



Orestes Kapinga

Professional Development among Educators Pursuing a B.Ed. Program in Special Education in Tanzania

A Study of Motives and Perceived Outcomes





Orestes Kapinga (born 1970)

Assistant Lecturer at Mkwawa University College of Education

Worked as a College Tutor at Songea Teachers' College (2002-2006)

Attended Secondary Education at Mkinga Secondary School and Consolata Seminary

Bachelor of Arts with Education at the University of Dar es Salaam in 2001

Master of Education (Special Education) at Åbo Akademi University in 2005

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E-mail: publikationer@abo.fi

PROFESSIONAL DEVELOPMENT AMONG EDUCATORS PURSUING
A B.ED. PROGRAM IN SPECIAL EDUCATION IN TANZANIA



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Abstract

Implementation of different policies and plans aiming at providing education for all is a challenge in Tanzania. The need for educators and professionals with relevant knowledge and qualifications in special education is substantial. Teacher education does not equip educators with sufficient knowledge and skills in special education and professional development programs in special education are few in number. Up to 2005 no degree programs in special education at university level were available in Tanzania. The B.Ed. Special Education program offered by the Open University of Tanzania in collaboration with Åbo Akademi University in Finland was one of the efforts aimed at addressing the big national need for teachers and other professionals with degree qualifications in special education. This pilot program offered unique possibilities to study professional development in Tanzania. The research group in this study consisted of the group of students who participated in the degree program 2005-2007.

The study is guided by three theoretical perspectives: individual, social and societal. The individual perspective emphasizes psychological factors as motives, motivation, achievement, self-directed behavior and personal growth. Within social perspective, professional development is viewed as situated within the social and cultural context. The third perspective, the societal, focuses on change, reforms, innovations and transformation of school systems and societies. Accordingly, professional development is viewed as an individual, social and societal phenomenon.

The overall aim of the study is to explore the participants' motives for participating in a B.Ed. Special Education program and the perceived outcomes of the program in terms of professional development. In order to achieve the objectives of the study, a case study approach was adopted. Questionnaires and semi-structured interviews were administered in three waves between January 2007 and February 2009 to the 35 educators participating in the B.Ed. Special Education program.

The findings of the study reveal that the participants expressed motives which were related to job performance, knowledge, skills, academic degree and career. Also altruistic motives were expressed by the participants in terms of helping and supporting students with special needs and their communities. The perceived outcomes of the program were in line with the expressed motives. However, the results indicate that the participants also learned new skills, as interaction skills and guidance and counseling skills. Increased self-confidence was also mentioned as an outcome. The participants also got deepened understanding of disability issues. In addition, they learned strategies for creating awareness of persons with disability in the communities. Thus the findings of the study indicate positive outcomes of the program in terms of professional development.

The conclusion of the study is that individual, social and societal factors interact when it comes to explaining why Tanzanian educators in special education choose to pursue a degree program in special education. The individual motives, as increased knowledge and better prospects of career development interact with the social and societal motives to help and support vulnerable student groups. The study contributes to increased understanding of the complexity of professional development and of the realities educators meet when educational reforms are implemented in a developing country.

Key words: professional development, special education, inclusive education, degree program, motives, outcomes, case study, Tanzania

Abstrakt

Implementeringen av utbildningspolitiska reformer som syftar till grundutbildning för alla är en utmaning i Tanzania. Behovet av pedagoger och professionella som innehar relevanta kunskaper och kvalifikationer i specialpedagogik är stort. Lärarutbildningen ger inte tillräckliga kunskaper och färdigheter och fortbildningssatsningar i specialpedagogik är sällsynta. Fram till mitten av 2000-talet fanns heller ingen examensinriktad utbildning i specialpedagogik på universitetsnivå. För att råda bot på denna brist introducerades 2005 ett treårigt kandidatprogram i specialpedagogik som ett samarbetsprojekt mellan The Open University of Tanzania (Tanzanias öppna universitet) och Åbo Akademi. Programmet var avsett för personer med speciallärarutbildning på collegenivå eller annan tidigare utbildning i specialpedagogik. Detta pilotprogram erbjöd unika möjligheter att studera professionell utveckling i Tanzania. I studien undersöktes den grupp studerande som deltog i kandidatutbildningen under åren 2005-2007.

Med utgångspunkt i tre teoretiska perspektiv diskuteras fenomenet professionell utveckling. I det individuella perspektivet betonas psykologiska faktorer såsom motiv, motivation, mål, självstyrning, personlighetsutveckling etc. I det andra perspektivet, det sociala, ses professionell utveckling som ett fenomen relaterat till social och kulturell kontext. Det tredje perspektivet är det samhälleliga, som fokuserar på t.ex. reformer, innovationer och strukturella förändringar i skola och samhälle. Professionell utveckling uppfattas således som ett individuellt, socialt och samhälleligt fenomen.

Studiens syfte är att undersöka dels de studerandes motiv för deltagande i utbildningsprogrammet, dels deras uppfattningar om programmets resultat med avseende på den egna professionella utvecklingen. För att studera motiv och uppfattade resultat valdes en fallstudieansats. Enkäter och halvstrukturerade intervjuer användes som datainsamlingsinstrument. Respondenterna utgjordes av de 35 studerande som deltog i utbildningsprogrammet. Datainsamlingen gjordes under en treårsperiod mellan 2007-2009.

Studiens resultat visar att respondenterna uttryckte motiv som kunde relateras till arbetsrelaterade kunskaper och färdigheter, akademisk examen och karriärutveckling. Även altruistiska motiv som att hjälpa elever med funktionsnedsättningar och deras familjer framkom. Uppfattningarna om de uppnådda resultaten stämde i stort överens med de uttryckta motiven. Resultaten tyder dock på att deltagarna även lärde sig nya saker, såsom samarbets- och handledningsfärdigheter. Ökat självförtroende nämndes också som ett resultat. Därtill fick deltagarna djupare insikter i handikappfrågor och lärde sig strategier för att skapa medvetenhet om personer med funktionsnedsättning i det omgivande samhället. Studiens resultat tyder således på positiva effekter med avseende på professionell utveckling.

Studiens slutsats är att individuella, sociala och samhälleliga faktorer samverkar när det gäller att förklara varför tanzanianska specialpedagoger väljer att delta i ett examensinriktat utbildningsprogram i specialpedagogik. De individuella motiven såsom ökad kunskap och bättre karriärmöjligheter samverkar med de samhälleliga och sociala motiven att hjälpa och stöda utsatta elevgrupper. Studien bidrar till ökad förståelse för komplexiteten i fenomenet professionell utveckling och för de realiteter pedagoger möter när utbildningspolitiska reformer ska implementeras i ett utvecklingsland.

Sökord: professionell utveckling, specialpedagogik, inkludering, utbildningsprogram, motiv, resultat, fallstudie, Tanzania

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I dedicate this thesis to my late Grandmother Anastazia

Vasa, 19th November 2012

Orestes Kapinga

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1 Introduction

1.1 Background of the study

Educators, educational officers and other professionals in education are faced increasingly with the need to keep pace with rapidly developing fields of knowledge and technologies. Schools and teachers are supposed to cater for an ever-widening range of students with diverse interests, aptitudes and abilities. There is a need to reconsider how professionals in education as well as in special education¹ are provided with opportunities for professional renewal and retooling throughout their career (Yates, 2007). According to Yates (2007), renewal of the teaching profession and improvements in the quality of teaching and learning through the provision of high quality professional development for teachers have been in the forefront of the educational agenda of many countries, Tanzania being one of them.

A number of conceptualizations of teachers' professional development can be found underlying recent teacher education processes, although such conceptualizations may be understood differently by different theoreticians. Notions like teacher learning, teachers' professional development, and teachers' professional growth are often used. In this study, I have chosen to use professional development to refer to the development of a person in his or her professional role (Glatthorn, 1995). Professional development is seen as an essential mechanism for enhancing teachers' content knowledge and improving their classroom practices and thus the quality of education (Desimone, Porter, Garet, Yoon & Birman, 2002). Professional development can be formal or informal in character (Desimone, 2009; Ganser, 2000). Formal professional development is defined as structured learning with a specified curriculum, such as graduate courses or mandated staff development (Feiman-Nemser, 2001). Formal professional programs may be directed toward either people who are experienced and seeking to gain entry to a particular profession, or toward experienced professionals who seek some form of continuing education outside

¹ The concept of special education has replaced the medical categories of disabilities and substituted them with one that reflects children's educational and social needs (Hodkinson, 2009). In the present study, I will use the term 'special education' throughout to refer to all educational provisions and related services provided to cater for the needs of special groups, irrespective of their differences which may be based on gender, disability, colour, race, political affiliation, religion, background, etc. However, in the review of the literature the concept of special education and related concepts such as special needs education and inclusive education will be used according to the usage by the different authors.

their usual place of work (Dall'Alba & Sandberg, 2006). In contrast, informal professional development does not follow a specified curriculum and is not restricted to certain environments (Desimone, 2009). In the present study, I focus on formal learning in which the professional development of participants in a special education degree program is explored.

Although professional development of educators is studied and presented in the literature in many different ways, at the core is the understanding that professional development is about learning, learning how to learn, and transforming knowledge into practice for the benefit of the educators' growth (Avalos, 2011). According to Avalos (2011), professional development is a complex process, which requires the cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs, and the perusal and enactment of appropriate alternatives for improvement or change.

A number of studies have been carried out over the last decade on educators' professional development, teacher learning and teacher change worldwide (Campbell, McNamara & Gilroy, 2004; Collinson, Kozina, Lin, Ling, Matheson, Newcombe, & Zogla, 2009; Guskey, 2002; Komba & Nkumbi, 2008; Glover & Law, 1996; Mulkeen, Chapman & De Jaeghere, 2007; Villegas-Reimers, 2003). However, most of these studies have been conducted in western countries. A few studies by Kitta (2004), Komba and Nkumbi (2008) and Tilya (2003) have been conducted on teachers' professional development in Tanzania. Komba and Nkumbi (2008) investigated the professional development of teachers and school managers; Kitta (2004) studied the pedagogical content knowledge of mathematics teachers and Tilya (2003) studied teacher support for the use of Microcomputer-Based Laboratory in activity-based physics teaching.

Collinson et al (2009) argue that professional development is an important means of transforming education in the 21st century for teachers and their students, and it is integrally connected to countries' broader educational and social policies. Villegas-Reimers (2003) maintains that most of the educational reforms currently being designed and/or implemented include a component of teacher professional development as one of the key elements in the change process. Komba and Nkumbi (2008) state that professional development enables teachers to realize their potential as teachers and enables them to serve pupils better by improving the standards of teaching, including teaching children with special educational needs.

The government of the United Republic of Tanzania regards education as a basic right for all its citizens, including those with barriers to learning and development (URT, 1998). In 1994, the government of the United Republic of Tanzania ratified the Salamanca Statement, which underlines the need to provide children with special needs basic education (UNESCO, 1994). This implies that with the implementation of inclusive education programs, special education has to be developed. The key group in the implementation of the program is

educators with degree qualifications in special education, who can support general educators to adapt curriculum content, teaching and learning materials and teaching instructions to meet the needs of students with diverse learning needs. This is a huge challenge for a low-income country like Tanzania.

Over the last decade, Tanzania has embarked upon several educational development programs: Primary Education Development Plan (PEDP I, 2002-2006; PEDP II, 2007-2011), Secondary Education Development Plan (SEDP I, 2004-2009; SEDP II, 2010-2015) (MoEC, 2001; MoEC, 2004; MoEVT, 2006; MoEVT, 2010a). The two plans (PEDP and SEDP) resulted in a remarkable increase in enrolment in both primary and secondary schools (MoEVT, 2011). The data indicate that enrolment of pupils in regular primary schools increased from 8316925 in 2007 to 8363386 in 2011. The number of pupils enrolled in secondary schools rose from 1020510 in 2007 to 1789547 in 2011 (MoEVT, 2011).

The data further show that the number of pupils with disabilities in primary schools increased from 18982 in 2006 to 26436 in 2011, and the number of pupils with disabilities enrolled in secondary schools increased from 716 in 2006 to 5534 in 2010 and dropped to 5008 in 2011² (MoEVT, 2011; MoEVT, 2010; MoEVT, 2009; MoEVT, 2008; MoEVT, 2007; MoEVT, 2006), although the number of children admitted to secondary education is limited by the number of places available and the direct costs of enrolment to households (Lewin, 2008)³. The enrolment rates for pupils with disabilities have increased, but not significantly. The proportion of primary school enrolment for pupils with disabilities in 2011 was 0.36% (MoEVT, 2011: 43).

The increasing enrolment of pupils with disabilities in primary and secondary schools means that there is a need for teachers with higher and relevant qualifications in special education to meet the demand for teachers in regular and special education and for those who can conduct research related activities in order to develop the field. This can be achieved by investing in various types of professional development programs, such as in-service training courses and degree programs. The professional development programs in special education in Tanzania have so far been very limited. According to Villegas-Reimers (2003), different conceptual orientations about the role of teachers and their preparation have shaped the nature of the initial preparation of teachers. Calderhead and Shorrock (1997) describe five orientations of initial teacher education, namely academic, practical, technical, personal and critical inquiry. These orientations are not necessarily mutually exclusive. However, depending on the culture and values of a particular society, the historical time, and the

²The trend shows that more children with physical impairments were enrolled compared to other disabilities.

