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Strategies for Management of Teachers 'Resource Centres to Support Teachers 'Professional Development-Lessons from Dodoma Region, Tanzania

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Abstract: *Objective:* this qualitative study is about investigating experiential management strategies used by Local Government Authorities (LGAs) in improving Teacher Resource Centres (TRC) to support teachers' professional development (TPD). *Prior or originality of study:* the study was carried out because management of TRCs in Tanzania was under Ministry of Science and Technology before commencement of LGAs in 1982 which led to the decentralization of public services to cater for service delivery. *Approach:* purposive sampling was employed to get participants to include in the study. Data were collected by using documentary review, observation and semi-structured interview methods, and analysed thematically. *Results:* the study found that DPEOs and TRC Coordinators use tutors from schools, rent TRCs buildings for public activities, share other institutions resources, use school competitions to acquire teaching materials, secure funds from banks, and Children in Crossfire and Education Quality Improvement Programmes as education programmes improve operation of TRCs. *Implication:* TRCs are optional places for in-service training to support TPD, management of TRCs lack formal budget from the LGAs' education management structure, and challenges limiting TRCs activities are human, material and financial resources. *Value:* the study is useful particularly in policymaking, enhancement of TPD and improvement of quality of TRCs.

Keywords: Collaborative Education Services; Experiential Management Strategies; Local Government Authorities; Teachers Professional Development; Teachers' Resource Centres

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1. Background to the Problem

1.1. Teachers' Professional Development

Professional development (PD) refers to educational experiences related to an individual's work, and it is among the strategies school systems use to strengthen educators' performance levels (Mizell, 2010). For stance, teachers' professional development (TPD) is provided to teachers who are already working to improve their quality in teaching as well as acclimatising new teachers to enable them carry out teaching and learning effective (Karalis, 2016).

Komba and Mwakabenga (2019) view TPD for teachers as a key medium through which teaching is enhanced, and consequently improving student achievement. In other words, without TPD, teachers will be outdated as result will not be able to manage and/or cope with the teaching challenges in future, consequently do not enjoy their jobs and may become unmotivated.

1.2 The Role of Teachers' Professional Development

Professional development through in-service training is important for career development and achievement. The in-service training is offered through either short courses, seminars, workshops, meetings and other special training. In regard to professional development, Teachers Professional Development (TPD) is given to teachers who are already working. The TPD may differ in approaches (Karalis, 2016). Nevertheless, its purpose remains the same that is improving the quality of teachers in teaching as well as acclimatising new teachers to enable them can carry out teaching and learning effective. In other words, without TPD, teachers will be outdated as result will not be able to manage and/or cope with the teaching challenges in future.

In addition, teachers who do not take part in in-service training opportunities do not enjoy their jobs and may become unmotivated. In this case, teachers in their career are supposed to keep on learning, updating their knowledge; therefore, they continually need new knowledge and skills to enable them to carry out teaching role effectively. Studies have shown that all types of training and study experiences would be useless if the individual teacher did not feel committed to professional growth (Taylor et al., 2019). Therefore, in the view of TPD, each teacher would need to use all means available to become a better-educated person, to develop judgments and skills and to keep in touch with ideas and innovations in his or her own cognate

fields (Gadiye, 2018).

1.3. Teacher Resource Centres: An Optional Place for Teachers' Professional Development

Teacher Resource centres (TRCs) originated in Britain in the 1950s. In Tanzania, the first TRC was established in Iringa at Kleruu Teachers College in 1972 under the sponsorship from the government of Denmark (Said, 2015). By the year 1999, a total of 291 TRCs had been established of which 283 TRCs are in Tanzania Mainland and 9 in Zanzibar (Mosha, 2015). TRCs provide teachers with a place where they could get support with PD, training for new tasks, discussion with their fellows issues related to teaching profession, and recreation in a friendly atmosphere (Mosha, 2016).

In Tanzania, TRCs were established to upgrade teachers, host in-services training to teachers, keep records of teachers developed through the TRCs, mentoring teachers as well as to provide teaching and learning aids such as computer-based teaching materials, databases, micro teaching equipment and production facilities for producing teaching-learning aids of all kinds (Hengelezi, 2016).

In other countries, for stance India TRCs were developed in order to provide continuous PD for teachers in order to provide quality education to learners (Singh et al., 2020). In Nepal (Suzuki, 2008), Zambia and South Africa (Engelbrecht and Muthukrishna, 2019), TRCs were initiated as remedial for education associated challenges in to enable access of resources by teachers and provision of quality of education.

