality of the teacher preparation process were also discussed. The next chapter explains how the data was collected and analyzed for this study.
CHAPTER THREE: METHODOLOGY

Introduction

This study was designed to examine the experiences, beliefs and most importantly the “voice” of Tanzanian teachers regarding their teacher preparation program and how they feel the process impacted their ability as a teacher. This chapter describes the research questions, design, setting and participants. It also discusses the researcher’s role, data collection, and data analysis procedures while providing information on trustworthiness and ethical issues.

Research Questions

The research questions were devised after reviewing the current literature on teacher preparation and the educational processes in Tanzania. These questions guided the study to determine how the teacher is motivated; the types of experiences teachers are having in the field, and their reflection on their job as a Tanzanian teacher.

The following questions guided this study:

1. What cultural or societal issues were challenging obstacles to the pursuit of a career in teaching in Tanzania?

2. How the Tanzanian teacher was prepared to teach and was there someone who played a significant role in this process?

3. How did the preparation process benefit or hinder the Tanzanian teacher and his/her effectiveness in the classroom?

4. What types of ongoing teacher development initiatives were currently being offered for Tanzanian teachers?

5. What types of experiences, both pre-service and in-service, would better
prepare the Tanzanian teacher for his/her current role?

**Research Design**

Denzin and Lincoln (1994) provided a generic definition of qualitative research, that is, “Qualitative research is multimethod in focus, involving an interpretive, naturalist approach to its subject matter” (p. 32). Qualitative research is emergent and unfolds throughout the study (Marshall & Rossman, 1999). The overarching goal of a qualitative researcher is to create a “thick and detailed” (Auerbach & Silverstein, 2003, p. 142) description of the perspectives of those who are experiencing the phenomenon of interest being explored. A good qualitative study can help us “understand a situation that would otherwise be enigmatic or confusing” (Eisner, 1991, p. 58). This study examined the phenomenon of preparation as it relates to the experiences of individuals being equipped within the teacher training process in Tanzania to deliver instructional content within the world of school teaching.

Ary, Jacobs, Razavieh, and Sorensen (2006) stated that phenomenological studies are designed to “describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it” (p. 461). Phenomenology determines the meaning, essence and structure of a lived experience of a person or people group. A phenomenological inquiry involves the researcher’s attempt to gain a textural description of an individual’s conscious experiences, which may include the thoughts, feelings, emotions, and ideas that represent the essence of an incident or situation that has been encountered (Moustakas, 1994). This type of study addresses questions related to the common human experience. A phenomenological study seeks to know the disposition of a phenomenon in the exact manner it has been experienced (Van Manen, 1990). In phenomenological studies the researcher’s ideas and assumptions are
not ignored, but are implanted in the study and are essential to the interpretation of the data (Patton, 2002).

Hermeneutic phenomenological reflection was used as the process to analyze the data. The purpose of this type of reflection is to try to grasp the essential meaning of something (Van Manen, 1990). Van Manen (1990) defined the process by stating, “The insight into the essence of a phenomenon involves a process of reflectively appropriating, of clarifying, and of making explicit the structure of meaning of the lived experience” (p. 77). Van Manen (1990) instructs the researcher to “grasp the pedagogical essence of a certain experience” (p. 78).

The participants of this study were teachers who were prepared by the Tanzanian government funded educational institution and were employed by the government in a public school in Tanzania. This study using a phenomenological design allowed the teachers to express their experience of preparation for their role as an educator in a Tanzanian school. It focused on the teachers’ feelings, reflections, and associations with life experiences in the teaching preparation process as well as any ongoing teacher training programs they attend. The identification of these factors contributed to the existing research designed for improving teacher training programs within Tanzania.

**Participants**

Fifteen school teachers (male = 11, female = 4) were selected for this research study in the Mgumu region of Tanzania. They were current teachers within Tanzania who were assigned to a teaching post by the government of Tanzania. These teachers were educated in a TTC run by the government of Tanzania. At the completion of their program they were assigned to their current teaching position or this was their subsequential post as a few of the teachers had already been transferred to different
schools within the country. They all attended the TTC for at least one year of pre-service training and ranged in age from 18 to 38 years of age.

The participants represented primary and secondary levels of education. Five teachers from the secondary level and 10 from the primary level, where student attendance was more prevalent, were interviewed. The teachers were selected from urban and rural areas with schools ranging in population from 800 to 3000 students. Five teachers were selected from the urban area and 10 were selected from rural schools. The number of years a teacher had been working in a classroom ranged from one year to 10 years. Participants varied in age from 18 to 38 years old ($M = 29$). Their tribal background was Sukumu, Chaga, Kourie, and Maasai. They were all experiencing the same living conditions and economic status within the school compounds.

The schools were selected based upon their geographic proximity near Teamwork Ministries where I was based in Tanzania. All of the schools selected were at a maximum of two hours by car one way from the residence of the compound.

I visited the school site to look at it before contacting the head teacher. The interpreter accompanied me giving the background of each school site before final decisions were made of which schools sites to include. School sites were chosen that were accessible by vehicle although one school site was chosen that was a ten minute walk once the vehicle was parked where the road ended.

I contacted the head teacher with the assistance of the interpreter. The head teacher of each school selected the teachers to be interviewed, purposely selecting teachers who were educated within Tanzania in a government funded teacher training college within the last 10 years. Table 1 sums up the participant information.
Table 1

*Participant Information including age, sex, tribal background, region, and teaching experience*

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Gender</th>
<th>Tribe</th>
<th>Region</th>
<th>Age</th>
<th>Years of Experience</th>
<th>Instructional Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnus</td>
<td>F</td>
<td>Sukumu</td>
<td>Rural</td>
<td>25</td>
<td>5 years</td>
<td>Primary</td>
</tr>
<tr>
<td>Charles</td>
<td>M</td>
<td>Kourie</td>
<td>Rural</td>
<td>20</td>
<td>1 year</td>
<td>Primary</td>
</tr>
<tr>
<td>Emma</td>
<td>F</td>
<td>Chaga</td>
<td>Rural</td>
<td>24</td>
<td>3 years</td>
<td>Primary</td>
</tr>
<tr>
<td>Emmanuel</td>
<td>M</td>
<td>Chaga</td>
<td>Urban</td>
<td>29</td>
<td>8 years</td>
<td>Primary</td>
</tr>
<tr>
<td>Godfrey</td>
<td>M</td>
<td>Sukumu</td>
<td>Urban</td>
<td>38</td>
<td>16 years</td>
<td>Secondary</td>
</tr>
<tr>
<td>Jacob</td>
<td>M</td>
<td>Chaga</td>
<td>Rural</td>
<td>20</td>
<td>2 years</td>
<td>Secondary</td>
</tr>
<tr>
<td>Jack</td>
<td>M</td>
<td>Masaii</td>
<td>Urban</td>
<td>36</td>
<td>12 years</td>
<td>Secondary</td>
</tr>
<tr>
<td>Hosea</td>
<td>M</td>
<td>Kourie</td>
<td>Rural</td>
<td>26</td>
<td>5 years</td>
<td>Secondary</td>
</tr>
<tr>
<td>Magdalene</td>
<td>F</td>
<td>Masaii</td>
<td>Rural</td>
<td>20</td>
<td>1 year</td>
<td>Primary</td>
</tr>
<tr>
<td>Martha</td>
<td>F</td>
<td>Kourie</td>
<td>Urban</td>
<td>26</td>
<td>4 years</td>
<td>Primary</td>
</tr>
<tr>
<td>Petro</td>
<td>M</td>
<td>Kourie</td>
<td>Rural</td>
<td>24</td>
<td>3 years</td>
<td>Primary</td>
</tr>
<tr>
<td>Richard</td>
<td>M</td>
<td>Kourie</td>
<td>Rural</td>
<td>19</td>
<td>2 years</td>
<td>Secondary</td>
</tr>
<tr>
<td>Steven</td>
<td>M</td>
<td>Masaii</td>
<td>Rural</td>
<td>35</td>
<td>15 years</td>
<td>Primary</td>
</tr>
<tr>
<td>Waitera</td>
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<td>Sukumu</td>
<td>Rural</td>
<td>32</td>
<td>8 years</td>
<td>Primary</td>
</tr>
<tr>
<td>Joseph</td>
<td>M</td>
<td>Chaga</td>
<td>Urban</td>
<td>21</td>
<td>1 year</td>
<td>Primary</td>
</tr>
</tbody>
</table>

**Interpreter**

Due to my inexperience with Swahili, this research required a human interpreter to accompany me on all research initiatives. The selected interpreter was born in Tanzania but educated in Kenya and is the son of a national figure so he is of a high socioeconomic status. He learned English during his pre-school years. He held a
secondary certificate in English from an accredited institution. He spoke Swahili within
his home and also learned several tribal languages as his friends at school were members
of other tribes. He interpreted most events and circumstances within the Teamwork
Ministries affairs due to his high intelligence level and integrity. He was a very active
member of the local Mcara village community and has a reputation for having a very
pleasant personality. His demeanor appeared to ease any tensions the teachers had about
being interviewed. He was a teacher of Form four at a private school in Mforanga.

Setting

The setting for the study was within the Mugumu region which is located in the
central northern portion of the country of Tanzania. This is one of 26 regions in
Tanzania. This region was selected as it represents a typical population, economic and
educational structure within the country. According to the 2002 Tanzania National
Census, the population was 1,368,602. The Mugumu region has a combination of urban
and rural areas as well as the Serengeti National Park within its borders. Several tribal
groups occupy the territory and at times still fight over the land. Tribal culture is very
alive within this zone as members of society are identified by their tribal variation.
The main occupation within this region is farming. The teachers were selected from
several different school systems within this region including Mgoto, Mgori, Tarime, and
Ntagatcha. One of the schools selected was within an urban environment and the other
three were within a rural area.

The school sites did not have running water and electricity although one school
had a gas powered generator. Schools consisted of several cement buildings which
housed the multiple classrooms for the grade level distinctions. The building structure
was cement with a dirt floor and no actual doors or windows although the openings for a
window or door were there. The primary and secondary school facilities were always at separate locations.

All of the school sites contained housing for the teachers although many times the teachers were unable to live on-site due to the poor condition of the facilities. The teacher housing was typically a mud hut. The school sites were not secure as they were vulnerable to local violence.

One of the school sites was located in the local village. Each Tanzanian village visited had a market with local businesses such as restaurants, hotels and retailers. This particular village had the largest market area for a three hour radius by car. This site had more resources and teachers than all of the other sites combined. They could easily walk to get food, water, medical supplies and other necessities such as school supplies. The atmosphere for this school was jovial as the teachers had smaller class sizes averaging 40 students and the resources needed to teach. There were two businesses in this village that sold government issued teacher and student texts, the national syllabus and stationaries. The regional director of education for this region lived in this village. He drove a brand new SUV, had the latest cell phone, excellent modern clothing and a very nice office to conduct his business from.

The three other school sites were located in the countryside. They did not have easy access to food, water or medical supplies. The teacher typically had one textbook to teach the students. The average class sizes were 80 or more students to a teacher. The closest small village was two hours round trip by car which was an all day journey by foot.
Data Collection

Permission was obtained from the Tanzanian Ministry of Education to conduct this study (see Appendix A) the Liberty University Institutional Review Board (see Appendix B) before research was conducted. The primary methods of data collection for this study were survey, interview and a focus group. Individual interviews were conducted with each teacher \((N = 15)\) and one focus group was conducted with three participants in the group. Conducting multiple focus groups was not feasible due to the difficulty of travel and communication barriers. The head teacher of each selected school was contacted to arrange a date to visit the school and talk with the teachers.

Initially I contacted the head teacher from each of the participating schools to gain permission to conduct research at the school site (see Appendix J). In all cases the head teacher willingly complied and selected teachers for the purpose of survey, interview and the focus group. I then visited the school site and met with each participant. Surveys were distributed to each participant upon arrival and interview times were established during the time I was on site for the day. The surveys were collected before I left the site. The interview took place in a small private room at each school site. Participants for the focus group were purposefully selected based upon their ability to travel and meet at a designated location at a later date.

Each teacher who was interviewed and surveyed was required to complete an informed consent form. This consent form is included as Appendix C. The names of participants and schools were given as pseudonyms.

Surveys

A survey is an instrument designed to gather information from groups of subjects. A well designed one allows the researcher to summarize the characteristics of different
groups or to measure their attitudes and opinions toward some issue (Ary et al., 2006). The survey designed for this study contained nine open ended questions with ample space to record answers. The survey was written in Swahili (see Appendix K). Answers were recorded in Swahili and translated into English by the same interpreter who translated the interviews. The intent was to capture the exhaustive thoughts of the teachers, allowing them to record their perceptions in a secure manner so that they felt comfortable writing reflections they might not verbally express. It was also intended to make the process easier by providing it in their native language which allowed them to respond in their first language.

Upon arrival at the school site, I administered the survey directly to the teachers. It was distributed in the morning on a Friday as this was the best day to interview teachers due to extra time available for planning and other tasks as the students work in the field at the school. They were instructed that they would return the completed document to me at the time of the interview. All participants completed the survey questions adequately in Swahili which was then transcribed verbatim over a period of several days, producing 48 pages of single spaced transcription.

**Face validity of survey.** Face validity is a property of a test intended to measure something. It is the validity of a test at face value. In other words, a test can be said to have face validity if it “looks like” it is going to measure what it is supposed to measure (Anastasi, 1988). The questions designed for the survey are listed below with a short explanation of the intention of each question.

1. What is your current role and how did you obtain this position? This established the fact that they are a Tanzanian teacher and were assigned by the
government to their intended post and determined that the government was controlling the educational administration of their school.

2. What was your experience like at your teacher training college? This question sought to understand the participant experience at a teacher training college.

3. What were the most positive experiences of your teacher preparation program? This question was designed to understand the highlights of their training program. The purpose was to understand what situations occurred that encouraged them to continue to pursue the role of teaching.

4. What class did you feel was most important to your teaching career? This question established the course or subject matter that seemed most helpful and needed for their role as a teacher.

5. Did you have a mentor for your in-service training? Tell me about that person. These questions generated information on the character and knowledge of the individual who had been assigned to train this new teacher.

6. What were some of the techniques your mentor used to train you? This question was used to determine types of administrative, teaching and motivational experiences the new teacher had when first entering the field of teaching.

7. What types of activities do you feel would be important for teachers to experience before they get into the classroom? This question asked the teacher for their opinion and reflection of what they had learned pre-service and what they felt their deficiencies were in-service.
8. Do you feel a mentor is an important role in the teacher training process?
   
   This question reflected on how helpful this individual was in the learning process when they first entered the school environment.

9. What types of things should this person help the new teacher with? This question prompted the teacher to think about important processes that are essential for their success during the first year.

**Content validity of survey.** The content of the surveys were reviewed by two individuals in Swahili and two individuals in English. The interpreter reviewed the content as he was transcribing the information. The head teacher of the school located on the Teamwork Ministries site also reviewed the surveys in Swahili to corroborate the validity of the information as it was received and then translated. Two American college graduates who were currently teaching in the school on the site reviewed the English versions to validate the information. One woman has a Bachelor of Arts in English and graduated from a college in Lexington, Kentucky. She was tutoring the children of a missionary couple who was stationed there for three years. The other woman was working on her psychology degree in the United States at Duke University. She was a sophomore. She was taking a year sabbatical in Africa during the time of this research.

**Interviews**

Interviews are valuable tools for allowing participants to tell their stories in their own words (Fassinger, 2005). The semi-structured interview approach will be utilized. This type of interview will facilitate some structure in order to stay “on topic” but also followed the conversation exploring the information that comes forth.

The focus of the collection was the interviewee’s experiences, motivations and reflections. Fifteen teachers were interviewed. The interview took place at the school
site where the teacher was employed. The interview was done in a small private room at the school site and typically lasted between 45 minutes to an hour. All interviews were conducted in Swahili, through the interpreter and were audio recorded. The audio recordings were transcribed (see Appendix I) and then translated into English which produced 183 pages of transcription.

**Face validity of interview.** The questions designed for the interview are as follows with a brief description of the intention of each question.

1. Tell me about your experiences as a student in primary and secondary school.
   This question was designed to understand the school experience of the teacher and their feelings regarding their classroom experience as a child. The question also probed into what style of teaching they were exposed to during their early years.

2. What kind of student were you and what did you think of your teachers and professors? This question focused on the type of individual they were as well as how they viewed their teachers. It probed into the relationship between the teacher and the student.

3. Were you prepared to pass national exams that would admit you into a teacher training college? The question determined their level of academic expertise and their ability to meet requirements to gain access to the teacher training college.

4. In your school experience, was there anyone who impacted your career decision? Tell me about that person and their advice. This question was designed to determine any cultural or relational issues that surfaced as they were making the determination to become a teacher.

5. Tell me about the decision making process that led you to actually begin the act of becoming a teacher. This question determined the difficulty of actually becoming
engaged or accepted into a teacher training program. It was also designed to
determine what variables were determinates to pursue teaching.

6. What formal teacher training did you receive? If received, where did you attend?
Please describe your experiences. This question determined what part of the
country and environment the teacher received their training in. It determined if it
was an urban or rural experience. It also focused on the length of training and
type of certificate they received.

7. What portion of your preparation focused on teaching strategies or interactive
learning? This question determined whether the individual was actually trained or
received pre-service knowledge of the different types of teaching strategies. This
question probed into the depth of the experience related to the number of classes
and the content of those classes.

8. Were your friends and family supportive of your decision to pursue teaching as a
career? Who was the most or least supportive and how did you react to their
opinions? This question showed the cultural and relationship support they did or
did not receive in their decision to become a teacher. It also demonstrated their
desire to succeed in spite of any negative circumstances that may have occurred.
It will note their passion for helping children to learn. It should also spread light
on any tribal opinions of teaching as a career.