³The Net Enrolment Ratio and Gross Enrolment Ratio (NER&GER) have not been established in this category, and it is therefore difficult to conclude about the general trends of enrolment.

society's perception of teachers and teaching, whichever orientation is decided upon will have a great effect on which type of education and professional development opportunities are available to teachers (Villegas-Reimers, 2003). The teacher education in Tanzania embraces the academic and practical orientations. In this sense, the curriculum of teacher education in Tanzania includes teaching of both subject content knowledge and of the methods of teaching; and a practicum component. The colleges of teacher education have demonstration primary schools in which trainees carry out single or double lesson practice, although these are infrequent and erratic (Akyeampong, Pryor, Westbrook & Lussier, 2011).

As Tanzania has only one college of teacher education (Patandi Teachers' College) which offers only certificate and diploma programs in special education, the need for university-based programs in special education is obvious. In 2005 the Open University of Tanzania (OUT) in collaboration with Åbo Akademi University in Finland started a bachelor's degree program in special education: the first university based degree program in special education in Tanzania. This three-year (2005-2007) pilot program with 35 participants gave a unique possibility to study professional development in special education from the perspective of the participating educators. The participants' motives and perceived outcomes were chosen as the focus of the study.

1.2 Motives for the study

A number of factors motivated me to carry out a study on professional development of educators in special education. The first motive emanates from my personal experiences as a tutor in the colleges of teacher education and then at university level. While working as a tutor in teacher education and as a tutor at a university, I noticed that most of the programs for professional development initiated by the government focused on regular teacher education. Therefore, the choice of this topic reflects my ambitions to explore and to learn more about professional development in special education, the field in which I have been teaching for about ten years now and to be able to expose the challenges of the field of special education.

My second motive for undertaking this inquiry springs from the fact that no studies have been conducted on teachers' professional development in special education in Tanzania. Some studies on teachers' professional development have been carried out only in the area of general education (Kitta, 2004; Komba & Nkumbi, 2008; Tilya, 2003). Although these studies can be allied to professional development, there is still a need in particular to focus on professional development in special education because the content and needs are different.

Third, Tanzania has recorded major achievements in enrolment expansion, teacher recruitment and deployment, construction of classrooms and sanitary facilities, provision of teaching and learning materials, as well as provision of pre-service and in-service programs for teachers in primary and secondary

education through educational development plans (Komba & Nkumbi, 2008; MoEVT, 2010b). However, little or no attention has been paid to teachers' professional development in special education. For an effective execution of educational development plans and programs, professional development of teachers in this field is indispensable. Therefore, the B.Ed. special education program is an important strategy in addressing the need for specialists in the field of special education. The study's focus on motives and perceived outcomes will help in developing professional development (PD) programs for educators in Tanzania.

Fourth, educators in special education in Tanzania have different academic backgrounds and different paths of certification. Some educators attended a certificate course in special education for two years after completing ordinary level of secondary education. Other educators attend a diploma course in special education for two years after completing advanced level of secondary education (MoEVT, 2011). Furthermore, there are other educators who have only attended short courses on disability and special education. These different routes to certification for educators in special education have implications on their ability to carry out their duties. The situation called for a study on the motives for professional development among educators in special education. Similarly, the basic training which they get through teacher education programs does not provide them with adequate theoretical and practical experiences related to special education (Lewin & Stuart, 2003; Mattson, 2006).

1.3 Aim of the study

This study is based in the context of professional development in special education in Tanzania. Today, professional development for teachers globally, is a much discussed topic and has become a focus which researchers are studying from different perspectives. Educators and teachers are expected to understand emerging issues and to change their roles and practices correspondingly.

The trends in the implementation of different policies and plans aiming at providing education for all children with special needs reflect a substantial national need for educators and professionals in special education. The B.Ed. program in special education was, in this respect, an important step in this direction. In this regard, I would concur with the idea of Diaz-Maggioli (2003), that in order for professional development to be successful, it must be in line with research on teachers' career development and patterns of adult learning. Therefore, a study on professional development among educators pursuing a B.Ed. program in special education in Tanzania is an important strategy.

I have focused this study on professional development in special education and on the degree program because the B.Ed. Special Education program was the first program of its kind to be offered in Tanzania. Moreover, the program was designed for educators, teachers and professionals who have been in the field of special education and have accumulated experiences relevant to their job (cf.

Section 4.3). In Tanzania, there is an increasing need for a professional development as indicated in the Teacher Development Management Strategy document (TDMS) which recommends the initiation of a well-established in-service education program for teachers. In 2008 the government approved the implantation of the TDMS (2009-2013) as a means to address quality aspects and professional support for teachers in order to realize the national goal of ensuring equitable access to quality basic education. It was observed that in-service education and training (INSET) provision for teachers is inadequate in terms of coordination, consistency and coverage (MoEVT, 2010c). This requires particular educational policy environments which are appropriate and conducive. Participation in the B.Ed. program was thought to encourage the participants to reflect on their experiences and find ways to transform the situation.

Based on the background and problem statement of the study, the aim of this study was to explore the participants' motives for participating in a B.Ed. Special Education program and the perceived outcomes of the program in terms of professional development.

The study informs professional practice by exploring the professional development of a unique group of educators and professionals in special education, showing how participants arrive at a specific academic position by a non-conventional pathway in Tanzania. The non-conventional pathway refers to courses offered by an autonomous institution by distance education mode. This is important because there is a challenge to advance our understanding of how the bachelor's program in special education is situated in the changing global context and what the implications of the program are at all levels of education and for those involved in the program.

The study also informs policy and program development by advancing understanding of the motives and expectations of the people who move into a bachelor's degree program in special education in preference to other bachelor's programs offered by the Open University of Tanzania and other universities in the country. There are no earlier studies that have sought to investigate issues in the area of professional development in special education. The present study is therefore expected to bridge the gap with respect to professional development in special education. Moreover, the study is expected to stimulate interest and further research in the area of professional development in special education. It is also expected that the findings of the study may inspire other universities in Tanzania to revisit their curricula and degree programs in education and find out how special needs education can be given the attention it merits to enable the government to realize the provision of education for all in Tanzania as a global agenda.

1.4 The structure of the thesis

This thesis is structured into six chapters. The following structure has been adopted in order to provide a cogent presentation of the line of thought, starting

with the conceptual framework, continuing with the methodological considerations, presentation and analysis of data and finishing with a discussion of results. In Chapter One, there is a general background of the study. The chapter begins with a consideration of the background information concerning the study. In addition, the chapter links the statement of the problem and purpose of the study. The chapter further discusses the significance and justification of the study and areas in which it will contribute to the knowledge of the field.

Chapter Two situates the study by presenting and analyzing the context in which it was conducted. The chapter provides an account of education in Tanzania, particularly after independence in 1961. The chapter also analyses initial teacher education in Tanzania, taking into account its historical development, organization and management. The phenomenon of teachers' professional development in Tanzania and how it responds to the changing policies at global and local level is analyzed. Finally, the initiatives of the Åbo Akademi University on professional development for teachers in Tanzania have been acknowledged. Chapter Three begins with the conceptualization of professional development, as examined by different scholars. The chapter also scrutinizes the theoretical foundations of professional development, and three perspectives related to professional development in special education are examined. The motives for professional development among educators are discussed in some detail. The chapter ends with a detailed discussion on the outcomes of teachers' professional development.

Chapter Four elaborates the qualitative methodology employed in the study, the methods and techniques used to collect the data and the analysis of it. The issues related to trustworthiness and ethics related to the study are presented in this chapter. Chapter Five reports on the findings related to the study. The findings are presented as a system of categories and subcategories. Statements from interview and questionnaire data are used in the description of the data. Chapter Six discusses, summarizes and makes the conclusions of the main points of the questions raised throughout the thesis.

2 The setting of the study

This chapter presents the setting in which the study was conducted. The aim of the chapter is to expose the reader to the developments and practices of the educational sector in Tanzania. Professional development for teachers takes different forms in different countries and it takes place in varied and different contexts. It is equally important to understand the context in which professional development took place in Tanzania. The content of the chapter illuminates historical and political realities which have taken place in Tanzania from independence up to now and how they have impacted on developments in the education sector. Issues related to initial teacher education both for regular education and special education are addressed in this chapter. Furthermore, teachers' professional development both for regular education and special education as well as the initiatives of the Åbo Akademi University towards teachers' professional development in collaboration with local institutions are discussed.

2.1 Development of the education system in Tanzania

Tanzania is a former British colony⁴ which attained its independence in 1961. At the time of independence, Tanzania, then Tanganyika, inherited a colonial education system which was full of defects, including geographical disparities, gender inequalities, and racial segregation (Nguni, 2005). The independent government passed the Education Act of 1962 to regulate the provision of education in order to address the defects of the colonial education system (Ministry of Education and Culture, MoEC, 1995; MoEC, 1962). The major changes that resulted from the Education Act of 1962⁵ included the abolition of racial discrimination in the provision of education and the racially segregated educational systems were unified.

In 1967 Mwalimu Julius Nyerere, the first President of the United Republic of Tanzania announced Education for Self-Reliance (ESR) as a policy guiding educational practices in the country (Nyerere, 1967). Tanzania's development goals and strategies were based on the policy of socialism and self-reliance enshrined in Nyerere's Arusha Declaration of 1967. Nyerere regarded ESR as an appropriate and rational educational alternative for Tanzania and many Third World countries (Kassam, 1983). Among the fundamental principles of ESR was

⁴Tanzania, then Tanganyika became a protectorate colony in 1919 after the end of World War I until 1961 when she became independent.

⁵ The Education Act of 1962 repealed and replaced the 1927 Education Ordinance (Ministry of Education and Culture, 1962).

the use of education as a tool for liberation from the colonial mentality of being oppressed through developing an enquiring mind among student teachers and making education more relevant by attempting to ‘africanize’ the curriculum content (Ndunguru, cited in Meena, 2009). Between 1967 and 1978, the government took several steps to legalize actions taken as a result of the Arusha Declaration and Education for Self-Reliance (ESR)⁶.

Tanzania has a centralized system of education and its curriculum is centralized to ensure uniform delivery and maintaining of standards (Meena, 2009). Kiswahili is the medium of instruction in pre-primary and primary education and at the secondary school level, English is the medium of instruction. There are however, pre-primary and primary schools which use English as a medium of instruction, particularly privately owned schools. Parents can choose either a government or a private school for their children although there are implications on costs. In Tanzania, primary education is compulsory in terms of enrolment and attendance (MoEC, 1995).

Tanzania established its first special education facility in 1950, when the Anglican Church opened a school for the blind, the Buigiri School near Dodoma (Reynolds & Fletcher-Janzen, 2007). Despite the lack of a specific policy on special education, attempts were made by the government and non-governmental organizations, such as religious organizations, to provide education for children with visual, hearing and physical impairments during the 1960s and early 1970s. Several schools were opened during this period, including Tabora School for the Deaf (1962), Irente School for the Blind (1963), Buhangija School for the Blind (1966), Mugeza School for the Deaf (1966), Uhuru Mchanganyiko for the Blind (1966), and the Salvation Army opened the first school in Tanzania for children with physical disabilities in 1967. Other schools include Masasi School for the Blind (1967), Pongwe School for the Blind (1968), and Hombolo School for the Blind (1970) (Possi, 1999; Reynolds & Fletcher-Janzen, 2007; Siwale & Sefu, 1977).

The majority of special schools and programs for students with special needs in Tanzania were supported by external non-governmental organizations and the church (Hippensteel, 2008). Among the targets set for the 1981-1986 Development Plan was the expansion of special education facilities for students with disabilities. Following this plan and the impetus from the International Year of the Disabled Persons (IYDP)⁷ (1981), guidelines for special education were

⁶ These steps included the Education Act of 1969 – all teachers serving in public schools were to be paid by the government, and only Tanzanians to teach in primary schools; the National Education Act No. 25 of 1978 – an act to repeal and replace the Education Act of 1969, and to provide for the better development of the system of National Education; the Decentralization Program of 1972 – giving power to the people at the national sublevel; and Universal Primary Education (UPE) and the Musoma Resolution of 1974.

⁷ At its thirty-first session, by resolution 31/123 adopted on 16 December 1976, the United Nations General Assembly proclaimed the year 1981 International Year of Disabled Persons, with the theme ‘full participation’.

developed by the Ministry of Education and Culture, with funding from the Swedish International Development Agency (SIDA) (Mboya, 1992). According to Mboya (1992), the guidelines indicated priority areas in special education which involved the expansion of services for children with special needs. As a result of these guidelines, a number of schools for children with disabilities were established. For example, between 1992 and 1994, four schools for the deaf were opened namely Kigwe (annex), Lukuledi (unit), Mtwivila (special school) and Njombe (special school) (Possi, 1999).

In 1995, the government of Tanzania promulgated the Education and Training Policy (ETP) (MoEC, 1995). The policy aims at ensuring access, equity, and equality at all education levels. The ETP states that every child has the right to proper primary education as a human right, regardless of sex, color and ethnicity. Some articles in the policy document refer to children with disabilities and the right to a 'special program' is acknowledged (MoEC, 1995). However, in a practical sense this has not been fully realized.

The Primary Education Development Plan (PEDP I, 2002-2006 and PEDP II, 2007-2011) and the Secondary Education Development Plan (SEDP I, 2004-2009 and SEDP II, 2010-2015) have made significant impact in the history of education in Tanzania. The net enrolment ratio (NER) in primary schools has increased. The increase in enrolment in primary schools called for the expansion of secondary education. The NER in secondary schools also increased (MoEVT, 2010) (cf. Section 1.1). However, both PEDP I and SEDP I have had no significant impact on the educational situation of children with special needs. The reason for this, according to Karakoski and Ström (2005), is that disability issues have had low priority in the overall development plans. Mboya and Mosha (2003) support this argument by saying that although educational services to persons with disabilities have increased during the last two decades, the services are still inadequate and of poor quality. However, there has been a slight increase in the enrolment rates of pupils with disabilities, but the total number has remained low (cf. Section 1.1).

