

**THE CONTRIBUTION OF TEACHING PRACTICE TO  
TEACHER PROFESSIONAL COMPETENCE; THE CASE OF  
MOROGORO AND KLERRUU TEACHER COLLEGES**

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A Dissertation submitted in partial fulfilment of the requirements for the degree of  
Master of Arts in Education of the University of Dodoma.

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by The University of Dodoma, a dissertation entitled *The Contribution of Teaching Practice to Teacher Professional Competence; The case of Morogoro and Klerruu Teacher Colleges*, in partial fulfillment of the requirements for the degree of Master of Arts (Education) of The University of Dodoma.

.....

Dr. ANDREW L. BINDE

**(SUPERVISOR)**

Date.....

## DECLARATION AND COPYRIGHT

**I, Urlick Ndunguru** declare that the dissertation titled, the contribution of teaching practice to teacher professional competence, is my own work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. Also I declare that this work will not be presented to any other University for similar degree award.

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## **ACKNOWLEDGEMENT**

The accomplishment of this work is a result of cooperation from a number of people. With this then it is not possible to mention all of them. However in a special way I would like to deliver my acknowledgement to the following;

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## **DEDICATION**

This work is dedicated to my father Ansigar Manzwalila Ndunguru and my mother Emmalenciana Mbelle for their far-sighted decision to send me to school. This dissertation is a result of their encouragement, efforts and bottomless understanding of the importance of education.

## **ABSTRACT**

This study intended to address the contribution of teaching practice on teacher professional competence. The introduction of competence-based curriculum at all levels in education system in Tanzania brought challenges to teachers who are the major implementers of the new curriculum. Therefore the base of this study was on the change of curriculum from teacher-centered to learner-centered in education systems. Social constructivism theory developed by Vygotsky was used as theoretical framework. While professional competence of teachers developed by Selvi was used as conceptual framework to guide my study. However literatures related with the concepts of teaching practice and teacher professional competence, modes of teacher preparation and its development were reviewed.

This study is a case study in nature whereby qualitative methods and techniques were used to collect data and some elements of quantitative techniques were employed too. The study also adopted a descriptive technique in analyzing, presenting and discussing data collected through interviews and focused group discussion. While data collected by questionnaire were analyzed through (computer) SPSS software version 16.

Findings revealed that, teaching practice enhances student teacher's professional skills in terms of pedagogical knowledge and subject-matter knowledge. Student teachers at college level are seen as a group of students but through teaching practice they are given an opportunity to demonstrate individual teaching competencies that might not be seen during classroom session. Also the study revealed financial inadequacy, shortage of teachers, absence of laboratories, lack of teaching and learning materials and lack of accommodation to student teachers as challenges facing the implementation of teaching practice.

Moreover, the study concludes that, for competence attainment at Diploma level in Tanzania teaching practice should not be less than 16 weeks per programme with respect to intensive supervision. This period is somehow adequate for student teachers to practice their learned knowledge and show competencies on teaching profession.

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## **ABBREVIATIONS & ACRONYMS**

BTP	Block Teaching Practice
DEO	District Educational Office
ESDP	Education Sector Development Programme
ICT	Information and Communication Technology
INSET	In-service Education and Training
MoEVT	Ministry of Education and Vocational Training
NZTC	New Zealand Teacher Council
OUT	The Open University of Tanzania
PRESET	Pre-service Teachers
TenMet	Tanzania Education Network-Mtandao wa Elimu Tanzania
TEP	Tutor Educators Programme
TIE	Tanzania Institute of Education
URT	United Republic of Tanzania

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

This study was intended to find out the contribution of field-based teacher education commonly known as teaching practice to teachers' professional competencies. As there have been concerns among teachers themselves, policy makers, educationist on type of teaching practice, and teacher education related issues regarding practical work for prospective teachers.

The quality, effectiveness and efficiency of any education system depend heavily on the quality of teacher preparations and development. Teachers are the ones who are more responsible in the society that can facilitate attainment of education system goals (Perraton, 2010). In order to perform with high quality, teachers need to be competent in terms of content and pedagogical-based knowledge. Teachers' competencies depend much on their skills, experience, professional knowledge and insight. This, however, depends much on the way teachers are prepared to meet the current and future demand of a given education system. Moreover, teachers can build their competence through learning and more specific through practice (Angelo & Cross, 2000).

Effective teacher education involves structured programming, mentoring, pedagogical practice and field-based (Teaching practice). Education and training through teaching practice positively contributes to the learning among student

teachers. Despite its challenges teaching practice help student teachers develop various competences such as critical thinking, creativity and emotional expression (Phillips, 2012). In Tanzania, teacher education programme at all levels is done for two to three years and teaching practice is one of the major components. According to Nwanekezi, *et al.*(2011) teaching practice is a practical use of teaching methods, strategies, principles, techniques and the application of theories related to teaching that enhance learning to learners.

Teaching practice in Tanzania is associated with a number of issues for example; first it is financially driven rather than mandatory professional requirement. The period to attend teaching practice depends mostly on the amount of funds allocated to the Ministry of Education and Vocational Training. Second, the time to attend teaching practice ranges from four to eight weeks. Thus, there is a fluctuation in terms of teaching practice duration. However, in a special way during this period attention is placed more in the assessment of student's teaching competence based on six criteria (see Table 1) namely; plan of the lesson, the use of the teaching aids/devices, conduct of the lesson, knowledge of the subject matter, class management and teacher's personality while leaving other competencies like research and cultural (Oluwatayo & Adebule, 2012). Therefore criterion appears in the assessment form is narrowed compared to competencies demonstrated by student teacher during teaching practice programme.

**Table 1 Sample of Assessment Form Used in Teaching Practice**

S/N	Criterion Used in assessing a Student Teacher	Mark allocated	Mark Awarded	Comments
1	Lesson Plan	8	-	
2	Subject knowledge and skills	8	-	
3	Teaching Methods	8	-	
4	The use of Teaching Aids	10	-	
5	Class Management	8	-	
6	Students Personality and Self Assessment	8	-	
Total		50		

**Source;** Oluwatayo & Adebule, (2012).

Teaching practice enables student teachers to know the pre-knowledge of learner, write learning objective that is a set of standards and goals to be reached by learners. Also teaching practice enables a student teacher design test and evaluation measures that is to set and use evaluation procedures with regard to objective, include practice and feedback in the training that means learning is a two-way traffic, students must be mentally engaged. Furthermore, teaching practice enable student teachers to create simple power point slides through the use of ICT skills in teaching (Martin, 2010).

There are several types of teaching practice as seen in Tanzania and each type has its own features. The common types of teaching practice are; demonstration lessons, micro-teaching, single lesson teaching practice and Block teaching practice. In this sense teaching practice is in the form of series of activities. Student teachers first

have to undergo demonstration lessons to see how it works. In this kind of teaching practice, demonstration schools (located in each teachers colleges) brings their students to the respective college where these students are taught by their teachers while student teachers remain as observers. In other words, teachers in the practicing schools are expected to act as co-operating teachers during demonstration teaching practice. Another kind of teaching practice is micro-teaching which is organized in the manner that, student teachers prepare a lesson and conduct to their fellow students. In a strict sense is peer teaching while the rest remain as observers (Darling-Hammond, 2010).

Furthermore, there is single-lesson teaching practice whereby student teachers under the supervision of experienced teacher educator are supposed to teach a single period in one of their teaching field. Finally we have Block teaching practice. This type of teaching practice takes a period of four to eight weeks when student teachers are exposed to the real life of teaching under the supervision of both teacher educators and subject Masters in schools (URT, 2009). The way how teaching practice is organized and experienced in Tanzania show similarities as well as differences with other countries.

For example in Finland, a broad-based curriculum ensures that newly prepared Finnish teachers posses balanced knowledge and skills in both theory and practice (Darling-Hammond, 2010). In the Finnish context of field-based teacher education, teachers preparation include both extensive coursework on how to teach with a strong emphasis on using research-based teacher education as a state-of-the-art practice and

at least a full year of clinical experience in a school. During teaching practice session, students are observed, evaluated and assessed by experienced teachers and teacher educators (Sahlberg, 2010).

In Japan, prospective teachers are supposed to teach two or more demonstration lessons in their first year. Their demonstration lesson is viewed by regional administrators, the guiding teacher, the School Principal, and other teachers in the school (Wong et al., 2005). In the process, prospective teachers are subjected to professional critique. Criticism is placed to the subject being taught and no personal critique of the prospective teacher. In this aspect student teachers are likely to gain the teaching competences (ibid).

Teaching Practice in U.S.A is done for six weeks. During this period student teachers are visited by examiners four times each block and students are placed in different schools for each teaching practice sessions (University of Malta, 2008). The modality of conducting teaching practice in USA is not commonly to all states as other states have different model of organizing teaching practice. In South Africa, candidates wishing to be teachers are supposed to attend five weeks of teaching practice annually. During this period students are responsible for arranging their teaching practice in schools of their choice and are supervised by senior teachers (Kvaternik, 2001). The period of five weeks is nothing if these student teachers do not prove competence in their teaching field.

In Tanzania all Universities and colleges that enroll student teachers have teaching practice program in their respective educational institutions. For example, candidates of the Open University of Tanzania who are aspiring to be teachers are expected to use 60 days for teaching practice in schools (OUT, 2011). Although, teaching practice has been considered necessary in all levels of teacher education, this study raised questions regarding duration of teaching practice, preparations, orientations, education materials, mentorship, and clinical supervision to mention only a few.

Moreover the setting of teaching practice in Tanzania is a challenging programme. In order to have a general view of who attended teaching practice in the two sampled Teacher Colleges, Table 2 may help to clarify. This clarification is based on the number of student teachers and their supervisors, while reasons to why not attending have also being placed.

**Table 2 Attendance to Teaching Practice**

Year	Participants	Total	Attended/ Percentage	Not- Attended/ Percentage	Reasons for Not Attending
<b>2010</b>	X <sub>1</sub>	478	478(100%)	0 (0%)	-
	X <sub>2</sub>	53	39 (76%)	14 (24%)	Study leave
	Y <sub>1</sub>	840	838 (99%)	02 (1%)	Truancy, sickness
	Y <sub>2</sub>	102	77 (75%)	25 (25%)	Study leave, sickness
<b>2011</b>	X <sub>1</sub>	413	413(100%)	0 (0%)	-
	X <sub>2</sub>	52	38 (73%)	14 (27%)	Study leave
	Y <sub>1</sub>	1273	1270(99%)	03 (1%)	Truancy, pregnancy, sickness
	Y <sub>2</sub>	104	76 (73%)	28 (27%)	Study leave
<b>2012</b>	X <sub>1</sub>	379	378(99%)	01 (1%)	Truancy
	X <sub>2</sub>	52	37 (71%)	15 (29%)	Study leave, Death, Sickness
	Y <sub>1</sub>	1284	1280(99%)	04 (1%)	Truancy, Pregnancy
	Y <sub>2</sub>	107	77 (72%)	30 (28%)	Study leave, Workshops

**Source;** Field data February, 2013

**Key**

X<sub>1</sub>- Student Teachers from College A, X<sub>2</sub>- Teacher Educators from College A.

