

2010

A Qualitative Analysis of Learning and Leadership Development of Universal Primary Education Teachers and the Resulting Impact on the Tanzanian Education System

Mary Auxilia Mtuy
Cleveland State University

Follow this and additional works at: <https://engagedscholarship.csuohio.edu/etdarchive>

 Part of the [Education Commons](#)

How does access to this work benefit you? Let us know!

Recommended Citation

Mtuy, Mary Auxilia, "A Qualitative Analysis of Learning and Leadership Development of Universal Primary Education Teachers and the Resulting Impact on the Tanzanian Education System" (2010). *ETD Archive*. 215.
<https://engagedscholarship.csuohio.edu/etdarchive/215>

This Dissertation is brought to you for free and open access by EngagedScholarship@CSU. It has been accepted for inclusion in ETD Archive by an authorized administrator of EngagedScholarship@CSU. For more information, please contact library.es@csuohio.edu.

**A QUALITATIVE ANALYSIS OF LEARNING AND LEADERSHIP
DEVELOPMENT OF UNIVERSAL PRIMARY EDUCATION TEACHERS AND
THE RESULTING IMPACT ON THE TANZANIAN EDUCATION SYSTEM**

SR. MARY AUXILIA MTUY

Bachelor of Arts in English

Walsh University, North Canton, Ohio

May, 2000

Masters of Science in Education

University of Dayton, Dayton, Ohio

August, 2002

Educational Specialist Degree EdS

University of Dayton, Dayton, Ohio

December, 2004

Submitted in partial fulfillment of requirement for the degree

DOCTOR OF PHILOSOPHY IN URBAN EDUCATION:

LEADERSHIP & LIFE-LONG LEARNING

at the

CLEVELAND STATE UNIVERSITY

December, 2010

©Copyright by Sr. Mary Auxilia Mtuy 2010

This dissertation has been approved from
The Office of Doctoral Studies,
College of Education and Human Services, and the
College of Graduate Studies and by

Elice E. Rogers, Ph.D., Chairperson Dec. 2010

Counseling, Administration, Supervision & Adult Learning

Anne M. Galletta, Ph.D.

Curriculum & Foundation Dec. 2010

Jim Carl, Ph.D.

Curriculum & Foundation Dec. 2010

Ralph Mawdsley, Ph.D.

Counseling, Administration, Supervision & Adult Learning Dec. 2010

Dr. Mittie Davis Jones, Ph.D.

Urban Studies Dec. 2010

DEDICATION

This project is dedicated to my beloved parents Mr. and Mrs. Kasmir and to Ermina Mtuy who have already preceded us into eternity. They were always there to hold me up during difficult times. Their dedication and prayers will always remain with me and whatever I do will be for their honor. It is also dedicated to my brother Gasper Mtuy, whose sudden passing left such a void in our family. May they rest in peace and on God's arms. Amen.

ACKNOWLEDGEMENTS

This project was successfully accomplished because of help from so many dedicated people who have given up some of their precious time to help me through. My family members have been constantly giving me good examples through their dedication, prayers and encouragement. Mr. and Mrs Augustina Alfonse Ndeurambari, Mr. and Mrs Aquilina Melkior Mtuy, Mrs. Bazila Gasper Mtuy and their children have always been on my side throughout my studies.

I owe a special thanks to my religious family of the Sisters of Our Lady of Kilimanjaro. This family has given me love, care, and the support I desperately needed throughout this project. I will always salute and remember Mother Cecilia Mbuya, Mother Agreda Mosha, and Mother Phina Mushi, with all the council members who provided me with moral and spiritual support throughout my studies. Their prayers, wisdom, and courage kept me and sustained me throughout my 25 years of religious life.

Special THANKS to Bishop Amadeus Msarikie. This project was never to be known without his wisdom and dedication to the truth. His caring examples in love and prayer will always remain to me a witness to Jesus, who gave His life to the world. Thank you so much Baba Askofu for standing up for me! I give thanks to Bishop Isaac Amani, his secretary Fr. Patrick Asanterabi, and his council members for their dedication and all they do to bring Christ's light to the Diocese of Moshi.

I am grateful to all the instructors at Cleveland State University. Dr. Joshua Bagakas served as a distinguished Director for the PhD program. His leadership and intellectual support provided me with an insight as how to prepare and conduct this

particular project. Dr. Catherine Monaghan stood by my side to always assist and advise me, while showing me the safe way through. Dr. Elice Rogers, my dissertation chair has been my mentor, my guardian, and my Angel who would fly the extra mile to make sure that everything is done right. I will never have enough thanks for her example and help. Thanks to my methodological instructor Dr. Anne Galletta. Her wisdom carried me throughout the field. Dr. Jim Carl has always been there to rescue me from my financial distress and to provide a clear guidance toward the study. Special thanks to Dr. Ralph Mawdsley, and Dr. Mittie Davis Jones for giving up their time and plans while assisting me throughout the process. Their presence and challenges have prepared me to be the best scholar in the field of education. I am grateful to former College Dean Dr. James McLoughlin, for providing me with financial support to go to Tanzania and conduct my research. Without his help this could not have been possible.

I give thanks to my American family of Sancta Clara Monastery. Mother Marion Zeltmann was always there to wipe off tears. Her motherly love and care pulled me through this project. She and the community provided countless Eucharistic Adoration Hours to keep me moving, even when my legs were not able to move anymore. Special thanks to the members of Apostles of Jesus, whose presence and prayers provided me with courage to move forward and finish this project. Thanks to Fr. Isidore Munishi, who gave up countless weekend hours to sit with me in the library and show me how to clear out the path through the dissertation process. I thank Fr. Process Kiocha for his charming spirit, prayers, and special care at the monastery.

Thanks to The Sisters of Charity of St. Augustine, who offered support and encouragement during my residential times and throughout the processes. Sr. Miriam

Erb, Sr. Cheryl Keener, Sr. Denis Maher, Sr. Patricia, and Sr. Jane Lab provided positive support during my stay at St. Vincent Charity Hospital. Special thanks to my American grandma Sally Lekan who offered many prayers and sacrifices to help me through. I thank Srs. Annamarie Moshi and Walter Minja for their support and positive attitude toward our studies together here in the USA. Thanks to Mr. and Mrs. John Peach and their children for their generosity, spiritual, mental, psychological, and physical support throughout my studies. Thanks to Mr. and Mrs. Guarendi and their beautiful family for all their prayers and support. Mrs. Marilyn and Mr. John Mack have given up countless hours proofreading my written manuscripts. Their sacrifices and determination will always be remembered. I am grateful to all the Brothers of Christian Instruction of Walsh University for their generous support. Br. Guy Rody, Br. Marcel Sylvester, Br. Ernest Paquet, and Br. Joseph Power. Their prayers and good example have become a source of energy and support for my study.

Special thanks to my Cohort XIX and to Wanda Pruett-Butler for all she has done to help me through this program. Thanks to Fr. Matthew Munishi, Fr. Peter Siamoo, Fr. Peter Asantebwana, Fr. Godfrey Torac, Fr. Thomas Ayepa, Fr. Deogratias Ruwainenyi, Fr. Stephen Mallya, Fr. Charles Kanai, Fr. Costantine Silayo, Fr. Wilhelm Malasi, and Fr. Philbert Vumilia. Brs. Pius Ochwo, Denis Katusiime, and John Muyunga have always been supportive. I am also grateful to my friends Chrispina Kessy, Sr. Rosamunda Massawe, Sr. Yasinta Kimaro, Sr. Cecilia Fauthum, and Agatha Ng'ang'a. Thanks to my friend Debra Brown, with whom I have shared special moments of prayers, along with spiritual, and moral support. Her sacrifices have encouraged and strengthened me always. Thanks To Mr. Tony and Mrs. Amy Boland, who generously shared their home with me

when I was at the University of Dayton. I will always hold them and their children, Molly, July, Louis, and Sam, in my heart and daily prayers. Thanks to Elaine and her husband Eugene Candea for sharing special moments. Their generosity will always be remembered. My friend Bobbi McKnight, and her children Kess and Samy were always very supportive.

Thank you to my alma matters Walsh University and the University of Dayton for giving me the basic knowledge I needed to complete this project. Special thanks to my advisor Dr. Daniel Raisch, Dr. William Losito, Dr. Beverly Tillman, Dr. Carolyn Ridenour, and others who shared their knowledge and instructed me so generously. Thank you all and God bless you.

**A QUALITATIVE ANALYSIS OF LEARNING AND LEADERSHIP
DEVELOPMENT OF UNIVERSAL PRIMARY EDUCATION TEACHERS AND
THE RESULTING IMPACT ON THE TANZANIAN EDUCATION SYSTEM**

SR. MARY AUXILIA MTUY

ABSTRACT

This study investigates Learning and Leadership Development (LLD) activities of Universal Primary Education (UPE) teachers in Tanzania. The primary research was centered on how the UPE teacher recruitment and training program within the Kilimanjaro region has impacted the rest of the educational system in Tanzania by looking at how the professional development that UPE teachers receive impacts their transformation and identity as professionals.

The study utilizes a qualitative method of inquiry with critical interpretation. The first step in utilizing the chosen method was to review the literature and design the focus group, as well as the survey. The focus group discussions laid a foundation for the survey, which was distributed to the field in the Kilimanjaro area. The researcher found teachers who were dissatisfied with the UPE system of education, who were ready to improve their own schools' training and peer coaching, who could not find ways and the means to attain their goal, who desired annual summer courses to improve their education skills, and who desired to take part in annual teachers' conferences and who could not get the opportunity due to lack of finances and governmental cooperation.

Tanzania's quality of education cannot be improved unless the adult learning and leadership development activities for teachers are reviewed and put into practice. Also,

formal teacher training should be evaluated and rearranged to meet the anticipated and current needs reflective of twenty-first century educational demands.

TABLE OF CONTENT

LIST OF TABLES	xvi
LIST OF FIGURES	xvii
I. INTRODUCTION	1
Background.....	2
Statement of the Problem.....	4
Purpose of the Study	8
Limitations	9
Overcoming limitations.....	10
Organization of the Study	13
Significance of the Study	14
Definition of Terms.....	14
II. LITERATURE REVIEW	17
Historical Overview of Tanzanian Education.....	17
Colonial education.....	18
Postcolonial education.....	23
UPE Success and Failures.....	29
Education and Training.....	32
Educational and training systems in Tanzania.	35
Language of instruction.	37

	Learning and Leadership Development	42
	Leadership development studies.	45
	Revelation from Various Sources Regarding UPE.....	46
	Shaping UPE Teachers’ Professional Development.....	49
	Rationale	56
	Conclusion	63
III.	METHODOLOGY AND RESEARCH DESIGN	65
	Reasons for Using Critical Research Method.....	67
	The Purpose	68
	Study Organization	69
	Research sites and participants.....	69
	Initial preparation.	70
	Scope of the Survey and Recruitment of a Focus Group.....	70
	Data gathering.	70
	Small Focus Group Discussion Session One	72
	Small Focus Group Discussion: Session Two	77
	Small Focus Group Discussion: Session Three	80
	Small Focus Group Discussion Session Four	82
	Summary	85
IV.	SUMMARY AND ANALYSIS OF DATA	86

General Survey.....	87
Survey question #1.....	87
Question A.....	87
Question B.....	88
Question C.....	89
Question D.....	89
Question E.....	89
Question F.....	90
Question G.....	90
Question H.....	91
Question I.....	91
Question J.....	92
General survey question # 2.....	92
Question A.....	93
Question B.....	94
Question C.....	94
Question D.....	95
Question E.....	95
General survey question #3.....	96
Question A.....	96

	Question B.	97
	Question C.	97
	Question D.	98
	Question E.....	98
	General survey question #4.	99
	Question A.	100
	Question B.	100
	Question C.	101
	Question D.	102
	Question E.....	102
	Question F.....	103
	General survey question #5.	103
	General survey question #6.....	106
	General survey question #7.	107
	General survey question #8.	108
v.	CONCLUSIONS OF THE STUDY	110
	The Findings	111
	Implications.....	121
	Conclusion	124
	Future Recommendations	126

REFERENCES	128
APPENDICES	135
A. SITE APPROVAL LETTER	136
B. INFORMED CONSENT STATEMENT (FOR THE FOCUS GROUP).....	138
C. INFORMED CONSENT STATEMENT (FOR THE F/G & SURVEY PARTICIPANTS).....	128
D. QUESTIONS USED IN FOCUS GROUP DISCUSSIONS	130
E. GENERAL SURVEY.....	132
F. TEACHERS' COMMENTS.....	138

LIST OF TABLES

1.	Kindergarten, Primary, and Secondary Education.....	35
2.	College Education.....	36
3.	Questions for Small Focus Group: Session One.....	74
4.	Questions for Small Focus Group: Session Two	79
5.	Questions for Small Focus group Discussion: Session Three	81
6.	Questions for Small Focus group Discussion: Session Four	83
7.	Learning and Leadership Development of UPE Teacher in Tanzania	88
8.	Investment of Time and Effort in Seminars, Retreats, Professional Classes, Scholarly Conferences, and School Meetings	93
9.	Comparison Between UPE Teachers who Demonstrate the Ability to Acquire and Use the On-going Training and Those Who Do Not.	96
10.	UPE Learning and Leadership Development in Tanzania.....	99
11.	Summarizes the Participants Choice on Their LLD Activities to Describe Their Wish	105
12.	Participants' Level of Education Attained by Respondents	107
13.	General Survey Question # 8: Age of Respondents.....	109

LIST OF FIGURES

1.	Initial Data Gathering Model	72
----	------------------------------------	----

CHAPTER I

INTRODUCTION

Adult learning and leadership development can transform teachers by helping them to adapt and improve working conditions. In turn, the way teachers perceive, understand, and feel about their job transforms the learning and leadership itself. Teachers who lack leadership development are unable to assess their own performance and that of their learners. They are also unable to understand the relationship between teaching and learning. Leadership and learning development contribute to teachers' cognitive growth as well, "High concept teachers have been found to differ from low-concept teachers in terms of both teaching approach and teacher generated classroom atmosphere" (Glickman, Gordon, & Ross-Gordon, 2001, p. 65). The process facilitates teachers' self-understanding and improves their understanding of how their students learn. Development occurs in many different ways, e.g., collaboration with others, seminar and workshop participation, networking via scholarly conferences, etc. Teachers' professional development activities, according to Cranton (2006) should be acquired, "...with the help of an educator as facilitator. Interactive methods, collaborative learning, dialogue, and group activities help students work through an understanding of themselves, others, and the social world they live in" (p. 116). She contends, "When

people create new personal and social knowledge, they often go on to question their pre-existing perspectives and move toward transformative learning” (p. 116). Transformative learning, as situated into this particular study and according to Cranton (2006), is intended to help teachers to undergo self-examination, conduct a critical assessment of their daily duties, learn how to relate with others, explore options for new ways of learning and leadership development, plan a course of action, seek new knowledge, plan a course of action, and try some or entertain new assessment roles while serving the school community with new perspectives.

Background

UPE was a unique policy developed in Tanzania in the 1970s. The policy makers’ goal was to make sure that every Tanzanian child of primary age was enrolled in grade school not later than seven years of age. According to Infed’s (2006) article the age was chosen, so that graduating students would be mature enough to participate in self-reliant and productive work. Prior to gaining independence in 1961, Tanganyikans did not have much access to formal schooling. As a result, primary (grade) school graduates themselves were recruited, crash-trained and put in schools as teachers to accommodate the educational needs of that time. Children were enrolled by the thousands and every school was overcrowded. Parents were also hopeful that their children would now receive the formal education that was unavailable to them during colonial times. Markov & Nellemann (2001) reports:

Despite being one of the poorest country in Africa, Tanzania achieved dramatic increases in primary school [grade school] enrollment during the first two decades

of independence and gross enrollment rose from less than 50 percent in 1961 to perhaps as high as 95 percent in 1976 (p. 2).

Tanzania's major educational achievement had its downside. First, teachers were not properly trained. As a result, they could not deliver quality education needed by the young nation. Also, the country did not have enough educational resources. This drastic change in enrollment brought major challenges in classrooms setting, as teachers who were having 45 first graders in their classroom, were all of a sudden accommodating 200 to 300 pupils. Having this increase of pupils with no additional facility destroyed the positive qualities that existed in the educational system. The government should have prepared enough teachers and expanded the school facilities first before launching the UPE Policy. Markov & Nellemann (2001), for example, indicate, "By the mid-1990s, enrollments were below 80 percent and falling fast, and the system was failing to deliver functioning schools in many communities, threatening to jeopardize wider social and economic development goals" (p. 2). The authors further insist, "The quality of service delivery was also affected by distorted institutional arrangements and resources rarely reached schools on time, if at all... This has led to a lack of both educational and fiscal accountability at the school level" (p. 2).

Teacher preparation was less than adequate in the rush to provide universal education. According to Nyerere's 1985 report to his political party, Tanzania's population of school-age children was increasing fast. To fulfill the needs of this population, he had introduced the "Musoma Resolution" (MR) in the 1970s with a new policy of Universal Primary Education (UPE). Under UPE, according to this report, 45,534 primary school graduates were selected to join the teacher-training crash program.

The report states, “Out of 45,534 young people selected for this training, 35,028 finished and qualified as primary school teacher, Grade C. Grade C teachers are those with primary education plus two years of residential teacher’s training” (Nyerere, 1985, p. 48).

Statement of the Problem

Tanzanian UPE teachers’ learning and leadership developmental training lacks clear guidelines and a unifying educational philosophy. Guskey (1995) insists, “Regardless of how schools are formed or reformed, structured or restructured, the renewal of staff members’ professional skills is considered fundamental to improvement” (p. 1). It is often unclear who is responsible for teacher training standards and their implementation. “The key questions then, is who benefits, and, more important, who should benefit from these educational programs-and what kind of differences should the programs make?” (Cervero & Wilson 2001, p. vi). Teachers often do not know how the administrators determine the selection of which teachers will attend a training session and at what point in their career they are eligible. We do not know what factors influence teachers’ motivation to seek further education. There is no accountability as to what adult learning theories and models are followed that will empower this particular group of teachers in their classroom and school performance. Caffarella (2002), for example, points out some of the critical issues facing those who are planning learning and leadership development. These problems require solutions, in order to create an effective program. Some important issues are:

- Lack of knowledge of the change process;
- Low learner motivation;
- Poor quality physical facilities;

- Inadequate communication systems;
- Lack of support for transfer-of-learning activities;
- Reward and compensation systems that do not match expected changes in practice;
- Organizational norms and expectations that are in conflict with the proposed ideas; and,
- Political and other outside environmental pressures. (p. 135).

Caffarella (2002) also indicates that formal education and training programs alone will not solve the problem of teacher motivation and school change. Program planners must seek alternative ways to do interventions and often need to rely on their on-going training and the expertise of others to find resolutions to the above problems so they can construct proper learning and development programs.

Numerous research studies, for example, indicate that Tanzanian UPE teachers are facing enormous challenges in terms of language of instruction. Bgoya (2001) has complained that English is still imposed on Tanzanian schools even though students are rarely able to master English adequately, as a learning device. Lasway (1988) agrees with Bgoya, but insists that English is associated with commercial and political power and must be stressed even if it is a hardship to Tanzanian students. Mosha (1988) has demonstrated that language skills is one of the major factors affecting the quality of education and instruction in Tanzanian schools. Similarly, Ngonyani (1997) indicated that English is a barrier to education in Tanzania due to the problem of insufficient teacher training and the lack of mastery of that language by teachers themselves. Roy-

Campbell (2001) expresses major concern about the “English only” policy of education and how it affects students’ performance in Tanzanian schools.

The language of instruction must be seriously reevaluated, since it has such an impact on teacher and student performance in general. If the selection of a language has been chosen because students must be able to communicate with the outside world, then teachers must be properly trained in English so that they can teach it well. It is a waste of time and energy if both teacher and students are not proficient in it. Mhando (2006), supports this point, “The teacher training courses do not guarantee enough knowledge to make the teacher confident in what he or she is doing. Even for the teachers that hold a university degree they do not have the professional competence and authority” (p. 5).

Examining Nyerere’s policy of UPE, and teacher training systems of Tanzania in general, Mmari (1979) declared that, “Certain futures characterize teacher training in Tanzania. Until the recent crash program to achieve UPE by 1977 was introduced, Tanzania had a reputation for having a very high percentage of trained teachers in primary schools, relative to other African countries” (p. 121). Sifuna (2007) in his analysis of UPE policy reveals how innovations to provide Universal Primary Education UPE from 1970 to the twenty-first century affected efforts to improve the quality of primary education in Tanzania. Sifuna’s (2007) comments indicate that, “Just as in Tanzania, the quantitative increase in enrollments was achieved, at the expense of quality” (p. 694).

This project recognizes that the teachers trained under UPE policy are still working in Tanzanian public schools today. The shortcomings of their formal teacher education training are still negatively impacting most schools in the country. These

schools serve the majority of Tanzanian students. The most qualified teachers are contracted by private schools, which most families cannot afford. Additional research to evaluate what is current in public school teacher learning and leadership development must occur in order to increase teacher effectiveness through program improvements.

The reviewed studies for this project indicate that formal teachers' learning and leadership development training programs require an intensive study on both content and forms. O-saki (2007) mentions:

1. The need to set acceptable standards for entry into the teaching profession,
2. The need to link initial teacher training with the induction of a new teacher and further professional development to provide experience with expert teachers,
3. The need to develop a support system that reflects for teachers ways of handling growing pedagogical challenges: large size classes, increasing learner variation in ability, etc.
4. The need to assist teachers to seek both vertical professional development (experience towards expert teaching) and horizontal development (reasonable understanding of the demands of professional practice) (p. 52).

Besides just politics, UPE also requires reevaluation, funding, and a lifelong learning commitment. Omari et al. (1983) insist:

The most important lesson is that, ultimately primary [grade] education, no matter how defined, is a political issue in all societies, and, because politics rule,

politicians should be made aware of quality issues so that appropriate resources can be set aside for educational purposes. (p. 7)

Samoff (1999) in his international education study indicates, “Today, the most common refrain is crisis. Education in Africa, at all levels and in all forms, is in dire straits, we are told. With few exceptions, both schools and learning have deteriorated, and the situation is continuing to worsen” (p. 395). Samoff (1998), also warns, “When one might expect to find the teachers’ creative role expanded and enhanced, in practice more often we see efforts to restrict and reduce it” (p. 21). He also argues in his study that in Tanzania the average skill level of the teaching force has been reduced, as crash programs send untrained teachers to schools or some teaching functions are reassigned to teacher aides or paraprofessionals with limited preparations or formal teacher education. My study, therefore, presents a way forward to investigate the UPE teachers’ learning and leadership development programs to improve future plans.

Purpose of the Study

The ultimate goal of this project is to look at how the professional development that UPE teachers receive impacts their transformation and identity as professionals. The study also looks at the impact that training has on the teachers’ ability to reflect and transform their teaching performance. According to Cranton (2006), “We develop or construct personal meaning from our experience and validate it through interaction and communication with others” (p. 23). The purpose of this study is to investigate learning and leadership development activities of UPE teachers within Kilimanjaro region in Tanzania. This particular study, therefore, seeks a way to make the government of Tanzania, parents, students, and all educational stakeholders find a new path via

professional development and retrain UPE teachers in such a way that they can, for instance, master the language and teach properly in all the school levels.

Research Questions

Question # 1: What factors affect Universal Primary Education (UPE) teachers' involvement in learning and leadership activities in Tanzania?

Question # 2: Do UPE teachers who invest more time and effort in seminars, retreats, professional classes, scholarly conferences, and school meetings demonstrate more abilities to adapt, select, or shape their real-world classroom environments?

Question # 3: Are UPE teachers who exhibit the ability to acquire and use on-going training activities more self-directed in their respective performance as learners and leaders when compared to other teachers in Tanzania?

Question # 4: How do UPE teachers' (experience, attitudes, interests, health status, intellectual abilities, style of learning, prior knowledge, cognitive and learning styles, problem-solving and decision- making skills) affect teachers' learning and leadership development activities in Tanzania?

Limitations

According to observation as a researcher the project faced by four major barriers: funding, transportation, technological access, and poverty in general. These limitations are minimal when viewed from the perspectives of a developed country like the United States (US). In the Third World, the challenges are enormous. Sometimes it can take days, weeks, or even months to complete a task which could have been completed in a couple of hours in the US. The researchers must be equipped with every tool in the field. These tools can be stolen at any moment, leaving the task undone or not done properly.

Unpaved roads slow down traffic and the whole plan of a day in the field. Technology is very limited. In order to access the internet, for instance, one has to go to internet cafes. The cafe may be closed, very crowded, or too expensive and time there in the internet cafes is limited. In addition to these factors, poverty affects every aspect of life in Tanzania. It also affects teachers' learning and leadership development because of the lack of proper training, basic salary, good or decent school environment, and decent housing. The researcher, also, realizes other challenges such as gender biases, ignorance, and diseases such as HIV pandemic which may as well hinder a research project of this kind.

Overcoming limitations.

This particular project was confronted with four major barriers: funding, transportation, technological access, and poverty in general. Other challenges such as gender biases, ignorance, and diseases such as HIV pandemic and malaria were feared to be part of the challenges. HIV, for example, has claimed a good number of teachers who otherwise could have provided potential data to this project. Gender did not appear to be a problem. In fact, women appeared to be even more involved than men.