Special education provision follows the official curriculum⁸. The official curriculum is developed for both regular and special education. However, the blind, due to the nature of their disability, do not study mathematics beyond the primary school level in Tanzania (UNESCO, 2006b)⁹. The primary education cycle for the deaf is 10 years, making a structure of 2-1-2-1-2-1-1¹⁰ and the official curriculum is adapted to suit the 10-year cycle. There are however, no

⁸ Official curriculum for primary education is seven years of primary level 1-7.

⁹ Downloaded at http://www.ibe.unesco.org/Countries/WDE/2006/SUB-SAHARAN_AFRICA/United_Republic_of_Tanzania/United_Republic_of_Tanzania.pdf on 11.5.2011.

¹⁰ This denotes that two years are for standard I, one year for standard II, two years for standard III, one year for standard IV, two years for standard V and one year for standard VI and VII, respectively.

individual plans available for pupils with disabilities. The primary education cycle for children with intellectual impairments and autism is not established as well. Children with other special needs such as speech and language disorders, learning difficulties, and behavioral disorders are not taken into consideration when it comes to provision of educational services and curricular adaptations.

Many declarations and statements have been made in recent years by the international community to promote the rights of persons with disabilities and other learning needs to an appropriate education (Kisanji, 1998). According to Kisanji (1998), most of these declarations and statements were endorsements and/or adoptions of policy proposals and practices which already existed in some industrialized Western countries. Abosi (2000) observed that in Africa the implementation of inclusive education has not received strong support from most of the governments in terms of proper planning and resource provision. Abosi considered that inclusive education practiced in Africa and many other developing countries (DCs) results in isolation and frustration for learners with special needs because the necessary support and resources for meaningful inclusion are lacking.

However, Mmbaga (2002) argues that there are clear indications of inclusive attitudes in Nyerere's ideology of socialism and self-reliance enshrined in ESR, which still guides the legislation on education today in Tanzania. The policy was based on the culture of people living together, working together and helping each other. In Tanzania, the culture of African socialism points towards a culture of inclusiveness (Mmbaga, 2002). Many of these norms and customs originate in indigenous customary education (Kisanji, 1998). Kisanji (1998) cautions that while attempts are being made in Western countries to accommodate all learners, whatever their needs, non-Western countries are expected to follow the Western experiments as *modus operandi*. The implication is that non-Western countries should model their own system of inclusive education by taking into account cultural aspects when implementing the programs.

Tanzania started to implement the inclusive education idea after the Salamanca Conference in 1994. The initiative started in 1998, when the government of Tanzania, the Salvation Army and UNESCO carried out a joint venture project at Temeke district in Dar es Salaam aimed at introducing inclusive education in primary schools in Temeke (URT, 2008). This was part of the national program for inclusive education. Seven schools were involved in the project and until 2008, 280 primary schools were involved in inclusive education in different regions of Tanzania (URT, 2008). As a result of the project, more children with disabilities have been accepted in the schools. However, there is dearth of data related to enrolment in this category, but the official statistics reveal that the number has remained low.

2.2 Regular teacher education in Tanzania

In this section, I discuss teacher education in Tanzania, focusing on regular teacher education. The discussion will center on historical development and emerging issues related to recruitment, programs and training. Pre-service and in-service teacher education is highlighted. Pre-service teacher education in this context refers to education and training provided to student teachers before they have undertaken any teaching as fully responsible teachers and in-service teacher education is an additional professional development course for teachers currently employed as classroom teachers. The pre-service teacher education programs are meant to supply well trained teachers for the entire education system (Kitta, 2004). Similarly, teacher participation in the in-service education programs is a way of supporting them to grow professionally. Both the programs are coordinated centrally by the Teacher Education Department (TED) of the Ministry of Education and Vocational Training. The discussion about professional development cannot ignore the role and position of teacher education because initial teacher education (ITE) is regarded as the first step in the professional development ladder (Hansen & Simonsen, 2001). Therefore, a linkage between the practices of teacher education and professional development in Tanzania is established.

The Tanzanian teacher education and its management system has been designed to respond to key priority areas of primary and secondary education, namely quality, access and equity, management, and financing (Ministry of Education and Culture, 2001). At independence in 1961, there were 28 colleges of teacher education in the country for the preparation of elementary school teachers, of which only three were government built, maintained, and operated, although all were government supported (Schindler, 1968). The first teachers' college was founded in 1926 at Mpwapwa in central Tanzania, then Tanganyika (MoEVT, 2005)¹¹. Also until 1961, university education was available only at the University College of East Africa at Makerere in Uganda, where teacher education programs were also offered (MoEVT, 1995). In 2010, there were 103¹² teacher education colleges in Tanzania, both government and non-government, conducting pre-service and in-service teacher education programs (MoEVT, 2011).

Regular teacher education in Tanzania is run by a variety of teacher education institutions, some based in universities and university colleges and others in the colleges of teacher education managed by the Ministry of Education and Vocational Training. The college-based teacher education programs offer a two-year grade 'A' teacher education certificate and diploma in secondary education. Student teachers may receive grade 'A' teacher education certificate after completing ordinary level secondary education (O-level) and qualify to teach in

¹¹ Retrieved on May 17, 2010 from <http://www.moe.go.tz/archieves.html>

¹² There were 34 government teachers' colleges and 69 non-government teachers' colleges offering certificate and diploma programs in education.

primary schools. Teacher grade ‘A’ certificate is the initial course for primary school teachers and it is the minimum qualification for teaching at primary school level (MoEC, 1995). Student teachers obtaining a diploma in education qualify to teach in secondary schools at O-level. Diploma in secondary education forms the initial qualification for teaching in secondary schools. In the sub-Saharan African region, Tanzania is no exception, pre-service teacher education is judged to be of poor quality with little in the way of supervised practical teaching, thereby creating a large gap between theory and actual classroom practice (Lewin & Stuart, 2003; O’Sullivan, 2010). According to Moon (2007) commitment to improving quality education in sub-Saharan Africa, Tanzania inclusive, has focused primarily on infrastructure and less on how teacher education can promote teacher competencies that meet the learning needs of students in classrooms.

The curriculum for the college based teacher education in Tanzania is centrally determined by the Tanzania Institute of Education (TIE) and examined by the National Examinations Council of Tanzania (NECTA). This means that decisions about the curriculum are centralized (Meena, 2009; MoEVT, 2009). The centralized curriculum facilitates uniform delivery of the curriculum contents and maintains standards. However, decisions about the curriculum are made by a few and the process is top-down, from the curriculum developers to the implementers. This centralized system makes curriculum adaptations for students with special needs difficult to implement. Furthermore, the curriculum for pre-service teacher education for teachers’ colleges is general and does not differentiate between upper and lower primary school (Akyeampong, Pryor, Westbrook & Lussier, 2011). Therefore, teachers are prepared to teach across the primary curriculum (i.e. to be able to teach 11¹³ subject areas) (Hardman, Abd-Kadir & Tibuhinda, 2012).

The purpose of college based pre-service teacher education is to gain the knowledge which could be applied when trainees go into schools. The teacher education curriculum covers general studies; studies related to students’ intended field of teaching and teaching practice. These essentially conform to what is obtained in other eastern and southern African countries where the content of teacher education incorporates: subject content (adequate knowledge and understanding of the subject to be taught in school); pedagogic content knowledge (knowledge of how to teach the subject); education and professional studies; and a practicum (Lewin & Stuart, 2003; Lindhe, Malmberg & Temu, 2004; O’Sullivan, 2010). A primary school and in some instances, a secondary school is attached to every college of teacher education as a practicing school where student teachers have their teaching practice periods.

¹³Mathematics, English, Kiswahili, Science, Geography, History, Civics, Vocational Skills, ICT, Personality and Sports; and French which is optional depending on the availability of the subject specialised teacher. ICT is not usually taught due to lack of facilities and expertise.

The University-based teacher education programs offer a three year bachelor's degree, for example Bachelor of Arts with Education (B.A. Ed) or Bachelor of Science with Education (B.Sc. Ed), which qualifies graduates for teaching in advanced level secondary schools. Others may receive a Bachelor of Education (B.Ed.) either in arts or science and qualify for teaching at teachers' colleges (Meena, 2009). The universities and university colleges have faculties of education and departments of teacher education where teachers for ordinary level and advanced level secondary education, and tutors for teachers' education colleges are prepared. The universities have a high degree of autonomy in designing their curricula. There are at present 28 universities and university colleges which offer degree programs in education¹⁴. Of the 28 universities and university colleges¹⁵, only two universities and one university college offer degree programs in special education at a bachelor's level. It should be noted that the number of universities and university colleges has increased quite recently, especially private universities and university colleges. The majority of these universities and university colleges have degree programs in education. It is appealing to note that teaching practice is integrated into all levels of teacher education time. It is a guided teaching practice. Tutors and/or local teachers depending on the stage of practice, supervise the teaching practice. Teacher education and schools are in a congenial relationship. There is a shared reinforcing process between and in the philosophies of teacher education and schools.

Educational changes in any country depend on the teachers' capacity to adapt and enact changes. The on-going educational reforms at primary and secondary school level in Tanzania run concurrently with innovation in teacher education because the three sub-sectors (primary, secondary and teacher education) are interdependent. Currently, the first priority is to increase the number of teachers to respond to the increase in the enrolment of pupils in schools (cf. 1.1). The government also intends to improve the quality of education in general as stipulated in the 1995 Education and Training Policy (ETP) (MoEC, 1995). In this regard, the professional development of teachers is a priority in the quality improvement of education in the immediate and long-term future. Overall, professional development starts with initial teacher education. A number of efforts have been made by the government on the professional development of teachers in Tanzania. These efforts are described in the subsequent sections.

In 1960s, the Institutes of Education in Tanzania and Uganda had associateship one-year courses aimed at preparing experienced primary school teachers of various grades for tutorship in teachers colleges, and at upgrading tutors to higher professional qualifications (Kajubi, 1971). The institutes were also

¹⁴Tanzania Commission for Universities, [Accessed from www.tcu.go.tz/universities/uni_colleges.php on 11th September 2012 at 9:40pm].

¹⁵ The Open University of Tanzania (OUT), University of Dodoma (UDOM) and Sebastian Kolowa University College (SEKUCo).

responsible for the preparation of syllabi and curricular for teachers' colleges (Kajubi, 1971). This was part of the government's efforts to develop teachers, which ever since has been the target of the government. Furthermore, in the early 1970s the government of Tanzania, with joint assistance from UNESCO and UNICEF, developed a professional development program (MTUU)¹⁶, whose objectives amongst others was teacher in-service training and research in infant teaching methods¹⁷. MTUU was an educational pedagogical innovation which embraced the full cycle of primary school reform (UNESCO, 1978). Thousands of teachers and tutors were involved in the whole program as part of the professional development program (UNESCO, 1978). From the 1980s, this effort continued with support from SIDA (MoEC, 2004). In 1998, the government of the United Republic of Tanzania (URT) in collaboration with the Stockholm Institute of Education (SIE) initiated the Tutors' Education Program (TEP) as an in-service professional development program for college tutors (Lindhe, Malmberg & Temu, 2004). The TEP aimed to improve the quality of tutors and indirectly improve the quality of primary and secondary school teachers. The TEP was managed and stationed at Morogoro Teachers' College¹⁸. In the subsequent section, teachers' professional development in special education focusing on the college based and university based teacher education is discussed.

2.3 Special education teacher education in Tanzania

Teacher education for special education in Tanzania started in 1972 as a parallel system to the mainstream teacher education, which was almost about 46 years after the establishment of regular teacher education (Bagandanshwa, 2004). The dating is linked to the launching of a teacher training program in collaboration between the Anglican Church, Diocese of Central Tanganyika (DCT) and the Ministry of Education sponsored by the Diocese (Bagandanshwa, 2004). The Ministry of Education recruited the student teachers and awarded the certificates, while the staff of Buigiri School for the Blind was responsible for the teaching. In this program only a teacher education certificate for visual impairment was offered. The emphasis was to reduce the shortage of teachers in schools for the visually impaired and blind (Bagandanshwa, 2004). Buigiri is mentioned as the first institution to offer a teacher education program for special education. Buigiri was chosen because it was the first institution to provide services for the

¹⁶ MTUU is a Kiswahili abbreviation for Mpango/Tanzania/UNESCO/UNICEF. It was an educational pedagogical innovation, a joint reform project for Primary Education by Tanzania in collaboration with UNESCO and UNICEF.

¹⁷ Methods of providing learning opportunities for the deprived young infants and young children.

¹⁸ The Open University of Tanzania thereafter accredited the TEP course and it is offered in collaboration with the Ministry of Education and Vocational Training (MoEVT) as B.Ed. Teacher Educators, and at present, it is conducted in the Zonal Teachers' Colleges (ZTC) on a semi-distance mode (OUT, 2010:108).

blind in the country, and therefore it was believed to have rich experiences on special needs education.

With the support of the Tanzania Society for the Blind (TSB), the Ministry of Education started a one year certificate course in special education at Tabora Teachers' College in 1975 (Bagandanshwa, 2003). Following the impetus of the International Year of the Disabled Persons (IYDP) in 1981, the national year of the disabled persons in 1982, and the decade of the disabled persons (1982-1992) declared by the United Nations, the government also established two more teacher education programs: one for teachers of pupils with intellectual impairments in 1983, and another for teachers of pupils with hearing impairments at Tabora Teachers' College. In addition, Mpwapwa Teachers' College was preparing teachers to work with students with visual impairments in a temporary program (Bagandanshwa, 2004; Reynolds & Fletcher-Janzen, 2007).

