

Assessment of the effectiveness of teachers resource Centre's (TRCs) in improving the quality of primary school teachers: a case of Iringa region

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The study assessed the effectiveness of Teachers' Resource Centre's (TRCs) in improving the quality of primary school teachers as a strategy for professional development for new and in service teachers in Tanzania. The study was conducted in Iringa Municipal Council and Rural district. A total 106 respondents were involved in the study, REO, DEOs, TRC coordinators and primary school teachers. The purposive and random sampling procedures were used to collect data from the respondents. Interviews, documentary review and questionnaires were used to collect data. The study revealed that professional development programmes implemented in TRCs was seminars and workshops. The findings revealed that TRCs for primary school teachers was seminars and workshops. The findings revealed that education qualification and training plan of TRCs coordinators did not bring effective as well as efficient impact for TRCs programmes ran. The study established there was lack of funds for in-service training and wrong perceptions of primary school teachers on the use of TRCs. It is also revealed that lack of funds, infrequently training to TRC coordinators and negative perception of educations stakeholders on the use of TRCs were among challenges which impede provision of in-services training. Based on the study, it is recommended that, TRCs should be empowered to conduct seminars, workshops and open distance learning (ODL) to improve their effectiveness. The government through district and Municipal education offices should emphasize and allocate funds to TRCs to enable them to develop primary school teachers both academically and professionally. The study has not been exhaustive; further studies need to be conducted to explore possible ways of progressing with TRCs implementation in Tanzania`s primary school