2. Statement of Problem

Despite the fact that TRCs play a vital role in the teaching career through professional development programmes, there are challenges that hinder effectiveness of these centres. Mosha (2015) in Tanzania exploring “*the Role of Teachers' Resource Centres in Teachers' Professional Development and Enhancing Primary Education in Zanzibar*” found that there were lack of funds to support TRCs activities, and scarcity of resources including human. In addition, Hengelezi (2016) reported that TRC had inadequate human resources while other TRCs had incompetent TRC trainers, and lack of clear administrative hierarchy as well as shortage of materials such as books and computers (Mollel, 2015).

Since the emergency of TRCs in Tanzania, its management was under Ministry of Science and Technology before commencement of Local Government Authorities (LGAs) in 1982. Commencement of LGAs led to the decentralization of political, financial, and administrative (PFA) matters to cater for public-based services delivery (Mpambije,2016). Thus, this study was conducted to examine experiential management strategies used in improving Teacher Resource Centres (TRC) to support teachers' professional development (TPD). The following question guided the study: What are the strategies plans implemented to improve TRCs?

3. Literature Review

3.1. Theoretical Framework: Theoretical framework is a blueprint of research that serves to inform the purpose and significance of research. It demonstrates the relationship of existing theory and research itself (Heale and Noblev, 2019). It uses theories to guide the study since theories are used to explain phenomena. Context, Input, Process and Product (CIPP) Model developed by Daniel Stuffle beam guided this study. The model is prominent for evaluating educational programmes (Stufflebeam, 1971).

In the context of this study, the context (C) deals with provision of information on planning or decision making on a given project. Inputs (I) deal with identifying strategies for achieving given objectives. Thus, in this study, Inputs are availability of financial supports for TRCs, teaching and learning materials, rehabilitating and reconstructing TRCs as well as training of TRCs personnel. The process (P) deals with assessing the implementation of plans to guide activities and later to explain outcomes. Under this study, a process is the implementation of the strategies to improve TRCs. Product (P) identifies intended outcomes both of which help the process on track to determine effectiveness.

3.2. The Conceptual Framework

A conceptual framework (CF) refers to a logical tool that has several variations in the context used to make distinctive concepts through organised ideas (Reuben, 2020). In this study, the CIPP Model guided conceptual framework. In view of the model, the context (C) represents a training need for teachers to upgrade their teaching knowledge. Inputs (I) refer to planned materials and human resources needed for effective functioning of institution. In this study, human resources are

DED and DPEOs responsible for supporting in-service training for teachers and providing resources for effective running of TRCs. According to CIPP model, process refers to the implementation of different practices.

In this study, the process is in-service training provided to teachers to improve their teaching and learning task in the classroom. Product (P) refers to the quality of the teachers after being trained and their usefulness. Independent variables are variables that stand-alone and don't changes but they affect other variables, which are tried to be measured. They include participation of district leaders in providing support for in-services training activities such as financial supports.

These variables may or may not influence teachers' effective in the classroom instruction. Dependent variables on other hand are those, which its practicability depend on independent variables. The conceptual framework in this study, therefore, shows the relationship between plans set to improve TRC activities, their implementations as well as limitations for success.