Reynolds and Fletcher-Janzen (2007), when studying the education provision for children with special needs in 12 countries of Eastern and Southern Africa¹⁹ revealed that the first education provisions in all the studied countries started with the blind. This tradition is still reflected in the current system of teacher education for special education in Tanzania, whereby teachers are prepared based on areas of specialization to cater for specific disabilities, such as visual impairment, hearing impairment, intellectual impairment, and deafblindness.

There was a major review of teacher education for special education in 1990. The Ministry of Education and Culture in collaboration with the TSB and the Royal Commonwealth Society for the Blind (RCSB), made a thorough analysis of the type of teachers needed in special education, their mode of training and the type of training institutions. This review led to the transfer of the program of teacher education for special education from Tabora Teachers' College to Patandi Teachers' College in Arusha in 1996 (Bagandanshwa, 2004). Patandi Teachers' College is still the only teachers' education college offering diploma and certificate programs in special education in the country. Recent data shows that the enrolment of student teachers at Patandi Teachers' College has not been increasing to meet the acute demand for special needs teachers in schools. For example, in 2008 the enrolment of student teachers for a certificate course in special education stood at 265 (MoEVT, 2008). No reliable data exists for 2009, 2010 and 2011, but it is assumed that the enrolment has not expanded significantly.

Teacher education for special education in Tanzania (pre-service and in-service) is both college based and university based. The college (Patandi) admits both pre-service student teachers who have completed a four-year cycle of secondary education and student teachers who have been working in regular schools as

¹⁹Botswana, Ethiopia, Eritrea, Kenya, Lesotho, Malawi, Namibia, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

regular teachers. They are both enrolled for a certificate course. The college further enrolls in-service student teachers who have a background in teaching, usually possessing a certificate course in special education for a diploma program. The specializations offered both at certificate and diploma levels are visual impairments, hearing impairments and intellectual impairments. Other disability areas like autism, deaf-blindness, learning disabilities, speech and language disorders, emotional and behavioral disorders, physical disabilities, health impairments and multiple disabilities are not offered as specializations (Karakoski & Ström, 2005). The capacity of Patandi Teachers' College is to enroll 350 student teachers for both certificate and diploma courses per year²⁰. This suggests two important ideas. Firstly, opportunities for professional development for teachers in the field of special education are limited considering the capacity of Patandi Teachers' College. Secondly, the college has focused on a few areas of disabilities. The implication is that there are a number of areas that need to be explored in the field, and therefore expansion of the college to accommodate more students is indispensable. In recent years, there have been developments in the field of special education.

With respect to the university based special education teacher education, the Open University of Tanzania introduced the first bachelor's program in special education in 2005 in cooperation with Åbo Akademi University. A description of the program is made in Section 2.4. The Sebastian Kolowa University College (SEKUCo)²¹ started offering a Bachelor's degree program in special education for both pre-service and in-service student teachers in 2007. The first batch of the program enrolled 138 students (SEKUCo, 2009). The university college enrolls students both with a background in special education and fresh entrants graduating from secondary schools (SEKUCo, 2009). The program includes specialization in the following areas: cognitive disabilities and autism spectrum (CD), hearing impairments (HI), visual impairments (VI) and speech and language disabilities (SI). Areas such as deafblindness, learning disabilities and physical disabilities are not offered as specializations. Since year 2009 there is also a third university, the University of Dodoma offering a three year Bachelor of Education in Special Needs Education (B.Ed. SPED)²² for both pre-service and in-service teachers. It is, however, worthy noting that entrance to the universities for the bachelor's programs does not take into account the candidates academic background in special education. In that sense, the three

²⁰ Accessed on 19.3.2011 at 9:42 PM from www.moe.go.tz/ted/t_colleges.html

²¹ SEKUCo is a private University College run by the Lutheran Church of the North Eastern Diocese (NED) of Tanzania. SEKUCo is now a fully-fledged university known as Sebastian Kolowa Memorial University (SEKOMU) and was inaugurated on 30th September, 2012. Downloaded from <http://www.sekomu.ac.tz/component/content/article/86-events/101-inaguration-of-sekomu.html> on 22nd October, 2012 at 7:00 PM.

²² Accessed on 18.10.2012 from www.udom.ac.tz/index.php/admission/undergraduate-application at 1:42 PM.

universities offer initial teacher education programs and in-service programs. Other universities and university colleges offering degree programs in education have components of special needs education in order to acquaint student teachers (both pre-service and in-service) on some basics of special education provisions.

It can be summarized, that the demand for the teachers in Tanzania has been high and growing for the last decades despite new developments in teacher education. It is also evident that teacher education for special education has been very limited in quantity. There has been lack of in-service education and training (INSET) programs for teachers in special education. In-service programs for teachers have ended up with seminars and workshops especially focusing on inclusive education. The movement towards inclusive education, which took shape in 1990s, has created a sharp demand for teachers in the field of special education. Therefore, professional development for educators should be taken up as one of the strategies to address the ardent need for qualified teachers in the field. Next section presents the initiatives of Åbo Akademi University on teachers' professional development in Tanzania.

2.4 The Åbo Akademi University/Open University of Tanzania initiatives

The B.Ed. Special Education program offered by the Open University of Tanzania is one of the initiatives of Åbo Akademi University in the professional development of teachers and educators in Tanzania. In general, the initiatives of Åbo Akademi University on teachers' professional development in Tanzania are traced back to 1995 when Åbo Akademi University initiated a B.Ed. course at Morogoro Teachers' College through Teacher Education Project in Tanzania (TEPT). The B.Ed. course at Morogoro was carried out part-time (distance) when the participants worked on their own in their work places and then full-time (seminars) when the participants convened for contact studies at a designated center (Malmberg, 1996). The program was specifically designed for college tutors in an effort to raise their professional and academic levels. There were two batches of the Bachelor's program and two batches of the Master's program. The Master's program had two specializations, namely special education and, management and administration in education.

In 2005, the Open University of Tanzania in collaboration with Åbo Akademi University in Finland started to offer a bachelor's degree program in special education (cf. Appendix D) to serving teachers, tutors and other professionals with a background in special education as a form of professional development. The bachelor's program was developed based on experiences from the degree programs in the Nordic countries, from the earlier Teacher Education Project in Tanzania (TEPT), from the special needs education courses in the teacher education programs at certificate and diploma levels in Tanzania, and from the culture contextual needs in Tanzania. The first batch (2005-2007) admitted 38 students as a pilot program. The OUT continues to offer the program (OUT,

2012). The mode of delivery for the course was distance learning with face-to-face intensive sessions.

The OUT prospectus stipulates that apart from the general entry qualifications to degree courses of the OUT, candidates for the B.Ed. special education stream are required to have the following qualifications: a) training in special education, b) training in disability issues, c) experience in services for people with disabilities, and d) readiness and ability to attend face-to-face sessions. For a student to finish the course he/she must have a total of 44 units as in other B.Ed. streams. A student will have to complete 28 units in education and 16 units in the teaching subject, and of the 28 units in education, 16 will be from special education and 12 from general education courses (OUT, 2007). Students in the program were also required to undertake an independent study. A description of the program is made in Appendix D.

The focus of this chapter was to describe the setting in which the study was conducted. Four key areas have been described in this chapter. First, I have discussed the development of the education system in Tanzania with evolving changes since 1961. Second, regular teacher education focusing on pre-service and in-service teacher education have been examined in some detail. Third, special education teacher education equally focusing on its pre-service and in-service practices has been described in this chapter. The initiatives of the Åbo Akademi University on professional development in collaboration with local universities and institutions has been acknowledged as well. It is, however, important to note that professional development for teachers and educators in special education has not been given sufficient attention in comparison to regular education. This calls for concerted efforts by different actors to raise the educational levels of educators in the field of special education, if the sector has to transform.

The B.Ed. Special Education program was an in-service program and provided the possibilities to explore participants' motives for joining the program and the perceived outcomes of the program in terms of professional development. Emphasis is put on context and historical development, because contextual and historical factors shape political, economic as well as educational realities and this makes it easier to understand why professional development in special education in Tanzania is such an unknown phenomenon. Chapter Three is about the conceptual construction of the study in which professional development will be considered.

3 Professional development

The present study explores professional development among special educators in the Tanzanian context. Teachers' professional development plays an important role in changing teachers' teaching methods and assisting teachers to move beyond a comprehension of the surface features of a new idea or innovation, to a deeper understanding of a topic (Pitsoe & Maila, 2012). In order to understand how professional development is perceived, the concept has to be related to theoretical perspectives. The aim of this chapter is thus to present theoretical perspectives and earlier research relevant to the field of study: participants' motives and perceived outcomes of a professional development program.

3.1 Theoretical perspectives of professional development

A number of theoretical perspectives have been advanced to explain the motives and motivation for professional development among educators. According to Krull (2001), professional development as an educational subject has been an area of research over the last 30 years but there is no single and consistent theory capable of explaining this phenomenon. Different scholars have different theoretical starting points when they aim at conceptualizing and explaining a phenomenon. Scholars in psychology (Agrawal & Sharma, 1977; Bandura, 1977, 1997; Deci & Ryan, 2002; Deci, Vallerand, Pelletier & Ryan, 1991; Richardson & Watt, 2006; Watt & Richardson, 2007) emphasize the individual and individual motives, personality, need gratification and attitudes. Scholars such as Lemke, (2001), Palmer (2005), Pitsoe & Maila (2012), and Vrasidas, (2000) look at professional development as a social phenomenon which is situated in a social context. These scholars emphasize the importance of social interaction, language, and culture in the learning process. Professional development can also be regarded as a societal phenomenon. Scholars in this view (Avalos, 1998; Bell & Gilbert, 1994; Borko, 2000; Day, 1999; Day & Sachs, 2004) focus on the physical and social context, quality of teachers, teaching, change, transformation and social development.

The phenomenon of professional development is complex and conceptualization is largely dependent on the perspectives chosen. This section will focus on three theoretical perspectives of professional development, namely *individual*, *social* and *societal*. The three perspectives were chosen because professional development is interpreted as an individual and collective phenomenon. Professional development phenomenon is seen as interplay of individual, social and societal factors.

3.1.1 Individual perspective

The individual perspective emphasizes individual factors for explaining and understanding phenomena, in this case professional development. In this sense the individual perspective is related to psychological perspectives and theories.

As the focus of the study lies in motives, motivation and outcomes, which is a psychological phenomenon, it is pertinent to explain the phenomenon by using a self-determination theory (SDT). SDT is considered one of the most influential recent theories of human motivation that helps not only in finding the causes of human behavior but also speaks to the design of social environments that optimize people's development, performance, and well-being. SDT begins by embracing the assumption that all individuals have natural, innate, and constructive tendencies to develop an ever more elaborated and unified sense of self (Deci & Ryan, 2002). SDT is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation (Ryan & Deci, 2000). According to this perspective, individuals are born with intrinsic motivation (Grolnick, Gurland, Jacob & Decourcey, 2002). SDT is based on the premise that people actively seek opportunities to develop their fullest potential. Research suggests that SDT can be used to explain the behavior and performance of university students (Deci, Vallerand, Pelletier & Ryan, 1991). On the one hand, SDT considers the causes of intrinsic motivation as a natural process and an evolved propensity (Ryan, Kuhl & Deci, 1997).

Deci and Ryan (1985) developed SDT in the 1980's. Deci and Ryan's SDT (1985; 2000) states that autonomy (e.g. choice), competence (e.g. skills), and relatedness (e.g. collegiality) influence one's intrinsic motivation, that is, being motivated to perform a task due to an internal desire to carry out the task, not for any external reward. SDT is a macro-theory of human motivation, personality development, and wellbeing (Ryan, 2009). SDT focuses especially on volitional or self-determined behavior and the social and cultural conditions that promote it. According to Ryan and Deci (2000), the arena of SDT is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes. According to Ryan and Deci (2000) SDT looks at the importance of students believing that they are doing something because of their own will, not due to external force.

In several studies, self-determined motivation has been linked to various educational outcomes across the age span, from early elementary school to college students. SDT distinguishes between self-determined and controlled types of intentional regulation. Motivated actions are self-determined to the extent they are engaged in wholly volitionally and endorsed by one's sense of self (Deci & Ryan, 1991), whereas actions are controlled if they are compelled by some interpersonal or intrapsychic force. When a behavior is self-determined,

the regulatory process is choice, but when it is controlled, the regulatory process is compliance (or in some cases defiance) (Deci, Vallerand, Pelletier & Ryan, 1991).

Deci and Ryan (1985) proposed a self-determination continuum to describe motivational variables with different degrees of self-determination. From higher to lower self-determination, Deci and Ryan (1985) identified three types of motivation, namely *intrinsic motivation*, *extrinsic motivation* and *amotivation*.

- a) Intrinsically motivated behavior has the highest self-determination, occurs without the incentive of external rewards and is undertaken out of interest in the activity rather than the outcomes of the activity. Intrinsically motivated behaviors are those that are engaged in for their own sake, in other words, for the pleasure and satisfaction derived from performing them (Deci, 1971). They are activities that people voluntarily perform in the absence of material rewards or constraints. According to Grolnick, Gurland, Jacob & Decourcey (2002) intrinsic motivation fuels organismic growth and development, and is facilitated by opportunities for optimal challenge and by contextual autonomy and support. Intrinsically motivated behaviors are associated with psychological well-being, interest, enjoyment, fun, and persistence (Ryan & Deci, 2000).
- b) Extrinsic motivation refers to activities that are carried out as a means to an end and not for their own sakes (Deci, 1975). According to Deci and Ryan (2002) extrinsic motivation refers to a broad array of behaviors having in common the fact that activities are engaged in not for reasons inherent in them but for instrumental reasons. For Deci and Ryan, extrinsically motivated behaviors are undertaken to attain an end state that is separate from the actual behavior. Therefore, all extrinsically motivated behaviors are evoked by contingencies. Extrinsic motivation pertains to a wide variety of behaviors where the goals of action extend beyond those inherent in the activity itself (Deci, 1971).
- c) The third type is amotivation, or lack of intrinsic or extrinsic motivation. Amotivation represents the absence of self-determination (Levesque, Copeland & Sutcliffe, 2008). Amotivation is evident when individuals perceive no contingencies between their actions and the end result and question whether they should still be involved in a particular activity. It is viewed as a non-self-determined type of motivation. When amotivated, individuals disengage from the activity and eventually stop doing it. Amotivation according to Ryan and Deci (2000) results from perceptions of helplessness or lack of self-efficacy, competence or valuation of the activity.

