

BOTTLENECKS IN PREPARATION OF QUALITY TEACHERS IN TANZANIA

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Abstract

The preparation of quality teachers is a pivotal aspect for a country like Tanzania which is struggling to graduate from the Least Developed Country (LDC) status to developing country status. This is borne out of the fact that teachers, the end result of the training process in the institutions of higher learning, have had a significant influence to effect innovations and developments in every nation. Based on the critical review of secondary sources, this paper makes an attempt to analyse bottlenecks in preparation of quality teachers in Tanzania's teacher education colleges and universities. The paper established different bottlenecks in the aspects of student-teachers' characteristics, teacher-educators' characteristics and instructional characteristics. The paper concludes that teacher education in Tanzania needs a total overhauling. It specifically recommends improvement in the quality of intakes of student-teachers and teacher-educators, language and methods of instruction, Information and Communication Technology, proper and timely remuneration and professional development of teacher-educators.

Keywords: Quality teacher, teacher preparation, quality teacher preparation, teacher education, Tanzania

Introduction:

The preparation of quality teachers is a pivotal aspect for a country like Tanzania which is struggling to graduate from the Least Developed Country (LDC) status to developing country status. This is borne out of the fact that teachers, the end result of the training process, have had a significant influence to effect innovations and developments (Ishumi, 1985; Kwo & Intrator, 2004) in every nation. It is clear from the foregoing that the role of teachers today is not only crucial for the growth and development of the intellectual community but also innovations in the education industry (Anangisy, 2010). In the same accord, Tanzania like other countries in the world is devoted to ensuring an increase in accessibility and improving the quality of education at all levels. As

such, the government of Tanzania has succeeded to make primary education universal through the implementation of the Primary Education Development Plan (PEDP) 2002 to 2006 and now it is implementing the second phase of Secondary Education Development Plan (SEDP II) 2010 to 2015, after the SEDP I of 2005-2009. The two programmes (PEDP and SEDP) are geared towards implementing and attaining the Millennium Development Goals (MDGs) on education and Dakar Framework for Action.

In fact, the efforts to provide quality education will prove futile if all stakeholders and policy makers now and in the future do not pay attention to preparation of quality teachers. This is proved by the cherished maxim "the quality of an education system cannot exceed the quality of its teachers". In a similar fashion, the father of nation, the late Mwalimu Nyerere, once said "it is our teachers who have the real power to determine whether Tanzania will succeed in modernising the economy" (Nyerere, 1968, p. 228). In other words, the future of a nation rests on the teachers' hands because the qualities they

possess today will inevitably be reflected in the citizens of tomorrow. The power accorded to teachers is perfectly possible only if they are well prepared and properly initiated into the professional nature and character inherent in the teaching undertaking. However, it would appear inconceivable to think of a powerfully grounded school or college teacher without a well-defined teacher training facility (Anangisye, 2010). It is against this background that this paper seeks to critically discuss the bottlenecks in preparing quality teachers in Tanzania.

Structural Arrangement of the Paper

This paper critically discusses the bottlenecks in preparing quality teachers in Tanzania. Toward this end, the paper is divided into seven sections. Section One contains the introduction and background information. Section Two describes the way this paper has been organized. Section Three presents the Methodology and Approach used to gather information from various sources. Section Four conceptualises the terms: Quality Teacher and Quality Teacher Preparation. Section Five revisits Teacher Education (TE) in Tanzania. It specifically delineates Objectives, Structure, Management and Organisation of Teacher Education. Section Six presents the bottlenecks towards Quality Teacher Preparation in Tanzania. Finally, the paper provides a conclusion and recommendations as a way forward to redress the perceived bottlenecks.

Methodology and Approach to Information Sources

This paper is based on the critical review and analysis of secondary sources. It employs content analysis technique to analyse national statistics on education, policy/guideline documents e.g. Education and Training Policy of 1995, books, empirically-based research reports and peer-reviewed journal articles. These documents were mainly accessed at the University of Dar es Salaam's Main Library and Mkwawa University College of Education (MUCE)'s Library. Also, the internet was a source of materials, particularly the peer-reviewed journal articles, research reports and policy documents. The documents reviewed generally cover the period from 1995 to 2013.

