

**CHALLENGES FACING IMPLEMENTATION OF ZANZIBAR  
EDCATION POLICY IN THE AREA OF TEACHERS' ON-THE-  
JOB TRAINING: THE CASE OF NORTH 'A' DISTRICT  
ZANZIBAR.**

**By**

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**A Dissertation Submitted to Institute of Development study in Partial/  
Fulfillment of the Requirements for the Degree of Master of Science in  
Development Policy (MSc. DP) of Mzumbe University**

**2015**

## CERTIFICATION

We, the undersigned, certifies that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **‘Implementation of Teachers on the Job Training: the Major Challenges’** in partial fulfillment of the requirements for the award of the degree of Masters of Science in Development Policy of Mzumbe University.

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## **DEDICATION**

I dedicate this work to my beloved family: My lovely mother Ms. Rahma Khamis Mohammed, My brothers and sisters whose love never spoiled me.



## **LIST OF ABBREVIATIONS AND ACRONYMS**

DEO	-	District Education Officer
DPPR	-	Department of Policy Planning and Research
DSE	-	Department of Secondary Education.
DTE	-	Department of Teachers Education
DTE	-	Department of Teacher Education
EFA	-	Education for All.
GPE	-	Global Partnership in Education
HRRO	-	Human Resource Research Organization
HT	-	Head Teachers
ICT	-	Institute of Communication Technology
MDGs	-	Millennium Development Goals.
MoVET	-	Ministry of Education and Vocational Training.
MTEF	-	Medium Term Expenditure Framework.
NGOs	-	Non Governmental Organization
OJT	-	On the job training.
PT	-	Primary Teachers
REO	-	Regional Education Officer
RGoZ	-	Revolutionary government of Zanzibar.
SA	-	Subject advisors.
SBOs	-	Community Based Organization

SIDA	-	Swedish International Development Authority.
SL	-	Section Leaders
SLT	-	Social Learning Theory.
SPSS	-	Statistical Package Social Science.
ST	-	Secondary Teachers
SUZA	-	State University of Zanzibar.
TC	-	Teacher Coordinator.
TCs	-	Teachers Centers.
TOJT	-	Teachers on the Job Training.
TOT	-	Training of Trainers
TTC	-	Teachers Training Collage.
UNDP	-	United Nation Development Programme.
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
URT	-	United Republic of Tanzania.
ZEDEP	-	Zanzibar Educational Development Programme.
ZEMAP	-	Zanzibar Educational Master Plan.
ZIA	-	Zanzibar Institute of Curriculum.
ZSGRP	-	Zanzibar Strategies for growth and reduction of poverty.

## **ABSTRACT**

This study was set to find out the major challenges facing the implementation of teachers on the job training in Zanzibar in North A District. A descriptive qualitative and quantitative design was adopted to achieve its objectives. A sample size of 54 respondents was drawn using simple random and purposive sampling techniques. Data collection techniques were structured interview and questionnaires. Statistical Package for Social Science on the software (SPSS) and Qualitative data content analysis were used to analyze the data.

The study discovered that the TCs and NTR have no ability and capacity to conduct on the job training effectively due to small number of competent of staffs on content and pedagogy, lack of on the job training materials and absence of on the job training budget. Either those head teachers failed to conduct training because of lack of financial resources, lack of skills and knowledge concerning teachers on the job training and lack of facilities and materials. On top of that, on the job training has another challenge of poor performance on its implementation caused by institutional framework like policy, guidelines, laws and acts which all cause legality and illegality of implementing on the job training programme.

Additionally, the findings revealed that on the job training is coordinated but in a small portion under the Department of Teacher Education but unfortunately these Department do not play their parts in accordance of effective training. This weakness is facilitated by poor communication and less involvement of other on the job training stakeholders from government and private like NGOS and SBOs.

The study recommended that there should be specific budget for on the job training, , provide equal chance for all participants in the training, follow up is also important for improving the training. There should also be on the job training institutional framework; increasing number of subject advisors in particular TCs and there should be enough on the job training materials etc.

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## **CHAPTER ONE**

### **1.0 Introduction**

This introductory part provides knowledge on the background of the problem, statement of the problem, general and specific objectives of the study. It also introduces the research questions.

### **1.1 Background of the Problem**

Globally, on-the-job training is one of the best training methods that is planned, organized and conducted at the employee's work site, by which a person receives hands-on training. This training is important because it is grounded in real life practices and generally is the primary method used for broadening employees' skills and increasing productivity. It is particularly appropriate for developing proficiency skills unique to an employee's job especially jobs that are relatively easy to learn and require locally owned equipment and facilities. It is argued in the literature that morale, productivity, and professionalism will normally be high in those organisations that successfully develop, implement, and deploy a sound OJT system (Sofia, 2005).

In the Tanzania, on the job training strategy particularly in the education sector, termed as Teachers Development and Management strategy (TDMS) aims to improve quality of teachers and students performance for getting quality education in Tanzania. The same strategies of introducing zonal colleges and teacher's resource centers also applied in Zanzibar where the Ministry of Education and Vocational Training of Zanzibar under the department of teacher's education has been frequently organising on the job training workshops and courses for different durations to teachers of different levels (Haki Elimu, 2010).

The Government of Zanzibar is earnestly focusing on reforming the education sector to make it demand-driven rather than supply-driven. Reciprocating to the 2020 vision and Education Policy of 2006, the Zanzibar education sector has undergone various reforms like deployment of teachers and education structure. One of the objectives of the 2020 Vision highlights the need for upgrading teachers' competences and their productivity. Accordingly, the Zanzibar Strategy for Growth and Reduction of Poverty

(ZSPR) cluster II target of 2007 demands the increase of the percentage of qualified teachers at both primary and secondary levels (RGoZ 2011).

Zanzibar Education Policy of 2006 (The education Policy of 2006 hereafter) highlights the demand for improving education and training of teachers to respond both to the needs and expectations of societies and diverse groups of students. Recognising its importance, one of the policy statement states that, “Teachers’ on the job training shall be regular, well planned, coordinated and be part of teachers’ professional development” (RGoZ 2011). So, on the job training shall be compulsory for all teachers at all levels and all subject areas. Accordingly, all on the job training programmes initiated by other bodies or organisations shall be registered through Universities, Teacher Training Colleges (TTC) and Teachers Centers (TC)

The 2006 Zanzibar Education Policy also highlights various important issues which need to be implemented to address teachers’ on the job training. For instance, Teachers’ Centre, on the job training materials and resources, School administrators like head teachers of various schools, panels leaders of experienced teachers etc, will play part as strategies proposed to harmonise on the job training at the school levels. These issues are explained well in the ministerial strategic plan i.e. the Zanzibar Education Development Programme (ZEDP) while education programme clarifies well the implementation of Education Policy of Zanzibar. It is stated that Teacher Centres’ has a cluster of schools within its zone making the teacher centre a focal point for on the job training and the production of curriculum resources. For better implementation even every school should have its own programme concerning on the job training while working including schools panels, experienced teachers and administrative inspection for increasing the effectiveness and efficiency in the education sector and policy implementation.

Increased relevance of education is another central area in ZEDP. Relevance is a key to ensuring that education can be an important contributor in the Government’s efforts to reduce poverty through sustained economic growth and improved opportunities for employment, including self- employment, for the people of Zanzibar. Teacher upgrading in relation to new curricula targeted teacher education programmes as well

as on the job training and other refresher courses to increase the availability of qualified teachers in areas like mathematics, science and languages and available equipment, textbooks and learning material. The main target is to ensure that all teachers meet the minimum required qualifications at all levels (RGoZ, 2006).

In spite of the different major efforts taken to insist and encourage on the job training in Zanzibar education sector, there is still some weakness in the implementation of the on the job training programme. The situational analysis conducted by Kiembe Samaki Teachers' Centre (TC) produced an unexpected outcome that, there is ineffective coordination of the training meaning that most of on the job training programmes are conducted in ad hoc basis. There is no systematic planning and recording of the training taking place in Teachers' Centre (TC). Also, for a long time Teachers' Training College (TTC ) has not run refresher courses for teachers and some subjects have not been given due care. Accordingly, some of the teachers are not professional because they did not attend Teachers' Training College while most of them are fresh from schools i.e. form six leavers. At the same time, some of them have been employed as secondary teachers for over a decade now (Kiembe samaki TC report, 2012).

## **1.2 Statement of the Problem**

In Zanzibar, implementation of Zanzibar Education Policy through on the job training as a policy statement is a major problem. As a result teachers are facing difficulties on how to arrange and manage their duties and how to coordinate other related professional activities as well as inability to teach new and difficult topics that emerge as a result of curriculum changes. In such a situation, teachers will not be creative and innovative, and may fail to observe and excel their duties efficiently. This is because a teacher on the job training has been suggested to be a motivator to teachers in their day to day activities which may lead to creativity and ultimately improve teachers' performance. Hence absence of teachers on the job training results in teachers being demoralised and sometimes may act as a hindrance towards getting new skills and expertise of their job.

According to Zanzibar Education Policy (2006), teachers have the right to participate in on the job training through in service training. The decentralisation of education gives mandate to District Education Officers (DEOs), Regional Education Officers (REOs) and Teachers' Centre (TC) to provide on the job training programme in their respective areas. In the similar vein, schools are expected to coordinate all activities with respect to on the job training in their schools with regards to whom and when to implement Zanzibar Education Policy through teachers on the job training for the purpose of making this process sustainable and successful.

On the job training involves efforts to enhance and develop requisite abilities and aptitudes in terms of skills, knowledge, attitudes, and behaviours. On the job training provides chance to employers to save the costs associated with training newly hired employees. OJT Programme gives employers the opportunity to hire good employees whose skills can be upgraded to meet the needs of the job. Accordingly, it has significant contributions to the improvements of individual abilities of teachers as well as introduction and improvement of systems and process as they emerge in this global world. From this end it is noteworthy to believe that teachers' on the job training if implemented as planned and documented in education policy of 2006 will have major contributions to the improved performance of students in Zanzibar specifically in North A district.

However, since the Ministry of Education and Vocational Training of Zanzibar does not implement well and seriously teachers' on the job training as observed in the Kiembe Samaki TC report of 2012, these benefits of the same will be a nightmare and improvement of primary and secondary schools performance in Zanzibar will remain an unrealised dream. From these theoretical and empirical observations, this study therefore intends to explore the major challenges faced by the Ministry of Education and Vocational training in implementing its policy in the area of teachers' on the job training in North A district.

### **1.3 General Research Objective**

The general objective of the study was to explore the major challenges faced by the Ministry of Education and Vocational Training in implementing teachers' on-the-job training in Zanzibar Education.

#### **1.3.1 Specific Research Objectives**

The specific objectives of the study were:-

1. To explore the capacity of TC and NTRC in the implementation of Zanzibar Education Policy of 2006 in the area of on-the job training.
2. To investigate the existing institutional framework for implementing Zanzibar education Policy of 2006.
3. To assess the effectiveness of the coordination and implementation mechanisms of the on the job training programme.

### **1.4 General Research Questions**

The general research question of this study was: What are the major challenges faced by the Ministry of Education and Vocational Training in implementing Teachers' on-the-job training in Zanzibar?

#### **1.4.1 Specific Research Questions**

The specific research questions of the study were as follows:-

1. What is the capacity of TC and NTRC on facilitating implementation of Zanzibar Education Policy of 2006 especially in the area of on- the job training?
2. How does the current institutional framework affect implementation of Zanzibar Education Policy of 2006?
3. How is the on the job training programme coordinated and implemented in Zanzibar?

### **1.5 Significance of the study**

This study will be partially for fulfilment for Mzumbe University of Master Programme for Institute of Development Studies particularly in Development Policy also will be fulfilments for Ministry of Education and Vocational Training of Zanzibar (MoEVT) this including strengthening programme concerning on job training and yield quality education in Zanzibar. Also it will enable the researchers and academicians to recognize skills and knowledge required and to take step to close the gap.

### **1.6. Limitations of the Study**

The study experienced the following limitations and solved by the appropriate measures during data collection process.

**Inadequate funds:** The study faced a challenge of limited financial resources due to inadequate financial support. The researcher had to use own money not initially allocated for the study to support in transportation, meals and accommodation cost during the period of doing this study.

The time resource of researcher was very limited to conduct the study on specific time as proposed on the proposal due to the long process to found the license of collecting data, This problem was solved by the researcher by working hard and ask the permission of extending the time from department of research and publication of Mzumbe University for completing the studies.

The study faced the challenges during data collection from the respondents particularly those in the department of policy planning where the researcher works assuming that he has knowledge on the problems of implementation of Zanzibar education policy. However the researcher was able to convince them that the study was all about academic purpose.

### **1.7. Scope and Delimitations of the Study**

The study was conducted in North A District only under the case study of Mkwajuni Teacher Center which contain 50 schools while only 30 schools are involved in the study. Hence it is possible that the findings may not fulfill the expectations of the research objectives due to being unable to cover the whole Zanzibar context on the sense that on job training implemented in the whole districts of Zanzibar.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covers the theoretical literature review through reading different books and other materials relating to the study that provide general knowledge to define the concepts and terms concerning the study. Moreover, the empirical literature review is covered by reading reports of relevant studies conducted by different researchers. Apart from that, theoretical and conceptual frameworks are covered in this chapter. The theoretical framework concerns theories that provide support or explanations appropriate for this study. So, in this research I employed the Institutional theory and Social Learning theory, because these theories clarify well on how workers be developed in the organisation context. The conceptual framework clarified well variables and their relationships.

#### **2.1 Theoretical Literature Review**

##### **2.1.1 Conceptualisation of key terms**

###### **2.1.1.1 Implementation**

Implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something (Van Meter and Van Horn, 1975). As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. Therefore, implementation is the process of achieving the goals that are stated in a policy. For the purpose of this study, implementation has been analysed on the basis of implementation process by looking on the impact of the teachers on - job training in the Ministry of Education and Vocational Training of Zanzibar

###### **2.1.1.2 Policy implementation**

Policy implementation is defined by Van Meter and Van Horn, (1975) as “those actions by public and private individuals (groups) that are directed at the achievement of objectives set forth in prior policy decisions”. This includes one-time efforts to

transform decisions into operational terms, as well as continuing efforts to achieve the large and small changes mandated by policy decisions' (Van Meter and Van Horn 1975)

According to Howlett and Ramesh, (2003) policy implementation is “a stage whereby programmes or policies are carried out, and involves translation of plans into practice”. In their book, they identified two main types of implementation process, which are top-down and bottom-up approaches. For this study, policy implementation is to carry out all plans into actions in order to achieve the objectives of what policy said. The study looked at the activities planned and how those activities are carried out in the policy implementation.