According to Ryan and Deci (2000) people have not only different amounts, but also different kinds of motivation. That is, different people have different orientations of motivation – intrinsic or extrinsic – as well as different levels of

motivation. More importantly, the extrinsic and intrinsic motivators are interconnected (Ryan & Deci, 2000). Clearly, the intrinsic motivators might interact with extrinsic motivators in influencing the educators' participation in professional development activities. In this study the elements of intrinsic and extrinsic motivation will be referred to. SDT is assumed to be able to explain why people engage in a particular behavior.

3.1.2 Social perspective

A second theoretical approach to professional development is the social perspective. The social perspective stresses the social and cultural contexts in which people live. As the focus of the social perspective is on factors such as social structures, group characteristics, power structure and cultural diversity, a social perspective has been chosen as a theoretical perspective guiding the discussion of motives and outcomes of professional development in the present study. This theoretical approach is one of the oldest and still a dominant theoretical perspective in psychology, pedagogy and other fields in education.

With the growing recognition of the central roles played by social and cultural factors in learning and development, social perspectives have received increased attention (Mahn, 1999). The perspective is based on the concept that human activities take place in cultural contexts, are mediated by language and other symbol systems, and can be best understood when investigated in their historical development. The social perspective was also regarded to be relevant in this study as it is based on the view that learning is situated within interrelated historical, cultural, institutional, and communicative processes (Lim & Renshaw, 2001). The social perspective focuses on interaction among and between people as a primary source of knowledge that cannot be gained in isolation from other people (Howe & Stubbs, 1996). The notion of individual and collaborative learning is now widely addressed in professional development, in which both levels play a significant role (Kwakman, 2003).

According to de Valenzuela et al (2000) a social perspective has become part of the canon in many colleges of education in the United States and other parts of the world. As such, social perspective begun to influence the education of both pre-service and in-service educators, which is referred to generically as professional development (de Valenzuela et al, 2000). Because sociocultural theory is so basic to the study of developmental and educational issues, its consequences for teaching, schooling, and public policy are profound. The sociocultural theory proposes that knowledge is bound to specific contexts of social practice and is always embedded in a social context shared within a group or community.

Teacher learning, in this context, professional development, is not viewed as translating knowledge and theories into practice but as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes. According to Boreham and Morgan (2004), the concept of learning implies the simultaneous

transformation of social practices and the individuals who participate in them, and thus the social and individual dimensions of learning are mutually constitutive. The sociocultural theory has profound implications for teaching, schooling, and education. A key feature of this emergent view of human development is that higher order functions develop out of social interaction (Hamer, 2005). According to Fler (2002) sociocultural theory challenges us to widen our perspective beyond that of the individual and of knowledge and meaning in isolation. A sociocultural theory views PD as a cultural activity embedded in social practice (Fler, 2002).

Special education teachers, like other teachers, need more training in understanding how semantics, accents, dialect, and discussion modes manifest themselves when they communicate with their diverse students and their families (Irvine, 2012). There is much work to be done in teacher education around issues of culture and how culture affects the teaching and learning process. The social perspective links social aspects to learning with respect to the nature and context of learning.

3.1.3 Societal perspective

The societal perspective emphasizes factors beyond the individual and the group. Societal factors related to professional development are transformation of the education system, awareness of disability issues and change. Societal perspective proposes that education is a form of political intervention in the world that is capable of creating the possibilities for social transformation (Giroux, 2004). Giroux (1983) believes that societal perspectives give teachers the opportunity to make schools and learning spaces sites of possibility, where oppression can be recognized, named and transformed.

One theory which in the broadest sense is a set of ideas about the ability to transform society is the critical theory. Critical theory is concerned with change, reform and transformation. Critical theory has a dual purpose: it acts as a lens to view situations and it is a mean to change situations (McLaren, 1989). Critical theory is a set of ideas about society that has the ability to transform itself. The theory is regarded to be appropriate in this study for the purpose of analyzing the change aspect, which is related to the perceived outcomes of the program. Critical theory and the knowledge production it supports are always evolving, always encountering new ways to challenge dominant forms of power, to provide more evocative and compelling insights (Kincheloe, 2004). Perhaps the most distinctive aspect of critical theory is its attention to power within society and the roles schools play in the creation and perpetuation of social reality (Adler & Goodman, 1986). Giroux (1988) advocated critical pedagogy for enabling learners to become aware of conditions in their life and in society, as well as to acquire the necessary skills, knowledge and resources to be able to plan and create change. Critical theory argues that the role of the school is an agent of transmitting a particular set of ideological cultural values to ensure that

students take the rightful place in the social and occupational order of their society (Bell & Schniedewind, 1987).

This section has briefly outlined the theoretical perspectives which can be used to explain motives and outcomes for professional development in special education. The conceptualization is assumed to deepen the understanding of professional development as an individual, social and societal phenomenon. In the next section, the conceptualization of professional development as illuminated by different scholars in the education sector is explored.

3.2 Conceptualization of professional development

Professional development is characterized as an elusive term in education (Diaz-Maggioli, 2003). The term professional development has a variety of meanings among educators and practitioners. Defining professional development is problematic because of the differing perspectives and concerns that have shaped and continue to shape our understanding of the concept. To many, the term conjures up images of in-service days and workshops. To others, it refers to a process in which teachers work under supervision to gain tenure or enhance their professional practice (Diaz-Maggioli, 2003). According to Komba and Nkumbi (2008), the definitions about professional development vary according to educational traditions and contexts.

Several notions related to professional development are found in the literature, including, for example, teacher development, professional learning, in-service education and training (INSET), staff development, teacher enhancement, career development, human resource development, continuing education and lifelong learning (Day & Sachs, 2004; Glover & Law, 1996; Komba & Nkumbi, 2008; National Research Council Staff, 1996). These terms have overlapping meanings and are defined differently by different writers and they have different focus and emphasis. In most of the definitions, teachers' professional development is about *change, learning, competence, practices and growth*. Throughout this review, professional development is adopted as a generic term, broad enough to embrace the other terms and reflect certain characteristics associated with each of them.

Before embarking into the definitions, key definitions from selected scholars in the education field are presented (cf. Table 1). The selection of the definitions is based on their perceived relevance with respect to the study and according to how professional development is conceptualized in the context of the study. Most of the selected scholars have written widely on professional development. Although some scholars have offered more than one definition of professional development, only one definition from each scholar has been picked for the purpose. The order of the definitions has been made according to the focus, that is, related definitions are presented close to each other.

Table 1. Definitions of professional development from selected scholars

Selected authors	Key definitions	Emphasis	Focus group
Nicholls (2000)	Professional development is one aspect of lifelong learning. Practitioners have to understand the need to continually learn, whether this be formally or informally.	Lifelong learning	Practitioners
Day (1999)	Professional development of teachers includes all the experiences of natural learning as well as the more planned and conscious ones which try, both directly and indirectly, to benefit individuals, groups or schools and which contribute to improving the quality of education in the classroom.	Quality of education	Teachers and students
Diaz-Maggioli (2004)	Professional development is a career-long process in which educators fine tune their teaching to meet student needs, such it directly tackles teachers' teaching styles - the patterns of decisions teachers make when mediating with their students' learning.	Career long process	Teachers
Villegas-Reimers (2003)	Professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.	Professional growth	Teachers
Craft (2001)	Professional development is a term used to cover a broad range of activities designed to contribute to the learning of teachers who have completed their initial training.	In-service training	Teachers
Danielson & McGreal (2000)	Professional development is a process by which competent teachers achieve higher professional competence and expand their understanding of self, role and context.	Professional competence	Teachers
Guskey (2000)	Professional development as those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students.	Professional knowledge, skills and attitudes	Teachers and students
Day & Sachs (2004)	Professional development is a term used to describe all the activities which teachers engage in during a course of a career which are designed to enhance their work.	Teachers' work	Teachers
Fullan & Stiegelbauer (1991)	Professional development is the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement.	Learning experiences	Teachers
Vonk (1991)	Professional development is taken as the process of accumulating skills, professional knowledge, values and personal qualities that enables teachers to continually adapt within the educational system.	Professional knowledge, values and personal qualities	Teachers

Similar to the wide array of views of educators and practitioners, a review of literature offers a variety of definitions offered by different scholars in the field. The consequence is that the meaning of the concept is not always clear to, or shared by, parties using it (Elman, Illfelder-Kaye & Robiner, 2005). According to Elman et al (2005), during training professional development may be focused on the development of competencies, knowledge, skills and proficiencies,

whereas subsequent developmental tasks center on the refinement of these competencies. Later in practice, professional development may refer to furthering skill development and attaining or updating of knowledge or to preventing the erosion of competencies as a part of lifelong learning (Elman et al, 2005).

The definitions of professional development in this study have been thematized into three major groups reflecting the individual, social and societal emphasis and focus of the different definitions.

- a) professional development as individual goals;
- b) professional development as social goals; and
- c) professional development as societal goals.

However, the groups of definitions are overlapping and not exclusive because of the complex character of the phenomenon.

3.2.1 Professional development as individual goals

Professional development is viewed by some scholars as personal and professional growth (Johnson & Golombek, 2002). The individual goals are concerned with personality, personal growth and attitudes as they relate to professional development. This view of professional development considers that individuals are being able to select their own learning goals and means for accomplishing those goals (Pitsoe & Maila, 2012). According to Pitsoe and Maila, a belief that underlies this view is that self-directed development empowers teachers to address their own problems.

The purpose of professional development, according to Day and Sachs (2004), is to deepen teachers' knowledge, strengthen individual practice and build a collective capacity for improvement of teaching and learning at the school level in order to build cultures of inquiry. Guskey (2002), for example, states that what attracts teachers to professional development is their belief that it will expand their knowledge and skills, contribute to their growth and enhance their effectiveness. Borko (2004) maintains that research provides evidence that professional development programs can help teachers to increase their knowledge and change their instructional practices. For Villegas-Reimers (2003), professional development refers to the development of a person in his or her professional role. Further, Villegas-Reimers (2003) defines professional development as the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Starkey, Yates, Meyer, Hall, Taylor, Stevens and Toia (2009) argue that, because in-service teachers are not naïve learners, professional development builds on existing knowledge and understandings that can either facilitate or impede the acquisition of new ideas and approaches.

Teacher change is a concept that has been discussed by for example, Guskey (1985), Guskey (1986), and Clarke and Hollingsworth (2002). These scholars suggest that the notion ‘teacher change’ is open to multiple interpretations, and that each interpretation could be associated with a particular perspective on teacher professional development. Clarke and Hollingsworth (2002: 948) described six perspectives on teacher change: a) change as training – change is something that is done to teachers; that is, teachers are changed; b) change as adaptation – teachers change in response to something; they adapt their practices to changed conditions; c) change as personal development—teachers seek to change in an attempt to improve their performance or develop additional skills or strategies; d) change as local reform – teachers change something for reasons of personal growth; e) change as systemic restructuring – teachers enact the change of the system; and f) change as growth or learning – teachers change inevitably through professional activity; teachers are themselves learners who work in a learning community.

There is reasoning that teachers construct knowledge like any other learners, but that professional knowledge has its own special characteristics; that is, the distinctive nature of professional knowledge lies in the interplay between its construction and use (Sharpe, 2004). Based on this premise, Day (1999) argues that most definitions of professional development emphasize its principal purposes being the acquisition of subject or content knowledge and teaching skills. Borko (2004) focuses on three characteristics: subject matter knowledge for teaching, understanding of student thinking, and instructional practices by claiming that these have been selected because of the emphasis they have received in recent professional development programs and research. According to Vonk (1991), professional development is taken as the process of accumulating skills, professional knowledge, values and personal qualities that enables teachers to continually adapt within the educational system.

Professional development for educators is in some instances considered as a career-long process in which educators fine tune their teaching to meet student needs, and as such it directly tackles teachers’ teaching styles – the patterns of decisions teachers make when mediating with their students’ learning (Diaz-Maggioli, 2004). Nelson (2009) argues that teachers individually may experience professional growth along various dimensions as they work with their colleagues to identify and close a gap between a specific learning goal and all students’ successes in attaining that goal.

Darling-Hammond and McLaughlin (1995) assert that effective professional development involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role. They argue that professional development of this kind signals a departure from old norms and models of pre-service and in-service training. It creates new images of what, when, and how teachers learn, and these new images require a corresponding shift from policies that seek to control or direct the work of teachers to strategies

intended to develop schools' and teachers' capacity to be responsible for student learning. According to Darling-Hammond and McLaughlin (1995) teachers must be in a position to see the new methods from the pupils' perspectives and therefore pre-packing is not always effective.