Conception of Quality Teacher and Quality Teacher Preparation:

Quality Teacher

Much of the available literature worldwide generally acknowledges the sensitive character or lack of consensus on attempts to address matters relating to quality issues in education (Anangisye, 2011; Sifuna & Sawamura, 2010). As such, there are many perceptions on what constitutes a quality teacher. To some, the quality teacher is the one who has a lot of knowledge and the ability to convey that knowledge to others. A quality teacher primarily refers to being charismatic and being able to offer relevant and acceptable skills. This lack of consensus, notwithstanding, there is common features agreed to inform necessary quality issues to be possessed by a

teacher at any level of education. Based on her review of the literature, Leu provided a list of qualities to be found in good teachers:

- Sufficient knowledge of subject matter to teach with confidence.
 - Knowledge and skills in a range of appropriate and varied teaching methodologies.
 - Knowledge of the language of instruction.
 - Knowledge of, sensitivity to, and interest in young learners.
 - Ability to reflect on teaching practice and children's responses.
 - Ability to modify teaching/learning approaches as a result of reflection.
 - Ability to create and sustain an effective learning environment.
 - Understanding of the curriculum and its purposes, particularly when reform programmes and new paradigms of teaching and learning are introduced.
 - General professionalism, good morale, and dedication to the goals of teaching.
 - Ability to communicate effectively.
 - Ability to communicate enthusiasm for learning to students.
 - Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion.
 - Good character, sense of ethics, and personal discipline.
 - Ability to work with others and to build good relationships within the school and community.
- Source: Leu (2005, p. 23).

In respect to the foregoing fourteen qualities of a quality teacher, there are *two questions* worthy of pursuit. First, are Tanzania's teacher education colleges and universities informed of these qualities? Second, do Tanzanian teachers possess the qualities? To answer yes with certainty to these questions is to deceive one. If one is hesitant to affirm, the question, therefore, to pursue is what are the bottlenecks facing Tanzania in preparing trainee teachers who would be informed of the Leu's qualities of a good teacher?

Quality Teacher Preparation

Having conceptualised the term quality teacher, then the question to ask is what constitutes a quality teacher preparation? According to Beijaard, Verloop and Vermount (2000, p. 749) quality teacher preparation is a combination of "craft knowledge, practical knowledge, personal practical knowledge, and pedagogical content knowledge". In a similar vein, Shulman proposes a way to address the question of quality teacher preparation. He provides a useful framework to develop an understanding of what entails quality teacher preparation:

- Content knowledge
- General pedagogical knowledge
- Curriculum knowledge
- Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding.
- Knowledge of learners and their characteristics
- Knowledge of educational contexts, ranging from the workings of the group or classroom, the governance of communities and cultures; and
- Knowledge of educational ends, purposes, values and their philosophical and historical grounds (Shulman, 1987, p. 8).

On the whole, Shulman's framework of what knowledge and skills the would-be teachers have to acquire can be summarised as knowledge of subject matter, educational psychology, philosophy of education, history of education, curriculum and teaching. In this regard, it can be inferred that quality teacher preparation is the one

grounded in “a sophisticated knowledge of the curriculum and how it is best taught” (Ramsey, 2000, p. 25). It is indeed, has to produce the very best teachers who will be adaptable to changes in society and in their schools and able to reflect on their own teaching practice. Research conducted by Martinez (1994) in Queensland (1994) suggests that beginning teachers are better equipped if they are confident and competent in the Shulman’s categories of professional knowledge. It is, therefore, logical to argue that teacher education programmes that provide pre-service teachers with learning in Shulman’s categories produce teachers with an understanding of what constitutes good teaching (Ballantyne, 2005).

Teacher Education in Tanzania

Different literature tend to define teacher education on the basis of two aspects: initial teacher education (pre-service) and already in service teacher education (in-service). Capturing the pre-service dimension, Oyekan (2002, p. 12) defines teacher education as the provision of professional education and specialized training within a specific period for the preparation of the individuals, who intend to develop and nurture the young ones into responsible and productive citizens. Based on in-service context, Izuagba and Obiefuna (2005, p. 1), on the other hand, define teacher education, by referring to all programmes specifically designed to help teachers already in-service to continuously update their knowledge, skills, and attitude in order to meet up with continuing changes in methods, course contents and resources used in teaching.