Transportation, on the other hand, was made easy by the fact that traveling back and forth from the United States of America to the Republic of Tanzania, as mentioned above, was funded. But, as soon as the researcher reached her native country and started to roam the field, things changed. Having to rely on rental and public transportation, the study became more time consuming and even cumbersome. A small task that could have been done in a matter of minutes in the United States took the researcher hours or even days to accomplish. More problematic, the researcher found it very difficult to manage

and carry research instruments while using public transportation. Because the minibuses common in Tanzania were always overloaded, it was very hard to manage even a small suitcase. Roads in the rural villages were not paved. Passing through these mountainous roads, especially after it had rained, was impossible. Most of the time the researcher hiked for hours to reach participants from one school to another. Sometimes the researcher had to grab a companion, either from her own family or from the community, just to feel comfortable and safe on those hiking trails. This made it a little expensive, but sometimes it was fun and enjoyable.

The lack of access to technology was most of the time shocking. Electricity or power went on and off so one could not predict when the computer might shut down. Internet services were also available at Mwenge University, thanks to the solar energy, but it was almost a mile away from the center where the researcher was residing with the other members of her community. Without having her own car, the researcher could not have accessed the internet as often especially after finishing up the focus group sessions there. What the researcher found very interesting was the fact that in Tanzania almost everybody has access to a mobile phone. This part of modern technology made the study far easier than it could have been 20 years ago. In conducting a focus group, for example, the researcher could locate and communicate with the participants very effortlessly. Since we could communicate, the focus group activities and data collection processes were accomplished with tremendous joy. Technology, in short, is making its way to the developing countries, and this study is a witness to that because the Learning and Leadership Development (LLD) activities of those participated were enhanced and strengthened.

Poverty, on the other hand, was a big stumbling block for this particular study. The UPE education systems, as shown by this study, were very weak. Therefore, the entire country's learning systems were impaired as a result. The school infrastructures in Tanzania were very bad. The recruiting of the candidates for Tanzanian Teachers Colleges (TTC), as shown by the participants, was corrupt and unreliable. The leaders of this peaceful nation on earth were corrupt and selfish. The abundant resources of this so-called poorest nation on earth are mismanaged and stolen by the few smart individuals who bribe our government, make their way to them, and draw them to develop their nations without paying a reasonable tax to develop this nation.

As a result, the Tanzanian economy is growing weaker by the day and the population is suffering with poor schools, roads, health systems and infrastructures, just to mention a few. The researcher had planned to reach 500 teachers in the field via a general survey, but she could manage only 327 due to the above-mentioned facts. The validity and reliability of this study was diminished in a way because of the poverty. The study's interpretation of the findings were also jeopardized in a way by this fact. However, there is a way out of it and that is quality LLD for the teachers, which will result in a better and quality education for the entire country.

In summary, funding, transportation, technological access, and poverty in general were the major barriers for this study. When the nation invests in human capital things start to change. Tanzania according to this particular study is not doing that. Having gathered these facts as a researcher, one would prefer for Tanzania to seriously start investing more in education. This study was funded because the United States has a positive attitude toward educational research. Tanzania needs better public and private

transportation. If there was a reliable means of transportation, more investors would come and invest in education and other development initiatives. Tanzania also is in great need of reliable power and technology to train a powerful teaching force to produce better leaders, doctors, ministers, businessmen, politicians and technicians, just to mention a few. Poverty, on the other hand, is caused by the country's ignorance. What are we expecting if even the natural resources we have are given for free or just for the benefit of the few so-called government leaders? HakiElimu (2009) again says,

We have evidence of misuse of foreign aid and grants from the IMF, World Bank, and other institutions of developed nations. Although these countries and monetary institutions have been financing us heavily, these funds are not reflected in real life as we find ourselves swimming in a pool of poverty. (p. 17).

Organization of the Study

The entire study is organized into five chapters. *Chapter I* introduces the study. It also addresses the focus of the study. This includes the introduction of the topic, the background, hypothesis, why it is significant, research questions, and the overall approach for the entire study. *Chapter II* provides historical perspectives of education in Tanzania, the world view of the topic, including my philosophy for the entire study, theories guiding the study, principles, rational, and concepts surrounding the study, and the literature review in general. *Chapter III* addresses the methodology preferred for the study in terms of data collection, data analysis, and value claims. *Chapter IV* addresses the findings. *Chapter V* addresses the conclusion of the study in terms of its own findings, implications, and provides suggestions for the future studies.

Significance of the Study

This study is significant to the researcher, scholar, leader, and future teacher trainer at the university level. Tanzania needs to have some systematic data which provides a clear picture of how UPE teachers are progressing in terms of their learning and leadership development. This particular study, therefore, seeks a way to influence the government of Tanzania, parents, students, and all educational stakeholders to address new paths via professional development and retraining UPE teachers in such a way that they can master the language and teach properly in all school levels. Therefore, the findings will add to the current body of knowledge, literature, and data base about teachers' learning and leadership development in Tanzania. The study will, indeed, provide a basis for planning and implementing effective professional development programs for UPE teachers in Tanzania.

Definition of Terms

Education for Self Reliance (ESR). Mullenga (2001) while defining it stated that in ESR, Nyerere provided the guidelines for an educational system based on the need and aspirations of Tanzania and theorized about the means necessary to achieve these goals (p. 460).

Information Communication Technology (ICT). It is widely known and used in Tanzanian teacher training systems under SPIDER (The Swedish Program for ICT in Developing Region). According to Berggen (2009), Tanzania has embarked on enhancing the availability and quality of secondary education. This is done through an earlier Sida support project. Necessary data infrastructure has been installed at 32 government Teachers' Training Colleges known as TTCs in Tanzania with a purpose of

quickly training a large number of teachers, mostly in-service, and at distance through the utilization of ICT tools. One of the objectives of this project is, “to support teachers to handle the challenges of using e-resources through knowledge sharing, networking, and collaboration for improving teaching” (p. 1).

United Nations Educational Scientific and Culture Organization (UNESCO).

This particular agency has been in existence over fifty years with its main objective which is to contribute to the world peace and security by promoting collaboration among nations through education, science, culture, and communication. Its headquarters is in France.

Teachers’ Training Institute (TTI). These are the Tanzanian Institutions established for one purpose only and that is to training teachers of all levels. Mmari (1979) study explains that in the Colleges of National Education by the time it was accepted that the training of teachers covered five main areas (a) National Service - which emphasizes military training and national-building projects; (b) Political Education - which emphasizes the understanding of political ideology of Ujamaa; (c) National Education - which comprises principles of education, educational psychology, school organization, adult education, youth leadership, and research projects; (d) Academic subjects and how to teach them; and (e) National-building projects in the community around the college (p. 121).

Lifelong Learning (LL). Lifelong Learning is identified by Nfukho et al. (2000) as learning that takes place throughout the life-span, from the cradle to grave. (p. 149).

They add: “...lifelong learning implies a broad adopted to knowledge and has a holistic view of education in which formal and informal types of learning can be integrated with

one another and considered in one context. Thus, the concept of lifelong learning need to be examined in two dimensions, horizontally, between home, local community, and the economic environment and the mass media; and vertically between different levels of learning such as elementary, secondary and college education” (p. 152).

CHAPTER II

LITERATURE REVIEW

The purpose of this study is to investigate learning and leadership development activities of UPE teachers within Kilimanjaro region in Tanzania.

This review contains three major sections.

1. Historical overview of Tanzanian education
2. Current structure of Tanzanian educational system
3. Learning and leadership development of UPE teachers

The discussion will focus on how these areas are defined and used in the literature, the current focus of each area, and how they relate to the current study.

Historical Overview of Tanzanian Education

This part of my study focuses on how the formal educational system of Tanzania was shaped by its colonial and postcolonial experiences. It will also stress the renewed interest in ‘*UPE* teachers learning and leadership development.’ Omari et al. (1983) argue that:

Yet, the way universal primary education came to Tanzania does not suggest that there was a strategy developed for it. Everything including teacher preparations points to the contrary. The decision came like thunder, without much prior

consultation or preparation on the means, a timetable, the logistics, of takeoff, the management, or the monitoring. The lack of preparation illustrate the disparate relations between political and technocratic tendencies. It is hoped that a lesson has been learned. (p. 79)

Colonial education.

Before the entrance of colonialism in 1840 in Tanzania, the county depended upon an informal educational process that was taught by parents and elders in the tribal society. Fathers were expected to teach their sons how to attend crops, learn animal husbandry, and the crafts. As these young men grew older, elders chosen by the clan taught more formal teenage initiation classes. These classes prepared boys to assume the adult responsibilities of fatherhood and becoming heads of households. In turn, mothers taught their daughters how to cook, clean, attend the crops, milk cows and goats, and how to take care of their siblings. As these young women matured, respected women from the community initiated them into the responsibilities of motherhood.

According to Lila's (1999) study, "This education although informal, was completely family oriented. By the time they reached their teens, children were already being taught tribal law, politics, medicine, and social development" (p. 7). Educational structure, therefore, was primarily family oriented and was geared toward the needs of the family.

Colonialism changed this family oriented informal educational system slowly to a more formal European system. This change had a major social impact upon the lives of Tanzanians. By 1840 German missionaries and explorers reached the borders of Tanzania. These adventurers reported the richness of human and natural resources in

Tanzania to their German homeland. These reports led Germany to establish the Society for German Colonization in the year 1884. Although these explorers encountered a strong opposition from the Tanzanian people, the Germans continued to push their way towards the interior of the country. In order to exploit the country to its maximum, these German explorers needed the help of the local population. This required that a system of formal primary (grade) education be established to teach reading and writing in German, English, and Kiswahili. The English language was added because of the international trade, which was going on in the coastal areas. As Samoff's (1974) case study explains:

The colonizers did not introduce education into Africa: they introduced a new set of formal educational institutions, which partly supplemented and partly replaced those which were there before. The colonial system also stimulated values and practices, which amounted to new informal education (p. 180).

Although colonialism at this time was at its embryonic stage, its dynamism and power ensured that the family oriented educational system, was replaced by a system of formal education geared to the needs of the colonial occupiers. As the German rule in Tanzania expanded and matured, the German "Society for Colonization" also assumed a more formal structure with a governor, a centralized headquarters in the capital Dar es Salaam, and a new title: "The German East Africa Company." These new administrators introduced saleable cash crops, a railroad and highway system. These benefits attracted more colonizers to exploit the local population.

The German colonists expanded the educational system in Tanzania to include submissive behavior and vocational education. According to Mbilinyi (1979):

The objective function of the schools therefore included training in specific skills, reproduction of colonial relations of production (a small number of Africans delegated to semi-skilled and skilled manual work, clerical positions and low level teaching and pastoral work, and the majority peasant producers), and internalizing of colonial ideologies. Caning was as important as the teaching of German history in producing submissiveness and acceptance of the colonial system. (p. 98)

The Tanzanian population resented these foreigners, who were exploiting them and their country. This led to a two-year rebellion, which began in 1905, called the "Maji Maji War". The Germans easily defeated the native population, who lacked technologically advanced weapons. However, out of this defeat came the use of a native weapon that would eventually aid in the achievement of their liberation, the Kiswahili language. Until the rebellion each Tanzanian spoke his/her own tribal language. This was a barrier to unity. The tribes decided that to rid themselves of these intruders, they must unite behind one language, Kiswahili. This new language was later adopted, as the national language of Tanzania. It helped to unite the tribes under President Julius Kambarage Nyerere in 1961. Kiswahili was later promoted, as a medium of instruction at the primary education level.

This system of education continued until 1918, when Tanganyika (later renamed Tanzania in 1964) was ceded to the United Kingdom by the League of the Nations. The German formal primary education that educated a *few* Tanganyikans to become administrative assistants in the colony was about to change.

The British system, prior to 1937, limited the schooling of Africans to the standard (grade) four that emphasized vocational courses. After 1937, African schools were expanded to a standard (grade) eight. The British system of schooling prevented the integration of the local population with the colonists. Mbilinyi's (1979) study indicates that "the African education system [under the colonial rule] functioned to produce submissiveness, a sense of inferiority, an orientation towards extrinsic rewards and punishment, and ideological acceptance of capitalist work demands" (p. 98). Mbilinyi (1979) also reports, "vernacular and vocational 'basis' education was restricted to lower levels of education" (p. 112).

The first secondary schools were established in 1946 to educate the sons of tribal chiefs and rich tribal leaders, as local administrators. These secondary schools were selective and highly monitored to produce local leaders, who would obey and submit themselves to the colonialists. The schools were segregated according to their tribal affiliation in order to prevent the formation of a nationalist identity that might unite against the colonial population. English was the language used in instruction in the secondary schools. One Governor was asked why schools were not tribally integrated, Mbilinyi (1979) quotes him: "In my opinion co-education might conceivably weaken this healthy and natural rivalry and eventually lead to making common cause for political ends" (p. 99). The British understood very well that bringing students from different tribes into one school would unify them to fight against the common enemy of colonialism.

College education remained unknown to Tanganyican graduates until 1936, when eight students from Tabora Central School and Saint Mary School passed the Makerere

Entrance Examination and were admitted to Makerere University in Kampala, Uganda. Makerere University was the first East African University. It educated students from Uganda, Kenya and Tanganyika. Mbilinyi (1979) indicates that, “by 1945, there were 1,000 primary schools, 18 secondary schools and 24 *two-year* teacher-training colleges in Tanganyika. At the same time, 27 students were studying at Makerere University for their bachelor's degrees” (p. 108).

One prominent Tanganyikan student to study outside the African continent, Julius Kambarage Nyerere, graduated from Makerere University with a BA in Education, before attending graduate school at Edinburgh University in England, where he majored in history and political science. Nyerere would later develop an educational vision for Tanganyika that would overturn the submissive British pedagogical system. According to Samoff (1974):

Ultimately, from a purely quantitative viewpoint, Africans pushed the colonialists and the British in particular to grant more education than was allowed within the colonial system, and that was an important and explosive contradiction that helped Africans to regain political independence (p. 188).

In 1958 Nyerere returned to Tanganyika from Britain and organized a political party, the “Tanganyika African National Union” (TANU). TANU became a powerful political party and in 1961 convinced the British to grant Tanganyika its liberty. Nyerere was elected the first President and upon assuming office altered the educational pedagogy from its colonial orientation to a postcolonial one.

Postcolonial education.

Post-independence education was geared toward the needs of the Tanganyika's nation. Mbunda (1979) records that: After achieving independence (December, 1961) the major task of the new nation was to embark on an all-levels development of education. The major national need was becoming self-sufficient in manpower and great stress was placed on the expansion of secondary education (p. 88).

There was also a need to provide a strong primary education, which would aid in the fulfillment of this goal. The new primary education curriculum included Tanganyikan history, and prominent status was given to the Kiswahili language, which became the medium of instruction throughout the primary (grade) schools. English, however, remained the medium of instruction in the middle school levels. Mbunda (1979) also reports, "The main objective at that time was to provide an education that was more meaningful to national needs" (p. 88).

Other major changes within the educational system included: the uniting of the lower and upper primary levels into K-7 grades (middle schools and boarding schools were eliminated to reduce the cost of the primary education). A secondary level or "Ordinary Level" were started in grades 9-12, and grades 13-14 high school or "Advanced Level" were started and are still in existence today.

National government policy tried to impact the educational system in a positive manner, but all national policies have unintended consequences. In 1964, Tanganyika was united with the islands of Zanzibar and Pemba to form the United Republic of Tanzania. This unity demanded that politicians begin to deal with the issue of equality in terms of education because the islands were mainly Islamic who paid little or no attention

to secular education before. Therefore, in order for the Islanders to cooperate with the mainlanders some educational standards were necessary. Schools were viewed as a place where equality could be achieved by providing an equal education for all students.

However, certain unintended barriers began to prevent this from happening as Mbunda (1979) indicates:

With the expansion of primary schools in terms of numbers of children, the country could not cope with the problem of school leavers [primary school graduates]. Although the number of secondary schools places were increased, it was not possible to absorb the large primary output (p. 88).

Among these graduates, very few of them had access to secondary education. The few secondary schools that existed were located in urban areas. This forced the new schooling system to resolve this problem of inequality, by reverting back to the colonialist tactic of eliminating students through examination. Only those students who passed the national examination were allowed to enter secondary school. Thus, it eliminated those who did not do well. This colonialist system of competitive examination to enter secondary school, as it was mentioned above, continues to be used by the Tanzanian educational system today. Because they were denied secondary education, thousands of primary school graduates immigrated from their rural communities in search of employment in the metropolitan areas. These young students thought that their new post-colonial government would have solved all the unemployment problems at once. As new graduates they thought they were prepared to work. While assessing this point of view in their study, Omar et al. (1983) suggested that:

A population-education policy developed to moderate both population growth and other demographic factors such as migration, child labor, and marriage timing and arrangements. Otherwise, population growth, currently 3.3% annually and other factors will frustrate government attempts to provide good-quality education for all (p. 80).

The new nation felt overwhelmed by this unemployment situation until 1967. In that year President Julius Nyerere proclaimed the Arusha Declaration. This declaration stated the national political intention of establishing a socialist and democratic republican government.

The Arusha Declaration established the principle of “Self-Reliance” as the cornerstone of a new educational policy. The policy of self-reliance required that students acquire the basic concepts and content of the subject areas, as a way to master their environment. This success would increase their self-confidence and allow them to be more creative and achieve more success in their environment. President Nyerere in his (1985) State of the Union insists:

A truly liberated nation is a self-reliant nation, one that has freed itself from economic and cultural dependence on other nations, and is therefore able to develop itself in free and equal co-operation with other members of the world community (p. 43).

President Nyerere's vision was to build a strong foundation for Tanzanian society through citizens' participation in civic life. Educational policy goals were set to provide all citizens with the basic skills of literacy, agriculture, health care, history, and knowledge of the national constitution. Providing basic education in these areas would

ensure an active citizenry capable of developing a 20th century society. President Nyerere moved the country into a massive educational thrust during the 1970s. President Nyerere's (1985) article explains this in detail:

Since 1967, Tanzanian national policies have been based on the philosophy of 'Socialism and Self Reliance' as outlined in the Arusha Declaration. This means that our aim is first, to produce an educated people who are able to understand their own needs and the actions, which these needs imply and second, to provide access to further knowledge as individuals come to need it. Further we intend to have an education system that encourages the development of the human instincts of cooperation and sense of service (p. 46).

This statement clearly shows that President Nyerere's aim was to develop within Tanzanian society the basic knowledge, ability, and a will to develop not only themselves but also their communities. Nyerere's vision (Ingle, 1972) was a step in the right direction because this would have helped the country to change its "colonially inherited education system" and put a bigger "emphasis on cooperative efforts and agricultural techniques in keeping with the needs of the rural areas and the concepts of self reliance" (p. 7).

Samoff (1974) concurred with these views by saying:

Among the 1967 policy papers that addressed these problems were *Education for Self Reliance*, which offered a broad indictment of Tanzanian education and announced several major reforms. The principal goal was to reduce dependence by promoting education for self-reliance. Primary schooling was to become a basic education: a shift from emphasis on the preparation of those few students who would advance to post-primary institutions-an arrangement in which a

majority of those enrolled failed-to a curriculum primarily intended to equip young Tanzanian for adult roles (p. 138).

This visionary program *assumed* that students who had mastered their primary education could return to their home community and cooperate with others in developing their home environment. Further, it was *assumed* that the national primary education program would help students gain the skills necessary to cooperate with their peers and with their home communities. Another educational *assumption* was that students would also learn other useful skills and incorporate a value system that appreciated equality, honesty, responsibility and respect for one other. It was *assumed* that the adult population would benefit from future adult education classes since they could learn how to read and write. Samoff (1974) identifies these assumptions and hopes saying “the school system as a whole was expected to upgrade the competencies of the entire populace, to promote a broader sense of community, to nurture attitudes of cooperation and patterns of collective effort, and to foster a sense of self-confidence” (p. 139).

This new program also demanded other major changes in the educational system such as changes in the following: teaching and learning methods, teaching materials, time of schooling where primary school years were reduced from 8 years to 7 years, the syllabi, and classroom arrangements. Mbunda (1979) highlights the fact that, some new changes were needed in the new system. “Drastic measures were taken to change the inherited educational system. The reorganization of primary schooling from eight to seven has already been mentioned” (p. 78). Mbunda (1979), also, reports that by 1968, two hundred and fifty (250) schools with full-day schooling in standard (grade) III and IV had been established. He also states that in 1961 there were 753,114 students attending

primary school and by 1968 that number had increased to 833,898 students. These large numbers created a teacher shortage that impacted the entire country. This shortage resulted in the development of an addendum to Nyerere's plan, called the “Musoma Resolution”

The Musoma Resolution (MR) was issued in November 1974, as part of a major evaluation of the successes and problems within Nyerere's original plan. This document was based upon the results of a national conference on education held in 1973. According to Mullenga (2001) “MR stated that although the nation had made substantial progress with desired curriculum changes, it was recognized that the process of change takes a long time and that most of the objectives had not being achieved” (p.460). Mullenga (2001), also, insisted that the Education in Self-Reliance (ESR) failed to transform schools so that they could become part of the Tanzanian economic and community system:

In many cases, the ‘self reliance activists’ remained marginal, extra-curricular digressions commanding no professional respectability or academic recognition within an overall educational system. Therefore, in some important respects the Tanzanian education system under (Education for Self Reliance) ESR has had ideological and practical achievement, in other ways it has suffered from academic and intellectual underachievement (p. 460).

From the researcher’s own point of view, and my own observation in K-7, the whole system of education was defective because it did not have clear goals. Furthermore, politicians involved themselves in making all decisions in terms of which direction was suppose to be taken. The system neglected the educational professionals

who could have contributed better ideas and recommendations regarding the future of primary and higher educational needs of the people of Tanzania.

Case in point: As much as I like to respect the founding father of the nation Julius Kambarage Nyerere for his zeal to liberate and educate more Tanzanian children, his educational visions for the future of the nation were limited. The system he advocated and highlighted in the media (public radio) did not prepare the Tanzanians to face the challenges of the 21st century beyond their borders. The system he fought for which enabled many Tanzanians to acquire basic skills in reading and writing in Kiswahili was only good within the country, but did not meet the international standards, neither did it eliminate unemployment at the time. Omar et al. (1983) wrote “The Universal Primary Education in Tanzania lacks visibility studies on how and when universal primary education could be achieved, despite the political announcements regarding its inevitability (p. 39).

UPE Success and Failures

The Musoma Resolution (MR) as mentioned above, was issued in November 1974, as part of a major evaluation of the successes and problems within Nyerere's original plan of the Arusha Declaration of 1967 which resulted into Education for Self Reliance (ESR) policy.

Mbunda (1979, p. 93) reports that the “Musoma Resolution” had revealed that 55% of school age children were being left behind because of the massive shortage of teachers. The ruling political party, TANU, resolved to implement a new policy that all school age children would have to go to school by the year 1977. TANU stated that the

UPE program would need an additional 13,121 teachers to assist the existing 89,745 teachers.

Part of my investigation is to find out the success of UPE and identify its failures in providing quality education to Tanzanians. The information and the data I have found from numerous previous writers reveal a lot of discrepancies in the UPE system policy.

The Secondary school curriculum, for example, was reorganized so that high school graduates were prepared to teach lower 'primary schools classes' immediately after graduation. The question is, was the curriculum effective? What keeps lingering in my mind is this; can a high school graduate who was never fully professionally prepared become an effective teacher? Furthermore, Musoma Resolution also imposed vocational training, as part of the primary school curriculum. In addition to traditional primary courses, schools began to teach intermediate technology, and sciences, agriculture, including animal husbandry. Pupils were also involved in village co-operative societies as part of their business education. Courses on sanitation, civics, history, and health sciences were also taught. Many primary school graduates were trained to teach at the lower primary levels: standard/grades one and two. All of these decisions impacted the educational quality in Tanzania. While it is true that the system provided all the above the limitations in the system cannot be denied. As Mullenga (2001) indicates:

In conclusion, the poor performance of ESR has thus to be viewed in terms of an obvious contradiction between a well-meaning, sincere and idealistic philosophy and the hard imperative to translate these ideas into practical action within the context of unfavorable macro-economic conditions, inadequate resources and lack of commitment among the key players in the implementation process. These

contradictions between idealistic objectives and failure to turn them into reality, created feelings of disillusionment over what many felt to be the double standards of high-level officials (p. 93).

Although primary education was intended to liberate students from oppression by their fellow human beings or their own environment, most of the primary school graduates receiving the UPE came out without having received the basic education due to the fact that teachers themselves were insufficiently trained. They themselves were the primary school graduates, who were given a crash-training course and sent to teach. This became one of the major setbacks of the UPE program though the program had the potential to have the greatest impact in the history of Tanzanian education.

The UPE program still remains in operation today. In the 1980s, there emerged Non Governmental Organizations (NGOs), which embarked on a reform of the existing system of education (UPE) by establishing English Medium private grade and high schools. This is a shift from a traditional system of education that went through several changes. Although the government has not changed the UPE policy directly, it has shifted sufficiently so that private institutions and individuals who were not eligible to attend public schools have been given a chance to establish private elementary grades, high schools, and universities of high quality. These institutions have very much challenged the UPE system of education. As a result the government has shifted the policy to that of 'Education and Training.' This is a big achievement which is now involving different agencies to contribute to the improvement of education that meets national and international standards.