### **2.1.1.3 Education**

Education is the process of initiating and preparing thorough training for people to play active role in society, it provides desirable and worthwhile broad and depth mode of thought, skills, attitudes, and understanding needed for full development of the human thinking and action. Accordingly, education is the process by which individuals acquire knowledge and skills necessary for appreciating and adapting to the environment and the over changing social, political, and economic condition of the society and as a means by which one can realise one's full potentials (URT, 1995). According to Farrant (1964) Education is a universal practice engaged in societies at all stages of development. In this study the word education means the catalyst of teacher's development which facilitates easy policy implementation.

### **2.1.1.4 Education policy**

Education Policy refers to the principles in the educational sphere, as well as the collection of laws and rules that govern the operation of education systems. Education occurs in many forms for many purposes through many institutions. Examples include early childhood education, kindergarten through to 12th grade, two and four year colleges or universities, graduate and professional education, adult education and job training. Therefore, education policy directly affects the education of the people at all ages and its focuses on the capabilities of its learners, and teacher development like the skills, abilities and aptitudes of its graduates (Sumra and Rakesh, 2006).

Education policy has many important functions and is driven by many pressures. Globalisation and increasing the demands of international competition have emphasised the central link between educational policy and economic considerations. However, this is never a basic relationship (RGoZ, 2007).

Education systems have never been developed purely in response to the needs of capital and economic considerations, but are rather the product of struggles in which wider social forces have asserted their rights to welfare as an important citizenship entitlement. Hence, social pressures in education policy can be progressive and reactionary challenging, or reinforcing, the status quo. It is important to recognize the link therefore between education policy and differing, and shifting, conceptions of citizenship. Such a connection is always likely to be complex. Sharp ideological differences relating to the nature of citizenship and the linked theme of social justice ensure that such conflict is an ever-present feature at all levels of the policy development process. Education policy on citizenship goes to the heart of core values relating to the nature and purpose of education. Contestation at the level of the socio-political environment therefore becomes mirrored at the strategic, organizational and operational levels as policy progresses from formulation to implementation (Bell and Howard, 2006).

#### **2.1.1.5 Zanzibar Education Policy**

Zanzibar Education policy of 2006 is an official governmental document under the Ministry responsible for education matters in Zanzibar. Zanzibar Education Policy is resulted from different review and studies have been undertaken. Prominent among them are: the Education for all (EFA) Assessment 2000, the Zanzibar Education Master Plan (ZEMAP) Mid-term Review (2002) and the Zanzibar Education Sector Review (2003). These various review reports have revealed many laudable and impressive achievements in education.

At the same time, the studies have drawn attention to weaknesses and to a number of unmet and new challenges which the education system faces especially in the wake of the on-going liberalization, globalization and privatization process and the macro-economic policies being pursued by the Government. Some of these challenges

include the attainment and sustainability of the EFA goals articulated in the Dakar Framework of Action, the Millennium Development Goals (MDGs), the targets set by the Zanzibar poverty reduction programme (ZPRP), the goals spelt out in the vision 2020 as well as other commitments articulated in other international and regional declarations (RGoZ 2006).

The New Zanzibar Education Policy has emerged from this backdrop and the need to set realistic goals and to realign the governments' efforts with those in the region in accelerating socio-economic development. It is also a logical response to the government's poverty reduction programme ZPRP, MDGs, EFA goals and a desire to achieve the goals spelt out in the Vision 2020. For the purpose of this study the hereafter Zanzibar education policy is a solution to the problems that have existed for a long time in Zanzibar.

#### **2.1.1.6 On the job Training**

According to the Academic Dictionary of Education (2002, p. 158) on the job training of teachers is described as follows: Job related instructions and educational experiences made available to employees. On the job training programmes are usually offered during normal working hours as designed to improve the knowledge and skills of employees and the quality of services, especially the instructional practices. On the job training focuses more on structural training activities that are intended to increase skills and capabilities of employees in a defined area (Jerome, 2007:54-55) On the job training is an approach that is right for all workers in any organisation, having access to accurate and up-to-date their professional as well as information and guidance about opportunities, either on the job training can help individuals make better decisions and lower skilled individuals and those with multiple barriers to employment benefit from coordinated strategies across systems in the workplace (US departments 2014).

According to the business dictionary on the job training is an employees' training at the place of work while he/ she doing the actual professional work or sometimes an experienced employee serves the course instructors using hands on training often supported by formal classroom training.

From the combination of the different definitions from different areas about on the job training in this study the concepts means training available in the working areas aimed at improving workers' ability to complete their obligations and achieve better performance in the working areas.

#### **2.1.1.7 Teachers on the job training.**

Teachers' on the job training is an approach whereby teachers secure the opportunity to play a peer-support role and to learn and grow together professionally. School-based professional development is supposed to be continuous, localized and ongoing training that takes place frequently. It includes all the teachers, at the school or cluster level, and is contextualized within real-life questions, problems, and scenarios in real classrooms in a school (Nighat, 2012).

A teachers' on the job training programme usually includes a heavy component of in-service education, and usually begins with a 'crash course' on pedagogical knowledge and content that is completed within a very short period of time (Berry, 2001).

From the definitions above of different scholars, in this study the concept of teachers on the job training means a special training for teachers concerning how teachers can teach affectively by using a combination of proper teaching methodologies with enough content obtained in the working areas either in schools or Teacher Centers (TC)

#### **2.1.1.9 Challenges facing teachers on the job training.**

In any organization there are many challenges that influence the effectiveness of on the job training and its development, some initiated by organizations, others caused by the workers themselves while others are caused by environment in which the organization operates. From the managerial level, on the job training is faced by many challenges ranging from poor managerial support to unfavorable departmental climate that could limit the impact of creativity training with regard to influencing idea implementation. Unfavorable environment affects the training effectiveness, because of less support from management or there is unfavorable condition for training caused

low degree of team work, low trust and lack of interest on the part of stakeholders and commitment for both trainer and trainee (Punia and Kant, 2013).

Accordingly, employees' awareness about on the job training in organizations is one of the significant moderators of on the job training effectiveness. It has been found that training become more successful if the participants and trainers are aware and open minded about the availability and timing of training. Employees' awareness of new information and crosscutting issues concerning on the job training have major influence on the successfulness of the training.

In addition to that, motivation influenced the willingness of an employee to follow the training programme, to exert more energy toward the programme and to transfer what they learn in their jobs. If employees are fully motivated towards training programme they will pay full attention and there will be more chances for success of training programme. (Punia and Kant, 2013).

Transfer of training activities is another important factor for the effectiveness on the job training programme. Transfer of training generally refers to the use of trained knowledge and skills back on the job and learned behaviour must be generalized into the job context and maintained over a period of time. Accordingly, transfer of training activities is the way in which a trainer provides knowledge to the trainees so that there should be three phases which are before, during, and after training. Before training phase, entails preparation of the training as well as topic to be taught, material to be used, even experience for trainer; during the training phase involves requirement of the lesson on the spot and should use appropriate methodology and techniques during the lesson according the level of the trainees; and after training phase, the trainer should conduct follow-up as evaluation of the programme to see whether the training has succeeded or not (William 2008).

One major challenge for success on the job training is time involved; at least one experienced employee, coach, or supervisor has to take time out of his or her regular job to conduct the training. This can be challenging, especially if there are work deadlines that must be met on top of the person's training duties. In addition, structured

training requires additional time for both planning and evaluation (William 2008). Accordingly, it can also be difficult to find the right person to conduct on-the-job training.

The person doing the training must have the knowledge and skills and experience particularly on the specification. If the training provided concerns procurement and the worker attending training specializes in administration, then the training will not succeed. It is therefore anticipated that once the training is complete the expected results should be attained and there should be correlation between long term course and short course regarding the on the job training (William 2008).

Appropriate Learning Environment is also an influential factor that affects on the job training. A classroom needs to be flexible, so it can quickly and easily be rearranged. It needs to be isolated or removed from the workplace, so learners are mentally prepared to separate themselves from normal work activities. Finally, a classroom needs to be effectively lit, ventilated, and arranged to maximize learner comfort and minimize distraction, if not the training will be ineffective (Harris and Sass, 2008).

The problem of materials and equipment for running training is another factor affecting success of on the job training. Many institutions lack materials for facilitating refresher course and other small trainings. For example at the school levels there is lack of teaching learning materials to yield effective teaching within schools and other centers designated for running on the job training programme (Harris and Sass, 2008).

Furthermore, the problem facing on the job training in many organizations is unstructured sessions as such in most cases there is no legal framework like policy and guide lines for smooth running the training. If the training operates locally without any legality of running it, it might be difficult to attain what is planned for. In the sense of preparing content to be taught and the way of organizing the training it needs legal frame work for justification of the particular training. So absence of the frame work might affect success of the training (Scott, 1995).

From the above challenges, the study focused on searching specific challenges facing successful implementation of on the job training in Zanzibar. Specifically, the study intends to explore these challenges at the Ministerial level and Department level, center level like TC and school level which affects directly implementation of on the job training in the Ministry of Education and Vocational Training of Zanzibar as a further implementation of Zanzibar Education Policy of 2006.

#### **2.1.1.10 The Structure of the on the job Training**

The structured on the job training should have training manual which contains operating procedures documented with the input of the current job responsibilities this provides up to date process information while gathering key experiences in the workplace not normally captured in a standard operating procedure or job description. The training document should reflect the organizational process from start up to shut down (Joseph Molnar, 2002).

The goal of any structured on the job training should be maximizing the organizational profit and minimizing cost in terms of challenges and other constraints and thus why at the end of the designed training period, the trainee should be able to perform the tasks and steps within the areas of the current training system, these are to increase performance characteristics as quality and productivity, to reduce cost of training due to less time spent in retraining. This mean that more time for experienced employee to do the job and more quality production from the trainee and understanding that effective on the job training is an investment and not a liability for creating a cultural change (Joseph Molnar, 2002).

So in education vein well trained teachers on the job training should facilitate the learning of new concepts and ideas, the development of new skills, and the ability to apply them to the classroom situation as well as content and methodologies. Either a good on the job training should be engaged participants in such a way that they become empowered learners this mean teacher's professional development, able to grow in their understandings and abilities in the weeks and months trainings.

Workshop panel in the centers should identify the desired outcomes of the on the job training and select strategies that are appropriate to reach those outcomes (Satterfield, 2007).

#### **2.1.1.11. The Best Ways to Do On-the-Job Training.**

At an organizational level you can offer powerful teachers on the-job training for employees to your significant advantage. The suspected best way for conducting effective teachers on the job training is to communicate with teachers before conducting training, set objectives which will be SMART, promote active participation for participants, emphasize discussion, respect for participants' contribution, organize well the training, provide models and clear directions, establish schedules, meet unexpected situations, involve suitable physical surroundings, prepare expertise, procedures for observation, and topics that serve teachers/ needs. (Ted Ward and Joseph. Levine, 1971)

From the study, Zanzibar Educational policy of 2006 to be fruitfully applicable through method of conducting on the job training by using the same method like the preparing suitable environment for conducting on the job training like Teacher Centers, prepare teaching technique as pedagogical method, provide on the job training policies and guide line etc.

### **2.2.0 Theoretical review of literature**

This study of implementation of Zanzibar Education Policy of 2006 particular on the job training is guided by Social leaning theory, and Institutional theory.

#### **2.2.1 Social Learning theory**

Social learning theory is an educational theory which explains that socialization affects the learning process in an individual. It tries to emphasize that consciousness or awareness as the result of socialization, (Bandura 1961).

Social Learning theory explains the mechanism of learning process and the formation of individual knowledge through observation and imitation of others' behaviours.

(Bandura, 1977). Assumption of Social Learning Theory is explored by interpreting the effects of a teachers professional development programme that was designed to support teachers in using student centered and problem solving approaches in their teaching with traditional teacher-centered combine with groups of teachers to work together with one teacher leading. (Watson 2013). Either Social Learning Theory maintains cognitive development that involves knowledge and skills rather than conceptualizing the development of the thinking and uniform stage. (Bandura, 1989).

Furthermore, Watson argues that, social learning theory considers three components, namely teacher's knowledge, teacher's self-efficacy and social context and environment affect. Teacher's knowledge this is content of the subject matter itself and knowledge of the curricular development, content of subject matter encompasses structure of knowledge the theories, principles, and concepts of a particular discipline and knowledge of curriculum development are pedagogical knowledge on how a teacher can teach, deals with the teaching process, methodology, and techniques that are useful for representing and communicating content and how students best learn the specific concepts and topics of a subject (Shulman,1986).

Teacher's self-efficacy deals with the actually memory domain and increasing performance, it is the belief an individual has in the level of success they will experience when they act in certain ways in specific contexts. Self-efficacy reflects cognitive capacities and underlying skills, it also incorporates affective components such as confidence, motivation and willingness to innovate (Bandura, 1997).

Social context and environmental effects are the areas which are preferable for providing the particular knowledge, there are also the effects of the working conditions, the demands of the job, the nature of teaching and the institution in which is takes place. It has been recognized that these environmental effects also have a strong influence on the way teachers teach (Joan Grouse, 1992). Combinations of these components describe well about how teachers can learn more and increase their capacity when the modeling scope of enough content, relevant pedagogical or teaching methods are relevant and up to date even adequate teaching and learning materials and proper environment for teaching.

In this study of implementation of on the job training, Social learning theory guided in understanding the implementation of the policy specifically in the area of OJT and education policy of 2006, if the TCs and NTRC play as social context and environment which provide knowledge for teachers to be self-efficacy i.e. innovative, motivate, confidence and willingness to facilitate easy implementing on the job training programme.

This study also was guided by social learning theory, which reflects three components like teacher’s knowledge, teacher’s self-efficacy and social and environment context to implement on the job training programme. Thus, this study will explore and analyze the capacity of TC and NTRC institutional which are responsible for implementations of on the job training programme by looking at quality of workers, content provided, teaching methodologies, incentives, innovativeness, availability of adequate materials for running on the job training courses seminar etc, in implementing on the job training programme.