9. What type of financial commitment did it take to pursue training? How was this
challenging for you? This question showed the financial process that an individual
has to take in order to pursue training at a teacher training college. It was also
designed to probe into how finances are incurred to pay the tuition. It determined
if this aspect of the teacher preparation process is a huge hurdle for individuals to climb over as well as how they overcame it.

10. Do you believe that your teacher education process prepared you for the realities of the classroom? This question tied their knowledge and training pre-service to the experience in-service. It also probed into what areas of difficulty were experienced in the classroom that were not addressed in their teacher preparation experience.

11. The first year of teaching is typically the most difficult. Tell me about your first year of teaching. What did you find most enjoyable? Most challenging? This question was designed to motivate the teacher to describe their experience when their feet actually got into the classroom. What were they feeling and experiencing as they had realized they were full engaged in the career profession of choice.

12. Did you have a mentor assigned to you or was there someone who helped you? What were some of the most useful recommendations they gave you? This question was designed to understand who exactly mentored the new teacher and what some of their advice was concerning being a teacher.

13. What types of resources were readily available to you? What types of resources were you lacking? This question was designed to understand what tools such as paper supplies, books, or teaching supplies were available to the new teachers. It was also designed to probe into their frustration level if the resources are lacking. How did they feel about teaching without supplies?

14. What types of ongoing teacher training initiatives do you attend? How are you growing and learning from them? How is your class impacted by your
participation in these activities? This question probed into their ongoing teacher development activities. It also attempted to determine how knowledge that is attained in these sessions or workshops is then transferred into the classroom.

15. Describe your teaching practice. What type of a teacher are you? How do you characterize your relationship with your students? Do you enjoy being a teacher? These questions were designed to understand how they view their relationship with their students as well as how they view their style of teaching. It probed into exactly how they presented themselves in the classroom and how they are helping their students learn the material. It also determined how they felt they were successful or their desire to be more successful in the classroom.

16. Based on what you know now, if you could have designed your own teaching preparation program, what would it have looked like? What experiences would you have included? After reflecting on their experiences, this question again asked the teacher to reflect on their training with regard to what they are currently experiencing in the classroom. It searched for their opinion on the most important things they feel a teacher should know before entering a Tanzanian classroom.

17. What specific advice would you give to those who may be seeking a position as a teacher in Tanzania? How could this advice have helped you when you were planning to become a teacher? This question identified their feelings about how they feel about their role to others. It determined what they were expressing to friends and family about their role as a teacher.

18. If the position of teacher had not become available to you, what would you be doing now? This reflected on the teacher’s opinion of how they view their role in society. Do they feel value in their teaching career or is there another occupation
they feel would be more rewarding? It probed into whether they were satisfied with their career choice.

19. What areas do you feel you need additional training in? What would be the most ideal way for you to receive this training? This question probed into on-going teacher development. It determined the types of sessions offered and how effective these have been in light of their role as a teacher.

**Content validity of interview.** Content validity is based on the extent to which measurement reflects the specific intended domain of content (Carmines & Zeller, 1991, p. 20). Content validity is commonly used in evaluating achievement or proficiency test. It determines the extent to which a test adequately represents the subject-matter content or behavior to be measured.

The questions were reviewed by two different individuals for content validity. The feedback offered by these individuals varied but basically focused on understanding the meaning of words due to the English to Swahili interpretation. The content of the interview questions was reviewed by two American college graduates who are currently teaching within a private school in Tanzania. They reviewed the English version of the documentation.

For the content in Swahili, the interpreter and the head teacher of the private school on the teamwork ministries site consented to the task of validating the accuracy of the Swahili language. The head teacher of a private school reviewed the information for content in Swahili. The head teacher of the school was raised in Tanzania and attended a teacher training college for two years and was awarded a diploma. He has taught and administrated at several different schools in Tanzania for 23 years.
**Focus Groups**

Focus groups bring several different perspectives into contact with each other (Ary et al., 2006). Three of the participant teachers from the study sample formed the focus group. This focus group was intentionally created with teachers who taught within a Tanzanian school and were educated at a Tanzanian TTC. This focus group was conducted at the Teamwork Ministries base. Three teachers from different schools traveled to the site to attend the focus group. A teacher was selected based on their ability to travel to the focus group site. Many of the teachers could not or would not travel due to the harsh conditions of traveling. It would be at least a one hour journey on foot one way. During the interview process at the schools, participants were questioned on their willingness to travel.

There were three out of the 15 teachers who could and would travel to the location of the focus group. The focus group was led by me and the questions were translated word for word into Swahili through an interpreter (see Appendix H). The focus group session lasted approximately one hour. It was conducted as the last part of the research process. Teachers who had completed the survey and interview were utilized. The purpose of the focus group was to view group interaction as their teacher preparation processes were discussed.

Answers were audio recorded and journal notes were documented immediately following the session. The audio recording was transcribed and then translated into English. There were eight open-ended questions which produced 72 pages of single spaced transcribed data. Some of the data collected during the focus groups was reiterative of the individual interview data and survey information.
Face validity for the focus group questions. Face validity for each focus group question was established. Based on the knowledge that was gained during the interviews, questions were developed in order to better understand concepts that still seemed vague. Also, questions were developed that would allow participants to more fully reflect on their preparation process. The questions were designed so that participants could understand their individual experiences and how they related to each other. Each question was formatted in order to tie it to the literature review as well as the purpose for this research.

1. What style of teaching did you learn in your teacher preparation program? This question was designed to fully understand the teacher training experience at a teacher training college. It probed into their knowledge and understanding of the experience they had and whether they understood their style of teaching.

2. Please describe some of the courses you took in your teacher training program. What courses were most beneficial to you? This question was designed to explore the curriculum choices at the teacher training college. It probed into the content of the courses as well as the teacher’s expression of how they benefited from the course.

3. What are some types of on-going professional development training do you feel you need to be more effective in the classroom? This question was designed to understand where the teacher feels their weaknesses are. It facilitated a discussion regarding their continued desire or lack of to increase their teaching skills.

4. What would be the best way for you to get this training? This question explored their commitment to receiving additional training. It determined if the teacher
was willing to read extra books or travel to attend seminars. It also determined if
the teacher had access to any online training initiatives and if they were willing to
pursue those in their free time.

5. What types of teaching communities are available to you? This determined if
there was a local network of teachers who were communicating best practices for
teaching and sharing of ideas.

6. Do you have the opportunity to collaborate with your peers regarding teaching
methodologies, curriculum or teaching strategies? This question was designed to
determine how much time they were talking to their peers about what was going
on in their classroom. It probed into their interests in learning and sharing new
curriculum and teaching strategies.

7. What are some of the current challenges of participating in current educational
initiatives regarding teaching and learning in Tanzania? This question was
designed to understand the cultural, societal and relationship issues that continue
to plague the learning environment in Tanzania.

8. In your opinion, do you feel there is a need in Tanzania for a better teacher
training program? If so, what are some improvements that you would make?
This question was designed to understand their opinions, thoughts and reflections
on the teacher training process. It determined if they felt they were missing large
pieces of information or experiences when they were initially trained.

Content validity for the focus group questions. The interpreter and three other
individuals reviewed the questions prepared for the focus group. The interpreter and the
head teacher of the school established at Teamwork Ministries read the Swahili version to
ensure there were no errors. Two American college graduates read the English version to
review for errors. Their feedback was positive in terms of understanding the information with regards to the questions. The only concern was the correct wording so that the teacher would understand the concept in terms of their experience in the Tanzania culture.

After transcription of the focus group questions and answers, the document was sent to one of the participants so that he could verify the accuracy of the information. The individual who read through the material offered a few suggestions for clarification, such as the correct name of college training courses referenced in the material, but agreed that the content was accurate. This was verified through email correspondence.

**Memoing of Focus Group and Interviews**

Memoing occurred during and directly after each interview. Memoing is the act of recording reflective notes about what the researcher is learning from the data (Birks, 2007). I kept my memos in the form of a personal journal of thoughts, feelings, assumptions, motives and rationale for decisions. Notes were taken during each interview and during the focus group. I also jotted down thoughts or feelings once I had time to process the information and thought about what the teachers had just verbalized. All of this material was used to determine themes.

**Researcher’s Role**

I was committed to adding to the knowledge of creating a higher quality of teaching and learning within the country of Tanzania. I had the opportunity to be involved in the creation of a private primary school, secondary school and teacher training college in the planned research area with Teamwork Ministries International. This was a ministry based in the United States and Tanzania which is a Christian outreach organization that cares for orphans. It was also committed to providing
education for the community. I had committed to working in Tanzania from June 2010 to June 2011. While working in Tanzania I had ample opportunity to build relationships within the Ministry of Education as well as local schools. I had met with several members of the educational organization at the regional and national level. We discussed their role and how they supported and impacted teacher training. They were not included within the scope of this research.

I sat on the board of a privately funded university in Dar es Salaam by invitation. This appointment was orchestrated between the head of the university and the pastor at Teamwork Ministries. The intention was to discuss and initiate better training programs for the private university environment.

**Data Analysis**

A hermeneutical phenomenological design was used to interpret the textual information that was collected as I followed van Manen’s (1990) instructions to “grasp the pedagogical essence of a certain experience” (p. 78). The first step of the analysis process was to transcribe the audio recorded files from the interviews and focus group to a Word document format in Swahili and English. The audio files were carefully listened to repeatedly and each word was written down. The Swahili language was then separated from the English language so that analysis process included the English translation documentation. The surveys were already documented in Swahili and just had to be put into a Word document format and then translated into English. During this transcription process, trustworthiness was established as Lincoln and Guba (1985) indicated in order to support the argument so that the findings were “worth paying attention to” (p.290). Four individuals were asked to read the translated material in order to validate the correct translation of each word. The interpreter and the head teacher of a Tanzanian private
school validated the Swahili while two American college students validated the English transcription. All four individuals were competent in English and Swahili. This compilation of the English translated material was used for the analysis process. My reflective memos were also included for analysis. After the review and translation feedback concerning the accuracy was collected in accordance with McLeod’s (2008) suggestions. McLeod advocated obtaining personal view and advice which was garnered from these individuals regarding the translation of the material. The second type of feedback that was collected was from the participants as the transcribed documentation was given to them to read and make comments. Each participant was happy to see their words in print and agreed that the content was true and accurate.

In understanding Auerbach and Silverstein’s (2003) definition of a theme as a way to categorize a set of data into “an implicit topic that organizes a group of repeating ideas” (p. 38), I considered the vast amount of data I had collected. Saldana (2009) confirmed this understanding as he stated “a theme is a phrase or sentence that identifies what a unit of data is about and/or what it means” (p. 139). However, my goal was to uncover these themes as van Manen (1990) proposed by reading the data multiple times in order to come up with interpretive, insightful discoveries. Overall I wanted to follow his model to get at the “notions” of the data to make sense of it and give it shape. My themes emerged as a “form of capturing the phenomenon one tries to understand” (van Manen, 1990, p. 87). As the sentences were read, they were cut out and assigned a phrase in order to capture the essence of the thought expressed by the participant. An example of this phase assignment was “father forced to pay local officials son’s bribery fee for college entry.” As phrases were captured for the entire set of data, this particular phrase emerged into a theme called “governmental corruption.”
Just as van Manen (1990) instructed, “the insight into the essence of a phenomenon involves a process of reflectively appropriating, of clarifying, and of making explicit the structure of meaning of the lived experience” (p.77), I worked carefully with the volumes of data to make sure I was reflecting the essence of the verbiage while bringing clarity in the wording of phrases.

After the themes were established, they were sent back to two participants who read the summarized phrases and themes. These two individuals read the documentation and concurred with the results. They agreed that the information presented to them was true and accurate to the best of their knowledge. By following this model, the resulting conclusions were considered triangulated. By triangulating the data, the validity of the themes was established. The themes emerged as the entire set of data converged and confirmed the resulting themes. Validity was also established as three methods of data collection were utilized which were survey, interview and focus group.

**Trustworthiness**

In a qualitative inquiry, the goal of trustworthiness is to support the argument that the inquiry’s finding are “worth paying attention to” (Lincoln & Guba, 1985, p. 290). Four issues of trustworthiness are found in any qualitative research project that demands attention: credibility, transferability, dependability, and confirmability. Credibility is an evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data (Lincoln & Guba, 1985, p. 296). Credibility was established through prolonged engagement, triangulation, peer review and member checks. Transferability was established through a thick, rich description of the procedures and findings. Dependability and confirmability were established through the audit trail, peer review and external auditor.
Audit Trail

Throughout the research an audit trail was used as a transparent description of the research steps taken from the start of the research project to the development and reporting of the findings. Lincoln and Guba (1985) cited the appropriate categories for reporting information as follows: raw data, data reduction and analysis projects, data reconstruction and synthesis products, process notes and material relating to intentions and dispositions. A detailed chronology of events was documented. All of the raw data with the reduction, analysis and reporting documentation was captured and placed in multiple files for storage.

Ethical Considerations

Ethics were facilitated as an important part of this research initiative expressing confidentiality and responsibility. Confidentiality was an ethical consideration as this was conducted in several ways. Pseudonyms were used for all regions, villages and individuals involved in the process. All of the information remains private and confidential throughout the process as required by the Institutional Review Board. Informed consent was obtained by each individual participant (Appendix C, D, E, F). The risk of harm to an individual was negligible. Participants received feedback on the research results as a form of recognition and gratitude for their participation. Sensitivity and diplomacy was maintained as this research was conducted in order to facilitate empowerment and sustainability rather than being seen as a charity or a colonialization effort.

Summary

This qualitative study peered through a phenomenological lens to capture the preparation process of Tanzanian school teachers by hearing their voice and examining
their experiences while listening to their reflections. Teachers were invited to express their feelings, motivations and experiences about the training they received for their occupation. Data was collected and transcribed in Swahili and English. Analyzing the data exposed themes and categories of information exposed the pulse of how the teacher feels about his/her teaching preparation program. Triangulating the data by peer review, data collection from multiple avenues, and a focus group with teachers was utilized to ensure trustworthiness of the findings.
CHAPTER FOUR: ANALYSIS OF DATA

Overview

The purpose of this phenomenological study was to listen to the voice of Tanzanian teachers by examining their motivations, experiences and reflections regarding their training preparation experience. Phenomenological studies gather data and develop meaning based on the “voice” of the participants (Giorgi, 2010). The outcomes were a result of looking through the lens in which the researcher views the data as it relates to the topic of study or the phenomenon.

Chapter Four includes a presentation of the themes derived from the analysis of the data captured from the surveys, interviews and focus group. The data collected was organized into themes portraying the motivations, experiences and reflections of the teacher towards the various components of their teacher preparation program. Since data from the actual experiences of the participants, rather than theories about the experience, drives the management and analysis of qualitative research (Van Manen, 1990), the organization of this chapter is also data driven.

Research Questions

The study was designed to answer the following questions regarding the phenomenon of teacher preparation:

1. What cultural or societal issues were challenging obstacles to the pursuit of a career in teaching in Tanzania?
2. How was the Tanzanian teacher prepared to teach and was there someone who played a significant role in this process?
3. How did the preparation process benefit or hinder the Tanzanian teacher and his/her effectiveness in the classroom?

4. What types of ongoing teacher development initiatives were currently being offered for Tanzanian teachers?

5. What types of experiences, both pre-service and in-service, would better prepare the Tanzanian teacher for his/her current role?

In particular, the research purpose was to examine the motivations, experiences and reflections of Tanzanian teachers as they were prepared for their role and to identify common themes among them.

**Participants**

Fifteen teachers employed in Tanzanian schools (five secondary, 10 primary) were purposefully selected from the Mugumu region in Tanzania. The teachers had all attended a government funded teacher preparation program within Tanzania. They varied in age (18–38), tribal background (Sukumu, Chaga, Courie, and Masaii), gender (11 male, 4 female), economic status, region (5 urban, 10 rural), and experience (1–10 years).

Agnus was a primary school teacher who was employed in a rural school. She had been teaching for five years. She was married and pregnant with her first child. She described herself as an average student who loved singing and debating. She had a strong love for the children in her classroom who range in age from four to seven years old. She attributed her success in teaching to her faith, loving friends and family who have supported her decision to teach school. She attended a TTC for one year and then was assigned to a primary school.

Charles was a primary school teacher who taught Form three in a rural school. Charles did not want to be a teacher but due to his low testing scores, he was forced into
the field of teaching. He was scared of his teachers growing up and spent most of his
time avoiding them for fear of harsh discipline. Charles stated the most difficult part of
teaching has been the lack of salary as he was on the job six months before receiving his
first paycheck. He attended a TTC for one year. The government assigned him to a rural
position. He was in his first year of teaching.

Emma taught Form one at a rural, primary village school. She was not married
and had been teaching for three years. She attended a TTC for one year and was assigned
to a rural primary school close to her home. Her family was extremely supportive of her
decision to become a teacher. Emma wanted to pursue a career in media communications
but resigned herself to a teaching position as this was the only opportunity available for
her.

Emmanuel was a primary school teacher. He was employed in an urban school.
He was educated for one year in a TTC in a larger city of Tanzania. Charles did not want
to become a teacher initially but wanted to join the military. Due to his low test scores,
he was not accepted. It was decided that he would become a teacher as it seemed to be
the only suitable option available. The government placed him in his current setting
which is located very far away from his home village.