Y<sub>1</sub>- Student Teachers from college B, Y<sub>2</sub>- Teacher Educators from College B.

Table 2 shows the attendance of student teachers to teaching practice programme from the two sampled colleges. Teaching practice is a necessary part to teacher education programme. Therefore for those who did not attend at normal session, remedial education are given and if it happens student at any circumstances did not attend they are disqualified. Moreover there is a college-based preparation among teacher educators before going to teaching practice. This helps them to be familiar with the criterion used in assessing their student teachers.

## **1.2 Statement of the Problem**

The requirement for the investigations on how teaching practice contributes to teacher professional competence is based on the short period allocated to this task which is four weeks only (URT, 2001). It is doubtful if professional competence to teachers can be developed within this short period. There are also questions on how teaching practice is conducted if it promotes teacher professional competencies. Furthermore there are misleading among teacher educators and student teachers concerning the programme of teaching practice as whether it is professional requirement rather it is related to personal gains/benefits.

Like other professions, for example; doctors learn about human organs in the lecture theatres but have to perform human operations to see the nature of the organs. Lawyers learn different laws yet they have to undergo some level of internship to see the interplay between theory and practice. It is similar for Engineers and other professions (Hyson, 2003; Osaki, 2007). Notwithstanding these examples, it is not all smooth with all professional/careers and teacher education is not unique.

Pre-service teacher education in Sub-Saharan countries including Tanzania is said to be of poor quality, as little attention is paid on how teaching practice is organized and supervised. Consequently a gap in teaching profession has been created between the theories on teaching and actual classroom practices. With this then competence of teachers as experienced during teaching practice is also likely to be affected (Lewin & Stuart, 2003; O'Sullivan, 2010; Kapinga, 2012).

Also in Tanzanian context, various studies have been conducted in teacher education concerning teaching as profession. For example, Anangisye (2010) conducted a study on tutor's competence in preparing student teachers and revealed that there is professional incompetence to some of teacher educators leading to unqualified teachers. On the other hand URT (2001) observation on teacher education sector revealed that most assessments of student teacher appears to focus much on pencils and paper tests and less on practical tasks. Similar study conducted by Wemberi (2010) on the quality of one year diploma level student teacher pedagogical content, knowledge and skills revealed that teachers trained under one year diploma course were incompetent in content and pedagogical skills.

Despite this information, little had been said on the contribution of teaching practice to teacher professional competence. Therefore, as an experienced Teacher Educator (10 years) I would like to conduct a study to address this concern.

### **1.3 Purpose of the Study**

In view of the background and statement of the problem, the purpose of this study was to investigate the contribution of teaching practice in enhancing teacher professional competencies. Within this broad aim, specific objectives of this study were;

- a) To investigate the contribution of teaching practice in enhancing pedagogical knowledge, subject matter knowledge and skills.
- b) To find out the understanding of professional teacher competencies among teacher educators.

- c) To explore challenges facing the implementation of teaching practice in Tanzania

#### **1.4 Research Questions**

In light of what have been discussed in the statement of the problem and purpose, research questions which guided this study are;

- a) What is the contribution of teaching practice in enhancing teacher professional competence?
- b) What is the understanding of teacher professional competencies among teacher educators?
- c) What stands as barriers in the process of teaching practice?

#### **1.5 Significance of the Study**

The findings of this study would provide a base line to policy makers in designing and implementing programmes that meet the felt need of teaching profession. Also the findings from this study were expected to inform extra roles to teacher educators who are key stake holders in implementation of the teaching practice programme to student teachers in their respective teachers' colleges. This subsequently contributes to improve teacher educators' practices, in facilitating and supervising teaching practice programme.

#### **1.6 Limitation and Delimitation of the Study**

The study was restricted by number of limitations including the following: Firstly, the study had intended to involve the opinions from equal number of experienced and

non-experienced teacher educators within the sampled teacher colleges. It was found that only three respondents have experience of more than ten years teaching in teacher colleges. Therefore the source of data collected seems to be dominated by opinions from teacher educators whom are less experienced in teaching teacher colleges.

Secondly, scarcity of the literature related to the study. Most of the literatures found were from western or developed countries and not from Tanzania. There was no direct link of the literature found to the Tanzanian context, because problem that exists in Developed Countries to some extent is quite different to that of Less Developed Countries including Tanzania. Thirdly, it was very difficult to collect data from all teacher colleges in Tanzania. Under this context, vertical study rather than longitudinal was used, limiting the generalization of the findings obtained from the field.

Moreover this study confined itself to teacher colleges. The study focused only on Government owned Diploma teachers' colleges and more specific to Morogoro and Klerruu teacher colleges. Morogoro teachers college is prominent in preparing teachers for arts subjects while Klerruu teachers college prepares teachers for science subjects. The selection of the two colleges to participate in this study is aimed at getting in-depth information from both science and arts teachers about the contribution of teaching practice to teacher professional competence.

## **1.7 Organization of the Study**

This research report consists of five chapters. The following chapter (chapter two) presents the review of the related literatures. Chapter three presents research methodology. Furthermore research findings, analysis and discussions are presented in chapter four. Lastly, summary of the study, conclusion, and recommendations have been presented in chapter five.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This part of the study deals with review of literature in relation to teaching practice and teacher professional competence. It covers the concept of teaching practice, teacher competence, modes of teacher education, features of competent teacher, and challenges in implementing teaching practice, conceptual framework theoretical framework, and knowledge gap.

#### **2.1 The Concept of Teaching Practice in Relation to Teacher Competence**

Teaching practice is one of the most important aspects of teacher education. In addition teaching practice is the common element in the preparation of student teacher. It is an exercise designed to expose student teachers to the practical aspect of teaching profession and to enable them put into practice the theoretical knowledge acquired during classroom interactions with their lecturers. However Fagbulu (1984) as cited by Celawu, salawu & Osuji (2008) defines teaching practice as a kind of apprenticeship stage during which student teacher are posted out of their colleges to schools to gain practical and professional experience by translating educational theories they have acquired or learnt during coursework into practice.

Teaching practice is also an important activity as undertaken by all student teachers in the course of their training. During teaching practice prospective teachers not only are exposed to all aspects of school environment but also are provided with an

opportunity to establish relationship with administrators, students, teachers, and parents (Akbar, 2002; Okumbe, Wanga, & Karagu, 1999; Oluwatayo & Adebule, 2012). Furthermore teaching practice enable student teachers to establish and develop deeper understanding about educational principles, teaching environment and evaluation techniques in promoting their teaching career (Nwanekezi et al., 2011).

Through teaching practice student teachers are exposed to real life of teaching professional from which they can demonstrate their competence in teaching. Competence is the ability to carry out task(s) and it is usually defined by the three behavioral attributes; knowledge, skills and attitudes. Passos (2009) considered competence in two different viewpoints. Firstly, from theoretical point of view competence as understanding of cognitive structure that facilitates learning behaviour of an individual was identified. Secondly, from operational view, competence was taken as it covers a broad range of higher-order skills and behavior that represent the ability to deal with complex and unpredictable situations. On the other hand Westera (2001) views operational competence as personal knowledge, skills, attitudes, meta-cognitions and strategic, thinking and presupposes conscious and intentional decision making.

Based on the arguments raised, it appears that a competent teacher is one who has enough teaching skills, able to organize content and teach it in an interesting and flexible way, using good teaching methods (Cubukcu, 2010). Furthermore MacAllister (2004) asserts that a competent teacher is one who demonstrates competencies in the subject (s) of specification he or she teaches. Having content-

based pedagogy in his or her teaching, has a positive impact on student achievement, and has considerable experience (professional). However experienced teachers, demonstrate high level of competency in their content, skills and art of actual classroom practice (Shulma, 1985).

Therefore, in order to have competent teachers, teaching practice is a necessary and critical pedagogical component in the teacher trainees (TIE, 2009). Because teaching practice enables student teachers to be well professionally prepared, motivated, conscientious and efficient in classroom teaching with the spirit of inquiry, creativity and intellectual development of educational practice. After looking the concept of teaching practice and professional competence from its base, the discussion below will be on the modes of teacher preparation and its development in relation to teaching professional.

## **2.2 Modes of Teacher Preparation and Development**

Across countries, there are different modes of teacher preparation and development. The variety of teacher education programs (modes) underscores the definitive base on which to construct programs for preparation of teachers. This variation emanates from the amount of coursework offered, type of expected teachers and widely divergent sequence of learning experience as well as emphasis on teaching practice. For the sake of this study and in simplifying a complex reality, the four main pathways to become a qualified teacher found in different countries as argued by Lewin (2005) have been discussed in detail.

The first mode of teacher education is that of Full-time certificate/diploma or undergraduate college-based training in purpose-built institution. Admission to teacher education begins with course work in the junior year followed by adequate supply of pedagogical skills and field experience in senior years (Osaki, 2007). In other words, the duration of 1-4 years Full time residential of teacher education is followed by block teaching practice of 4-12 weeks in one or more years. This program sometimes is followed by internship. The kind of certificate awarded let say certificate, Diploma or graduate depend much on the level of entry qualification. For example; University-based entry criteria and curricula may differ with that of college-based programmes. The only thing to remember is that, this program is for junior or senior secondary school leavers with or without any experience in teaching profession.

The second mode of teacher education is that of Full-time Postgraduate training in higher educational institutions subsequent to degree level award. Under this mode, curricula requirements vary widely in terms of teaching practice and content because entrants are graduates (Lewin & Stuart, 2003). Teaching practice is conducted in 2-10 weeks sometimes followed by internship. Actually this program is offered through Full-time but may even be part-time and non-residential one (Lewin, 2005). The certificate awarded to candidates is the University Post Graduate Certificate of Education.

The third mode of teacher education is that of INSET and PRESET System with varied amounts of study and practice. This programme is aimed at, upgrading of no or under-qualified teachers and to meet large increase in demand for teachers resulted

from the implementation of the Universal Primary Education (Scannell, 2006). Candidates who join this program are junior or senior secondary school leavers with experience as untrained teachers. Untrained teachers have to undergo In-service training of untrained teachers based in schools leading to initial qualification. With this then, they are supposed to attend 1-5 years part-time residential or non-residential workshops.

Furthermore, there is Direct Entry into teaching without training as mode of teacher education. This kind is conducted to candidates with subsequent certification related to experience and course attendance. It resemble with apprenticeship. Untrained teachers are allowed to teach students by virtue of their final academic qualifications. Senior Secondary, college or University graduates are exposed to schools for 0-4 years of probation. There is no “program” of teaching practice because teaching is regarded as their normal employment (Lewin & Stuart, 2003; Lewin, 2005).

As shown above about modes of teacher education I may conclude that, with the exception of Direct Entry mode of teacher education, the other three mode’s curricula are subjected to methods of professional studies. Selection of any mode of teacher education program depends much on the demand for teachers, qualification of the candidates and educational policy in the state. However, in general teacher education in Tanzania have been categorized into two parts namely, pre-service and in-service teacher education. Pre-service teacher education refers to education and training provided to student teachers before they have undertaken any teaching as fully responsible teachers and in-service teacher education is an additional professional development course for teachers currently employed as classroom teachers (Kapinga,

2012).The discussion below traces general teacher's competencies which are expected to be demonstrated in the field of teaching. The aim of including this part is to (competencies of teacher) make a base for further investigation.