### **2.2.2 Institutional theory**

This section presents the underlying theory of institutional constraints and its impact on significant social behaviours. Institutions are ‘humanly devised constraints that govern political, economic and social interactions and consist of both informal institutions (e.g. customs, traditions and code of conduct); and formal institutions (e.g. constitutions, property rights, laws and regulations,) (North 1991). Similarly, Scott (1995) defines institutions as ‘regulative, normative, and cognitive structures and activities that provide stability and meaning to social behavior, It is argued that North’s distinction of institutions into formal and informal is complementary to Scott’s categorization of institutions into regulative, normative and cognitive (Kijaji, 2013).

**Table 2.1: Dimensions of Institutions**

Degree of Formality (North, 1990)	Examples	Supportive Pillars (Scott, 1995)
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Formal Institutions	Laws Regulations Rules Policies	Regulative (Coercive)
Informal Institutions	Norms Cultures Ethics	Normative Cognitive

**Source:** Adopted from Kijaji, (2013)

This study focused on formal and regulative institutional elements which emphasize rule-setting, monitoring and sanctioning activities (Scott, 2008). From the theoretical lens of institutional theory, organizations are captives of institutional environment where they exist, meaning that organisations are affected by common understandings of what is appropriate and fundamentally meaningful behaviour (Tolbert and Zucker, 1983). Institutions form the foundations of understanding the environment surrounding organisations as they offer a framework consisting of rules, normative behaviours, and beliefs which explain the practicality for organizations (Hoffman, 1999). Institutions consist of regulative, normative and cultural-cognitive elements which when combined together with associated activities and resources provide stability and meaningful social behaviour for organizations (Scott, 2008).

In the literature, institutions have been said to provide meaningful structures and mechanisms of social order and cooperation, governing the behaviour of a set of individuals within a given society. Institution comprises a substantive area of operation, a system of legitimate rules, a group of persons with legitimate interest in the interpretation and application of the rules, a group of actors pursuing their goals within the substantive area (Scott, 1995).

From Scott's description of institutions, regulative pillar of institutions are formal institutions comprising of constitutions, legal systems, policy, judiciary, bureaucracy property rights systems, and regime types influence institutional outcomes and these links are rather well analysed, regulative comprise of rule setting, policies, guide lines, acts regulation, monitoring, and sanctioning activities that help regulative bodies and existing laws (Scott, 1995). Normative institutions comprise of a prescriptive, evaluative, expectations, regimes, authority and conformity performance of duty and obligatory dimension into social life, normative include both value and norms where

value are conception of preferred standard to which existing structure or behaviours and norms define the goals and objectives (Blake and Davis, 1964). Cognitive elements emphasize the nature of reality and the frames through which meaning is made and constitutes of the mind capability of the people as workers knowledge and experience associated with the preferable environment (Scott, 1995).

Institutions affect applicability of on the job training programme and vice versa. If institutions comprising regulative, normative and cognitive pillars and Ministry of Education of Zanzibar will use this theory effectively they will be successful but if not they will fail to implement on the job training programme. Therefore, absence of rules and regulations, on the job policies and guidelines, availability of adequate resources like knowledgeable workers proper environment, money for running the programme, effective planning and coordinating and evaluating the programme will be a huge challenge for implementing on the job training.

In this study of implementation of on the job training regulatory bodies are the Department of teacher education from Ministry of Education, Ministerial body of Directors and Educational registration office while existing laws and rules are on the job training guidelines, on the job training policies, rules and acts of interpreting the policy and guidelines, normative as coordination mechanisms of on the job training which help to understand how the programme are coordinated, evaluated, monitored and planned in a good manner and cognitive reflect the capacity and mind capability of peoples in their working areas like TC and NTRC as a result applicability of the daily duties and responsibilities.

This study was guided by institutional theory, which refers to formal institutions comprising of constitutions, legal systems, policy, judiciary, bureaucracy property rights systems to carry out on the job training implementation. Therefore, this study explore and analyzed the institutional frameworks which are responsible for implementation of on the job training programme by looking at regulative normative and cognitive institutional elements like regulative bodies and existing laws and on the

job training policies and guidelines, mind capacity of workers at TC and NTRC. Moreover, the study will be extended by looking at the coordination activities from different ministerial institutions, departments and other organs in implementing on the job training programme.

### **2.3. Empirical Review of literature**

This section discusses the brief presentation of the related literatures on the implementation of Zanzibar Education Policy particularly in the area of teachers on the job training.

In the survey of metal working industries, conducted by the United States Bureau of Mines. The findings show that the extent of training in the work place will be effective compared to what is off the job site, 90 percent of structured training enrollments on the job area become successful in the particular organization, where availability of expected materials will be there. Whether the training was given on the job should be initiated as primarily base in any organization and special consideration for operating the programme like data collection (Singleton, 1980).

Accordingly, Dutto (2000), quality in primary schools teaching in Italy diffused and many actions were undertaken to solve the particular problems, and proposed that in-service training started to be seen as a crucial policy measure within newly adopted education policies, the institutional framework like principle of in-service training as a right and a duty was openly stated in the legislation, under the patronage of long-life learning for everybody. Describing high challenge, high priority for teachers in-service and innovative teacher groups working in schools were strongly demanding new opportunities for teacher's professional development.

Furthermore, studies have been done by the Aga Khan Foundation Projects in East Africa from 1985 to 2000 on improving schools through Teacher Development. The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles. The strategic principles embody the belief that the

chances for quality improvement in teaching and learning are greater when change efforts are school-based, involve whole schools as a unit of change, emphasizing the ongoing professional development of teachers, attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that enable continuous school development, and evolve through partnerships among relevant education stakeholders.

Literature also informed us on the ways of on the job training is delivered, concerning the subject training; training on subjects, other areas include continuous assessment, upgrading unqualified teachers, short residential courses, teaching methodology and content based school based training.

Although the literature shows the above successes, according to our study area in relation to Tanzania /Zanzibar perspective the study is intended to address the following as a way of filling the gap. Zanzibar schools and TCs as learning institutions has missed the true pedagogical leadership which defined school as an organisation with ability of conducting, delivery and implementing the circle of teachers' professional development through teachers' on the job training. The secondary and primary schools lack effective and sustained stakeholders who are responsible and committed on academic, instead most of them are administrative-based type of school support.

### **2.3.1 Conceptual framework**

The conceptual framework is an abstract representation of how the researcher makes logical sense of the linkages among various attributes that have been investigated as imperative to the problem. It can be represented graphically or descriptive structure (Elliott, 2005). The study concerning on the job training have one dependent variable and seven independent variables which may cause effective implementation of Zanzibar Education Policy of 2006. These variables are:

#### **Independent variables**

In this study independent variables refer to those factors selected by the researcher to determine its relationship to an observed phenomenon. Independent variables are the capacity of teachers to implement the change, on the job training institutional framework, availability of on the job training materials, appropriate learning environment and effectiveness coordination of on the job training programme where on the job training is a dependent variable.

### **Capacity of teachers to implement change**

Korth (2009) defined the concept of teachers as are the people who are placed in classroom settings to observe, practice, and develop teaching skills. The capacity of teacher ensure effective teaching to the ability of provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. (Collins, 1990)

Roles of the school teachers are as follows: professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues, complies with rules, regulations, and policies of governing agencies and supervisory personnel, demonstrates professional practices in teaching, acts in a professional manner and assumes responsibility for the total school programme, its safety and good order, assumes a role in meeting the school's student achievement goals, including academic gains of students assigned to the teacher, observations of the teacher by the principal and assistant principals (RGoZ, 2007).

Capacity of teachers will be upgraded from different sources, in this world context there are so many universities and colleges which provide knowledge and experience for teachers' development like university of education, programme for teaching methodology, programme of cross-cutting issues related to HIV education, environment education, globalisation, specific programme of school-based activity operated at the zonal teacher centered, changing of the school curriculum etc.

### **Effective Teaching Methods**

Teaching method can be defined as a procedure and technique used to teach the lessons effectively and the goal to be reached. Teaching Method can also be defined as

a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students (Fidelia 2012).

Teaching methodology obviously is concerned with what method techniques or approach, individuals or group of teachers select and use in actual classroom situation. As teachers, we know that there are special methods of teaching according the level of the learner's, nature of the topic to be taught and particular environment, and teaching methods can generally be classified into two broad categories, namely Child-Centered methods Teacher-Centered methods (Fidelia 2012).

To have fantastic on the job training and effective implementation of the Zanzibar Education Policy of 2006 we should implement both child-center method and teacher center methods which contain the following characteristics, should be friendly with students, should involve students in the lesson, should focus and link in the topic to be thought, should build students sense of independence and should reflect observation through watching other or through thinking, within these two methods there are goods techniques which facilitate easily implementation of the teachers on the job training particularly in the TCs and school levels.

These techniques are activity methods, assignment, supervised study, discussion method, play and games method, lecture method, learning by doing method, discovery method, co-operative method, the problem-solving method, assignment method, remedial method, play-way method, individual method, dramatic method, demonstration method and story-telling method.

### **On the job training institutional framework**

Institutional framework is the system of formal laws, regulations, and procedures, and informal conventions, customs and norms that broaden, mould and restrain socio-economic activity and behaviour, either institutional framework are formal and regulative institutional elements which emphasize rule-setting, monitoring and sanctioning activities (Scott,2008). Success of the on the job training program

depends on the specific policy and guideline rules and regulations concerning on the job training and for teachers' development and provision of education services.

Institutional framework in education sector aims at improving quality services to achieve better outcomes in education. This framework maximizes decentralization of authority with accountability in educational management to local level and individual institution, participation for all stakeholders, removing obstacles and barriers in policy implementation for providing quality education. Through on the job training policy teachers will have an opportunity to upgrade and acquire professional qualifications in teaching (URT, 2010).

Ministry of Education and Vocational Training expressed the desire to have a comprehensive on the job training policy and guideline rules and regulation strategies and techniques which clearly spells out all crucial issues related to on the job training. The MoEVT, through the Department of Teacher Education, seeks to improve the professional competencies of teachers at all levels through various strategies including conducting systematic, efficient and cost effective on the job training, through the use of Universities, TTCs and TCs (RGoZ, 2010).

On the job training institutional framework practically will be understood by looking on the job training policies, guidelines, laws and acts, if are there, applicability of such policy and guidelines, are they up to date? Are there any challenges facing implementation of that policies and guidelines and involvement in the preparation of that policies and guidelines?

### **Availability of instructional on the job training materials**

Teaching and learning resources are those materials which employ on building effective communication between learners and teachers for the sack of attaining knowledge skills and attitude desired, this is another factor for effective implementation of on the job training programme , by using these instructional tools like audio visual and audio visual aids harmonize effective teaching and learning process.

The materials are grouped into audio, visual and audio visual materials (Eden, 2004). So, on the job training materials are those materials that help tutors and inspectors to facilitate the training effectively in various sectors like schools, TCs and other zonal centers. The materials can be prepared or bought.

On the job training resources will be realized by emphasizing the quality and characteristics of a good teaching and learning materials concerning the topic or content to be taught, materials should be clear and not ambiguous, materials should raise interest of the learners; also they should be friendly and not excluding others etc.

From many centers including schools there are no enough materials for running on the job training programme like physical, human and financial resources for implementing those on the job training activities either annually or quarterly in the job training materials.

### **Decentralization of on the job training.**

Mamdani (1996) define Decentralization as a process of emphasizing national cohesion, effective rules and efficient management of rural subject, either Ribot (2002) said that Decentralization is the process whereby powers are transformed to lower actors who are accountable to their superior in hierarchy. Other definition of decentralization state that is the process of transfer of responsibility for planning, management and resources allocation from central government to field of units of central government ministry or agencies, subordinate units or levels of government, semi autonomous public authority or cooperation, area wide regional or functional authority Rondinell (1981).

From Ministry of Education and Vocational Training of Zanzibar, decentralization process concerning on the job training programme was planned and coordinated in the ministry level later in district level but during 1994 on the job training programme shifted to the cluster wise where Mkwajuni TC was the first TC to implement on the job training and now in Zanzibar there are twelve TCs .In Unguja there are seven and Pemba there are five dealing with such programme.

So acceptance of this decentralization policy in Zanzibar ensure applicability of the on the job training programme since on the job training activity was in the some document only but not implemented in the ministry wise, in fact this programme in nature will be applicable in the school level under assistance and supervision of TCs.

### **Effective coordination of on the job training**

Effective coordination means to harmonize all the activities so as to facilitate its working and its success to accord things and actions their rightful proportions, and to adapt means to ends. Effective coordination supports implementation mechanism when managerial activities are correlated together like coordinating, delegating, supervising, motivating, monitoring and evaluating communicating team work (Fayol, 1949). Effective coordination will be achieved if educational agencies, authorities, boards, councils, department, and institutes are related together to perform their daily duties and responsibilities.

In Zanzibar effective coordination will reduce conflict that might happen in a Ministry of Education and Vocational Training of Zanzibar in particular and build sense of relationship, belongingness, integrity and faithfulness, equality for all stakeholders in educational agencies, authorities, boards, councils, department, and institutes as well as Zanzibar Institute of Education, Department of Teacher Education, Zanzibar Examinations Council, Department of secondary, Department of primary, Department of policy planning and research etc. in the process of implementing on the job training programme for sack of further implementation of Zanzibar Education policy of 2006.

So, each authority, agency, board and council will play its roles accordingly and closely related with other for playing their part concerning on the job training programme as result of proper implementation of Zanzibar Education Policy of 2006.

### **Effective Stakeholders in the training participation.**

Stakeholders “are the one who has direct concern or interest which is likely to be affected by or has the ability to influence a decision, or is a list of possible participants earlier in this section is one place to start” (Parsons 1995). Stakeholders can be individuals, groups, organizations, communities, businesses and other government departments.

Acceptance and rejection of any policy caused by the stakeholders influence the implementation of the policy success or failure. “This is due to the fact that programmes are not enacted by locals who understand the problem”. (Michael and Peter, 2002) Stakeholder’s participation is an essentials factor of success in implementation of the policy (George, 1991). If a policy to be implemented does not have the support from influential political leaders, influential individuals from the community and interest groups it may not be easily implemented (Parsons 1995:486).

Zanzibar Education Policy of 206 will implement from the beginning and vice versa if there are stakeholders participation. The stakeholders like DEO/ REO. NGOs and CBOs, school development committees, TCs and other Ministerial departments towards education sector in Zanzibar and the implementation of 2006 education policy.

