

Utilization of Teachers' Resource Centres for Continuous Professional Development among primary school teachers in Tanzania

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ABSTRACT

Many teachers in Tanzania rarely engage in continuous professional development activities despite having teacher resource centres nearby. This study explored the use of teachers' resource centres (TRCs) for effective continuous professional development (CPD) among primary school teachers. The study employed a phenomenological research design where 18 purposefully selected teachers, resource centre coordinators and TRC facilitators participated in an in-depth interview. Also, researchers reviewed key documents to establish the actual use of the TRCs. The findings show teachers understand that the purpose of TRCs is for training that constitutes teachers' CPD. It shows that teachers misinterpreted the purpose of TRCs and strategies for utilising them. While some teachers use TRCs as learning and interaction places, others use them as examination centres and meetings for non-academic matters. Lastly, findings show teachers acknowledge the usefulness of teachers' resource centres in enhancing literacy teaching skills and upgrading computer skills. Therefore, TRCs are critical in strengthening CPD despite the prevailing challenges to their proper utilisation, such as insufficient teaching facilities that jeopardise the achievement of their intended goal.

KEYWORDS: Teacher resource centre; efficacy; utilization; CPD; in-service teachers

INTRODUCTION

Continuous professional development is inevitable to make teachers fit in the ever-changing social context. New knowledge, technology and practices emerge that affect the provision and

management of education, which requires teachers to be conversant with them for smooth operation. The teaching profession provides teachers with the responsibility of moulding learners to achieve knowledge, competence and virtue. In this sense, teachers need to continue learning and become updated with new changes in education. Professional development becomes an important tool in providing such facilitation in which teacher resource centres are central. In this view, this study explored the utilisation of teachers' resource centres (TRCs) for continuous professional development among primary school teachers.

Teachers' resource centres began in Britain early in the 1960s to equip teachers with knowledge and pedagogical skills and improve public primary schools' teaching and learning process (Ibrahim, 2015). However, in the early 1970s, TRCs stepped into America, where they trained teachers through in-service training using education resources available in TRCs (Dahl, 2015). From the 1990s to date, the rationale for establishing TRCs across the globe seems to be the same: teachers' professional development. For example, in Britain, America, Zambia and Tanzania, TRCs were established to implement education policies to add value to teachers' professional development (TPD) regarding innovation and creativity through proper utilisation of TRCs. However, using TRCs for TPD faces challenges such as a lack of necessary facilities, teaching and learning material and financial resources (Madani, 2019).

In Tanzania, TRCs were established in 1972 at Kileruu Teachers' college in Iringa region through support from the government of Denmark as a mechanism of supporting teachers' professional development (TPD) among primary school teachers (Mosha, 2015; Gadiye, 2018). The accessibility of learning materials in TRCs influenced many teachers to attend in-service training to enhance their pedagogical skills (Komba & Mwakabenga, 2019). TRCs provided directions for in-service teachers' training to update their pedagogical skills through TRCs found in nearby schools (URT, 2020; Mwakabenga, 2018). Unfortunately, TRCs experienced a dwindling of teachers attending the organised teachers' professional development activities, leading to ineffective teaching and learning, possibly affecting students' academic performance (Yangambi, 2021).

In Tanzania, TRCS faces challenges such as a lack of necessary facilities, teaching and learning materials, and financial resources (Madani, 2019). Some studies have attributed these challenges to poor performance trends in primary schools. For instance, from 2013 to 2018, the

performance was between 35.68% and 68.3% (NECTA, 2021). Therefore, TRCs' utilisation for TPD remains questionable per its established objective.

Various studies show that many primary school teachers work more than fifteen (15) years without in-service training to improve their pedagogical skills (Hengelezi, 2016; Komba & Mwakabenga, 2019). They cite financial challenges hindering their participation in workshops and training, while the TRCs are available and can incur less costs. Meanwhile, teachers' perceptions vary regarding the qualities of what TRCs can offer for teachers' professional development. Teachers expect TRCs to have sufficient teaching resources and adequate and skilled facilitators for teachers' pedagogical skills, not their creativity and collegiality for a learning community (Logation & Mbepera, 2021). These perceptions contradict the purpose of establishing TRCs to help teachers upgrade their skills and knowledge through innovations.