According to Swai (2002), “Non Government Organizations (NGOs) have developed strategies or have detailed plans of action like CARE International Tanzania, Action Aid, World Vision, Plan International, and Oxfam UK just to mention a few” (p. 8). All these NGO organizations have partnered with some institutions, individuals, and the government to improve the quality of education by providing financial support, materials, and in some places some of the organizations like Vodacom Tanzania, Zain Tanzania, the Catholic and Lutheran Church Organizations, just to mention a few have built institutions or rehabilitated some of the old ones to raise the quality of education. If Tanzania follows this path, the students will be able to compete within the country and in the international market taking into account that globalization today requires certain standards of education. Hence equipping teachers with leadership and learning development requires more than crash-training courses.

Education and Training

The “Education and Training” program revealed that there was a need to decentralize and improve primary schooling. Primary and secondary schools needed to expand their facilities in order to promote, and allow access to higher education to those who could afford it. Swai (2002) says, “As the document of the United Republic of Tanzania states, the policy intends to: decentralize education and training by empowering regions, districts, communities, and educational institutions, to manage and administer education and training” (p. 11).

In order for schools to achieve these noble goals, it has become important that teachers undergo retraining through teacher in-service programs, obtain new teaching

materials, rehabilitate the schools' physical facilities, and finally, that the curriculum and examinations process be studied and reviewed.

Responding to the challenges that this "Education and Training" program was facing, the country's former minister of education and culture, Prof. Sarungi (2005) had the following to say concerning the country's need to provide an education that was effective qualitatively and quantitatively:

The shortage of scientists, engineers, teachers, doctors, nurses, and other high level skilled personnel in agriculture and industry deprives the country the ability of adopting and developing new technologies and skills, based on in-country research and applying the results to the local production of goods and services (p. 63).

Tanzanians by this time have come to realize that in order for their country to survive as a modern economy, there was a need for them to reexamine decentralization issues, review teacher in-service training, and expand formal and informal educational structures.

Broadening the basic education infrastructure tests the educational system in new ways. A cost sharing system whereby parents, the government and international donor agencies (NGOs) now work as a team has been started. Accepting that NGOs had a role to play in education was a radical move on the part of the government. These changes occurred because of a review of the educational system reflected a need to make new adjustments so that Tanzania would provide a suitable educational system for the 21 century.

The NGO system also provided room for the English Medium Schools (EMS). These are the primary schooling system operated most under the private sector. Pupils attending EMS, are instructed in English from Kindergarten to high school. Teachers also are well selected and should be well trained to secure a teaching position in EMS. The schools utilizes an international curriculum which provides more advantages to the attendees, while compared to those attending government own primary [elementary schools] which rely in Kiswahili as a medium of instruction. When pupils from both schools meet in high school it is obvious that those coming from EMS outscore those graduated from the UPE system since English becomes the language of instruction in high school. The questions remain: Why can't Tanzania provide quality education to all primary leaves? Why can't our government provide quality teaching programs so that teachers can be easily exchanged from one school to the other or from UPE to EMS system?

In a nutshell, the history of the education of Tanzania shows us the limitation of a colonial system, which prepared few individuals with no special skills in leadership and learning development. The fear had been that the indigenous would overthrow the government. After independence the new government created a system of Self Reliance, which also restricted secondary and higher education in favor of primary (grade) school for all. To accommodate the overcrowded schools the government recruited and crash-trained teachers under the UPE policy. Although the government had good intentions of making education accessible to all Tanzanians, the process watered down the quality of education drastically. The effects of this policy are still drastically impacting the system of education. This is the riddle, which needs to be solved: how to provide Tanzanian

teachers with development opportunities in learning and leadership. In the next section I explore the Tanzanian educational structure and its language of instruction.

Educational and training systems in Tanzania.

Table 1 shows how Education and Training System in Tanzania is structured:

Table 1

Kindergarten, Primary, and Secondary Education

Age	Education	Duration	Level	Certificate/Diploma/Degree
5	Kindergarten	2 Years	-	None
7 to 11	Primary	4 Years	Lower (grades 1-4)	None
12 to 14	Primary	3 Years	Upper (grades 5-7)	Primary School Certificate (PSC)
15 to 18	Secondary	4 Years	Ordinary	Certificate of Secondary Education (CSE)
19 to 20	Secondary	2 Years	Advanced	Advanced Certificate of Secondary Education (ACSE)

College Education is depicted in Table 2 where available options are dependent on how a student scores in the advance level exam. The higher the score the more advanced schooling a student can obtain at the government’s expense.

Table 2

College Education

Duration	Certificate/Diploma/Degree
Time: Depends on courses and level	<ol style="list-style-type: none"> 1. Certificates: 1 year 2. Diploma [Associate Degree] 1-2 years. 3. Advanced Diploma [bachelors obtained from college system which is not yet a university] 3 years 4. Degrees: Undergraduate Graduate Doctorate

The Tanzanian education system is structured and organized based upon an individuals' performance on their National Examination. As shown above before attending standard (grade) five, one has to undergo a national examination and compete with all the fourth graders in the whole nation. If the individual passes she/he is promoted to standard (grade) five. If the student did not pass the exam she/he must be retained or repeat the fourth grade. When the same student reaches standard (grade) seven the same procedure is applied. In this stage, which is considered crucial for grade school, students who do not pass the national examination in the public system will have his/her education automatically terminated. These students are advised to go to the villages to do peasantry. What we have to bear in mind is that, these children are 14-15 years old and they have not been prepared for farming activities. The UPE system has left so many children

behind who ended up in cities and towns in Tanzania doing petty trade, which sometimes forces them to be thieves, prostitutes, and homeless as they cannot make enough money for living.

However, those whose parents or relatives are in a better economic situation, and can afford secondary (grade 9-12) education in a private secondary system can send their children on for further education. Again, before graduating from ordinary level (grades 9-12) the student sits for the National Exam. If the student passes she/he is promoted to the advanced secondary level. If the student fails, his/her education is terminated. The same procedure is applied before the advanced level (grades 13-14) accomplishment. The students' score in that exam determines if they are eligible for certificate or one year training, diploma (associate degree), advanced diploma, or an undergraduate degree. Normally those who go for their certificate spend only a year into training beyond their advanced secondary education. Diploma, also, may require a year. But the Advanced diploma requires two or three years of training. The bachelor degree in Tanzania requires no less than three years. As mentioned above, Tanzania provides ordinary and advanced secondary education. The credit hours earned during advanced secondary education, therefore, contribute to the bachelor's degree as an associate degree would have contributed to someone's BS/BA in the US. The masters' degree, however, requires at least two years.

Language of instruction.

The Tanzanian National Website (NECTA) states that the medium of instruction will be bilingual for the foreseeable future. The nation requires children to learn both the national language of Kiswahili and English. The dual language system enables the

citizens to keep in touch with their African cultural heritage through the learning of Kiswahili and English links Tanzania to the rest of the world. English is taught, as a compulsory subject in primary education and used as the medium of instruction at post-primary education. Kiswahili is the medium of instruction in primary education while at tertiary education it is taught as compulsory subject. Kiswahili was chosen, as the official language of the government in order to unify the tribal system with its many dialects. This language choice has the support of the citizenry as shown by the research of Carry-Hill & Peart (2005) that:

The Maasai tribe supports the education of their children in Kiswahili, as a way to achieve integration into society. Learning to read, write and speak Kiswahili allows their children to communicate with their neighbors and other tribes in the marketplace, with governmental offices, and is useful for internal travel (p. 97).

While it is true that UPE has recorded some national achievements, as mentioned in the previous pages, there are some problems, which have been created by the system of multiple instruction languages at narrow levels in the student's progression. For instance. Ngonyani (1997) did a study regarding Tanzanian language policy of using Kiswahili, as a medium of instruction in primary schools, while English is used in secondary schools and higher education. Tanzanians, according to the author, are experiencing English, as a barrier to education. Students, who could have done well in schools by using their national language are forced to learn in an unfamiliar language. Society and especially politicians do not want to acknowledge this reality, which the UPE teachers are facing in their schools because of their own inadequate training. Knowledge, according to this case study, can still be acquired and transmitted in Kiswahili from primary levels to secondary

or higher education since it is a national language. We have politicians, who are not professionals in education, who keep suggesting that Kiswahili should be used as a medium in all levels of education.

Bgoya (2001), on the other hand, reveals more problems resulting from the colonial domination of teachers, schools, and intellectual life in general. English, according to this study, serves fundamentally the interest of those who see it as both an export commodity and a language of conquest and domination. There is no compelling reason for adopting a foreign language as a national one. There is, according to Bgoya (2001) ample evidence that linguistic imposition does more harm than good. When language is artificially imposed, students are rarely able to master it sufficiently to work comfortably in it. Not only do they fail to acquire proficiency in the foreign language, they also lose proficiency in their own language, becoming twice disadvantaged.

While it is true that linguistic imposition does more harm as stated by Bgoya (2001), we have to bear in mind that the colonial master is gone and the language brought and taught is still required for Tanzanians to be able to communicate with other nationals in the world. There are many nations in the world, which use English as a medium even when they have their own languages. Hence in a wide sense, the English language will still dominate the world because of its influence and we cannot avoid this reality.

Roy-Campbell's (2001) study, however, examines the effort to naturalize English as the only suitable language for post primary school education in African countries, including Tanzania. Comparing Tanzania with the United States, the "English Only" campaign, is gaining momentum regardless of the increasing multilingual population in the schools. Focusing on Tanzania and the United States, this research examines the

fallacy of monolingual, “English Only” policy in education. The study examines the ethos surrounding the debate about the language of instruction, and considers some of the detrimental effects upon students of attempting to impose a monolingual policy.

According to the author, this research suggests possible roles of educators and researchers in fostering an international understanding of educational language issue as one aspect for global peace and justice. If Tanzania desires Kiswahili, she should use it in all levels. If English is chosen let us start from lower levels all the way through college, and if both languages are used, then teach them properly in all school levels.

Rubagumnya (1991) also addresses the language of instruction issue very strongly. This particular study, intended to show that although Kiswahili has successfully been promoted as the medium of instruction for adult education, at secondary and tertiary levels of education, its position is still precarious. According to the study, the notion that English and Kiswahili are taught in a complimentary manner is rejected. The two languages are in conflict. Those who are in better socioeconomic positions have more control of, and better access to English because they can purchase more learning resources, pay for a private tutor, or enroll their children into Private English Medium Schools. The study reveals that the present use of English affects the learning process adversely, if not taught properly from kindergarten to secondary school as required. Finally, the study suggested that if Kiswahili becomes the language of instruction at the secondary level, and English were taught as a foreign language, this would promote both languages, without jeopardizing the learning process. To me these two languages are equally important in the education system of Tanzania, because of globalization. As Rubagumnya stated in (1991): in his comment, it possible for students to pick both

languages (English and Kiswahili) at early stages of their learning. Educators have proved that the best time for people to learn a new language is at early stages.

Neke (2005), however, indicates that the use of English as an instructional medium in post primary education in Tanzania raises issues of language education policy in relation to education and science. The study also examines questions of power relations indicating access to opportunities and economic dependency. The study makes it very clear that language education policy decisions are social economic, since they can entail a reversal of power relations and may lead to certain groups in the community, whose languages are not preferred, finding themselves at the fringes of the social economic and political spectrum. The study also argued that language policy is about choice, speaking rights, and representation. Due to this fact, scientists at the university level who are able to publish their studies in English are granted more power and access to resources, or otherwise. Science language development, therefore, is inseparable from politics and development. Thus, education according to this study becomes a prerequisite for socioeconomic development in post-colonial Africa.

Disparity in education can cause a lot of problems politically, socially and economically. If a country allows a few people to be conversant in English, and disregards a big percentage of people who cannot get the chance to learn it, gradually there will be two classes in the country. The fortunate (those who can use English medium schools and can get good jobs) and the less fortunate who go through UPE system, which leaves educators as well as students crippled.

As we have seen, the language of instruction in Tanzanian schools is part of teacher training requirements. A good number of UPE teachers who are the majority of

the educators, were deprived of the English language during their training. These teachers are currently teaching in the country and they face a lot of challenges as many institutions have established English medium schools. They can only work in public schools and they cannot be employed by private schools, because their standard of English is very poor. They are the product of the failed education system, which according to these studies needs to be reevaluated. When the teacher is impaired in terms of the language of instruction all his/her students will never become proficient in that language. In other words, teachers who are not fluent in English are more likely to use Kiswahili in their classrooms. Neke (2005) insists, “Development in this kind of environment would be for a few who have the ability to utilize English as a resource that enables them to occupy positions of influence and power, while the majorities are left behind ‘sweeping the streets’” (p. 77).

Learning and Leadership Development

Two major issues impact the quality of education in Tanzania, the language of instruction and the development of teachers both as teachers and leaders. Teacher training, particularly ongoing training is very critical to UPE teachers in Tanzania. Most of the UPE teachers in Tanzania, especially those in rural areas, may lack awareness of changes in technology because they have received so little and, they try to share what little they have with students. Experience has shown that well prepared teachers and availability of teaching aid, library and meeting centers help learners to excel in their career. For instance, Lasley & Matczynski (1997) indicate: “Students who learn through more than one learning modality develop richer understandings of new concepts and acquire a large repertoire of academic and social skills” (p. 55). In modern towns and

cities in Tanzania, services like Internet services, and teachers' resource centers, are providing tremendous opportunities to learners who want to take the nation forward. Leadership and learning development programs should be available in villages, towns and cities to allow teachers do more in terms of education. Urban areas should not be the only focus in leadership and learning development. Bhalalusesa (2005) while elaborating this point insists, "Overall, urban areas have consistently fared better than the rural and remote areas in matters related to the levels of participation in education and other developmental activities" (p. 78).

As Bhalalusesa (2005) stated above the urban do well in education. However, one should acknowledge the hard work of UPE teachers in terms of overcrowded classrooms, with very limited education, experience, teaching materials, insufficient salaries, poor surroundings, lack of training, transportation, clean water and decent housing, just to mention a few. These factors limit them from ongoing teacher training activities. If a teacher is living far away in the country where transportation is not available, he or she will not be motivated to attend meetings, seminars, weekend teaching retreats, education festivals, teacher resources technological center activities, etc. Teachers who are living and working in the cities and towns, where public and private transportation is available, are more motivated to attend training and they benefit more than their counterpart. The city students also have greater access to technology and perform better academically which, in turn, gives them a significant advantage over rural students. Tanzanian teacher training and schooling systems faces serious challenges. Sifuna (2007), while analyzing these challenges states, "the challenges include, among others, inadequate funding to

ensure the provision of essential teaching and learning materials, infrastructure as well as hiring more competent teachers” (p. 697).

With the above-mentioned challenges, Tanzania can still improve her quality of education if new goals are set and followed. One of these goals should be scholarly research and teacher training. I have a strong belief that the education system in Tanzania will improve if we improve the quality of the teachers in all levels of teaching. Well planned and managed workshops, seminars, ongoing discussion forums among peer teachers organized by subject area and placement level can be a source of strength. Here, the UPE teachers can easily learn how to manage classroom environments, conduct action research, provide feedback to the students, and receive feedback from their students. It is important to keep in mind that some Tanzanian teachers may be found teaching in a class of 70 or more students. Sifuna (2007), while supporting this point says, “Pupil teacher ratios were very high, with some of the districts recording ratios of 72:1 against the national level of 40:1. Some of the districts were in need of 40% of new teachers. Of the existing teaching force, over 50% were unqualified” (p. 694).

Having these many students with one unqualified teacher is a disaster. Ongoing training will help these teachers who on a daily basis deal with these situations. They need professional development on how to prepare suitable content materials, and how to manage their already overcrowded classes by probably splitting into two or more classes for management and quality purpose. This training could provide these teachers with necessary teacher-student communication skills. When conducting large classes, it is difficult to give attention to students who need assistance, and so, educators may end up giving assignments to students and fail to give feed back to individual students because

they are responsible for a large number of students. Teachers in these situations should be trained on how to properly monitor their students' progress in spite of the situation mentioned earlier. They need special skills as how to assist their students to succeed with such limited resources. The study by Sifuna (2007) also reveals that, "In both Kenya and Tanzania, teaching and learning have definitely been compromised by large classes and a shortage of teachers." He went on to say, "In such classes pupils hardly get the attention they deserve and hence many do not learn much." He also insists, "staff shortages have forced teachers to work without break right from morning to afternoon; and with large classes and increased workload, they end up giving very few assignments" (p. 696). This system is detrimental to both teachers and students.

Leadership development studies.

In marked contrast, Nguni, Slegers, & Denessen (2006) examined the effects of transformational leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in the context of schools in Tanzania. They used a set of data collected from 700 teachers from a sample of 70 randomly selected primary schools in Tanzania. A questionnaire consisting of 95 items was used. The researchers applied multiple regression analysis to assess the effect of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior factors. Transformational leadership dimensions were shown to have strong effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior. Transformational leadership reveals itself in this study to have a significant add-on effect to transactional leadership in

prediction of job satisfaction, organizational commitment, and organizational citizen behavior.

Nguni et al. (2006) study has a very significant impact on my own study. Using a set of data collected from 700 primary school teachers, the researchers found that teachers are open to dialogue when leadership, transformation, and job satisfaction are part of the discussion. Leadership and teacher development programs are likely to be successful, if the project is planned and offered with the input of teachers' ideas. They know better what works or does not work in their job environments. For teachers, these are-day-to-day issues because of what they are dealing with teaching in inadequate school buildings. As mentioned in the study, "From a practical standing point we can now use these information arising out of the findings of the present study to develop general strategies for improving school leadership training programs" (p. 171).

This study sheds some light on my own project due to the fact that factors affecting UPE teachers' involvement into learning and leadership development are yet to be identified. My study picks up from what was left in terms of the UPE teachers in Kilimanjaro and how Tanzania can use these factors to improve learning development to all the teachers in the nation. As (Nguni et. al 2006) said, "in this content, finding ways to increase teachers' job satisfaction seems to be very important policy strategy in the Tanzanian context that will make teachers exert the needed extra effort for the success of educational reform" (p. 173).

Revelation from Various Sources Regarding UPE

Another important variable is the willingness of the teacher to be involved or committed to personal life-time learning. This commitment requires that the teacher keep

up with the continuous changes in technology and learning directions. Can the teacher manage simultaneously the art or science educational skills required by the academic world? Adult education according to Nafukho et al. (2005) is, “Acquiring, either individually, in groups or in the context of an educational establishment, new knowledge, qualifications, attitudes or forms of behavior conducive to the full maturity of the personality” (p. 7).

Learning for teachers is a lifelong process as long as they are involved in teaching. They have to be motivated by the employer who provides teaching material, technology, quality classrooms and incentives which will make him/her remain committed to the career. Many teachers in rural Tanzania are out of touch with the urban life in the country and the rest of the world. It will be impossible for these kinds of teachers to provide quality education, because they do not receive essential materials like books and technology which can connect them with other institutions in the country and the rest of the world. The funds allocated for education in the country is not encouraging and hence leaves teachers unable to perform their duties. Teachers should be given the best education during training and after training Wedgwood (2006) had this to say on her study regarding Tanzania education in the current moment. “The rate of expansion should be limited by the rate at which quality teachers can be employed. Crush programs to train teachers are unlikely to be successful unless trainees can be given extensive professional support” (p. 2). It is imperative for the government to continue examining the shortcomings of the current education system by focusing on quality of her teachers.

A case study by Kitta (2004) addressed how to better understand the context of Tanzanian education and to generate guidelines for the design of a program where peer

collaboration would be feasible in a Tanzanian context. Also, the study provided general background information about Tanzania's economy and population, educational system and structure. Further, the study gave details on mathematics education in Tanzania, emphasizing the secondary school levels, teacher training programs, and teacher learning needs.

One of the suggestions given in this study (while addressing the ongoing teacher training program) is that the decisions about professional development goals, content, and models are made at the school level and these efforts are thus, more likely to be contextually relevant. It is also advantageous that the consensus on educational issues related to professional development, are easily managed due to the fact that very few individuals are involved. According to this research, "to support work effectively in this setting, there must be a supportive leadership in schools that understands the importance of teacher professional development". Leaders must be heavily involved into recruiting, collaboration, coaching, interacting, facilitating, inspiring, and creating a climate of trust. (Kitta, 2004, p. 47). The above study is about teacher professional development in the country. This study deals with learning and leadership development of UPE teachers' in Kilimanjaro Region.

The overall finding of this research indicates that peer collaboration among teachers, utilizing a facilitator, is outstanding. Addressing this point Kitta (2004) insists, "This form of teacher leadership helped to focus collaboration on actually improving mathematics instruction. The results indicate that this type of collaboration and the joint piloting of the innovation, can be considered as the most important outcomes of the program" (p. 143). It is good to remember that teachers, at the beginning of this research,

were very much afraid of teaching math while being observed by other teachers. This fear declined, as the study progressed. However, the study concludes by saying that, “a major challenge seems to be how to develop an approach that combines the strengths of interventions at both genetic and site-specific levels, which is at the same time feasible and cost-effective when implementing at large scale” (p. 143).

Kitta, (2004)’s research has exposed promising ideas that can be explored in my studies. When teachers collaborate in their professional development, as articulated by this researcher, while aided by professionals, their teaching environment can be slowly transformed. Both teacher innovation strategies and research activities need further information in order to support this professional development approach. (Kitta, 2004) also indicates, “In terms of both innovation strategies as well as research activities, it seems worthwhile to further explore and evaluate efforts to scale up a professional development approach with multiple components” (p. 2004). This style of development can be viewed as a form of *family-hood*, which is valued by Tanzanians. Using this information, learning and leadership development programs can be established to help Tanzanian teachers collaborate in order to enhance their teaching skills.

Shaping UPE Teachers’ Professional Development

A more recent study by Komba & Nkumbi, (2008) indicates the importance of preparing teachers as professionals. A total 186 participants were sampled. The researcher used questionnaires, interviews and observation checklists to collect data on the nature, importance, organization, motivation, adequacy of and support for teachers’ professional development. The majority of participants perceived teacher professional

development, as being important due to the fact that it improves the teacher professionally, academically and technically.

The study also discovered that most participants thought professional development activities were inadequately supported and motivated. When professional development was evaluated on a national, district, ward, and school level, it was discovered that teacher professional development was poorly coordinated and rarely included in school budgets. The research indicates that teacher's conceptions and practice of professional development combines both the desire for the raising of teacher academic qualifications and professional growth. Komba et al. (2004) insist that, "At the moment, opportunities for professional development are ad hoc, irregular, unfairly distributed, unplanned and uncoordinated" (p. 80).

The study also adds:

Teacher professional development should be incorporated in the strategic plan at all levels and should be budgeted for. The Tanzania Institute of Education should be empowered financially to plan for wider and more encompassing programs including such emerging skills as the use of Information Communication Technology (ICT) in education (Komba et al, 2008, p. 80).

The research suggested that Tanzania should find ways to utilize higher institutions such as the University of Dar es Salaam, Mkwawa University College of Education and other emerging private universities to provide professional backup for teachers at all levels. This research has elaborated well what the country ought to do to improve the quality of education of Tanzania in this century and in the future. Failure to

heed this call will jeopardize the good work which has been done by professionals on learning and leadership development.

Komba et al. (2008) has suggested that more research, specifically focusing on teachers' professional development, is necessary. It is only through research that we can ascertain the present educational status of UPE teachers and their struggles to become more proficient in their profession. If learning and leadership developmental activities are overlooked, unregulated, unstructured and uncoordinated, as revealed in the research, then it is possible that some teachers may end up getting no useful professional development at all. Therefore, it is wise to do intensive study on UPE teachers learning and leadership development to evaluate this situation and find solutions to improve teacher development.

Mtahabwa (2009) examined the influence of cultural beliefs upon pre- primary educational pedagogy. Fourteen parents from Dodoma in Tanzania were interviewed. The interviews were based upon what parents believed were to be best qualities to be instilled in primary school-age children and how the parents develop these noted best qualities within their own families. These cultural beliefs were compared with statements appearing in twenty lesson plans developed by each of the five teachers involved in the study. The researcher found that all the teachers, despite their professional qualifications, tended to dominate classroom interactions in the same way the parents developed these best qualities within their own children. According to the study's abstract, despite similarities and differences in the contexts, professional qualification was the primary factor that differentiated teachers' practices, when compared with cultural beliefs. The

study, therefore, recommended that in order for teachers to use child-friendly pedagogy, professional development focusing on these issues is necessary.

Mtahabwa's (2009) research captured my attention because of the location of the study, timing, and how teachers are portrayed in the study. When compared to the previous research in this review, Mtahabwa's (2009) study brings up a very important point: that teacher's beliefs about the quality of education in Tanzania is similar to that of the parents. If these teachers are to be trained in professional teaching and leadership development, their beliefs must be transformed. Teachers should be trained to understand that the *way* a teacher instructs a pre-primary child matters. This researcher recalls a situation from grade school whereby, a teacher came to class, gave his lecture and he was the only one talking throughout, and rendered corporal punishment to some of us who did not answer his questions at the end of his lecture. What he did not know was that, in that class there were slow learners. Today, the researcher questions the teaching and leadership development style of that particular teacher. Learning was dominated with fear of being punished. According to this study, teachers must create confidence in those they teach and guide.

In Mtahabwa's (2009) research, the students are made to listen to what their teachers have to say. They are not given a chance to contribute to the discussion. Thus, student curiosity about school and learning in general were muted. Various writers show that teachers in Tanzania have not yet been trained to cultivate their students' curiosity and the love of school and learning through the development of quality interactive education. According to this study, it is important for the future of education in Tanzania, that professional development of teachers to include learning and leadership development

activities. The author of this dissertation thinks that UPE teachers can function well if they are equipped with language, teaching skills, and knowledge, which the government deem necessary for her peoples' progress. A system that is not reexamined frequently is doomed to fail and cannot address the concern and quest of quality education.