Godfrey was an urban secondary school teacher. His wife was a nurse and the
government had assigned them to two different regions of the country for employment.
Their stations were five hours apart by bus. They do not have a car and rely on public
transportation. Nurses and teachers are assigned to their station by the government.
They had six children. Godfrey always wanted to be a school teacher and loves his work.
His wife always wanted to be a nurse and loves her work. His wife was eight months
pregnant with their seventh child.
Jacob was a secondary rural school teacher. He was 20 years old and was educated one year in a TTC before being sent to his post. He did not know what he wanted to do for a career and his father made the decision for him to become a school teacher. At first, he did not agree with the idea, but took some time to think about it and submitted to his father’s decision. Due to his test scores his father had to bribe officials to admit him to the TTC. This was his second year of teaching school. He had learned a lot and was beginning to enjoy the children.

Jack taught secondary school children in an urban environment. He was married and his wife was pregnant with their third child. He was a professional volleyball player for the country’s national team for some time. He never wanted to be a teacher, but teaching was the only profession besides farming that was available. He was assigned to a post that was six hours from his home village. He enjoys working with the children.

Hosea taught Form two in a rural community. Hosea always knew he wanted to become a school teacher. His passion was to use his life to be a positive influence for his community and country. He attended a local TTC for two years. He enjoyed his time learning how to best serve his students and took advantage of extra opportunity to learn. He was assigned to a school to teach that is far away from his home village.

Joseph was a twenty year old first year Form one teacher. He was blind. He always loved school and wanted to be a teacher. A non-profit Christian organization paid for his education as he attended a TTC for two years. He took many classes in college so that he could be a positive asset to the teaching position where he was assigned. His goal was to continue with his education at some point and to teach at the college level.

Magdalene taught Form three in a rural community. She attended a TTC for two years at a location that is about 5 hours from her assigned post. She had never lived in a
struggling rural community and the adjustment had been quite difficult. This was her first year of teaching. She always wanted to be a teacher but insisted that she wanted to be a better teacher than those who had taught her. Both of her parents were teachers and were very supportive of her desire to pursue teaching as a career.

Martha taught primary school for four years in an urban environment. Her husband was also a teacher. He was assigned to a teaching post in a nearby community. She always wanted to be a writer/singer but the position of teaching was her only available option. Her love for children had helped her find satisfaction in her job. A non-profit organization paid for her teacher training expenses at a local college.

Petro was a Form two teacher in a rural community. Petro’s parents decided that becoming a teacher would be the best occupation for him. He didn’t like the decision initially, but then accepted their decision for his life. Petro wanted to become a professional football (soccer) player. He attended a TTC for two years before being assigned to a post.

Richard was a secondary school teacher in a rural community. He was nineteen years old and had been teaching for two years. He attended a TTC for one year. His college expenses were paid for by the government. He received this scholarship because of his academic scores. He really wanted to be a doctor but his family didn’t agree with this decision due to their inability to provide financially for his education.

Steven had been a teacher for ten years in a village. When he was qualified to attend a teacher training school, there was a national shortage of teachers. He was trained “on site” as the country was not allowing students to actually sit in a college classroom to learn about teaching. The government sent them to assigned classrooms to work while
being educated. It was required that they work during the day and then complete their class work at night.

Waitera was a secondary school teacher in a rural community. He did not pass the examinations with scores high enough to do what he really wanted to do in life so the government decided that he would attend a TTC to become a teacher. He did not want to become a teacher but felt like he had no other choice since the government was telling him he needed to start attending the TTC. He attended a TTC for a year and a half before being assigned to a teaching post. The government had agreed to pay his tuition for his college training but the money never came through. His family had to come up with the money to pay the college back the promised funds. Waitera had never lived in a rural community so the adjustment to the rural environment was very difficult.

The participants in this study candidly provided answers to thought provoking questions through survey, interview and a focus group. The information that was gathered was analyzed. The remainder of the chapter focuses on themes that emerged from the data.

**Themes**

**Reflections and Experiences of Government Role/Responsibilities in Education**

In accordance with government documentation (Ministry of Education, 2010), the participants all believed that the supporting role of government in education is a key to success. They indicated that the government had a responsibility to fulfill obligations adequately that had been promised to them.

Jacob shared the following regarding how the government impacted his career decision, “When I didn’t pass the national exams, the government official from our region came to me and told me that I would do good to go to the TTC.”
The government seemed to have many roles and responsibilities as they applied to the teachers. The government trains, assigns and manages the income for all government funded schools in Tanzania. Based on national secondary schools, the government can decide that the competence of an individual is adequate to become a teacher. Emmanuel stated “Because I didn’t pass national exams, the government decided this role of teaching would be best for me.”

**Government assignment of career and location of job position.** In Tanzania, the government has the ability through their educational processes to qualify individuals for certain careers. Education and medicine are two distinct areas that are impacted by government control as individuals who enroll in the educational programs are assigned to a job position upon completion of the program. The participants discussed how the government made decisions that determined their life’s path. In addition to career direction, the government assigned each teacher to a particular post or school located within the country to teach at. Teachers expressed their initial discontentment with the government determining their career in teaching as well as the assignment of their post. Many participants stated that they did not want to become a teacher but that the government had made this decision for them based on their test scores. Charles expressed the impact on his career decision as follows:

> After finishing my secondary school, when the results of the tests came, I did not qualify to go on for education so the government decided that I would become a teacher by attending the teacher training college. The government is the one who impacted my decision as I did not have scores to go on to Form five where you can pick better careers.

Waitera experienced a similar situation with additional promises from the government:
I did not have scores high enough to go on and pursue my education. I didn’t know what I was going to do and was very disappointed that I couldn’t do what I had dreamed of. The government officials came to me and told me that they would pay my tuition at a teacher training college if I would become a teacher. I felt like I didn’t have any other choice. I signed up. When I did though, it turned out that the government wasn’t really paying my tuition and I had to come up with the money. It was very difficult and my brothers came and helped me.

**The teacher salary.** The teacher salary in Tanzania is very low and sometimes non-existent. During the interview process, salary was listed as a top priority for success. The teachers stated that there were many months the government did not pay them for doing their job. This left them and their families starving and in need of food. Many times teachers turned to farming in addition to trying to manage their teacher responsibilities in order to feed their immediate family.

Petro shared his experience as he was assigned to his first school by the government:

The first year of school teaching was very hard. I was not given any funds by the government to go to my assignment. I had to find my own funds to get to my assignment. So, then I had to report to the head teacher’s house. This head teacher was not hospitable. I did not like him and he did not like me so it was very difficult. I did not want to stay at this particular site but I did not have much of a choice. The head teacher did not give me a place to stay so I was always struggling to find a place. The government did not send me a salary so I did not have any funds either.
Many of the participants shared their experiences regarding their lack of pay and how this impacted their ability to function as a teacher. Emmanuel reflected on his current situation.

It is true that the salary is not paid. I had to work several other jobs in order to support myself as a teacher. I have to work in the field in the late afternoon after school and at breaks during the day just to grow the food needed to feed my family. Everyone knows that teachers are never paid. We do not have the most basic resources to do our job. At this school we are only earning fifteen American dollars a month to do our job. When we do get paid we barely have enough money to buy rice to eat.

In addition to salary, the government has obligated themselves to provide safe housing for teachers on the school property. Teachers stated that the housing facilities were in such poor repair that they were uninhabitable. This caused many teachers to find alternative solutions which lengthened their commute on foot to work each day. Participants also stated that when they did live on the school compound the environment was not safe as local tribal members would rob, steal and destroy the resources that were made available to them. Teachers were beaten or killed due to hostile tribal violence. Martha described her life experience as follows:

My husband and I were sleeping in the house that was provided by the government on the school site. Members from a local tribe came in the middle of the night to our door and pushed it open. They beat my husband and stole everything that we had. They took my clothes, my perfumes, our food and everything. My husband had to go to the hospital with a concussion as he was beaten on the back of the neck defending me.
The lack of basic needs of food, water and clothing for teachers. In the rural areas, the teachers were struggling for basic existence by spending the majority of their time worrying about or working for survival. Magdalene was raised and schooled in an urban environment but then was assigned to a rural school in Tanzania. She shared her frustration regarding the harsh conditions of her living environment and her day to day quest for basic needs:

In this assignment I am focused on just having enough water to drink. I have to walk many miles to get drinking water. Because we are not receiving our pay, I also have to work in the field to raise food to eat. I get up very early in the morning to hoe my crops before I come to work at school. I then must attend to them in the evening. On my free time I have to walk to the next village which is two hours on foot to get drinking water. This is very exhausting. It is hard to concentrate on teaching when I am barely surviving.

Hosea shared his experience regarding shelter:

When a teacher is assigned to a post in this country, there is supposed to be a place to live provided. When I arrived at my post, I was told that there was no place for me. The houses that were on the property were in such disrepair no one could live in them. I had to find another place to live and now have to walk an hour to work in the morning.

Richard also shared his thoughts on having enough to eat:

I have to work in the field in the morning, at night and on the weekends in order to have enough food for my family to eat. If I didn’t do this, we would starve to death. The salary I make is not even enough for food.
Aside from meeting the basic physical needs that would allow the teachers to successfully function in the classroom; the government seemed to impact the classroom with regards to what was being taught successfully through the careful layout of a national curriculum or syllabus.

**The national syllabus or curriculum.** The government committed to providing a national syllabus of courses which outlined the objectives and teaching aids for national courses of study. Teachers stated the syllabus was constantly changing and they did not receive a current copy. Many new teachers being placed on site with veteran teachers were teaching different concepts based on the new information. Teachers expressed their desire for everyone to teach the same curriculum based on the national standards which students would be tested on. Stephen, one of the more experienced teachers, had this to say about using the national syllabus:

> In the school I am now teaching at we are using a syllabus from 10 years ago. It is very outdated. Many of the newer teachers don’t even know how to use it because they learned out of a newer syllabus at their training college. We are all confused about what we are really supposed to be teaching. We have also heard there is a brand new syllabus that just came out this last year. We are unable to purchase this as we do not have the funds. It is very confusing.

Godfrey, another veteran teacher, shared his thoughts on the syllabus:

> When I was in the teacher training college, I was told that there was a national curriculum and syllabus that we were to teach. When I got to my first assignment there was no syllabus. I didn’t know what to teach. I was also in a very rural environment and there were only four teachers for approximately 480 students.
We didn’t know what to teach and we didn’t have any books or materials to teach from. It was a very difficult assignment.

As it was acknowledged that the national education division in Tanzania had a large impact on what to teach in the classroom, teachers also shared that the administration of educational resources and activities also played a huge role in their success.

**Government bribery and corruption.** The government also committed to monitoring and controlling the educational environments in Tanzania providing an adequate number of teachers and resources for each school site. Many teachers expressed that government officials were being bribed and that teachers were being assigned unfairly into cities with modern amenities whereas many who were unable to bribe with money were assigned to harsh environments where few teachers wanted to go.

Godfrey stated,

The government should be smart about how they are assigning teachers. They must be smart about finding out how many students are actually at a school so that they can assign the appropriate number of teachers. The officials were supposed to make decisions of what is best for the school instead they are taking bribes and make decision on what is best for their pockets.

Jacob was also very candid about the bribery he had experienced:

My father had to pay a bribe in order for me to get into the teacher training college. They don’t actually say it is a bribe. They put it into terminology that seems like it is a legitimate part of the process, but without paying a large amount of money to the officials, I wouldn’t have gotten into the program. Everyone knows you have to pay the money in order to get into the program. It doesn’t
matter if you are smart or not. It only matters that you or your family can pay the money.

As the teacher shared their experiences on factors that impacted their success on teaching, they also spoke of how the preparation process impacted their development.

**Reflections and Experiences on Teacher Preparation Process**

All teachers who participated in this research attended a government funded teacher training college for at least one year. The longest time attended was three years and this was by only one participant. The average preparation experience consisted of one year in the classroom and another year in the field working at a school. The field experience was referred to by the teachers as a practical.

As teachers share their experiences, the following themes emerged: Mentor Role, Teacher Training College (TTC) experiences, need for English, and lack of structured programs.

**The mentor role established in the local school as the head teacher.** In every circumstance there was an unofficial mentor role in place. This individual was either on the school site or an individual who came from the teacher training college to the school site to observe and give feedback. The overwhelming majority of participants in this study were mentored by the head teacher. Magdalene described her experience with this mentoring role as follows:

The head teacher was assigned to me. This was the person who helped me the most. This individual was most responsible for helping me to learn what I needed to know for the classroom. He taught me how to do some things. In this school, there are many students who are a lot older. These students act like adults. They thought they could tell the teacher what to do. The head teacher helped me to
understand how to handle these types of students. They really didn’t want to learn but seemed to come to the classroom to escape the realities of work at home.

The head teacher seemed to not only mentor new assignees on how to handle student behavior but also trained individuals on how to handle the daily logistics of what a teacher’s responsibilities were at the school. Waitera told us:

The head teacher of the school was the one who helped me when I first came to teaching. He helped me to learn about the school and about the things I needed to do at the school. I didn’t know what to do and was unprepared for the job. The head teacher helped me to understand the schedule and how to write on the chalkboard. He instructed me on what to teach to my students. He helped me to get everything in place so that I could be a good teacher.

Agnus speaks appreciatively of her head teacher who mentored her through her early years as a teacher. She described him this way:

The head of the lower primary school was my mentor. His function was to make sure you had all your materials. He would teach you how to make your lesson plans and schemes of work. He taught you on what to do, how to work your classes and how to fill out the forms. He taught you how to arrange your materials and how to mark papers and grades. He taught you how to write and do whatever you were supposed to do. He told me that I was a good teacher and had a good ability to teach.

In one case the mentoring position was described as being an individual from the local teacher training college. Emmanuel stated the following as his experience with a mentor:

There was no one at the school site who helped me. I had to work it out during my practical (teaching year on site) to learn and to do the best that I could with
my practical year of teaching. My mentors were at the teacher training college. The teacher training college helped me and gave me all the required instructions as well as all the resources I needed to teach. The college advisors helped me very much to do what I did. They even came out into the field and watched me teach so that they could make me smarter and help me become a better teacher. They were very helpful and taught me a lot.

It seemed the on-the-job learning and mentoring by the head teacher was invaluable for the new teacher. Each interviewee noted the importance of that relationship.

**The participant’s experiences at the teacher training college.** Participants described their experiences lived at the TTC they attended. The participants came from a wide variety of TTCs. Some of these colleges were located in very modern, city environments where all amenities were available such as food, running water, health services as well as an abundance of resources needed for learning. Other teachers attended a TTC without the above amenities. Their experiences varied based on where they attended school. Some of the participants were raised and educated in the bigger cities of Tanzania where resources were more abundant. Many of the individuals interviewed struggled to climb to this role of teacher from a level of poverty personally and within their community.

Petro described his experience at a local college, “I spent a lot of time playing games.” Waitera discussed his experience at a training college in another region of the country like this, “The professors did not come to class a lot of the time. We just sat in class waiting for someone to arrive, but a lot of times no one came.”

**The need to use the English language for teaching at all levels.** Teacher candidates had not yet been required to totally utilize English for any of their educational
program. In primary and secondary school, Swahili was used although the national standard for secondary school was English. The TTC’s were no exception. All of the participants confirmed that English was not the language used to train teachers. All of the courses were taught in Swahili except for the English course. So, in essence the Tanzanian teacher did not know or understand the English language as they have never been required to learn or communicate with it. Throughout the research survey, interview and focus group, there was a common theme that teachers agreed English should be spoken in Tanzanian schools. English was the language that was to be used exclusively in the secondary school, per the Tanzanian government, but there were not any teachers who were able to teach in English. Jack described the situation as he expressed his belief regarding the necessity of using English in education:

Students learn in Swahili and are taught in Swahili through primary school but then all of a sudden in secondary school everyone is supposed to teach and learn in English. It does not work. The majority never switch over. We need to start to teach our pupils to learn the English language from an early age. They will then be able to concentrate on learning the subject as they will be comfortable with the language. It is impossible to learn a new language and a new subject at the same time. At the teacher training college everyone should be speaking English. The head administrator at the school cannot use English adequately. How can pupils learn in English if teachers cannot teach in English?

Agnus was also very adamant that success only possible if students were able to learn English from an early age. She stated:

Pupils must be able to learn English when they are four and five years old. If they learn the language while they are in primary school, they will not struggle when
they get to secondary school. The students who are most successful know English.

Martha commented, “English is very important and in order for Tanzania to be successful, they must enforce their rules that English should be used in the secondary school. The law states we should use it but none of the teachers do.”

**The lack of a structured program in the teacher training colleges.** The TTC that seven of the teachers attended was a local institute which did not have running water, food, health services or the appropriate resources needed for learning. In addition to the lack of these basic necessities, there was also no structured curriculum in place. Petro described his experience as follows:

I went to the teacher training college for two years. It was a mixture of Science, Mathematics and English. For me, most of my time in the college was spent on games. I took all of the classes that focused on games. In this time, we just played a lot. I was there two years and spent at least a year and a half doing nothing else but playing games. There wasn’t anything else that was going on. The teachers didn’t show up to teach so all the students just played games. Even if the teachers showed up to teach, they typically didn’t have the resources meaning books and things for us to learn. All of the notes were copied from the chalkboard. I took a lot of football and played it a lot. We played games most of the time. I didn’t really take a lot of other classes. Some of the days in college were also spent on learning how a child develops but mostly we played games. This was our interactive learning experience.
In light of the teacher training process and the lack of structure within the program, many teachers expressed their feeling of being unprepared once they got to the classroom.

Charles expressed:

I did not know what to do when I got to the field even though I had been trained on three subjects that I was to teach. I felt like I needed more time in the teacher training college to prepare. I was only there for one year before they sent me to the field.