The discrepancy between the goals and purposes of the TRCs and the nature of their utilization can be explained by various reasons. These underlying reasons arise from a combination of structural constraints, policy-practice gaps, lack of contextualization, lack of incentives, poor management and limited teacher agency in the development process (Mosha, 2015; Dachi, 2018; Shileringo, 2018; Gadiye, 2018; Mwishame, 2018; James, 2020). For instance, while TPD is emphasised in policies actual implementation of policies is often underfunded and poorly coordinated (Msuya, 2015; Mwishame, 2018). Furthermore, there's often insufficient monitoring and evaluation, leading to disconnects between intended and actual practices (Shileringo, 2018; Mwishame, 2018). Some local education authorities do not prioritize or support TRC activities, viewing them as add-ons rather than integral to school improvement. Moreover, participation in TRC activities is often not incentivized; teachers may have to travel long distances at personal cost and with no compensation (Msuya, 2015; Shileringo, 2018).

However, regardless of the challenges listed in the cited literatures, studies such as Mosha (2015) in Zanzibar show that TRCs played a useful role in teachers' professional development. Mosha (2015) findings were substantiated by a study conducted in Moshi, Tanzania which also reported that TRC were useful in helping teachers learn to prepare teaching aids, exchange of educational resources and team learning and working (James, 2020). Such disparities in the literature call for further studies. Consequently, this study investigates the utilisation of TRCs for

the efficacy of teachers' continuous professional development among primary school teachers. The study seeks to answer three questions: i) What are teachers' perceptions on the utilisation of TRCs for the efficacy of teachers' continuous professional development? ii) How do primary school teachers utilise TRCs for the efficacy of continuous professional development? iii) How helpful are TRCs for continuous professional development?

LITERATURE REVIEW

Teachers' perceptions of the utilisation of TRCs for continuous professional development

Different studies report findings regarding using TRCs to enhance teachers' professional development. For instance, a study by Chebolei (2020) shows that teachers' in-service training is required to enable continuous professional development and upgrade their pedagogical skills in their area of specialisation. Training at TRCs also improves teachers' positive attitude towards the pupils' learning process. Hengelezi (2016) reports that primary school teachers perceived that TRCs help teachers build capacity for literacy skills such as reading, writing, and arithmetic. He shows that TRCs need various implementation strategies and measures to empower teachers' pedagogical skills. These strategies include capacity-building support to implement their programs for improving instructors' mastery of subjects and pedagogy. Educational authorities should provide teaching and learning materials for students and teachers to align them with local government structures to make them effective and efficient for their stakeholders.

Macha (2017) studied teachers' negative perceptions of utilising TRCs for professional development. The study shows that teachers consider most TRCs less useful because they operate under inadequate and old-fashioned resources that can help teachers develop their careers through service training. Teachers centre their perceptions on how TRCs are utilised for meaningful and supportive environments to facilitate TPD activities. The state of the art contradicts teachers' expectations that TRCs have adequate learning material to enable teachers to acquire knowledge and pedagogical skills for better improvement in the teaching process. However, other teachers observe that TRCs have fewer resources; hence, attending activities in such a context wastes time.

TRCs' strategies for enhancing teachers' professional development

Teachers from different places implement strategies to utilise the TRCs to elevate their pedagogical skills and knowledge. Literature reveals that teachers use TRCs as a library for reading, discussion places, academic meetings, seminars, workshops, and training. Dachi (2018) pinpointed a literacy program training strategy for teachers' professional development for primary school teachers. The TRCs employed a strategy to promote teachers' professional skills that contributed to TPD. Knowledge and values are also part of professional learning acquired and modified through in-service training. These learned skills enhance teachers' classroom performance in managing students and the learning process. Therefore, establishing TRCs for teachers' development provides opportunities to acquire new knowledge about teaching, explore challenges, and develop new and long-lasting instructional approaches.