3.2.2 Professional development as social goals

The importance of context cannot be underestimated and is highlighted in most attempts to summarize what is known about PD. The social goals concerns group dynamics, collaboration and working together. According Putnam and Borko (2000), the physical and social contexts in which PD activities take place are an integral part of those activities. Professional development of teachers includes all the experiences of natural learning as well as the more planned and conscious ones, which try, both directly and indirectly, to benefit individuals, groups or schools and which contribute to improving the quality of education in the classroom (Day, 1999; Day & Sachs, 2004). The definition by Day reflects the complexity of the process of professional development. In this context, professional development is regarded as a central business to maintaining and enhancing the quality of teachers. The ultimate measure of quality professional development is its influence on teachers' practice, which leads to improved student learning (Loucks-Horsley & Matsumoto, 1999). Phillips (2008) emphasizes that professional development is critical for improving and maintaining teacher quality, and the effect flows into the classroom. According to Avalos (1998), traditional in-service courses offered to the teacher as an individual do encompass an element of social development. There is good evidence that teachers grow when they work together and support each other (Bell & Gilbert, 1994). While PD is often regarded as an individual matter for teachers, there is a growing recognition of its crucial role as an enabling mechanism at departmental and institutional levels for creating a professional culture in which improvement strategies can flourish (Glover & Law, 1996).

3.2.3 Professional development as societal goals

Despite differences in context and format, most professional development programs share a common purpose: that is, to bring about change (Guskey, 1985). Marcelo (2009) asserts that professional development and change processes are intrinsically connected variables. The societal goals touch on the aspects of change, reforms, innovations and transforming societies. In this case, professional development sets out to promote change in teachers so that they grow as professionals and also as individuals.

Literature on the quality of education indicates a strong link between teachers' professional development and quality, especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of reforms (UNESCO, 2006). Griffin as cited in Guskey (1985), argues that educators generally agree that three major outcomes of effective professional development

programs are changes in teachers' beliefs and attitudes, teachers' instructional practices, and students' learning outcomes. Guskey (2002) emphasizes that professional development is a systematic effort to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Guskey (1991) cautions that the change process involved in professional development is extremely complex and that numerous factors operate to influence the process and not all can be controlled. It is also added that professional development programs that are successful are those that approach change in a gradual and incremental fashion (Guskey, 1991).

Based on the definitions above, professional development is defined here as efforts that educators and teachers undertake to enhance their professional knowledge, skills and competencies which enable them to reflect in their daily practices and that ultimately help in enhancing the quality of teaching and quality of education. Therefore, professional development can be conceptualized as a phenomenon at an individual; as well the conceptualization can be scaled up as a social and societal phenomenon. In the next chapter, one of the core issues of the study, teachers' motives for professional development are addressed.

3.3 Teachers' motives for professional development

This section discusses teachers' motives for professional development. The section begins with a brief description of the concepts of motives and motivation and followed by a discussion of teachers' motives for professional development. While the words 'motives' and 'motivation' can often function as synonyms, it is helpful to make a distinction between them. Social scientists tend to conceive of motives as private and internal characteristics of persons which impinge upon and coerce these persons into various behaviors (Blum & McHugh, 1971). Khanna (2010) defines motives as the drives that energize all behaviors. Khanna further states that every learned act that we perform – simple or complex - and the manner in which we perform it are the results of our attempts to satisfy motives.

Motivation, on the other hand, refers to an individual's engagement, participation and persistence in particular activities (Beltman, 2009). According to Statt (2003) motivation is a general term for any part of the hypothetical psychological process which involves the experiencing of needs and drives and the behavior that leads to the goal which satisfies them. The concept of motivation stands at the center of the educational enterprise (Covington, 2000). Motivation has been called the 'sine qua non', meaning that there would not be learning without motivation (Maehr & Meyer, 1997: 378). Motivation is related to a range of concepts such as arousal, attention, anxiety, feedback and performance (Hynds & McDonald, 2010). For Ryan and Deci (2000), motivation concerns energy, direction, persistence and goal. Motivation has been a central and perennial issue in the field of psychology, for it is at the core of biological, cognitive, and social regulation (Ryan & Deci, 2000). If individuals are to persist

and implement professional learning in everyday practice, they would need to be motivated. Consistent with current conceptualizations of learning and motivation, it is elucidated that individual motivational beliefs regarding the self and learning activities are seen as inseparable from the social context in which these activities are situated (Järvelä & Volet, 2004).

Contemporary appraisal theories underline the interplay of motivation as related to changes in behavior (Pop, Dixon & Grove, 2010). For example, Expectancy-Value Theory (EVT), which is one of the psychological theories of motivation, illuminates that a person's motivation to perform a behavior is the product of expectations about his/her ability to perform the task (Wigfield & Eccles, 2000). In EVT, the expectancy aspect refers to the degree to which people believe they are able to accomplish a particular task. The value aspect of motivation refers to people's judgment of the worthiness of a task (Brophy, 2004). Wigfield and Eccles (2000) have observed that what teachers believe about their abilities and teaching practices may influence their expectancies of making change.

Teachers' professional development is a complex and on-going process of personal and contextual interpretation. It occurs naturally and gradually as teachers act and interact within their personal, professional and social contexts. It is also argued that motivation for professional development is highly related to career-path projections for progression (Danielson & McGreal, 2000; Mulkeen, Chapman, DeJaeghere & Lew, 2007). Wlodkowski (2003) maintains that professional development is an arena where emotional reactions to instructions can heighten or dampen an individual's desire to learn.

Little is known from empirical research about the motivation teachers may or may not have to engage in teacher professional development in special education (Harvey, Sinclair & Dowson, 2005). However, several quantitative and qualitative studies have investigated the motives of professional groups including teachers to engage in professional development (Eccles & Wigfield, 1995; Martin, 2003; Tschannen-Moran & Hoy, 2001). As a result, the professional development literature suggests several motives teachers may hold to undertake PD activities. Potential motives for PD arise from the motivation psychology literature. According to Harvey, Sinclair and Dowson (2005) many of the influential motivations identified in the PD literature also appear to be closely aligned with constructs in the motivation psychology literature.

Since motivation affects choices and levels of commitment, it will accordingly influence learning, achievement and performance. There are no universal truths about which conditions or factors motivate or constrain a teachers' professional development. This is because, according to Cole (1992:374), "development is individually, not universally defined". Several researchers have categorized factors that influence the professional development of teachers. A study conducted by Weasmer, Woods and Coburn (2008) identified three areas of the model that emerged as influential. These were individual dispositions, positive critical incidents and family support. The individual dispositions are described as

the behavioral traits, cumulative experiences, aspirations and goals, and personal values that combine to define the individual's personality. The positive critical incidents include completion of advanced degree work.

In light of the definitions above, the notions 'motives' and 'motivation' will be used interchangeably in this study to mean psychological features that arouse individuals to action toward a desired end. The individuals in this context refer to the participants in the B.Ed. Special Education program. However, I have chosen to use the notion 'motives' throughout the empirical part because motives in the present study have been scaled down to external or internal reasons for action.

Teachers' motives for professional development can be intrinsic or extrinsic or both. The motives for professional development can be influenced by individual factors which are largely psychological in character. Moreover, the social and societal factors can have influence on the motives of teachers for participating in professional development programs. In the subsequent paragraphs the notions of intrinsic and extrinsic motives are briefly described before embarking into the discussion of teachers' motives for professional development.

Ryan and Deci (2000a:70) claim that 'perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation'. By intrinsic, they mean the activity is – or has become – motivating in and itself. It is self-motivating. Increasing evidence suggests that an intrinsic motive (IM) is a basic human psychological system that mobilizes engagement in important but challenging activities, including learning (Ryan & Deci, 2008). According to Amabile (1997) intrinsic motivation is driven by deep interests and involvement in the work, curiosity, enjoyment, or a personal sense of challenge. In the real world, IM fluctuates as a function of a person's on-going experiences in an activity, goals and expectations. Furthermore, social and environmental factors can facilitate or undermine intrinsic motivation when individuals meet specific conditions that are enforced to express their feelings (Ryan & Deci, 2000a).

Deci and Ryan (1985b) argue that although intrinsic motivation is an important type of motivation, it is not the only type or even the only type of self-determined motivation. Extrinsic motives are driven by the desire to attain some goal that is separate from the work itself, such as achieving a promised reward, meeting a deadline or winning a competition (Amabile, 1997). A recent study on the role of intrinsic and extrinsic motivators in promoting e-learning in the work place (Yoo, Han & Huang, 2012) found that extrinsic motivation did not affect users' intention to use e-learning in the workplace. The study also revealed that extrinsic motivators are not as effective as intrinsic motivators. According to Cameron and Pierce (1994) rewards (extrinsic motivators) do not reduce intrinsic motivation. Lawley, Birch and Hamblin (2012) emphasize that despite the importance of intrinsic cues in shaping attitudes and behavior, the impact of extrinsic cues should not be ignored. Review of literature also suggests that extrinsic motivation is equally important to influence behaviors as intrinsic

motivation (Deci, Koestner, Ryan, 1999). Amabile (1997) also argues that both intrinsic and extrinsic motivation determine what a person is capable of doing within a given domain.

The motives for professional development in this chapter will be discussed on two levels, namely individual motives, and social and societal motives. The motives are also discussed in terms of intrinsic and extrinsic motives.

3.3.1 Individual motives

Teachers' personalities themselves are an important aspect for professional development. Teachers are performers in the classroom, required to establish working relationships with their pupils, to command their attention and respect, and to ensure the smooth running of their classes. Such tasks intrinsically involve teachers' personalities, and part of teachers' professional development requires teachers to engage in self-learning, becoming aware of their own personal qualities and how other people respond to them (Calderhead & Shorrock, 1997).

Some researchers have investigated the expectancy aspect of teachers' motivation for professional development, and found a mutual influence between teachers' self-efficacy and their attempts to try new practices. Teachers with high personal self-efficacy are more likely to adopt new practices and thus change their teaching practices because of participating in professional development (Guskey, 1988; Smylie, 1988). A study conducted by Mushayikwa and Lubben (2009) suggests that teachers' self-directed professional development could be a key determinant in the success or failure of professional development programs. Self-directed professional development is defined as the professional development arising from the teachers' own initiative, i.e. the process is internally determined and initiated (Van Eekelen, 2006). Bouchard (1996) observes that self-directed professional development appears to be most prominent when teachers are operating in deprived environments.

Founded on social cognitive theory, Bandura (1997) postulated that human agency operates within a transactional causal framework that consists of a triad of interdependent factors: (1) behavioral; (2) cognitive-biological and affective-biological; and (3) environmental factors. These factors operate bi-directionally: people are both the products and producers of their environments and social systems. According to Bandura, people have the capacity to reflect on their actions, which influences how a person evaluates his/her actions, knowledge or skills. Self-efficacy is a future oriented belief about the level of competence a person expects he or she will display in a given situation (Bandura, 1997). Bandura's self-efficacy (Bandura, 1977) differentiates between efficacy expectations and outcome expectations. An efficacy expectation is the conviction that one can successfully execute the behavior required to produce the outcomes. Outcome expectancy is defined as a person's estimate that a given behavior will lead to certain outcomes. Outcome and efficacy expectations are

differentiated, because individuals can believe that a particular course of action will produce certain outcomes. A major focus in Bandura's social cognitive theory is self-efficacy, a domain specific expectancy belief construct in which an individual judges whether he/she has the abilities to organize and execute the courses of action that are necessary to attain specific task. According to Schunk (1991), self-efficacy and motivation are applicable to teachers as well as students. Bandura (1997) proposed that a teacher's sense of self-efficacy influences their perception on whether his/her teaching has an impact on a difficult student's learning.

Teachers' knowledge, beliefs and attitudes are taken to be the aspects of teacher cognition that are affected by participation in professional development (Fishman, Marx, Best & Tal, 2003). Teachers' efficacy has also proved to be powerfully related to many meaningful outcomes such as teachers' persistence, enthusiasm, commitment and instructional behavior (Tschannen-Moran & Hoy, 2001). Tschannen-Moran, Woolfolk and Hoy (1998) further assert that teacher efficacy has been related to teachers' classroom behaviors, their openness to new ideas, and their attitudes toward teaching. However, a study on teacher's perceived efficacy and the inclusion of a pupil with dyslexia or mild mental retardation in Sweden found that experience is not significantly related to teachers' perceptions of their efficacy (Roll-Pettersson, 2008).

Gibson and Dembo (1984) found a two-factor dimensional construct of teacher efficacy among American teachers. The first factor: personal teaching efficacy (PTE) represents a teacher's beliefs of his or her own ability to influence students' learning and behavior. It includes the beliefs in implementing effective teaching strategies, adopting better pedagogical skills, dealing with difficult students, bringing about positive changes in students' learning, etc. The second factor: general teaching efficacy (GTE) represents the belief about the capacity of teachers and educational system as a whole to help students. It is the belief that education affects students more than do home environment, family background, and parental influences.

Hynds and McDonald (2010) performed a study concerning teacher motivation developed from an initial evaluation of a school-university professional development program, designed to improve classroom practice and achievement for culturally diverse students. The findings indicated that a range of attitudinal responses, a range of personal and psychological factors were identified as important. Some teachers found personal pleasure in studying and the potential reward accomplishment. Kwok-wai (2004), in a study on in-service teachers' motives, perceptions and concerns about teaching, found that in-service teachers joined the teaching profession mainly due to the fact that they liked to work with children and adolescents; they liked to help others and found the work meaningful and challenging, and suited their personality. This argumentation can also be applied to teachers' professional development.

Professional development can be motivated by the opportunity to improve teaching competencies and skills by the acquisition of knowledge in specific subject areas (Kwakman, 2003; Scribner, 1999). Scribner (1999) in a study on the influence of work context on teacher learning revealed that educators' motivation for professional development focused on increasing depth of knowledge in their content areas and/or broadening their knowledge into other disciplines. Scribner (1999) also contends that in terms of pedagogical skills, teachers focused primarily on acquiring procedural knowledge directly applicable to practice, in what he calls teachers concentrating much of their learning on acquiring "tricks of the trade or nuggets of knowledge" that were immediately applicable to their classroom contexts. King and Newmann (2000) emphasize that teacher learning is mostly likely to occur when teachers can concentrate on instruction and student outcomes in the specific contexts in which they teach.