Waitera discussed his experiences in the TTC as follows:

My professors never showed up for class. Many times the professors didn’t have the materials to teach the class. If you wanted to show up for class you could, but if you didn’t want to show up, you didn’t have to either. The professors were not there so it really didn’t matter.

Richard discussed his experience with the structured program as follows:

I really wanted to learn. There were very few resources for us to learn with. The library was locked and we are not allowed to look at the books. No one got the textbooks either as there was only one for the professor.

These statements from interviewees clearly describe an environment that has a shell to it, but no substance within the shell. There were establishments called Teacher Training Colleges but the books, professors and knowledge needed to effectively train new teachers was just not present.

**The Societal Challenges Facing Teachers**

There are many challenges facing the Tanzanian nation as they continue to move forward with educational initiatives. These challenges range from finances to respect. Teachers observe bright, talented children in their classrooms and verbalized the need for
these individuals to be able to move forward in order to help their society. Godfrey best expressed his thoughts as follows:

We have bright energetic students who could potentially become very successful if they had been exposed to the right conditions and had available resources.

Many students are very smart and hard workers, but there is no way to help them rise above their circumstances to do something better.

The lack of finances for personal and professional purposes. One of the biggest hurdles expressed repetitively throughout this research was the lack of money. The teachers who were working in the rural environment were more concerned with needing money to buy simple necessities such as water and food. Petro explained it this way, “I have to get food for my family and me to eat and water for us to drink. We don’t get paid the money we are promised to buy these things so we have to work for them and walk many miles to get them.” The teachers in the urban areas stated they needed money to make things better and easier for themselves. Jack shared, “I need to buy my wife a new sarong or scarf. She also likes new lotions and perfumes. It is important that I am able to keep her happy.”

Educational resources. The biggest area of need was resources. Teacher training colleges and Pre-K to Form 6 all needed “things” to do their job. Teaching aids were written into the curriculum but there was no money to actually supply the field with them. Hosea was a science teacher and did not have the supplies to teach his intended science curriculum. He stated:

Science is one of the biggest areas where the supplies are not there to teach the children as I need to. The utensils needed to do the experiments are missing.

This is a problem. How can I teach when the things that are needed to do the job
are not there? For example, the curriculum called for an experiment on magnets. We have one magnet for 800 students. This does not work.

Richard shared his need for resources for his geography class, “I wish I had really big maps to hang on my wall. It would be so much easier to teach geography if I had a big map of Tanzania to look at.” Agnus also expressed her need for resources for her Form One class, “If my students had worksheets and pencils to use, they would learn how to add faster as they would get a lot of practice. Right now we are limited to only being able to write a couple problems.”

**The overcrowding of classrooms.** Another challenge that most all teachers cited was overcrowding. In some sense this could be interpreted as a need for more teachers. If there were more teachers assigned to a site then the class sizes would be smaller. In the schools visited the grade level typically had just one class. In America, really large classes are divided into smaller sizes and then additional teachers are assigned. In Tanzania, eighty to one hundred students in a classroom with one teacher was not uncommon. Emmanuel talked about this situation:

The main problem is overcrowding. There are many, many students. Each classroom has at least eighty students per teacher. On the days when a teacher does not show up these students are transferred to another teacher who already has eighty students.

Magdalene also stated:

In the city areas, the number of teachers assigned to a school was more numerous so that the number of children in the classrooms averaged around forty to fifty. Out in the environment where I am now teaching, I am in a classroom with 125 to 150 students. This is definitely a problem of overcrowding.
Lack of community respect for the role of the teacher. The community also struggled with respecting the role of the teacher. Entry into a teaching college did not require a very high national test score so therefore it was perceived as a job that does not require high intelligence. Teaching seemed to be regarded as a last option rather than a position of choice. Magdalene shared her experience as follows:

This is my first year of teaching. No one in the village is willing to help us. We find it very difficult to even get clean water. The people just laugh at us. They see that we have run down facilities and no money to buy things with. They do not respect our role as a teacher and it makes it very difficult to even walk down the street in the community.

Steven also commented on his role in the community, “The government leaders in our area know that we are not getting paid. The parents of the children that we teach have no respect for us. When we ask them to help us with their children, they never respond and see us as an inconvenience rather than someone who is trying to educate their child. There is not much support from them.”

Motivational Relational Influences

As this theme emerged, several different types of relationships seemed to motivate an individual to pursue his/her career as a teacher, including (a) teacher/student motivation, (b) personal teacher influence, (c) parental influence and (d) friend or peer relationships.

The teacher enjoys the relational aspect of his/her students. This teacher/student relationship is where the teacher becomes responsible for the students within the classroom. Motivation comes when a teacher actually enjoys the interaction with the students. One of these relationships was experienced as a new teacher began to
enjoy his position of power and influence over students in his/her classroom. Richard best described how he related and was rewarded by the relational interaction:

   I enjoy being a teacher and I am specialized in some subjects. I am good in geography, math and science. I really enjoy teaching the kids in those subjects. I know a lot about them and I like making sure they learn a lot. The students really love me. They enjoy my teaching. I have many talents and I love working with them. It is very important to me to work with the children. I like to make sure they are learning lots of things.

Steven also spoke of his relationship with his students:

   I am a teacher that my students like. My students really like me and I enjoy being a teacher. I have always enjoyed the job. I have a great relationship with my students. Since I have joined the school, I have been very close to my students. I try to make sure the students are able to learn as much as they can. I try to teach them as much as I can.

   **The life of a teacher impacted the individual’s motivation toward teaching.**

The participants also spoke of their early relationship with their teachers. The majority of the participants spoke very lovingly of their relationship with their teachers when they were growing up. The admiration and love for the individuals they spent their lives with day in and day out was a positive experience and influenced their own personal decision to become a teacher. Jack talked about his relationship with his teachers when he was young:

   I had a very close relationship with the teachers that I had then. I went to the teachers when I had a problem that I wanted them to help me solve. They were always there for us. Whenever there was a need we had our teachers help us.
This was a common comment from the participants. In fact fourteen of the fifteen had similar comments. There was only one participant who did not share such love and adoration as he commented, “I was scared of my teachers. They had a big stick and would beat you with it if you did something wrong. I was very scared of them.”

**Members of the family influence the individual’s teaching career choice.**

Another relationship that was important for the teacher was the support of family members. Many times the participant listed it as one parent, either the mom or the dad, but many times it was both. Petro’s parents were both teachers and wanted him to become a teacher. Petro had no intention of becoming a teacher as he wanted to become a football (soccer) player. Petro shared his early thoughts on teaching:

> I was a good student. I passed the exam with the credentials to get into teacher training college. I wanted to get higher scores so that I could do something else, but I didn’t. My parents were both teachers so they said it would be good for me to go on to teacher training college and become a teacher.

Also evidenced in this study was the fact that sometimes it was more than parental support that guided an individual into the teaching profession. It was the direction and actions of a parent that pointed the child in the direction of teaching. Here is Jacob’s account:

> My father decided I would become a teacher even though I wanted to be a mechanical engineer. When I finished my secondary education, he came to tell me, you are not supposed to be a mechanical engineer which is what I really wanted to be. He told me that it would be better to become a teacher. I didn’t really want to do this, but after two months of thinking about it, I finally decided
that it would be good. My father arranged for me to go to school. I went and learned and then my father made arrangements for me to start teaching.

This scenario was repeated by more than one participant. In fact about half of the teachers in this study were in the field of education out of submission to their parent’s wishes. Magdalene discussed how she was influenced to become a teacher. “My mother advised me a lot about going to college and becoming a teacher. My mother encouraged me to go so I did.”

**A friend influenced the career decision in favor of teaching.** Two of the participants were motivated by friendships. One of the participants moved in with a teacher during her secondary school years. Martha described her experience:

I moved in with a nice lady who was a teacher. She was telling me how being a teacher was good. She told me many things about becoming a teacher. She helped us to see and advised me on how to become a teacher. She told me about all the interesting things of teaching. I decided that I liked teaching and wanted to become a teacher based on the many good things she told me.

Hosea also learned to love the role of teaching as he lived with a personal friend who was a teacher while he was in secondary school. He shared “I saw how much my best friend enjoyed teaching and I knew I wanted to be a teacher too.”

**Intrinsic Teacher Motivation**

Even though the challenges and struggles for survival seemed insurmountable, it was the inner optimistic spirit of the teacher that allowed for the measure of success they were experiencing. Joseph seemed to be the shining star for internal motivation as he voiced his experience, “I always wanted to be a teacher. Education is my love and I want to share it with everyone.” Hosea also loved education as he stated “I believe that
education is very important. It is important for our country’s success. We must all work

together and help each other learn so that we can make our country a better place to live.”

**The love of education as a motivational factor for choosing to teach.**

Some of the participants expressed their love for education. They spoke with love

regarding their teachers and how they had wanted to pursue the field of teaching in order
to make a better society for their country. Many of these individuals had a positive self
image and loved their role as a teacher. Joseph described his love of education as

follows:

I loved education from the first. My education was my passion. Because of this

love, I decided to go to teaching college. I loved education a lot and just wanted
to pursue the things of education. Being a teacher has always been my life dream.

I enjoyed my time at the teaching college and am just happy to be a teacher now.

I like it very much. I really like working with the students in the classroom. As a
career ambition, I just want to see all people educated.

Agnus also knew she always wanted to be a teacher as she shared,

I always wanted to be a teacher. My family said I was going to be a very good
teacher and encouraged me. I was very good at it and all my students loved me. I

want to help them to become the most successful person they can be. Teaching

makes me happy.

**The role of serving as a teacher in a classroom positively influences individuals.**

Even the individuals who initially struggled with the idea of being a teacher

found the role very rewarding due to the impact they were making in the life of a child.

Richard had initially wanted to become a doctor and had the intelligence to do so.

Finances stopped his dream as there was no way for him to pursue further education. He
determined he would go into the field of teaching as it seemed to be the best route given his circumstances. As he has now worked in the field for three years, he stated that:

My goal in life has now changed to teaching. Since I have now started teaching, I don’t want to do anything else. I have decided that I like working with the students. I want to help them learn what I know. I have decided that it is really important to give your life into the life of a child. I really enjoy teaching the children in the subjects that I know and it is very important to me to work with them. It is rewarding.

Jacob also was an individual who did not want to become a teacher. He had wanted to be an engineer. His father had decided that he would become a teacher. Jacob shared:

I like this job of teaching now. The children are very fun to work with and I feel like I am doing something to help them. I am teaching them so that they can become a better person in order to help our country.

**The desire for on-going education is prominent.** All of the teachers involved in this research had a desire to continue to learn, but their ability to achieve this is non-existent. They did not necessarily know what they wanted to learn or how to increase their learning but they definitely desired more education. There was only one teacher out of the fifteen who had taken any kind of learning seminar or class since their college experience in learning to become a teacher. Most of the teachers expressed their desire as Jacob stated:

I want to take more classes. There are none around here to go to. The teacher training college is one hour away but there are no classes for us to learn more. I would also like to have internet access so then I could learn a lot. One time I spent a day in the library at the teacher training college. It was the first time that I
read books on teaching. I learned a lot that day. I want to learn how to be a better teacher. I heard there was a seminar at a university but it is four hours away and I do not have the bus fare in order to be able to go.

In my journal notes, I recorded:

Today I was approached by one of the teachers. He asked me for money for bus fare. He had found out that there was a training seminar at the Open University which was three hours away by bus. He wanted to attend but didn’t have the money to ride the bus. The fare was less than one dollar.

Godfrey shared his desire for on-going training:

I really want to increase my English. I feel like it is very important for me to learn it and speak it. The only way I can learn this is from others. There is no other way. I have a friend who is very good at English. He teaches me a lot.

**Research Question Results**

This research was guided by five research questions. These questions are now answered based on the narratives of 15 Tanzanian teachers employed in a government funded school.

1. **What cultural or societal issues are challenging obstacles to the pursuit of a teaching career in Tanzania?**

One of the societal issues dealt with the respect of the role of the teacher. The community had not been supportive of their teachers as this was one of the lowest positions as a career choice. Basically anyone regardless of the national exam scores had the opportunity to become a teacher. Many have resorted to this profession because they do not have the scores to go on for higher education. In a sense, it took only an eighth grade education to be qualified to become a teacher. Villagers did not respect this role as
facilities and salaries are poorly maintained by the government displaying that this is not a priority of their nation.

Another cultural issue was tribal custom. In Tanzania parents still commonly make marriage and career choices for their children. The 15 individuals who responded to the interview questions were guided into the profession as a decision that was made by them by their parents. Even though the individual did not like the profession of teaching, they respected the decision of their parents too much to make an alternative decision. Many of these individuals were teaching and in a situation that they never really wanted to be in, yet realized that according to their culture they must be content and live with the decision that was made for them.

Another societal issue was finances. Poverty is prevalent and many do not have the means to pay for an education. The government stepped in to set up a program that would allow individuals to become teachers within a year while working in a school as there is a shortage of teachers.

2. How was the Tanzanian teacher prepared to teach and was there someone who played a significant role in this process?

The interview answers revealed that teachers spent between one and three years in a teacher training college. After the first year, the individual was sent to work in a school to receive the remainder of their training. Even after the appropriate amount of training the teacher was assigned to a specific school by the government. Once the teacher arrived at the school, they were assigned to receive instruction from the head teacher. This person played a significant role in their lives as they taught them how to teach, organize, facilitate their role as a teacher, handle discipline, etcetera. In a sense, this individual became their mentor. The assignment was not selective and therefore the
consequences sometimes could be more damaging than positive as of one of the teacher participants expressed during his interview.

Half of the participants in this study felt like they were appropriately trained after only a year of teacher training college work. The other half responded that they were not prepared after only one year of training. The attitude and location assignment of the teacher seemed to make a huge difference in how each one answered this question. The teachers who always wanted to become a teacher and chose this profession willingly answered that they were prepared effectively for this role. These individuals were very positive about their first year experiences. The individuals who did not choose this profession but had it forced upon them did not feel that they were ready for the classroom. They did not have a good first year and a few were still bitter from the fact they were in the teaching profession and felt like they were stuck. They had no other life options.

3. How did the preparation process benefit or hinder the Tanzanian teacher and his/her effectiveness in the classroom?

The deciding factor of success in the classroom seemed to be the attitude of the teacher. There were some interviewees who had always wanted to become a teacher and were living their life’s dream; it did not matter whether the resources were not there or not. Their goal was to make a difference in the lives of children and to work to make their community better through their role as a teacher and educator. They believed that they could help make their nation better by educating the children to the best of their ability. Their desire was to learn more so that they could pass on this information and help students go further and become more successful than they were. The factor that seemed to hinder teacher effectiveness the most was lack of supplies and support by the
government. Many of the discouraged teachers focused on their lack and the poor community support and attitude.

4. **What types of ongoing teacher development initiatives are currently being offered for Tanzanian teachers?**

At the time of the study there were no on-going teacher training initiatives offered in the area where this study was conducted. The teachers were not involved in any classes or learning situations due to lack of events, transportation and money. The closest event to attend a teacher development activity was three hours away at a university. All of the interviewees expressed their desire to attend more training but all of them also believed that this could not happen due to the lack of money. Many listed the types of training they would have liked to have going forward. These included training on how to develop lesson plans, how to handle students more effectively, how to create schemes of work and manage their paper work better, core subjects such as Math and Science and computers or technology.

5. **What types of experiences, both pre-service and in-service, would better prepare the teacher for his/her current role?**

Many of the teachers voiced their desire and need to learn the English language. The national standard stated that all secondary classes were to be conducted in English. According to the interviewees this did not occur. Even in the teacher training colleges, the language that is being used was Swahili. The teachers felt like they needed to know English as this would be beneficial for their students.

The interviewees also stated that the national curriculum was important to know. They wanted to know what to teach. The curriculum was documented in a booklet and was available for schools to purchase. Many schools and teachers cannot afford to buy
this information so they are unable to obtain it. The interviewees also stated that this
document changed a lot. Even if they did buy this document one year, it could be
different the next year based on updated information. Teachers insisted that they needed
a document that was static so that they would know what to teach. They also stated that
they needed the teaching aids that were listed within this nationally approved program.
One interviewee said specifically that the curriculum called for a globe. One globe was
sent for over 800 students. This lack of resources impacted their ability to be successful

Teachers expressed their need to learn additional information on core subjects. They took one class in teacher training college but it didn’t seem to be enough as they
wanted to know more. Classes and books on core subjects or pedagogical knowledge
were not available within their community. Many teachers wanted to find classes to take
that would help them become more knowledgeable just so they could pass the
information on to their students. Many interviewees said it would have been beneficial to
take more classes and to learn more before they actually had to go to the classroom to
work. It was difficult to work and to learn at the same time.

Summary

In this chapter, the findings from the survey, interview and focus group data
presented reveal the motivations, experiences and reflections of Tanzanian school
teachers have towards their teacher preparation program and their success with regards to
attending that program. The analysis revealed that teachers in the primary and secondary
schools appreciated their training yet did not feel successful in the teaching profession.
Length of formal preparation time varied but essentially most of the true training took
place in the field in the form of mentoring.
Factors such as lack of pay, lack of basic needs such as housing, food and water, lack of teaching supplies and overcrowding seemed to be stronger issues than their lack of training. Tanzanian teachers viewed their role as educators as of great importance in spite of the external negative circumstances.
CHAPTER FIVE: DISCUSSION AND SUMMARY

Glatthorn (2005) proposes that the discussion section should answer the primary question, “What does your study mean?” (p. 207). This chapter summarizes the study while discussing the themes that emerged from the data analysis as they relate to the literature. It closes with a dialogue of the theoretical implications, implications for teacher preparation and educational programs in Tanzania, and recommendations for future research.