Recently, Nakpodia and Urien (2011, p. 1) have defined teacher education as the process which nurtures prospective teachers and updates qualified teachers’ knowledge, skills and attitude in the form of continuous professional development. The foregoing conception of teacher education by Nakpodia and Urien (2011) has included both the pre-service and in-service dimensions. However, for the purpose of this paper, teacher education refers to education provided to trainee teachers in teacher education colleges and universities. In fact, only the pre-service dimension is dealt herein. In a similar vein, the term teacher education is used interchangeably with the term teacher preparation.

Approaches to Teacher Education

In Tanzania, there are essentially two major approaches to teacher education programmes. The first approach is conventional in nature and character. The conventional approach is a traditional college based teacher training programme (Anangisy, 2010, p. 904). The second approach relates to unconventional teacher education orientation. This latter notion does not adhere to formal professional procedures and approaches to teacher preparation. It has to do with an alternative approach to meeting teacher demand; taking various forms of distance teacher education programmes, village teacher education programmes, and crash programmes (p. 914). These forms are common at all levels of teacher education programmes. Whereas the village teacher education and crash programmes prepared teachers for primary and secondary schools respectively, distance teacher education approach helps to prepare graduate teachers through the Open University of Tanzania (OUT).

Management and Organisation

Teacher education in Tanzania is currently run and managed by both the public and the private sectors.

Graduates from these institutions acquire degrees diplomas, or certificates (Grade III A). Certificate and Diploma programmes fall under teacher education Directorate of the Ministry of Education, and follow a standardised curriculum, whereas the degree programmes are organised by institutions of higher learning or universities using autonomous curricular. Individual university senates and the Tanzania Commission for Universities (TCU) approve the teacher education curriculum programmes for undergraduate degree programmes.

Structure of Teacher Education in Tanzania

The first is Certificate Programme (Grade A) in Education. This two-year full-time study at college needs candidates who had completed seven years of primary education and four years of secondary education (Ordinary Level) with a minimum of Division IV in the Certificate of Secondary Education Examination (CSEE). As a matter of clarification, in Tanzania, final secondary education examination results are classified into divisions or classes. In principle, a student is considered to have passed if she or he falls between I, II, III, and IV divisions. Zero division, on the other hand, is a failing case. For decades now, students with division IV and zero are admitted to teacher training programmes (Anangisy, 2010).

The 1995 Education and Training Policy, on the other hand, demand a Division I up to III CSEE qualification (United Republic of Tanzania (URT), 1995). In reality, most of the candidates with such qualifications progress to the advanced level secondary school, whether at public or private secondary schools. Hence, the colleges have to make with the poor performers, raising the question of quality. The medium of instruction in these colleges is Kiswahili. Also, the curriculum package includes academic and professional studies as well as the teaching practice component. The teaching practice duration has been shortened to cut costs the government is unable to foot. The graduates from these colleges qualify to teach in primary schools despite their initial questionable education credentials.

The second programme is the Diploma in Education programme. This two-year full-time college study is for candidates, who had completed seven years of primary school, and secondary education up to the Advanced level with a minimum of Division III in the Advanced Certificate of Secondary Education Examination (ACSEE). In principle, teacher trainees, at this level, are prepared to teach in secondary schools (Ordinary Level). The medium of instruction at these colleges is English. The students are exposed to academic and professional studies, as well as teaching practice during their training. Even at this level, there are students with Divisions IV or Division Zero enrolled in these diploma programmes

(Anangisye, 2010). The mushrooming of university colleges has shrunk the pool from which the students are selected, hence, the selection of even ill-qualified candidates to fill the void.

The third is Degree Programme in Teacher Education pursued at the university level. There are three undergraduate programmes for preparing teachers for secondary schools (particularly at the Advanced level) and tutors for teacher education colleges. The programmes are Bachelor of Arts with Education (BA Ed), Bachelor of Science with Education (B.Sc. Ed.), and Bachelor of Education (B.Ed.). From 1968 to 1990, teachers benefited from three-year training; from 1990 the duration was extended to four years, before the length of study was trimmed back to three years in 2005. Entry into the foregoing programmes is controlled by the Tanzania Commission for Universities (TCU), where minimum admission requirement is at least two principal passes in teaching subjects - a maximum of Division III. It is difficult to find students with Division IV get placement. At the university level, teachers are prepared in the subject matter, professional studies and field experience. Normally, a student teacher pursuing an undergraduate degree has to conduct a research project. In Tanzania, especially at the public universities/university colleges, hardly do the student teachers undertake such field research.