Tillema & Imants' (1995) chapter on training reiterates that professional development of teachers provides a good insight on training *circles*. This chapter clearly indicates that today teaching is viewed as a craft, and that looking at a teaching as a craft requires sensitivity to the practical side of teaching. This practicability can be proven within the cultural milieu of teaching itself. The reconstruction of knowledge occurs during the conferences, seminars, workshops, mentoring programs, team teaching etc, where teachers learn from one another. The authors' argument on professional development of teachers, "...training can further the professional development of teachers, but only if it is compatible with and sensitive to the constructs and knowledge base of the teacher and only if it is related to the perceived task of the teacher" (p. 136).

This chapter proposed that teachers should be given opportunities for professional learning that targets their immediate task environment. This should be part of their ongoing transformation and empowers the teachers. "The professional context of the teacher circumscribes what can be achieved through training, and it also sets standards and goals for the individual development of teachers" the researchers, also insist, "Thus it is important that training models relate experientially to the task environment and that they foster the extension of the teaching repertoire in a simulating way" (Tillema & Imants, 1995, p. 136). The training models thus should relate directly to what takes place

in the classroom. Even when the teachers' knowledge base is restructured, the training should address that.

Tillema et. al (1995) in their *development-oriented model* indicates that training should give teachers the opportunities to learn. Teachers should be trained on how to communicate research-based teaching materials, how to construct instructional materials, and how to support each others' immediate professional development. The *cognitively guide-training model and instruction* states that teachers should have access to explicit knowledge derived from research. With this in mind, "...it must be recognized that training for professional development implies a position on such issues as the restructuring of knowledge, the use of practice, and the production of knowledge" (Tillema & Imants, 1995, p. 147)

The above mentioned study will serve as a foundation from which I can build a body of knowledge and highlight issues to enhance my research conclusions. These research studies create a conceptual framework with which my study can be associated or differentiated. The concept of adult learning and leadership development is identified in these studies as *professional development*. Under the concept of professional development, UPE teachers should be given every chance available to raise their learning and developmental skills. Tanzania's case the situation is desperate and requires an immediate evaluation of the entire system in order to come with practical programs, which will empower UPE teachers in the entire country who lack adequate leaning and leadership development skill that would enable them to share what they have learned in colleges. Thorough training of teachers is key to their learning and leadership. No one can give what he/she does not have. The logic sequence therefore is: If teachers who are

adult learners receive the skill necessary during their training, the ministry of education of Tanzania can be certain that these educators will share the same values with their students during instruction in classes all over the country. The Minister of Education and professionals in the education sector, need to come together as a team, to put in place quality leadership and learning development, in teachers' training colleges and universities where adults learn how to teach. If the ministry concerned keeps the status quo, the system will serve and provide quality education for the culture that has seen so many changes within the country and the world. In most studies many questions continue to remain unanswered; e.g., how and when Tanzania will manage to put into place clear learning and leadership development activities to enrich her teachers at all levels. Politicians (MPS- members of parliament) should refrain making statements regarding provision for quality education when they know that the system is not serving the citizens well. Education and the entire process of learning and leadership should be left in the hands of education professionals. In working with parents, they know what adults and students need while in class. Politicians who know little about education are the worst people to dictate what should be done to improve UPE system's quality in the Country.

A well trained teacher will help his/her students to learn and become a responsible adult. In an effort to advance UPE, the ministry of education should do research regarding the diverse culture of Tanzania and see how knowledge, leadership and responsibility was imparted to adults, especially those preparing for initiation to adulthood. There are good and valuable cultural methods, training and values, which could be inserted in the education system and preparation of UPE teachers. Learning and

leadership has deteriorated in the country and more needs to be done by the Ministry of Education, teachers, and parents who are first teachers of their children.

Rationale

In reviewing the literature to this point, I have learned that there must a better way to present Tanzanian teacher learning and leadership development in the field. Most of the studies I have seen are poorly presented in terms of methodologies, and literature reviews. Boote and Beile (2005) indicate that, “very sophisticated literature reviews must recognize the methodological weaknesses, of a field of a study and propose new methodologies to compensate for those weaknesses” (p. 9). My field of study is based on Tanzanian teachers’ learning and leadership development. The studies done in that country are still in their embryonic stage and in a great need of further developments. It is through this particular study, it is hoped that the field will be more open to the nation and to the world, as to how teachers are progressing with their learning and leadership development activities in Tanzania. This study, therefore, is intended to clarify the scope of limitations of ideas in the previous reviews, while posing fruitful empirical investigations to identify these unresolved problems in Tanzanian studies.

In Wepukhulu’s (2002) study report submitted to UNESCO regarding capacity building for lead teacher training institutions in Tanzania, the government desires to improve the provision of quality education and training in the whole country.

Wepukhulu (2002) states:

The policy is clear about a number of issues if quality education is to be achieved namely: low tutor competences, lack of systematic tutors, continuous professional development, college management skills, inadequate college facilities and

infrastructure, poor Information Communication Technology (ICT) and lack of competency based curriculum, and curriculum materials (p. 4).

This study has indications that teachers are trained in Tanzania to manage and to respond to priority areas of primary and secondary education. “Any efforts to expand education provision, improve quality, optimize resource utilization and ensure continuous professional development at all levels depend largely on teacher education and the support system in place” (p. 5).

The study collected data simply by utilizing surveys and interviews on the college’s organizational framework, existing structure, human resources, physical resources, facility and equipment, plus financial resources. The findings indicate that all teacher colleges in Tanzania require urgent expansion, recouping of physical facilities, increased funding, and material support. Wepukhulu (2002) insists, “There was also concern that some of the Teacher College Institutions (TTI), except universities, still have a sizable number of non-graduate tutors, a factor that is seen as contribution to low quality of training” (p. 8). Based on its findings, this study suggested that the Open University of Tanzania, which provides distance education system could have been improved and used as a main tool for the ongoing teachers’ training. The author adds, “...the specific need is the design, development, production, and supply of distance training modules, guides, and course outlines, and the linking of the faculty to Information Communication, Technology (ICT)” (p. 16).

Wepukhulu (2002) study is vividly outlined and well reported. It gives weight into one specific point which provokes the current study’s searching and reviewing of the literature on teachers’ learning and leadership development in Tanzania. If the Tanzanian

Training Institutions (TTI) are still staffed with unqualified tutors/trainers, the country will continue to suffer low educational quality until this problem is resolved. The study, however, suggested an important point, which is the use of distance learning to provide an education required for teachers to successfully teach at the college levels. This study, therefore, is significant rhetoric, and fits into the broader point of view to my study. It is also noted that the methodological points of view are in favor of the current study.

Anangisye's (2008) study, on the other hand, investigated the ethical dimension of teacher professionalism in Tanzania. His study has four major claims: First, is the widespread view that there is an important normative dimension to professionalism in general and teacher professionalism in particular. Second, there is a serious failure on the part of schools, colleges and university teachers to live up to the highest moral standards of their professions. Third, the study gathers evidence of various kinds concerning the extent of such professional direction. And fourth, the author discusses what might be done in teacher education and training to remedy and help teachers appreciate the ethical dimension of teacher professionalism (p. 133).

The study used philosophical-empirical framework in data collection. This qualitative data was informed and shaped through a triangulation model that employed diverse educational research philosophies, interviews, observations, event stories, historical analysis, and critical studies of documents. Educational professionals were also involved as part of the study. The findings indicate that lack of teaching knowledge contribute widely to teachers' ethical issues. Because of that finding, the researcher suggested that professional character and teachers' ethical grounds of teaching practices should be re-evaluated. As stated, "The present thesis calls, further, for a well defined

place for ethical inquiry in the curriculum of teacher education and training. In particular, the aim is to familiarize student teachers with the character of teaching as a professional undertaking” (Anangisye, 2008, p. 133).

Ethical issues in Africa, especially in Tanzania, undermine teacher professionalism. Unethical teachers portray bad images to students, parents, and the community in general. According to this study, this is a serious issue which deserves attention on the current study. Teachers should have been reserved more ethical courses in their formal and informal training. However, one may have some doubts in terms of the study’s methodology and how it affected the findings. One, also may wonder if the study could have produced more fruits under the quantitative methods. This is due to the fact that, Anangisye (2008) carries extra weight in teachers’ learning and leadership development. Without a clear moral stand point, the teacher can barely survive in the teaching grounds. It is very interesting that this study has a very good beginning in terms of topic selection. However, the researcher does not disclose his literature review or how he has reached his conclusion as well as the suggestions for the future studies.

Borko and Putnam (1995) book chapter on expanding a teacher’s knowledge base as a cognitive psychological perspective on professional development is also a good source to my study. Their emphasis on teacher’s professional growth grounded in learning and leadership development have more input to the understanding of the field of study. As clearly mentioned, “...our perspective is based on the premise that one important component of teachers’ ongoing learning in the expansion and elaboration of their professional knowledge base” (p. 35). Their study described three professional development models, which can serve as a framework for Tanzanian teachers’

professional development. These models are preferred due to the fact that they have shown some success in helping teachers to expand and elaborate their professional knowledge base.

The professional knowledge base of teaching, according to this study, is simply organized and practiced under the teacher's pedagogical knowledge, subject matter knowledge, and pedagogical content knowledge. The given explanation from the author is: "For each domain, we address the question of what teachers need to know and believe in order to teach for understanding, examine research evidence on novice and experienced teachers' knowledge and beliefs, and suggest implications for professional development" (Borko et al., 1995, p. 39). After having three summer sessions with the teachers the researchers realized that the process of professional development should reflect the approach to teaching and learning that teachers share with their students in the same environment. As explained, "in other words, a project's assumptions about how teachers learn should be compatible with its assumptions about how students learn" (p. 58).

A key theme which emerged from this study is the fact that teachers' knowledge and beliefs affect how they perceive and act about changing their teaching skills. This is to say a seminar, workshop, or annual conference itself cannot tell teachers how to change the way they teach. However, and according to this study, "Persons who wish to reform educational practice cannot simply tell teachers how to teach differently. To do so, they must acquire richer knowledge of subject matter, pedagogy, and subject-specific pedagogy; and they must come to hold new beliefs in these domains" (p. 59). This is a powerful point of view which novice and experienced researchers should keep in mind

while planning learning and leadership development programs for teachers. However, the study also added that, “There is substantial evidence that professional development programs for experienced teachers can make a difference-which teachers who participate in these programs can, and often do, experience significant changes in their professional knowledge base and instructional practices” (Borko et al, 1995, p. 60).

Leithwood and Jantzi (2000) study, on the other hand, assesses the effect of transformational leadership on organizational conditions and student engagement with schools. This particular research brings the idea that learning and leadership development should not be assumed, but depends on the high levels of motivation and commitment to solving school problems associated with the implementation of an ongoing programs. The study indicates that transformational approaches to learning and leadership development have long been advocated as productive, and evidence suggests that transformational practices do contribute to the development of capacity and commitment. Survey data from an achieved sample of 1,762 teachers and 9,941 students in one large school district in Canada, were used to explore the relative effects of transformational leadership practices on selected organizational conditions and students’ engagement in the school. The results demonstrated strong significant total effects on students’ engagement.

There is a need, according to this particular study, to involve students in ongoing training activities with teachers. This can be done simply by helping teachers get more involved with action research, team teaching, and mentoring. These activities bring teachers closer to their students, while learning at the same time. They also inspire their commitments to collective aspiration, and the power needed in order to master their

subject areas. Leithwood et al. (2000) while demonstrating this particular point say, "...power is attributed by organization members to whomever is able to inspire their commitments to collective aspirations, and the desire for personal and collective mastery over the capacities needed to accomplish such aspirations" (p. 113). The study also contributed more to my research investigation one due to the fact that its choice of method is also the one chosen for my study. Therefore, the study is also preferred not only for the teachers' learning and leadership development in Tanzania, but how this particular project could have been achieved.

These studies have generated a way of looking at a scholarly represented field of study as it relates to what I wanted to accomplish. They also have given me some critical thinking skills on how to approach, interpret, and observe the entire field of study. They also have given me new insights on how to place the entire topic into the historical context, and how to identify main methodologies and research techniques that have been previously used. These methodologies have shown some advantages and disadvantages due to the limitations identified. It is hard, for example, to accept a study which uses one or two small regions, and makes general claims for the whole nation based on those districts. Teachers learning and leadership development, according to these studies, is presented in terms of professional development and lifelong learning. From this point of view, and by looking at these studies, I can rationalize the scholarly significance of the research problems in Tanzania as having a lack of proper facilities, uncertain distance learning activities because of insufficient power supply. Further, I note unqualified teacher trainers, poor vision and management, top down leadership skills and poor

schools with very limited teaching resources, poor infrastructure as contributes to scholastic research problems in Tanzania.

The government of Tanzania, and particularly its Department of Education, is in great need to revitalize UPE teachers' learning and leadership development activities. The whole nation is facing some very serious issues on how to plan and regulate ongoing learning for teachers. It is not fair to isolate those teachers who serve in the rural areas where roads, electricity, Internet activities, water supply, good housing, just to mention a few, are not available. Nafukho et al. (2005) while addressing teachers' learning and leadership development in Africa, insist: "The internet is an important tool for every learner and teacher in this ICT age" (p. 127). They add: "In fact, remote controlled internet services are now available. The computers now use satellite to communicate and fibre optic cables are being replaced with remote controlled access technology. One of the best known and most important telecom communications projects in Africa is the Africa One Project" (p. 128).

Conclusion

The above literature addresses Tanzanian UPE teachers and what the government ought to do to provide resources to improve learning and leadership. Emphasis is on how UPE teachers are trained and how schools are managed and, how classrooms are managed on a daily basis which should be a priority number one on the part of the government. Neglecting teachers in public, in terms of learning and leadership development is a dangerous move that leaves nations with substandard or unprepared educators. This project is planned to investigate UPE teachers and how their lack of training has impacted educational systems in Tanzania. The researcher is aware that, UPE

teachers were meant to provide a foundation of education since, they were put into the lower levels to teach. However, if the house is not built on a firm foundation, it will never stand the storm if faced with one. My research is not to discourage or overlook the efforts of the ministry of education for the last few decades, but to shed light on how the education system can be improved to meet the challenges of the modern time where competition has become the order of the day.

CHAPTER III

METHODOLOGY AND RESEARCH DESIGN

This study utilized a qualitative method of research. Qualitative research, according to Merriam and Brockett (2002), incorporates the idea that meaning is socially constructed by individuals through their interaction with their world. The world of qualitative research is not the same fixed, single, agreed upon, measurable phenomenon that exists in a more common positivist, quantitative research. Instead, in qualitative research multiple concepts are constructed by individuals' experiences to aid them in making sense of their experience.

Qualitative research allows this researcher to research the selected field with one defined goal: to find ways to change and empower UPE teachers' learning and leadership development in the future. Merriam (2002) elaborates this particular point well and highlights critical theory when insisting, "The ultimate objective of these type of critiques is to free ourselves from these constraints, to become empowered to change our social contexts and ourselves" (p. 9). She also adds: "Critical research focuses less on individuals than on context. Critical education research, for example, queries the context where learning takes place, including the larger system of society, the culture, and

institutions that shape educational practice, the structural and historical conditions framing practice” (p. 10).

My critical interpretation strengthened the research questions that were used to investigate the way UPE teachers’ professional development activities are planned. Also, this study was intended to inform the government of Tanzania as to why and how UPE teachers’ educational needs should be properly addressed so that they will enhance the country’s future educational goals. Research questions according to Merriam (2002) were designed to address:

1. Whose interests are being served by the way the educational system is organized,
2. Who really has the access to particular programs,
3. Who has the power to make changes, and
4. What are the outcomes of the way in which education is structured?

Critical theory involves a group of participants in uncovering social problems toward the possibility of transformative change. Each focus group meeting planned for the study questioned the political approach utilized in the history of the UPE training system. The group discussions allowed time for the acquisition of knowledge and suggestions on how to make action changes in the training of UPE teachers in the future. Merriam (2002) also argues “... focus upon the political empowerment of people through group participation in the search for and acquisition of knowledge and subsequent action to change the status quo” (p. 10).

Reasons for Using Critical Research Method

The critical research method best fits this study because:

1. It gives the researcher an opportunity to explore her own personal experiences with UPE teachers,
2. Compares the teacher's realities,
3. Utilizes an explicitly ideological approach,
4. Identifies other possibilities, and
5. Articulates a better vision for UPE teachers' learning and leadership development.

Sandlin (2002), for instance, says, "Finally, besides simply critiquing social structures and power relations, I believe that critical research should point to positive possibilities and articulate a better, more just, vision of the world" (p. 373).

To critique UPE teachers' learning and leadership development effectively, this study surveyed the actual teachers employed in the field. This allowed the teachers to provide their own evaluation of the UPE system, as well as their personal experience of what training needs to be done to improve the system. Knowles' (1980) Modern Practice of Adult Education from Pedagogy to Andragogy model, with some adjustments, was used to prepare questionnaires. To conduct a successful adult educational survey, according to this author, the researcher should be able to:

1. Define the purpose,
2. Create a study organization,
3. Decide upon the scope of the survey,
4. Recruit and train a citizen work force,

5. Identify the source of information required,
6. Establish community contacts,
7. Collect the information,
8. Organize the information, and
9. Interpret the information. (p. 117)

The Purpose

A major goal of this research was to investigate the Learning and Leadership Development (LLD) activities of UPEteachers within the Kilimanjaro Region in Tanzania.

1. The primary research centered on how the UPE teacher recruitment and training program within the Kilimanjaro region has impacted the rest of the educational system in Tanzania.
2. This study probed the quality of education provided to these UPE teachers.
3. The study evaluated how the trainees lead the teachers and share knowledge gained in teachers' training colleges with other teachers.

The ultimate goal of the research is to help empower the teachers by showing them why it is necessary for them to transform their profession by being involved in ongoing training activities, such as seminars, summer classes, school-based training, distance learning, conferences, and peer coaching sessions.

The researcher intends to use this information to motivate the government of Tanzania to create teacher resource centers, specifically for UPE, as well as to establish new educational standards for those seeking to become teachers in Tanzania. Tanzania

needs to upgrade the learning and leadership development skills of UPE teachers so that our students will be prepared to meet the challenges of the 21st century.

Study Organization

Research sites and participants.

The following education centers were chosen by the researcher to provide two teachers each for the four focus group discussions. Mwenge University, located in Kilimanjaro Tanzania, became the center for the focus group activities as indicated in the model below. Mwenge University conducts ongoing training each summer for teachers from all over the country. Most of these teachers were trained under the UPE system and, now are teaching in secondary schools after undergoing more formal training. Because of their previous experience with UPE, these teachers were able to provide an overview of how UPE recruitment and training has affected the educational system of Tanzania in the past 40 years via the discussions and the general survey.

Miembeni Teachers Training College (TTC), located in the Kilimanjaro area sent two teachers to the focus group discussions. This is one of the original Tanzanian teacher colleges developed during the colonial period to train primary (grade) school teachers. During the Musoma Resolution (MR), as mentioned in the historical overview, the college became an UPE training center.

The Msasani and Mdawani Teachers Training Colleges (TTC) also located in the Kilimanjaro area sent two teachers each to the focus group discussions. These colleges are also original teachers' colleges established during colonial times. Msasani, for example, had a reputation of training the most efficient teachers prior to the establishment of the UPE system. The graduates of this college were very respected by the local

community because of their fine preparation as teachers. The college lost its credibility after embracing UPE training policy, which watered down the original teachers' training requirements, thus lowering the overall quality of teacher education. It is the researcher's hope that this study will alert the college administration that they need to transform and update the UPE system.

Note: The actual names of these teachers' training colleges were not used to protect their privacy.

Initial preparation.

This researcher had verbal contact with the president of Mwenge University prior to meeting him in person. He agreed to provide this researcher with permission to do the survey and organize a focus group at the university. Mwenge, which is a Catholic University, was established with the purpose of improving education in Tanzania. The president of Mwenge University knows and believes that the UPE teachers' learning and leadership development can be enhanced through on-going training. He presently supports space and time for teachers to participate in week-long, ongoing training activities at the university. He cordially permitted me to conduct this important research at his college. The founding fathers of Mwenge University also believed that universal primary education in Tanzania could be continually improved and transformed if the teachers annually returned to update their teaching skills.

Scope of the Survey and Recruitment of a Focus Group

Data gathering.

A major goal of this study was that the UPE teachers can be empowered to become better learners and leaders and bring change to their own schools. The researcher, who

visited the above-mentioned institutions in Tanzania, found teachers who indicated the following:

1. Were dissatisfied with the quality of UPE system of education,
2. Were ready to improve their own schools' training and peer coaching and could not find ways and means to attain their goal,
3. Desired annual summer courses to improve their education skills,
4. Desired to take part in annual teachers' conferences and could not find the opportunity, due to lack of finances and government cooperation,
5. Wanted to participate into action research, attend seminars, retreats, and school meetings, and could not do so because of low levels of educational preparation and inadequate income.

This focus group discussion used open ended questionnaires centered upon the research questions. These questions extricated the necessary qualitative information needed to study the UPE teachers' learning and leadership developmental needs. The discussions also revealed the teachers' attitude toward the entire study. The group also discussed the initial pre-test survey questions and provided their suggestions for improvement. Their feelings and attitude toward the survey was taken into consideration as the survey was in its final pre-test process before it was distributed to teachers in the field. The survey, therefore, contained both qualitative and quantitative questions to evaluate learning and leadership development activities of UPE teachers in Tanzania.

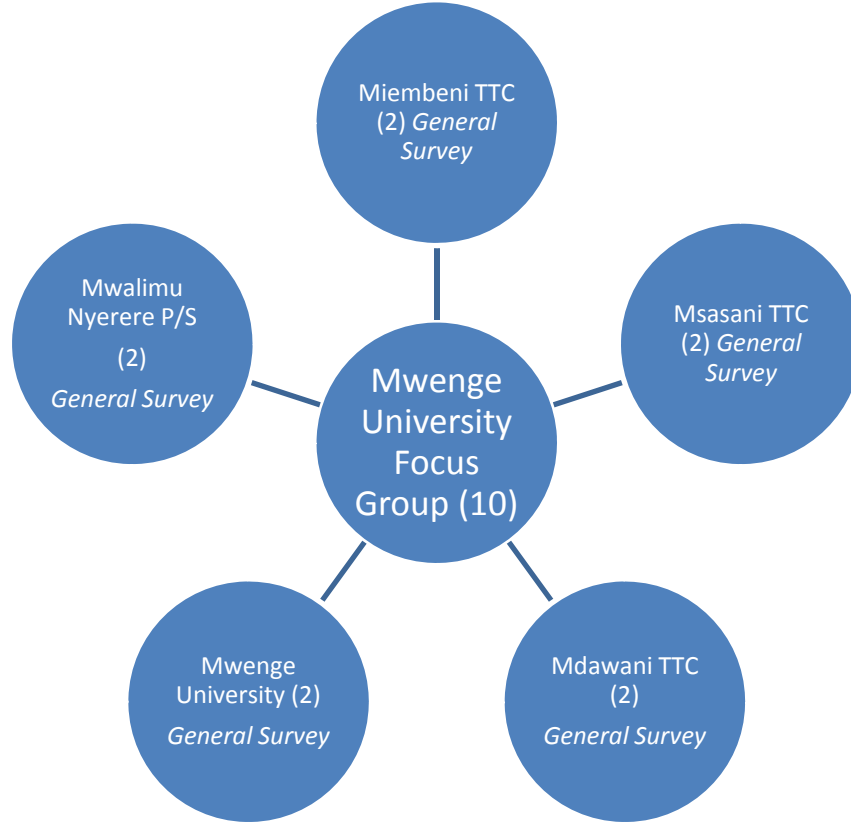


Figure 1. Initial Data Gathering Model

Mwenge University Center = Was chosen to accommodate the focus group

TTC = Teacher Training College

P/S = Primary (grade) School Center

(2) = Number of participants drawn from each center to form a focus group.

General Survey = distributed to the center's population at large by the focus group member

Small Focus Group Discussion Session One

The group of 10 teachers from five different teaching institutions met with the researcher at Mwenge University to discuss factors which affect UPE teachers' involvement in learning and leadership activities in Tanzania. The teachers were chosen and sent to the program by their presidents who made prior verbal communication with the researcher. The original plan of having twelve teachers in this group was not met

because two participants did not make it to the sessions due to unpreventable reasons. Therefore, the number was reduced to ten.

Those who attended, however, were enthusiastic, happy, excited, eager, and ready to do the job. What was quite unusual was that even their driver and his two assistants, who joined in for dinner and refreshments after each session seemed to enjoy and contributed to the discussions. What made it so unique, was the fact that all of us enjoyed more time together and shared further ideas about the topic after each formal session. These times were purposely planned to generate emotional and physical energy and attract participants to discuss more freely, while creating a lasting networking among ourselves, thus, allowing for a friendly atmosphere by which learning and leadership development could take place. Each session took place at the university's library and on time, according to the original plan.

Table 3 describes the mini questions discussed at the very first meeting and the answers as given by the participants. These questions were developed from the first research question, which states: *What factors affect Universal Primary Education (UPE) teacher's involvement in learning and leadership activities in Tanzania?* The use of short, open-ended questions was meant to aid the participants to identify the achievements and downfall of the UPE system and how it had affected the Learning and Leadership Development (LLD) for the teachers as well as the educational system in general.