### **Appropriate learning environment**

Adequate and appropriate environment is one of the major factors for effective implementation of on the job training. Appropriate learning environment also is an influential factor that affects on the job training (Harris and Sass 2008). A classroom needs to be flexible, so it can quickly and easily be rearranged. It needs to be isolated or removed from the workplace, so learners are mentally prepared to separate themselves from normal work activities. Finally, a classroom needs to be effectively

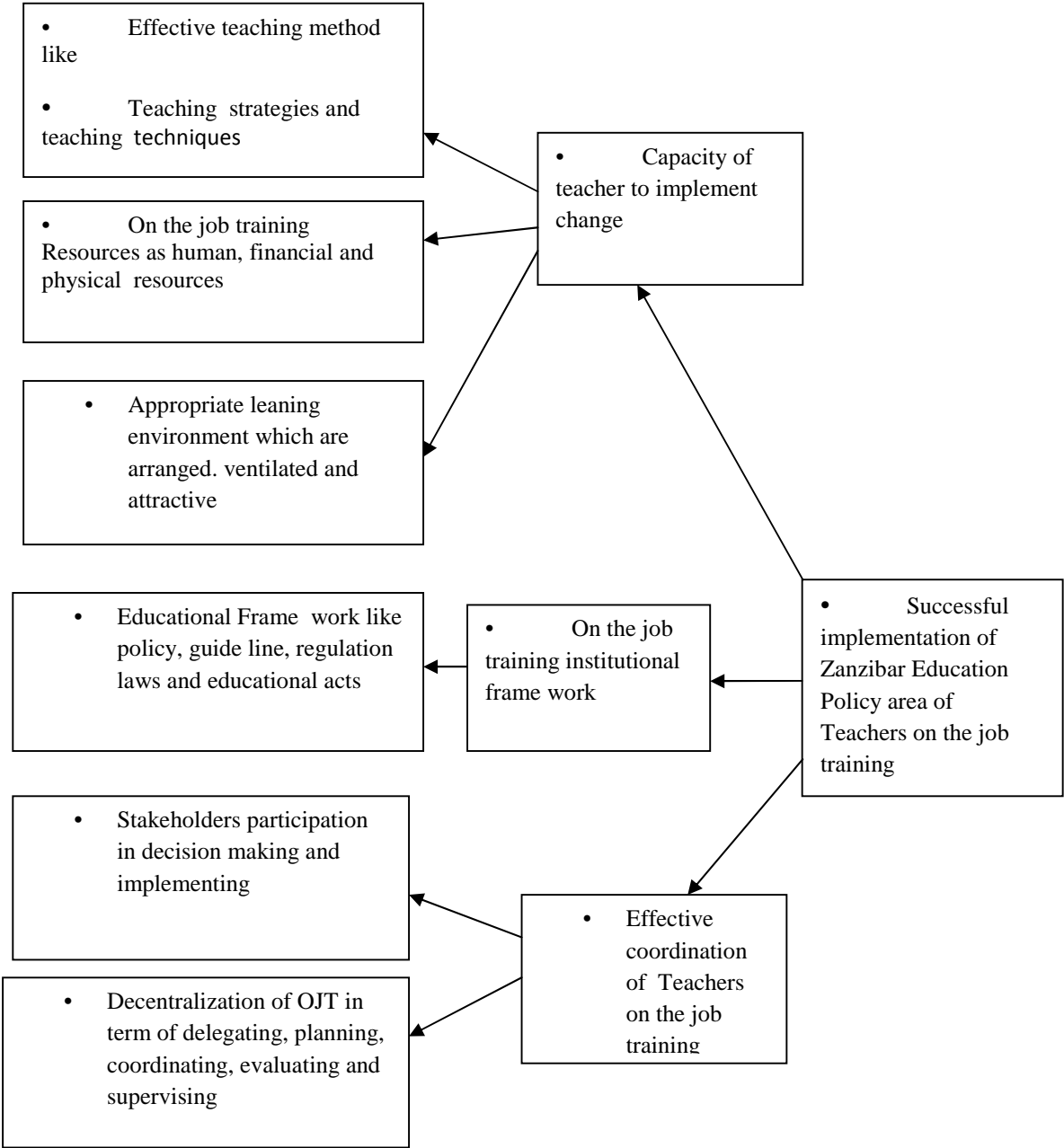
lit, ventilated, and arranged to maximise learner comfort and minimise distraction, if not the training will be ineffective.

Better learning environment will be stipulated by looking the criteria for good learning situation as well as the size of class, class should be large enough and not overcrowded, ventilation, should far from business centers, should be carefully monitored, for appropriate lightening, aromas, water and appropriate foods environment should offer wealth materials, built trust empower learners and emerge students to explore their feeling. (Elizebeth Larkin, 2001).

### **Successful On the job training**

The dependent variables are those output factors which are response variables, which are presumed to be the effect of the independent variables. In this study, on the job training is a dependent variable where proper implementation of Zanzibar Educational Policy of 2006 will be successfully implemented if the programme of on the on job training will be planned and organised well in various levels like Department of Teachers Education, TCs and other schools in Zanzibar. For example, eleven TCs available in Zanzibar are enough, their roles and responsibilities prepared for TCs to play part and school programme planned concerning on the job training activities in each school in Zanzibar will ensure that policy will be implemented effectively if the facilities and requirement for implementing on the job training are available.

**Figure 2.1: Conceptual Framework**



(Source: Researcher’s own construct, 2015).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter described in the methods used by researcher to collect data and analyze the primary data. The information was obtained from different approaches; and the validity and reliability of the findings were discussed.

#### **3.1 Research Design**

Research Design is a plan on how a study will be conducted (Msabila & Nalaila, 2013). The researcher used a case study design. Case studies tend to examine a small number of units across a large number of variables (Kothari 2002). The case study was considered useful and appropriate for this study as there was a possibility of using multiple sources of evidence with flexibility in data collection methods (Krishnawami, 2003). This study used a case study hence it aimed at assessing the challenges facing implementation of teachers on the job training in the selected geographical location of North A District in time of October - December for collecting specific data concerning teachers on job training.

#### **3.2 Area of Study**

The study was conducted in Zanzibar at Mkwajuni TC in North A District. This area was selected because performances of students in both primary and secondary schools in national examination results are poor (RGoZ, 2013). Also a good number of teachers are not professionally trained to at least lower level of grade IIIA certificate for example out of total number of 436 female teachers 68 are untrained in teaching professional. While of 450 male teachers about 52 are untrained. Another reason for selection of the area is that it is located in a rural area where transport is a problem thus many teachers hesitate working there.

#### **3.3 Study population**

For the purpose of getting relevant results, the population of this study was the employees in the Ministry of Education and Vocational Training Zanzibar, especially in the department of teachers' education. This department is responsible for National

Teacher Resource Centers (NTRC) and the cluster base centers. So, population of this study was TC coordinators, these coordinators are responsible for providing on the job training knowledge through seminars in the TC, head teachers, because they are the leaders at the school levels and schools expected to have its own planning concerning on the job training; also Ministry officials who are responsible for planning and preparing on the job training budget, policies, and guidelines for teachers' on the job training. Also REO are responsible for supervising and monitoring educational activities including on the job training programme and section leaders who are responsible for running on the job training at the school levels.

### **3.4. Sample size and sampling technique**

#### **3.4.1. Sampling techniques**

The process of developing the sample is what called sampling technique. This is the technique which the researchers used in selecting the items for the sample (Kothari, 2004). This study employed the purposive sampling and random sampling as follow:

##### **a) Random Sampling**

This method was used when researchers want to find respondents from different areas randomly. The method used because, the schools are many and researcher needed to select some of them in order to avoid biasness, also the method was used because it made sure that every school get equal chance to participate in the study by using randomization process. The method was used to select 15 primary schools and 15 secondary schools. Therefore 30 schools are qualified out of 50 schools, as follow

**Table 3.1: Sampled schools**

s/n	Primary schools	Secondary schools
1	Bandamaji	Gamba
2	Mgambo	Potoa
3	Kidagoni	Kijini
4	Kandwi	Mlimani
5	Kigunda	Matemwe
6	Mtoapwani	Pale
7	Pwani Mchangani	Kinyasini
8	Mkokotoni	Mkwajuni
9	Kikobweni	Jongowe
10	Moga	Nungwi
11	Mbuyutende	Tumbatu
12	Kibeni	Chaani
13	Kigomani	Fukuchani
14	Kilindi	Kidoti
15	Jongowe	Mapinduzi

**Source:** Field data 2015.

In the 30 selected schools random sampling was used to select 34 respondents qualified to participate in the study of whom 30 were ordinary teachers (15 from secondary and 15 from primary schools) and 4 section leaders.

#### **b) Purposive Sampling**

Purposive sampling is a sampling procedure used to select respondents who are considered as key informants, and believed to be reliable for the study. This method employed because on the job training actually implemented in specific Teacher centre at Mkwajuni of North A and REO/DEO are responsible persons for on the job training administration even ministry officials and head teaches are specific persons who deal with such programme in their respective. The researcher used this type of sampling technique to choose the sample of 20 respondents. These are 10 head teachers 1 DEO, 1 REO, 2 TC coordinators and 6 Ministerial officials.

### 3.4.2. Sample size

According to Cohen et al, (2001), a sample is representative groups from the population in such a way that the findings from the sample can be generalised on the population. Also, it can be explained as a small group of subjects drawn from the population in which a researcher is interested in gaining information from and drawing conclusions about the universe (Kothari, 2002). Sample size is the total number of respondents that constitute the sample that the researcher wants to use in soliciting information during the study. In this study the sample size was determined by basing on the ideas of research experts as follows:

Singh and Bajpai (2007: 154-155) argue that the sample size should have at least 30 subjects; below this size then the sample is regarded as small. They further contend that for descriptive researches the sample is required to be 10 – 20% of the accessible population. Ruddick, Sherwood and Stevens (1983:80) give the following rule of thumb: No sample should be less than 40.

On the basis of the above ideas I decided to select the 54 respondents as a sample size because of time allocated, budget deficit and the purpose of the study. This sample was considered adequate and hence the researcher was confident to get the required information in a comprehensive manner that could depict the real picture of the problem. The respondents who constituted the sample were primary and secondary teachers, head teachers, section leaders, District Education officers and Regional Education Officer, Ministry officials from different departments including Teacher education and TC coordinators. The sample size composition is illustrated in Table 3.2 which also shows the sampling techniques and the associated tools for data collection.

**Table 3.2: Sample size**

Respondents criteria	Expected numbers	Sampling technique	Tools
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District Education Officer	01	Purposive sampling	Interview
Regional Education Officer	01	Purposive sampling	Interview
Schools head teachers	10	Purposive sampling	Questionnaire
Secondary school teachers	15	Random sampling	Questionnaires
Primary school teachers	15	Random sampling	Questionnaires
TC Coordinators/subject advisors	02	Purposive sampling	Interview
Section leaders	04	Random sampling	Questionnaires
Ministry officials	06	Purposive sampling	Interview
Total	54		

**Source:** field data, 2015

### **3.5 Types and Source of data**

This study used one sources of data; this is primary data. The primary data was collected directly in the field by organizing interviews and questionnaires tools and the questions used in these tools are directly concerning teachers on teachers on the job training for implementation of Zanzibar Education Policy of 2006 in the area of teachers on the job training.

#### **3.6.1 Data collection**

##### **3.6.1.1 Data collection techniques**

This study employed triangulation technique: Triangulation as data sources which depicts the use of multiple data technique in the same study for validation purposes (Hussein 2009).So the technique used in this study are interview and questionnaire. These methods of collecting data were used to ensure the validity of the data and gathering more and wide information as well as to minimize bias and distortion of data.

### **a) Questionnaire**

According to Veal (1997), questionnaire is an instrument of data collection from individuals using a formally designed schedule of questions. The study used the questionnaire to collect data concerning Implementation of Zanzibar Educational Policy of 2006 from primary and secondary teachers, head teachers and section leaders. The open ended questionnaire used to get many ideas, inputs and also the above respondents have enough time to internalize their ideas concerning study.

There were many questions concerning on the job training in the questionnaire. Some of which included more than 3 sub- questions, other questions were Linker scale with numbers coded from 1-5 where 1= strongly Disagree 2= Disagree, 3 = Uncertain, 4= Agree, 5 = strongly agree.

### **b) Interview**

Interview is the oral or vocal discussion between researcher and respondents it is purposive interaction between two or more people focusing on one person trying to get information from the other (Enon, 1995). It is conducted either face to face or by telephone or e-mail (on line). This study used unstructured interview to all 10 respondents including REO, 1DEO, 1 TC Coordinators 2 and 6 Ministerial officials. It was a preferred method of data collection because it allowed researcher freedom to seek more clarification, information and exchange ideas between interviewer interviewee.

## **3.7 Validity and reliability issue**

According to Hussein (2009) Validity involves the quality of the data gathering instrument or procedures where the researcher is interested in whether measures capture what they intended to measure and reliability is the degree to which an assessment tool produces stable and consistent results. (Colin at ell 2006).

To ensure validity and reliability, the study applied the triangulation technique by using interviews and questionnaire data analysis and this was done through piloting of the data collection instruments used to collect data. The data collection instruments were designed in such a way that they measure opinions of respondents towards

implementation of teachers on the job training and with issues obtained during interview and answers obtained from questionnaires so as to ensure validity

For the sake of validity and reliability, all instruments were produced in English and Swahili language in order to overcome the communication barriers among the respondents

### **3.8 Data analysis and methods**

This study used qualitative data analysis techniques; According to (Cress well 2009) Analyzing qualitative data, including coding text and developing themes and descriptions based on these codes, and should be acquainted with a qualitative data analysis software package.

The ideal approach of analyzing data in qualitative research was by coding procedures. Coding represents the operations by which data are broken, conceptualized, put back and interpreted. Researcher identified the challenges that hinder implementation of on the job training. Those data collected through interview in all objectives analyzed through content analysis, because the researcher shifting large volume of data in to a systematic fashion and it is useful for examining trend and pattern, while the data collected with questionnaire processed by using the Statistical Package for Social Science (SPSS) on the software then collected classified, categorised and organised according to the responses. Then the data analysed thought frequencies, percentages and tabulation was drown.