Research on professional development rests on a sound body of knowledge regarding the importance and nature of teacher expertise and teacher learning (Loucks-Horsley & Matsumoto, 1999). A report of the National Commission on Teaching and America's Future (NCTAF) cited in Loucks-Horsley and Matsumoto (1999) reported two critical findings about the professional development of teachers. First, teacher expertise is one of the most important factors in student learning. Second, teachers' knowledge of subject matter, student learning and development, and teaching methods are all important elements of teacher effectiveness.

According to Loucks-Horsley and Matsumoto (1999), research on teacher learning has underscored the need for professional development to help teachers to understand (a) subject matter, (b) learners and learning, and (c) teaching methods. Most studies indicate that professional development combining these content goals provide teachers with what they need to teach their subject matter well. According to Kincheloe (2004), critical theory and the knowledge production it supports are always evolving, always encountering new ways to irritate challenge dominant forms of power, to provide more evocative and compelling insights. Shulman (1986) identified a special kind of teacher knowledge that is distinct in many ways from understanding of the subject matter content, understanding of learning in general, and generic teaching skills or methods. He coined the term pedagogical content knowledge (discussed in subchapter 3.3.2). According to Scribner (1999), teachers are motivated to learn by needs and challenges in areas of content, pedagogy, classroom management, and social issues affecting students.

The content of professional learning is what designers hope teachers will learn from professional development activities (Fishman, Marx, Best & Tal, 2003). There are two main categories for such content. The first is knowledge related to the general enterprise of teaching, such as assessment, classroom organization and management, and teaching strategies. The second is the subject matter

content itself, which includes skills related to using tools such as computer technologies or laboratory equipment related to that content (Fishman, Marx, Best & Tal, 2003). A study concerning teacher motivation designed to improve classroom practice and achievement for culturally diverse students done by Hynds and McDonald (2010) found that teachers were motivated to participate because they were interested in a specified curriculum area and wanting to gain further knowledge and methodological skills.

In recent years, the idea of financial incentives to motivate positive behaviors in whole populations has once again become popular (Slavin, 2010). Internal incentives are not alone in motivating teachers (Hildebrandt & Eom, 2011). Indeed, according to Deci and Ryan, much of what people do is not, strictly speaking, intrinsically motivated, especially after early childhood when the freedom to be intrinsically motivated is increasingly curtailed by social pressures to do activities that are not interesting and to assume a variety of responsibilities.

Incentive systems are grounded in behavioral theory, which posits the use of rewards to shape behavior through a process of operant conditioning (Chapman, Snyder & Burchfield, 1991). According to Chapman et al (1991), behavior-contingent reward systems are widely used in education as a means of behavior modification at the student and classroom level. External motivation such as rewards is an important factor that determines an individual's behaviors in the learning process (Deci & Ryan, 1985). Deci, Connell, and Ryan (1989) investigated the relationship between employees' intrinsic motives and external motivation and indicated that organizations should provide opportunities to allow employees to decide their behaviors that would affect their attainment of extrinsic rewards such as job satisfaction, pay, and benefits. Problems are frequently encountered, however, when the same principles are used to design teacher incentive systems due to difficulties in linking rewards to the desired behaviors.

Teacher incentives include all the direct and indirect monetary and non-monetary benefits offered to teachers as extrinsic motivators. Direct monetary benefits are defined as the package of salary, allowance, and fringe benefits. Indirect monetary benefits include all other resources provided to teachers, for example professional support such as in-service training, personal support incentives such as free or subsidized housing, transport or food (Chapman et al, 1991). It is argued that remuneration incentives such as offering good salary and related benefits encourage educators to participate in professional development program. Ozcan (1996) argues that palpable incentives in the form of salary, status, work schedule, and power are not prevalent in teaching as they may be in other jobs. Hess (2009) as cited in Hildebrandt and Eom (2011), point out that teaching is a less attractive profession for those who want to be recognized and rewarded on the basis of their accomplishments and hard work. Direct personal gain may serve as an impetus for teacher professionalization. Ozcan (1996),

however, suggests that teacher motivation can increase with greater chances for economic incentives.

In addition, Stout (1996) proposed four factors for teachers to participate in professional development: salary enhancement – that is, participation in professional development pays off and gives eligibility to compete for merit pay or to climb a career ladder; certificate maintenance –periodic retooling is desirable and continuing in the occupation is dependent on it; career mobility – that is, building resumes; and gaining new skills or knowledge to enhance classroom performance. Livneh and Livneh (1999) made a survey of 256 K-12 educators in Oregon to determine their motivation to learn, their background characteristics, and the amount of professional continuing education they had attended in the previous year. Two motivational factors predicted participation: high internal motivation to learn and high external motivation to learn (i.e. salary enhancement and networking opportunities) as key factors promoting engagement in professional development.

A study on motivation of general practitioners attending postgraduate education conducted by Kelly and Murray (1996) found that financial reward was a more important factor for attending postgraduate education among general practitioners. In addition, Scribner (1999) revealed that teachers engaged in professional development primarily for remuneration. Related to this was the opportunity to study, which could advance teachers' status, qualifications, promotion chances and salary. In a study conducted by Hynds and McDonald (2010), found that tangible inducements were important factors that many teachers identified to explain their involvement in professional development programs. Particularly important was the part-payment of fees for the course. Deci and Ryan (1985) are of the argument that although motivation is often treated as a singular construct, even superficial reflection suggests that people are moved to act by different types of factors, with highly varied experiences and consequences; that is to say, people can be motivated because they value an activity or because there is strong external coercion. The next section discusses social and societal motives for teachers' professional development.

3.3.2 Social and societal motives

Despite the description in some literature delineating the difference between the two, the difference between them is not clear. The social is used to refer to individuals, not groups. The societal is an elaborate alternative to social. Both mean matters pertaining to society. The focus of both concepts is on factors such as collaboration and group dynamics, culture, norms, and traditions. Bruner as cited in Moussay, Flavier, Zimmermann and Jacques (2011) argues that professional development is conceived as social and cultural mediation that contribute to transforming professional activity. The social and societal motives in this case are discussed together because of their overlapping character.

There is a growing call for more collaboration in order to stimulate teachers' professional development (Kwakman, 2003). Moreover, collaboration is important because feedback, new information or ideas do not spring from individual learning, but, to a large extent, from dialogue and interaction with other people. Furthermore, collaboration is assumed to create a learning culture and helps to build a community in which further learning is supported and stimulated (Kwakman, 2003). It is not only the teachers' own motivation, awareness, and imagination, but also the policies and practices of the schools in which teachers work motivate teachers towards professional development. Professional development efforts should be school- or site-focused, while remaining relevant to teachers by addressing their specific needs and concerns (Guskey, 1995). Grossman, Wineburg and Woolworth (2001) claim that during their everyday work, teachers have the opportunity to collaborate with each other frequently, for example, when they are jointly teaching a class or when they are working together on a project or assigned task, such as finding a suitable book or material for a school subject. These kinds of collaborations among teachers can be powerful contexts for teachers to exchange ideas or experiences, to develop and discuss new practices, and to give each other feedback (Grossman, Wineburg & Woolworth, 2001).

The role that colleagues assume can be a major factor in the professional lives of teachers. From the social constructivist view, knowledge is processed within individual minds through social interaction (Park, Oliver, Johnson, Graham & Oppong, 2007). Consequently, knowledge construction is either encouraged or constrained by social interaction. Along this line, teaching as a professional practice is also a social practice in that teachers' work is embedded not only in a specific problem context but also in a specific social setting. Lieberman (1994) states that norms of collegiality, trust and openness are crucial elements which contribute to professional development. A collaborative school culture with shared leadership and professional networking holds the best prospects for the development of teachers' knowledge and beliefs (Lieberman, 1994).

King and Newmann (2000) state that teacher learning is most likely when teachers collaborate with professional peers, both within and outside their schools, and when they gain further expertise through access to external researchers. Deci and Ryan (2002) in SDT are of the contention that motivation cannot be segregated from social influences. People are more likely to be motivated if they feel connected to others within a social milieu or in a setting encouraging learning inquiry. This implies that teachers' individual knowledge, skills, and dispositions must be put to use in an organized, collective enterprise.

Teachers' work places are potentially useful in promoting professional development. Sociocultural theory emphasizes the nature and context of learning (de Valenzuela, 2008). According to John-Steiner and Mahn (1996) sociocultural approaches emphasize the interdependence of social and individual processes in the construction of knowledge. Studies show that socialization and

achievement experiences play an important role in the development of gender differences in motivation (Meece, Glieneke & Burg, 2006). The self-efficacy theory has been widely used to understand gender differences in motivation and achievement patterns. However, much of this research has focused on academic areas that are traditionally sex-typed as male or female domains of achievement (Meece, Glieneke & Burg, 2006). Atkinson's expectancy value theory emphasizes gender differences related to the motives to approach or avoid success. Atkinson's research also indicated that men and women differ in their concerns about failure (Meece, Glieneke & Burg, 2006).

Professional development of teachers is obviously situated within the classroom and the school, and partially within the professional learning environment outside the school (Van Eekelen, Vermunt & Boshuizen, 2006). Therefore, it is difficult to separate teacher learning from teacher work. Similarly, work place conditions have been shown to be either conducive or obstructive to the professional learning of teachers. Fullan (1995) suggests that professional development should be job embedded. This means that professional development should not be viewed as separate from what a teacher does in the classroom, as though learning can be separated from regular work. The job-embedded nature of professional development is most evident, for example, in action research and in peer review of practice.

The contexts in which teachers work and professional development occurs are usually varied and they have a serious impact on teachers, their work and their professional development (Villegas-Reimers, 2003). This also suggests that the work place is a place where the structure of formal authority, organizational policies and procedures, and informal norms which shape behavior, beliefs and actions converge. Self-determination perspective assumes that people are inherently motivated to take on and integrate the regulation of activities that are useful for effectively negotiating the social milieu (Deci, Eghrari, Patrick & Leone, 1994). It is further argued that when the social context supports self-determination there is more internalization than when the context does not support self-determination (Deci et al, 1994). The context of professional development also refers to the organization, system and culture in which the activities occur (Lieberman, 1994). Research also suggests that work place factors such as school culture and structure can influence teachers' sense of efficacy and professional motivation (Scribner, 1999). Ganser (2000) believes that an important aspect of context is an individual's access to resources and activities. This implies that we need to consider multiple social interaction with colleagues, principals, and students; contested norms and values, the culture of a particular school (organization), and policy decisions.

The findings of a study of 'Bedouin special education teachers as agents of social change' conducted by Kass and Miller (2011) revealed that the overarching motive for most Bedouin teachers who chose to take special education training in mid-career was to create change in their societal and

professional spheres. The participating teachers described the discrepancy between the high prevalence of children with special needs and the scarcity of Bedouin teachers who are qualified to work with them. Changing attitudes toward and opportunities for children with special needs was explained as another motive. Furthermore, the participating teachers wanted to change the status of Bedouin special education teachers, which signaled a shift from rejection and scorn of teachers to respect and appreciation.

Teacher education scholars have recognized that the preparation which special education teachers receive does not always enable them to provide appropriate content area instruction (Leko & Brownell, 2009). In addition to lacking content knowledge, it is also explained that many special education teachers may not be well prepared to implement basic research-validated strategies. Therefore, professional development needs to address some of the unique curricular and instructional constraints under which special education teachers must operate (Leko & Brownell, 2009). A focus on teacher learning as a field of inquiry seeks to examine the mental processes involved in teacher learning and acknowledges the situated and the social nature of learning, as explained by Lave and Wenger cited in Karimnia (2010).

Accordingly, Bryk, Camburn and Louis (1999) argue that organizational arrangements can promote teacher learning by facilitating reflective dialogue among teachers, deprivatizing classroom practice, promoting collaboration around curriculum and instruction, and providing a focus on student learning. Critical theorists also focus on the work of teaching. According to Adler and Goodman (1986), teachers' work is seen as having become increased de-skilled or de-professionalized. The aim of critical teaching is an emancipatory one.

Moreover, school conditions facilitate teachers' development of a shared vision of high quality teaching and learning, and, in turn, foster a collective responsibility for students (Lee & Smith, 1996). Sandholtz and Scribner (2006) suggest that teachers should be involved not only in identifying what they need to learn but also in developing the learning opportunity and process to be used. This type of involvement enhances the relevance of professional development to particular contexts and problems (Sandholtz & Scribner, 2006). The teachers' perception of the way the school leader functions appears to be an important parameter for the assessment of the contribution of the school to the process of professional development (Clement & Vandenberghe, 2001).

When studying the motivations of 61 participants in an adult and workplace education program leading to a Bachelor's in Education degree, Simpson (1997) revealed that the intention to take academic study among the participants was conceived as being a combined influence of a subjective personal norm (willingness), a subjective social norm (degree of influence of others) and expectations regarding the outcomes of study. Findings from the study indicated that the participants had positive convictions concerning the undertaking of the program, and expected that the outcome of their studies would be self-

actualization. Deci and Ryan (2000) when describing Expectancy-Value Theory emphasize the role of contextual factors in one's motivation to engage in a task. According to Deci and Ryan, the context affects learners in their choice of performing a certain task and the degree to which learners have control in this process.

The presentation and discussion in this chapter reveals individual, social and societal motives for teachers' professional development. Literature suggests that individuals can be intrinsically or extrinsically motivated. Therefore, this suggests that there are activities that an individual can engage with while intrinsically motivated, but in activities that are uninteresting will require extrinsic consequences in order for a person to be motivated. Reiss (2012) argues that the distinction between intrinsic and extrinsic motivation is invalid, however, because motives cannot be divided into just two categories. Reiss and Havercamp (1998) demonstrated a multifaceted solution to human needs and pointed out that motives are too diverse to fall into just two categories. According to Reiss and Havercamp (1998) the intrinsic-extrinsic motivation is a modern form of dualism which many psychologists associate survival needs with extrinsic motives and psychological needs with intrinsic motives.

