

The impact of grade b/c-a teacher upgrading programme in enhancing teaching and learning process in primary schools

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This study evaluated the teachers upgrading programme in Tanzania especially on how the programme impacted on their performance in classroom. The review of literature showed that there was a tendency to most education systems in Africa not to evaluate the initiative and innovations done in their education systems. The same was the case on this project in Tanzania hence the study's significance. The study aimed at assessing the impact of upgraded grade B/C-A teacher's performance in the primary schools teaching and learning process. Both qualitative and quantitative research approaches were employed with interviews, focus group discussions, documentary reviews, observations and questionnaire. The sample of this study was composed of 55 upgraded teachers, 20 head teachers, 29 tutors/factitious, 2 DEOs, 2 school inspectors, one TTC principal, one TTC co-coordinator, 10 parent representatives, 10 ward education co-coordinators, one MOEC-DBSPE official and 40 pupils. The study found out that upgraded teachers prepared their lessons and employed the child-centered teaching method. However, their performance in teaching was limited by lack of instructional materials such as textbooks, reference were not comfortably teaching English life skills education, Mathematics and science subjects due to lack adequate knowledge in the subject matter. This study recommended that the government policy on up-grading all grade B/C teachers should be continued but strengthened in order to address the problem of teaching English Mathematics, Science, and life skills subjects in primary schools.