### **3.9 Variables and their measurement**

This section explains the degree to which good implementation of education policy of 2006 concerning teachers on the job training as dependent variable, whereby the independent variables are: the capacity of teachers to implement the change, on the job training institutional framework, availability of on the job training materials, appropriate learning environment and effectiveness coordination of on the job training programme where successful implementation of on the job training is a dependent variable. The respondents were asked question like. How are the resources governed for the implementation of on the job training? How are on the job training institutional

framework formulated, coordinated and organized? How are stakeholders involved in the implementation of on the job training programme? and How are on the job training coordinated?

### **Capacity of teachers to implement change**

Capacity of teacher to implement change ensures effective applicability of on the job training and was measured by looking the quality of teachers, who are qualified, experienced, and skilled for implementing on the job training program in the area where on the job training organized like in TC, schools. These requirements help teachers to accomplish the daily duties and responsibilities like coping with changes in the educational curriculum and global change. Respondents were asked questions such as; are there enough tutors and TC coordinators in the teachers' centers? Are they qualified? Are they experienced?

### **Effective Teaching Methods.**

Effective Teaching Method is a major factor which promotes application of the Zanzibar on the job training in the Ministry of Education and Vocational Training. This is because the type of training provided in the centers and schools depend on what method used in the provision of such knowledge. From this variable respondents were asked question concerning performance of the learners in the classroom particularly TOT, how do they transfer the knowledge to others as subject teachers, and performance of students in the classrooms.

### **On the job training institutional framework**

Institutional framework is a system of formal laws, regulations, and procedures. On the job training institutional frame work is one of the independent variable which affects the implementation of on the job training. This variable was measured by looking the availability of adequate element like rules, regulation, policy, strategies, guidelines concerning on the job training. The respondents were asked questions like, Are there policy and guidelines prepared for on the job training? If any, are they

applicable? If not, why? Are there any laws which facilitate smoothly implementation of that policies and guide lines?

### **Decentralization of on the job training.**

Decentralization of on the job training is a process of transforming on the job training powers responsibility and resources for planning, managing and implementing all activities from central government to local authority in term of teaching professional agencies, subordinates, semi autonomous and area wide regional or functional authority to lower actors who are accountable to their superior in hierarchy. In this variable respondents were asked questions concerning on the job training programme and activities and authority as available in local level instead of national level, like Are there programme and activities planned in TCs and schools for implementing on the job training?

### **Availability of instructional on the job training materials**

Teaching and learning resources are those materials which employ on building effective communication between learners and teachers for the sack of attaining knowledge skills and attitude desired, this is another factor for effective implementation of on the job training program me , by using these instructional tools like audio visual and audio visual aids harmonize effective teaching and learning process.

On the job training materials can be measured by looking at the impact of the lesson taught or training conducted if was well understood or not through selected Teaching Learning Resources. Respondents asked question like: Are there on the job training teaching and learning materials? Are there applicable for on the job training programme? Are there durable?

### **Effective coordination of on the job training**

Effective coordination is the means of linking certain activities in order to harmonize the way of approaching working success and accord things and actions their rightful

proportions, and to adapt means to ends. Effective coordination support implementation mechanism when managerial activities are related together.

This variable was measured by looking at those managerial activities in education as correlated, planned, organized, supervised and implemented with on the job training programme and respondents were asked the following questions as well:, Are there any meetings conducted for discussing on the job training? Are there programmes planned for on the job training? If any, how are they monitored? If not, why? Are there strategies for on the job training? How many training sessions are conducted concerning on the job training?

### **Effective participation of Stakeholders**

Acceptance and rejection of any policy implementation depend on the stakeholder's involvement from the beginning to the final stage (Michael and Peter, 2002).

This variable was measured by looking at the degree of participation of stakeholders at various stages of on the job training implementation. Respondents were asked questions like; have you involved in the preparing on the job training policy and guide lines? Have you ever been participated in any stage of implementing on the job training?

### **Conducive learning environment**

Effective implementation of on the job training depends on the availability of conducive learning environment. Conducive learning environment will be measured by examining the friendly of the environments to all users like inclusive learners security for all users of the environments , class setting as it allow interaction, , class should be large enough and not overcrowded, ventilation, should be far from business centers, should be carefully monitored, appropriate lightening, aromas, water and appropriate foods environment should offer wealth materials, built trust empower learners and emerge students to explore their feeling, and respondents asked question like Does your school has proper learning environment like enough building, electricity, water.

### **Implementation of teachers on the job training**

On the job training is a dependent variable and will be measured by looking successfully implementation of on job training program and activities as planed and organised in various levels like Department of Teachers Education, TCs and schools in Zanzibar. Example eleven TCs available in Zanzibar enough, their roles and responsibilities prepared for TCs to play part and school programme planned concerning on the job training activities in each school and other institutions of ministry of education will ensure that policy will be implemented effectively if the facilities and requirement for implementing on the job training are available.

### **3.10 Ethical considerations of the study**

Ethics is defined as conformance to the standards of conducts of a given profession or group (Bhattacharjee, 2012). So, the researcher assured that the ethical issue was under consideration and all respondents were assured of safety in terms of their security. Also, the researcher asked for permission of doing the study at the Ministry of Education and Vocational Training. The researcher was bounded to follow and accept the individual plan and school regulations by asking their readiness and possibility of doing the study.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, DISCUSSIONS AND ANALYSIS**

#### **4.0 Introduction**

This chapter dealt with the results of the findings. It is presented in three sections, Section one discusses TCs in the implementation of Zanzibar education Policy of 2006 in the area of teachers on-the job training which involve, type of training conducted in 2014, financial resources for on the job training, ability to conduct training, changing concerning provision of such training and ability of TC and others offices to master teachers on the job training etc. Section two focused with current institutional framework for implementing teachers on the job training as well as laws, policy and guide line prepared for running on the job training apart with the problems facing those legal organs. Section three discusses on the job training coordination for effective implementation in line with appropriate stakeholders in training participation and effective coordination for on the job training.

#### **4.1 Capacity of TC and NTRC in the implementation of Teachers' on-the job training.**

The study was aimed to look ability and inability of TCs to implement its and daily programmes and activities on implementing teachers on the job training in TCs areas, where TCs are responsible for implementing any training in the cluster base. The focus was to look on the quality workers in TC, who are qualified, experienced, and skilled for implementing teachers on the job training program, enough materials available in TC like instruction materials for running the training, physical materials like building and financial materials covered the actual cost for running the training in TC. These requirements help expected workers to accomplish the daily duties and responsibilities like coping with changes in the educational curriculum and global change.

The researcher investigate the capability of Mkwajuni Teacher Center from North A District which is only center selected on providing teachers on the job training for all North A District schools.

#### **4.1.1 Training conducted in 2014**

At this research area, the researcher investigates on how much the TC and NTRCs have the capability on conducting on the job training and the question was have you conduct any on the job training since 2014. The finding show that out of 10 head teachers six of them have conducted on job training and four head teacher did not conduct any training.

For those head teachers conducted training which is six of them, the findings show that four head teachers conducted one type of training and two of them conducted two types of training in the year 2014. The trainings conducted were the training on the new and difficult topics conducted by 5 head teachers, training for administration conducted by 2 head teaches, training for teaching methods and contents conducted by 4 head teachers and panel training conducted by 1 head teacher.

According to the findings, the capability of schools on conducting teachers on the job training is very limited. This is why on the year 2014 only two training concerning administration were conducted, which means that subject panel missed the administrative skills on how to conduct teachers on the job training. The finding also communicate that the culture of North A District schools to conduct training is very ad-hoc due to only 12 training conducted for the year 2014 it means that the culture of head teachers and section leaders to cascading training is another challenges in North A school such. Such trend does not enable to cope with the educational innovation, curriculum implementation and teachers development at large.

Therefore, there is a need for school head teachers and section leaders to insist and encourage the applicability of on teacher on the job training because this is crucial tools for teacher's development and schools in general.

According to the findings the following reasons experienced as a common obstacles for an applicability of teachers on the job training in the schools in the year 2014.

The most and common challenges addressed by head teachers which was strongly agreed by all head teachers (100%) were lack of financial resources; lack of facilities and materials, and teachers centre satisfied the needs on difficult topics and methodology. Also, lack of skills and knowledge are other challenges facing teachers on the job training scored on 75% on agree. While Teachers always refuse and be asked to be paid a lot of money on training and it score 25% are just other factors affecting proper implementation of on the job training.

The finding shows, the school faced with the problem of fund raising which hindering the effectiveness of many schools on job training activities including teachers on the job training and why also the finding shows the impact of that on incapability of having adequate resources for on job training. On other hand the study reveal that school lack the skills of improvisation because mostly depend money for getting materials and resources.

When a school grows with negative attitude that school is based on job training directed by teachers centre. This perception cause school to lose innovative situation on the on job training and why schools think their teachers are always competent. It seem that the knowledge and skill concerning on the job training is a challengeable issue. In relation to that schools loose power and authority on planning and administering as well as implementation of the on job training at school based level.

When asked about how head teachers conduct continuous assessment in their schools as their daily activities concerning implementation of teachers on the job training, the findings showed that 90% of respondents agreed that they assess and inspect teachers daily through inspecting the four development books that are supposed to be prepared in the process of teaching and learning. These books are scheme of works, lesson plan, daily records and assessments book. About 30% respondents noted that in the assessment head teachers assess whether their teachers are engaged in the professionals development in the different teachers colleges while and in school fund

only 20% of respondents agreed to be inspected and assessed on how they engage themselves in collecting and spending school budget..

The findings above depict that head teachers assess well in looking at the programme of teaching professional for daily duties and responsibilities in such way as they sure that what is tough is write and up to date.

While on the other hand findings have showed that teacher’s qualification and school funds is not priority in head teacher’s daily activities. So it is time for school and TC to look again on mode of teacher’s professional development including assisting and permitting teachers to join in the training collage where on the job training are initiated.

#### **4.1.2: Financial resources for on the job training programme**

Financial resources is important thing in implementing on the job training where most activities and programme planned to be implemented should be allocated in the way that each activity should spend some amount of money. All on the job training activities should be allocated its budget from central government to central and school level to implement what they planed effectively (Knamillar 1999).

In the Ministry of Education and Vocational training of Zanzibar the Department of Teachers’ Education is responsible for running and implementing on the job training programme through TC until school level. The finding shows that the majority of head teachers (equal to the 80%) in their schools have no money for running on the job training activities, and some (20%) replied that they have but very less which is not sufficient to conduct training.

**Table 2.1: Availability of Financial resources**

Responses	Frequency	Percentage
No I haven’t	8	80%
I have but few	2	20%
Total	10	100%

**Source:** Field data 2015

The results in Table 4. 1 show that there is insufficient fund allocated to facilitate on the job training programme.

The same question was asked in interview to the Ministerial officials concerning special ministerial budget for on the job training, one of the respondents have the following to say;

*There is no budget for running OJT programme except there is a small percentage of school contribution. However this amount is not enough in supporting implementation of on the job training like new syllabus and pedagogical training (TC coordinator)*

Other respondents from DEO/REO Department of secondary and DPPR said there was no budget allocation for on the job training.

*No there is no budget available in my office concerning on the job training. (DE/REO). There is no specific budget concerning OJT but Department of Teacher Education gave a few money as whole activity in the department so OJT will be implemented thorough that small cake (DPPR).*

In recognition to this, other respondents were also pointed out that there was no budget as the following quotation shows:

*There is no specific budget for the OJT, but Department of Teacher Education gave a few money as whole activity in the department so OJT will be implemented thorough that small cake, either There is a small budget form MTEF but is not available previous year department expect to get 56, 000.000 but actually department has got only 6,000,000 how can implement its roles and responsibility, remember that there is no statement said that this money for OJT( DTE)*

The findings showed that Zanzibar is among of the few countries which neglects to improve their teachers in term of allocating special budget for running teachers on the job training thought Teachers Centers, where there is a small budget allocated for implementing teachers on the job training in TC.

#### **4.1.3: Advice on how to improve TOJT**

Respondents from all ten head teachers questionnaire were asked about how to improve on the job training for teachers and school development. Results show that 50% of the respondents said there was a need to have a special budget for on the job training; 10% of respondent said rules and guide lines are very crucial in implementing this programme. On the other hand, 20% of the respondents said that participation of all subject teachers in training should be emphasized.

In brief the respondents mentioned many factors that may contribute to the improvement of teachers on the job training in Zanzibar they include:

*Provision of special budget for on the job training, through regular seminar in TC concerning training, equal opportunities and participation in the training for all teachers and subjects. Ministry should appoint the participants itself but not head teacher to avoid biasness in the selection (PT).*

*On the other hand one section leader had this to say Sensitization meeting concerning teachers on the job training should be conducted to facilitate easy implementation of the programme, follow up is importance after training, and there should be motivation in term of increasing salary, availability of scholarship..*

*Coordination between educational stakeholders also is important for implementation of the programme of on the job training as said by one secondary teacher. There should be school materials and other equipment in the schools levels and TC to implement prgramme as well as redness of the teachers to accept programme of on the job training (TC).*

The findings further showed that there was no participation of community in implementing policy because DEO/REO was not involved in the training, as one of the respondent reported:

*Ministry should be closed to the community to implement policy because in the District area DEO are responsible but didn't invited in the any one training*

where DEO have the primary roles to coordinate and inspect all on the job training programme in respective areas(DEO).

The quotation depicts that respondents were not involved in decision making process and so the policy implementation would not take place because community and other stakeholders were not involved in such decision like planning and preparing on the job training activities.

**4.1.4: Ability to conduct training.**

The study further investigated on how much the secondary and primary schools have the capability on conducting teachers on the job training through their section leaders, head teachers and ordinary teachers by looking at their actual qualification and, experiences and materials used in the process of conducting training at school area. The capability or incapability of schools in conducting training based on methodologies, ability to conduct training concerning orientation of new recruited teachers, ability to conduct team teaching and sharing inspection, ability to conduct training concerning syllabus analysis when new innovation emerges and ability to conduct panel training on subject specialization.

The respondents were supposed to rank their responses. The results are as shown in Table 4.2

**Table 4.2: Ability of the schools to conduct trainings**

Respondents	Scores				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Primary teachers		26%	40%	20%	13%
Secondary teachers		20%	20%	40%	20%
Section leaders				50%	50%

**Source:** Field data 2015

The finding from Table 5 shows the high score disagreed that the schools have the capability of doing the training themselves. These results imply that the training concerning teaching methodologies are not conducted. Furthermore the results showed that secondary and primary school missed the program of teachers on the job training

especially when new topics are introduced in the curriculum and teachers are faced with a challenge in teaching difficult and new topics.