### **2.3 Teachers' Competencies**

Teacher professional competencies are seen in various criterions. There are; field, research, curriculum, lifelong learning, social-cultural, emotional, communication, environmental, and informational and communication technologies (ICT) competencies. On the other hand these competencies can be summarized in four areas namely; knowledge, teaching skills, assessment and evaluation as well as professional values and behaviors (URT, 2010; Selvi, 2010). For the sake of this study all of these features will be discussed in detail as way of making teaching professional unique with other professionals.

Field competencies refer to the content that teachers and students will study (discipline). Field competencies are the main areas that teachers demonstrate their academic studies or content. Formally this competence was regarded as a major are to prove competencies during the era of knowledge transmission from a teacher to a student. Competence in field or content should be accompanied with research. In this manner teachers should be competent in research methods, technique, designing and carrying out research in teaching the authorized content. Teacher's ability in designing, conducting and presenting original research in all forms being it at practical or theoretical aspects of education, proves his/her competence (Sahleberg, 2010).

A competent teacher is one who respects professional values and his or her behavior reflects good citizenship as a Tanzanian. Professional values refer to teacher's professional code of conduct and commitment towards their professional roles as teachers (URT, 2010). Teacher's behavior and appearance should be of role model to the society and more specific to the community of learners. Generally competent teacher should foster social, spiritual, moral, emotional and physical development of self awareness as a teacher in one hand and as a learner's guide in the other hand (URT, 2010).

Also teachers should demonstrate their competence in curriculum development and its implementation. Curriculum competence of teachers can be seen in knowledge they have about curriculum development processes, curriculum design, elements of the curriculum, selecting and organizing the content, and preparing a plan for teaching (Selvi, 2010). The ability of a teacher to prepare scheme of work, lesson plan, lesson notes, action plan, select a proper teaching strategy and the use of teaching and learning aids demonstrates his or her competence in teaching.

Furthermore lifelong learning competencies of teachers include ability of learning to learn and all teachers' responsibility of their own professional development. In other words Memmel, et al. (2006) argued that lifelong learning competencies are related to ability of learning and skills of using its means to improve learning throughout human life. In this way lifelong learning characterized by self-organized activities such as selecting the environment for learning, defining learning goals, finding and selecting content for learning and following a preferred learning path.

Another area of competence is that of emotional. Competent teachers should demonstrate the maintenance of their own and students emotions as a way to control student's emotional dimensions in learning. However social-culture competence is another area where teachers are supposed to be competent. Teaching and all other related interactive activities should be done with the use of humanistic approach and social theories. Setting humanistic approach into practice in classrooms proves that teachers are competent in their professional. Therefore cultural competence of a teacher involves understanding, respecting and valuing culture and knowing how to use culture as an asset in teaching and learning process in both inside and beyond the classroom (NZTC, n.d).

Competent teacher should have also good teaching skills. Teaching skills refers to the instructional processes, strategies and class management techniques that a teacher uses to enhance learning (URT, 2010). One could be regarded as competent teacher if he or she is able to create a positive classroom atmosphere and motivate learners through appropriate and supportive actions. Also competent teacher is able to give clear instructions about the content. Furthermore competency is shown in Selecting, developing and implementation of curriculum materials are of high quality and care.

Teachers should be competent in communication. In this criterion, competent teachers are effective in the use of communication models, interaction among teachers, students, social environment and learning topics. However under this category teachers are able to use oral, body and professional language in their fields. In other words communication competence could be regarded as cultural

competence. Deardorff (2009) argued that teachers should have cultural competence that may allow them to use theories related to cultural values and communication styles which is applicable into the classroom.

Environmental competencies, teacher's ability to use knowledge, attitudes and skills about ecological system and environment is termed to competent in environmental. Ecological system and environmental awareness such as keeping clean and available environment, management of ecological resources, and feasible use of natural resources by teachers are regarded as to be competent in teaching professional. Another area that demonstrates the competencies of teachers is the use of information and communication technologies in teaching and learning processes. Competent teachers are able to use technology for manipulation and communication of information.

Competencies of teachers can be seen on how a he or she assess and make evaluation to the process of learning. Assessment and evaluation refers to the process of collecting, analyzing and interpreting information about learning through the use of variety of assessment tools (URT, 2010). Under this category or criterion, a teacher is supposed to demonstrate competencies in designing valid assessment tools use it in providing feedback to improve lesson planning and is able to use appropriate criterion to make formative and summative judgments. After tracing features of competent teacher, now let us see some of the challenges faced by teachers during the implementation of teaching practice program.

## **2.4 Implementation of Teaching Practice in Tanzania.**

Educational problems that exist in African states today especially on teacher education, none is as persistent as relating to the preparation of competent teachers (Nwanekezi *et al.*, 2011). This citation still remains true about teacher education in Africa particularly in Tanzania. Looking at the curriculum, content, pedagogical skills in preparing teachers to teach competently and the period within the Diploma course conducted in Tanzania faces a lot of challenges (Wemberi, 2010). In this manner teacher education programme is subjected to face a lot of challenges.

Preparations of teachers in Tanzania particularly in government owned teacher colleges does not relate to the number of teacher educators found in the teacher colleges. All government owned teacher colleges depend much on the teacher educators allocated from the Ministry of education and Vocational Training. However, there is un-equal attendance of teacher educators from one college to another. This also had been resulted from number of reasons, poor provision of social services and inadequate infrastructure (transport and communication) being predominant (URT, 2004). If this is the case, even the efficiency of teaching practice program to student teachers will be affected.

All government owned teacher colleges (student teachers and tutors) depend mostly on the amount allocated from the Ministry of Education and vocational Training. However there has been unusual delay in provision or allocating this money exactly when the period of teaching practices starts (TIE, 2009). With this then teaching practice program is affected. On this view it means that, the implementation of

teaching practice in Tanzania depend much on money allocated from the national budget especially on Government own teacher colleges.

The most available and affordable means of transport to many Tanzanian's is that of roads. During teaching practice, student teachers use roads (cars, buses and Lorries) to reach their practicing stations. Most of schools are found at rural areas as a result they are required to use rural roads. It is known that rural roads are crucial for the supply of basic social services such as health care and education to the entire population. But the supply of services is hindered by the inadequate reliability of road networks, since most of these roads are often cut and not accessible during the rainy season (TIE, 1999). This problem is historically driven because traditionally in Tanzania, road building has been given higher priority than maintenance with scanty attention to the imperative of recurrent costs of road management once the road has been constructed (URT, 2004). Therefore poor standard of the road networks impedes mobility and access of services in the country, particular in the rural area. Student teachers and teacher educators they do use these roads to and from the teaching practice stations. With then if the roads are of poor standards it affects the efficient of teaching practice programme.

The quality of teacher educators also is another challenge that faces the implementation of teaching practice as unique component in preparing competent teachers. Graduates from universities are directly employed and given tasks at teacher colleges without gaining any experience from demonstration schools. This is another challenge because these teacher educators they have no experience about preparing teachers.

Mosha (2006) argues that, colleges of teacher education throughout the country have been made as dumping grounds for people without basic qualification or with questionable credential. In other word if candidates aspiring for the teaching professional are weak in content, how can they build competence in teaching? Competence of an individual is proven through the demonstration of both content and pedagogical skills. All in all this is another challenge that faces teacher education in Tanzania and more specific in teaching practice program.

## **2.5 Theoretical Framework**

Social constructivism theory developed by Lev Vygotsky (1978) and supported by Engestrom (1987) and others served as theoretical frame work to guide this study. The researcher has attempted to employ this theory because it has inter-relationships with the study. Teaching practice is conducted at the school environment from which community of learners are identified including student and novice teachers. Social constructivists assume that, learners are active members in constructing their own knowledge (Bank & Medwry, 1995). Knowledge is shared, not discovered, or acquired. Participation of learners in social activities is the key to learning and it influences the development of their cognitive abilities and cultural heritage. In other words one comes to learn through participation in the community of learners. With this then social interactions are important to the construction of knowledge. Therefore, from these order knowledge is socially constructed (Hein, 1991; Ertumer & Newby, 1993; Swan, 2005).

Furthermore social constructivists assume that; culture gives the child cognitive tools needed for their development. Adults such as parents and teachers are agents for the tools of culture. Components of culture include language, dressing and beliefs. In this vain social constructivists place more emphasize on the role of culture to social context and cognitive development of learners. Another concept is, Zone of Proximal Development (ZPD) which means learners can learn with the help of adults or others who are more advanced in particular concepts and ideas.

In relation to the topic/study (teaching practice and teacher professional competence) there are four ways of interactions. The first kind of interaction is between teacher, students, teacher educators and student-teachers through demonstration teaching practice. The second way of interaction is that of student's teachers themselves through microteaching. The third one is the interactions between students, teacher educators and student teacher during single lesson teaching practice. Fourth and lastly is the interaction between student teacher and students through block teaching practice, though during this time even teachers and tutors may assess the teaching of student teachers.

On the other hand the principle of scaffolding in social constructivism is implemented through feedback during assessment of either single lesson or block teaching practices. Note that Scaffolding is the process of assisting learners to construct knowledge or is a support of an individual from another person to complete a task or solve a problem. Therefore in teaching practice student teachers are assisted by experienced teachers, teacher educators and other assessors during assessment time.

Moreover, in respect to the topic how teaching practice contributes to teacher professional development? The idea given is that, knowledge is socially constructed is also realized in the sense that novice teachers during teaching practice they plan what to be taught, they organize content to be taught and they implement their plans. From this notion knowledge on how and what to teach is constructed and developed.

Generally, social constructivists believes that education is not what the teacher gives a learner rather education is a natural process spontaneously carried out by the human individual, and is acquired not only by listening to words from experienced teachers but through the interactions to the environment (Cannella & Reiff, 1994). Therefore the notion from the theory relates with this study in the sense that, student teachers acquire knowledge of teaching as they interact with the environment through teaching practice program.

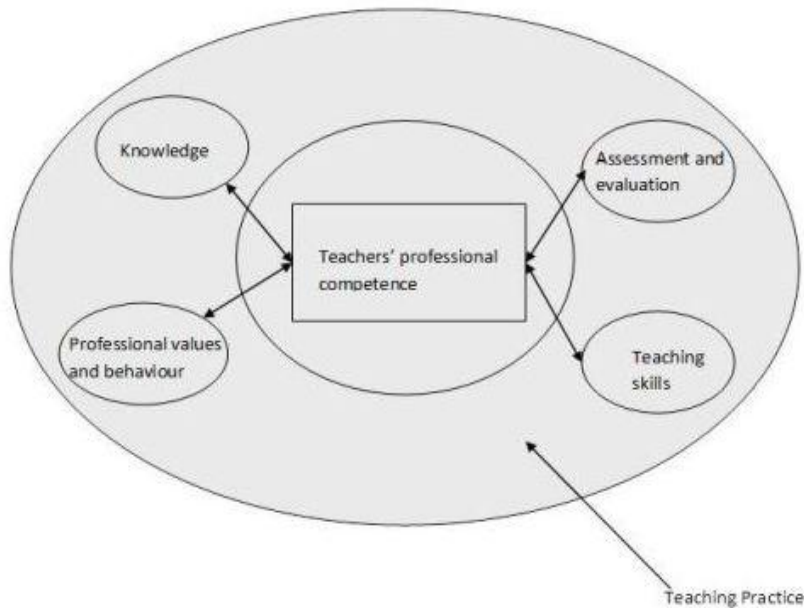
## **2.6 Conceptual Framework**

According to Mutai, (2000) a conceptual framework are ideals, concepts and philosophies derived from the theory. It shows the relationship between concepts in the theory and ideas in the study. The conceptual framework guided this study is teacher's professional competencies derived from Selvi (2010) and modified by the researcher. This model was chosen as it portrays components or criterion of teacher professional competencies that are demonstrated and observed to student teachers during teaching practice session.