Table 3
 Questions for Small Focus Group: Session One

Question	Participants' Comment (n =10)
What are the achievements of Universal Primary Education (UPE) since its inception in 1974?	<ul style="list-style-type: none"> • Mass enrollment of the pupils occurred (every school age child was in school) • There was access to primary education • Promotion of equality started to occur • People have become more aware of their rights since they could read and write • Reduction of the level of ignorance occurred due to literacy campaigns • Increased employment for teachers occurred • Secondary school enrollment increased
What are the failures?	<ul style="list-style-type: none"> • Teachers were never trained properly (anyone who was ready was put in school as a teacher) • Poor students product occurred (What you have planted is what you should reap) • Tanzania lacks experts in all fields of study due to low quality of education • Poor planning developed in educational sector • Cycling of poverty occurred from one generation to the other • Shortage of qualified, competent, determined, committed, and motivated teachers resulted

	<ul style="list-style-type: none"> • Lack of proper employment due to improper training occurred • Teachers started to lose respect due to the fact that they were receiving low salary, and • worked in poor infrastructures without security • Villagers started to call the teachers names, such as “Walimu pasipo Elimu” which means “Teachers without education” or Teachers without proper training” • The quality of education was lost because the trained professional teachers were outnumbered by UPE teachers.
Why is it a success or failure?	<ul style="list-style-type: none"> • UPE produced abundant teachers, but with shallow training. • The quality of education deteriorated and in some cases was destroyed
Is the level of education a factor in the success or failure in the training of UPE teachers in the country?	<ul style="list-style-type: none"> • Yes, it is! • That is why the government is now forcing UPE teachers to undergo more training
What about gender in enrollment and participation in training/upgrading activities?	<ul style="list-style-type: none"> • Gender is definitely an issue in the training • Males benefit more than females in terms of training and employment • Females are expected to be involved with family responsibilities in Tanzania • Literacy, and knowledge in general, are not fairly distributed across genders in this country

How would UPE teachers be effective in the society, taking into account some limitations in their formal training?	<ul style="list-style-type: none">• UPE teachers were made available to the parents who wanted to learn how to read and write• They were active and helpful for the literacy campaign which was taking place at that time• They provided basic education, not only to the schools, but also to the community members
Is political influence a factor in the success or deterioration of the UPE system?	<ul style="list-style-type: none">• Definitely!• UPE has been nothing but politics because;<ol style="list-style-type: none">1. Teachers were never involved in UPE policy making2. Teachers were never provided ongoing training as it was promised3. The government never provided enough support to the teachers4. Children did not receive quality education
How is finance important in training of teachers in a country like Tanzania?	<ul style="list-style-type: none">• Without money teachers can't do anything. They cannot attend seminars, workshops, retreats, board meetings, etc.• Because the teachers are not even paid their salary on time, they are not motivated to attend ongoing programs or even to teach• Sometimes opportunities are there, but<ol style="list-style-type: none">1. The programs are not fairly distributed2. Facilitators are few and not well trained3. Money is always misused due to the lack of honesty and transparency

<p>Is learning and leadership development vital to UPE teachers?</p>	<p>4. There are no proper follow-ups systems or proper assessments given afterwards</p> <ul style="list-style-type: none"> • It is very important to gain more knowledge, experience, and skills. • Here in Tanzania Learning Leadership Development (LLD) activities are not happening because we don't have: <ol style="list-style-type: none"> 1. Good managements capable of follow-up, feedbacks, concentration, motivation, or even recognition of attendance to those who have made some progress in their learning and leadership development activities.
--	---

77

Table 3 shows clearly some of the achievements and downfalls of the UPE and how it may have contributed to the Learning and Leadership Developments (LLD) for the teachers. Without proper training, as shown by the participants, ongoing training is always a challenge. The LLD's house, according to these answers, was indeed built on the sand, and it is not surviving the storms of global educational demands of the 21st century.

Small Focus Group Discussion: Session Two

In this focus group session, the participants discussed the aspects of the second research question, which states: *Do UPE teachers who invest more time and effort in seminars, retreats, professional classes, scholarly conferences, and school meetings demonstrate more ability to adopt, select, or shape their real-world classroom environment?*

The goal for this session was to allow the participants to be measured as they use seminars, retreats, scholarly conferences, professional development classes, school meetings, etc, to see if these structures appear to be significantly helpful to UPE teachers in Tanzania. Also, they are used to compare, in a very simple way, those who take advantage of these activities with those who do not.

Table 4 reveals that teachers, who are active and engaged in Learning and Leadership Development (LLD), according to the participants, are more knowledgeable in their jobs. They are more active and alert, learner-centered, and use the available technology to improve their classroom situations. They allow more student participations, encourage extra-curricular activities, and participate in library and book reading with their students. They encourage discussions and dialogues in the classrooms. They themselves are good listeners to what the students have to say or recommend to enhance their teaching, but teachers who are not involved with LLD activities proved the opposite to the participants.

Table 4

Questions for Small Focus Group: Session Two

Questions	Participants' Comments (n = 10)
<p>Are seminars, retreats, scholarly conferences, school meetings, professional development classes necessary for UPE teacher today?</p>	<ul style="list-style-type: none"> • Yes! they are very important to: <ol style="list-style-type: none"> 1. Increase knowledge, 2. exposure, and 3. to facilitate idea exchange among practitioners
<p>Why should teachers become involved in these types of programs?</p>	<ul style="list-style-type: none"> • To become more knowledgeable • To improve their daily practices and • To raise awareness
<p>What is the difference between those who take part in these activities and those who do not?</p>	<ul style="list-style-type: none"> • Those who are involved are more knowledgeable, • Are better learners themselves, • Are learner-centered, and • Are better leaders in their schools
<p>Describe the classroom environment in which the UPE instructor finds himself/herself, when he/she is not well trained.</p>	<ul style="list-style-type: none"> • Does not have enough knowledge on classroom management, • Are sometimes embarrassed because of the situation, • Use harshness (defense mechanism) in handling classroom issues • Lack confidence in that they are afraid of their own students • Are dictatorial and miss out learner-centered skills, and • Use the same material over and over [yellow notes] without knowing that technology is available and that they can update themselves and use better materials

Small Focus Group Discussion: Session Three

This session was centered on research question three, which states: *Are UPE teachers who exhibit the ability to acquire and use the ongoing training activities more self-directed in their respective performance as learners and leaders when compared to other teachers in Tanzania?*

Table 5 indicates that there is a huge difference between those UPE teachers involved with Learning and Leadership Development (LLD) activities. According to the discussion, these teachers are more centered in their performances as learners and leaders in schools. Their decision-making and management skills are distinguishable, when compared to the other teachers. Their classrooms' schedules are more flexible. They apply different teaching techniques, work more closely with their students. Their vision and teaching disciplines are aligned with their unique and advanced practices, principles, and essence. These facts alone, according to the discussion, count because of global competition.

Lacking learning and leadership development skills alone contributes more to the fall of the quality of education in Tanzania because teaching itself is becoming more modern, computerized, and globally oriented in the rest of the world. Tanzania needs LLD activities to help UPE teachers with their personal mastery in teaching. UPE teachers require mental models which will help them to develop the ability to reflect in and on teaching activities. Smith (2001), while supporting this point, insists, "The discipline of mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny" (p. 6).

Table 5

Questions for Small Focus group Discussion: Session Three

Questions	Participants' Comments (n = 10)
How are the teachers with learning and leadership development skills different from those who have not acquired it?	<ul style="list-style-type: none"> • They are more knowledgeable and have more self confidence • They are more creative, develop stronger priorities, make better decisions, are more respected, and have a better vision • Their institutions change quickly academically, socially, and economically • Those who have not acquired LLD have limited chances in the teaching fields
Are the <i>skilled</i> UPE teachers more transformational and self – directed in their performance as leaders and learners?	<ul style="list-style-type: none"> • Yes! those who have acquired more formal training, but the majority have contributed to the falling quality of education
What about the unskilled UPE teachers?	<ul style="list-style-type: none"> • They are having a hard time coping with; <ol style="list-style-type: none"> 1. Modernization 2. Computerization 3. Globalization
Do we need leadership and learning activities for the UPE teachers today?	<ul style="list-style-type: none"> • Yes! To enable teachers; <ol style="list-style-type: none"> 1. In decision making 2. To increase productivity in both quality and quantity 3. To increase awareness, 4. And to manage politics in educational activities

Small Focus Group Discussion Session Four

The questions used into this session were intended to investigate the research question four which states: *How teachers' experience, attitude, interest, health status, intellectual ability, style of learning, prior knowledge, cognitive ability, problem-solving, and decision making skills have proved essential for educators in Tanzania?*

The focus group activities were necessary and laid a very important foundation for the study. This is due to the fact that the teachers were willing to check the initial survey to see if it was simple enough for the rest of the teachers in the field. The sessions were the major source of quality data for the entire study. They addressed simple and complicated issues facing the entire educational system due to the lack of proper Learning and Leadership Development (LLD) activities for teachers. Teachers were given ample time to share their ideas how they felt about the UPE system and how we could have made LLD a better forum in the future. One of the major question that popped up during the discussions was “Whom should we blame?”

While discussing this particular question another participant revealed that the UPE system has become part of the decision-making process in such a way that it has now rolled over to become a Universal Secondary Education (USE). The form six (14th grade) graduates, equivalent to an associate diploma, are recruited and given one month crash training, then are assigned to teach secondary schools in Tanzania. This is more damaging to the participants than the UPE system. The participants revealed that Tanzania is in a great need of well trained teachers who can successfully acquire Learning and Leadership Development activities.

Table 6

Questions for Small Focus group Discussion: Session Four

Questions	Participants' Comments
<p>How does teacher experience affect learning and leadership development activities?</p>	<ul style="list-style-type: none"> • Experience help teachers to acquire better classroom management skills • Can enhance attractiveness for better Learning and Leadership Development (LLD) activities • Can provide more benefits, and better vision
<p>Why is attitude and interest a key to learning and the sharing of knowledge?</p>	<ul style="list-style-type: none"> • Here in Tanzania, for example, health insurance is becoming a big issue now, due to the fact that teachers' salaries are being slashed, and treatment is very poor • Teachers have shown signs of dissatisfaction and despair • Nobody wants to see teachers in their clinic, due to corruption in the insurance system • Therefore, teachers are quitting their jobs or changing careers right after graduation
<p>How does the health status of teachers foster or diminish learning activities?</p>	<ul style="list-style-type: none"> • HIV is killing many teachers and their families • Teachers have revealed lack of work ethics • HIV has become a business, in which government is investing more money • HIV is becoming more of a threat because when teachers are sick, they miss classes and contribute to the failing of their students

<p>Is decision-making and problem-solving skills needed by UPE teachers today?</p>	<ul style="list-style-type: none"> • Yes! Because <ol style="list-style-type: none"> 1. It will help them think properly 2. They will be able to mobilize their fellow teachers 3. They will learn how to solve school problems and those arising among the members of the community at large 4. They will be able to build good relationships between the school and the community 5. Will help teachers to cope with the environment in terms of time and technology 6. Will ensure security and avoid unnecessary misunderstandings 7. Will make UPE teachers more confident.
--	---

These, teachers, according to the participants, will open the door for good management in school, better decision-making, and overall better classroom management, teaching, and higher quality education. Teachers, also, will be able to compete with other nations, particularly Kenya and Uganda in the East African Community and its educational activities. Participants were concerns about teachers' participation in governmental decisions which are made prior to any visibility study. The participants also indicated that UPE existed because of politics. They predicted that Universal Secondary Education (USE) will do more damage to LLD for teachers than UPE did.

Summary

If the quality of education is not maintained, according to the participants, the whole nation is in trouble. Corruption takes over since many employees are not capable of doing their jobs. Leaders are unable to lead, and, as a result, they privilege those who cannot challenge them. Since the sectors are not maintained, the whole economy goes down. The nation spends the very small resources available to employ some expertise from outside the country. For example, private schools are employing science and English teachers from the neighboring countries, while most graduates are jobless. Teachers are also not respected, since their students cannot pass national examinations. Hospitals lack good physicians, nurses, managers, just to mention a few. Insurance companies drain teachers' salaries, but when their services are needed, they have proved to be ineffectual. One of the participants indicated that if a teacher is sick and has to attend a clinic, in some cases he/she is rejected or treated very poorly due to the fact that the insurance policies for the teachers are too corrupt. These situations hinder not only the teachers' learning and leadership development, but the whole system in general.

CHAPTER IV

SUMMARY AND ANALYSIS OF DATA

This chapter gives a practical summary of the analysis of data collected from the teachers via a general survey. The focus groups laid a foundation for the final survey to be distributed to the UPE teachers in the Kilimanjaro Region. At the end of the final session the participants evaluated whether the survey questions were appropriate for the teachers. It was also essential to distribute a survey which was acceptable and approved by the people, who are familiar with the phenomenon to be studied in their own domain. According to Fink (1985), “A pilot test is a tryout, and its purpose is to help produce a survey form that is usable and that will provide you with the information you need. All types of questionnaires and interviews must be pilot tested” (p. 18).

The researcher, at this stage, relied solely on the focus groups, which provided good suggestions on how to refine the first general survey, which finally was distributed to the teachers in Kilimanjaro. All participants from the focus group took enough surveys to distribute to the teachers in their own institutions. This action was followed by a special visit in which the researcher went to each institution to thank the individual teacher in person and to collect the surveys according to the original plan. Knowles (1980) indicates that “many advantages can be gained by creating a separate committee

and staff to plan and carry out the survey. It is strongly recommended that such a study committee be representative of the major elements of the community from which the data will be obtained” (p. 108).

General Survey

This survey was about factors which impact the UPEteachers’ involvement in learning and leadership activities in Tanzania. It was tested and refined as mentioned above before it was distributed. The major goal was to evaluate the research questions by providing the effectiveness of the discussions and the point of view from other teachers in the field. The analysis, as shown below, will give a short summary from the mini questions developed based on the research questions. The responses were given in terms of agreement or disagreement from the respondent teacher. SPSS was used throughout the analysis to give simple, but correct measurements to each from each individual statement. A total number of three hundred twenty-seven ($n = 327$) teachers responded by filling out the survey.

Survey question #1.

The data in Table 7 show the participants’ level of agreement on the survey questions a – j.

Question A.

Candidates who go to UPE Teachers Training College (TTC) are well selected

Table 7 indicates the levels of agreements between the respondents. Adding together the responses, strongly agree and agree to the statement, the total percentage of agreements between the participants was 40.1% ($n = 131$). The rest of the respondents 57.5% ($n = 188$) disagreed with the statement. There is only a difference of about 18%

between those who agreed and those who disagreed. However, one should know that the ministry of education is in need of screening all the candidates to see if they qualify for the job ahead of them. This simple but crucial exercise would increase the quality of learning and leadership development for the teachers as well as that of the country's education in general. HakiElimu (2009), for instance indicates, "The dangers associated with the absence of quality teacher training are evidence in our society" (p. 15).

Table 7

Learning and Leadership Development of UPE Teacher in Tanzania

	Percentage in Agreement	Percentage in Disagreement
Question A.	40.1%	57.5%
Question B.	32.6%	75.5%
Question C.	75.8%	22%
Question D.	57.5%	39.5%
Question E.	69.7%	28.8%
Question F.	85.8%	12.6%
Question G.	72.2%	25.4%
Question H.	85%	13.8%
Question I.	82.2%	13.8%
Question J.	69.8%	33.1%

Question B.

The UPE level of education is satisfactory

The survey result for this statement reflected that 32.6% (n = 74) of the respondents agreed, while 75.5% (n = 247) disagreed. This indicates that the level of

education for UPE teachers is not satisfactory. Missokia (2009), says, “These challenges prove that there are no shortcuts either toward improving the education sector or toward preparing teachers. Shortcuts will ruin our nation by creating a pool of ignorance. It is imperative, therefore, that teachers are well-trained and that they teach from an appropriate curriculum that matches the needs of Tanzanian children” (p. 3)

Question C.

Gender influences learning and leadership development

Corresponding 75.8% (n = 248) agreed, while 22% (n = 72) disagreed with this particular statement. Gender, when it comes to the LLD in Tanzania is a big issue.

Question D.

English should be the language of instruction from K-7

Language of instruction as shown by this project has been a lingering issue in Tanzania. Fifty seven percent (n = 188) of the teachers who responded to this survey agreed that English should be the language of instruction from K-7. But, 39.5% (n = 129) disagreed or would prefer Swahili to continue as a medium of instruction in the grade school level. However, if Tanzania is to be able to compete with the rest of the world, her medium of instruction must be changed or pupils should be able to master English, before they graduate to secondary education.

Question E.

UPE training facilities within the country are poorly constructed

The majority of participants 69.7% (n = 228) that answered this question agreed that UPE training facilities are poorly constructed. Only 28.8% (n = 94) disagreed with this statement. If the training facilities are not well contracted, activities conducted

in these facilities will also prove to be poor. Colleges, especially teachers' colleges have been in Tanzania for a long time. They should be improved to be the best institutions in the country because well trained teachers means good future doctors, nurses, priests, psychologists, pharmacists etc, for the whole nation. HakiElimu (2009) while supporting this statement, states, "Teacher training supports the vision of the nation. Poor teacher education will result in poor students and hence generate a poor knowledge base of the society and hence the society members will not be able to overcome challenges in that society" (p. 14).

Question F.

UPE teachers should attend on-going training

This statement was prepared to evaluate participants' attitude toward LLD in terms on-going formation. The majority of participants 85.8% (n = 278) that answered this question saw a great need for on-going formation for teachers. Only 12.6% (n = 41) of the respondents disagreed. Haki Elimu (2009), for example, insists, "In-service training can be conducted through seminars, short courses, workshops, and meetings as it is done in other sectors" (p. 18).

Question G.

UPE college instructors should hold a bachelor's degree or higher

The correspondents to this statement indicates that 72.2% (n = 235) agreed that UPE college instructors should hold a bachelor's degree or higher. However, 25.4% (n = 83) disagreed. Those agreed to this particular statement are aware that one cannot give what he/she does not have. An instructor with a low level of education cannot provide or instruct a college-level student without been a graduate of higher education him/herself.

HakiElimu (2009), for instance, emphasizes that, “Teacher training should act as a catalyst in building high level thinking abilities among teachers so that they can help students realize their potentials” (p. 11).

Question H.

Corruption /exploitation effect the quality of teaching in Tanzania

A majority of respondents 85% (n = 278) agreed that corruption affects the quality of teaching in Tanzania. The rest 13.8% (n = 45) did not agree. This repeats the fact that Tanzanian leaders are not capable of seeing the cause of their actions. Low quality of education at any level degrades the quality of life for the whole nation. Because the government is corrupt it cannot confront corruption in action by creating an educational system beneficial to all people. It cannot put in place a system of good laws to guide the rights of the people. It is neither democratic nor patriotic enough to enhance educational channels for all the children. Instead, leaders, enabled by taxpayer money, venture out of the country to seek a better education for their children, while the rest are left to suffer. And this is what HakiElimu (2009) called a “betrayal” for all the children who deserve better and more qualified teachers.

Question I.

Financial constraints avert teachers from attending professional development activities

This question was meant to evaluate teachers’ feelings and attitudes toward their own LLD and how financial problems consign a burden on their attendance. This statement, also, was discussed widely among focus group members who concluded that “money speaks.” Where there is no adequate finance for on-going activities, the services are poor and inadequate. As shown above, 82.2% (n = 269) of the teachers agreed that

financial constraints prevent teachers from attending professional development activities. Only 13.8% (n = 45) disagreed. These results are supported with HakiElimu (2009), which indicates, “It should be noted that teachers always keep on learning, updating, and refreshing their knowledge; therefore they continually need new knowledge and skills to enable them to carry out effective teaching (p. 7).

Question J.

UPE system is a result of a political agenda

Political agendas or politics have been intertwined with UPE since it began. The results indicate that 69.8% (n = 212) of the correspondents for this question agreed. Yet, 33.1% (n = 108) disagreed. However, HakiElimu (2009) while analyzing this point says,

By mixing education and politics, it is difficult to improve our education system.

Most of the political decisions on education have cost the education sector heavily. Furthermore, politicians are not affected by their decisions because their children are not educated in ordinary school. This is a betrayal, and the current Tanzanian generation will not pardon them” (p. 18).

General survey question # 2.

The data in table 8 show the participants’ level of agreement on the survey questions A – E.

Table 8

Investment of Time and Effort in Seminars, Retreats, Professional Classes, Scholarly Conferences, and School Meetings

	Level of Agreement	Level of Disagreement
Question A.	88%	19.7%
Question B.	73.3%	25.4%
Question C.	11.6%	87.5%
Question D.	72.5%	26%
Question E.	70.3%	28.5%

Question A.

UPE teachers who have had minimal training and attend seminars, professional classes, scholarly conferences, and school meetings do well in leadership

A good number of participants 88% agreed that LLD activities can be used to raise the level of education for a teacher with minimal training. A small number of participants 19.7% disagreed. Leadership skills are learned mostly by involvement with daily activities. Tanzania is in a great need of developing her teachers to be good leaders in schools and in communities. “It is only through quality teachers and education that we can build a nation with vision, a nation in which her people live with hope and future prospects” (HakiElimu, 2009, p. 17)

Question B.

UPE teachers who have had minimal training and attend seminars, professional classes, scholarly conferences, and school meetings have better teaching skills

When answering the survey 73.3% of teachers agreed that UPE teachers who are involved in LLD activities have better teaching skills, however, 25.4% of the respondents disagreed with the statement. While insisting on this particular point, HakiElimu (2009) insists:

Imagine! A cargo ship carrying thousands of tons and traveling thousands of miles while carrying thousands of people's lives. What would happen if such a ship had no captain, no fuel, and no frequent service and repair? The ship refers to a teacher; power steering is like formal teacher training; fuel is the same as the teacher's salary and motivation; and service and repair refers to in service teacher training and incentives. (p. 5)

Question C.

UPE teachers do not need on-going training.

Only 11.6% agreed that UPE teachers do not need on-going training. The other respondents 87.5%, disagreed with this particular statement. This indicates that teachers must engage in and require constant training to remain in shape. As shown in the above second question, a ship without service will never manage either a big cargo or a long journey. The aim of in-service teacher training, according to HakiElimu (2009), is to improve the quality of teaching among teachers and familiarize those who are new to the field, so that they can become effective learners and leaders at the same time.

Question D.

On-going activities for UPE are essential to raise the standard of education

Most of the teachers who answered the survey (72.5%) agreed that on-going activities are essential for LLD. However, 26% preferred the other way. There must be some reason that teachers who are in the field would prefer no on-going activities for themselves. Part of it, as shown above, is that the Tanzanian government has failed to motivate teachers to the degree that some do not even consider teaching a profession. It is necessary that most teachers responding to this statement would prefer on-going activities to be on their side. It is time to strive for on-going training activities for teachers to be able to improve the quality of education to that of the 21st century as Rogers & Hansman (2004) insist: “Adults face insurmountable change in the twenty-first century. These adjustments include shifting familia roles and responsibilities, continuing education due to changing workplace requirements, and living in an information age” (p. 17).

Question E.

UPE candidates joining college must have all the necessary high school qualifications

The number of teachers who agreed to this statement is 70.3%, while 28.5% disagreed or would prefer candidates without necessary high school qualifications. This, to the researcher, reflects the fact that a good number of participants in the field are still lacking even a high school education and they think that grade school graduates can just join college and move on to become teachers. Nevertheless, those who agreed are backed up by HakiElimu (1990) which states,

Poor quality education is manifested in all levels of education, from primary, secondary, tertiary, and even collegiate. Students are graduating and being

awarded certificates, but the knowledge they leave with is inadequate and sometimes irrelevant. This therefore, impedes effective contributions to the society. What are the causes of poor quality of education (p. 1)?

General survey question #3.

The data in Table 9 show the participants’ level of agreement on the survey questions A – E.

Table 9

Comparison Between UPE Teachers who Demonstrate the Ability to Acquire and Use the On-going Training and Those Who Do Not.

	Level of Agreement	Level of Disagreement
Question A.	82%	14.7%
Question B.	14.7%	84.4%
Question C.	92.7%	6.1%
Question D.	93.0%	6.1%
Question E.	88.4%	9.8%

Question A.

UPE teachers who demonstrate the ability to acquire and use the on-going training activities are more self-directed in their respective performance as learners and leaders

This statement was intended to measure and compare those UPE teachers who take advantage of the available on-going training activities with those who do not do so. As shown in the summary, 82% of the participants agreed with the fact that teachers who demonstrate the ability to acquire and use LLD training activities are more self-directed. A small number of teachers 14.7% demonstrated otherwise.

Question B.

UPE teachers do not need on –going training to perform well as learners and leaders

14.7% of those who participated agreed with this statement. Nevertheless, 84.4% disagreed. True learners and leaders require constant on-going training. Imagine, for example, a teacher who uses the same curriculum for 20 years. How can this teacher cope with the changing world of technology? How can his/her students manage to compete with other students whose curriculum is upgraded to that of the 21st century? Another example is that of a teacher who cannot search the internet. How will he/she become informed of modern learning and leadership skills? In summary, UPE teachers require on-going training to perform as leaders and leaders in their schools.

Question C.

All UPE teachers should be encouraged to cultivate on- going training activities in order to perform well in the profession

This statement was appealing to 92.7% of the participants. 6.1% found it unappealing. The word “encouragement” used in this statement carried a lot of weight for this particular project. Teachers, as will be stated in the next chapter, have found it difficult to attend on-going training activities. In focus group discussions, teachers revealed that the government of Tanzania had demoralized the teaching field by not providing those in the field with the incentives they deserve. Teachers’ salary, insurance policies, poor working conditions, etc, are among the factors discouraging teachers from attending on-going Learning and Leadership Development (LLD) activities. Yet, 92.7% of the teachers would prefer cultivating on-going LLD activities to transform themselves and perform well in their job.