Logation and Mbepera (2021) revealed in their study that, in Tanzania, in-service training schedules are available in many TRCs where teachers participate in TPS activities such as seminars, workshops, and mentorships. Primary and Secondary school teachers use the resources available to enhance their classroom instructional practices. Also, in Nigeria, teachers use these centres to discuss and assist each other in acquiring the required qualifications to renew their teaching licenses; hence, they engage in capacity-building workshops and seminars (Peretomodes, 2018). Hafeez (2021) asserts that teachers use the centres as a library where they can read various materials to update their teaching techniques, class management skills and confidence in teaching. Teachers from different schools with different education levels and work experience meet and conduct collaborative learning. They exchange their experiences on various pedagogical and content aspects, intending to improve (Dimitriadi *et al.*, 2016).

The usefulness of TRCs for continuous professional development

The presence of TRCs is not enough in itself. Teachers must have access to adequate, relevant, and modern resources and use them properly to improve their teaching practices. Studies conducted report various findings. Studies such as Logation and Mbepera (2021) cement the usefulness of TRCs in educational reforms and professional development as they help teachers deal with challenges and obstacles of globalisation and changes in education. The cited authors

found that TRCs helped teachers obtain skills in primary and secondary school instructional activities.

Proper utilisation of TRCs confirms the purpose of its establishment in providing in-service training. In this, Swai (2019) admitted that teachers' in-service training is a critical dimension for improving the quality of teachers in schools. The authors emphasised various strategies and initiatives for teacher's professional development to improve the quality of teachers, one being to invigorate the utilisation of TRCs in a different approach. Elevating teachers' pedagogical competencies is vital in the provision of quality education. Classroom instructional strategies alone cannot ensure quality education, but teachers' abilities to understand learning needs and interests will inform the choice of strategies and appropriate resources. Michael (2017) and Tibyehabwa et al. (2023) support the notion as they found the role of TRCs in ensuring the delivery of in-service training to enhance teachers' understanding of learners and the content.

Studies show that teachers who have attended TPD activities under the well-coordinated TRCs have transformed their teaching practices. Mwishame (2018) revealed that TRCs serve as a centre for teachers to give and share knowledge on planning lessons, improvising teaching and learning aids, improving instructional skills, and implementing innovative assessments among teachers. Teachers acknowledge that TRCs, as a learning place, have enhanced their teaching competencies due to its support in understanding learners and their learning and social dynamics. TRCs have stimulated professional knowledge and practices, enabling teachers to move with all learners despite their learning abilities, needs and interests.

Theoretical Framework

Human capital theory guided the study by suggesting that organisations need to impart knowledge, skills, and abilities to employees to bring efficiency and productivity to the workplace (Wuttaphan, 2017). Also, if employees attend in-service training, they are likely to increase the quality of job performance. In the context of this study, investment in human capital increases teachers' ability to teach carriers. As a result, through in-service training, teachers develop their pedagogical skills. Therefore, the study used human capital theory to frame and analyse data.

RESEARCH METHODS

The study employed a qualitative approach. The approach is ideal for understanding and recognising the patterns between words to construct a meaningful image and to help the researcher

ask questions that elicit deep information to understand a human being (Creswell, 2014). Also, it answers the how and why questions as it seeks to gain a deeper understanding of the matter through respondents' experience (Denzin & Lincoln, 2018; Yin, 2009). The study employed a phenomenological research design, which predicts that the information gathered from research participants comes from their lived experiences about a subject under investigation (Brinkmann et al. 2014). In phenomenological design, reality is grounded in people's experiences and behaviour. Thus, the design enabled researchers to gather information concerning primary school teachers' experiences using TRCs for TPD.

This study was conducted in three (3) TRCs and five (5) primary schools in Mbeya district council in Mbeya region. Mbeya District Council has experienced a trend of poor performance in Primary School Leaving Examinations (PSLE), making it the last of the seven districts in the region for several consecutive years. The district established TRCs in each of the twenty wards to equip teachers with updated and innovative pedagogical skills to promote teaching and learning and help students' achievement (Logation & Mbepera, 2021). Therefore, the purpose of TRCs and the observed trend of poor performance propelled the conduct of this study.