Objectives of Teacher Education in Tanzania

The overall objective of teacher education is to improve the teaching and learning approaches in schools and Teacher Training Colleges through the development and implementation of appropriate intervention strategies (Wepukhulu, 2002). The following are aims and objective of teachers' education and training in Tanzania;

To impart to teacher trainees theories and principles of education, psychology, guidance and counselling;

To impart to teacher trainees principles and skills of pedagogy, creativity and innovation;

To promote an understanding of the foundations of school curriculum;

To sharpen the teacher trainees, 'teachers' and tutors knowledge and mastery of selected subjects, skills and technologies;

To impart skills and techniques of research, assessment and evaluation in education;

To enable both teacher trainees and serving teachers and tutors to acquire organizational, leadership and management skills in education and training (URT, 1995, pp. 7-8).

The foregoing aims and objectives inform the curriculum of teacher training at all levels in Tanzania. The central focus is destined to preparing and producing

an all-round teacher who commands professional character and the power to transform the society (Anangisye, 2010). However, the question worthy to note is: Are Tanzanian teacher education colleges and universities able to attain the outlined objectives?

Bottlenecks in Preparation of Quality Teachers in Tanzania

This section holds a discussion on the bottlenecks in preparation of quality teachers in Tanzania. It is pertinent to declare at the outset that there are many bottlenecks that hinder quality teacher preparation. These bottlenecks tend to vary in nature and character. However, this paper discusses three bottlenecks in the aspects of student-teachers' characteristics, teacher-educators' characteristics and instructional characteristics.

Student-Teachers' Characteristics

The level of motivation

A majority of the candidates admitted into teacher education programmes in Africa, Tanzania in particular are not genuinely interested in teaching as a career (Anangisye, 2010; Bennel & Mukyanuzi, 2005; Mhando, 2006; Sangoleye, 2011). Teaching career is the last refuge to many students seeking employment opportunities (Anangisye, 2010; Mhando, 2006). These students take up teaching after failing to secure another job. As such, it is a common practice for teacher education colleges and universities in Africa to absorb academically weak students. Generally, these teacher trainees do not regard teaching as their chosen profession. They regard themselves being in a wrong profession, as they most craved for becoming doctors, engineers or lawyers, but their poor academic grades left them with no choice except to become teachers (Anangisye, 2010; Sumra, 2005). Sumra's (2005) study on the living and working conditions of teachers reported that a few number of teachers both in primary and secondary schools had become teachers through choice. The study was conducted to 1383 teachers in seven districts of respective seven regions in Tanzania.

On the whole, motivation stands to be the most important of all factors. However, either inadvertently or intentionally the education system in Tanzania has generally ended up absorbing uninterested candidates to teacher training colleges. It is crucial to note that candidates' intrinsic drive towards teaching career cannot be induced by any amount of pressure from the government, educational managers, parents or any other folk. Meaningful teacher preparation relies on individual teachers to perceive this drive positively (Anangisye, 2010). A candidate has to see and accept the need to

become a teacher in his/her life. After all, a candidate who perceives teaching as a career positively is eager to attain new knowledge, skills, attitudes, values, and dispositions provided by the training. In fact, if the teacher trainee is intrinsically motivated to the teaching career, s/he stands a chance of being a successful, effective and committed teacher when employed. To buttress the foregoing point, Young (1995, p. 279) reports that “there is a close relationship between teacher’s intrinsic motivation and commitment to teaching... between intrinsic motivation and teacher performance”.

The quality of the candidates

Academically weak students have flooded teacher education programmes in Tanzanian teacher colleges and universities. For example, in principle, the minimum entry qualification for the teachers’ diploma programme is at least two principal passes and a subsidiary in Form Six National Examinations (ACSE). In reality, this is not always the case; students with one principal and one subsidiary are also enrolled in the programme. Recently, Luwavi conducted a study at Butimba Teachers’ College - a public diploma college in Mwanza Region. She reported that more than two-thirds of the student-teachers pursuing the diploma course who were enrolled between 2010/2011 and 2011/2012 academic years had qualifications that were below the official requirement of two principal passes and a subsidiary (Luwavi, 2012).