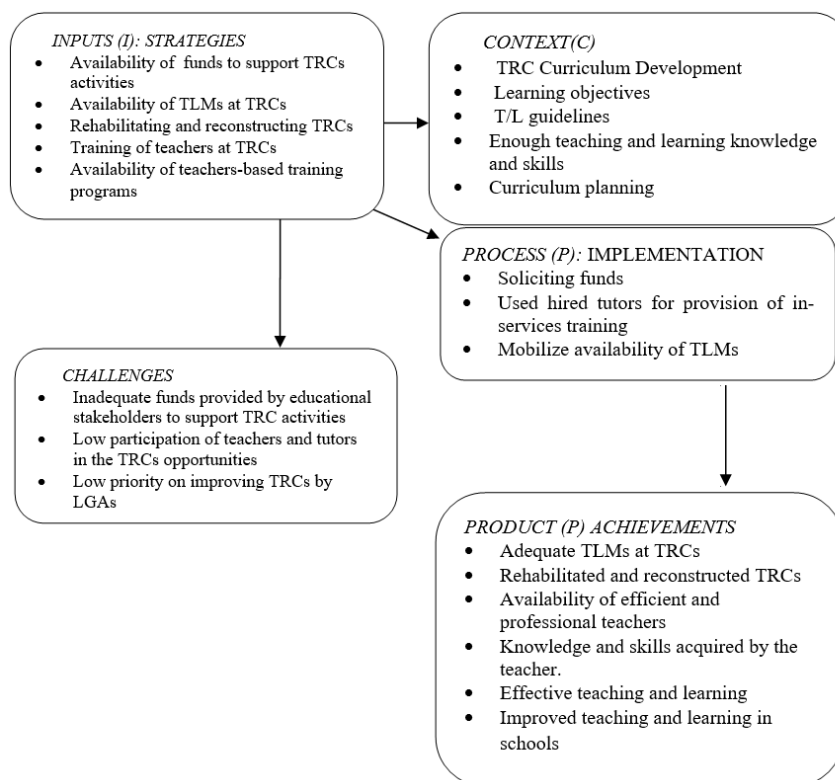


Figure 1. Conceptual Framework Guiding the Study.

Source: the Researcher revises from literatures (2022)

4. Research Method

4.1. Research Approach

The study used a qualitative approach due to the study objectives, and it allows the researcher to study research problem in natural settings (Creswell, 2013). Creswell (2014) explains that a qualitative inquiry employs different strategies of inquiry and methods of data collection, analysis and interpretation to understand a research problem. Thus, qualitative research approach allowed the researcher to interviews, observation as well as use documentary review to collect participants' views on strategies planned to improve TRCs.

4.2. Research Design

A research design is a conceptual structure within which research is conducted (Kothari, 2017). The study used case study design in collection of information as it fits in investigating single individual, group, community in which the researcher examines in-depth data relating to several variables (Stake,2006). Case study design depends on multiple sources of evidence to add wideness as well as to assist in bringing a richness of data together in an apex of understanding through triangulation (Guetterman and Fetters 2018).

The type of case study used in the study was *Embedded Multiple Case Studies* (EMCS). The EMCS was used as it allows for a more in-depth understanding of the cases as a unit, through comparison of similarities and differences of the individual cases embedded within the quatrains (Salameh and Bass,2018). With this regard, multiple embedded case study was employed as the study studied several TRCs. In addition, from each TRC data were collected from several participants including TRC coordinators, DPEOs, and DEDs.

4.3. Study Location, Sample Size and Sampling Techniques

The study was conducted in Kondoa, Dodoma City and Chamwino districts in Dodoma region located in the central part of Tanzania (*Appendix, Figure 2*) because there are educational-based programmes such as Education Quality Improvement Programme (EQUIP)-Tanzania and Children in Crossfire (CIC). These programs support educational matters such as enhancing girls' enrolment in schools and supporting early children education through TRCs training opportunities.

The study area was also chosen due to proximity to the researcher that helped to serve the research cost and time as there were no unique criteria influencing carrying the study in other regions. The choice of the study area and TRC coordinators to involve in the study was revealed during preliminary survey in the region. Purposive sampling technique was used in the study as it involves an intentional choice of an informants due to the qualities informants possess (Creswell, 2018). Thus, the study involved 14 participants; 8 TRC Coordinators, 3 DEDs and 3 DPEOs selected based on their responsibility with TRC activities as they are informed of possible strategies that can be used to improve TRC activities.

5.4. Sample Size and Sampling Techniques

The study involved all the available participants in all TRCs. They were fourteen participants, and among them were eight TRC Coordinators, three DEDs and three DPEOs in Kondoa, Dodoma City and Chamwino districts. The criterion for selection of sample included in the study was based on their responsibility with TRC activities; hence, they are informed of official strategies that can be used to improve TRC activities.

Purposive sampling technique was used in the study as it involves an intentional choice of an informants due to the qualities the informants they possess (Creswell, 2018). In this study, researchers wanted to access a particular subset of people such as DPEOs and TRC coordinators even if a sample was not statistically a representative of the greater population at hand. A type of purposive sampling employed in the study was “typical case sampling”. This type is useful when a researcher is looking to investigate a phenomenon or trend.