Table 1: Equipment available at the TRCs

S/N	Resources and Equipment	TRC1	TRC2	TRC3
1.	A TRC Coordinator	√	√	√
2.	Desktop(s)	X	√	X
3.	Laptop(s)	√	√	√
4.	Facilitation guides	√	√	X
5.	Ready-made teaching aids	X	√	√
6.	Conference hall/room with tables and chairs	√	√	√
7.	Projector with its accessories	X	X	X
8.	Reference Books	√	√	√
9.	Text Books	√	√	√

Source: Field data

Respondents in this study were primary school teachers, TRC coordinators, and TRC facilitators from the three wards visited. Researchers purposively selected respondents to participate in the study and provided information on their experience and practices of utilising TRCs. The saturation point during the data collection process determined the sample size of 18 respondents (ten primary school teachers, five TRC facilitators and three TRC coordinators). According to Creswell and Creswell (2018), a sample size represents a group of respondents drawn from the population so that researchers can generalise the information obtained from the sample to a population. On the other hand, Guetterman (2015) asserts that the major reason for sampling is to reduce the expenses of time, money, and effort by identifying key informants with rich information on the subject under investigation.

The study used in-depth interviews and documentary reviews to collect data. In the case of the interview method, researchers conducted face-to-face interviews with all 18 respondents. The interview questions focused on information on teachers' perceptions of the utilisation of TRCs, plans and strategies for utilising them, and evidence of how teachers have transformed their pedagogical skills. On the other hand, researchers reviewed various documents on utilising TRCs to determine their effectiveness. The documents included teachers' training timetables, available facilities, training resources, and attendance registers.

The study employed a content analysis method where researchers transcribed data, coded them, interpreted and developed themes. The findings presented the themes with supporting quotations representing respondents' voices. Trustworthiness, dependability and credibility ensure research processes are logical and well-documented (Creswell, 2018). In this study, the researchers pre-tested the research instruments, involved three categories of respondents for balancing the information collected, and used two data collection methods. The study adhered to all research ethics, including obtaining permission from relevant authorities, obtaining consent from participants, informing them of the objective of the research and confidentiality of the information and their identities. The researchers observed human rights in the process of data collection, making sure it was free from physical and psychological torture. Also, researchers refrained from all sorts of plagiarism and data fabrication.

FINDINGS

The study sought to assess the utilisation of TRCs for continuous professional development among primary school teachers. The findings have revealed that teachers are optimistic about the role of TRCs in enhancing their pedagogical skills, given they have supportive environments. The supportive environment, including competent facilitators and adequate and up-to-date resources, will enable the presence of teacher-learning communities through collaborative training, meetings, discussions and private reading to attain TRC goals.

Perceptions of Teachers Towards Utilisation of TRCs on TPD

The first objective sought to understand primary school teachers' perceptions of utilising TRCs in their areas. Some participants reported that teachers perceived that TRCs provide opportunities for library services such as searching and storing reading materials. The reading materials that are available in TRCs have been helpful in the whole process of teaching and learning. Furthermore, the respondents reported that teachers can access reading materials by borrowing fiction and non-fiction reference books and reading materials. The non-fiction materials include subject reference books, useful for teachers searching for materials that help them prepare teaching lessons and learning notes.

The researcher asked teachers about their perceptions of utilising TRCs to enhance TPD. Most respondents admitted these TRCs play a crucial role in helping them learn new teaching strategies, experience how to manage students and learn better lesson delivery techniques. The resources available help to update teachers' practices through reading and, in some cases, the discussions they have when they meet in the centres. One teacher facilitator said, *"TRCs provide opportunities for library services like searching reading materials such as fiction and non-fiction stories. The reading materials are helpful for teachers in preparing their lessons"*.