Enrolling under-qualified candidates has far-reaching implications on the teaching and learning process. These candidates tend not to fare well with the rigours of teacher education. Luwavi (2012), for instance, reported that during the Block Teaching Practice (BTP), most student-teachers were fairly good at pedagogy but not competent in the subject matter. They could not even teach without reading verbatim from their notes. Bad enough, after reading from their lesson notes, they could not elaborate anything to the students. The observation made by Luwavi is also experienced at the university level. Authors of this paper have more than five to fifteen years’ experience in teaching teacher-trainees at the university level. During seminar presentations it is common practice for students to read presentation notes verbatim.

Above all, enrolling under-qualified student-teachers impaired the efforts of the Tanzania government to prepare high quality teachers. Two main concerns are raised with regard to the foregoing. First, the under-qualified student-teachers study subjects in which they had not performed well in their A-level examinations. Second, given the under-resourced nature and character of our teacher education colleges/universities, these student-teachers would not be helped effectively to become professionally trained teachers. Since they entered with weak performance as a result they would

require much time and adequate resources to become fully baked professional teachers.

Teacher-Educators’ Characteristics

The quality of the teacher-educators

As was the case with the quality of candidates enrolled in teacher education colleges/universities, the similar practice is with the teacher-educators/teacher trainers. For decades, teacher education colleges/universities in Tanzania have been a dumping place for unqualified, under-qualified and incompetent teachers. Analysis of Basic Educational Statistics in Tanzania (BEST) for the past five years (2008-2012), revealed that teacher education colleges had employed 183 unqualified tutors both in government and non-government (URT, 2013a). Furthermore, teachers who were prepared to teach in secondary schools are assigned teaching duties in teacher education colleges. In principle, to teach in teacher education colleges, for instance, at diploma level of education, one needs to be a graduate of Bachelor of Education, as well as Masters in Education (URT, 1995). In practice, however, it has not been the case. Given shortages of graduate teachers, especially with masters’ degree, diploma teacher education colleges have been run by first degree teachers of education. These teachers have qualification of Bachelor of Education (B.Ed.), Bachelor of Arts with Education (B.A.Ed.) and Bachelor of Science with Education (B.Sc. Ed.). Nevertheless, the latter graduates (B.A.Ed. and B.Sc. Ed.) were prepared to teach in secondary schools.

One would ask: Does it matter to assign teaching duties B.A.Ed. and B.Sc. Ed. graduates to teach in teacher education colleges; after all, they came from education background? The answer is yes. It matters a lot. B.A.Ed. and BSc. Ed. students are professionally prepared to be teachers of students while B.Ed. students are prepared to be teachers of teacher-trainees. Briefly put, the training package given to these two groups is different. Therefore, B.A.Ed. and B.Sc. Ed. graduates become under-qualified when assigned to handle teacher education classes, so they impede the efforts to churn out quality teachers.

Moreover, at the university level, except for Schools, Faculties, or Departments of Education, there is no teacher training for university lecturers. That is to say, all lecturers or teachers in education related academic units are and should be products of the teacher training curriculum. Unless one went through the teacher training programme, she or he cannot be offered a place to teach in the Schools, Faculties or Departments of Education at university. Indeed, according to the Tanzania Commission for Universities (TCU) regulations, a teacher graduate at least with master’s degree in education should be assigned teaching duties. In reality, however,

the practice is different.

Teacher education universities, particularly private universities are flooded with many Tutorial Assistants (TAs) and these TAs are given courses to teach (Ishengoma, 2007; Mulokozi, 2012; Mwakitalu, 2012). Tutorial Assistants (TAs) are young academics at universities who have first degree and their main duty is to supervise seminars, not to teach courses. These academics have less qualification to teach and handle courses, until they undergo postgraduate training in their relevant fields. The practice of allocating teaching duties to even bachelor degree holders (Tutorial Assistants) to teach undergraduate classes is not only a notable violation of TCU regulations but also it undermines the efforts to prepare quality teachers. As such, student-teachers are made to receive inadequate knowledge and skills from those less pedagogically and intellectually qualified academic staff. As Sangoleye (2011) puts it, a teacher cannot deliver beyond what s/he is competent of.