Summary of the Study

Teacher preparation in Tanzania faces many challenges as do preparation programs globally (De Ward, 2006; Fullan, 2001; Phillips, 2004; Schriewer, 2003). However, the factors impacting the effectiveness of teacher preparation programs globally vary in scope and size (Gore, Griffiths & Ladwig, 2004; Alidou, 2000; Berry, 2001; Richardson, 2002; Samuel, 1998; Ramsey, 2000). Tanzania specifically struggles with recruitment, corruption, resources and quality whereas the global community continues to debate the structure, governmental control, duration of teacher preparation programs and on-going development for teachers (World Bank, 2002; Citizen, 2008; OECD, 2002; Coolahan, 2003). In Tanzania, teachers are prepared in Teacher Training Colleges which are administrated by the Ministry of Education (Ministry of Education, 2010). This teacher preparation process was examined by listening to the voice of the teacher regarding their motivations, reflections and experiences of teacher preparation in Tanzania.

This study was conducted in northern Tanzania with 15 currently employed public school teachers. Data collection included a written survey, semi-structured
interview and a focus group. The data analysis unveiled the emerging themes which are discussed in this next section.

**Government Role/Responsibilities in Education in Tanzania**

The Tanzanian government is responsible for the structure and organization of the Educational system in the country (Ministry of Education, 2010). The government formed their model based on the British model and structured their teacher preparation programs in a similar manner (International Association of Universities, 2008). Also noted in the review of the literature were the advancements made by the Ministry of Education as initiatives brought more resources and textbooks to the classroom (Galawbawa, 2001). This was contrary to what the participants in this study voiced in their assessment of their current environment. For example, all participants talked about their need for textbooks and resources to teach, specifically stating they had five or six textbooks for classes of sixty to seventy students.

**Government assignment of career and location of teaching post.** Mulkeen (2005) spoke of teacher deployment challenges, participants expressed their frustration with being assigned to a post without the necessary financial means of getting there. Participants confirmed Hedges (2002) and Gaynor’s (1998) findings regarding school assignment. The government told the teacher where to report but the participants confirmed that there weren’t funds available to help them get to their assigned location. Participants also confirmed that the rural locations were not the most popular and that the hardships in those areas were more severe. Additionally, this study confirmed that the most rural locations had fewer teachers which resulted in hundreds of students per teacher.
The VSO (2002) indicated that bribery and corruption had led to unjust teacher assignment which left urban schools with an abundance of teachers and rural areas with a deficit. Participants gave specific eye witness accounts of bribery and corruption as head teachers swindled funds for their own personal gain. Citizen also cited instances of bribery in certificates of admission into the Teacher Training College. One participant specifically in this study explained how his father had to pay the bribe in order for him to get accepted into the Teacher Training College.

**Teacher salary.** Davidson (2005) cited the small or nonexistent salary of the Tanzanian teacher. The participants confirmed this as fact when they talked about going months at a time without being paid. Salary was the most often cited factor of exasperation from the teachers. Salary was also listed as a dissatisfier in terms of motivation (Bruening & Hoover, 2000). Braumeister & Leary (1995) also confirmed that the need for basic necessities such as clothing, food, water and shelter work as motivators and these are only made possible if money and employment are there.

**Educational syllabus.** The national syllabus was not mentioned in the literature. The PEDP issued by the government did not even list the national syllabus as a point of concern (Ministry of Education, 2002). Teachers talked about their confusion with the current system of distributing the national syllabus as well as the content itself. Galabawa (2005) talked about the increase of resources being sent to the school sites, but the participants told a different story. They were confused regarding the edition of the syllabus as they had one from five years previous and another one that a recent teacher graduate had brought with him from the Teacher Training College. According to participants, the government did not distribute the national syllabus and therefore they were not sure what they were supposed to be teaching in their classrooms.
**Government bribery and corruption.** Both Mulkeen (2005) and the World Bank (2008) reported challenges resulting from bribery and corruption within the local affairs of the government that hindered educational advancements. This was confirmed in this study as two participants expounded upon their experiences of having to pay local officials for admittance to the teacher training program. Another participant explained that the reason he did not get his salary was because the head teacher had spent it all on cigarettes and alcohol on the way back from getting it from the education officials’ office four hours away. As stated by the World Bank in 2002, there was no punishment for the crime since monitoring systems are not in place or weak.

Citizen (2005) also noted the incident of government corruption based on the discovered forgery of certificates within a Teacher Training College. Bribes had been received in order to receive an admission certificate. One of the participants in this study revealed that his father had to pay the bribe money so that he could have the admission certificate into the Teacher Training College.

**Teacher Preparation Process**

**Mentor role of the head teacher.** Studies indicated that student teachers generally reported that their cooperating teacher influenced their development as educators the most (Guyton & McIntyre, 1990; McIntyre, Bird & Fox, 1996). Griffen (2004) also cited that the mentor or head teacher has the ability to positively affect the new teacher’s retention and first year teaching experience. Quinn and Restine (1996) argued in favor of an interactive, on-the-job coach and mentoring approach to teacher professional development because it is cost effective. All of the participants but one stated that the head teacher had fulfilled this mentoring role. They confirmed Komba’s (2008) study which stated that the head teacher promoted the capability of the teaching
staff through in-service training. The participants also resounded what Sedere (2008) was saying that the head teacher was the one who helped them the most and was critical to their success. The head teacher did become their focal point as a beginning teacher and were viewed as a critical source of knowledge as well as pedagogical information (Brimfield & Leonard, 1983; Coy, 1989; Freibus, 1977; Kuhn, 1999).

**Tanzanian teacher training college experience.** Studies have shown that the process of teacher preparation including recruitment, pre-service and in-service training impact the quality of education students receive (Bennell & Mukyanuzi, 2005; De Ward, 2006; Fullan, 2001; Stoll & Fink, 1996). Participants validated this point throughout their conversations. They particularly commented on the recruitment process as this seemed to be the biggest point of contention due to the corruption and bribery that permeated the system. Perron (1991) also explained that effective teacher preparation was a variety of activities and practices, in which teachers become involved in order to broaden their knowledge, improve their skills and develop their professional approach. When participants discussed their experiences at the teacher training college, they talked of limited course offerings and resources.

Additionally, the literature stated that teacher enrollment in Tanzania continues to increase (Basic Education Statistics, 2009) which again causes a shortage of professors and diminishes the quality of the program. Wepukhulu (2002) specifically stated that the teaching staff failed to carry out their work. The teachers confirmed this information as they talked about their teacher training college experience by stating that many times professors did not show up to teach class.

**Need for English as a teaching language.** Gordon (2005), Utne (2005) and Sa (2004) discussed the inefficiencies utilizing the national language of Swahili for teaching
primary school and then switching to English for secondary school. Participants confirmed that the transition to English never occurred. Secondary school participants confirmed that Swahili was used dominantly in their environment. Alidou (2004) reported that Tanzania and Ethiopia were the only two counties left who utilize their national language rather than English for educational purposes. Participants commented on the fact they felt their country was deficient in their use of the English language. Many of the participants voiced their interest in learning English as they felt this was an important part of helping their country become more economically successful in the world market.

**Societal Challenges Facing Teachers**

**Lack of educational resources.** The sub-Saharan African nations continue to be poor (Pence, 2004). The literature states that Tanzania implemented programs focused on providing quality textbooks and materials as well as improving educational management information systems (Africa Education Initiative-Tanzania Case Study, 2005; Galawbawa, 2001). The success of this program was documented by the World Bank (2010) stating that the pass rate had improved significantly, going from 22% in 2000 to 61.8% in 2006.

This, however, is not what the teachers articulated at their school sites. They insisted that teaching is very difficult as they lack the resources to do their job. The science teachers specifically talked about their lack of lab materials to conduct experiments. One participant in particular talked about wanting to teach a section about magnets, but for 800 students there was only one magnet. The participants who taught geography also talked about the need for a world globe and maps. All participants talked of their need for the curriculum or instructional guide on what to teach their students.
Perhaps the difference between the literature and the results was based on region. This study was conducted in a smaller city and urban areas. It is most possible that the textbooks and resources were distributed in the bigger cities such as Dar es Salaam or Dodoma. In this case, you would have seen the statistics as cited by the World Bank as the urban areas have the opportunity to capitalize on resources as they are distributed. The participants in this study who were educated in a Teacher Training College in one of the bigger cities discussed the differences between the two environments.

**Shortage of teachers/overcrowding of classrooms.** The Net Enrollment Rate (NER) in Tanzania went up from 58.6% in 2000 to 79.1% in 2006 (Ministry of Education and Vocational Training, 2006). This increase in enrollment along with the shortage of teachers has caused overcrowding of classrooms (VSO, 2002; Educational International, 2007; World Bank, 2005; MacDonald, 1999). The participants confirmed this as they talked about their classes as overcrowded with limited resources. Children were to sit three to a desk. In some cases, there were 6 children to a desk, plus there were many who were standing or sitting without desks at all. The National Bureau of Statistics cited the ratio of students to teachers at 55:1. Participants stated their classes ranged from 40 to 80 students.

In two instances, the school was conducting two completely different school sessions per day due to the excessive number of school aged children enrolled in a community. The first session began at 6:30 a.m. and the second school session began at 12:30 p.m. The total enrollment for both schools was 873. There were six classrooms total in the school. Participants were expected to teach both sets of classes in the morning and afternoon. This was also in a very remote area so there were many months that the participants reported they did not receive a salary. Participants shared that due to
the non-existent or low salary, they were forced to grow their own food, find their own water and still endure the workload of a 12 hour day.

**Lack of respect by community regarding the role of the teacher.** Towse’s (2002) study revealed that some Tanzanian teachers only took the role as a stepping stone to another position. Four of the participants in this study stated clearly that their role as a teacher was simply a stepping stone to another, higher level career. This confirms Education International’s (2007) article that states the decline of the status of teachers is a source of attrition. Confirming this literature, teachers expressed their unhappiness with the opinion of the community regarding their role. The Ministry of Education (2005) stated that the government did not properly update the teacher’s living facilities and was not prompt in paying their salary. Their low salary was sometimes non-existent. Participants communicated that governmental housing for teachers was so bad that they couldn’t live on the compound as they had been promised. They were walking many miles to work as alternative housing had to be found. The participants spoke about how people in the community could see how the government treats them and in turn formed negative opinions of these individuals. They discussed how they felt rejected and were laughed at by community members and parents of the children in their classrooms.

**Motivational Influences**

According to the Volunteer Support Organization (VSO, 2002), “Academic and policy debates focus on teacher’s deficiencies, and seldom take into account the difficulties under which they live and work” (p. 1). The participants acknowledged the difficulties that were endured in order to continue to teach such as inadequate living facilities, lack of food and water, lack of salary, and working long days in an overcrowded classroom. However, on the opposite end of that, the participants also
spoke of their job satisfaction of working with the children and being able to positively impact the life of another human being.

**Desire for on-going education.** The literature suggests that professional development in Tanzania has relied upon a deficit model in which an expert imparts knowledge and information to teachers who are assumed to be deficient and need outside experts to teach them new modes of working with students (Little, 1987). This was confirmed by the study participants. Teachers expressed their desire for on-going education, but there were no resources or opportunities available for them to continue to learn.

**Educational structure.** Although this study reveals the current educational structure as ineffective citing several factors such as ineffective training, cultural and societal issues and inadequate financing at various levels, it is impossible to determine whether any singular sub theme contributes to the ineffectiveness in Tanzanian classrooms. Nor can one draw any conclusion from the emergent data that all the candidates were from diverse tribal backgrounds in rural communities, or that they attained inadequate national exam scores, or that they all were negatively coerced into the teaching profession. Additional studies should be conducted to determine whether those may be inconsequential or significant factors in the preparation phenomenon. As the literature stated that Tanzanian teachers typically only attended the TTC one year (Ministry of Education, 2010), this study revealed that thirteen of the fifteen teachers interviewed attended the TTC only one year before being sent to teach in the field. It was determined that teachers were sent to the field because the shortage of teachers was so great. The participants also confirmed that they needed to work in order to pay the
tuition so it was better for them to go and start working rather than to stay in school for another year.

**Theoretical Implications**

The community of practice operated amongst groups of teachers in Tanzania according to Wenger’s (1991) definition that a community of practice is formed by people who engage in a process of collective learning in a shared domain of human endeavor, community of teachers in Tanzania. Learning occurs as individuals are involved in the role of teaching. Learning does not end when the teacher leaves the teacher training college but rather just begins as the teacher begins his/her career in the assigned school. Teachers immediately became engaged in this community of learning as the individuals were often assigned to their post for three to five years. Teachers were not able to simply find another job or transfer to another district but rather became involved in this stable community where they could learn from each other. These groups of individuals share the concern of education and learn how to do it better as they interact regularly. This study confirms that members are involved in a set of relationships over time (Lave & Wenger, 1998) and communities develop around things that matter to people (Wenger, 1998).

These teaching communities function as they generate and appropriate a shared repertoire of ideas, commitments and memories. They develop various resources such as tools, documents, routines, vocabulary and symbols that in some way carry the accumulated knowledge of the community. Individuals are involved in practicing their craft of teaching. Specifically, the teachers spent time each day as a team reviewing their activities and events. Just as Murphy (1999) indicated that learning took place in the conversations, teachers admitted they talked about the classes that they were teaching and
how the students were responding to what they were teaching. Participants specifically shared their experiences of interaction with the head teacher as well as fellow teachers. They talked about how this mode of communication facilitated learning. They talked about what worked in the classroom and then had frequent discussions of how they could improve what they were doing. This type of relationship confirmed Lave’s and Wenger’s (1998) view that knowledge is acquired within social relationships. At each site, teachers were found grouped together talking about what was going on in their classrooms and in their daily interaction with students.

Godfrey best described it like this; “We live together and work together. We have a lot of time to talk about what is going on in our classrooms and with our students. We help each other figure out the best way to do things.” The participants shared that most of their time and energy was spent learning in the actual school environment versus in the teacher training college.

Magdalene stated over and over the importance of the help of her peers. She was struggling to appropriately handle her classroom and relied on the advice and support of her fellow teachers. She relied on the guidance and support of the head teacher as well with regards to lesson planning, organization and teaching resources. Every individual who was interviewed discussed the role of the head teacher and how vital that relationship was in learning how to teach their students.

Herzberg’s (1968) motivation-hygiene theory showed how once teacher arrived at the school, it was policy, relationship with the head teacher, working conditions, salary, status, security, relationship with subordinates, and their personal life that became factors of motivation. Just as Herzberg also identified, there were true motivators in place such as achievement, recognition, the work itself, responsibility and advancement (Berman,
Bowman, West & Van Wart, 2006). Participants talked about their responsibilities and opportunities for advancement as some looked forward to moving up in their career. The participants expressed their desire to have their hygiene or personal needs met in addition to having the job related motivational factors in place.

**Recommendations and Implications for Teacher Training Programs**

The experiences within the lives of the teachers went beyond the scope of influence for teacher training colleges. College programs were not able to control the student’s placement environment or living conditions. The Teacher Training College (TTC) was also not able to supply the resources or monies allocated by the government for schools. Decisions were frequently made by the student’s parents regarding their career choice as was customary for their tribal culture. However, each of these life situations had as much influence on the teacher’s development as did the training college curriculum and inadequate college classes and resources.

From the lives and stories of these Tanzanian teachers, seven strategies could be considered to increase the teacher’s effectiveness upon entering the work environment.

1. **Improve pedagogy of college professors.** All of the teachers complained about nonexistent teachers or professors who lacked appropriate resources to teach them about their role as a teacher. The government funded colleges should make sure that teachers have access to resources for their classes. Monies should be allocated to provide teaching texts. Teachers should also be held accountable for showing up and teaching class. The administration should make sure the teacher salary is paid and then hold teachers accountable to teach.

2. **Increase learning time.** The maximum amount of time any individual spent in preparation for the role of a teacher was three years. The majority of individuals
only spent one year in teacher training college before being placed into a school to work.

3. Separate classroom learning from on-the-job training. Due to teacher demand and early placement, the mixture of having to work in poor conditions while supposedly learning how to become a teacher did not allow individuals to fully engage and become successful in either function.

4. Educate the nation on the importance of the role of a teacher. All teachers discussed the lack of respect of their position in their nation. Teaching was viewed as a position at the bottom of the career chart and many were simply there because they had no other choice.

5. Improve teacher living conditions and resources. All the teachers noted that their living conditions were unsuitable and their inability to obtain sufficient food and water was unsatisfactory. Their living conditions had eroded with no updates or repairs which caused many teachers to find alternative living arrangements. Many of the teachers shared disappointment about their inability to receive healthcare and a salary that could accommodate only their minimal needs.

6. Communicate national teaching objectives and curriculum. All the teachers discussed their need for the national syllabus and communication regarding the changes that were frequently made to it. The national syllabus documentation is provided by the government but very few schools could afford to buy it. The teachers teach with little idea of what they should be teaching for their grade level.

7. Train teachers to teach in English. Teachers desired to teach in English but did not have appropriate skill level with the language. There was no push to learn and
teach in English at any of the schools visited. Many were comfortable continuing to teach in Swahili even though the government was firm on their stance that all secondary students were to be educated in all subjects in English. Teacher training program curriculum was also taught in Swahili even though the standard was English.

Discussed below are recommendations for various entities based on this research. This section begins with a discussion on funding and recommendation on how corporate and privately funded organizations can best impact the current environment within Tanzania.

**Funding**

As research for this study was conducted, it became evident early on that many dollars were being spent by corporate and private organizations to better the situation within the African and specifically the Tanzanian culture. Organizational efforts vary in capacity and focus but a few of them are listed as follows: sending volunteers to teach English to teachers, funding improvement of schools and facilities, building private schools, providing private teacher development programs in Tanzania, funding technology efforts, and improving technology at Teacher Training colleges. Again, the efforts are endless as organizations and opportunities are prevalent.