Furthermore, some teachers perceived insufficient time to attend training and seminars to support primary school teachers' professional development. The timetable for teachers' upgrading training will likely affect the frequency of teachers attending such training in TRCs, whereby teachers can upgrade their knowledge from certificate to diploma and diploma to degree programs. Also, seminars equip teachers with substantial knowledge that aims to improve teachers' pedagogical skills, so teachers cannot achieve the goal when there is inadequate time. The

respondents' responses through interview schedules helped to solicit this information. Therefore, some research participants reported that TRCs are teachers' upgrading training. The following were the responses of one of the interviewees; -

I have experienced that mismatched time for teachers to attend services through TRCs affects most teachers' ability to attend grading training for our pedagogical skills. TRCs were established for teachers' upgrading training and in-service training; for example, teachers with certificates in education should upgrade to attain a diploma in education. Therefore, a mismatch in the timetable becomes a challenge for teachers in upgrading training; that could help teachers improve their pedagogical skills by attending training relating to their teaching career (TA1).

Most teachers perceived that TRCs provide opportunities for teachers to attend literacy-teaching training programs such as reading, writing and arithmetic. Due to curriculum reforms, primary school teachers must attend literacy-teaching programs to equip teachers with broad knowledge of teaching 3Rs to primary school pupils. The respondents reported that teachers use TRCs for in-service training. For example, one of the participants provided evidence on such utilisation of TRCs among in-service primary school teachers, saying; -

Teachers perceive that TRCs are there to enhance literacy teaching training programmes in primary schools. This is part and parcel of teachers' professional development. Also, literacy teaching training programmes conducted in TRCs help enhance effective teaching and learning in primary schools. As a result, TRCs provide pedagogical skills by attending in-service training to improve their pedagogical skills. For example, the in-service training teachers attend frequently is training on teaching literacy skills such as reading, writing and arithmetic (TC2).

Based on teachers' perceptions of using TRCs, some respondents reported inadequate training facilities. During the interview on teachers' professional development obtained through workshops, a respondent revealed that -

There are inadequate facilities to run workshops in TRCs. As a result, teachers' attendance in TRCs affects their attendance in such academic activities on a particular subject or project. Furthermore, teachers' attendances in workshops are influenced by new curriculum changes, for example, from content-based to competence-based curriculum (TN3).

Strategies on Utilisation of TRCs for Teachers' Professional Development

The second objective sought to assess strategies for utilising TRCs that help primary school teachers develop new pedagogical skills and content knowledge. Among many strategies for utilising TRCs, the most common is discussions on challenging topics in primary school subjects. In so doing, the teachers meet to discuss the difficult topics identified for their subject. One of the TRC coordinators reported that teachers use TRCs for discussions on different challenging primary school topics. This could help primary school teachers improve their pedagogical skills. The following were the responses from one of the respondents; -

Based on my experience, teachers can benefit from attending discussions of challenging topics for their professional development. From TRCs, teachers improve their pedagogical skills through discussions. Teachers attend discussions to enhance their knowledge about difficult areas in the subjects they teach in primary schools. Generally, we can say that TRCs help teachers improve their knowledge and skills in preparing different content for subjects they teach in primary schools (TF5).

Furthermore, district educational authorities prepare the schedule of capacity-building programmes conducted in TRCs for teachers' professional development. Some of these capacity building are in the teaching carriers, professional code of conduct, teaching and learning experiences. For example, this capacity-building programme is conducted in TRCs when teachers meet to discuss difficult topics in the subjects they teach in primary schools. One of the teachers reported that teachers utilise TRCs for capacity building, especially in difficult areas in primary school subjects. One respondent revealed that; -

There are strategies for using TRCs for teachers' capacity building through in-service training focusing on specific teaching basic literacy competencies such as reading, arithmetic and writing; I experience the proper use of TRCs for teachers' professional development. TRC facilitators conducted this training. In this training, teachers learned how to prepare teaching aids. Furthermore, some training conducted at TRCs focused on enhanced teaching literacy competencies in standards I and II in primary schools (TA3).

Again, some research participants reported that TRCs are used as examination centres for private candidates for the teachers who desire to re-sit for either form four or form six national

examinations. As a result, TRCs provide teachers with opportunities to re-sit examinations for their professional development. One of the respondents reported that teachers use TRCs as examination centres for teachers who desire to re-sit for examinations as private candidates. The following were the statements of TC3: *“Of course, TRCs are used for examination centres, especially for those teachers who desire to re-sit for examinations as private candidates”*.