The level of motivation

Motivation is a viable factor for growth and development of education. Such that increased motivation enhances teachers' pedagogical and management roles, and that increasing teacher motivation can enhance classroom effectiveness and ultimately improve schools (Ofoegbu, 2004). Teaching in Tanzania is widely perceived as employment of the last resort (Bennel & Mukyanuzi, 2005). As such, many practising teachers do not regard teaching as their chosen profession. Though, they are in the teaching profession, their eyes are open to other avenues (Chapman & Mulkeen, 2003; Mosha, 2011; Sumra, 2005). This indicates that there is low morale on the part of teachers towards teaching profession. The government has been seriously accused of contributing to such teachers' low morale since it disregards the teaching profession. It has been established that the teaching profession is accorded low status in comparison with other professions like Medical, Legal and Engineering (Anangisye, 2010; Mhando, 2006). A plethora of empirical studies, government educational statistics, newspaper articles and other media reports regularly highlight the plight of teachers, to which it has been receiving little attention by the government.

Briefly put, teachers' morale is dampened due to poor living and working conditions, poor administrative policies, meagre salaries, delay or non-implementation of institutional agreements reached as regards to teachers' incentives, wages, benefits, promotions and opportunities for academic advancement/professional development (Augustino, 2012; Bennel & Mukyanuzi, 2005; Sumra, 2005; URT, 2013b). This situation has compelled many teachers to engage into multiple jobs to satisfy their needs, the tendency which has been commonly referred to as moonlighting (see Augustino, 2012). In fact,

moonlighting is seriously affecting the motivation, commitment, efficiency and effective production of quality teachers (Augustino, 2012; Kolawole, 1999; Mosha, 2011; Sangoleye, 2011). Empirical evidence shows that Tanzanian teachers spend least amount of time in teaching compared to others worldwide. Many teachers are currently providing much less and lower quality education than they are capable of (Luwavi, 2012; World Bank, 1990). For instance, the Education Sector Review Development Programme noted that the 'teacher education institutions have tended to produce half-baked teachers due to the inadequate preparation of teacher educators' (URT, 2004, p. 3).

Instructional Characteristics

Since 2005 the curriculum in use at all levels of education in Tanzania is based on Competence-Based Curriculum (CBC) (URT, 2010). Competence-based Curriculum encourages the use of participatory teaching methods. Participatory teaching methods encourage interaction among teacher, students, the content and the environment in which learning occurs (Mulder, 2004; Ndabi & Waane, 1993; Westera, 2001). Indeed, the method provides opportunities for students to share concepts and skills with their teacher as well as their colleagues. Participatory teaching methods include questions-and-answers, brainstorming, role play, field trips, experimentation, group discussions, concept map, jig-saw puzzles and value clarification (Ndabi & Waane, 1993). Thus, in participatory teaching and learning classroom, teachers act as facilitators, or coaches, with students treated as junior-colleagues. As such, the teaching and learning process is capable of explaining to learners how knowledge and skills learned are applied in real life situation.

The integration of participatory teaching and learning methods in Tanzanian education system has been an issue of grave concern. Many teachers and educationists largely depend on long-established habits (Nara, 2011; Mpate, 2012). In fact, some recent studies found that teachers in primary, secondary schools, teacher education colleges, as well as universities still dominant use lecture-citation methods. Where participatory methods have been deployed, they were poorly utilised by many teachers, as students have been encouraged to work in groups of five to six, largely discussing questions without proper direction (Tilya & Mafumiko, 2010, p. 38). Indeed, in a study conducted in Tanga region, Shemwelekwa (2008) found that teachers largely used lecture-citation method to deliver the content despite the curriculum requiring then to use participatory methods.