Discussed below are recommendations for countries and organizations that send aid whether it is through finances or human capital.

1. First, invest in the person and not the environment. There was one individual in my study who was impacted through a Christian organization as they paid for his education at the Teacher Training College. This individual had the most positive attitude of all the teachers I interviewed. An organization invested in his life and he was in turn investing his life to help students see the importance of education.
He stated, “I am so grateful that someone came and gave me an opportunity. It changed my life and in return I want to help my students realize that each of them has potential.”

2. Second, focus on efforts that promote opportunity for the people. One of the best organizational efforts is teaching Tanzanians English. The people want to learn English but just do not have the opportunity. The use of the English language will help the people to advance professionally or to access more career opportunities. It could also contribute to advancing the culture as the expanded English language allows for more global business opportunities which may increase revenue for the nation.

3. Another recommendation is to utilize finances to solve cultural infrastructural problems before providing resources. In the remote regions of Tanzania, a generator is far more beneficial that a printer. A printer cannot run without electricity. Many Western aid organizations have sent resources such as printers and computers, but these cannot be utilized without the infrastructure of electricity. Many times the mindset of the people based on cultural traditions were not able to utilize the resources that were being provided thus wasting thousands and thousands of dollars. Partnering with those in the Tanzanian culture to understand how they live and work is vital to understanding how to invest the funds that are available to help.

**Participant Recommendations**

The participants of this study purposefully and specifically addressed their concerns as recommendations for improvements in Tanzania. One could interpret their responses (Riessman, 1993) but the strength of their own words needs no interpretation.
Agnus stated,

I would say that we need to concentrate on teaching in English. English medium schools are very important. Students must start to learn the English language when they are in early childhood. It will make students learn better. If they will do this they will not have as much trouble when they transfer for a secondary school. Right now they are taught in Swahili and they transfer and cannot speak English which gives them a lot of trouble. If they were learning earlier in English, they would not have so much trouble with learning the subjects.

Richard’s comments focused on what he felt his needs were for success.

The top three things that I am missing to be more successful is that we must have resources, not necessarily paper and pencils. We need a syllabus. Books are then needed for teachers. There are books that help teachers have the examinations for the whole country that is set. It is a practice book of tests. Then you can find out where your weaknesses are and then you can teach them the weak places. One example is an English packet. You can look at it and think Oh, I have not taught this. You can teach it and then they will be doing well. We don’t need our students to be writing on the blackboard all the time. We must have stuff that we can give to our students. We need more hands-on activities for our students to do. We cannot all the time be writing on the chalkboard. We must have workbooks for the students to do on their own. The students are always copying from the chalkboard because we do not have enough materials for everyone.
Additionally, Jack stated the following as concerns.

The language in Tanzania is Swahili. It is difficult for students to operate within the current language policy. Students learn Swahili and are taught in Swahili through primary school but then all of a sudden in secondary school everyone is supposed to teach and learn in English. It does not work. Many never switch over. We need to start to train our children to learn from an early age. They should begin to learn in the first year of primary school the English level. They will then be able to concentrate on the subject as they will understand the language. If you look at other countries around us, they are doing better than us. Many countries start their students learning a common language of English in the first year of school. Everyone learns and speaks a common language of English. They also work towards their life goal of a career at that point too. Not everyone is able to do the education. The curriculum is very old. There should be changes based on how the world is changing with regards to technology. We are held back because we are not embracing how the world is moving forward. We are not informed about new ways of doing things in the modern world. We need to be informed and the government should help us. We should have a special team of officers who come around to help us. The government has officials but we never see or hear from them. We should have more help from them.

Joseph’s final comments were these:

Education should be given a first priority within the government. If it is not given a priority, then teachers will not be respected within the
community. Teachers are put down. If they are not educated they will be
put down and considered stupid. We are struggling with the respect of the
people in the community. We are laughed at and the education will not be
taken seriously. The people in this community see that the government is
not supporting us as our housing is in very poor condition. There is no
water available to us here. We must walk many miles to get water to
drink. We are also farming our land in order to have food to eat. The
government is not paying our salary on a monthly basis as they should.

My own notes contained the following entry,

When we arrived at the school, the teachers had to be tracked down. The
head teacher had to go and find them. Some were in the field even though
they were supposed to be in the classroom teaching. The classroom of
about 40 – 50 students were just sitting there waiting for a teacher who
would never show up. Many of the teachers were scared to come to the
interview because of their lack of knowledge of the English language.
The language that they were trained in at their teacher training college was
Swahili. So, in secondary school they were expected to learn in English,
but at the college level everything is in Swahili. The only subject taught
in English is English but even that was done with a mixture of Swahili.
All other subjects, conversations, etc. were conducted in Swahili.
Administration at all levels spoke Swahili. There was never a teacher,
head teacher, college professor, or college administrator who could
actually converse comfortably in English. The head administrator at the
teacher training college could not even understand English. A translator was used for every conversation.

**Recommendations for Tanzanian Educational Programs**

Combining the needs of the participants in this study with existing data, findings from this study lead to several recommendations for education officials in Tanzania for improving the educational experience of teachers preparing to be placed into a government school:

1. Work with villages and communities to raise finances for much needed books and resources for the teacher training colleges.

2. Discuss educational needs with prominent business leaders in the community emphasizing the benefit of well-educated employees as well as requesting support through finances or resources.

3. Set up monitoring processes so that corruption and bribery can be stopped.

4. Create local school or community based sports programs to encourage community and interactive athletic programs.

5. School leaders should develop stronger, more positive relationships with governmental education officials. The school should take the initiative to reach out instead of waiting for a hand out.

6. Protect and repair facilities and resources.

7. Encourage and train head teachers to provide stronger leadership instead of focusing on teaching classes.

**Delimitations and Limitations**

**Delimitations**
Kwan and Wolfe (2002) defined delimitations as decisions that “narrow the scope of the study” (p. 13). These are issues that are identified early in the study. This study was delimited to teachers who are currently employed in a primary or secondary school in Tanzania. The teachers were assigned to their posts by the government of Tanzania. The teachers were trained within the Tanzanian educational system, including their primary, secondary, and teacher training college experience. They attended Tanzanian teacher education programs within the last ten years. The teacher’s age, gender, tribal background and economic status varied.

This study was conducted in schools that operated without electricity and running water. One of the schools had a generator with limited electric capability. Five of the teachers taught in schools in a large urban area. Some of the teachers who were interviewed were enduring the harshest conditions within their country as they were teaching in very remote locations with limited access to resources.

**Limitations**

Limitations identify potential weaknesses of the study. One of the main limitations for this study was cultural differences. Teachers were somewhat shy at first. They were intimidated by a Caucasian American woman asking questions in English. After a few minutes of brief, casual social interaction, the participants gave information freely as the interpreter helped to facilitate the conversation in Swahili. The answers given may not have been the length that would have been appropriate for an American culture. Africans have been trained to respond in short definitive statements. After warming up, the responses for these interviews were very well developed. Open-ended questions were answered until I and interpreter felt that the entirety of the question had
been answered. The interpreter facilitated an atmosphere where participants felt safe enough to voice their opinions.

The actual language interpretation was a limitation as there are Swahili words that have no English counterpart. The research had to be conducted in Swahili as the responses would have been greatly limited if conducted in English due to the limited use of the English language among teachers. There was not one teacher who was able to converse or write well enough in English to answer one question completely.

I was a limitation as a “westerner” coming from the United States. Tanzanians often view westerners as superior since they come from a world superpower. I am also a woman, which seemed to cause some discomfort for the male teachers due to their cultural view of women. It was only because I traveled with a male African interpreter that anxiousness was relieved. I also traveled with another well respected, male Tanzanian head teacher who introduced me to the school site head teacher as well as advocated the research initiative.

A primary limitation was the actual translation of words and phrases. Many times there was not a direct translation of a word in Swahili to English. It seemed that the Swahili had stronger meanings for their words that could not appropriately capture the feeling of the thought in English. Another limitation was the researcher’s inability to process information through translation in order to respond with additional questions that could have added to the richness of the information. It was difficult to listen, process and then to probe for additional information. Another limitation concerned the pool of participants as the head teacher from each school determined who would participate. He might have picked the best and brightest versus his most troubled teachers as I’m sure he wanted to make a good impression on the “American”.
Future Research

Further study should be conducted to examine ways to raise the quality of teacher preparation and effectiveness utilizing a situated learning scenario in a community of practice. For example, researching how a nurse learns her career path and is placed into a health facility in Tanzania.

There are many recommendations that could be made for future research. For instance, it would be great if a native, male Tanzanian could conduct this study eliminating the language, gender and cultural barrier. This study could also be replicated in other regions of Tanzania or other East African countries. It would be interesting to conduct an ethnographic study when the focus is more on the culture and its influence on the phenomenon than the phenomenon itself. This study could also be conducted as a case study of a few different teacher training programs or colleges in the Tanzania.

Quantitative studies could also be conducted. Statistics could be analyzed on the causes of teacher absenteeism, national exam scores in correlation to the whether students are school in an urban or rural environment, and additional analysis on teacher retention in urban versus rural. It would be interesting to do an analysis on the average number of years a teacher attended a training college as it relates to how their students were performing on national exams.

Also, study should be done on how the village community views the role of the teacher as this conceptual attitude strongly impacts the village schools’ success.

Research is also recommended on how educational resources are distributed. Teachers talked quite frequently of the bribery between governmental educational officials and the lack of resources due to the lack of fair distribution of resources.
Summary

This chapter reiterated the problem that led me to study teacher preparation in Tanzania. The initial research questions were addressed based on the researched literature. Recommendations for the education programs as well as for communities and government entities are documented within this final chapter. It is recommended that more research should be done to further investigate and validate this field of research.
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121


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Appendix A Permission for Completion of Study
Tanzania United Republic of Tanzania

Ministry of Education and Vocational Training

To Whom It May Concern,

After reviewing the proposed study, “A Phenomenological Study of Motivations, Experiences and Reflections as Related to Teacher Training and Development in Tanzania” presented by Melinda Barringer, a graduate student at Liberty University, I have granted permission for the study to be conducted in the Mara Region, Tanzania.

The purpose of the study is to examine currently employed teacher’s motivations, experiences and reflections regarding their training preparation experience and understand how they feel these processes impacted their current teaching style and success. The primary activity will be survey, interview and a focus group. Fifteen teachers from the Mara region will be surveyed and interviewed. Four of them will participate in a focus group.

I understand that these activities will occur at an appointed time coordinated with the head teacher of each school. I understand that Melinda will receive teacher consent. Any data collected by Melinda will be kept confidential and will be stored in a locked filing cabinet in a secure location.

I understand that if I have any further questions, I can contact Ms. Barringer at mbarringer@liberty.edu.

Sincerely,

Mr. Godfrey Ochogo
Mara District
Ministry of Education and Vocational Training
Appendix B E-mail Liberty University IRB Approval of the Study

A PHENOMENOLOGICAL STUDY OF MOTIVATIONS, EXPERIENCES AND REFLECTIONS AS RELATED TO TEACHER TRAINING AND DEVELOPMENT IN TANZANIA

Dear Melinda,

We are pleased to inform you that your above study has been approved by the Liberty IRB. This approval is extended to you for one year. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. Attached you’ll find the forms for those cases.

Thank you for your cooperation with the IRB and we wish you well with your research project. We will be glad to send you a written memo from the Liberty IRB, as needed, upon request.

Sincerely,

Fernando Garzon, Psy.D.
IRB Chair, Associate Professor
Center for Counseling & Family Studies

(434) 592-5054

40 Years of Training Champions for Christ: 1971-2011
Appendix C Participant Consent Form

A PHENOMENOLOGICAL STUDY OF MOTIVATIONS, EXPERIENCES AND REFLECTIONS AS RELATED TO TEACHER TRAINING AND DEVELOPMENT IN TANZANIA

Melinda Barringer
Liberty University
School of Education

You are invited to participate in a research study of Tanzanian teachers. You were selected as a possible participant because of your experiences as a currently employed teacher in Tanzania. We ask that you read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by: Melinda Barringer, the College of Education, at Liberty University in Virginia, USA.

Background Information:

This study seeks to examine the motivations, experiences, and reflections of Tanzanian teachers who are at different stages in their teaching careers. Specifically, the study seeks to discover the motivations to become a teacher, the entry experiences, common experiences, and challenges faced over the course of becoming a teacher in Tanzania. In order to gain as much usable information as possible about the motivations, experiences, and reflections of Tanzanian teachers, a qualitative research design has been chosen.

Procedures:

If you agree to be in this study, we would ask you to do the following things:
We will ask you to complete a survey that will consist of nine open ended questions in Swahili. The survey will be distributed and collected by I. The survey will be completed before the interview takes place. The survey results will be translated into English. You will be asked to participate in a lengthy, semi-structured interview using a list of initial questions with the understanding that the interviewer will ask follow-up questions as necessary. These questions will be used to direct the course and topic of the interview. An interpreter will be translating English into Swahili and vice versa. The initial interview will last approximately one hour and will be audio taped using two tape recorders.

In addition, a focus group of four teachers will be conducted. Each interview and focus group will later be transcribed, word-for-word, by the interviewer and interpreter. The interview translation will be delivered to you by the interpreter within one week so you can read them and add your comments to clarify your intent. After the participant agrees that the information is accurate, the interpreter will return the documentation to I.

Risks and Benefits of being in the Study:

The risks associated with this study are minimal and no more than one would encounter in life circumstances. The study includes one survey, one interview, and one focus group. The benefits of participation include the opportunity to be involved in a study that may provide information for future Tanzanian teachers and the Ministry of Education.

Confidentiality:

The records of this study will be kept private. Research records will be stored securely. In any report that I might publish, I will not include any information that will make it possible to identify a subject. Upon the conclusion of this study, all data including taped interviews, journals, and field notes will be stored in a safe deposit box belonging to the primary researcher.
for a period of three years from the date that the Ed.D. degree is awarded to the candidate. At
the conclusion of the three years, the data will be destroyed. All paper records will be shredded.
Tapes and digital records will also be deleted. During and after the study, only I and the
interpreter will have access to this data. If, at any point in the future, all or portions of this study
is submitted and accepted for publication, the identities of the subjects will be kept anonymous.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will
not affect your current or future relations with Liberty University. If you decide to participate,
you are free to not answer any question or withdraw at any time without affecting those
relationships.

Contacts and Questions:

I conducting this study is Melinda Barringer. You may ask any questions you have now.
If you have questions later, you are encouraged to contact her at mbarringer@liberty.edu or
255686521656. The faculty advisor of this project is Dr. Mark Lamport,
malamport@liberty.edu. If you have any questions or concerns regarding this study and would
like to talk to someone other than I(s), you are encouraged to contact the Institutional Review
Board, 1971 University Blvd, Suite 1582, Lynchburg, VA 24502 or email at irb@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received
answers.

I consent to participate in the study.

Signature: ________________________________ Date: __________________
Signature of Investigator: ______________________ Date: ________________
Appendix D Participant Consent Form in Swahili

MSHIRIKI FOMU YA IDHINI

UTAFITI PHENOMENOLOGICAL MOTISHA TAFAKARI, NA UZOEFU KAMA
KUHUSIANA NA MAFUNZO YA WALIMU NA MAENDELEO YA TANZANIA

Melinda Barringer

Chuo Kikuu Cha Uhuru

Shule ya Elimu

Wewe ni mwenyeji wa kushiriki katika utafiti wa utafiti wa walimu wa Tanzania. Walikuwa kuchaguliwa kama mshiriki iwezekanavyo kwa sababu ya uzoefu wako kama mwalimu sasa kuajiriwa katika Tanzania. Sisi kuuliza kwamba kusoma maswali yoyote unaweza kuwa kabla ya kukubali kuwa katika utafiti. Utafiti huu ni kuwa uliofanywa na Melinda Barringer, Chuo cha Elimu na Chuo Kikuu Cha Uhuru.

Background Habari:

Utafiti huu inataka kuchunkuza motisha, uzoefu na tafakari ya walimu wa Tanzania ambao ni katika hatua mbalimbali ya kazi yao ya kufundisha. Hasa utafiti inataka kugundua hisia kuwa mwalimu, uzoefu kwingia, kawaida uzoefu, wanakabiliwa na changamoto juu ya kozi ya kuwa mwalimu ya Tanzania. Ili kupata taarifa nyingi kama usable habari kama iwezekanavyo kuhusu motisha, uzoefu na tafakari ya walimu wa Tanzania utafiti wa ubora amechaguliwa.

Taratibu:

Kama unakabali kuwa katika utafiti huu, tunataka kuuliza kufanya mambo yafuataho:

Utaombwa kushiriki katika mahojiano ya urefu wa nusu muudo kutumia orodha ya maswali ya awali na kuelewa kwamba mtafiti kuuliza maswali kufuatilia kama muhimu. Maswali haya kutumika moja kwa moja ya kozi na mada ya mahojiano wakati wa kujaribu kupunguza uwezekano wa promptin na mtafiti. Mahojiano na mapenzi ya mwisho takribani saa moja na itakuwa audio recorders kutumia mkanda mbili.

Aidha kundi mwelekeo na walimu watatu au wanne itafanyika. Kila mahojiano baadaye kuwa imeandikwa nje neno kwa neno na mahojiano na mkalimani. Tafsiri ya mahojiano atakabidhiwa kwa wewe na mkalimani ndani ya wiki moja hivyo unaweza kusoma yao na kuongeza maoni yako kufanana. Baada ya mashiriki wakubaliana kwamba habari ni sahihi mkalimani kurundi nyaraka na mtafiti.