5.5. Data Collection Methods and Research Tools

Barrett et al (2018) define data collection method as a process of collecting information from relevant sources to find answers to the research problem. The study used qualitative research methods in collection of data. They included;

5.5.1. Documentary review method: Documentary review uses secondary sources to collect data from various sources by reviewing existing documents such as official or personal documents or any other material relevant to the organization as the source of information, it is inexpensive and economical, saves time and non-bias (Chohan, 2019). In this study, documentary review was done to explore various strategies

developed to improve TRCs using available TRCs established managerial plans (*Appendices III & IV*).

5.5.2. Interview method: In research, an interview enables the collection of data through conversations between interviewee and interviewer on a specific topic (Kothari, 2017). In this study, data were collected through semi-structured interviews from TRC coordinators, and DPEOs on strategies planned to improve TRCs.

5.5.3. Observation method: In research observation method involve acquiring or capturing of events, behaviours, and artifacts in the social setting (Copland, 2018), and important way of collecting information about people because people do not always do what they say (Gadiye, 2018). Also, observation method provides ways to check for non-verbal expression of feelings (Baker,2006). In this study, observation was conducted to observe real settings and evidence on the implemented strategic plans by TRC. In the study, various research tools were employed.

5.5.4. Interview guide (appendix I & II): included a list of questions, topics, and issues intended to guide interview during the research interview with TRC coordinators and DPEOs to collect views on strategies planned to improve TRCs.

5.5.5. Observation rubrics/schedule; Observation rubrics was used collect data on the presence of the rehabilitated infrastructure, teaching and learning materials and availability of tutors.

5.5.6 Document review Checklist (appendix V); *the* document review checklist included a list of documents that were reviewed by the researcher during data collection such as the available TRC strategic plan documents.

6. Data Analysis Procedure

In this qualitative research study, data were analysed by using thematic analysis. This involved data transcription, which included providing a written account of spoken words written exactly word by word by convert audio information or recordings to text. Transcription can also involved capturing utterances in as much detail as possible, correcting grammar, removing interview noise such as stutters and pauses or standardize non-standard accents. In this case, thematic analysis focused on examining themes or patterns of meaning within data in five steps.

In the first step, data were organised and prepared for analysis by sorting and arranging the data according to the type of information gathered. In the second step,

data were read and inspected individually based on general idea of the participants and look at the tone of the idea. The third step involved data coding by organising data into segments that involves writing words representing a category in the margins. The fourth step involved generation of themes to generate a description of the setting or people as well as themes or categories. In step five, it involved representing the description and themes in which narrative passages were used to represent the themes.

7. The Study Findings and Discussion

The study assessed dimensionally management strategies used by Local Government Authorities (LGAs) to improve TRCs in support of Teachers' Professional Development (TPD). The findings revealed that the TRCs coordinators, LGAs officials such as District Education Officers (DEOs) through the office of District Executive Directors (DEDs), and other education stakeholders cooperate in different ways to improve TRC activities to support TPD. Various experiential strategies are applied to improve TRCs activities in support of teachers' professional development. These include among others.

7.1. Use of Organised Primary Schools Competitions for Generating Teaching and Learning Aids Resources for Future Use at TRC Training Activities (Figure 3).

Widiyatmoko and Nurmasitah (2019) define teaching and learning aids (TLA) as tools and equipment used in teaching as a supplement in classroom instruction to enhance the interest of students. Through interview with TRC1 coordinator, the study found that TLA for TRC1 activities has been generated through primary school competitions. To achieve this, TRC1 and 2 through DPEOs and TRC Coordinators organised teaching and learning aids preparation competitions among primary school teachers. The prepared teaching and learning materials include: pictures and various instructional models. The study has noted that through TLA preparation competitions, junior teachers learn how to prepare teaching and learning materials and how to use such teaching aids under the guidance of senior teachers and TRC tutors.

At the end of the competition, TRCs selected the best pictures and models for future use. This strategy has enabled the creation of relevant pictures on manila sheets,

construction of real objects and instructional models utilising creativity from experienced teachers who serve as TRC coordinators. The acquired resources through school competitions are they kept at the TRCs for use by other non-experienced teachers. Given this, the TRC1 coordinator pointed out;

“Creating learning resources that facilitate teachers in the classroom has been one of our primary focuses. Our guidebooks and other educational products are a natural extension of our experience and expertise. These resources have been developed from experienced teachers. All our resources have one thing in common: they are designed to ease the teacher’s job in the classroom and to generate ideas that will help turn a good classroom experience into a great one. We have made sure that our products are well-built for repeated use” (Interview, 20th October 2021).