At the university level where the authors of this paper work as lecturers, lectures have been assigned 30 hours, where seminars to which students get an opportunity to digest, discuss and advance knowledge, as well as to

gain academic writing and public presentation skills, have been allotted 15 hours. Given the nature of big number of students and shortage of instructors, many courses are running without seminars. And, those seminar-led courses, present a daunting challenge to the instructors to manage due to the big number of students. Instructors find it impossible to effectively handle students in groups which comprising of 10-35 members each. Therefore, it goes without saying that many students-teachers leave colleges/universities half-baked.

The language of instruction (LOI)

As stated elsewhere, the LOI in Tanzanian teacher education colleges and universities is both Kiswahili and English. Kiswahili, the *lingua franca* and national language in Tanzania is used as a LOI in all colleges which offer a certificate/Grade A teacher education, while English, on the other hand, is used as a LOI in teacher education colleges and universities which offer diploma and degree qualifications respectively (URT, 1995). The only exception is the teaching of Swahili subject/course and English as a subject. In colleges offering diploma and universities, courses in Kiswahili are taught and learned in Kiswahili language, whereas in teacher education colleges offering certificate, English is a compulsory academic discipline for all student-teachers.

Since English is a foreign language to the majority of Tanzanians, it poses a great challenge when used as a LOI in the teaching and learning process. Using Geography subject in social science classes, Vuzo (2010) reports on the findings that established the differences in classroom discourse taught in different LOI (Kiswahili and English). The main data gathering technique used in the study was a quasi-experiment in which experimental classes were taught in Kiswahili (LOI), and control classes were taught in English (LOI). The findings revealed that students' participation was low in English LOI classes in comparison with Kiswahili LOI classes. In English LOI classes students were having problems in answering the teachers' questions and when tried, their responses were quite brief. On the contrary, in Kiswahili (LOI) classes, student-teacher and student-student interaction was high. Students gave very long answers and contributed impressively to class discussions (Vuzo, 2010, pp. 26-27).

Although, Vuzo's study was not specific to teacher education colleges, it gives a glimpse of what is going on in Tanzanian education system. Succinctly, the use of English as the LOI in levels of education in Tanzania is a barrier to learning and in fostering classroom interaction. When it comes to teacher education colleges, the language barrier tends to produce spill over effects on the graduate who after graduation are assigned teaching duties. As such, both the instructors and the student-teachers are having difficulties in using English as a LOI.

It is common practice for classrooms in teacher education to employ a mixture of Kiswahili and English to foster classroom interaction (Luwavi, 2012). Such practice undermines the efforts towards preparing quality teachers.

The state of information and communication technology (ICT)

The issue of integrating Information and Communication Technology (ICT) into teacher education programmes in Tanzania is well reflected in the national ICT policy. According to the ICT policy document, ICT integration in teacher education aim to enable teachers to realize among other things the following objectives: (i) integrate the use of ICT to achieve educational objectives (ii) facilitate the use of ICT resource in school and (iii) facilitate the development and the use of ICT as pedagogical tool for teaching and learning (URT, 2007, p. 4). It must, however, be stressed that the effective use of the various methods of the ICT in teaching and learning depends on the availability of these facilities and teachers' competence in using them. In many developing countries, Tanzania in particular, the majority of teachers have minimal ICT skills themselves; therefore they cannot deliver those skills to the learners (Komba, 2009).

Recently, the Ministry of Education and Vocational Training school improvement toolkit and Basic Educational Statistics in Tanzania have shown that there is a few numbers of functional computers, limited internet facilities in most of the teacher education colleges (URT, 2013a; URT, 2013b). For instance, the national data on education indicates that by 2012 there was a total enrolment of 43258 student-teachers at the level of certificate and diploma in both government and non-government teacher education colleges in Tanzania. In all regions of Tanzania, there was a total of 1989 number of available computers, to which 1864 were functioning. Out of 1864 functioning computers, 283 were used for official purpose and 1581 for training (URT, 2013a). This observation indicates that there was a yawning discrepancy between the total number of enrolled student-teachers and the number of functioning computer available for teaching and learning process by the year 2012 in Tanzania's teacher education colleges.