Question D.

*The ministry of education should encourage UPE teachers in the field,
to upgrade their educational level*

A huge number of participants (93%) agreed that upgrading is necessary for the UPE teachers. Conversely, 6.1% disagreed or demonstrated that the ministry of education should not encourage UPE teachers in the field to upgrade their educational level. The historical part of this project indicated that UPE teachers have the lowest formal training of all teachers in the field. They are in dire need of proper formal training to be able to cope with global education of the 21st Century. HakiElimu (2009), while defending this particular point, says:

The dangers associated with the absence of quality teacher training are evident in our society...A teacher without teacher training will enter the classroom as a routine. Because he/she lacks relevant knowledge and skills he/she will simply kill the creativity of our children. Additionally, he or she will confuse children. (p. 15)

Question E.

*Incentives could be used by the ministry of education to entice teachers to
improve their skills through learning after completion of formal training*

Assessing this statement very carefully, 88.4% of the teachers agreed that incentives could have been one of the necessary attractions to teaching jobs in Tanzania. On the contrary, 9.8% disagreed. HakiElimu (2009) elaborated on this point well by saying that;

A teacher’s life in the village is very difficult, and, out of despair, many seek better opportunities. Some teachers leave the teaching profession because of this problem. Due to the challenges that the education sector faces, it is wrong to think that such challenges can only be solved by preparing good teachers. There are many other things to consider in bringing about positive learning outcomes. We must consider the importance of providing a good teaching and learning environment if we want to provide a good education (p. 13).

General survey question #4.

The data in Table 10 show the participants’ level of agreement on the survey questions.

Table 10

UPE Learning and Leadership Development in Tanzania

	Level of Agreement Stated	Level of Disagreement
Question A.	86.9%	12.1%
Question B.	92.0%	6.4%
Question C.	77.7%	20.8%
Question D.	82.6%	15.0%
Question E.	81.3%	17.1%
Question F.	87.2%	11.0%

Question A.

Teachers, who are experienced, have a good attitude in their profession

This simple but meaningful statement was prepared intentionally to help participants reflect on their own learning and leadership development. A good number of participants 86.9% (n = 284) agreed that teachers who are experienced have a good attitude about their profession, yet, 12.1% (n = 39) disagreed. According to the above-mentioned reasons, teachers who have been in the field for a while may have experienced some difficulties and may not feel positively about the teaching profession. Participants, on the other hand, positive think that those who have endured in the field for longer are happier and have a positive attitude toward what they do every day. Teachers who are able to integrate themselves into the society where they live and work are happy and express positive attitudes about their jobs.

Question B.

*Well trained teachers with the right attitude can improve
their learning and leadership development*

About 92.0% (n = 301) of participants agreed with this statement. A very small number 6.4% (n = 21) disagreed or insisted that well trained teachers with the right attitude cannot improve their LLD. Training, as shown from the beginning of this study, is very important. It is like a house which is built on a good and firm foundation. That house, as stated before, will always endure during storms. But a house with a poor foundation will never last during a major storm. Teachers who have excelled in their LLD are those with good training and the right attitude toward their job. These teachers are considered life learners and leaders in their schools. This is due to the fact that they

have the intellect and have acquired essential knowledge, and skills, to enable them to intervene, decide, and solve most of the schools' problems. HakiElimu (2009), while addressing this particular point, indicates, "every day teachers encounter new and difficult situations that need their attention. Decision making relating to these matters depends on the knowledge and view of a given teacher" (p. 5).

Question C.

The ministry of education ought to select and scrutinize candidates who are interested in teaching profession

77.7% (n = 254) of the teachers responded to this survey agreed that the ministry of education ought to select and scrutinize candidates who are interested in the teaching profession. 28.8% (n = 68), on the other hand, disagreed. To put people into a profession regardless of their interest, as it has been done for years in Tanzania, is very damaging. The ministry of education has been assigning secondary school (grades 9-12) graduates with the lowest national examinations' scores to join Teachers Training Colleges (TTC). Those who score first, second, or third divisions (equivalent to the average grades score of A, B, and C) are assigned to join high school (grades 13th - 14th) as shown above. These are expected to join colleges/universities upon their graduation for their higher educational goals. Most of the candidates who end up joining the TTC to become primary school teachers are not even interested, but because they don't have any other choice, they join and become teachers anyway. As a result, and according to HakiElimu (2009):

Poor teacher training has also in many cases contributed to conflicts in schools and insufficient school management. Some of the teachers who are poorly trained lack ethics and values, and thus some of them indulge in unethical conducts like

impregnating students, dodging classes, abusing alcohol, and torturing students.

These acts on the part of these teachers have caused tension at school and society at large. (p. 17)

Question D.

Candidates wishing to become teachers must exhibit intellectual capability

The results for the (n = 270) responding to this question is 82.6% who agreed.

Another 15% (n = 15) disagreed that candidates wishing to become teachers must exhibit intellectual capability. Tanzania, in this day and age, needs intellectuals to run and teach in all of her schools. The teaching force, as shown by the historical part of this project, is the engine of the nation. Without an engine, a good and maintained one, the car will sit in the same spot forever. No matter what is put into its engine, that car is not going to move.

That is why HakiElimu (2009) again indicates:

With poor quality education, our nation will be turned into a market for exploitation from those countries that give quality education to their children...poor quality education will also make us slaves and victims of foreign culture because we will not be able to compete with other nations that have invested much in education. This is a fact because poor investment in education results in producing incompetent people who are not capable of facing challenges (p. 16).

Question E.

Teachers' prior knowledge enhances their professional development

81.3% of the teachers (n = 266) who responded to this question demonstrated that teachers' prior knowledge enhances their professional development. 17% (n = 17) of the

respondents disagreed. There have been some mixed feelings about this statement throughout the study. Most teachers, as shown above, found themselves stuck in difficult situations such they could never attend professional Learning and Leadership Development (LLD) activities. Some also lack basic training and knowledge, which hinders their understanding of LLD and what it really means to their profession. Some are not motivated to go or do not see that it will reward them in the long run. However, HakiElimu (2009) insists, “Moreover a good teacher is always striving for continuous professional development” (p. 11).

Question F.

*Cognitive or Learning style changes are necessary
for those who want to become excellent teachers*

Again 87% (n = 285) of the respondents agreed with this statement. Only 11% (n = 11) disagreed or were content that cognitive or learning style is not necessary for those who want to become excellent teachers. HakiElimu (2009), as an organization, demonstrates this specific point by saying, “Good teacher training should instill in the teacher’s mind a permanent change in terms of cognitive and psychomotor domains” (P. 11).

General survey question #5.

The general survey question # 5, as shown in Table 11, has a very interesting result. Only 261 among 327 participants managed to give a clear statement of their choice. The rest either skipped the question all together or chose more than one statement in opposition to the instructions. However, this question contributed heavily to the overall results of this project because most of the participants chose the statement, “*English*

should be taught from grade school to the university level” for their Learning and Leadership Development (LLD). The language of instruction, as mentioned in the previous chapters, has proven in many cases to be one of the major challenges facing teachers in Tanzania today. Kiswahili is the language of instruction for K-7. But when it is changed to English from grades nine and above, students are confused, and most of the times fail their national examinations. Due to this fact, teachers are aware of this reality and would prefer English to be the language of instruction from early on. This particular point provides a major attribute to this project as it can truly be recommended that the Tanzanian government revise the criterion of the language of instruction for her schools.

Seventeen percent (17%) or (n = 17) chose the statement, *Learning and leadership development are key component for formation of UPE*. Fourteen point one percent (14.1%) (n = 46) preferred the following: *Trained under the UPE system I feel competent in my class*. Almost six percent 5.8% (n =19) chose *Trained UPE teachers should be efficient enough to teach English in all grade levels*. About four percent 3.8% (n = 11) chose the statement, *UPE teachers should be proficient in English*. A very small number of participants (1.2% ; n = 4) chose the statement *Professional development should be part of UPE requirements*.

In short, these statements were intentionally prepared to target teachers’ attitude toward LLD. Because of their own experience in the field, teachers have proven via their own selection that the language of instruction is very important as far as ongoing training activities are considered. Teachers have realized that Swahili is not enough for them to acquire the necessary knowledge they need in the field. Mastery of the English language will give them and afford a better chance of sharing among themselves and with other

teachers from other countries. One of the participants, for example, suggested that “English should be taught from grade school to the university. This will help learners to perform better in their educational affairs, since English language has been an obstacle to most of the learners in the educational field” (Teachers C5, General Survey, 2010).

Another participant indicated that:

Teaching is a key profession to all other professions and therefore, teachers of all levels need ongoing training, workshops, or seminars which will inform and equip them with new skills of teaching according to technological changes around the world. In addition to that the use of the English language should be encouraged as a medium of instruction as it will equip our pupil/students with communication skills and give them confidence to compete with others around the world in provisions of employment opportunities. (Teacher C5, General Survey, 2010)

Table 11

Summarizes the Participants Choice on Their LLD Activities to Describe Their Wish

Statements presented to choose from	Participants	Score
Learning and leadership development are key components in the formation of UPE teachers	57	17.4%
UPE teachers should be proficient in English	11	3.8%
Trained UPE teachers should be proficient enough to teach English to all grade levels	19	5.8%
English should be taught from grade school to the university level	124	37.9%
Professional development should be part of UPE requirements	4	1.2%
Trained under the UPE system, I feel competent in my class	46	14.1%

General survey question #6.

The participants, at this point, were asked to check one of the highest educational they have accomplished. If currently enrolled in upgrading, they were instructed to check the level of previous grade attended. As shown by Table 12, nine (n = 9) teachers have achieved only grade seven and one year of Teachers' Training College (TTC) training. These teachers represented the original UPE group, which is the highlight for this particular project. The rest of the teachers participated in or have managed to acquire secondary education (grades 9 -12) with two years of TTC training, or high school (grades 9-14), and one year of TTC, bachelors degree, or higher.

However, this brings up a question that if the teachers have gone this far with their upgrading, why does the quality of education in Tanzania remains poor? One of the very interesting points that came up during the focus group discussion was that the Tanzanian government recently have forced the UPE teachers to undergo a month's training, by which the participants were to be granted a secondary school certificate. When the government realized that it was impossible for the teachers to pass the National Examination in such a short amount of training time it avoided the issue by passing all of the participants in the same grade level. This, according to the participants, did more damage than before, because teachers have the qualification for the primary teaching level but without proper secondary education or TTC training.

Table 12

Participants' Level of Education Attained by Respondents

Grade Level Achieved	Score	Participants
Less than standard seven	.6%	2
Grade Seven & One Year Teachers' Training College	2.8%	9
Grade 12 & Two Years of Teachers' Training College	40.1%	131
Grade 14 & One Year of Teachers' Training College	29.4%	96
Bachelors Degree	20.8%	68
Masters Degree or Higher	.3%	1
Total	93.9%	307

General survey question #7.

A teaching job is still considered a masculine field in Tanzania. This study, however, found this fact to be changing fast. In the focus group, men outnumbered women in number. Women, on the other hand, outnumbered men in responding to this survey. It can be said that women are more active in schools and would like to express their views. That is why 50% (n = 165) of respondents were female. It can also be said that males did not want to be bothered with a questionnaire and stayed away, which is why only 46.5% (n = 152) responded. It should be noted that about 7.8% (n = 9) of the respondents did not indicate their gender. This could also have changed the entire perspective regarding this fact if they had indicated their genders. In short, this study reports the good news that women teachers are increasing in number and are becoming more active in schools in Tanzania.

Table 13
 Genera Survey Question # 7: Gender of Respondents

Sex	Percent	Number of Respondents
Female	50.5%	165
Male	46.5%	152
Total	97.2%	318

General survey question #8.

Three hundred twenty two (n = 322) respondents indicated their actual age group. Five teachers (n = 5) about (1.5%) did not indicate their age-group. Most participants were eighteen to twenty five years of age (n = 118) a maximum of 36.1%. It should be noted that the higher the age-group, the smaller the number. Only one respondent, equivalent to .3%, was at the age of 70 or above. If this is assessed carefully, it will prove the point discussed in the focus group that many teachers change careers or retire early to escape the difficulties of their profession. If efficient Learning and Leadership Development (LLD) activities, as recommended by this project, were made available to teachers, most could have stayed and enjoyed teaching until their actual retirement age.

Table 14

General Survey Question # 8: Age of Respondents

Age of Respondents	Percentage	Number of Respondents
18 to 25	36.1%	118
26 to 35	29.1%	95
36 to 45	15.1%	51
46 to 55	13.1%	43
56 to 69	4.0%	13
70 and above	.3%	1

CHAPTER V

CONCLUSIONS OF THE STUDY

This chapter summarizes my entire research, with my own findings, conclusions, and implications. It also provides suggestions for future studies and, specifically pays particular attention to the comments submitted by the participants that warrant a unique discussion. The comments have brought with them some interesting and challenging facts facing Tanzanian Learning and Leadership Developmental (LLD) future plans for UPE teachers. The comments also enlightened this researcher about interesting approaches which will motivate respondents to fill out a questionnaire/survey. It also makes clear that from the total number (327) of requested surveys only one hundred and fifty (150) respondents provided their written comments in the survey. While most of the survey comments were written in the English language, as was the questionnaire, a few were written in Swahili. While Tanzanian teachers, as shown above, have insisted that the language of instruction should be English for all schooling levels in Tanzania, these respondents were struggling with their English and decided to provide their comments in the language with which they were most comfortable. The question remains: How many readers are there around the world will be able to understand what they are trying to say?

The Findings

The findings are noted as:

1. Well trained teachers with the right attitude can improve their learning and leadership development.
2. Teachers' prior knowledge enhances their professional development.
3. Teaching is a key component to the development of other professions in Tanzania.
4. Primary schools in Tanzania lack veteran teachers, who could advocate better LLD activities for themselves and the entire educational system.
5. Teachers preferred English to be used as a language of instruction from kindergarten to college.
6. Teachers preferred a government committed to its own promises, while recognizing that politics is destroying the nation's quality of education.
7. Candidates for teaching ought to be recruited and scrutinized according to their academic performance before they enter college for formal training.
8. The teaching profession is no longer dominated by men in Tanzania.
9. The UPE system serves as a format for promoting the newly Universal Secondary Education (USE).

The goal of this project, based on the participants' comments, was to look at how the professional development that the UPE teachers received impacted their transformation into teachers and identity as leaders and learners in their schools. What is the actual impact of Learning and Leadership Development (LLD) activities? How do these activities impact daily teacher duties? In the focus group discussion participants

indicated that UPE policy brought mass enrollment to the schools, which resulted in a mass employment of teachers. However, the quality of Tanzanian education declined, since teachers lacked proper formal training, facilities, infrastructures, and governmental support.

The classes in most schools were and are still overcrowded. Schools display poor management, irregularity of student attendance, lack of transparency, student follow-up evaluations, constructive feedback to students, poor student focus/concentration, poor student motivation, and little recognition of student progress. According to the Focus Group Discussion (FGD) teachers are demoralized by the fact that the school infrastructure is permeated with inadequate bureaucratic systems that can lead to corruptive practices. In fact, teachers indicated that they were often not paid on time or given the teacher allowances they deserve. They are not encouraged to attend Learning and Leadership Development (LLD) activities because they are often not locally available or they are not distributed fairly to each teacher. One of the participants used word 'nepotism' when describing the situation.

Although the teachers expressed the desire to become better learners and leaders in their schools, they are also embarrassed by the fact that they have inadequate personal learning skills, especially in usage of the English language. This lack impacts their ability to read professional development books and articles, to attend international Learning and Leadership Development (LLD) activities, and to invite facilitators from other counties, etc. Teachers consistently expressed the fact:

1. That they lack self-confidence in many classroom situations and

2. Sometimes are harsh in handling classroom issues, because they are not aware of alternatives.
3. They are having a hard time dealing with decision-making in the unfamiliar areas of modernization, computerization, and global educational issues.
4. They are also frustrated by the fact that new teachers put into schools after a short period of formal training lack not only the knowledge on the subject matter, but moral and ethical values. This fact alone has cost them tremendously in terms of their professional identity, as all the teachers are now nicknamed, “Waalimu Pasipo Elimu” a Swahili statement that means “Teaching without proper training/education.” This nickname shows how little respect the public has for their teachers, which impacts their relationship to students, parents and community leaders. In African culture respect is necessary. Without respect you cannot motivate children to learn, gain parental support or develop better relationships with school administrators and other leaders.

In short, the focus group discussion sessions revealed that teachers were very dissatisfied with the UPE system of education in Tanzania. Teachers desired and were ready to improve:

1. Their schools’ training and peer coaching and cannot find ways and means to attain their goal.

2. Teachers desired annual summer courses to improve their education skills, and desired to take part in annual teacher's conferences but cannot get the opportunity due to lack of finances and government support.
3. Teachers, also, wanted to participate into action research, seminars, retreats, and productive school meetings and cannot do so because of their low levels of educational preparation and inadequate income.

Despite all the negatives, the research conclusions were encouraging, surprising, as well as in some cases disappointing. The survey was about the factors which impact UPE teachers' involvement in Learning and Leadership Development (LLD) activities in Tanzania. It was very disappointing to find that only 27% of the respondents were over the age of 45 years. For example, only one participant age 70+ responded to the survey, only 4% (n=13) of the respondents were 56-69 years old and 46-55 years were 13.1% (n=43). The researcher expected more participants from these distinguished age groups to draw from their wisdom and experience in the field.

It appears that teachers are not willing to acquire longevity in the educational field, which is necessary in order to bring important change to Tanzanian education. Teachers appear to be changing careers or retiring sooner in order to seek opportunities in other fields. This is not beneficial for LLD of teachers. This researcher can conclude that the primary schools in Tanzania lack veteran teachers, who could advocate better LLD for teachers and quality education for all the children.

It was also surprising to find that 50.5% (n=165) women outnumbered 46.5% (n=152) men in responding to the general survey. This was quite a surprising fact since the teaching profession is dominated by males in Tanzania. Nevertheless, women have

come a long way in Africa and they are advancing into the educational fields. An old African adage states that it takes the whole village to raise a child. As more women have become educators of boys and girls in the primary and secondary schools in Tanzania, this is actually happening.

It was extremely encouraging to see the cooperation that occurred between the researcher, focus group and survey correspondents. During small group discussions the participants showed their eagerness to learn and contribute to the discussions frankly. This fact alone provided many research answers without much effort on the researcher's part. These teachers were open, kind, and honest in their answers. They were also willing to build relationships among themselves and with the researcher that facilitated learning, networking, transportation, and sharing in formal and informal discussions. They offered to take the general survey to their fellow teachers in other educational settings to distribute and to encourage them to fill out the survey form. This researcher believes that these activities are good indicators regarding the quality of Learning and Leadership Development (LLD) activities and, that of general education in Tanzania can be improved, if competent people assume responsibility in developing this culturally rich, but economically poor African nation.

This researcher, by using the focus group approach, realizes that quality basic education is necessary for all teachers to become good learners and leaders. The contributing teachers appreciated the time they spent together and honestly shared their concerns and grievances. These teachers appreciated the fact that someone came to learn about their situation and point out the needs for Learning and Leadership Development (LLD). Participants were very optimistic and gave a lot of comments hoping that they

will be used to change their teaching field for the better. The following is a quotation from a general survey as given by a respondent:

1. Education policies and systems should be left to operate professionally rather than being influenced by constant changing political programs. Professionalism is crucial for sustainable education progress in Tanzania
2. Willingness to spend more in education by putting in place all necessary educational aids like books, teachers, classes, etc.
3. Right attitude! Teaching is not a “low class job” but a “nursing hand” for any nation’s true development. People should change from thinking that politics is the best work one can ever have; or teaching is a stepping stone work to other employment. (Teacher D5, General Survey, 2010)

Political interference with education in Tanzania is common. This fact alone, as to these comments, indicates, have done more harm to LLD activities for the UPE teachers than good. It is time to start over by looking at the rights of both the teacher and those he/she is teaching. To put a teacher, for example, who has received only a month formal training in school in order to fulfill political promises is to do injustice not only to the teacher, but also the students, the school, parents, community, and the entire country.

Another participant comments, “A teacher should have knowledge” (Teacher A5, General Survey, 2010). While another participant indicates:

All UPE teachers as well as leaders should be given seminars, conferences, meetings, in order to acquire skills from them. And, if possible, all must be empowered. Those who are well trained should also be given the chance for

continuing professional development to increase the level of professional teachers in the country. (Teacher E5, General Survey, 2010)

Another participant adds, “Teaching is a profession, and it goes with world changes. It doesn’t matter if it is UPE teachers or the other, we both need ongoing training activities in order to perform well in the profession” (Teacher F5, General Survey, 2010).

Our government leaders do not view education as vital to all levels of learning. If we are competent as teachers our students will also become competent and perform much better in all sorts of learning. If we think learning at lower levels is important and provide those levels with incompetent teachers, we are misleading ourselves. Kindergarten and primary school teachers are the most important teachers of all the teaching fields. They provide the house which is to be built with a good foundation so as to become firm and durable. That is why this study chose to look at the Learning and Leadership Development (LLD) activities for the UPE teachers. When it is time to prepare teachers, especially for the lower levels, the government of Tanzania must change its attitude toward who is going to be trained to do what in schools. Being aware of this fact, another respondent argues,

1. Candidates who want to join UPE colleges must have performed well in their previous education of primary school, secondary school, and college.
2. They must be interviewed to detect if they have strong feelings for a teaching profession to increase educational development in Tanzania.
3. The Ministry of Education should develop a means of motivating those teachers who have strong feelings of developing UPE in Tanzania, to

provide them with necessary resources in their profession (Teacher G5, General Survey, 2010).

When the government fails the educational system in the country, things such as corruption start to surface. Teachers are slipping into corruption due to the fact that they are not paid well. In many cases, as indicated above, their salaries are not paid on time, leaving uncertainty as to how they will manage their lives without an income. Instead of being honest and transparent in their teaching duties, teachers are now falling into corrupt practices. One participant commented,

1. Teachers should be well selected according to their National Examination Scores.
2. Teachers should not be after money. They should have critical teaching desire from their heart.
3. The government should improve salaries for teachers to avoid corruption, especially during selection processes.
4. The Ministry of Health together with the Ministry of Education should make strategic plans for ongoing education for teachers (Teacher H5, General Survey, 2010).

All other ministries, especially the Ministry of Health, depend so much on the Ministry of Education when planning for health training. Those who join Nursing Training Colleges (NTC) in Tanzania have to have a good performance record in science and mathematics from primary and secondary education. If these requirements are not fulfilled, the Ministry of Health suffers a lack of trainees, who eventually would become nurses and doctors. Can a country survive without having competent pharmacists,

laboratory technicians, nurses, and physicians who can compete in the 21st century? Do these people require Learning and Leadership Development (LLD) activities?

The same is true for homeland security, criminal justice, international affairs, immigration, natural resources and minerals, and social studies, just to mention a few. These ministries can only survive if the education system is in order. Imagine having a homeland security officer who is willing to take bribes. His/her corrupted mind will affect not only the safety of the country, but also his/her own safety. Another example is that of a doctor who leaves a dying person in need of emergency care to attend another patient who needs only minor attention because he/she has received a bribe from this particular patient. These types of doctors and nurses violate not only their work ethic, but also their consciences. They betray their own professions, and demoralize those who are supposed to put trust in them. It doesn't matter who the person is or what the person does in society. Primary and secondary education must properly train the student on how to face their profession with integrity and love for the nation. HakiElimu (2009) indicates:

Teacher training should inculcate in the teacher's mind a sense of patriotism and love for the country. The patriotic teacher will be fully dedicated to teach his or her fellow citizens and will take his or her time to educate students about available resources and how they can be utilized for the betterment of people's lives... Teachers are expected to be part of students' lives and are obliged to offer different services including guidance and counseling. Academic advice is highly needed by students since the education sector is facing many problems (p. 11).

Another respondent in support of this point also argued that, "the teaching profession must be considered as a basic profession, so efforts must be made to ensure

the standards of education to be better” (Teacher I5, General Survey, 2010). When focus group discussions were held, education in Tanzania was revealed to be influenced by political affairs. These political leaders do whatever it takes to put themselves in the offices they desire. As a result, their poor decisions have affected the entire education system for over four decades now. They themselves are the product of the poor UPE system which prevents them from realizing how quality education could benefit their nation and the generations to come. Teachers are very tired of the lies made by political leaders. They are the first hand witnesses of failures and pains which result from these poor decisions. The following are comments chosen to elaborate this point:

It is a high time for the government to stop politics in the field of education.

Teaching in Tanzania lacks the quality of being a profession due to the influence of politics in the field. Those who aspire to be teachers should be well recruited considering their performance and those who perform well should be given a chance to become teachers. The system of recruiting students to join Teachers Training Colleges (TTC) in Tanzania is absolutely poor. Thus, leading to the lowering of the status of teaching profession. Lastly, the government should also establish a special board to approve teachers before they are employed. The issue of allowing paraprofessional teachers to work in the field is totally disagreed to those with good wishes of the betterment of the future of our entire nation. And, how about, the professionals who work in the ministry to dare allowing form fix [14th grade] graduates who have never gone to colleges giving them permits to teach in secondary schools. Are we serious with the future of our nation (Teacher J5, General Survey, 2010)?