**Hatari na Faiday a Kuwa Katika Utafiti:**

Ya hatari zinazohusiana na utafiti huu ni ndogo na hukuna zaidi ya moja nila kukutana katika maisha ya kila siku. Utafiti ni pamoja na utafiti mmoja, mmoja mahojiano, na kundi moja mwelekeo. Faiday a kushiriki ni pamoja na nafasi ya kushiriki katika utafiti ambayo inaweza kutao taarifa kwa ajili ya walimu ya baadaye ya Tanzania na Wazara ya Elimu.

**Usiri:**

Kumbukumbu ya utafiti huu zitatumzwa binafsi. Katika taarifa ya kwamba mimi ili kuchapisha, mimi si ni pamoja na taarifa yoyote kwamba nitafanya katika iwezekanavyo ili kubaini somo lolote. Utafiti kumbukumbu zitahifadhiwa salama na watafiti tu kapata kumbukumbu.
Ju ya hitimsono la utafiti huu, data zote ikiwa ni pamoja na mahojiano taped, majarida na maelezo shamba itakuwa kuhifadhiwa katika sanduku salama mali ya mtafiti wa elimu ya msingi kwa kipindi cha miaka mitatu tangu tarehe ya Ed shahada D. ni tuzo ya mgombea. Katika hitimisho la miaka mitatu ya data kufutwa. Kumbukumbu karatasi wote watakuwa iliyosagwa na kanda itakuwa ilifutwa. Wakati na baada ya utafiti tu mtifiti za msingi na upatikanaji wa takimu. Kama wakati fulani katika siku yoyote ya yote au sehemu ya utafiti huu ni kuwasilishwa kwa ajili ya uchapishaji, na umbulisho wa masomo zitatunzwa bila majina.

**Hiari Asili ya Utafiti**

Kushiriki katika utafiti huu ni wa hiari. Uamuzi wako kama au kushiriki wala kuathiri mahusiano yenu ya sasa au ya baadaye na Chua Kikuu cha Uhuru. Kama wewe kuamua kushiriki wewe ni bure siyo kwa kujibu swali lolote na kuondoka wakati wowote bila kuathiri mahusiano hayo.

**Mawasiliano na Mahusiano:**

Matafiti kufanya utafiti huu ni Melinda Barringer. Unaweza kuuliza maswali yoyote sasa. Kama una maswali baadaye, wewe ni moyo kuwasiliana yake katika mbarringer@liberty.edu or 255686521656. Mshuari wa kitivo cha mradi huu ni Dr. Mark Lamport, malamport@liberty.edu.

Kama una maswali na unataka kuzungumza na mtu mwingine zaidi ya mtafiti, wewe ni moyo ya kuwasiliana na Bodi ya Taasisi Review, IRB, 1971 University Blvd., Suite 1582, Lynchburg, VA 24502 na email ya irb@liberty.edu.

**Utapewa nakala ya habari hii na uweke kwa rekodi zako.**
Kauli ya Ridhaa:


Signature: ___________________________ Date: __________________

Signature of Investigator: ___________________________ Date: __________________
Appendix E Interpreter Consent Form

A PHENOMENOLOGICAL STUDY OF MOTIVATIONS, EXPERIENCES AND REFLECTIONS AS RELATED TO TEACHER TRAINING AND DEVELOPMENT IN TANZANIA

Melinda Barringer

Liberty University

School of Education

You are invited to participate in a research study of Tanzanian teachers. You were selected as the interpreter because of your skill and experiences interpreting the English language. We are asking that you read this form and ask any questions you may have before agreeing to participate in the study. This study is being conducted by: Melinda Barringer, the College of Education, and Liberty University.

Background Information:

This study seeks to examine the motivations, experiences, and reflections of Tanzanian teachers who are at different stages in their teaching careers. Specifically, the study seeks to discover the motivations to become a teacher, the entry experiences, common experiences, and challenges faced over the course of becoming a teacher in Tanzania. In order to gain as much usable information as possible about the motivations, experiences, and reflections of Tanzanian teachers, a qualitative research design has been chosen.

Procedures:

If you agree to interpret for this study, we would ask you to do the following things:
We will ask you to translate surveys from English into Swahili that will consist of nine open ended questions. The survey will be distributed and collected by I. The survey will be completed by the participants before the interview takes place. We will ask you to translate the survey results from Swahili into English.

You will be asked to interpret 15 lengthy, semi-structured interviews using a list of initial questions with the understanding that the interviewer will ask follow-up questions as necessary. These questions will be used to direct the course and topic of the interview. The interview will last approximately one hour and will be audio taped using one analog tape recorders and a digital recorder. We will visit three sites and interview a total of 15 teachers. The interviews will be conducted using open ended questions. We will learn and review this technique before the interviewing process begins. It is important that translation of the words and phrases be as close as possible to what the participants say.

In addition, we will ask you to interpret the conversation of a focus group of three to four teachers. There are eight open ended questions that will be asked with potential follow-up questions. The anticipated length of time for the focus group is one hour.

**Risks and Benefits of being in the Study:**

The risks associated with this study are minimal and no more than one would encounter in everyday life. The study includes one survey, one interview, and one focus group. The benefits of participation include the opportunity to be involved in a study that may provide information for future Tanzanian teachers and the Ministry of Education.

**Confidentiality:**
The records of this study will be kept private. In any report that I might publish, I will not include any information that will make it possible to identify you as the interpreter. Research records will be stored securely and only researchers will have access to the records.

Upon the conclusion of this study, all data including taped interviews, journals, and field notes will be stored in a safe deposit box belonging to the primary researcher for a period of three years from the date that the Ed.D. degree is awarded to the candidate. At the conclusion of the three years, the data will be destroyed. All paper records will be shredded and tapes will be deleted. During and after the study, only the primary researcher and the interpreter will have access to this data. If, at any point in the future, all or portions of this study is submitted and accepted for publication, your identity will be kept anonymous.

You will agree to maintain confidentiality regarding the data and the identity of participants. This means that you will not communicate with other people regarding the details of anyone’s interview or other information you have about them. All documents entrusted to your care are to remain secure in a locked container at all times.

You will work together with I to transcribe the interviews and focus group interaction word-for-word. You will deliver this translation to the participants so that clarification of intent can be added in order to ensure the information is accurate.

**Voluntary Nature of the Study:**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

**Contacts and Questions:**
I conducting this study is Melinda Barringer. You may ask any questions you have now.

The faculty advisor of this project is Dr. Mark Lamport, malamport@liberty.edu. If you have questions later, you are encouraged to contact her at mbarringer@liberty.edu or 255686521656.

If you have any questions or concerns regarding this study and would like to talk to someone other than I(s), you are encouraged to contact the Institutional Review Board, Dr. IRB, 1971 University Blvd, Suite 1582, Lynchburg, VA 24502 or email at irb@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to interpret for the study.

Signature: ________________________________ Date: __________________

Signature of Investigator: ________________________________ Date: ________________
Appendix F Interpreter Consent Form in Swahili

MKALIMANI FOMU YA IKHIMI

UTAFITI PHENOMENOLOGICAL MOTISHA TAFAKARI, NA UZOEFU KAMA KUHUSIANA NA MAFUNZO YA WALIMU NA MAENDELEO YA TANZANIA

Melinda Barringer

Chuo Kikuu Cha Uhuru

Shule ya Elimu

Wewe ni mwenyeji wa kushiriki katika utafiti wa utafiti wa walimu wa Tanzania.
Walikuwa kuchaguliwa kama mkalimani kwa sababu ya ujuzi wako na uzoefu wa kutafsiri kwa lugha ya Kiingereza. Sisi kuuliza kwamba kusoma fomu hii na kuuliza maswali yoyote unaweza kuwa kabla ya kushiriki kuwa katika utafiti. Utafiti huu ni kuwa uliofanywa na Melinda Barringer, Chuo cha Elimu na Chuo Kikuu Cha Uhuru.

Background Habari:

Utafiti huu inataka kuchunkuza motisha, uzoefu na tafakari ya walimu wa Tanzania ambao ni katika hatua mbalimbali ya kazi yao ya kufundisha. Hasa utafiti inataka kugundua hisia kuwa mwalimu, uzoefu kwingia, kawaida uzoefu, wanakabiliwa na changamoto juu ya kozi ya kuwa mwalimu ya TanzaniaILI kupata taarifa nyingi kama usable habari kama iwezekanavyo kuhusu motisha, uzoefu na tafakari ya walimu wa Tanzania utafiti wa ubora amechaguliwa.

Taratibu

Kama unakabali kuwa katika utafiti huu, tunataka kuuliza kufanya mambo yafuataho:

Utaombwa kutafsiri kwa muda mrefu wa nusu muudo kutumia mtafiti na kuelewa kwamba mtafiti kuuliza maswali kufuatilia kama muhimu. Maswali haya kutumika moja kwa moja ya kozi na mada ya mahojiano wakati wa kujaribu kupunguza uwezekano wa promptin na mtafiti. Mahojiano na mapenzi ya mwisho takribani saa moja na itakuwa audio recorders kutumia mkanda mbili. Sisi kutembelea maeneo matatu na mahojiano ya jumla ya walimu kumi na tano. Ya mahojiano itafanyika kwa kutumia maswali wazi kumalizika. Sisi kujifunza na tathmini ya mbinu hii kabla ya mchakato wa kuhoji huanza. Pia itakuwa muhimu kutafsiri maneno au misemo kama karibu iwezekanavyo na kile mshiriki alisema.

Aidha, sisi kuuliza kutafsiri kwa mazungumzo ya kundi mwelekeo wa walimu mitatu madi mine. Kuna nane wazi kumalizika maswali ambayo ataombwa uwezekano mkubwa wa kufuata na maswali. Urefu kutarajia ya muda kwa ajili ya kundi lengo ni saa moja.

Hatari na Faida ya Kuwa Katika Utafiti

Ya hatari zinazohusiana na utafiti huu ni ndogo na hukuna zaidi ya moja nila kukutana katika maisha ya kila siku. Utafiti ni pamoja na utafiti mmoja, mmoja mahojiano, na kundi moja mwelekeo. Faida ya kushiriki ni pamoja na nafasi ya kushiriki katika utafiti ambayo inaweza kutao taarifa kwa ajili ya walimu ya baadaye ya Tanzania na Wazara ya Elimu.

Usiri:

Kumbukumbu ya utafiti huu zitatumzwa binafsi. Katika taarifa ya kwamba mimi ili kuchapisha, mimi si ni pamoja na taarifa yoyote kwamba nitafanya katika iwezekanavyo ili
kubaini kama mkalimani. Utafiti kumbukumbu zitahifadhiwa salama na watafiti tu kapata kumbukumbu.


Wewe kukubaliana na kudumisha usiri kuhusu takwimu na kumbukumbu katika chombo. Nyaraka zote waliokabidwha yako wakati wa usafiri ni kubaki salama katika chombo.

Wewe kazi pamoja na mtafiti na nukuua mahojiano na kuzingatia mwingilian moja kwa moja. Hii ina maana kwamba huwezi kuwa salama na watafiti wao. Wewe kutoa tafsiri hii washiriki ili ufafanuzi unaweza kuongezwa ili kuhakikisha kuwa taarifa ni sahihi.

Hiari Asili ya Utafiti

Kushiriki katika utafiti huu ni wa hiari. Uamuzi wako kama au kushiriki wala kuathiri mawasiliano hayo yenu ya sasa au ya baadaye na Chua Kikuu cha Uhuru. Kama wewe kuamua kushiriki wewe ni bure siyo kwa kujibu swali lolote na kuondoka wakati wowote bila kuathiri mawasiliano hayo.

Mawasiliano na Mahusiano

Matafiti kufanya utafiti huu ni Melinda Barringer. Unaweza kuuliza maswali yoyote sasa. Kama una maswali baadaye, wewe ni moyo kuwasiliana yake katika mbarringer@liberty.edu or .
255686521656. Mshuari wa kitivo cha mradi huu ni Dr. Mark Lamport, malamport@liberty.edu.

Kama una maswali na unataka kuzungumza na mtu mwingine zaidi ya mtafiti, wewe ni moyo ya kuwasiliana na Bodi ya Taasisi Review, IRB, 1971 University Blvd., Suite 1582, Lynchburg, VA 24502 na email ya irb@liberty.edu.

_Utapewa nakala ya habari hii na uweke kwa rekodi zako._

_Kauli ya Ridhaa_


Signature: ________________________________ Date: ________________________________

Signature of Investigator: ________________________________ Date: ________________________________
Appendix G: Agnus Interview

Mendy: Describe your teaching practice. What type of a teacher are you? How do you characterize your relationship with your students? Do you enjoy being a teacher?

Agnus: The kind of teacher I am right now. I can say that maybe the pupils can be able to describe me that I am a good teacher. Being a teacher, you can face a lot. If you do not know how to handles these pupils, you will be in trouble. For the experience for my pupils, I am trying to learn about them and they about me. I think it is a friendly relationship. When a pupil messes around, it is not good. I can use any means, even a punishment so that the pupil knows what to do at the right time.

Mendy: Tell me about your experiences as a student in primary and secondary school.

Agnus: Ok. Uhhh, during my primary level, I can say that I did not go through ECD (Early Childhood Development), I just started Standard One direct. So... I was not taught nursery, pre-or unit or baby class. But uhhh during my lower level I started studying in class one, whereby my performance was not bad. I think I not repeat any class. Our primary level we were to study up to Standard Eight, then we do what we TNE. That is where we perform our national examination, which shall be able to challenge you whether you are able to join Form 1 in the secondary level. It was averagely done. I managed to join a high school whereby I was a border. I enjoyed it. I cooperated well with my teachers. I was a spiritual leader during my secondary level.

Mendy: What kind of student were you and what did you think of your teachers and professors? Were you prepared to pass national exams that would admit you into a teacher training college?

Agnus: I had a good relationship with my teachers. I even used a lot of my time singing, going to rallies whereby we were to meet with other schools so that to do debating clubs. Those were
my hobbies when I was in high school. During my Form 4 level, uhhhh…..due to financial instability from my parents, they could not manage for me to do my exams at the high school. So, I went back to day school whereby I performed my examination for Form 4 and I think it was long ago. I did not repeat primary level. So I passed my Form 4 in year 2000. I just passed averagely. Yeah. Yeah.

Mendy: In your school experience, was there anyone who impacted your career decision?

Agnus: OK After my results of my exams, my father passed away so I could not be able to continue to go elsewhere. I could not go and get training. So I decided to join the academy schools whereby I started to get experience teaching. I started teaching and started in the primary school, levels 1, 2, and 3 whereby I was teaching all subjects excellently. When we had a competition in the primary level, my subjects were well done, even I was being promoted. Some of the gifts that I had were motivated and encouraged. I went to another academy school and started to teach nursery by my house. I started to teach nursery then. I did this so I could get some experience. So, I decided to start teaching. I like teaching ECD. I liked ECD very much. Since I was a Christian, when I was in church, I was teaching the small kids in church so I brought that experience from church now directly to the classroom. So, I was able to cope with those small kids. I know what they like, what they don’t like. I know how to handle even from 3 years, 6 or 10. I got that experience. I was not trained but got experience by teaching the children that were smaller. I got this experience from other teachers. I just got this experience from other teachers. I learned from them. In our community, there were not any means of keeping yourself busy only the academy schools which were private schools you could get a chance of teaching even if you are not trained. From there I got that experience and then could go and teach in a government school. You could only teach in a government school right out of
Form 4 by going to training at a teaching college right away. I was not able to go due to financial so I went and worked at an academy school. There I gained experience.

Mendy: Tell me about the decision making process that led you to actually begin the act of becoming a teacher.

Agnus: Because I thought I was a good teacher in the private schools, I decided to go become a teacher. I worked very hard. I had to work to pay the school tuition. In our community, there was not any means of keeping yourself busy. So, the only way you can have a chance of doing anything, is to start in the academy school. This is what I did. I started there. You can get a chance of teaching before you are trained at this academy school. This is what I did first. I could not afford to go right to teacher training.

Mendy: What formal teacher training did you receive? If received, where did you attend? Please describe your experiences. I attended a formal teacher training college for one year. Tarime Teacher College. It was good. After that I just started teaching in the ECD program. This helped me to gain experience. I kept on teaching because everyone liked what I was doing.

Mendy: What portion of your preparation focused on teaching strategies or interactive learning?

Agnus: After a year, I was sent to the school to learn how to teach. I had to work and learn how to do my job. In my TTC (Teacher Training College) I learned English and Math. I also learned about the development of a child.

Mendy: Did you take any classes focused on teaching strategies or interactive learning?

Agnus: No

Mendy: Were your friends and family supportive of your decision to pursue teaching as a career? Who was the most or least supportive and how did you react to their opinions?
Agnus: For that one. I was only with my mom. Since I was the first born they supported me. When I first started teaching, my community they supported me. They liked me teaching and wanted me to continue teaching. They wanted to me to continue with the same spirit of training the kids. The community supported me because they saw me and liked what I was doing with the children. They thought I could learn more techniques about teaching. They supported me to go get more training.

Mendy: What type of financial commitment did it take to pursue training? How was this challenging for you?

Agnus: When I decided to join teaching, I think there wasn’t any expense once you got to the school. When you go to teach in the academy school, when you go there, you take your certificate. I have finished Form 4 and I have come and want to teach anything if you will allow me. They interview you and see if you are able to teach. If you are able to pass that interview then you are able to start to teach. They only gave you a salary which just gives you enough for small things. It was not enough to support a whole family. I taught at the private academy just to keep myself busy and it gave me just enough money to buy some small things. I didn’t have any money for anything else. My family and community had to support me to go get more training at the TTC.