The disparity, on the other hand, is no exception at universities offering teacher education. Nkwabi (2011) assessed factors that contribute to slow completion rates of students' dissertations in masters' programmes at the University of Dar es Salaam's School of Education. It is pertinent to highlight that the School of Education is the first, oldest and highest teacher preparation unit in Tanzania established in 1964. Notwithstanding, being the highest and oldest unit for teacher preparation, the study established that there was a serious shortage, among other things, of space for self-study, an equipped library,

computers with internet access, functioning air conditioners in the facilities and printing and copying facilities. In addition, the School of Education had serious shortage of scientific teaching/learning and research environment. About 280 graduate students (first and second year students) were using two small rooms with 20 computers, whereby only 11 computers had internet access (Nkwabi, 2011, p. 60). This appears to hinder the extent of student-teachers' exposure to the use of ICT in teaching and learning.

Conclusion and Recommendations

The preparation of quality teachers is a pivotal aspect for a country like Tanzania which is struggling to fight poverty, ignorance and diseases among its citizens and eventually graduate from the Least Developed Country (LDC) status to developing country status. This is borne out of the fact that teachers, the end result of the training process, have had a significant influence to effect innovations and developments (Ishumi, 1985; Kwo & Intrator, 2004). Based on the critical review and analysis of secondary sources, this paper has discussed different bottlenecks in the aspect of student-teachers' characteristics, teacher-educators' characteristics and instructional characteristics that undermine the preparation of quality teachers in Tanzania. It is apparent that teacher education in Tanzania needs a total overhauling in the area of the quality of intakes of student-teachers and teacher-educators, language and methods of instruction as well as teaching and learning facilities. Specifically, the paper recommends the following:

Raising the entry qualifications

The government should raise the academic qualifications to candidates seeking an entrance to the teaching career. The current system of absorbing the under achievers and failures should be abolished. The chances should be narrowed to the interested candidates with division one and two to be enrolled in teacher colleges and later on allowed to pursue higher levels of learning for those completed secondary schools. Furthermore, apart from possession of the required academic qualification, admission into teacher education programmes should consider candidates' positive attitude towards teaching, sound moral status, and a genuine concern for the welfare of children. Having passed the required examinations, the candidate for teacher education programmes should also be subjected to an oral screening test to determine if a candidate fits for a teaching career and possesses qualities such as ethical values and the ability to act professionally under all circumstances.

Revisiting the LOI policy

The use of English as the LOI in Tanzanian teacher education inhibits fruitful and meaningful classroom interaction. There is need for Tanzania to revisit its language policy and come with a viable solution of which LOI should be used in our classrooms. If we are to promote collaborative learning in the Tanzanian context, the use of familiar language should be encouraged (Vuzo, 2010). The use of Kiswahili is recommended in Teacher Education in Tanzania. Kiswahili is a lingua franca of many Tanzanians.

Increasing packages and remuneration

Teachers' salary should be increased so as to entice many competent individuals to the teaching profession as well as dissuading those already in teaching to engage in other private businesses for raising their income. Anangisy and Barret (2005, p.19) maintain that:

Even if it is not possible to raise teachers' salaries to a level that will allow them to live and bring up their families without recourse to informal income-raising activities, it is essential that salaries and pay rises be awarded on time and that management practices are as transparent as possible. Then teachers' identification as government employees can work positively to reinforce timekeeping and diligence rather than excusing corruption and dereliction of duty.

On the whole, payment of teachers' salaries as at when due and provision of adequate incentives/ more pleasant working condition for teachers, goes a long way in supporting the boosting of teachers' morale and services.

Improve the state of ICT

The government should ensure an abundant supply of computers and internet facilities in teacher education colleges. Indeed, teachers should be trained on how to structure lessons, select resources, guide teaching and learning activities using ICT. In fact, Anderson (2002) indicates that to use technology effectively, teachers should be intellectually and practically competence.

Strengthening pre-service teacher preparation

The current teacher training programmes are too theoretical widening the large gap with practical classroom reality. The curriculum content should be reduced and much time to be utilized in field practices and research projects so as to acquaint prospective teachers with practical knowledge.

Avail opportunity for in-service teacher training

Since the world is changing constantly, pre-service

teacher preparation programmes should not be taken as final and complete. Practicing teachers should be provided with regular in-service training opportunities to keep them abreast with contemporary knowledge, technology and discoveries in the teaching profession. Such training assists them to acquire the needed skills. Indeed, they should be encouraged to enrol for post-graduate studies to enhance their professional development.

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