**Table 4.3: Ability to conduct trainings on new recruited staff**

Respondents	Scores				
	Str agree	Agree	Uncertain	Disagree	Str disagree
Primary teachers		13%	33%	25%	26%
Secondary teachers		6%	26%	40%	26%
Section leaders			50%	25%	25%

**Source:** Field data 2015

Orientation of new recruited teachers is another essential component of teachers on the job training. Table 4.3 shows that, status of induction process of new recruited teacher as a part of teachers on the job training undergoes on uncertain followed by disagree and strongly disagree, lower scores rose in agree.

The results ensure that, school has no behaviour of conducting induction training due to fact that most of respondents asked this question from questionnaire reply as their schools did not took consideration on providing such training for new recruited teachers once employed , this mean that there is no culture of orienting teachers while starting their jobs.

**Table 4.4: Ability to prepare team teaching and sharing inspection**

Respondents	Scores				
	Strong agree	Agree	Uncertain	Disagree	Strong disagree
Primary teachers			46%	26%	26%
Secondary teachers	6%	6%	13%	60%	13%
Section leaders	25%		75%		

**Source:** Field data 2015

The say Table 4.4, shows the capability of secondary and primary school on make use team teaching and sharing inspection as a signpost of teachers on the job training. The data shows that, the high score observed in the uncertain followed with disagree and strong disagree.

The finding depict implacability of such training whatever in a small portion because most of respondents tick in uncertain means for somehow the training implemented, while the type and nature of training usually prepared by inspectorate and implemented in school level during inspection in recommendations and correction of what problems seem in the subject matter.

**Table 4.5: Ability to conduct trainings on syllabus**

Respondents	Scores				
	Str agree	Agree	Uncertain	Disagree	Str disagree
Primary teachers		33%	13%	33%	20%
Secondary teachers	6%	26%	6%	33%	26%
Section leaders		50%	50%		

**Source:** Field data 2015

Findings in the Table 4.5 indicate that, the status of teachers on the job training in area of syllabus analysis when new innovation take place many are uncertain. The data on other side shows lower score rose in strong agree.

Therefore the findings indicate that, there was a lower performance on such kind of training due to respondents' arguments on ability of their schools to conduct training of new topics when review of syllabus took place. Section leaders have primary roles in preparing, interpreting and analyzing new syllabus even new topic innovated in the curriculum in term of content and method of particular topics and such training available from TC to be implemented at school level.

**Table 4.6: Ability to conduct panel trainings**

Respondents	Scores				
	Str agree	Agree	Uncertain	Disagree	Str disagree
Primary teachers			40%	33%	26%
Secondary teachers	6%	6%	46%	26%	13%
Section leaders	25%	25%		25%	25%

**Source:** Field data 2015

Table 4.6 above summarized the finding of panel training on subject panel as follows; the data indicates that there is high score on the uncertain, while in disagree is second and lower scores experienced in agree and strong agree

Again the status of panel training on subject specialization shows improvement as noted from secondary teachers in spite of high scores rose in uncertain and disagree, this training supposed to be facilitated by the competent subject teachers in the school so secondary teachers and section leaders seem as a competent one to conduct training.

#### **4.1.5: Reasons that hinder provision of teachers on the job training in teacher center.**

This was another important variable in this research whereby the study sought to find out the factors which hinder provision of teachers on the job training in primary and secondary school in Zanzibar.

The finding shows that 61% of the respondents argued that budget deficit is a big problem that results in poor performance in the process of providing OTJT, others are lack of facilities has been reported to be the second reason as reported by 38% of respondents. Whereby poor participation was rated as the third factor (26% of respondents), selfishness 14%, and time consuming (14%) has been reported as the last factor for the poor implementation of teachers' OTJT. These results resemble what was obtained from the interview as remarked by one of the respondents in the following quotation:

*There is no specific budget concerning OJT but Department of Teacher Education gave a few money as whole activity in the department so OJT will be implemented thorough that small cake, either There is a small budget form MTEF but is not available previous year department expect to get 56, 000.000 but actually department has got only 6,000,000 how can involve and implement its roles and responsibility, remember that there is no distribution of that money for OJT( DTE).*

The above findings depict that TCs are faced with the problem of financial resource caused by the small budget from central ministry the result of lack of facilities including teaching and learning materials for running the courses, either participation or involvement of others subject teachers instead of science teachers in the training.

#### **4.1.6: Types of training**

Training is another important area in the process of teacher's development. In this element respondents were supposed to address three major trainings as applied in their schools. The most training noted in the questionnaire was on teaching method, content based and guidance and counseling. High scores in the question was on teaching method which score 52%, content base scored 44% and guidance and counseling scored 5% only.

The finding shows teaching methodology training is the most important training. As many teachers readily have their own content and just need method of teaching to inter in the class to teach. While other schools used panel section to discuss some difficult topics before teacher going to class, few schools generate guidance and counselling training as experienced in different school there are many problems particularly delinquent students due to absence of training.

A few respondents who replied this question in the interview responded that their subject was not priority and other said they did not participate in the training at TCs and other areas. One of them said:

*My subject is Arabic and Islamic so is not priority in the philosophy of the country but only science subjects given priority in the teachers on the job training, Since the teachers on the job training initiated in Mkwajuni TC I did not attend even one time in the training (Pr T).*

The result shows that some subjects were neglected in the trainings as seen as not priority like Arabic and Islamic knowledge. This is a problem of many schools in Zanzibar where teachers who were asked this question said only science subjects were given priority to participate on the trainings.

Further the study needed to know the area of training that was not confidence to justify the challenges facing TCs in provision teachers in the job training, the question need to say either yes or not if there is the area that is not confidence after training conducted.

The findings show that respondents who agreed were few in percentage comparing to those who disagreed. For those respondents who agreed they specified that the common area observed are teaching methodology and content of the subject matter score in medium percentage was said by one respondent who was a teacher that;

*Teaching methodology of the subject matter is very difficult to use in the process of teaching and learning like science subject need practical base, even such subject very difficult to capture the content due fear for the nature of the subject.*

Those respondents who disagreed reasoned that they increased their confidence from the training by understanding the topic followed by enough reference and full participation of teachers in the training took lower percentage. Thus the findings show that there was a need to look again on the training provided because the amount of respondents who agreed is a small number compared to the nature of the problem, either the common area listed are the major role in the teachers in their working areas.

#### **4.1.7: Changing concerning provision of teachers on the job training**

The research also sought to find out the respondents perceptions on whether there is a need of changes on the process of teacher's development through teachers on the job training for better implementation of education policy?

In reply to this question the respondents agreed on the needs of changing as external factors such as national curriculum and examination boards are more significant in bringing about change of teachers on the job training English (1995). One respondent had this to say;

*In reality on the job training is not given a priority in the ministry, also training provided not reveal the policy statement and most of un trained teachers have a lack of teaching method and content of the subject matter. (REO/DEO).*

This quotation emphasize that still training is not proper and effective, it must be collocation of what tough form curriculum to the actual training because untrained teachers have a lake of method and content.

*Yes.... because some time training are so late like hard topic training while the needs of teaching are always used, some time ministry are not serious about training, orientation of the teachers and on the job training is change according to particular curriculum (TC ).*

According to the above quotation, it shows that the Ministry should change the model of providing training because there are changes of some topic tough in school and ministry are late in preparing training of that new topics.

In addition to that, other officer pointed out that; :

*Yes... because most of the OJT is a philosophical issue as science is number one and much of the on the job training deal with the science subjects, ....this may be because many trainings are funded by the foreign project and not government.... and distance education training should be upgraded from grade 3 to diploma and on the job training is among of the distance learning as curriculum directed (DPPR).*

Department of policy planning and research (DPPR), insisted that there was a need of changing of training because only science teachers got chance to participate in trainings where other subjects are behind in attending in the training and lead to demoralize the academic performance in the school, either the there is changing in grading the students who graduate in grade 3b to diploma level, while these students learn in the section of on the job training.

In summary, it is insisted that there must be changes concerning the provision of on the job training in Ministry of Education and Vocational Training due to the changes that occur in the world even they are forced foreigners to facilitate training which exclude some subject and prioritize other.

#### **4.1.8: Access and ability of office to master on the job training**

In this area the researcher wanted to assess the ability and disability of ministerial office in facilitating and preparing on the job training. The results revealed the capacity of TCs in terms of materials, financial and human resources, enough time and right persons in TC as a indicator of capacity on handling and facilitating the training, One major challenge for a successful on the job training is time consuming as at least one experienced employee, coach, or supervisor has to take time out of his or her regular job to conduct the training ( William 2008).

It can also be difficult to find the right person to conduct on-the-job training. The person doing the training must have the knowledge and skills and experience particularly in the specification if the training provided concerning procurement and the worker attend training specialize in administration the training will not succeeded because once the training finish expected result should attained unless there should correlation between long term course and short course as on the job training. (Daniel J. William 2008).

Another influential factor that affects on the job training is the appropriateness of the learning environment. A classroom needs to be flexible, so it can quickly and easily be rearranged. It needs to be isolated or removed from the workplace, so learners are mentally prepared to separate themselves from normal work activities. Finally, a classroom needs to be effectively lit, ventilated, and arranged to maximize learner comfort and minimize distraction, if not the training will be ineffective (Harris and Sass 2008) and the question asked is Do you think your office has access to and the ability to master teacher on the job training programme?

The responses shows that 70% of respondents argued that their office had no ability to master on the job training while 30% of them said somehow it can master but still is faced by number of problems, as one explains:

*Yes... because I have subject advisors employed in the TC but with a few material like classrooms etc either on the job training programme is facilitated but there is no competent subject advisors (TC coordinator)*

The comments show that on the job training still is not effective because absence of subject advisor and materials for running training in TC and the center played a major roles in provision of training remaining a challenges addressed facing successful on the job training

*Yes... because secondary department it provide some training but there is no officer for on the job training (DSE) Department of Secondary Education. Yes for somehow this training is planned in this division as part of ministry but there is no officer for OJT (DPPR)*

As stated above, some departments were seen to have small elements of implementing such trainings but there were no specific officers who dealt with training. It is now a good time for the ministry to appoint on the job training officer in each department.

In addition to ability of ministerial offices on handling the particular training still there is a problem of tutors enrolled TC even other offices who are responsible for running that training in different subject, The findings in this respective showed the same percentage (70%) who said that they had no tutors enrolled in their office but their reasons was their office was not prepared for that task and majority of them are ministerial office out of (DTE) Department of teacher education , either those who agree are TC coordinators and specific officers from department of teacher education they said:

*There are five tutors employed in this center like social science, English, Biology, Chemistry, and Mathematic (TC coordinator) there are many tutors employed in this department of Teachers Education aimed to help teachers*

*while they face problems for respective subject, but they were distributed in eleven TC of Zanzibar according their lessons (DTE)*

From the above quotations it may be suggested that tutors are there in Ministry particularly in responsible department up to TC level because there are specific tutors whose work in department wise they called national tutors just go to school to provide assistance for particular subject, also in TCs are there who are enrolled and they work as cluster tutor.

#### **4.1.9: Availability of on the job training.**

This is another important area in this study. While researcher wanted to explore the ability of human resources in facilitating the training to the employed in the centers and other offices, the question asked was ‘did you get any training concerning your position in dealing with teachers on the job training?’. On the job training is an approach that is right for all workers in any organization, whereby the workers must have access to accurate and up-to-date training for their professional as well as information and guidance about opportunities (Jerome, 2007). . School-based professional development is supposed to be continuous, localized and ongoing that takes place frequently. It includes all the teachers, at the school or cluster level, and is contextualized within real-life questions, problems, and scenarios in real classrooms in a school (Nighat, 2012).

In response to the above question, 60% of them argued that they did not get any training regardless their position in the offices and only 40% said they have already got training. In the interview, the same replies were given, as one replied:

*No we didn't get training because our responsibility does not deal with such issues whatever we work in Ministry of Education and vocational training and that training typically is available in the Department of Teacher Education.(DPPR, DSE)*

And one of those who agreed said:

*Yes...there are trainings like PEP (Primary Education Programme) funded by DANIDA... this training dealt with all subjects including administration, how to help subject teachers to teach their lessons (Method and Content) (TC/DTE).*

These findings show that successful on the job training will be difficult to acquire because it is provided in the specific department. As there are other respondents working in other departments in the same ministry, there is a need to increase the number of officer who get the training.

#### **4.2: Institutional framework for implementing Teacher on the job training.**

This section presents the institutional structure for the implementation of Zanzibar Education Policy of 2006. The study was set to look on current institutional structure of the implementation of teachers on the job training in education policy, activities performed towards implementation of on the job training, relationship between staff involved in the implementation of the policy.

“Institutions” are defined as humanly devised constraints that govern political, economic and social interactions and consist of both informal institutions e.g. customs, traditions and code of conduct, and formal institutions (e.g. constitutions, property rights, laws and regulations,) (North 1991). Either Scott (1995) defines institutions as ‘regulative, normative, and cognitive structures and activities that provide stability and meaning to social behaviour’.

Based on the definitions given above and the terminology used in practice, institutions are combination of policies and objectives, laws, rules and regulations, organizations by-laws and core values, operational plans and procedures, norms, traditions, practices and customs. Therefore study aimed to investigate current educational institutional framework like educational policy, guide lines, acts, rules and regulation as a good institutions that will help the implementation of Zanzibar Education Policy of 2006.

##### **4.2.1: Current educational institutional framework**

At this area researcher wanted to investigate the current institutional framework available in the school environment, through head teacher. The researcher used

questionnaire to explore the extent of accepted plan and other programme particular in on the job training. The question were: Does your school have the following: School development plan, School based on the job training plan, School vision and mission statement and Calendar of on the job training, the demand of question was yes or no followed by reasons for those who said no.

Data showed that 100% of respondents said 'yes' on the first two items (school development plan and school based on the job training). This means that schools have their own school development plan and calendar for on the job training, this is because they accepted totally the order from ministry which directs the schools to prepare their own plan as directed in the work plan seminar prepared by the DPPR on the year 2012.

In the item three (school missions and vision), the data shows that 80% of the respondents, equal to 8 head teachers out of 10, accepted as they have mission and vision which indicate that still North A district school has the culture of accepting the ministerial direction in preparing plan to implemented in the school level. The two respondents who disagree their reasons were like:

*There is no need to prepare the school mission and vision because we implement better ministerial mission and vision and ministerial missions are reasonable to implement (Head Teachers).*

These responses showed that some head teachers did not understood well the goal of the DPPR work plan seminar, compared to others head teachers who prepared the plan.