In view of Selvi (2010) teacher competencies are seen in nine different dimensions; field competencies, research competencies, curriculum competencies, lifelong learning competencies, emotional competencies, social cultural competencies, communication competencies, Informational Communication and Technology (ICT) competencies and environmental competencies. These competencies can be integrated as we can see in the figure 1.

In respect to this model, there is a direct link between these components of teacher's competencies on one hand, and teaching practice as an area to which student teachers can demonstrate these competencies on the other hand. The eight elements as mentioned can be summarized into four main competency domains namely; knowledge or subject matter knowledge, teaching skills, assessment and evaluation as well as professional values and behavior (URT, 2010). The conceptual framework used in this study has been modified in order to fit the context of this study.

**Figure 1: Teachers' Competencies Demonstrated in Teaching Practice**



**Source:** Adopted and modified from Selvi (2010: 169)

## 2.7 Summary and Knowledge Gap

The literatures reviewed have shown that much work has been done about teacher education in general. This chapter provided findings about teacher education which have been conducted from global level to country level (Tanzania). Concepts of teaching practice, modes of preparing teachers, features of competent teachers and challenges faces the implementation of teaching practice seem to be key issue of discussion under this chapter.

Literatures reviewed in the study revealed that effort had been made on making criterion (standards) for teachers to be professionally competent. Also literatures have placed duration on how teaching practice is organized in various countries. The question raised is how these standards will be attained and in how long? Moreover

literatures have also established a gap that no study among them has been done about the contribution of teaching practice to teacher professional competence in Tanzanian context. This is evidently a critical research gap which this study intends to fill.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with research methodology. It covers the research design, study approach, area of study and the study population. Furthermore it traces on how sample size and sampling technique were obtained, data collection techniques used in the study as well as how validity and reliability of the study and ethical consideration are addressed. Lastly the discussion culminates with data analysis procedures.

#### **3.1 Selecting the Research Approach**

This study employed mainly qualitative approach but some of quantitative elements were included. Qualitative is an approach to research that facilitates exploration of phenomenon within its context using a variety of data sources (Baxter & Jack, 2008). This approach was used in collecting and analyzing data due to nature of the study. The qualitative approach on other hand allows the researcher to get into field and find out teacher educators' understanding of the importance of teaching practice as an element in promoting teaching professional competencies. Also the study used some elements of quantitative to determine the verification of data gathered. Creswell (2003) views qualitative as an approach to research that uses multiple methods that are interactive and humanistic, involving naturalistic and descriptive approach.

### **3.2 Research Design**

Research design is a basic plan or conceptual structure on how the entire study will be conducted. It involves operational and practicability of the objectives, choice of approaches and structure of the respondents. Also it deals with how data were collected, analyzed with the set of rules that enable the researcher to conceptualize and observe the problem under-study (Kothari, 2004). In this study, descriptive design was employed. This type of design was used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). Refer to the title of the study, the contribution of teaching practice to teacher professional competence. That means what has been taught in classrooms by their teacher educators then, student-teachers are supposed to demonstrate it in their field. Also this design is aimed at minimizing bias and maximizing the validity of data collected. Moreover this design was applied as it attempts to describe systematic situation, problem, phenomenon, program (teaching practice) and provide information towards the issue (Bernard, 1995). Furthermore this design investigates the properties of a single case or phenomenon (teaching practice) for the proper understanding of a large class of (similar) phenomenon (Yin, 1994). It is also aimed on looking how relevant information will be collected with minimal expenditure of effort, time and money (ibid).

### **3.3 Area of the Study**

This study was conducted in Morogoro and Iringa regions, specifically at Morogoro and Klerruu Teachers Colleges respectively. Both Colleges are government owned. The researcher decided to select the two colleges due to number of reasons specified

by each research site. Morogoro Teachers College for example, is the first college to introduce and implement in-service training to teacher educators through Teacher Educators Program (TEP). Teacher Educators from all teacher colleges in Tanzania are supposed to attend this program at Morogoro teachers college. Klerruu Teachers College is one of the Diploma teacher colleges that produce teachers who will teach science subjects in both government and private Secondary schools.

### **3.4 The Study Population**

Population is basically, the universe of units (group of people or objects) from which the sample is to be selected (Bryman, 2001). According to Best and Khan (1992) a study population is the aggregation of elements from which the sample elements are actually selected. In addressing the contribution of teaching practice to teacher professional competence, the targeted population (informants) were; College Principals, Academic Deans, teacher educators and student-teachers from the respective teacher colleges. Actually these respondents do share some characteristics as Leps and Kindlman (1987) argued that, the study population should share similar qualities.

For the purpose of this study, the respondents that participated in the study were; principals, academic deans, teacher educators and student-teachers from the two teacher colleges. Principals of colleges were involved in the study because are the once in charge with monitoring the whole processes associated to teaching practice at the college level. In other word Principals are the ones in charge of monitoring of pedagogical skills to student teachers. Also this group of respondents provides link

between what is needed by the Ministry of Education and Vocational Training and what should be done or implemented by teacher educators and student-teachers in their respective class. While Academic deans were used in the study as experienced personnel in organizing teaching practice at college level, teacher educators nevertheless are the ones who teach and assess student teachers during preparations and implementations of teaching practice respectively. However student teachers were involved as main respondents to prove their competencies in teaching and share their experience as students aspiring to be competent in teaching profession. Also student teachers are the key respondents under the study because all that had been discussed involves their response and influence.

### **3.5 Sample Size and Sampling Technique**

In this study, the research sample consists of 34 participants. The expectations of the researcher is to have an approximately sample of 2 principals, 2 academic deans, 10 teacher educators and 20 student teachers from the two teachers colleges making the total of 34 participants. Below is the table showing number of expected participants and the instruments to be used in data collection for each member group in the field.

**Table 3 Type of Respondents**

<b>Category of respondents</b>	<b>Instruments used</b>	<b>Expected number of respondents.</b>	<b>Actual number of respondents</b>	<b>Percentage of achievement</b>
Principals	Interview	2	1	50%
Academic Deans	Interview	2	2	100%
Teacher Educators	Questionnaire	10	11	110%
Student Teachers	Interview			
	Focused group discussion	20	20	100%
Total		34	34	100%

**Source:** Field Data February, 2013

### **3.6 Sampling Procedure**

The sample was drawn by employing probability and non-probability sampling techniques. Probability sampling is sometimes known as random sampling. Respondents were selected in such a way as to be representative of the population and provide the most credible results as it reflect characteristics of the population from which they are selected (Elder, 2009). In a more specific way Teddie and Yu (2007) argue that, in random sampling each individual in the population of interest will have equal likelihood or chance to be selected. Stratified sampling was also used in the study. Under this sampling technique (stratified sampling) population were divided into stratum including sex, educational level or qualifications and experience, and then followed with random sampling in each category or stratum.

In the context of this study, teacher educators were divided according to their sex and experience which is stratified sampling. Unlike teacher educators, student teachers (second year only) were divided only according to their sex. This sampling technique aims to ensure representatives of all groups within the population and in order to avoid dominance of one group in the presentation of data. After identification of all groups in each category, random sampling technique was employed to get sample size.

Non-probability sampling sometimes is known as non-representative samples and is less desirable than probability samples. Purposive sample is one of the non-probability samples and were used to serve a very specific need or purpose (Elder, 2009). Also Purposive sampling technique is the deliberate choice of informants due to the qualities the information possess, it involves respondents whom are willing to provide information by virtue of knowledge and experience (Bernard, 2002). In this study, Principals and Academic Deans of the identified colleges were selected because they meet the intention of the study. However Principals and Academic Deans of the respective colleges based on their positions, knowledge and experience in organizing teaching practice programs at college level are vital.

### **3.7 Data Collection Techniques and Instruments**

Any research conducted must have data collection instruments which will be used as an aid of data acquisition. In light of what have been debated in the background and purpose of the study, Data of this study were collected through interview, questionnaire, documentary review and focused group discussion.

### **3.7.1 Interview**

Semi-structured Interview is one of the techniques that were used in this study. According to McMillan and Schumacher (2001), interviews may be among the best primary data collection strategy to provide information on how individuals perceive their world and make sense of important events in their lives. In this study data from Principals, teacher educators, and student teachers were collected through interviews. Semi-structured interviews with open-ended questions were administered allowing respondents to define their teacher professional experience and the world in the unique ways and provide new ideas on the contribution of teaching practice to teacher professional competence (Michael, 2005).

### **3.7.2 Questionnaire**

Questionnaire with Likert scale was another technique that was used in this study. Questionnaire is a set of questions that is drawn up to meet objectives of the study (Babbie, 2001). Also was considered to be cost effective technique of collecting data from a large number of people in relatively standardized way (Strange, 2003). However this technique was applied to collect data from teacher educators. The use of this technique to teacher educators mainly allows the researcher to be consistency to data gathered. Eaden et al (1999) argues that questionnaire are used to special respondents as they can help to define the phenomenon, identify factors, investigate quality and predict some aspects of competence. Also this technique helped respondent (teacher educators) to express views on issues related to teaching practice which they would not feel comfortable talking with interviewers (Strange, 2003).

### **3.7.3 Documentary Review**

Document is a written text (Mogalakwe, 2006) and might be produced by people who have experience with particular event or behavior of the study. Documentary Review, on the hand included collection of information related to school profile and primary documents particularly circulars, annual reports, national examination results guidelines and research reports that were consulted in previous times (Saunders *et al*, 2000). In this study, documentary review was used to obtained data only from teaching practice assessment forms. In teaching practice assessment form criterions on assessing a student teacher has been indicated and through this form level of competencies to be attained are identified too. The uses of these also were aimed at making triangulation with other research tools especially interviews to see the interplay data gathered.

### **3.7.4 Focus Group Discussion**

Focused group discussion, this instrument was used to 30 participants particularly student teachers (second year) and teacher educators. This is aimed at encouraging them to speak their mind, thoughts and views freely. Also the use of this instrument in data collection enabled them (respondents) to portray their knowledge, attitudes and feelings about teaching practice in more advanced way (Kizilaslan, 2011). Moreover this technique was possible because it invited many respondents at once for few hours in a pleasant place and air out their feelings and thoughts about the phenomenon (Bernard, 1995).