Through observation of the prepared materials (Figure 3), the study found that organised primary schools competitions helped TRC1 to generate various teaching and learning materials (TLMs) in mathematics, geography and English subjects. Junior teachers kept the prepared TLMs at TRC for future use or reference required by various schools.



Figure 3. Representative Example of Prepared Teaching and Learning Aids at TRC1 during Organised Primary School Competition for Preparation of Teaching and Learning Materials.

Source: Field data, (2021).

Also, the contribution of TRCs in the teachers' PD through organised activities for the preparation of teaching aids enhance teachers interactions and learn from each other. In this case, the organised competitions for the preparation of teaching aids among primary schools contribute to an added experience for teachers. In view of this, the coordinator at TRC 2 pointed out that;

“When teachers come together at the teacher resource centre for formal meetings or preparation of teaching and learning materials, they meet other teachers from other schools, and learn from each other”. (Interview, 20th October 2021).

These findings indicate that it is significant to organise teaching aids preparation at the TRCs. This is because the curriculum for elementary education in Tanzania emphasizes the use of teaching aids to simplify and ease the teaching and learning process because it present a clear idea of something; facilitate communication and information linkages in the schools, and give learners real-world experiences in learning (TIE, 2007, p 14).

7.2. Use of Sharing Approach Strategy (SAS) for acquiring teaching and learning materials from various primary schools to support TRCs activities

Sharing of resources is a common practice when resources are scarce while available in other institutions. In view of this, Mildner et al (2011) point out that resource scarcity is increasingly perceived as one of the most security risks of the twenty-first century.

Through observation, researchers noted that TRCs lacked enough books. In order to ensure the availability of relevant materials such as books, TRCs used Sharing Approach Strategy (SAS) to borrow books from different schools. The study also found that TRC coordinator 1 and 2 through DPEOs for TRC1 and 2 enabled their TRC to get books from different schools within the districts for useful for training activities and returned to original schools after use. During the study through interview, the DPEO 1 for TRC1 said that;

“We have supported our TRC with teaching and learning materials especially books from different primary schools and other essential resources such as printers and photocopier machines. The resources help teachers to access the needed materials through TRC as much as we can, and have been our practice” (Interview, 20th October 2021)

Also through observation, the study found that SAS was also used by TRC2 to ensure availability of teaching and learning materials from different schools. The remarkable evidence that SAS was in practice at TRC2 is that some of the books at TRC2 had stamps of different schools. During the interview, the coordinator 2 for TRC2 pointed out that;

“We had limited teaching and learning materials in such a way that we requested some from neighbour colleges and primary schools when we had training activities for teachers because the books we had were not enough while other books were not relevant to the training needs“ (Interview, 20th October 2021).

Regarding sharing of resources, studies have shown that the exchange or transfer of resources among institutions especially employees is a promising strategy for dealing with scarcity of resources for effective output (Meyer et al, 2009).

7.3. Use of Hired Tutors to Solve Shortage of Human Resources Needed for TRC in-Service Training Activities to Ensure the Sustainable Operation of TRCs.

Through observation of various posters and pictures (Figure 4 & 5), the study found that TRC1 and 2 overcome the shortage of human resources by hiring teachers from nearby teachers' colleges and experienced teachers from primary schools. Through observation of written letters, the study noted that the TRC3 Coordinator through DPEO hire experienced and competent primary and secondary teachers from different schools for training purposes at TRCs. Also, during the interview with TRC Coordinator, Coordinator 1 from TRC 1 mentioned;

“Through DPEO we have been hiring tutors from Teachers' College for TRC training activities from time to time to cater for the shortage of tutors in our centre. Sometimes we request experienced teachers from primary and secondary schools to help us in workshop and seminar training activities when a need arises” (Interview, 21th October 2021).

Similarly, the study through documentary review using written requisition letters found that TRC 2 and 3, it was noted that TRC2 was engaging tutors from teachers' colleges on various occasions for training primary school teachers on new curriculum, and preparation of teaching aids for teaching topics that are considered complicated. Given this, during the interview with TRC Coordinators, Coordinator 3 for TRC 3 pointed out that;

“Since our TRC centre lacks enough tutors when we have training on new curriculum and preparation of teaching aids for teaching complicated topics, we use hired teachers, especially in mathematics, believing that mathematics is life as well as those in English subject teachers” (Interview, 26th October 2021).