Furthermore, in the field, participants gave more strategies to teachers for utilising TRCs: to provide new technology that helps update teachers' abilities and provide a site for training educators in information technology. Some of the responses from the respondents showed that The TRCs are used for computer training to equip teachers with computer literacy. This could also help teachers in computer training and computer application and information technology in improving their skills in technical education. For example, TC2 gave the following statement to support the claims: *"TRCs are used to facilitate computer training for teachers. It enables them to equip themselves with substantial knowledge about computer application skills for teachers in teaching and learning processes"*.

Teachers' Perceived Usefulness of TRCs for TPD

Research objective three in this study sought to assess teachers' perceived usefulness of TRCs in enhancing TPD. The researcher asked respondents what the usefulness of TRCs is in enhancing teachers' professional development. One usefulness of TRCs is improving literacy teaching skills for primary school teachers. Importantly, TRCs provide opportunities for teachers to attend trainings about how to teach literacy skills in primary schools like reading, writing and arithmetic. Another study respondent reported the benefits teachers can get from TRC utilisation. The following were the responses of this interviewee; -

Teachers can get different benefits from attending in-service training for their professional development. From TRCs, teachers improve their literacy skills by attending in-service training. Further, teachers who attend in-service training to get knowledge about literacy teaching skills in primary schools. We can say that TRCs help teachers improve their knowledge and or skills in teaching different content in subjects they teach in primary schools (TC1).

Furthermore, this study aimed to identify teachers' perceived usefulness of TRCs for the efficacy of TPD among primary school teachers. Thus, teachers perceived that TRCs provide opportunities

for teachers to get new technology (information and communication technology) that helps update teachers' abilities and provide computer skills in information and communication technology. Some respondents consulted through interview schedules, which were used to solicit this information.

It was noted that TRCs are useful because they help teachers update their computer skills and equip teachers with computer literacy. Therefore, TRCs enhances teachers help teachers in computer training and computer application and information technology to improve their skills in the teaching and learning process. The following were the responses from TC2, *“TRCs' are used to facilitate computer training for teachers in the teaching and learning process. It enables them to be equipped with substantial computer application knowledge to move with technology”*.

Furthermore, TRCs are the source for teachers' reading materials to enhance professional development. As a result, teachers can search for reading materials in TRCs stored reading materials such as magazines and story books. Similarly, the reading materials that are available in TRCs have been very helpful in the whole process of teaching and learning. Therefore, some respondents reported that teachers can access these materials, such as borrowing fiction and non-fiction reference books and reading materials. The non-fiction materials include subject reference books, useful for teachers searching for materials that help them prepare teaching and learning lessons. During the interview with TF3, she admitted that *“TRCs are useful to teachers because they normally go there to borrow reading materials such as fiction and non-fiction stories. The reading materials are helpful for teachers in preparing their lessons”*.

DISCUSSION

The findings of this study show that teachers perceived insufficient time for upgrading training for teachers. They perceived that if there is a fixed timetable for teachers to upgrade their training, TRCs can help teachers upgrade their pedagogical skills from certificate, diploma, or degree programmes. This finding is similar to the study conducted by Atuhumuze and Nzairwehi (2019), who found that teachers' in-service training helps them equip pedagogical skills for effective teaching and learning processes. In the context of this study, TRCs are helpful for teachers' professional development among primary school teachers. Similarly, this study's findings align with human capital theory and predict the importance of investing in human capital to impart

knowledge to employees and improve the working process. In this context, investing in teachers to attend in-service training is part and parcel of teachers' professional development, probably improving students' academic achievement in primary schools. The pedagogical skills teachers acquire through in-service training result from investment in human capital, which brings effective teaching and learning in primary schools.

The findings of this study show that there are strategies for teachers to utilise TRCs for their professional development. These strategies include discussions on difficult topics in all subjects taught in primary schools. Likewise, the findings are similar to the human capital theory, which implies the importance of having strategies to invest human capital for teachers' professional development to enhance teachers' in-service training for efficacy in teaching and learning for quality education and students' achievements. Thus, the theory emphasises investment in human capital in different ways, such as discussing schedules for teachers' capacity building that enhance teachers' knowledge and skills about challenging topics in primary school subjects. For example, teachers can meet to discuss difficult topics identified in the subjects they teach in primary schools.