### **3.8 Validity and Reliability of the Research**

Reliability is degree of consistency that the instrument or procedure demonstrates whatever it is used in measuring (Best & Khan, 1993). Validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure (Ridley, 2005). It is about credibility. On the other hand Golafshani (2003) argues that, reliability is the extent to which a questionnaire, test, observation or any measurement procedure or instrument produces the same results on repeated trials. In other words it is the stability or consistency of scores over time or across rates. For the sake of eliminating dependability and making the study effective, qualitative and quantitative approach or techniques in collecting and analyzing data were used. Triangulation of the instruments in collecting data was employed, meaning that the uses of multiple data collection instruments were used to address the validity of information being gathered or needed. The study employs interviews, an open and structured questionnaire as well as documentary reviews and focused group as data collection techniques. Also a pilot study conducted at Dakawa Teachers College was another way of validating the data collection instruments.

### **3.9 Ethical Considerations**

Participants were well informed about the purpose of the study and Permission from the legal authority (The University of Dodoma College of Education) was shown too. This helped participants to be assured with their security and free to participate in the study (provision of information). Participants together with their opinions being either in groups or individuals were respected and confidentiality observed as argued by researchers like Stern and Elliott (1997). Furthermore the presence of pictures of

some of the respondents in this study was also considered to ethical observations. Those respondents who appear (Figure 2) to this study, their willingness to do so were asked by the researcher.

### **3.10 Data Analysis Procedure**

Data were analyzed in qualitative manner, which means descriptive methods being employed. Not only qualitative technique was employed in the study but also some qualities of quantitative including percentage of respondents' involved in providing their views about the contribution of teaching practice to teacher professional competence. According to Beng (1989) cited by Enon (1995) qualitative data is in forms of words that is language. However sometimes qualitative data is in the form of descriptive or extended text. Data were extracted from data collection instruments, translated from Kiswahili to English and recorded into special forms. From there the organization of data was done according to respondent's views. Classification, categorization, coding and grouping of data was done through listing concepts in relation to research objectives and questions. Data collected through interviews and focused group discussion were analyzed qualitatively, while data collected through questionnaire were analyzed through the use of SPSS software version 16. Therefore in this study, data was analyzed using qualitative technique and employ some technique of quantitative.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

This chapter presents, analyses, and discusses the findings of the study in accordance to the stated research objectives. The findings are organized according to three main research objectives, which guided the study. The first research objective sought to examine the role of teaching practice in enhancing pedagogical knowledge, subject matter knowledge and skills to student teacher. The second research objective was intended to find out the understanding of professional teacher competencies among teacher educators. The third research objective was aimed to assess the challenges which hinder implementation of teaching practice programmes in Teacher Colleges in Tanzania. The research findings are presented first in brief then in details as per research objectives.

**Table 4 Summary of the findings as per research objective one**

<b>The role of teaching practice</b>	<b>Number of respondents and percentage(N=34)</b>	<b>Some of quotations</b>
It influences experience and confidence	32 (94%)	
It influences mentorship	28 (82%)	...lack mentorship from some of the experienced teachers....
It influence individual competences	17 (50%)	...there is individual observation to see realities...
It exposes them to teaching realities	33 (97%)	...enable them to see real life of teaching.....
It influences assessment	7 (21%)	
It influences lifelong learning	14 (41%)	

**Source;** Field data, February 2013

## **4.1 Teaching Practice Enhances Pedagogical Knowledge, Subject matter Knowledge and Skills among Student Teachers**

In discussing how pedagogical knowledge and skills to student teachers are enhanced, the researcher collected data from difference sources through interviews and focused group discussion. Findings obtained through interviews and focused group discussion show that, teaching practice has the role to play in promoting pedagogical competencies to student teachers. The findings below show that, there are several ways through which teaching practice enhance competencies to student teachers.

### **4.1.1 Experience and Confidence on Teaching**

Research findings show that teaching practice enables student teachers to gain experience and confidence in the course of teaching practice. 32 respondents out of 34 equals to 94% who were interviewed indicated that, teaching practice enable student teachers to acquire confidence on teaching. The findings also were supported by the responses from the student teachers, teacher educators and academic deans through interviews and focus group discussions. Their responses show that, through teaching practices student teachers gain experiences from their subject master teachers as they are involved in teaching. Also the findings indicate that, student teachers' confidence emanates from experiences they gain during block teaching practices.

In a special way and contrary to the above findings, one academic dean from one of the sampled college who was interviewed during the data collection session argued that, after assessments most novice teachers are not fully engaged or involved in

teaching rather they use their time to perform other activities contrary to teaching. This implies that teaching practice programme brings novice teachers to schools for gaining experience and confidence but if after assessment these student teachers do not care about teaching the situation affects their experience and confidence.

#### **4.1.2 Lifelong Learning**

Findings from the field show that, teaching practice enables student teacher to make explicit reference to previous learning and to apply it in an innovative way. Interview conducted to Academic Dean from one of the sampled college views on teaching practice were, student teacher' learning is reviewed in depth to reveal significance change of their perspective. A change in perspectives of a student teacher is about educational and life experiences which provide foundation for expanding knowledge on teaching. Findings as observed in Table 4 show that, 41% of the respondents on the role of teaching practice to student teachers reveal that it influences lifelong learning.

This finding relates with that of Memmel *et al.* (2006) who argued that, lifelong learning is the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Teaching practice does not only enhance social inclusion, active citizenship and personal development, but also competitiveness and employability. Therefore through teaching practice student teacher's knowledge and experiences are pursued independently.

### 4.1.3 Mentorship

During teaching practice student teachers are supposed to be assisted academically by an experienced teachers from the school as a way of promoting their competence. This support should be in their specified discipline and other areas related to teacher professional. The findings show that most of student teachers are being assisted by senior or experienced teachers in their specified subjects. However one student teacher from college B complained that, he was not assisted academically by his subject master. This view was supported by Academic Dean from college A when he says “some of student teachers were not assisted academically by experienced teachers”. On his own words he said

*...Some student teachers lack mentorship from some of the experienced teachers in schools. Once a student teacher reports, experienced teacher hands over all the periods and leaves the station until the end of BTP. But s/he was supposed to support them in various ways of planning and teaching in general.*

**Figure 2; Student Teachers under Mentorship Support from an Experienced Teacher**



**Source:** Field data, February 2013

In Figure 2 show that, student teachers are on mentorship programme as an important part during teaching practice session. Student teachers on the supervision of an experienced teacher are taught how to plan, select and organize the content. Findings from the Figure 2 show that, an experienced teacher provides support to student teachers as a way of making them competent to the teaching profession.

Also the findings from the field as observed in the Figure 2, and the interview conducted to Academic Deans and College Principals implies that, student teachers who are assisted by experienced teachers are likely to be competent not only in their specified subjects but also in the teaching profession in general. Moreover student teachers who are not assisted by their subject masters, even their competence in their specified field and teaching in general are likely to be affected.

#### **4.1.4 Individual Competence and Experience**

Findings from the interviews and focused group discussion conducted to Academic Deans and teacher educators respectively show that, in Teacher colleges, student teachers are taught as groups as observed in the form of various classrooms. With this then, individual competencies and experiences are not easily noticed from student teachers. However during teaching practice session individual competencies of a student teacher are easily identified. Therefore teaching practice enables teacher educators to identify personal competence and experience of the student teacher. One of the respondents in the focused group discussion provoked that;

*...student teacher at college level (classrooms) are treated and observed as group. When they are at teaching practice there is individual observations to see realities on how he/she manage to teach.*

The above observation as per speech from the field it shows that student teacher through teaching practice they are exposed to real environment from which their individual competencies are shown and observed by other educational stakeholders. Also as observed in the Table 4, 50% of the responses argued that, teaching practice influences individual competences and experience to student teachers.

#### **4.1.5 Exposure to Teaching Realities**

Findings from the field show that, 33 respondents out of 34 equals to 97% as seen on the Table 4 revealed that, teaching practice exposes student teachers to real life of the teaching profession. Through teaching practice student teachers goes to various schools to see the practicability of theories learnt at their respective colleges. From this point the reality in teaching profession is observed. Real life of teaching will not be exercised to student teacher if they will stay at their colleges without going to teach in schools (practice their teaching skills). However, reality of teaching is experienced at schools through teaching practice and not otherwise. Findings from the field also shows that two teacher educators from college A supported this view by addressing that, teaching practice tends to expose student teachers to real life of teaching. Also teaching practice enables student teachers to see challenges they face. This view was supported by college Principal. From his words he says,

*...It is important for student teachers to have teaching practice session. This will enable them to see real life/environment of teaching. Also it could be better if there would be an exchange of working environment among student teachers. For example, if at the first session s/he was posted to school found in urban then the next session s/he is supposed to go to schools found in rural areas. This will enable them to experience different working environment.*

The above observed view implies that, competence is acquired through practicing the event in real situation. Competencies of student teachers will be high to student teachers who attend teaching practice session, while student teachers who have not yet attended teaching practice even their competence on teaching will be affected.

Also data from the field relates with Ramsden (2002) who advocates that teaching practice sought to introduce methods that would lead students actively link their knowledge of materials to professional practice. Actually when knowledge is linked to professional practice then opportunities for student teachers to understand the reality of teaching is inevitable.

#### **4.1.6 Effectiveness of the Assessment**

It was found that, teaching practice enables student teacher to be assessed by different educational stake holders including teacher educators, teachers, District Educational Officers, school Inspectors, college Principals and others. Number of assessment given to a student teacher has great impact on his or her competence as it was argued from the college Principals, academic deans and teacher educators of the two sampled teacher colleges. This finding concurs with Alton-Lee (2008) who asserts that, School leaders and other educational stake holders who promotes and influence effective teacher professional learning and development have positive impacts to student teachers' professional achievements. Therefore effective assessments to student teacher in teaching practice as conducted through moderation have positive results to an individual student teacher.

#### 4.2. Professional Teacher Competencies as per Teacher Educator's views.

The second research objective sought to find out the understanding of professional teacher competencies among teacher educators. To get data needed, questionnaires to teacher educators, interviews and focus group discussion to academic deans and teacher educators were administered respectively. Findings obtained from the field have been first presented in summary then discussed in details.

**Table 5 Summary of the Findings as per Research Objective Two**

S/N	Criterion used to capture students' competencies	Views from teacher educators	College A scores in Percentage (N=5)	College B scores in percentage (N=6)
1.	Ability to select objective of the lesson	Weak	0 (0%)	0 (0%)
		Average	2 (40%)	3 (50%)
		Good	3 (60%)	3 (50%)
2.	Ability to state objectives relevant to the Content	Weak	0 (0%)	0 (0%)
		Average	4 (80%)	3 (50%)
		Good	2 (20%)	3 (50%)
3.	Ability to initiate classroom interactions	Weak	1 (20%)	0 (0%)
		Average	2 (40%)	4 (67%)
		Good	2 (40%)	2 (33%)
4.	Ability to organize content and teach effectively	Weak	0 (0%)	0 (0%)
		Average	2 (40%)	3 (50%)
		Good	3 (60%)	3 (50%)

**Source:** Field data, February 2013

##### 4.2.1 Student Teacher's Competence on Implementing Curriculum/Syllabus

Findings from the field showed that, most of student teachers seem to be aware of components of the curriculum. According to records from teaching practice

assessment forms, most student teachers are competent in preparing scheme of work, lesson plan, lesson notes, proper selection of teaching strategy and the use of teaching and learning aids. Despite the competences shown through records from teaching practice assessment forms, findings from interviewed teacher educators shows that, most of the student teacher to the same category they scored average. This contradiction implies doubts of competence of the student teachers on curriculum development.