During the interview with TRC3 coordinator the study found that during training, tutors were emphasised teachers on competency-based teaching approach to the trainees. The competence-based approach is based on the development of mechanisms that transform the teaching-learning process into students’ ability to master a skill and/or competency at their own pace (Granados et al, 2019; Martinez et al, 2020).

Through observation and interviews, the study found that hired tutors were dealing with various aspects of teaching methodology to the trained teachers. Thus, the trainees acquire updated teaching strategies; skills and knowledge consequently abandon old teaching methods like the lecture method, a participatory method such as discussion, questions and answers.

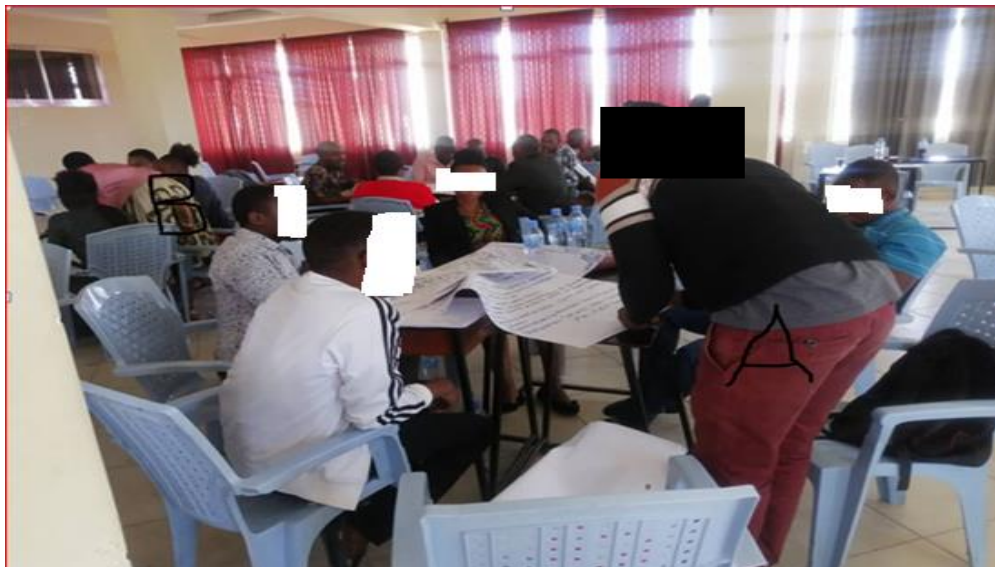


Figure 4. Representative Picture of Hired Tutors (A & B) from Teachers Colleges during training and Mentoring Junior Teachers at TRC 3.

Source: Field data, (2021).



Figure 5: Representative Picture of Hired Tutor from Primary School Mentoring Teachers during Training Activities at TRC1.

Source: Field data, (2021).

7.4. Resolving Challenges on Subject-Specific Competency for Primary School Teachers through TRC training Opportunities

Through document review, the study found that TRC2 conducted specific training for teachers on how to teach and enhance pupils' understanding and competency in 3R's (*Appendix IV*). Through observation of available training resources such as subject specific charts, manila sheet pictures, the study noted for TRC1 teachers were trained on various subject-specific needs. The implementation of the strategy for enabling pupils understanding of 3R's (reading, writing and arithmetic) was preceded with identification of pupils with low understanding in 3R's and possible causes, engaging teachers in discussion on how to solve the problem of low understanding of 3R's among primary school pupils.

In addition, the study through interview found that TRCs conducted trainings for teachers on various teaching needs especially in Science, Mathematics and English. During the study at TRC3, the TRC Coordinator 3 said that;

“We have been responding to the teaching and learning needs at school level. We performed need analysis survey in schools through cluster TRC Coordinators, and

after that we offered training for teachers to enable them teach well Science and Mathematics. I remember we also had training on how to teach 3R's in elementary education" (Interview, 21th October 2021).

Through document review using meeting minutes, the study noted that the strategy for enabling pupils' understanding and competency in 3R's in schools was achieved through the use of extra time by teachers in the teaching. Also, through observation on various used teaching materials available at TRC3, the study found that TRC3 conducted directive-training seminar for teachers on how to teach 3R's.