The findings of this study are the same as the findings of the study conducted by (Dachi, 2016), who explored that teachers have to be proficient in the subject they teach in primary schools, they should engage in discussions on challenging and difficult topics to understand how the student can learn best. As a result, TRCs facilitate the learning process because they support activities that aim to promote teachers' professional development. It also provides a base for teachers' motivation for classroom performance. The findings of this study are similar to another study conducted by (Msuya, 2022), who examined ongoing schools based on in-service training for teachers who required continuous professional development to enable teachers to improve their pedagogical skills in their areas of specialisations for better student achievement. Also, the findings show that teachers use TRCs as examination centres for private candidates for the teachers who desire to re-sit for either form four or form six national examinations. Not only that, but the study's findings also show that TRCs encourage collaboration among teachers in the teaching and learning process. Likewise, TRCs act as sources of collaborative learning and teaching. The findings of this study are the same as Vygostky's sociocultural theory, which emphasises the importance of the learning environment in the learning process. In the context of this study, TRCs are also useful for allowing

teachers to interact and share available resources to improve the quality of education and support teachers on challenges faced in their daily lives.

The study's findings show that teachers perceived that TRCs are useful for teachers' professional development in enhancing literacy teaching skills. One of the teachers' perceived usefulness of TRCs is the improvement of literacy teaching skills for primary school teachers. Importantly, TRCs provide opportunities for teachers to attend training about teaching literacy skills in primary schools like reading, writing and arithmetic. Further, this study's findings align with the study conducted by Dimitriadi (2016), who discovered that TRC programmes enable many teachers to have opportunities to attend training. This training includes studies on subject content, methodologies, use of material, and classroom management. The study conducted by Osamwonyi (2017) shows that in-service training, including seminars and workshops, helps teachers improve their pedagogical skills for students' achievements in primary schools. Teachers perceived that professional development (in-service training) provides the pedagogical skills to head teachers and teachers regarding resourcing and managing the schools. This finding aligns with human capital theory, which assumes that the more you invest, the more productive you become. This means that teachers attending in-service training become more competent than others who do not attend.

The study's findings show that teachers perceived the usefulness of TRCs as mechanisms for enhancing computer skills among primary school teachers. Thus, teachers perceived that TRCs provide opportunities to teachers and new technology (information and communication technology) that helps update teachers' abilities and provide computer skills in information and communication technology. Also, the findings show that TRCs are useful as a source of reading materials. Teachers attend TRCs to borrow fiction and non-fiction stories, which help increase knowledge in pedagogical skills. This study's findings align with sociocultural theory, which predicts that the learner learns best if and only if interacting with the environment that influences learning takes place.

CONCLUSION

This study shows the utilisation of TRCs for teachers' professional development. Teachers perceive TRCs as useful for various purposes for their professional development. Specifically,

TRCs enhance in-service training among primary school teachers to improve teachers' pedagogical skills. These in-service trainings aim to improve the pedagogical skills of teachers teaching literacy skills in standard I and II in primary schools. For effective TPD, some strategies on utilising TRCs were used to enhance teachers' professional development, particularly to improve their pedagogical skills and knowledge/ skills on teaching different content in subjects they teach in primary schools.

Teachers' perceived usefulness of TRCs in enhancing pedagogical skills is that they can benefit from in-service training for their professional development. Through TRCs, teachers improve their pedagogical skills through in-service training. Teachers' attendance in in-service training enhances their ability to get knowledge through discussions of difficult areas in the subjects they teach in primary schools. Generally, we can say that TRCs help teachers improve their knowledge/ skills in teaching different content in subjects they teach in primary schools. Finally, the teachers' perceived usefulness of TRCs facilitates pedagogical skills through reading materials, updating computer skills, literacy teaching skills and upgrading knowledge and skills for teaching and learning in primary schools.

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