Mendy: Do you believe that your teacher education process prepared you for the realities of the classroom?

Agnus: It was good. I feel like I was already prepared

Mendy: The first year of teaching is typically the most difficult. Tell me about your first year of teaching. What did you find most enjoyable? Most challenging?
Agnus: During my first year of teaching, I really enjoyed it. I wanted to be a good teacher. I was proud. I was called a teacher and I was very happy to be on my own and working in the classroom. My first year was really good. It was very enjoyable.

Mendy: Did you have a mentor assigned to you or was there someone who helped you? What were some of the most useful recommendations they gave you?

Agnus: Yes, we had teachers in my first year school where I taught, we had the head of the ECD and primary grades who would make sure you have all the materials. The school was very organized. The job of the head teacher was to make sure you had everything and knew what to do. He would support you and teach you how to do things. He would teach you how to make your lesson plans and schemes of work. He taught you on what to do, how to work your classes, how to fill out the forms. The head of the lower primary school was my mentor. His function was to make sure you had all your materials. He would teach you how to make your lesson plans and schemes of work. He taught you on what to do, how to work your classes and how to fill out the forms. He taught you how to arrange your materials and how to mark papers and grades. He taught you how to write and do whatever you were supposed to do. He told me that I was a good teacher and had a good ability to teach.

Mendy: Tell us the advice that you thought was really helpful as a new teacher.

Agnus: The advice that they gave me to help me, they told me that when you are a teacher and you have that ability of teaching. You need to work hard, to make sure you are helping the pupil, even if you face other temptations, maybe management didn’t pay you very much money, you shouldn’t focus on that. If you devote yourself to this student, God will help you. If you decide to help this student God will help you in your life. Whatever you do is to make the better the pupil. You must seriously embark to help the student. You are not here for anyone else. You
are simply here for the pupil. What you are supposed to do is to better the pupil. If you mess up with the pupil, you will get curses from God. They said if you are to leave a place, you are not to leave the place carelessly. You are to leave that place in peace and don’t destroy where you come from. You don’t know where you are going. You are to better where you are going.

Maybe later you might be forced to go back to where you were so you must make sure that you leave in the right way so that you can return if you need to. You must be able to be welcomed back in a nice way. You must make sure that things go well when you decide to leave a place. Maybe the government will pay you at that time. I have grown much since I have been teaching. I have got much more experience in being a teacher. I have not seen any difficulties of being a teacher. I now enjoy everything about teaching. I am very good at it. I can say that at the end of my teaching, due to not being financially stable, I feel like that maybe God willing….. to better my teaching career so I will be happy and enjoy my teaching career because I am going on older.

I want to be trained in more classes so that will make me more happy. Training is very important. I want to learn more. I feel like having training would improve my techniques of training and maybe in the future I will be better and live on my history wherever I will be.

Mendy: Based on what you know now, if you could have designed your own teaching preparation program, what would it have looked like? What experiences would you have included?

Agnus: I can say that for the experience I need to learn more. OK. In Tanzania, we have what we call in-service which is teaching and training in the same time. OK. What am I going to do? We have three terms so you can teach and train at the same time. Yeah, now if I manage to start my own training program, I am going to construct a building, and put in many resources for the children. I would have a college and university. We could have a nursery training college. We
have a P1 primary training. I would have lots of sciences. Math and sciences are very important. I would start a P1 college, it would be very simple. For primary teacher, I would make sure that I would have all the buildings and the houses for the teachers to live in. I would also buy a lot of important materials for the teachers to learn from. I would make sure I would have lots of teachers to do the lecturers. Because the colleges, when they have success, they must have lots of materials. The lecturers much be English and know biology, chemistry lecturers. They are the ones who would manage to help the teachers to become successful. Secondly, They would have to have the right exam grades in order to be admitted to the college. In Tanzania I know how, the standard is very low. When the student passes the exams at the secondary level, I must know their grades and make sure it is high. Yeah…. In Tanzania, the standard of learning is very low. So, even the grade of coming into a teacher college is very low. I would want to make sure the standards are very high. That is what I can do. To make sure it is the best, I want to have an English medium. I make sure that the entire curriculum is in English. Pupils must be able to learn English when they are four and five years old. If they learn the language while they are in primary school, they will not struggle when they get to secondary school. The students who are most successful know English. Establishing an English medium school is very important. Everyone needs to speak the English language. They must understand the English. I think Swahili will not take you anywhere. I do not prefer Swahili. The subjects must be taught in English. Right now, the subjects are taught in Swahili. English must be spoken. I would say that we need to concentrate on teaching in English. English medium schools are very important. Students must start to learn the English language when they are in early childhood. It will make students learn better. If they will do this they will not have as much trouble when they transfer for a secondary school. Right now they are taught in Swahili and they transfer and cannot speak
English which gives them a lot of trouble. If they were learning earlier in English, they would not have so much trouble with learning the subjects. Right now, Swahili is spoken everywhere and this is not taking us anywhere. We must go to an English language. I would make sure that everyone were speaking and learning in English. The one thing needed most in Tanzania to make students learn excellently would be the English language. When they finish the primary school, they can’t perform because they don’t know the English language.

Mendy: What specific advice would you give to those who may be seeking a position as a teacher in Tanzania?

Agnus: Advice to…a piece of advice … give advice to a teacher who is brand new. I think for this one, if you have never taught before, then you come in and you have to learn to cope up with life. If you come in and want to be a teacher, I think that there is a protocol that you need to follow. You must join a teacher training college in order for you to get assigned to a government school. You must go and make sure you fill out the paper work properly and have the right scores to get a job as a teacher. If you don’t have the right scores and paperwork, then it is very difficult. Also, as a teacher, you should be punctual in class. You should be having all the materials as a teacher. Without a teacher you cannot do your job. You should look and dress as a teacher.

Mendy: If the position of teacher had not become available to you, what would you be doing now?

Agnus: If I had not become a teacher, at this time, I am a very good farmer. I could do farming very well. I can plant vegetables and grow them well. I know how to grow maize very well. I could grow them and sell them. I must do this in order to get perfume to spray on my body. I
am very good at farming and I would sell my produce in the marketplace. My second thoughts on this is that if teaching failed, then I wanted to join nursing.

Mendy: What areas do you feel you need additional training in? What would be the most ideal way for you to receive this training?

Agnus: I don’t really know what other things I need training on. I am really happy doing my job and do it very well. I would like to go to workshops on teaching. I want to learn more.

Mendy: Do you believe that your teacher education process prepared you for the realities of the classroom?

Agnus: Yes. I was ready for the classroom. I loved working with children. I wanted to be in there.

Mendy: What types of resources were readily available to you? What types of resources were you lacking?

Agnus: The head teacher where I worked made sure we had everything that we needed. They were very well organized. They would make sure we could learn and teach excellently.

Mendy: What types of ongoing teacher training initiatives do you attend? How are you growing and learning from them? How is your class impacted by your participation in these activities?

Agnus: I don’t go anywhere right now. There is not anything around here.

Mendy: What do you hope to accomplish over the course of your teaching career? What do you hope to accomplish in your personal life that is perhaps much more meaningful because of your career as a teacher?

Agnus: Apart from teaching, Ok. I think that…..Yeah…I would like to always tell people how important English mediums schools are and that the pupils should learn excellently. They should not learn in Swahili but they should learn in English. I want to advise everyone to do this. I
believe it will make a big difference. I always wanted to be a teacher. My family said I was
going to be a very good teacher and encouraged me. I was very good at it and all my students
loved me. I want to help them to become the most successful person they can be. Teaching
makes me happy.

Mendy: Thank you for your time and the answers that you gave. I appreciate your willingness
to share your thoughts with me.
Appendix H Focus Group Questions for Tanzanian Teachers

Focus Group Maswali ya Walimu Tanzania

1. What style of teaching did you learn in your teacher preparation program? Nini mtindo wa mafundisho gani kujifunza katika mpango maandalizi mwalimu wako?

2. Please describe some of the courses you took in your teacher training program. What courses were most beneficial to you? Tafadhali kuelezea baadhi ya kozi ya wewe alichukua katika mpango wa mafunzo ya walimu wako. Kozi gani walikuwa manufaa zaidi kwenu?

3. What are some types of on-going professional development training you feel you need to be more effective in the classroom? Nini baadhi ya aina za juu kwenda mtaalamu wa maendeleo ya mafunzo ya unajisikia unahitaji kuwa na ufanisi zaidi katika darasa?

4. What would be the best way for you to get this training? Nini ni njia bora kwa ajili ya kupata mafunzo haya?

5. What types of teaching communities are available to you? Aina gani mafundisho ya jamii inapatikana kwa nini?

6. Do you have the opportunity to collaborate with your peers regarding teaching methodologies, curriculum or teaching strategies? Je, una nafisi ya kushirikiana na wenzao wako kuhusu mbinu za kufundisha, mitaalia au mikakati ya kufundisha?

7. What are some of the current challenges of participating in current educational initiatives regarding teaching and learning in Tanzania? Ni baadhi changamoto ya sasa ya kushiriki katika mpango ya elimu kuhusu kafundisha na kujifunza katika Tanzania?
8. In your opinion, do you feel there is a need in Tanzania for a better teacher training program? If so, what are some improvements that you would make? Kwa maoni yako, je, kuhisi kuna haja ya Tanzania kwa ajili ya mpango mafunzo ya walimu bora? Kama ni hivyo, ni baadhi maboresho ungependa kufanya?
Appendix I Interview Questions for Tanzanian Teachers

1. Describe your teaching practice. What type of a teacher are you? How do you characterize your relationship with your students? Do you enjoy being a teacher?
Kueleza mafundisho yako ya mazoezi. Aina gani ya mwalimu ni wewe? Jinsi gani unaweza kuelezea uhusiano wako na wanifunzi wako? Je, kufurahia kuwa mwalimu?

2. Tell me about your experiences as a student in primary and secondary school.
Kuniambia juu ya uzoefu wako kama mwanafunzi katika shule ya msingi na sekondari.

3. What kind of student were you and what did you think of your teachers and professors? How were you prepared to pass national exams that would admit you into a teacher training college? Aina gani ya wanafunzi walikua wewe na nini unafikiri ya walimu wako na maprofesa? Walikuwa wewe tayari kupita mitihani ya kitaifa ambayo nitakuingizeni katika chuo cha mufunzo ya ualimu?

4. Who impacted your career decision to become a teacher? Ambao wanashikiliwa kazi wako uamuzi kuwa mwalimu? Tell me about the decision making process that led you to actually begin the act of becoming a teacher. Kuniambia juu ya maamuzi ambayo imesasabisha wewe kweli kuanza tendo la kuwa mwalimu.

5. What formal teacher training did you receive? If received, where did you attend? Please describe your experiences. Nini rasmi ya mafunzo ya walimu gani kupokea? Kama alipata, ambako alifanya kuhudhuria? Tafadhali kueleza uzoefu wako?
6. What portion of your preparation focused on teaching strategies or interactive learning? Sehemu gani ya maandalizi yako ililenga katika mikakati ya kufundisha au kujifunza.

7. Were your friends and family supportive of your decision to pursue teaching as a career? Who was the most or least supportive and how did you react to their opinions? Walikuwa marafiki na familia yako kuunga makono uamuzi wako ili kutekelez kazi mafundisho Ambeya alikuwa zaidi au alalau mkona na jinsi gana kukabiliana na maoni yao?

8. What type of financial commitment did it take to pursue training? Aina gani ahadi ya fedha alifanya hivyo kuchukua kutekeleza mafunzo?

9. Do you believe that your teacher education process prepared you for the realities of the classroom? Je umaamini kuwa mwalimu wako tayari mchakato wa elimu kwa hali halisi ya darasani?

10. The first year of teaching is typically the most difficult. Tell me about your first year of teaching. What did you find most enjoyable? Most challenging? Mwaka wa kwanza wa kufundisha ni kawaida ya magumu zaidi. Kuniambia juu ya mwaka wako wa kwanzo wa kufundisha. Nini kupata kufurahisha wengi? Changamoto kubwa?

11. Did you have a mentor assigned to you or was there someone who helped you? What were some of the most useful recommendations they gave you? Je, kuwa na mashauri kwa ajili ya wewe au mara kuna mtu ambaye kusaidiwa? Nini baadhi ya mapendekezo muhimu sana wakawapa wewe?

12. What types of resources were readily available to you? What types of resources were you lacking? What types of ongoing teacher training initiatives do you attend? How
are you growing and learning from them? How is your class impacted by your participation in these activities? Aina gani ya rasimali wato kwa urahisi na wewe? Aina gani ya rasimali ulikuwa haupo? Aina gani ya kuendelea mipango ya mafunzo ya walimu kufanya kuhudhuria? Habari za kukuza na kujifunza kutokea kwao? Jinsi ni darasa wanashikiliwa na shughili hizi?

13. What do you hope to accomplish over the course of your teaching career? What do you hope to accomplish in your personal life that is perhaps much more meaningful because of your career as a teacher? Nini na matumaini ya kukamilisha juu ya mwendo ma kufundisha kazi yako? Nini na matumaini ya kukamilisha katika maisha yako binafsi ambayo labda ni ya maana zaidi kwa sababu ya kazi yako kama mwalimu?

14. Based on what you know now, if you could design your own teaching preparation program, what would it look like? What experiences would you include? Msingi unajua nini sasa, kama unawezi kubuni mafundisho yako mwenyewe maandalizi ya mpango, nini itakuwa ni kuangalia kama? Ni uzoefu gani wewe pamoje?

15. What specific advice would you give to those who may be seeking a position as a teacher in Tanzania? How could this advice have helped you when you were planning to become a teacher? If the position of teacher had not become available to you, what would you be doing now? Nini maalum ushauri gani unaweza kumpe kwa wale ambao wanaweza kuwa na kutafuta nafasi kama mwalimu katika Tanzania? Jinsi gani ushauri huu na kusaidiwa wakati walikua kupange tarehe ya kuwa mwalimu? Kama nafasi ya mwalimu alikuwa kuwa inapatikana kwa ninyi, je, ingekuwa wewe kufanya sasa?
16. What areas do you feel you need additional training in? What would be the most ideal way for you to receive this training? Yale maeneo ya kafunya unajisikia wanahitaji mafunzo ya ziada katika? Nini itakuwa njia bora zaidi kwa ajili ya kupata mafunzo haya?
Appendix J Outline/Script to Introduce Project

I. Introduce myself and interpreter

II. Introduce study
   a. Purpose of study
      i. The purpose of this study is to listen to the voice of the teacher by examining their motivations, experiences and reflections regarding their training preparation experience and understand how they feel these processes impacted their current teaching style and success. A scholarly investigation of the teacher training process in Tanzania will result in information that may bring clarity to the quality of teaching and learning.
   
   b. Guiding questions
      i. What cultural or societal issues are challenging obstacles to the pursuit of a career in teaching?
      ii. How is the teacher prepared to teach and was there someone who played a significant role in this process?
      iii. How did the preparation process benefit or hinder the teacher and his/her effectiveness in the classroom?
      iv. What types of ongoing teacher development initiatives are currently being offered for teachers?
      v. What types of experiences, both pre-service and in-service, would better prepare the teacher for his/her current role?
   
   c. Teacher Selection Specifications
      i. 5 teachers from your site
      ii. Teachers will have attended teacher training program in Tanzania
      iii. Teacher experience will range from 1 – 10 years
      iv. 1 to 2 teachers will be selected to participate in focus group which will be held at City of Hope in Ntagatcha.
   
   d. Teacher Participation
      i. Consent
      ii. Completion of Survey
      iii. Completion of Interview
   
   e. Conclusion
      i. Opportunity to ask questions
      ii. Commitment to move forward
Appendix K Survey Questions for Tanzanian Teachers

Utafiti wa maswali kwa ajili ya walima wa Tanzania

Thank you for taking the time to complete this survey. Asante kwa kuchukua muda wa kukumilisha utafiti huu. Please completely and thoroughly answer the following questions. Tafadhali kabisa na kabisa kujibu maswali yafuata yo. Please use the notebook paper provided to answer each question utilizing as much space as necessary. Tafadhali kutumia karatasi daftari zinazotolewa kujibu kila swali kama nafasi ya kutumia kiasi kama ya muhimu.

1. What is your current role and how were you assigned to your current post?  Je, ni jukumu yako ya sasa na jinsi walikuwa wewe kupewa kwa post yako ya sasa?
2. How long have you held this position?  Muda gani wewe uliofanyika nafasi hii?
3. Please tell me about your teacher training experience. How long did you prepare?  Tafadhali nieleze kuhusu ozoefu mwalimu wako mafunzo. Muda gani kujiandaa?
4. What were the most positive experiences?  Ni nini uzoefu chanya zaidi?
5. What types of experiences do you wish you would have had?  Aina gani ya uzoefu wa kufanya wewe unataka ingekuwa alikuwa?
6. What types of activities do you feel would be important for teachers to experience before they get into the classroom?  Aina gani ya shughuli za kufanya kuhisi ni muhimu kwa aliji ya walimu na uzoefu kabla ya kupata darasani?
7. How is the role of a mentor an important role in the teacher training process?  Je, unajisikia mshauri ni jukumu muhimu katika mchakato wa mafunzo ya ualimu?
8. What types of things should this person help the new teacher with?  Aina gani ya vitu lazima thiz mtu msaada wa mwalimu mpya na?
9. In your opinion, do you feel there is a need in Tanzania for a better teacher training program? If so, what are some improvements that you would make? Kwa maoni yako, je, kuhisi kuna haja ya kuwa na mpango bora ya mafunzo ya walimu katika Tanzania? Kama ni hivyo, ni baadhi maboresho kwamba unepende kufanya?