Finding relates with that of Selvi (2010) who conducted a study on teachers' competencies in Turkey and view curriculum competencies as the understanding of curriculum plans for teaching and learning. In addition see curriculum competencies as competencies of teachers oriented towards carrying out teaching roles more effectively. Therefore curriculum competencies observed by teacher educators from student teachers during teaching practice session at secondary schools shows that, teaching practice has the role to play in enhancing professional competence to student teachers. Also as a teacher you suppose to be competent in understanding the components of curriculum.

Table 5 shows the responses of teacher educator's observation on the ability of student teacher to prepare objectives of the lesson as demonstrated during teaching practice session. Responses from college A indicates that 40% of the student teacher who were observed during teaching practice on their ability to prepare objectives of the lesson, scored average. 60% of them on the same case scored well. However the same case in college B showed 50% average and 50% good. This implied that, the role of teaching practice in preparing student teacher to be competent is of great

value. Student teachers were not weak on their ability to prepare objectives related to the lesson as indicated by the table 5.

Table 5 also shows that, student teacher ability to state objective which is relevant to the content is average in college B while in college A, 80% of them they scored average and 20% of those observed seem to be good. Findings as indicated by table 5 on the criterion number 1 and 2 shows that, student teacher were able to select, organize and prepare lesson plan for teaching. The findings also relates with Meena (2009) who asserts that curriculum competence of a teacher can be seen in the knowledge they have on selecting and organizing the content and preparing a plan for teaching that is lesson plan, scheme of work, and lesson notes.

#### **4.2.2 Student Teacher's Competence on Research-Based Learning**

Furthermore, findings through questionnaire and focused group discussion from teacher educators and student teachers respectively revealed that, teaching style of novice teachers was that promotes research in learning. Research based teaching/learning were observed from student teachers through asking face to face questions to their students. Questions administered to student teacher attempting to know student's pre-knowledge on the subject matter were used to improve student teacher's teaching and at the same time their learning on how to teach.

Research-based learning to student teacher is observed on how classroom interactions are established through asking constructive questions that increases critical awareness of learners. Findings from the table 5 show that, 20% of student teacher from college A was weak in asking questions that rise awareness to their students. 40% of student

teacher from college A and 67% from college B scored average. However 40% and 33% of student teacher from college A and B respectively scored well on the ability to establish classroom interactions and asking questions that increases critical awareness of students.

The implication of the findings as indicated in table 5 on the competence of student teacher attained during teaching practice is that teacher educators have differing views on the concept and the role of research-based on learning to student teachers. While student teacher from college A viewed as being moderate in research-based learning and somehow weak to some of component, teacher educators from college B view their student teacher being above average in implementing research-based learning as they were observed during teaching practice session. This contradiction from the two colleges for the same criterion, place doubts on the competence of student teachers on research-based learning as demonstrated during teaching practice session.

#### **4.2.3 Content**

The responses of the interview from teacher educators and Academic Deans showed that, most of student teachers were knowledgeable enough on content to their specified disciplines. During teaching practice session student teachers were able to use appropriate words according to the subject matter and age of learners. These findings were contrary to the results obtained through questionnaire administered to the same respondents (teacher educators). Results from questionnaire shows that most of student teacher scored average on their ability to content and teach

effectively. Moreover selection of words to the specific subject among student teachers as per questionnaires and interview conducted to academic deans and college Principals was poor.

The findings from the table 5 show that student teachers to both colleges were not weak in organising content and teach effectively. This finding relates with Meena (2009) who asserts that a competent teacher should not be weak in selecting and organizing content of the subject matter. Also the content selected should be taught effectively. In college A, 40% of student teacher scored average while 60% for the same category scored good. However in college B, 50% were achieved as average and good among student teachers to the same category that is, their ability to organize content and teach effectively. This implies that competence of student teacher on their ability to organize and teach effectively was not fully attained during teaching practice. Competences were not attained due to challenges that have been discussed bellow.

#### **4.2.4 Teaching practice Enhances Student Teacher's Competence on Culture**

Most of student teachers demonstrated their cultural competencies in various ways as per teacher educator's arguments. Findings from the field showed that, student teacher showed their cultural competence in ways of dressing, language they use and other cultural norms/customs like greetings and obedient to teachers and their students at large. Teaching of content and other related materials done by student teachers were in the way that promotes African culture and in more specific to suite Tanzanian context.

This finding relates with New Zealand Teacher Council (n.d) who conducted a study on cultural competencies for teachers of Maori learners and revealed that on cultural competence, teachers are able to use learners' culture as a building block to learn and teach. Also they understand how to utilize the learner's culture to aid the teaching and learning process as well as to facilitate relationships and professional growth.

#### **4.2.5 Teaching Practice Enhances Competence on the Use of ICT**

Research findings revealed that, during teaching practice session few student teachers seem to be competent on the use of ICT skills and knowledge in teaching. Their competence were shown or observed in searching for materials from internets and the use (computers) of power point in teaching. The use of ICT skills and knowledge to student teacher were possible only to those schools having infrastructure to support it. Infrastructure to support ICT includes presence of computers, overheard projectors and electricity supply. Student teachers during teaching practice used computers for typing (preparing) questions and storing examinations that could be done by their students. However during teaching some of them and in few periods seem to use overhead projector.

**Table 6: The Use of ICT during Teaching Practice among Student Teachers**

<b>Area of ICT use</b>	<b>Number of respondents and percentage (N=14)</b>	<b>Its implications</b>
Use of power point in teaching	5 (36%)	Used below average
Use of overhead projector in teaching	6 (43%)	Used below average
Presence of infrastructure that support the use of ICT skills in schools	7 (50%)	Average

**Source,** Field data, February 2013

Table 6 shows that, the use of power point and overhead projector in teaching among student teachers as per teacher educators view during teaching practice is below average. This implies that, most of student teacher during teaching practice they do not use ICT skills in teaching. 50% of teacher educators who were interviewed on the presence of infrastructure that support the use of ICT skills in secondary schools responded that, infrastructure in most secondary schools do not support the use of ICT skills and knowledge.

This implies that, ability of student teacher on using teaching aids (more specific on ICT skills) for teaching is below average. With this then their competence on using ICT skills in teaching is below average too.

#### **4.2.6 Enhancing Student Teacher's Competence on Evaluating Teaching**

##### **Procedures**

It was clearly established from teacher educators of both colleges that, student teachers scored low marks on self evaluation and student's evaluation. Views from teacher educators reveal that, a competent teacher is who also is able to evaluate teaching procedures. Evaluation done by student teachers' during teaching practice session concerning learner's progress on subject matter shows that they were unable to evaluate their students. This was evidently by answers from Likert scale administered to teacher educators. Therefore findings revealed that, most of student teacher scored average or below average on how they managed to evaluate the progress of their students. Also about self evaluation most of student teachers seems they are un-aware on how this criterion operates. Student teacher tends to contradict themselves on realities of what had been taught, students' understanding and what was supposed to be taught. This contradiction implies that, student teacher's competent on evaluating teaching procedure is weak.

#### **4.3 Challenges Facing the Process of Teaching Practice in Tanzania**

The third objective of this study sought to explore the barriers encountered to the process of teaching practice. In this part data were collected through interviews and focused group discussion. Findings obtained from both of the research instrument have been presented in four categories in regard to the respondents. The four categories of respondents are College Principals, Academic deans, Teacher educators, and Student teachers.

### **4.3.1 Principals**

The College principals who were interviewed on the challenges encountered in the implementation of teaching practice programme. The response were as follows,

#### **4.3.1.1 Financial Inadequacy**

Findings from Principals who were interviewed revealed that, funds from the Ministry of Education and Vocational Training allocated to their colleges are inadequate. Teaching practice to government owned colleges are financed by the Ministry of Education and Vocational Training. However the revenue of MoEVT depends on the funds located within the national budget. Also it was found that, the amount of money allocated to government owned colleges does not suffice the needs of teaching practice program. With this observation, living conditions of student teachers at their newly stations (schools when they are at teaching practice session) is poor. Teacher educators during assessment time face similar problem of financial constrains to sustain their needs. This in one way or another not only de-motivates student teacher on building their competence and professional development but also affects the efficiency on assessment of teaching practice programme at large. Although records show that there are annually increase in funds from national budget allocated to MoEVT from 16% of the total budget of the 2011/2012 financial year to 23% of 2012/2013. In real sense only 1.6% out of 23% was re-allocated to Teacher Education sector (URT, 2012). This situation affects ministry's plans including teaching practice programme.

The findings above is similar to that of Mbelle and Katararo (2003) on their study about access to education in Tanzania when they advocate that, government funding of primary and secondary schools education is low compared to other many Sub-Saharan countries. This reflects the need for the government to review the budget specifically on funds allocated to teacher education.

#### **4.3.1.2 Inefficiency Transport System**

Findings show that, although the MoEVT provides guideline on how to use funds allocated in the implementation of teaching practice program, there is another serious problem or challenge especially transport costs. Little funds are placed to facilitate transport. Most of transport system in rural areas is poor, using surface roads which are seasonal. It takes one to two days for student teachers to reach their stations for teaching practice. Transport charges are increasing annually while financial aid from MoEVT is decreasing annually too. Some of schools are far away from bus stand, there are not only poor feeder roads but also there are no cars to ferry student teachers from bus stand to their working stations. Also Teacher educators during assessment time do face similar problem. Having more than twenty teacher educators seems to be impossible to ferry all of them at large distances as to reach all the student teachers for assessments. Therefore competencies of student teachers are affected as they came late and assessment from their teacher educators are inefficient too.

#### **4.3.1.3 Shortage of Teachers**

The third challenge as observed from the college Principals is shortage of teachers to most of secondary and primary schools where student teachers are send for teaching

practice session. It was found that, most of the head of school do think that presence of student teacher at their schools, they had gone to cover the problem of teacher-shortage in schools. Student teachers are given more works to cover the problem resulted from teacher shortage. Giving student teacher more than two subjects with number of periods per week during teaching practice session is another challenge not only to them but also to their teaching competencies at large. With this regard, heavy workloads to student teacher starts from teaching practice session thus they are less motivated in teaching while compromising their professional competencies.

#### **4.3.2 Academic Deans**

Interview was administered to academic deans seeking their knowledge and experience about challenges facing teaching practice programme. Their arguments were based on the following categories;-

##### **4.3.2.1 Lesson Plan**

Findings from academic deans as obtained through interview showed that, there are several formats of preparing lesson plans. Teachers in schools have various formats of preparing lesson plans. This is the result of their background from different colleges and universities. It is known that teachers in all schools are products of these colleges and universities. The study revealed that student teacher when they are at college they are taught how to prepare lesson plan, however once student teacher reach to teaching station they found another format of preparing lesson plan. This is a challenge because student teachers are disappointed to which format should be followed. One of the directives given to student teacher when they are at college is to obey and accept advices from the experienced teachers. However it is found that,

these experienced teachers had their own way of preparing lesson plan which is contrary to formats taught at their respective colleges.