Furthermore, item four (calendar of on the job training) the data shows that only one respondent (equal to 10%) agreed while 90% argued that they did not prepare calendar for on the job training. This was one o the reasons:

*There is no time in school hour to insert on the job training calendar, on the job training programme implemented in the section leaders meeting, those*

*objectives, programme and activities for on the job training revealed in the school based on the job training plan implemented without calendar (H T).*

This means that school has no culture of preparing some plan until is forced by the administrative either attendance of implementing program which is not planed and ministry didn't conduct follow up concerning their programme and activities.

Also the study needed to know head teachers' awareness on participating in preparing on the job training guide line. The data shows that 100% of the respondents did not participate in the trainings. Some of the reasons given were as follows:

*80% said there is no guide line concerning on the job training in Zanzibar, 10% argue lack of money is a problem for preparing the kind of meeting allowed participation of head teachers in the preparing on the job training guide line and 10% said they don't know why they didn't participated in preparing guide line (H T).*

It was observed that (through head teacher questionnaire) that in Zanzibar there is no guide lines prepared for implementing on the job training because those respondents argue that they didn't participate in any on meeting of preparing on the job training policy, laws, guide line even act for implementing on the job training activities.

The study further wanted to know the level of participation for ministerial officials in the training concerning on the job training guide line. Data showed that 100% of respondents were not involved in preparing on the job training guide line, as follows:

*No... I was not involved in the preparing on the job training guide line policy because there are no any policy and guide line of on the job training.*

These findings are consistent with (Scott 1995) the problem facing on the job training in many organizations is unstructured sessions as such in most cases there is no legal framework like policy and guide lines for smooth running the training.

In recognition to this, respondents were asked about getting chance for participate in training dealing teachers on the job training. It was noted that from the ministry

official 50% of respondents have attended the training and other 50% of them have not. The kinds of training were as explained in the interview:

*Yes... there were some trainings concerning new syllabus and I was invited as a guest of honors (DEO). Yes like PEP (Primary Education Programme) funded by DANIDA this training dealt with all subjects including administration, (TC coordinator) yes there are pedagogical training on how to teach effectively, and training concerning subject advisor on how can help subject teachers to teach their lessons (TC subject advisor).*

The findings above showed that there are trainings provided concerning on the job training but the way on how trainings were provided and facilitated is a problem because half of the respondents did not get the training., but there is a need to improve the system of providing training all ministerial officials and other school teachers are supposed to get training.

In the same interview guide, question number 10 and 11 respondents were asked on the availability and satisfaction of on the job training guide line. Respondents reported that in Zanzibar there is no policy guide and laws concerning teachers on the job training and the finding showed that 100% for these two questions reported as no there is no policy and guide line.

*In Zanzibar there is no guide line even on the job training policy prepared for implementing teachers on the job training programme and activities.*

From the above quotation it is clear that in Zanzibar there is no on the job training policy, guide line and any law prepared for effective on the job training, because there is no anyone respondents who argue that there is any act regardless policy and guidelines.

Experiences showed that in Zanzibar there is Educational Policy of 2006 which listed different components of different department but not established other small policy for particular institution or faculties; this showed that Zanzibar is conservative in allowing other educational sector to preparing their own policy because Zanzibar still remain in

the sector wide approach which ensure availability of money in one fund and distributed in the priority areas.

#### **4.2.2: Problem facing on the job training institutional frame work**

This research wanted also to explore the most problems facing on the job training in stage of implementing programme and activities in Zanzibar and to find out the solution of the problems reported. In this area the fundamental problems are institutional frame work. Furthermore, the problem facing on the job training in many organizations is unstructured sessions as such in most cases there is no legal framework like policy and guide lines for smooth running the training. If the training operates locally without any legality of running it, it might be difficult to attain what is planned for. In the sense of preparing content to be taught and the way of organizing the training it needs legal frame work for justification of the particular training. So absence of the frame work might affect success of the training (Scott, 1995).

In this research area the question asked were what problems are reported the most, or you have experienced the most, in relation to teachers on the job training and what way does your institution or you respond toward such problems in the area of problems the respondents respond the followings.

*There are no on the job training institutional framework like policy guide lines law and acts for operating on the job training.*

The findings showed that those respondents agreed that the most problem facing on the job training is absence of institutional frame work which contain policy, guide line, law and acts and this mean that on the job training implemented in Zanzibar is not effective due to lack of framework, just is ad hock activities in all area of on the job training programme.

Another problems reported are;

*No... commitment of teachers, poor communication no supervision and poor result of students in the National Examination, few workshop and Little*

*number of training, lower budget for running on the job training and no experts (REO/DEO).*

The above problems are common in case of implementing teachers on the job training, while on the job training activities are not implemented well if there are no money for facilitating on the job training programme, poor commitment of the teachers in their daily responsibility and small number of trainings prepared resulted poor examination result for students.

Either respondents were asked about the solution for problems facing on the job training or they respond in different aspects concerning nature of their department as TC coordinator mentioned that;

*My department prepares data base which show who gets and does not get training in order to balance the gap DTE. In the process of facilitating different training TC has done analysis of the current curriculum and prepares some documents in terms of handout of new hard topics appeared in the curriculum as their own guide lines and then to conduct follow up (TC).*

The findings showed that there are some teachers who did not get the training and Department of Teacher Education took responsibility for removing the gap by using data base and this is a good solution for particular problem. Either TCs play their roles in preparing subject handout form the new curriculum, there still is problem of preparing handouts of the particular subject without permission from any guide line.

*In co-operate different activities concerning OJT in the same fund like SIDA, GPE and other development plan. Either my office now is in the process of translating policy in to Swahili language in order to be well understood for every worker about their respective area and contributing on how training is provide and to sure that all subjects are involved in the training (DPPR).*

These findings showed that Department of policy Planning and Research is responsible for planning and budgeting all educational activities in and conduct follow up in (Ministry of Education and Vocational Training) MoEVT. So is a right time for

DPPR to plan effective and continuous programme for on the job training like on the job training institutional frame work for effective implementation.

Moreover, other departments commented on how to prepare on the job training policy but it is difficult issue in Zanzibar and they respond as:

*Our department is ready to provide support and is in the process of preparing policy for on the job training. (DTE)*

This is interesting observation from ministerial official which justifies on the job training policy in Zanzibar because reference showed that Zanzibar on the job training policy started to be written since 2010 but there are some administrative constraints that have made the report to remain in the first draft stage; the question is why? So we stay in the dilemma condition of implementing the programme without any policy and guide lines.

### **4.3: On the job training coordination and participation for effective implementation**

Effective policy implementations need proper coordination mechanism between various departments and high level of involvement of different stakeholders' from different groups.

#### **4.3.1: Effective coordination of on the job training**

Fayol (1949) states that “to co-ordinate is to harmonize all the activities of a concern so as to facilitate its working and its success to accord things and actions their rightful proportions, and to adapt means to ends. Either, Mickwitz. (2009) said that policy coordination usually exists when certain policies or programmes ‘work together’ in a somewhat coherent and complementary way.

Fayol suggests suitable techniques for effective coordination as applied in management. As proper implementation of the program should be insisted by the following mechanism for effective coordination in particular organization, these are: sound planning, simplified organization, effective communication, effective leadership

and supervision, chain of Command, Indoctrination and incentives, liaison departments, General staff and voluntary coordination.

Coordination is very crucial towards effective implementation of the policy and objective of this study is to provide direction on achieving quality education in Zanzibar through implementation of on the job training programme in Ministry of Education and Vocational Training. For effective Zanzibar education policy of 2006 there must be effective coordination in educational vain from top to down either horizontal implementation of on the job training activities ensure applicability of the policy effectively either government or private institutions.

In this study researcher wanted to explore the relationship of different educational offices in implementing on the job training programme and activities in different situation.

The respondents argued that in the process of implementing on the job training their offices play positively in responses to allow the training to be implemented well as follow:

*My office has a good connection with Ministry TCs and schools so district government coordinates educational programme to be implemented in the school level. REO/DEO*

These results suggests that there is coordination between Regional and District educational officers in implementing on the job training programme as reported by respondents

Another respondents from interview responded the same that

*TCs has a good relation with (DTE) Department of Teachers education (ZIC) Zanzibar Institute of Curriculum on providing (TOT) Training of Trainers to subject advisors TC coordinators and other subject teachers. Relation of my office and other office in the programme of on the job training is in supervision process with Chief inspectorate on how doing evaluation and teacher education (TC coordinator and subject advisor).*

*In terms of planning and monitoring my office is answerable on looking how educational programme are implemented. As policy formulation division is in the (DPPR) Department of Policy Planning and Research which is answerable for planning all educational activities so on the job training activities is planned in the DPPR. My office is for plan and coordinates all educational activities so OJT is planned in the DPPR (DPPR)*

*There is good relation btw my office and other like (ICT) Institute of Communication Technology in Education which provide technical assistance and gave computer for doing our job well and. There is relation with different educational institution like ICT, DPPR, Chief Inspectorate, Department of Secondary (SUZA) State University of Zanzibar, Inclusive Education etc (DTE).*

These results were related with the Fayol views (1949) when he said that in any organization there is system and processes that support effective coordination that provide result, in accordance of the organizational target. Fayol insisted that paying attention to personalities and team dynamics encourage team work in the organizational sphere, so effectiveness and efficiency of the coordination facilitates better production in the particular organization.

Therefore findings showed that there is relationship in coordinating and supervising on the job training programme in department wise, because each department play its part to ensure on the job training are improved and consistence, example there are ICT training from ICT Department for gaining better knowledge for running particular course.

Also Department dealing with money and planning are ready to plan and allocate budget for running the training and Department of Secondary coordinated with some university like SUZA to get training in respective area. So there should be faithful and integrity to implement what is is panned.

### 4.3.2: Effective Stakeholders in the training participation

Participation is the process whereby everyone that has a stake in the intervention has a voice, either in person or by representation. Staff of the organization that will run it, members of the target population, community officials, interested citizens, and people from involved agencies, schools, and other institutions all should be invited to the table. ( Haider, 2009)

Participation and involvement of stakeholders is a crucial component in the policy implementation (Parson 1995). In this study respondents were asked about different institutions and stakeholder's roles and its contribution on implementing and participation concerning on the job training programme and activities, they were supposed to grade their support on providing training of pedagogical and content in their schools accordingly as linkage between government and other institutions.

**Table 4.7: Effective stakeholders in the training participation**

Institutions	Supports				
	V. Strong	Strong	Moderate	W. Supp	Very W Sup
Teachers Centers	90%		10%		
P/S/ Departments				30%	70%
Department of Policy and Planning				10%	90%
Deo /Reo					100%
Department of Teachers Education				20%	80%
School committees				20%	80%

**Source:** Field data 2015

The Table above shows the important institutions and stakeholders which participate in the assistance of provision of training concerning on the job training in the respective areas, this is clear reality arguments of Ministry of Education and Vocational Training of Zanzibar and other institutions these institutions are Teachers Centers, Department of Primary and Secondary Education, Department of Policy Planning and Research, District Educational Officer and Regional Educational Officer, Department of Teacher Education and School Development Committees.

Respondents reported as suggested (Parsons 1995:486).

If a policy to be implemented does not have the support from influential political leaders, influential individuals from the community and interest groups it may not be easily implemented. So the result revealed that most and fundamentalist institution is Teacher Center participated in provision of training it score 90% in very strong support and 10% for moderate followed by the Department of Primary and Secondary Education which deteriorate in the provision of such training score 30% in weak support and 70% scores for very weak support, while the worst score lie in the DEO/REO institutions which score 100% of very weak support, others institutions it seems as they neglect to provide support in providing training because they are not involved and participated in the process of preparing any type of training so their higher scores raised in very weak support.

From the above findings, it may be suggested that the best way in upgrading on the job training is to change system of appointing DEO/REO officers because they are more politician instead of academic. Whatever these institution stay in the area where TCs area there but is not catalyst for improving on the job training programme. Either Ministerial institution like Department of Primary secondary Policy and Planning and Teacher Education didn't play their roles effectively because these Departments are responsible for coordinating even running these courses in the same ways to plan activities and budget for on the job training.

Furthermore finding showed that there is not participation in the responsible organs, So there should participate fully and provide knowledge emphasizing and assisting institutions for such problems like school development committees and DEO/REO to play their roles and responsibilities according to guide lines because school committees are primary organ for school development in respective area while findings showed that committees doesn't play its part.

Study also wanted to know how on the job training is facilitated and provided by other organization and how primary teachers, secondary teachers and section leaders are involved and in different trainings. Where participation requires that, civil society has

the opportunity to participate in the formulation of development strategies that directly affects communities and groups and participate in the design and implementation of programmes and projects Mgonja (2010). Demand of the question was to justify if yes or no for participants as they attend or not attend in the training prepared by the listed organization.

The researcher used questionnaire tool to know the degree of other organization participation in provision of such training, and the organizations and agencies appointed to facilitate training are inspectorate, teacher center, NGOs and SBOs, REO and DEO, and school inspection and monitoring activities.

The findings shows that high score is in the inspectorate where 100% of respondents didn't not participate in the training prepared by that organization followed by the 85% for training prepared by the inspection and monitoring activities, also 76% of participants didn't attend in the training prepared by the REO and DEO and 70% of them did not involved in the training prepared by the NGOs and SBOs. Furthermore finding shows that only TCs are the organizations which provide such training for respondents whereby 85% of them attended in the centres to for the training, 29% argued that they have got training prepared by the NGOs and 25% attended in training prepared by the REO and DEO.

These results suggest that there is no participation between government to government agencies and private agencies in the provision of training as reported by respondents, because only TCs seems in front line for provision of training but the department of inspectorate didn't provide any training this is due to TCs are responsible organization in preparing and organizing the training.

So there should be remedial measure to fill the gaps between different institutions which are responsible to implement on the job training by involving them in all stage of decision making.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND POLICY IMPLICATIONS**

#### **5.0 Introduction**

The study was about Implementation of Zanzibar Education Policy of 2006 case of on the job training. It was aimed to know if the TCs and NTRC have the capacity to implement on the job training programme, current educational institutional frame work and effective coordination of different Ministerial institutions affect the implementation of education policy and to get competent teachers and quality education in Zanzibar. This chapter presents the summary, conclusion, recommendations and Policy implications.