Another respondent insists:

I believe strongly that if the government would work hand in hand with those who have good intention of raising the standard of education of all levels, we shall have a better future nation. It seems as if what is being done now is more political than professional. Politicians talk much about education but, very little is done (Teacher K5, General Survey, 2010).

These comments and many more like them revealed the true situation facing Learning and Leadership Development (LLD) for UPE teachers. It is very difficult for the education system to go forward without governmental support. The findings of this project magnify the fact that UPE policy is still cycling among the teaching force although it is politically covered under other images. The government is not willing to improve the formal or informal teachers' training systems. It is very important that teachers' voices, as shown in this study, be heard and considered. If that happens, then the researcher strongly believes that this project serve as an initiative toward healing and progress for Tanzanian education. What the respondents are asking is a fair share of the government resources in raising the quality of education which will then lead to better LLD activities for all Tanzanian teachers in the field.

Implications

1. Adult education has global implications, which necessitates our evaluating adult education in its many forms throughout the world.
2. Education must become systematized in order to maximize the student's potential.

3. Government both nationally and locally has a major impact upon education's ability to maximize human potential.
4. Adult educators must become extremely aware of all international pressures, demands and obstacles that will impact the educational enterprise(s), we choose to support. Decisions made for political gain may impact educational goals.
5. The nation of Tanzania must evaluate the adult educational program planning for Learning Leadership Development (LLD) activities and the persons responsible for these decisions, if they hope to improve educational opportunity for adults.
6. Constructive transformation of students through their contact with the Tanzanian educational system cannot exist unless we have transformed teachers, as leaders
7. National transformation of adults can occur, if the government includes the future leaders of education as part of the educational decision-making processes.
8. There is a crucial link between Learning Leadership Development and teacher development/transformation.
9. LLD understands that leadership plays a crucial role in lifelong-learning.
10. Unless teaching is elevated to a positive professional status real educational planning power relations will not occur within Tanzania
11. In order to prevent another failure like the UPE from recurring, the Tanzanian teaching profession must become well educated and the

government must become invested in the Tanzania Universal Secondary Education (USE) programs.

12. The quality of life of Tanzanian citizens emerges from the quality of Tanzanian education.
13. Adult learning and leadership activities are lifelong and not short-term.

The founder of the UPE system, former President Julius Kambarage Nyerere's intention was to create a lifelong learning process for teachers in Tanzania so that they could transform themselves, their schools, and the society surrounding them. Mulenga (2001), while supporting this point says, "for Nyerere, the main purpose of adult education was to inspire a desire for change, and an understanding that change is possible" (p. 443).

However, and according to this particular project, Nyerere's intentions became tangled into political issues, which failed to deliver quality education to Tanzanians. To achieve quality education and democracy, according to Samoff & Sumra (1994), the country required not only universal education, but also specific attention to the role of education in reaching the educationally (and politically) most disadvantaged parts of the population.

A successful adult education program, according to Cervero & Wilson (2006), requires experts who can connect and negotiate power, interest, ethical commitments, and instructional strategies to their daily real-world practices. In their point of view, Adult educational planners should be able to:

1. Analyze the planning context and client system.
2. Assess needs.

3. Develop program objectives.
4. Formulate instructional plans.
5. Formulate administrative plans, and
6. Design a program plan (p. 2).

Caffarella (2002), on the other hand, insisted that education and training programs for adults are conducted for five primary purposes:

1. To encourage ongoing growth and development of individuals
2. To assist people in responding to practical problems and issues of adult life
3. To prepare people for current and future work opportunities
4. To assist organizations in achieving desired results and adapting to change, and
5. To provide opportunities to examine and foster community and social change.

Tapping into these ideas, while creating future adult educational programs will be beneficial not only to the teachers, but to the whole nation. Tanzania requires solid, transformational, and lifelong learning programs for the UPE teachers. This particular project stands as witness that LLD activities for the UPE teachers should be preferred.

Conclusion

This study was aimed at investigating the Learning and Leadership Developmental LLD activities of Universal Primary Education UPE teachers and how their teaching has impacted the entire education system of Tanzania. The literature reviewed for this project indicated that formal teachers' training on LLD programs was

very much impaired and required an intensive study on both content and forms. Also, there was an indication that the UPE system should be reevaluated, rearticulated, refunded, and redirected to a lifelong learning process in order to have positive impact on the educational sector today. The findings of this project indicated that most teachers in the field are unhappy with the UPE system in general. The government of Tanzania, for example, has made a lot of guarantees to UPE and its very existence. However, the focus group discussions indicated that the government, at the same time, has never seriously committed itself in developing lasting Learning and Leadership Development LLD activities for UPE teachers. The teachers have experienced only empty promises that have neither improved the quality of teaching nor that of education in general.

The focus group also indicated that teachers who remain active in Learning and Leadership Development LLD activities are recognizable by their knowledge and understanding of their teaching duties. They are better managers, teachers, communicators, and learners themselves, compared to those who were not part of these activities. LLD active teachers are more self-confident, reflective, transformative, transparent, and fit well in terms of global education and its technological status. The discussion also indicated that LLD activities should be mandatory for all teachers in the field.

Because teachers have been deprived of Learning and Leadership Development (LLD) activities, according to this particular study, their education values are declining. To express this situation, teachers used words such as corruption, mismanagement, lack of patriotism, nepotism, and lack of moral and teaching ethics. The government that created the UPE system and continued to push it forward in many cases should take

responsibility and consider these teachers' words very seriously. It must use any means available to improve the nation's LLD activities for teachers that whom are Tanzania's future leaders in quality education in Tanzania. The focus group also remarked that UPE serves as a format for promoting the newly Universal Secondary Education (USE), which as was previously discussed is even more damaging. USE teachers are given a month's training only and are assigned into secondary schools to teach. This is a disaster for the nation's quality education from the teachers' point of view.

Future Recommendations

The aim of this project was to find ways to examine and improve Learning and Leadership Development LLD activities for Universal Primary Education UPE teachers, while looking at how these teachers' influence have affected the delivery of education in schools, agencies, businesses, industries, and communities in Tanzania. The study has proved itself to be laborious, difficulty, confusing, and most of all, only a scratch on the surface. This is because Tanzanian education is in such critical need of basic training for teachers at all levels, including more scientific studies. What this study managed to bring to the surface was very minor compared to the need for scientific research required to bring the LLD up to par. The government of Tanzania, as mentioned in this project, has done very little to improve the LLD activities for UPE teachers. As a result, the quality of education is going down. Without good quality education, the nation, as mentioned by one of the participants, has no good leaders, doctors, teachers, church ministers, business professionals, politicians, or technicians, just to mention a few. Those who claim to be professionals are seen by the community as imitators who possess no credentials.

Some have gone so far as to fabricate diplomas and certificates so that they can hold higher political jobs and other employment. Can anyone, for example, attend a surgery for which he/she has never received any proper clinical training? Where is he/she going to be after the death of that particular patient who may die on the operating table? Overall findings suggest that of this study, UPE teachers are in most argent need of LLD activities. It is through LLD activities that teachers' formal education could be strengthened and enhanced for the betterment of the entire teaching field. This study, in summary, recommends further studies in Learning and Leadership Development activities for UPE teachers and other teachers to see particularly how the language of instruction could change instruction and learning in general.

REFERENCES

- Anangisye, W. A. (2008). Educating teachers, the ethical dimension of teacher professionalism in Tanzania. *Compare*, 38(1), 133-134.
- Berggen, D. (2009). *Capacity building on effective use and management of ICT in the public sector in Tanzania*. SPIDER The Swedish Program for ICT in Developing Region. <http://www.cemips.ucc.co.tz/>
- Barett, A. M. (2007). Beyond the polarization of pedagogy: Models of classroom practice in Tanzanian primary school. *Comparative Education*, 43(2), 273-294.
- Boote, D., & Beile, P. (2005). Scholars before researchers: On the centrality of the Dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Borko, H., & Putnam, R. T. (1995). *Expanding a teacher's knowledge base: A cognitive psychological development*. In T. Guskey & M. Huberman (Eds.) *Professional Development in Education: New Paradigms & Practices*. (pp. 135- 150). New York, Teachers College Press.
- Bgoya, W. (2001). The effect of globalization in Africa and the choice of language in publishing. *International Review of Education*, 47(3-4), 283-292.
- Bhalalusesa, E. (2005). Educational for All in Tanzania: Rhetorical or Reality? *Adult Basic Education*, 15(2), 67-83.
- Caffarella, R. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff development*. San Francisco: Jossey-Bass.
- Carry-Hill, H., & Peart A. (2005). *The education of nomadic peoples in East Africa: Djibouti, Eritrea, Ethiopia, Kenya, Tanzania, and Uganda*. Review of relevant

literature. Paris, UNESCO: Publishing International Institute for Education and Planning.

Cervero, M. C., & Wilson, A. L. (2001). *Working the planning table: Negotiating democratically for adult, continuing, and workplace education*. In S. B. Merriam (Ed.), *Third update on adult learning theory* (pp. 93-98). San Francisco: Jossey-Bass.

Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: John Wiley & Sons Inc.

Fink, A., & Kosecoff, J. (1985). *How to conduct surveys: A step-by-step guide*. Newbury Park, CA: SAGE Publication Inc.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *Supervision and instructional leadership: A developmental approach*. (5th Ed.) Needham Heights, MA: Allyn & Bacon.

Guskey, T. R. (1995). Mastery learning. In J. H. Block, S. T. Everson, T. R. Guskey (Eds.), *School improvement programs* (pp. 91-108). New York: Scholastic Press.

HakiElimu (2009). The significance of quality training for the development of quality education: Preparing teachers for the event-changing world. *HakiElimu Position Paper 3*, 1-19.

Ingle, C. R. (1972). *From village to state in Tanzania: The politics of rural development*. Ithaca, NY: Cornell University Press.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York, NY: Cambridge The adult Education Company.

- Kitta, S. (2004). *Enhancing mathematics teachers' pedagogical content knowledge and skills in Tanzania*. Thesis University of Twente, Enschede: PrintPartners Ipskamp Press.
- Komba, W. L., & Nkumbi, E. (2008). Teacher professional development in Tanzania: Perceptions and practices. *Journal of International Cooperation in Education*, 11(3), 67-83.
- Lasley, T. J., & Matczynski, T. J. (1997). *Strategies for teaching in a diverse society instructional models*. Belmont, CA: Wadsworth Publication Company.
- Lasway, R. B. (1989). The impact of post-literacy: A Tanzanian case study. *International Review of Education*, 35, 479-489.
- Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2). 112-129.
- Lila, M. A. (1999). *An Assessment of Colonial Influence in Tanzania (TA-Mitu Seguta) A Study of the Colonial Influence in Tanzania*, Retrieved January 21, 2004 from <http://webhome.idirect.com/~alila/writings/Tanzania.htm>.
- Markov, A., & Nelleman, S. (2001) Tanzanian community education findings. *World Bank Knowledge and learning center*, 180, 1-4.
- Mbilinyi. (1979). Experience in schooling and teacher training: History of formal schooling in Tanzania. In Hinzen, & Hundsdorfer. *The Tanzanian Experience Education for Liberation and Development*. London: Evan Brothers Limited.

- Mbunda, F. L. (1979). Primary education since 1961. In Hinzen, & Hundsdorfer. *The Tanzanian Experience: Education for liberation and development*. London: Evan Brothers Limited.
- Merriam, S. B. (2002). Introduction to Qualitative research. In S. Merriam and Associates, *Qualitative research in practice example for discussion and analysis*. (pp. 3-17). San Francisco, CA: Jossey-Bass.
- Mhando, E. (2006). *United Republic of Tanzania: A note on the teacher status in Tanzania*. First Meeting of the National Coordinators for UNESCO'S Teacher Training Initiative for Sub-Saharan Africa, Paper Presented in Dakar, Senegal.
- Mosha, H. J. (1998). A resentment of the indicators of primary education quality in developing countries: Emerging evidence from Tanzania. *International Review of Education*, 34, 17- 45.
- Mullenga, D. C. (2001) Mwalimu Julius Nyerere: A critical review of his contributions to adult education and postcolonialism. *International journal of Life Education*, 20(6), 460-461.
- Missokia, E. (2009). The significance of quality teacher training for the development of quality education: Preparing teachers for ever-changing world. *Haki Elimu Position Paper*, 3, 1-19.
- Mmari, G. R., (1979). Teacher Training in Tanzania. In Hinzen, & Hundsdorfer (Eds.), *The Tanzanian Experience Education for Liberation and Development*. London: Evan Brothers Limited.
- Mtahabwa, L. (2009). The role of culture in Teaching: Observations from urban and rural pre-primary classrooms. *Journal of Education and Development* 1(1), 43-74.

- Nafukho, F., Amutabi, M., & Otunga, R. (2005). *Foundation of adult education in Africa*. Cape Town, South Africa: Pearson Education.
- Neke, S. M. (2005). The medium of instruction in Tanzania: Reflection on language, education and society. *Changing English, 12*(1), 73-83.
- Ngonyani, D. (1997). The failure of language policy in Tanzanian schools. *Social Education, 61*(7), 412-418.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement, 17*(2), 145-177.
- Nyerere, J. K. (1985). Education in Tanzania. *Harvard Educational Review, 55*(1), 45-52.
- Omari, I. M., Mbise, A. S., Mahenge, S. T., Malekela, G. A., & Besha, M.P. (1983). *Universal primary education in Tanzania*. Ottawa, Canada: International Development Research Center.
- O-saki, K. M. (2007). Science and mathematics teacher preparation in Tanzania lessons from teacher improvement projects in Tanzania: 1965 – 2006. *Journal of International Education Cooperation, 2*, 51-64.
- Rogers, E., & Hansman, C. (2004). Social and cultural issues in urban communities. In L.G. Martin & E. Rogers (Eds.), *Adult education in an urban context problems, practices, and programming for inner-city communities* (pp. 17-28). San Francisco: Jossey-Bass.

- Roy-Campbell, Z. M. (2001). Globalization, language and education: A comprehensive study of the United States and Tanzania. *International Review of Education*, 47(3-4), 267-282.
- Rubagumya, C. M. (1991). Language promotion for education purposes: The example of Tanzania. *International Review of Education*, 37(1), 67-85.
- Samoff, J. (1974). *Coping with crisis: Austerity, adjustment and human resources*. Park Avenue, NY: Cassell Villiers House.
- Samoff, J. (1999). No teacher guide, no textbooks, no chairs: Contending with crisis in African education. In R.F. Armove & C.A. Torres (Eds.), *Comparative education: The dialectic of the global and the local*. New York: Rowman & Littlefield Publishers.
- Samoff, J. (1998). *Institutionalizing international influence: The context for educational reform in Africa*. A Paper presented at the Conference on International Trends in Teacher Education, Durban: South Africa.
- Samoff, J., & Sumra, S. (1994). Financial crisis, structural adjustment, and educational polity in Tanzania. Presented at Annual Meeting of the American Educational Research Association, New Orleans: LA
- Sandlin, J. (2002). Structure and subjectivity: Reflection on critical research. In S. Merriam (Ed.), *Qualitative research in practice example for discussion and analysis*. (pp. 352-370). San Francisco, CA: Jossey-Bass.
- Sarungi, F. (1995). *Education and Training Policy*. The Republic of Tanzania: The Ministry of Education and Culture, Dar es Salaam: Tanzania.

- Sifuna, D. N. (2007). The challenges of increasing access and improving quality: An analysis of universal primary education interventions in Kenya and Tanzania since 1970s. *International Review of Education*, 53, 687-699.
- Smith, W. A. (1971). *We must run when they walk: A portrait of Africa's Julius Nyerere*. New York, Random House.
- Swai, F. (2002). *The education policy analysis in the last decade of the 20th century in a third world country with reference to Tanzania (1990-2000): The shift away from "Education for Self Reliance."* (MA 01003), S. Amherst, MA 01003. University of Massachusetts, Center for International Education.
- Tillema, H., & Imants, J. (1995). Training for the professional development of teachers. In T. Guskey & M. Huberman (Eds.) *Professional Development in Education: New Paradigms & Practices*. (pp. 135- 150). New York, Teachers College Press.
- Wedgwood, R. (2006). Beyond primary education in Tanzania: establishing an environment for the benefits of education to be realized. *PBET Policy Brief*, 4, 1-2.
- Wepukhulu, B. (2002). *Capacity for lead teacher training institutions in Tanzania*. A report Submitted to UNESCO Headquarters.
- _____ (2006). *Julius Nyerere, lifelong learning and informal education*. IFED Encyclopedia available online at: <http://www.infed.org/thinkers/et-nye.htm>

APPENDICES

APPENDIX A

SITE APPROVAL LETTER

I am Sr. Mary Auxilia Mtuy CDNK a doctoral student in the Leadership and Lifelong Program at Cleveland State University in the United States of America. I am seeking permission to use Mwenge University as a site for my study. The purpose of this survey is to investigate learning and leadership development of Universal Primary Education (UPE) teachers and its impact on the Tanzanian education system. I am working under the supervision of Dr. Elice Rogers, Department of Counseling, Administration, Supervision & Adult Learning.

As part of my training, I would like to conduct and record focus group discussions at your college, which I will review later when writing the report for this project. In order to conduct these sessions and record them, I need your consent. The recordings will be secured and used **only** for this project. When the project is complete, the tapes will be erased. The participants' name will not appear anywhere on the survey, and complete privacy is guaranteed.

Should you have any questions about the rights of research participants, please contact any of the following listed below:

Contact	Telephone/Email
Dr. Elice Rogers	(216) 687-4587
Cleveland State University Institutional Review Board for Human Subjects in Research	(216) 687-3624 b.bryant@csuohio.edu
Sr. Mary Auxilia Mtuy	(330) 418-7650 auxiliam@juno.com

Please indicate in your agreement that you have approved the focus groups and read the survey's instrument by signing and returning the acknowledgment attached. Thank you very much for your cooperation and support.

Sincerely,

Sr. Mary Auxilia Mtuy

ACKNOWLEDGEMENT OF CONSENT

I have read the survey's instrument and understand the focus group activities to be recorded during the focus group sessions as described in the Informed Consent Statement provided to me. I understand the information is confidential and will be used for this project only.

Signature

Date

Print Name

Primary Researcher' Contact Information for Scheduling Purposes:

4200 Market Avenue, Canton OH 44714
Mailing Address

(330) 418-7650
Telephone Number

auxiliam@juno.com
Email Address

APPENDIX B

INFORMED CONSENT STATEMENT (FOR THE FOCUS GROUP)

Dear Participant:

I am Sr. Mary Auxilia Mtuy CDNK a doctoral student in the Leadership and Lifelong Program at Cleveland State University in the United States of America. I am asking you to participate in my project by answering a survey. The purpose of this survey is to investigate learning and leadership development of Universal Primary Education (UPE) teachers and its impact on the Tanzanian education system. I am working under the supervision of Dr. Elice Rogers, Department of Counseling, Administration, Supervision & Adult Learning.

The answers will be secured and used **only** for this project. When the project is complete, the papers will be destroyed. Your name will not appear anywhere on the survey, and complete privacy is guaranteed.

If you have any questions about your rights as a research participant, please contact any of the following listed below:

Contact	Telephone/Email
Dr. Elice Rogers	(216) 687-4587
Cleveland State University Institutional Review Board for Human Subjects in Research	(216) 687-3630 b.bryant@csuohio.edu
Fr. Philbert Vumilia, President and On-Site Supervisor Mwenge University	0754-317906
Sr. Mary Auxilia Mtuy	(330) 418-7650 auxiliam@juno.com

Please indicate in your agreement to participate by signing and returning the Acknowledgment attached with a survey. Thank you very much for your cooperation and support.

Sincerely,

Sr. Mary Auxiliam Mtuy

ACKNOWLEDGEMENT OF CONSENT

I agree to participate as described in the Informed Consent Statement provided to me. I understand this survey is confidential and will be used for this project only. I also understand that my participation is voluntary, I may withdraw from the process at any time without penalty, and understand that I will not receive any direct benefit from my participation.

Participant's Signature

Date

Print Name

Participant's Contact Information for Scheduling Purposes:

Mailing Address

Telephone Number

Email Address

APPENDIX C

INFORMED CONSENT STATEMENT (FOR THE F/G & SURVEY PARTICIPANTS)

Dear Participant:

I am Sr. Mary Auxilia Mtuy CDNK a doctoral student in the Leadership and Lifelong Program at Cleveland State University in the United States of America. I am asking you to participate in focus group discussions, as well as a survey. The purpose of this survey is to investigate learning and leadership development of Universal Primary Education (UPE) teachers and its impact on the Tanzanian education system. I am working under the supervision of Dr. Elice Rogers, Department of Counseling, Administration, Supervision & Adult Learning.

As part of my training, I would like to conduct and record focus group discussions, which I will review later when writing the report for this project. In order to conduct these sessions and record them, I need your consent. The recordings will be secured and used **only** for this project. When the project is complete, the tapes will be erased. Your name will not appear anywhere on the survey, and complete privacy is guaranteed. In case you have chosen to withdraw, the data collected will not be included into the project.

If you have any questions about your rights as a research participant, please contact any of the following listed below:

Contact	Telephone/Email
Dr. Elice Rogers	(216) 687-4587
Cleveland State University Institutional Review Board for Human Subjects in Research	(216) 687-3630 b.bryant@csuohio.edu
Fr. Philbert Vumilia, President and On-Site Supervisor Mwenge University	0754-317906
Sr. Mary Auxilia Mtuy	(330) 418-7650 auxiliam@juno.com

Please indicate your agreement to participate by signing and returning the Acknowledgment attached. Thank you very much for your cooperation and support.

Sincerely,

Sr. Mary Auxilia Mtuy

ACKNOWLEDGEMENT OF CONSENT

I agree to participate and to be recorded during the focus group sessions described in the Informed Consent Statement provided to me. I understand these tapes are confidential and will be used for this project only. I also understand that my participation is voluntary, I may withdraw from the process at any time without penalty, and understand that I will not receive any direct benefit from my participation.

Participant's Signature

Date

Print Name

Participant's Contact Information for Scheduling Purposes:

Mailing Address

Telephone Number

Email Address

APPENDIX D

QUESTIONS USED IN FOCUS GROUP DISCUSSIONS

Small Focus Group Discussion; Session One

The focus was on the factors affecting UPE teachers' involvement in learning and leadership activities in Tanzania.

1. What are the achievements of UPE since its inception in 1974?
2. What are the failures?
3. Why is it a success or failure?
4. Is the level of education a factor in the success or failure in the training of UPE teachers in the country?
5. What about gender in enrollment and participation in training/upgrading activities?
6. How would UPE teachers be effective in the society taking into account some limitations in their formal training?
7. Is political influence a factor in the success or deterioration of UPE system?
8. How is finance important in training of teachers in a country like Tanzania?
9. Is learning and leadership development vital to the UPE teachers?

Small Focus Group Discussion: Session Two

Do seminars, retreats, scholarly conferences, professional development classes and school meetings appear to be significant helpful to UPE teachers in Tanzania.

1. Are seminars, retreats, scholarly conferences, school meetings, professional development classes necessary for UPE teacher today?
2. Why should teachers become involved in these types of programs?

3. What is the difference between those who take part in these activities and those who do not?
4. Describe the classroom environment in which the UPE instructor finds himself/herself, when he/she is not well trained?

Small Focus Group Discussion: Session Three

The focus on comparing those teachers involved with LLD with those less concerned;

1. How are the teachers with learning and leadership development skills different from those who have not acquired it?
2. Are the *skilled* UPE teachers more transformational and self – directed in their performance as leaders and learner?
3. What about the unskilled UPE teachers?
4. Do we need leadership and learning activities for the UPE teachers today?

Small Focus Group Discussion: Session Four

The focus was on whether teachers' experience, attitude, interest, health status, intellectual ability, style of learning, prior knowledge, cognitive ability, problem-solving, and decision making skills have proved essential for educators in other parts of the world today.

1. How does teacher experience affect learning and leadership development activities?
2. Why is attitude and interest a key to learning and the sharing of knowledge?
3. How does the health status of teachers foster or diminish learning activities?
4. Is decision-making and problem-solving skills needed by UPE teachers today?

APPENDIX E
GENERAL SURVEY

Using the following code, please respond to each of the statements below.

SA- [Strongly Agree]; **A-** Agree; **D-** [Disagree]; **SD-** [Strongly Disagree]

1. Learning and leadership development of UPE Teacher in Tanzania
 - a) ____ Candidates who go to UPE Teachers training college are well selected.
 - b) ____ The UPE level of education is satisfactory.
 - c) ____ Gender influences learning and leadership development.
 - d) ____ English should be the language of instruction from K-7.
 - e) ____ UPE training facilities within the country are poorly constructed.
 - f) ____ UPE teachers should attend ongoing formation.
 - g) ____ UPE college instructors should hold a bachelor's degree or higher.
 - h) ____ Corruption /exploitation affects the quality of teaching in Tanzania.
 - i) ____ Financial constrains averts teachers from attending professional development activities.
 - j) ____ The UPE system is a result of a political agenda.

Using the following code, please respond to each of the statements below.

SA- [Strongly Agree]; **A-** Agree; **D-** [Disagree]; **SD-** [Strongly Disagree]

2. Investment of time and effort in seminars, retreats, professional classes, scholarly conferences and school meetings
- a) _____ UPE teachers who have had minimal training and attend seminars, professional classes, scholarly conferences, and school meetings do well in leadership.
 - b) _____ UPE teachers who have had minimal training and attend seminars, professional classes, scholarly conferences, and school meetings have better teaching skills.
 - c) _____ UPE teachers do not need ongoing training.
 - d) _____ Ongoing activities for UPE are essential to raise the standard of education.
 - e) _____ UPE candidates joining college must have all the necessary high school qualifications.