#### **4.3.2.2 Absence of Laboratories**

Academic Deans were asked to describe the challenges associated in the implementation of teaching practice programme. This study found out that, in most schools in which teaching practice is conducted there are no practical sessions to science subjects. Student teacher when they are at college, are taught how to prepare and conduct practical to science subjects but during teaching practice there are no opportunity of this concern. Also the study revealed that, most schools especially ward secondary schools have no laboratories including its facilities. Schools having laboratories there are also bureaucratic system for student teacher to conduct practical. Chemicals and other laboratory facilities remain only for examination purpose. Therefore, student teachers' competencies on conducting science practical during teaching practice session as taught from their respective teacher colleges become unrealistic.

The advocate of this challenge is the URT Report (2010) which asserts that, lack of, or non-use of, laboratories to most schools in Tanzania results into students doing the science subjects theoretically. However lack of, and non-use of laboratories to most of students performs poorly in examinations. This results into generating unqualified professionals. Therefore absence of laboratories and its equipments affects student teachers competencies as they are un-able to conduct practical as learnt theoretically at college level.

#### **4.3.2.3 Language of Instruction**

Language of instruction to all secondary schools in Tanzania is English except Kiswahili as a subject (URT, 1995). Student teachers at Diploma level are being prepared to teach in secondary schools where they use English as medium of communication. Findings show that, most of student teachers seem to be incompetent in language of instruction (English). This situation has been a result of number of factors including poor background in using English as medium of communication. Student teachers registered from the so called “English Medium Schools or Academy schools” seem to be competent in the use of English as language of instruction while those from government or not “English Medium Schools” seem to be incompetent in using English as language of instruction. Therefore student teachers during teaching practice most of them proved incompetent in using English as Language of instruction while few especially those with good background from English Medium schools proved competent.

Moreover the study conducted by TenMeT (2012) on the quality of teaching, learning, and application of Science, Mathematics, and English in education sector concur with this study as it revealed that teacher in primary schools have low capacity in using English as language of instruction. This is evidently as they were found teaching English through Kiswahili. Though the study was conducted to teachers with difference in academic qualifications (primary school teachers) but it indicates the reality to what is going on in various schools on the issue of language of instruction.

### **4.3.3 Teacher Educators**

To obtain the required data, focused group discussion was administered to teacher educators. Views on challenges facing the implementation of teaching practice were in three categories as discussed below:-

#### **4.3.3.1 Teaching and Learning Materials**

Teacher Educators' responses from both interviewed colleges revealed that there are shortage and lack of teaching and learning materials almost all secondary schools. Most of secondary schools do suffer from lack and shortage of teaching and learning materials including text books, syllabus and other related materials. The understanding of arithmetic, writing and reading is a big problem to students leaving (primary schools) standard seven. This problem among other things had contributed from shortage or absence of teaching and learning materials to many schools (URT, 2011).

Moreover the findings are in line with Hardman, Abd-Kadir and Tibuhinda (2012) who conducted a study about reforming teacher education in Tanzania and revealed that, in schools there are absence of teaching and learning resources in the form of textbooks, charts, and practical equipment. Meaning that, students had to copy notes from the chalk boards. This also implies that teaching and learning materials to schools are inadequate.

#### **4.3.3.2 Accommodations**

Findings of this study show that most of schools in Tanzania have limited house even to meet the demand of teachers and non teaching staffs. Allocation of student teachers in these secondary schools during teaching practice session increases the problem. Shortage of houses to accommodate all student teachers in various secondary schools is a great challenge to the implementation of teaching practice programme.

#### **4.3.3.3 Heads of Schools**

Head of schools are the major negotiators of their schools with other organizations or individuals. Also they are the spokesperson of the school (Okumbe, 1992). Findings from teacher educator shows that, head of school with the use of their position, some of them tend not to accept student teachers for teaching practice in their respective schools. Ignorance or poor leadership style to some of the head of schools results into the existence of this situation. Also they tend not to accept student teachers due to absence of place to accommodate them.

#### **4.3.4 Student Teachers**

Student teachers who were interviewed on the challenges they faced during teaching practice from college level to school revealed that, there are many challenges along the process of teaching practice. Number of challenges was identified but the commons were like as follows.

#### **4.3.4.1 Work Load**

Responses from student teachers who were asked about challenges faced during teaching practice shows that, work load to most secondary schools is too high. Student teachers were given 30 to 45 periods per week. Also they were given more than two subjects to teach. This resulted into inefficiency of preparing lesson plans and lesson notes, inefficiency in teaching and improper usage of evaluation procedures. Classes are overcrowded with students to some of schools added the work load to student teachers especially during evaluation stage of the lesson. It has seen in the field that some of the classes have 60 to 120 students per single room.

In light to the findings from the field, the TenMeT (2012) asserts that overcrowded classrooms up to 100 student in some classes to some schools resulted from the shortage of teachers increases work load to the few teachers present in that particular school. Therefore student teachers during teaching practice sessions instead of proving their professional competence, they suppose to cover the topics which are not taught due to lack of teachers.

#### **4.3.4.2 Working Condition**

Findings from focused group discussion conducted to student teacher from Schools selected for conducting teaching practice revealed that, most of schools are found in remote area. Also distance from student teacher's habitat to school is too long resulting into coming late and leaving too early from the school.

#### **4.3.4.3 Social Services**

Findings from student teachers about the supply of social service named above are a great challenge. Electricity supply, water supply and other means of communication to various schools is inadequate. Some of schools mostly at rural areas have little or totally no supply of social services. Absence of these social services affects student teachers, as most of their time instead of making self preparation for teaching they spend on looking for it. Teacher professional development is affected too. Also teacher professional development depends on how an individual engage in academic affairs.

#### **4.4 Strategies to Mitigate the Challenges on Teaching Practice**

This part deals with some of the solutions to the challenges facing teaching practice session as experienced during the implementation this programme. These solutions have been presented in a general form as from various sources.

##### **4.4.1 Energy**

Installation of solar energy and other sources of energy including bio-gas to schools with limited supply of electricity are among the best solution for the problem related to energy supply. Installation and the use of solar energy (system) and other sources like bio-gas may assist effective use of ICT equipments including computers, overhead projector and other teaching and learning aids. Some of the schools had tried to install solar panels. With the installation of solar energy and other sources of power, student teachers were able to apply their ICT skills in teaching and learning processes. Other schools have initiated the use of bio-gas as source of energy.

#### **4.4.2 Attendance Register**

Effective use of attendance register to both teachers and students is among the best method to solve the problem of truants. Attendance register book in every school should be available. Heads of school are supposed to maintain the attendance of his or her teachers by checking attendance register book frequently. The role of teachers on the attendance of their student is to report to parents upon the truancy of the children. The role of the parents is check on the exercise books of their children to see what had been taught according to school time table.

#### **4.4.3 Laboratories and its Equipment**

Join efforts from community members in constructing laboratories in those schools with limited laboratory will assist to minimize this problem. Also involving community members on how to have laboratory equipments is another way of mitigating the problem of absence of laboratory equipments in schools. However once this equipments including chemicals are bought should be available and used in schools not only for examination but also for learning purposes. However Security to both laboratories and its equipments should be strengthened as a way to maintain laboratory buildings and its equipments.

#### **4.4.4 Transport System**

Teacher colleges should own min-buses to insure efficiency of transport to Teacher educators and other staff-members during teaching practice. Also Services to cars they own should be of high quality and at right time. Whatever it could be, funding

system should be improved and money allocated to colleges from Ministry of Education and Vocation Training aimed at facilitating teaching practice programme should be increased and timely released.

#### **4.4.5 Accommodation**

Schools with limited houses for its staff-members including student teachers are supposed to hire from the native who owns extra houses. Schools hiring rooms for student teachers during teaching practice session, their respective colleges were supposed to cover the cost of renting those houses. Despite the problem of shortage of houses are more serious to urban schools, in rural areas sometime there in no houses to rent.

#### **4.5 Summary**

This chapter presented research findings according to the research objectives. The first objective presented the investigation on the contribution of teaching practice in enhancing pedagogical knowledge, subject matter knowledge and skills. The second research objective aimed at finding out the understanding of professional teacher competencies among teacher educators. The third objective dealt with challenges facing the implementation of Teaching Practice in Tanzania. The next chapter, therefore, presents the summary of the study, conclusions made and recommendations for the administrative actions and for further research.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with the summary of the study, conclusions reached and recommendations given for both administrative actions and for further research.

#### **5.1 Summary**

The study investigated the contribution of teaching practice to teacher professional competence in two teacher colleges (Klerruu and Morogoro). In this study, Selvi (2010) teachers' competencies model was used to build a stand on observable competencies that could be demonstrated by student teachers during teaching practice session. Social constructivism theory was used as theoretical framework to guide this study. However the role of "culture to social context, interaction of community learners, and the principal of scaffolding" as advocated by the theory seems to relate with activities carried out by student teachers during teaching practice session. Also the study was guided by three research objectives namely;

- a) To investigate the contribution of teaching practice in enhancing pedagogical knowledge, subject matter knowledge and skills.
- b) To find out the understanding of professional teacher competencies among teacher educators.
- c) To explore challenges facing the implementation of teaching practice in Tanzania.

Literatures reviewed, included theoretical and practical information on the contribution of teaching practice in promoting teacher professional competence from global and Africa level to Tanzania in particular were traced. The aim of using literature was to allow the researcher be familiar with similar problem from various countries and relate it into Tanzanian context.

Case study design was employed in this study and was conducted in Iringa and Morogoro regions found in Tanzania. The total of two Diploma teacher colleges were sampled both being public owned. A total of 34 respondents including college Principals, Academic deans, Teacher educators and student teacher were selected. All the respondents were obtained through simple random, stratified and purposive sampling techniques. The methods used to collect data were questionnaires, interviews, documentary review and focused group discussion. Data were analyzed qualitatively and quantitatively with the help of SPSS computer software programme. The major findings of the study were;

The findings from the study revealed that, College Principals, Academic deans, Teacher educators and student teachers were aware of the importance of teaching practice in enhancing professional competencies to student teachers. However challenges facing the implementation of teaching practice session in Tanzania impede teacher's competencies.

The findings also showed that, during teaching practice session student teachers demonstrated competencies in various areas. They showed competencies on carrying out teaching roles more effectively, cultural, content, evaluating learning and

teaching procedures. Moreover competencies were shown on the use of ICT in teaching.

## **5.2 Conclusion**

The observations on the Competencies of teachers begin during teaching practice. However teaching practice is said to be a double functional programme within teacher education. During teaching practice, student teachers acquire some practical experiences in order to shape-up their professional skills. They acquire professional skills in terms of the amount and quality through learning and teaching experiences. Therefore teaching practice is a crucial part of professional development to teachers.

## **5.3 Recommendations**

As per research findings and conclusions reached in the study, the following are the recommendations for both administrative actions and for further research.