#### **5.1 Summary of Findings**

Education is the best and essential tool which provides desirable and worthwhile broad and depth mode of thought, skills, attitudes, and understanding needed for full development of the human thinking and changing social, political, and economic condition of the society for better development. The general objective of the study was

to explore the major challenges faced by the Ministry of Education and Vocational Training in implementing Zanzibar Education Policy of 2006 specifically in the area of on-the job training..

Specific objectives of the study were: to explore the capacity of TC and NTRC in the implementation of teachers on-the job training in Zanzibar the major challenges, to investigate the existing institutional framework for implementing Zanzibar education Policy of 2006 and to assess the effectiveness of the coordination and implementation mechanisms of the on the job training programme.

. Based on literature review about on the job training, the education and education policy, policy implementation how to conduct on the job training and challenges facing implantation of on the job training was done. Both theoretical and empirical literatures were reviewed. The theoretical review provided the definition of key terms and theories upon which the study was based.

The study was based on institutional theory and social learning theory. It used qualitative and quantitative design to achieve its objectives. The sample size of the study was 54 respondents. The sampling technique used in this study was random and purposive sampling. Data collection techniques were interview and questionnaire, content analysis and SPSS data analysis used in the study. This included comments and suggestions during interview and others like ranking and listed collected from questionnaires. The findings were presented in tables and simple interpretations.

The study findings show that the TCs and NTR have no ability and capacity to conduct on the job training effectively due to inability of operating on the job training programme. When the references showed that the Mkwajuni TC schools defeated to conduct on the job training effectively, while the number of head teachers who conducted training is not sufficient compared to the needs of the schools in the area of on the job training. Further the finding indicate that there are small number of subject advisors in Mkwajuni TC who are answerable for providing TOT in respective schools which demoralize the whole programme of on the job training, there are five subject

advisors in Mkwajuni TC and one TC coordinator regardless in Zanzibar there are eleven subject for secondary schools and twelve subject in primary schools.

Although those head teachers failed to conduct training in their schools, there were numbers of reasons given for the failure which are challenges facing implementation of on the job training in Zanzibar. The reasons include: lack of financial resources, lack of skills and knowledge concerning on the job training score and lack of facilities and materials, competent of staffs on content and pedagogy

Other reasons are connected to the issues of country's policy. In Zanzibar, up to now there is no on the job training policy, guideline or even law and acts which supports on the job training programme and activities. Justification of on the job training depend on the officials documents which explain and elaborate well on the job training plan on how to implement what is planned, on the job training law which force and interpret on the job training programme and on the job training policy which ensure existence of the programme.

Additionally findings revealed that on the job training is coordinated but in a small portion hence Department of Teacher Education and Department of Policy Planning and Research has duties and responsibility to coordinate on the job training programme and activities but unfortunately these Departments didn't play their part in coordinating this training effectively. This weakness facilitated poor communication and poor involvement of other on the job training stakeholders from government and private sectors like NGOS and SBOs to participate in the provision of such training. Whatever for somehow there is relationship between Ministerial institutions and others a unit in making assistance on implementing such programme but still is not effective due to number of weakness in this area of coordination.

To improve on the job training for better implementation of Zanzibar Educational Policy, different suggestions were provided, including there must be special budget for on the job training, regular seminar in TC concerning training, equal chance and participation in the training for all teachers and subjects, Ministry should appoint the participants itself but not head teacher to avoid biasness in the selection, sensitization

meeting concerning on the job training, follow up is importance after training, motivation in terms of increasing salary, availability of scholarships, coordination between educational stakeholders also is important for implementing the programme of on the job training, there should also be school materials and other equipment in the schools levels even TC to implement program and redness of the teachers to accept programme of on the job training.

## **5.2 Conclusion**

This study show that expectation of Zanzibar to acquire quality teachers through on the job training as a teachers development has not been realized due to minimal performance of on the job training programme and there is no institutional framework which describes the analysis of such progarmme. Moreover, the results show that there is no participation of on the job training stakeholders even ordinary teachers to participate in the training. Finally findings indicate that there is poor coordination between organs which are right to take consideration in the training, also there is no fund allocated for implementing on the job training in the responsible Department.

Therefore there is a need for the Ministry of Education and vocational training to plan for change which will equip on the job training programme to be implemented.. Also there is a need to take an action on providing supports and employs the mechanism of whole educational system working together to support teachers on the job training.

## **5.3 Theoretical Implications**

Theoretically, this study of Implementation of Zanzibar Education Policy of 2006 stimulate different sectors and institutions to provide assistance and making more efforts in accordance of making sure that on the job training will be officially and recognized in the particular Ministry.

For effective policy implementation there should be teacher's knowledge, teacher's self-efficacy and social and environment context to implement on the job training programme Moreover, to be effective policy implementation theory suggest that there should be the formal institution which comprises rules, regulation, guide line and policies. The Education Policy of Zanzibar does not show the clear policy and

guidelines on how different on the job training programme were implemented and coordinated.

#### **5.4 Recommendations and policy implications.**

According to the study findings and conclusion the researcher recommends the following measures to ease the implementation of the Zanzibar Education Policy of 2006

##### **5.4.1. There should be specific budget for on the job training.**

In Zanzibar On the job training has no budget, so there is a need of a special budget for implementing its daily programme from Ministry level to the TCs and school level. The Ministry should support the system by allocating on the job training budget as why without mutual budget planning it will be difficult to address whole on the job training programme.

##### **5.4.2. Strengthening awareness raising programme for on the job training.**

Many educational institution know nothing about on the job training or have grown with negative perception concerning on the job training. So there should be sensitization meetings or awareness campaign for teachers on the job training and increase their readiness on taking the crucial responsibility for taking action.

##### **5.4.3. Equal chance on participating in the training**

It seems that, there is biasness for those supposed to attaining in the training particular sciences subject teachers in many TCs. So there is a need to apply equal opportunity for all subjects (arts and sciences subject) to remove the gap and make proper use of the factual model of teachers on the job training in the school level as proposed by the different scholars, as this type of training is for workers in the working place.

##### **5.4.4. Follow up is important for improving teachers on the job training**

Conducting follow up after any training is a crucial thing in building up and improving on the job training programme so as to identify the weakness and improvement on the

programme. The Ministry of Education and Vocational Training is supposed to insist and establish follow up mechanism for supporting monitoring and evaluation process between different educational stakeholders in order to harmonize the willingness and redness of applying on the job training programme in productive manner.

#### **5.4.5. There should be on the job training institutional framework.**

In order to make on the job training realistic,. effective and practical guideline must be in place.The on the job training institutional framework will harmonize and motivated on the job training programme at all level and will ask the commitment of every stakeholders on implementing on the job training business.

#### **5.4.6. Increasing number of subject advisor in particular TCs.**

Teacher Centers human resources to be increased in order to cover all subjects because now in Zanzibar there are 23 subjects in the Zanzibar schools 12 subjects for primary and 11 subjects for secondary subjects where the number of subject advisor are so small. So there is a need to increase subject advisor who are qualified for particular subjects to be well implemented the policy.

#### **5.4.7. Changing is needed in the REO/DEO offices**

To build capacity and competency of DEO/REO in order to be capable on taking their responsibilities, they need frequent training since the stage of induction the training will equipped them more academic orientation instead political arena in order to support monitoring on the job training programme.

#### **5.4.8. There should be on the job training materials**

The programme for applying improvisation skills and knowledge should be given special attention. This program is faced by the big problems of shortage of on the job training materials that will help to be able to cope with the porgram. The Teachers Centre, schools and inspectors to be given facilities, resource and other motivation which will stimulate them to participate very actively in the teachers on the job training.

### **5.5 Areas for further research**

This study is not an end in itself. It calls for further studies in different areas concerning the implementation of the Zanzibar Education policy of 2006. The areas for further research that derive from this study include, Effectiveness of Teacher Centers by the Zanzibar school teachers of both primary and secondary schools in the Implementation of the teachers on the job training and Challenges facing DEO/REO in the Implementation of the teachers on the job training.

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## APPENDICES

### Appendix 1: Questionnaire for Head Teachers.

Dear Sir / Madam,

My name is Khamis Silima Kombo from Mzumbe University. Currently, I am carrying out a research to assess the implementation Zanzibar Education Policy of (2006) specifically in the area of on the job training at North A District. I kindly request you to respond to this questionnaire which aims at accomplishing the study. The information given will be utilised for academic purposes only.

Answer all questions:

Introduction

Background Information

- a) School name.....
- b) Education level (e.g. certificate, diploma degree etc).....
- c) Tenure.....

2) Does your school have the following? Answer YES.

- |  |          |         |
|--|----------|---------|
| School development plan                  | YE, ( )  | NO, ( ) |
| b) School based on the job training plan | YES, ( ) | NO, ( ) |
| c) School vision and mission statement   | YES, ( ) | NO, ( ) |
| d) Calendar of on the job training       | YES, ( ) | NO ( )  |

e) If NO Why

.....

3) Have you conducted any on the job training for your staff since 2014?

YES, ( ), NO ( ).

If YES, How many.....

If yes, specify two content areas of the training

.....

If NO, grade the following possible challenges. Grade by numbering 1-5 whereby 1= strongly agree, 2= Agree. 3= Uncertain 4= Disagree and 5= Strongly disagree.

Tick the appropriate grade once for every indicator

Items	1	2	3	4	5
Lack of financial resources					
Lack of skills and knowledge on dealing with teachers on the job training.					
Lack of facilities and materials					
My staffs are always competent on content and pedagogy					
Teachers' Centre's satisfied your needs on hard topic and methodology					
Teachers always refuse and asked to be paid a lot of money on training					
Time resource (there is not enough time dealing with training)					
Lack of morale and technical support from Ministry of Education and Vocational Training.					
Others, if any specify	..... ..... .....				

4) As an administrator, have you got any chance to participate in preparing on the job training guide lines? : YES ( ), NO ( )

a) If yes. How many times have you participated?

.....  
 .....  
 .....

b) If no Why?

.....  
.....  
.....

5) As a head teacher have conduct any continuous assessment concerning your daily duties and responsibilities in your school?

Specify the area you done assessment.

.....  
.....  
.....

6) Grade the support your school gives on issues concerning academic and pedagogical issues from the following institution or stakeholders. Use the following numbers to grade your answer.

1= very strong support, 2= strong support, 3= moderate, 4= weak support. 5= very weak support.

		1	2	3	4	5
	Institutions/ stake holders					
a	Teachers Centre					
b	Secondary/Primary School Department					
c	Department of Policy and Planning					
d	DEO and REO					
e	Department of teachers' education					
f	School development committees					

7) Do you have school financial resources that contribute in facilitating on the job training programme?

.....  
.....  
.....

8) Give your advice on how to improve on the job training for teachers and school development.

.....  
.....  
.....  
.....  
.....

Thank you for your participation in this study

**Appendix 2: Questionnaire for Primary/Secondary Teachers and Section Leaders,**

Dear Sir / Madam,

My name is Khamis Silima Kombo from Mzumbe University. Currently, I am carrying out a research to assess the implementation Zanzibar Education Policy of (2006) specifically in the area of on the job training at North A District. I kindly request you to respond to this questionnaire which aims at accomplishing the study. The information given will be utilised for academic purposes only.

Answer all questions:

Introduction

School name.....

1) Background information

- (a) Are you a Secondary teacher.....(b) Primary teacher.... (c)Section leader.....
- (d) Not professional teacher....(e) Experience in teaching profession.....(Specify in year e.g.1, 2 years)

2) How much ability does your school have to successfully perform the following?

Grade by numbering 1-5 whereby 1= strongly agree, 2= Degree of strong. 3= Uncertain 4= Disagree 5= Strongly disagree

	Items	1	2	3	4	5
a	Conduct any training based on methodologies					
b	Orientation of new recruited teachers					
c	Team teaching and sharing inspection					
d	Syllabus analysis when new innovation take place					
e	Panel training on subject specialization					

3) What are the reasons you think hinder the provision of teachers on the job training in your respective teacher center?

.....  
 .....  
 .....  
 .....

4) Have you been involved and participated in the following training?

	Item
a	Training conducted by the inspector, YES ( ) NO ( ).
b	Training at teacher centers YES ( ) NO ( ).
C	Training conducted by NGOs, CBOs YES ( ) NO ( ).
d	Training prepared by REO and DEO YES ( ) NO ( ).
e	School inspection and monitoring of activities among teachers YES ( ) NO ( ).
f	Others, if any..... .....

5) Have you ever been equipped with training or orientation concerning your position in your respective role or responsibilities: YES, ( ), NO ( ).

a) If YES, specify type of training

.....  
 .....

b) If NO Why

.....  
 .....

6) Do you have an area (s) that you are not confident in and you need training on your respective subject or role: YES ( ), NO ( ).

If YES, specify areas of needs

.....  
.....

If NO Why

.....  
.....

7) Give your comments/suggestions on how we can improve teachers on the job training for the sake of school development.

.....  
.....  
.....  
.....  
.....

Thank you in advance.

### **Appendix 3: Interview Guide for Deo/Reo, MoEVT Officials and Teachers Centre Coordinator**

#### Background information

Sex .....Age.....

Educational level.....Your position.....

Working experience.....duration in your position.....

#### Guiding questions

1. What are your roles in Department/Office/Centers?
2. Do you think change is needed concerning teachers development through teachers on the job training for better implementation of education policy?
3. Do you think your office has access to and the ability to master teacher on the job training programme?
4. How many tutors are enrolled in your office/ center to facilitate teachers on the job training programme?
5. Do you think the knowledge they have is enough for running on the job training course and seminar?
6. According to your position, have you been involved in the preparation of on the job training policies, guidelines etc?
7. What problems are reported the most, or you have experienced the most, in relation to teachers on the job training?
8. In what way does your institution or you respond toward such problem(s)?
9. Did you get any training concerning your position in dealing with teachers on the job training?

10. Do you think the current Ministry Guidelines concerning teachers on the job training are satisfied and harmonize the goal of realising quality education?

11. Are there acts and laws prepared for guiding selected guidelines?

12).What is relationship between your office and others in the process of implementing on the job training programme?

13). Are there Ministerial budget planed for facilitating on the job training programme?

14). What is your advice to the Ministry and your institution on what can be done to improve teachers on the job training?

Thank you for your participation in this study