3. Comparison between UPE teachers who demonstrate the ability to acquire and use the ongoing training and those who do not.

Mark the following items indicating whether you agree or disagree with the statements below.

- a) UPE teachers who demonstrate the ability to acquire and use ongoing training activities are more self-directed in their respective performance as learners and leaders.

_____ Agree _____ Disagree

- b) UPE teachers do not need ongoing training to perform well as learners and leaders.

_____ Agree _____ Disagree

- c) All UPE teacher should be encouraged to cultivate ongoing training activities in order to perform well in the profession.

_____ Agree _____ Disagree

- d) The ministry of education should encourage UPE teachers in the field to upgrade their educational level.

_____ Agree _____ Disagree

- e) Incentives could be used by the ministry of education to entice teachers improve their skills through learning after completion of formal training.

_____ Agree _____ Disagree

4. UPE learning and leadership development in Tanzania

Please place 'X' at the answer that best reflects your attitude

a) Teachers, who are experienced, have a good attitude in their profession.

_____ Yes _____ No

b) Well trained teachers with a right attitude, can improve their learning and leadership development.

_____ Yes _____ No

c) The ministry of education ought to select and scrutinize candidates who are interested in teaching profession.

_____ Yes _____ No

d) Candidates wishing to become teachers must exhibit intellectual capability.

_____ Yes _____ No

e) Teachers' prior knowledge enhances their professional development.

_____ Yes _____ No

f) Cognitive or learning style is necessary for those who want to become excellent teachers.

_____ Yes _____ No

5. Choosing your learning and leadership development activity

Please check ONE of the following to describe your wish.

Learning and leadership development are key components in the formation of UPE teachers.

UPE teachers should be proficient in English.

Trained UPE teachers should be efficient enough to teach English in all grade levels.

English should be taught from grade school to the University.

Professional development should be part of UPE requirements.

Trained under the UPE system I feel competent in my class.

6. Level of education

How much school have you completed? Check one of the highest levels completed.

If currently enrolled in upgrading, check the level of previous grade attended.

Less than standard (grade) seven

Standard (grade) seven and one year Teacher Training College (TTC) Education

Form Four (grade 12) and two years TTC Education

Form Six (grade 14) and I year (TTC) education

Bachelors degree

Masters Degree or higher

7. Gender

Please indicate your gender:

Male

Female

8. Age:

Please indicate your age:

18 – 25 26 -35 36-45 46 – 55 56 – 69 70 +

Comments:

Please feel free to add any comments you wish.

APPENDIX F

TEACHERS' COMMENTS

The following comments were given through the general survey. These comments were typed just as they were without changes to preserve the voice of the teachers and reveal how the UPE system have affected Learning and Leadership Development (LLD) of the teaching field by lowering the quality of education in Tanzania. Another goal is to show how desperately the proper teaching of English language is required in Tanzanian schools of all levels.

Teacher A.

A good attitude toward teachers' professionalism is built by good competences obtained from studies and not experiences.

Also, there is a need to upgrade UPE teachers through seminars, workshops, short courses, attending up levels of education, so as to equip them with relevant knowledge about the current world.

Teacher B

UPE program should end now.

Teacher C

Mpango mbove wa taifa.

Teacher D

Training of the UPE teachers should be abolished in Tanzania as they are not competent.

Teacher E

It should be addressed well to be applied, but not to be eradicated.

Teacher F

UPE program distract the profession of education in our country so to get the qualified teacher the Ministry of Education should select the interested students to join in the teaching professional. And, these professionals should have a Body of Professionals which will use the standard of teaching profession.

Teacher G

Waalimu hawa wa UPE wana umuhimu kwa shule za msingi kwa sababu wao pia wana mchango mkubwa hasa katika kipindi cha uhaba wa waalimu.

Wapo watu ambao wana elimu ya juu tu lakini hawana uelewa wowote juu ya kuwafundisha watoto wale. Kwa hiyo walimu hawa wana umuhimu.

Teacher H

Waalimu wa UPE wapewe nafasi kubwa katika kuendeleza elimu ya ngazi ya juu zaidi.

Teacher I

Kwa kweli waalimu wa UPE bado wana mnafasa kubwa katika swala zima la elimu kwani elimu yao japo ni ya chini lakini wanaweza kufundisha vizuri pia. Kwa hiyo ni vema pia nao wakapewa nafasi.

Teacher J

Universal Primary Education is very vital need to our country. Motivation and recognition are not considered to teachers that is why many of the candidates don't want to join educational college.

Teacher K

The government should be careful in selecting teachers/students to join a teaching profession since there is a lot of political issues embedded within the education system of the country Tanzania.

Politics and administration in education should be treated separate.

Teacher L

UPE can be improved if the government could cooperate with teachers, providing essentials like teaching materials, also preparing the curriculum and aid assistance from them.

Improving teaching environment, good housing conditions and provision of learning posts.

Increase salary to teachers especially UPE. So that the level of education in UPE will be developed, and

The level of education will be high even compare to other countries like Kenya.

Teacher M

The government should be fair and keen enough in admitting recruits in TTCs, and also create opportunities to those who do not meet the minimum requirements for admission to begin the initial upgrading as to reach the required and necessary grade for consideration.

Empowerment is a necessary incentive as reasonable salary and allowances for teachers in harsh areas. This will foster educational competence.

Teacher N * * *

Selection of candidates to join TTCs should be done in accordance with their credits (high performance) to get quality teachers rather than enrolling poor candidates as it is now. Thus teaching is a profession of the failures.

Teacher O

For the selection of student teacher either in colleges or university there must be considered people with high performance and not of the lower passes as teachers are the one to develop skills to all the people. Teaching shouldn't be considered as the last option for those who do not have anywhere to go.

Also the consideration of whether a person is interested to be a teacher or not should be made.

Teacher P

Teaching will be a profession if all teachers will be committed and the government give the priority to education and increase funding for it.

Teacher P

UPE teachers should attend further studies in order to improve their ability to teaching.

Teacher R

UPE teachers are not well in teaching because they do not have enough education to teach the students. So the government should think of it because every teacher must have a good education level.

Teacher S

UPE teachers should at least complete O-Level [grade twelve] education.

Teacher T

UPE should be burned because its product lead to the poor performance in schools.

Teacher U

Trained UPE teachers should be well prepared and give them seminars in order to upgrade their level of education.

Teacher V

Trained UPE teachers should be well developed to our country.

Teacher W

UPE teachers is a result of the fall of education if the government wants to pay attention.

Teacher X

NIngeomba mapendekezo yangu serikali ingewapa waalimu wa UPE kipaumbele/nafasi ya kwenda kusoma ili waweze kufikia elimu ya juu (mpaka cho kikuu).

Teacher Y

Waaalimu wa UPE wana mchango mkubwa sana kwa maendeleo ya elimu Tanzania. Kwa sababu kuna waalimu wengine wamesoma mpaka chuo kikuu lakini hawawezi kufundisha kama wale walimu wa UPE.

Teacher Z

Waalimu wa UPE wanakuwa na uwezo mkubwa wa kufundisha mpaka wanafunzi wanaelewa kwa hiyo wanatakiwa wapewe muda wa kujiongezea elimu ili waweze kufundisha vizuri kuliko utakuta mwalimu amemaliza chuo kikuu lakini kufundisha somo kama English hawezi kabisa unakuta anachangia wanafunzi kufeli hasa kwa wale wasiompanda na kumuelewa anachofundisha.

Teacher A2

As we know that education is the key of our lives, I think it will be better if we can change our schools' motions and operation.

Teacher B2

Mada ni nzuri nimeipenda na nimeifurahia na mimi pia nina ndoto za kujiendeleza kimasomo na kupata elimu ya juu zaidi na kwenda nchi za wengine kama "Marekani" Ninakutakia kazi njema na ninakutakia maisha mema na yenye furaha na marefu pia. Asante.

Teacher C2

All UPE teachers should be encouraged to cultivate on-going training activities in order to perform well in the profession and to make sure that they up-grade their level of education.

Teacher D2

Mimi ninatamani sana kufika elimu ya juu kwani elimu nilyo nayo kwa sasa haitoshi. Hivyo ninajitahidi baada ya kuhitimu mafunzo ya ualimu niijiendeleze zaidi. Vile vile natamani sana kutembelea nchi nyingine kama vile Marekani, Ulaya, na nyinginezo. Pia ninatamani kupata marafiki wan chi nyingine wa kubadilishana mawazo katika kusoma na mabo mengine mengine.

Teacher E2 ***

Hawa walimu wa UPE kwa kuwa walichaguliwa kama walimu wanatakiwa serikali iwafikirie hawa walimu namna ya kuwasaidia waweze kujiendeleza ili waweze kuwafundisha wanafunzi wa shule za msingi waweze kufikia malengo mazuri na waalimu wa UPE wajitahidi wajiendeleze kwa mchango wa jamii zinazowazunguka. Asante sana kwa mada nzuri nakutakia uandaaji mzuri wa mada utakazopanga kwa ajili ya kuboresha na kukosoa jamii.

Teacher F2

Nimefurahia sana maswali na pia ndoto zangu za kila siku ni za kufika Marekani na kuona elimu ya huko jinsi ilivyo. Na pia kupata marafiki wengi kutoka Marekani.

Teacher G2

These are good questions to find out about UPE progress and challenges. Thank you for involving me.

Teacher H2

I have nothing to comment because all questions are well prepared in each side of Universal Primary Education of the teachers in Tanzanian according to Mwalimu Julius Kambarage Nyerere.

Teacher I2

Teachers should have knowledge.

Teacher J2

There is a good initiative and be charitable enough and have a keen interest on each individual's opinion and judge wisely.

Teacher K2

Here in Tanzania UPE teachers need more facilities for better improvement in teaching.

Teacher L2

Tanzania curriculum and educational matters are much influenced by political issues.

Teacher M2

Those who want to join UPE should be trained in such a way that they can gain confidence in their teaching activities as well as teaching programs. And should be well supported.

Teacher N2

UPE teachers should be carefully selected. This means that student who are strong academically should be selected. And, those to be selected must have interest to joining the profession.

Teacher O2

Under the level of education (6) you could have added Form six (Grade 14) and 2 years (TTC) Diploma in Education.

Teacher P2

UPE teachers should be carefully selected to join the profession.

Teacher Q2

UPE teachers must attend different courses in order to improve their knowledge.

Teacher R2

The government should give us a trip to abroad for further seminar if possible.

Teacher S2

Ministry of Education should select teachers according to their results.

Teachers should have knowledge and critical desire for on-going education because it is needed.

The government should improve teachers' salary.

Teachers should avoid corruption.

Teacher T2

Universal Primary Education is the best way of good education in Tanzania.

Teacher U2

In this times good professional are those who improve their study especially in teaching. So all teachers should study hard to become good lectures. Best wishes.

Teacher V2***

Ministry of Education should create a program to improve on-going process for learning and leadership development for all teachers.

The government should invest more effort in improving teacher training as well as better selection of UPE teachers. This will assist in raising a level of education in our country.

Teacher W2

My comment is that the Ministry of Education must encourage UPE to upgrade because UPE is at the lowest level so the teachers must upgrade for globalization.

Teacher Waalimu wa UPE wanatakiwa wapewe muda wa kuongezea mafunzo yao kwani elimu yao ni ndogo kulingana na matakwa ya serikali ualimu daraja la IIIA wanatakiwa wawe wamemaliza kidato cha nne au sita ili waweze kujua mbinu na njia zinazotakiwa kutumiwa wakati wa ufundishaji.

Teacher W2

For the improvement of UPE teachers in their professional, the government/Ministry of Education needs to consider the followings

UPE teachers should be prepared enough to be competent in their teaching.

If possible there is a need for special English course to UPE teachers.

There should be frequently seminars, short courses, at least once per year.

Teacher X2

The government should get learning centers close to UPE teachers, accompany with well trained teacher to teach them. Second, the government should empower those who are well trained by giving them not only more teaching aids, but also solving their financial problems.

I think doing so the government will succeed on its UPE teachers' plan.

Teacher Y2

Knowdays UPE teachers should be upgrading so to it in this profession.

Teacher Z2

Thank you Sister for a good initiatives to change our education system in ine way or another so as we can be in a good position to compete particularly in this so called East African Community (Market). May God bless you!

Teacher A3 ****

Political interferences in academic affairs had led to decline of education in Tanzania as they (politicians) lower the effectiveness of educational policies and plans.

Teacher B3

Education should be given the most important consideration in the country for without education we will not have:

Good leaders

Good doctors

Good teachers

Good priests

Good business men

Good politicians

Good technicians

The government should put all efforts in education from primary school up to the higher education and make sure that the kind of ed. given will satisfy the development of our country.

*Walimu wapewe kipaumbele kwa kuangalia masilahi yao na kuyaheshimu

Vifaa vya kufundishia vya kutosha,

Shule iwe kiwanda kwelikweli kwamba mwalimu na mwanafunzi watamani kendelea kuwepo shuleni.

Teacher C3

UPE teachers should use English as medium of instruction from K-& in order for the students to use English in all aspects.

TeacherD3

Ningependa kuiomba wizara husika kutoa nafasi maalumu ya upendeleo kwa walimu wa UPE ili waweze kujiendeleza zaidi ma na maaifa zaidi kuhusu uongozi na ufundishak wao.

Teacher E3

A good attitude towards teachers' professionalism is built by good competences obtained from studies and not experiences.

Also, there is a need to upgrade UPE teachers through: seminars, workshops, short courses, attending upper level of educational courses, so as to equip them with relevant knowledge about the current world issues.

Teacher F3

UPE teachers should be well trained to cope with globe science and technology development.

Teacher G3

When you are doing research:

Try to be open and use good language to beg people to helping you and do not distribute paper in very simple way as you did.

-Remember responding to research is the samebodys willing/wish.

-Next time ask first those who want to help you please.

Teacher H3

I comment that UPE education can facilitate during the period when the country poorly education know formal education we are introduced in order to improve the high level of education.

Also to create the better learner and leadership so I advices that the Ministry Education in Tanzania must to improve the education from low level ti high level and to create the teacher who professional and competent of teaching activities. Thanks!

Teacher I3

English should be taught from grade school to the university. Also it should be used as a language of communication in schools from primary to higher levels (education).

Teacher J3

The teachers should be well trained and joining all the necessary high education and English should be used for all levels of education. Thanks!

Teacher K3

English should be the medium of instructions from kindergarten to university so as to easy the means of communication countrywide and world wise.

Teacher L3

English should be taught in all levels of learning in Tanzania and motivation should be given to the teachers.

Teacher M3

I want to wish you for your preparation of your program of teaching which requires learning and leadership development for the UPE as it is not good satisfactory for our schools. Therefore, those UPE teachers should be advised to join teaching college for two years for grade IIIA course in order to be capable in teaching and learning process in our schools (primary education). Thank you.

Teacher N3 ***

For UPE teachers to be excellent in their professionals, different funds and helps from the government should be provided. Also, it could be good if each nation could use its own national language to educate their members.

Seminars are very important to UPE teachers to developing their future. It will be better if the government of Tanzania will provide the chances for the UPE teachers to upgrade themselves in terms of education.

Teacher O3

Walimu wa UPE wanatakiwa waongezewe muda wa mafunzo kwani eimu walio nayo haikidhi matakwa ya jamii kutokana na mtaala wa elimu ulivyobadilika.

Teacher P3

Kwa mawazo yangu napenda kutoa maoni kwamba walimu wa UPE hawana mafunzo ya kutosha kwa hivyo warudi chuoni mfano kama sisi tunavyosoma kwa miaka miwili tunakuwa na ujuzi zaidi.

Teacher Q3

Comment is: all UPE teachers as well as leaders must have the minimal training. They should attend seminars, professional classes, scholarly conferences, and school meetings in order to get or acquire skills in whole process of teaching.

Teacher R3

A teacher should be competent in a certain subject as well as to know rules or should be well in administration and management for the development of the school and county's progress.

TeacherS3

Educational matter should be seriously but not a personal idea which cause a lot of misunderstanding among the student and cause poor performance.

Teacher T3

According to shortage of teachers in different levels of school/education, especially the primary schools, the ministry of education should pay attention to ensure that this shortage of teachers is well solved.

Check only criterias established by the government before selection so that to get well trained teachers.

Teacher U3

I propose that English should be taught from grade school to the university in order to improve the knowledge of students.

Also, all teachers should be encouraged on ongoing training activities in order to perform well in the profession.

Teacher V3

Schools should be provided with different teaching and learning resources eg.

Laboratories, with enough apparatus and materials.

Teachers should get in-services courses and workshops according to their subjects.

Teacher W3In life time is like a river, you can't touch the same water twice because the that has passed will never pass again so enjoy your profession well if you are a teacher.

Try to going in different seminars, meetings, and workshops for more development because the education has no end.

Teacher X3

All qualification of good and efficient education are well known to each and everybody even all committee of ministry of education knows, but POOR ORGNANIZATION and UNCOUNTABILTY. What much needed is ACT TO WANT IS PLANNED.

Teacher Y3

UPE teacher should be empowered enough by the government in order to rise their level of education in order to bring out enough efficiency in teaching professional.

Teacher Z3***

My comment is that, UPE teachers are very important in case of improving education in our country, but the system of selecting UPE candidate is not well. I suggest that the government should start to select the candidates who had completed form four [grade 12/grade 14] levels with division IV points 28th, not the candidates who had completed standard seven. And the government should improve the training facilities of the UPE teachers as to encourage them.

Also the government had to improve the salaries to the UPE teachers and improve their life condition in order to avoid corruption and influence them in academic performance and training.

Teacher A4***

My view is that I wish to comment to Minister of Education and teacher training institution to enhance all teachers to have a chance of developing themselves at the end to be professional in all acts during teaching and learning process.

Teacher B4

Teachers should have knowledge skills and attitude.

Teacher C4

Thanks Lord Sah! Bless you Sister. Stay positive. I think that even me one day I can live in Marekani because that is my dream.

Teacher D4***

Major means of instruction in teaching and learning should be change to English in all levels of education in Tanzania.

Teacher E4

Please and please all UPE teachers must have positive attitude to desire for higher education compared that education has no end.

Also, the Ministry of Education must motivate and encourage UPE teachers to scramble for increasing their level of education.

Teacher F4****

Educational/training facilities should be well improved and provided in all educational levels.

Chances should be given to teachers with final support for further learning or training so as to acquire more skills and knowledge to be in a better level for development of both education system and professionals.

Teacher G

UPE teachers have to be trained and having different seminars, professional classes, scholarly conferences and school meetings so as to be improved and bring development in Tanzania.

Teacher The Universal Primary Education is already outdated in Tanzania so it is impossible to step back. It is better to step forward in order to reach to the best success in our education. That is why the teachers who are produced nowadays are the teacher grade IIIA. And grade IIIA is the last grade rather than grade B, C, of UPE.

Teacher I4

Strength of the government depends on how much people are educated. Seminars will help.

Teacher J4****

- Serikali itupie macho zaidi kwenye secta ya elimu na hasa msingi na secondary.
- Kabla ya kujenga shule mpya vifaa vyote vya kufundishia viandaliwe/viwepo.
- Watenge mishahara ya wali.
- Serikali isiyumbisha mitaala kila mwaka.
- Mfuma wa elimu uzingatiwe na sio kila waziri na mfumo wake.
- Walimu wengi waliingizwa kazini kwa mipango alimradi apate mshahara kwani alikosa pa kwenda na hivyo kushusha elimu.
- Walimu waendelezwe wakiwa shuleni.

Teacher K4

I wish the government should abolish the system of pupils not being school four years instead they attend evening classes then they do exam with those of 4 years in school to be considered of the same knowledge. I strongly disagree with this system. All should attend 4 years class to be considered as form 4 and two years.

I think I can call it HALF-SCHOOL if they just attend evening classes.

Teacher L4****

- Elimu ipewe umihimu wa kwanza kuzingatia pasipo elimu nchi haiwezi kuendeshwa na wajinga au watu walioelimika nusunusu
- Mipango mibovu ya uendeshaji elimu imefanya taifa letu kuanguka kwa uchumi.
- Taifa haliwezi kutegemea watalamu wake, kwani halijiamini na viongozi ni moneyminded
- Tufike mahali elimu iwe mgongo wa taifa
- ** Naomba Utafiti huu mzuri katika hii questionier uandikiwe kitabu.

Teacher M4

This idea needs to be published.

Teacher N4

My comment is that all UPE teachers as well as leaders should be given seminars, conference, meetings in order to acquire skills from them and if possible all must be

empowered in order those who are well trained to get a chance so as to have a professional teacher within the country.

Teacher O4 ****

1. My advice is that “If I were in Ministry of Education department, I would have insisted to remove this system and introduce the system which may cope with the level of our people in their development as well as nation in general.
2. The government formulated the educational system by looking at their own interest rather than the benefit of nation.
3. Just imagine nowadays student joining secondary school without knowing how to read or even write. WHY???

Teacher P4

I would like to add this suggestion in this part of information given above that we should put emphasis on English language. It is good to be taught from the grade school to university. Because, through using English, we can make learners to have good foundation from the lower to higher leaves, something which could have boosted the standard of education in Tanzania.

Teacher Q4

Professional development should be encouraged and well conducted to improve UPE teachers’ efficiency.

Teacher R4

Education itself needs great accommodation of influence from teachers’ superiority, and understanding.

Then, those who become teachers from the UPE system are needed to be well trained in order to form good leadership.

Teacher S4

UPE TEACHER’ PERFORMANCE

1/4	Performance is very good
1/2	Performance is average
1/4	Performance is poor

Teacher T4

-Schools should be provided with enough teaching and learning materials.

-Workers and in-services courses are very important to the teachers.

Teacher U4

I like this questionnaire and if it works it will be more productive.

Teacher V4

Most of the UPE teachers today have developed professionally and there are great/senior leaders in the government offices.

Teacher W4
We can!

Teacher X4
UPE teachers should go for on-going training formation to be recharged for their leadership and teaching.

Teacher Y4
Walimu wa UPE wanatakiwa kurudia mafunzo yao angalau kwa mwaka mmoja, ili waweze kuendeleza technology na science iliopo kwa wanafunzi husika.

Teacher Z4
I wish to become more famous through education by improving standard of education from where I am to higher quality of education. Wishing you the best. Thanks a lot.

Teacher A5
Teacher should have knowledge.

Teacher B5
English should be taught from grade school to the university. This will help learners to perform better in their educational affairs, since English language has been an obstacle to most of the learners in educational field

Teacher C5
Teaching is a key profession to all other professions and therefore, teachers of all levels need ongoing training, workshops, or seminars which will inform and equip them with new skills of teaching according to technological changes around the world. In addition to that the use of English language should be encouraged as a medium of instruction as it will equip our pupil/students with communication skills and give them confidence to compete with others around the world in provisions of employment opportunities.

Teacher D5

1. Education policies and systems should be left to operate professionally rather than being influenced by constant changing political programs. Professionalism is crucial for sustainable education progress in Tanzania
2. Willingness to spend more in education by putting in place all necessary educational aids like books, teachers, classes, etc.
3. Right attitude! Teaching is not a “low class job” but a “nursing hand” for any nation’s true development. People should change from thinking that politics is the best work one can ever have; or teaching is a stepping stone work to other employment.

Teacher E5
All UPE teachers as well as leaders should be given seminars, conferences, meetings, in order to acquire skills from them. And, if possible all must be empowered. Whose who

are well trained should also be given a professional development chances to increase the level of professional teachers in the country.

Teacher F5

Teaching as a profession, and it goes with world changes it doesn't matter if it is a UPE teachers or the other, we both need on-going training activities in order to perform well in the profession

Teacher G5

1. Candidates who want to join UPE colleges must have been performed nicely in their previous education of primary school, secondary school and college.
2. They must be interviewed to detect if they have internal feelings for a teaching profession to increase educational development in Tanzania
3. Ministry of Education should develop means of motivating those teachers who have internal feelings of developing UPE in Tanzania, to provide them with necessary resources in their profession.

Teacher H5

1. Teachers should be well selected according to their National Examination Scores
2. Teachers should not be after money. They should have critical teaching desire from their heart.
3. The government should improve salary for teachers to avoid corruption especially during selection processes.
4. The Ministry of Healthy together with that of education should make strategic plans for ongoing education for teachers.

Teacher I5

Teaching profession must be considered as basic profession, so efforts must be made to ensure the standards of education to be better

J5

It is a high time for the government to stop politics in the field of education. Teaching in Tanzania lacks the quality of being a profession due to the influence of politics in the field. Those who aspire to be teachers should be well recruited considering their performance and those who perform well should be given a chance to become teachers. The system of recruiting students to join Teachers Training Colleges (TTC) in Tanzania is absolutely poor.

Thus, leading to the lowering of the status of teaching profession. Lastly, the government should also establish a special board to approve teachers before they are employed. The issue of allowing paraprofessional teachers to work in the field is totally disagreed to those with good wishes of the betterment of the future of our entire nation. And, how about, the professionals who work in the ministry to dare allowing form fix [14th grade] graduates who have never gone to colleges giving them permits to teach in secondary schools. Are we serious with the future of our nation?

K5

I believe strongly that if the government would work hand in hand with those who have good intention of raising the standard of education of all levels, we shall have a better future nation. It seems as if what is being done now is more political than professional. Politicians talk much about education but, very little is done.