### **5.3.1 Recommendations for Administrative Actions**

Ministry of Education and Vocational Training and other stakeholders like policy makers at all levels of education should observe these recommendations;

Following the fluctuation on the duration of teacher education programme in Tanzania especially on Diploma level, the best option is that of having intensive and effective teaching practice programme. Moreover teaching practice should be not less than 16 weeks per programme. Within this period student teachers will be able to attend course work at their respective teacher college and practice pedagogical and content knowledge in various secondary schools.

Indeed, the challenges which this study has presented are not new. In fact they are a “wake up” call for the Ministry of Education and Vocational Training in Tanzania to implement various strategies it set on teacher education programme and in educating our future generations at large.

For the teaching practice to be effective in enhancing pedagogical skills to student teachers, funding system implemented by the Ministry of Education and Vocational Training should be reviewed. Teacher colleges in connection with MoEVT should adopt funding system that exists in universities for similar programme (teaching practice). In other words the role loan board for high education should extended to assist and work in connection with MoVET particularly teacher education sector.

In one of the core subject taught at Diploma level I recommend that, teaching practice as topic should be added. Concepts of teaching practice including meaning, types, importance and modality of its operations should be within the syllabus.

### **5.3.2 Recommendations for Further Research**

The study recommends the following areas for future studies;

Teacher educators are the product of Universities in Tanzania. Teacher educators have the role to prepare for and assess student teachers during teaching practice session. Therefore, similar study should be conducted at University level as to see the practicability of teaching practice as a way of preparing teacher educators who are major implementers of teaching practice at Diploma level. With this then, the room will be given as a way of linking the role of teaching practice in enhancing professional development to student teachers on that level.

This study did not reveal everything. There are still questions unanswered. For example, the focus of the study was the contribution of teaching practice to teacher professional competencies. The researcher did not see student teacher in teaching practice session. I captured the information from student teacher and teacher educators while lessons were ongoing. Observation of what actually happens during teaching practice appear necessary, a study could be designed to cover this area.

A study can be done on the quality of teaching as demonstrated by teachers after accomplishment of their teacher education programme. As to see how competencies on teaching profession is been demonstrated by teachers on the actual field of teaching

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## APPENDICES

### Appendix I: Interview Guide for Academic Deans

This is an interview conducted by me, M.A Education student at the University of Dodoma-College of Education (COED). It intends to share knowledge with you about the contribution of teaching practice to teacher professional competence. Also this interview is part of my study. Lastly I recommend that any information given will be confidential and to insure this do not indicate your name in any part of our discussion.

1. Name of the school/college \_\_\_\_\_
2. Sex; Male ( ), Female ( )
3. When did you start teaching at teacher colleges \_\_\_\_\_
4. What is your experience as Academic Dean at this college? (No. of years)\_\_\_\_\_
5. Teaching practice exists in four ways. At college level, within a year or two years what is your comment about the existence of;
  - Demonstration teaching practice done ( ) Not done ( )
  - Micro-teaching Practice done ( ) Not done ( )
  - Single Lesson teaching practice done ( ) Not done ( )
  - Block teaching practice done ( ) Not done ( )
6. What are academic and non academic challenges do student teacher face in the implementation of teaching practice program?
7. What do you think are the solutions to the challenges?
8. What suggestions do you place in improving teaching practice as the best component in preparing competent teachers?

**Thank you for your cooperation.**

## **Appendix II: Interview Guide for Principals**

This is an interview conducted by me, M.A Education student at the University of Dodoma-College of Education (COED). It intends to share knowledge with you about the contribution of teaching practice to teacher professional competence. Also this interview is part of my study. Lastly I recommend that any information given will be confidential and to insure this do not indicate your name in any part of our discussion.

1. Name of the school/college \_\_\_\_\_
2. Sex; Male ( ), Female ( )
3. What is your experience in teaching at teacher colleges  
\_\_\_\_\_
4. What are your teacher education qualifications? Bachelor ( ), M.A ( )
5. What is your view about teaching practice as one of the component in preparing competent teachers (its importance)?
6. What are the principles in assessing teaching practice to student teachers (what is being assessed)?
7. What is your comment about the qualification and experience of your teacher educator (individual or as a group) in assessing teaching practice to Diploma student teacher?
8. Is there any criterion used to select teacher educators who asses' student teachers during teaching practice?
9. During teaching practice student teachers are located in various secondary/primary schools within and outside Iringa/Morogoro regions. What challenges do you or they face in the implementation of this program?
10. What suggestions do you place in improving teaching practice as the best component in preparing competent teachers?

**Thank you for your cooperation.**

### **Appendix III: Interview Guide for Teacher Educators**

This is an interview conducted by me, M.A Education student at the University of Dodoma-College of Education (COED). It intends to share knowledge with you about the contribution of teaching practice to teacher professional competence. Also this interview is part of my study. Lastly I recommend that any information given will be confidential and to insure this do not indicate your name in any part of our discussion.

1. Name of the school/college \_\_\_\_\_
2. Sex; Male ( ), Female ( )
3. When did you start teaching at teacher colleges \_\_\_\_\_
4. What is your highest level of education \_\_\_\_\_
5. What do you understand about teaching practice?
6. What are the principles in assessing teaching practice to student teachers (what is being assessed)?
7. Do you think that teaching practice is important for student teacher preparation? If yes why, if no how?
8. How conversant do your student teacher have on using English as Language of Instruction as observed during teaching practice?
9. How confident are student teachers in their specified discipline/subject as observed during teaching practice?
10. Do student teachers use or apply ICT skills during teaching practice? If yes how, if no why?
11. Teaching as professional have its “Professional code, ethics and values”. How often do student teachers demonstrate or break professional values, code or ethics during teaching field/practice?
12. What is your general comment on the implementation of teaching practice in Tanzania?

**Thank you for your cooperation.**

#### **Appendix IV: Mwongozo wa maswali kwa ajili ya majadiliano na wanachuo**

Fomu hii inahusu utafuataji wa taarifa (maoni) kuhusu mchango wa mazoezi ya kufundisha (teaching practice) katika kumuandaa mwanachuo kuwa mwalimu mahiri. Hii ni sehemu ya masomo ya shahada ya uzamili kwa mtafiti ambaye ni mwanafunzi kutoka chuo kikuu cha Dodoma. Taarifa itakayoitoa itakuwa ni siri hivyo usitaje jina lako katika majadiliano yetu.

1. Jina la chuo \_\_\_\_\_
2. Ndugu wanachuo mnaelewa nini kuhusu dhana ya mazoezi ya kufundisha kwa vitendo (teaching Practice or field experience)?
3. Kuna dhana nne juu ya mazoezi ya ufundishaji kwa vitendo nazo ni
  - A) Ufundishaji wa mfano (demonstration teaching practice)
  - B) Ufundishaji wa wanachuo kwa wanachuo (micro-teaching)
  - C) Ufundishaji kiduchu (single lesson teaching Practice)
  - D) Mazoezi ya ufundishaji wa muda mrefu (Block teaching practice)
  - Je huwa zinafanyika hizo zote katika chuo chenu? Kama hazifanyiki nini madhara yake kwa wanachuo? Kama zinafanyika nini kiboreshwe?
4. Nini tathmini yako kwa vipegele tajwa hapo chini kwa jinsi vinavyofanya kazi au kutofanya kazi wakati wa mazoezi ya kufundisha katika kumjenga mwachuo kuwa mwalimu mahiri?
  - ❖ Mwanachuo kumudu Matumizi ya ICT katika ufundishaji
  - ❖ Ufundishaji unaojali utamaduni wa mtanzania
  - ❖ Maarifa ya mwanachuo katika ufundishaji na changamoto zake (content)
  - ❖ Ufundishaji unaozingatia tafiti katika kujua mahiataji ya wanafunzi
  - ❖ Maandalizi ya vifaa vya mtaala na ufundishaji; andalio la somo, azimio la kazi
5. Wakati wa zoezi la TP ulikutana na changamoto zipi kwa ujumla
6. Hizo changamoto ulizokutana nazo ulikabili nazo (ulizitatuaje) vipi?
7. Unatoa ushauri gani kwa chuo na serikali juu ya uendeshaji wa mazoezi ya kufundisha kwa vitendo?

**Asante kwa ushiriki kwenu katika majadiliano haya.**

**Appendix V: Questionnaire for Teacher Educators**

This is a questionnaire prepared by me, M.A Education student at the University of Dodoma-College of Education (COED). It intends to share knowledge with you about the contribution of teaching practice to teacher professional competence. Also seeking this information from you through questionnaire is part of my study. From this basis any information given will be confidential and do not indicate your name in any part of this form.

1. Name of the school/college \_\_\_\_\_
2. When did you start teaching at teacher colleges \_\_\_\_\_
3. What are your teacher education qualifications? Diploma (    ), Bachelor (    ), M.A (    ) if any other specify \_\_\_\_\_
4. Using the following “Teaching Competence Scale” Show your response as what you observed to student teacher during teaching practice session this year 2012 by putting a tick (√) in an appropriate results

S/N	Activity demonstrated by student teacher as observed during teaching practice session. <b>Student teacher....</b>	Results		
		Weak	Average	Good
1	Ability to prepare objectives of the lesson			
2	Ability to state objectives which is relevance to the content and adequate attainability of it.			
3	Ability to organize content and teach effectively			
4	Ability of using pre-knowledge of learners in enhancing new knowledge			
5	Ability to manage psychological stress of learners			
6	Ability to establish classroom interactions through asking constructive questions that increases critical awareness of learners			
7	Ability to control speed in presentation of ideas in relation to pupil’s understanding.			
8	Ability to use appropriate teaching aids in teaching			
9	Ability to prepare and deliver assignments that suits individual differences of learners and relevance to the content			
10	Ability to evaluate learner’s progress under the directions of the stated objectives.			

## Appendix VI: Permission Letter from the University for Data Collection



### THE UNIVERSITY OF DODOMA DEPUTY VICE CHANCELLOR ACADEMIC, RESEARCH & CONSULTANCY OFFICE OF GRADUATE STUDIES

P.O. BOX 263  
DODOMA, TANZANIA  
TEL: +255 23 23002 FAX: +255 23 23000 EMAIL: ahmed\_ame@yahoo.com

REF/UDOM/GS/2012/539

Thursday, 3<sup>rd</sup> January 2013

To Whom It May Concern:

**RE: INTRODUCING MR NDUNGURU, URLICK**

The above named student is enrolled at the University of Dodoma for the degree Master of Arts in Education Studies with registration number **HD/UDOM/133/ T.2011**.

An essential requirement of the study programme is that each candidate is required to submit a dissertation report on a project undertaken within industry and supervised by a member of the University's academic staff. Where possible this project should relate to a practical situation in an organisation or firm selected by the candidate. Students are expected to use their own initiative to identify a possible project and negotiate access with a local firm or organization. The area of study is **"THE CONTRIBUTION OF TEACHING PRACTICE TO TEACHER PROFESSIONAL COMPETENCE" A Case of Klerruu and Morogoro**. The work may take the form of a survey, ethnography, case studies, etc. Where the report may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the student with this opportunity to further his studies while at the same time gaining some useful input for your own organization through the results of the project report.

Sincerely,

Dr. Ahmed M. Ame  
Director for Graduate Studies.