7.5. Using fund donated by Children in Crossfire (CIC) and Education Quality Improvement Programmes (EQUIP) as Education-Based Programs for Supporting TRC Activities

Through CIC and EQUIP, TRCs received funds to support training activities. Through documentary review and observation, the study found that TRC 1 and 3 received total of Tanzanian Shillings 5 million from CIC and EQUIP programs. During the interview, TRC1 for TRC3 coordinators confirmed that they have been assisted with funds by the education-based programmes especially the CIS and EQUIP when TRC3 said;

"The TRC has received funds through Children in Crossfire and Education Quality Improvement Programmes during our last seminar training for primary school teachers although teachers were few in number" (Interview, 19th October 2021).

In this case, the CIC and EQUIP programmes are among the key drivers to the success of some education activities at TRCs such as donating funds to support capacity building for teachers. In view of this, studies have shown that development partners and education stakeholders driver service delivery in developing countries (Labanauskis and Ginevičius, 2017). For instance, the EQUIP in Tanzania, as an example, supports the government of Tanzania to increase learning outcomes in primary schools while the CIC help in building capacity for delivery of interventions for children in healthcare and education (Murphy et al, 2014).

7.6. Use of Funds from the Banks to Support TRC in-Service Training Activities

During the interview with TRC Coordinators and DPEOs, the study found that TRC1 and 3 received 1.5 and 2.0million from CRDB Bank and National Microfinance Bank (NMB) respectively to support TRC activities. Arguing on bank financial support, during the interview, DPEO for TRC1 said that;

“We received 1.5 million financial supports from CRDB bank. It was used for purchasing teaching and learning materials such as realm papers, marker pens, books and financing teachers’ seminars at TRCs” (Interview, 20th October 2021).

The contribution of the banks in education programmes has been reported by several studies. For instance, Cherehani (2019) in Dodoma, Tanzania found that among areas where CRDB bank has made contributions to support community-based services is education. In case, CRDB has been frontier in supporting different services including TRC activities on several occasions. Strategy of using donated teaching and/or learning materials. Through documentary review using available meeting minutes, it was found that TRC1 received teaching and learning resources from private institution education stakeholders such as Tanzania Teachers’ Union (TTU) and the donated resources include; realm papers, methodological books, English and mathematics books. Through interview, TRC1 Coordinator A said that;

“We have limited funds in such a way that we requested about Tanzanian shilling 3,400,000/- from our education stakeholders such as TTU, CRDB and NMB banks for supporting purchase of books because most of the available books are outdated and realm papers so they can contribute their money for supporting us to solve the problem of scarcity of teaching aids” (Interview, 20th October 2021).

7.7. Use of Funds Generated through Renting TRC Resources for Community-Based Activities.

The findings from this study revealed that TRC1 and TRC3 were renting rooms for various community services such as tuition activities during weekends and holidays. The Funds collected through tuition activities were used by centres to buy teaching aids, repair furniture and pay hired teachers. Furthermore, it was found that TRC rooms were rented for a private-public meeting, kitchen party’s ceremonies, and send-off ceremonies. Fund raised through community activities improve the operation of TRC activities especially remunerating hired tutors. During the interview, the TRC1 Coordinator mentioned;

“Since July last year, we have earned TShs 1,278,000/-from renting our TRC rooms for community activities. The funds generated are used for purchasing consumable teaching and learning aids such as marker pens, manila sheets and some few relevant books” (Interview, 26th October 2021).

In this regard, renting TRC resources such as rooms for community-based activities to generate funds was the internal strategy employed by TRC management for generating funds. Through this strategy, the communities around TRCs form social bonds with the TRC management. Given this, Zhang et al (2020) point out that enabling socio-economic relation between individuals forms the core of the governance of sharing activities and resources.

8. Conclusion and Recommendations

The study found that Local government Authorities use various strategies out of formal procedure to support TRC activities, which can be benchmarked by other TRCs to learn from experience. The study found that challenges that limit the success of TRC activities were either human, finance and material based. The study concludes that financial sources mobilized through various strategies to support TRCs activities were not reliable. Thus, study findings indicated that TRCs activities were not well fulfilled because of limited funds, insufficient teaching-learning materials, and poor conditions of TRC buildings. Other similar studies could be conducted in other regions for comparison purposes. In future, other studies should be conducted to assess teachers’ professional development training opportunities organized outside TRC premises. Further inquiries should be carried out on the effectiveness of TRCs in improving the quality of secondary education. However, the TRCs activities are limited by inadequate funds to support TRC activities, shortage of human resources, low turnover for teachers in the organised activities at TRC, and delay in effecting the planned strategies between TRC coordinators and DPEOs.

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