3.4 Outcomes of teachers' professional development

Much research has been conducted on the outcomes of professional development. Positive and effective outcomes have been noted in many studies (Garet, Porter, Desimone, Birman & Yoon, 2001; Guskey, 2002; Sparks & Hirsh, 1997). Significant positive impact on teachers' beliefs and practices, on students' learning and on the implementation of educational reforms is seen in a study by Villegas-Reimers (2003). Although most of the outcomes seem to be positive, some of the reported professional development programs have been ineffective and the outcomes being negative (Guskey, 1986; Guskey & Huberman, 1995). The outcomes of teachers' professional development can be individual, social and societal. This section discusses the outcomes of teachers' professional development on two levels: individual outcomes, and social and societal outcomes.

3.4.1 Individual outcomes

Evidence is mounting that teaching a subject requires content knowledge that goes substantially beyond what is typically taught and learned in college or university classes (Goldschmidt & Phelps, 2010). Studies show that successful professional development experiences have a noticeable impact on teachers' work, both in and out of the classroom, especially considering that a significant number of teachers throughout the world are under-prepared for their profession. For example, according to a 1996 report of the US National Commission on Teaching and America's Future, at least 25 per cent of teachers hired in the country fall under the category of under-prepared teachers (Ball, 2000). This percentage is even higher in countries such as South Africa (Ball, 2000).

Consequently, South Africans use the term “barefoot teacher” to refer to unlicensed educational practitioners who are of significant number in the country. According to Darling-Hammond (2000), subject matter knowledge has often been found to be an important factor in teacher effectiveness. However, Myrberg (2007) noted that the relationship of subject matter knowledge to teaching is curvilinear: it exerts a positive effect up to a threshold level and then tapers off in influence. Myrberg further noted that measures of pedagogical knowledge including knowledge of learning, teaching methods and curriculum, have more often been found to influence teaching performance, and frequently these factors exert even stronger effects than subject matter knowledge.

It is pointed out that professional development should fundamentally be about teacher learning: changes in the knowledge, beliefs, and attitudes of teachers that lead to the acquisition of new skills, new concepts, and new processes related to the work of teaching (Fishman, Marx, Best & Tal, 2003). Today, PD also includes providing occasions for teachers to reflect critically on their practices and to fashion new knowledge and beliefs about content, pedagogy and learners (Darling-Hammond & McLaughlin, 1995). When addressing the perceptions of the outcomes of doctoral studies on their professional development and the opportunities that emerge as part of earning the doctorate, the participants remarked on having greater focus of education as a field of inquiry, higher personal and professional standards, professional breadth and depth, and the opportunity to integrate the body of knowledge (Jablonski, 2001).

However, most professional development programs up until the 1990s consisted of one-stop workshops that focused on teachers gaining mastery of prescribed skills and knowledge (Clarke & Hollingsworth, 2002). This type of professional development to change teaching practices has been found to be ineffective. Furthermore, follow-up support and implementation was rare and the model was ineffective (Fullan, 2007). Dooley (1998) argued that in postmodern trends of thought, teachers’ professional development means to enhance their innovation, and is considered to be modern teachers’ behavior. Desimone et al (2002), when studying the effects of professional development on teachers’ instruction, revealed that change in teaching could occur if teachers experienced consistent, high-quality professional development. In a survey of a national sample of teachers conducted by Garet, Porter, Desimone, Birman and Yoon (2001), teachers reported that their knowledge and skills grew and their practice changed when they received professional development that was coherent, focused on content knowledge, and involved active learning.

Teachers’ pedagogical content knowledge and pedagogical content beliefs can be affected by professional programs, and that such changes are associated with changes in their classroom instruction (Villegas-Reimers, 2003). Studies suggest that teachers’ development of pedagogical content knowledge is contingent on having subject matter knowledge (Mundry, 2005). Borko and Putnam (1995) offer evidence to support the fact that professional development plays an

important role in changing teachers' teaching methods. It is also believed that student performance influences teachers' knowledge, beliefs, and attitudes, mediated through enactment (Fishman, Marx, Best & Tal, 2003). Whitehurst (2002) emphasizes that the effect of teachers' professional development on academic achievement becomes clearer when the focus is subject matter knowledge as opposed to certification, per se. Hoque, Alam and Abdullah (2011) support the idea by saying that professional development increases teachers' knowledge about content or content standards and instructional skills. In other words, professional development enables teachers to reflect critically on their practice and fashioning new knowledge and beliefs about content, pedagogy and learners. Because pedagogical content knowledge (PCK) includes teachers' understanding of how students learn, or fail to learn, specific subject matter, the development of PCK is an important goal to focus on in professional development programs (Van Driel & Berry, 2012).

However, it is important to understand what forms of professional development have the greatest impact on teachers' practice and student learning (Guskey, 2000). Therefore, teachers need relevant education and training to adequately prepare them to aptly handle and manage the teaching-learning tasks they are expected to carry out in class (Mogari, Kriek, Stols & Iheanachor, 2009). Shulman as cited in Mogari, Kriek, Stols and Iheanachor (2009) argues that the education and training provided to teachers should not only focus on familiarizing them with various instructional models. Nevertheless, it should also put emphasis on deepening their understanding of the content, their interpretations of the content in the context of facilitating meaningful learning.

Sahlberg (1999) is of the contention that teachers may feel uncomfortable at the beginning of the philosophy if the reform is in contradiction with their existing belief system. Sahlberg further argues that there is a clear difference between the acquisition of new methods and the level of use of them. Sahlberg points out that, teachers may seem to think that they know and understand new teaching methods but their abilities to use them are lower. Tschannen-Moran, Woolfolk-Hoy and Hoy (1998) argue that the magnitude of teacher efficacy has been related to new ideas, and their attitudes toward teaching.

The objective of most professional development programs is to provide experiences that create change in classroom and support standards-based inquiry in classrooms (Pop, Dixon & Grove, 2010; Smith & Southerland, 2007). Teacher expertise is one of the most important factors in student learning, followed by the influence of small schools and class sizes (Loucks-Horsley & Matsumoto, 1999). Research suggests that effective professional development experiences may help improve the quality of teaching as well as student achievement (Dana, Campbell & Lunetta, 1997). In addition, teacher knowledge of subject matter, student learning and development, and teaching methods are all important elements of teacher effectiveness (Loucks-Horsley & Matsumoto, 1999). Allodi (2010) supports these ideas by pointing out that social climate is an essential

factor in educational processes and make incomprehensible the sparse attention given to it in education educational policy, research and teacher education programs. The concept of social climate according to Allodi (2010) is closely related to classroom climate, school climate and school ethos, and refers to characteristics of the psychosocial environment of educational settings.

An increasing body of literature supports the importance of content-focused professional development, including that which addresses subject area curriculum and assessment (Quick, Holtzman & Chaney, 2009). Professional development that focuses on what students are expected to learn (content knowledge) and how students learn the subject matter (pedagogical content knowledge) (Shulman, 1987) appears to support the development of teacher professional learning in ways that foster improvements in instructional practice (Cohen & Hill, 2000; Garet, Porter, Desimone, Birman & Yoon, 2001; Whitehurst, 2002).

Generally, professional development is claimed to improve the learning outcomes for students by providing teachers with greater knowledge or skills which can be applied directly to their own practice (Hargreaves & Fullan, 1992, cited in Day and Sachs, 2004). Rollnick, Bennett, Rhemtula, Dharsey and Ndlovu (2008), Deng (2007) and Jegede and Taplin (2000) use the notions pedagogical content knowledge (PCK) and subject matter knowledge (SMK) in describing this phenomenon. The notion PCK was first introduced by Shulman (1987), and he identified several categories of knowledge as sources of the knowledge base for expert teaching, including content knowledge, general pedagogical knowledge, and pedagogical content knowledge. Shulman described content knowledge as the knowledge, understanding, skills, and dispositions that students learn. General pedagogical knowledge is described as broad teaching strategies, such as classroom management and organization and pedagogical content knowledge as the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.

According to Rollnick et al (2008), PCK describes the knowledge that teachers create by transforming their content into a teachable form. Also, PCK shows the importance of the SMK in pedagogy for effective teaching. Deng (2007) further posits that PCK in the area of teacher education has been used in the design and development of teacher education programs. For Deng, the key notion is “transforming the subject matter” – a notion that serves to describe the capacity of a teacher to transform the subject matter knowledge he or she possesses for classroom teaching. Cochran, DeRuiter and King (1993) acknowledge the dynamic nature of knowledge and they suggested an alternative model which they conceptualized to be much broader than in Shulman. The model places increased emphasis on knowing and understanding as active processes and on simultaneous development of all aspects of knowing how to teach. The model is

named pedagogical content knowing (PCKg) for which a definition comprising of four components of pedagogy, subject matter content, student characteristics, and the environmental context of learning was proposed (Cochran, DeRuiter and King (1993). According to Cochran et al, PCKg enables teachers to use their understanding to create teaching strategies for teaching specific content in a discipline in a way that enables specific students to construct useful understandings in a given context.

3.4.2 Social and societal outcomes

Teachers work as architects, in the process of building the basis of future architects of a nation and society as well. Most research on the relationship between professional development and pupil achievement focuses on salaries, experience and education and the effect of in-service programs has received less attention (Angrist & Lavy, 2001). Wenger (1998) addressed the teachers' community as the key to transformation of people's lives. This heavy and sensitive responsibility requires the teachers to instill themselves with the quality of dedication and being resourceful (Alam & Hoque, 2010; Alam, Hoque, Rout & Priyadarshan, 2010). Loucks-Horsley and Matsumoto (1999) argue that the majority of studies on professional development have examined changes in instructional practices, teachers' knowledge, teachers' beliefs, and other important variables that may be indirectly linked to student achievement. A study conducted by Angrist and Lavy (2001) found the benefit of professional development on student achievement to be higher than the cost.

Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. When professional development is planned focused upon teachers' needs, it is likely to be more effective, particularly when teachers are involved in the identification of what they need to learn and, when possible, in the development of the processes to be used (Karagiorgi & Symeou, 2007). The professional development of teachers is increasingly regarded by governments and educationists as essential to creating effective teaching and learning. Teacher professional development plays an important role in changing teachers' teaching methods and assisting teachers to move beyond a comprehension of the surface features of a new idea or innovation, to a deeper understanding of a topic (Pitsoe & Maila, 2012). Fullan (1991) sees the professional development of teachers as the 'cornerstone' intrinsically linked to the improvement of educational standards.

However, research, on the other hand, suggests that teachers' classroom practice is more than a function of the content of teacher education programs, and that teachers' personal socio-historical past, beliefs and values play a large part in shaping their classroom practices (Akyeampong & Stephens, 2002). These values and past experiences, according to Akyeampong and Stephens, are often the lenses through which teachers make sense of their everyday classroom

practice. Guskey (2000) emphasizes that professional development for teachers is generally acknowledged to be an important component of improving teacher practice and thereby student learning. A study by Kass and Miller (2011) on Bedouin teachers who teach in general education and decided in mid-career to pursue a second teaching certificate in special education, found that many teachers believed that the professional knowledge they had gained from training in special education could help their teaching in general education classes as well.

Professional development can be linked to increased students' learning and achievement. The relationship between student learning and professional development has gained increasing focus, and findings have indicated a positive relationship between professional development programs and student outcomes (Johnson & Fargo, 2010; Johnson, Kahle & Fargo, 2007). Research studies further have shown positive associations between students' achievement and teachers' academic skills, level of content knowledge, years of experience and participation in content-related professional development opportunities (UNESCO, 2006). According to Supovitz and Turner (2000), the implicit logic of focusing on professional development as a means of improving student learning is that high quality professional development will produce superior teaching in classrooms, which will, in turn, translate into higher levels of student achievement. A study carried out by Myrberg (2007) found that adequate teacher certification explained a substantial part of Swedish 3rd grade reading achievement, that is, formal competence and achievement related competence overlapped.

Studies also show that students tend to learn more from teachers with strong rather than weak academic skills (Ballou, 1996; Ferguson & Ladd, 1996). Experience around the world in developing, industrialized, and information based countries suggests that professional development is the key determining factor towards improved student performance (Zakaria & Daud, 2009). However, Supovitz and Turner (2000) suggest that the school environments and state policies are powerful mediators of the process. It is generally argued that the effect of professional development in student learning is possible through two mediating outcomes: teachers' learning and instruction in the classroom. Zakaria and Daudi (2009) further point out that good teachers constitute the foundation of good schools and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state and national leaders can make in education.

According to Diaz-Maggioli (2004), even critics of the professional development movement admit that all forms of teacher development, whether effective or not, have at their core the laudable intention of improving students' learning. Pitsoe and Maila (2012) emphasize that professional development is not a static concept; it is a social construct and fluid in nature and should be contextualized. Guskey (2003) observes that the ultimate goal of teacher

professional development is improving students' learning outcomes. Guskey (2002) also reports that most teachers define their success in terms of their pupils' behaviors and activities, rather than in terms of themselves or other criteria. Guskey and Sparks (2002) further elaborate that teachers' knowledge is the most immediate and most significant outcome of any professional development activity. They also argue that teachers' knowledge is a primary factor influencing the relationship between professional development and improvements in student learning: "if professional development does not alter teachers' professional knowledge little improvement in student learning can be expected" (Guskey & Sparks, 2002: 3). There is also a growing recognition, however, that successful professional development programs articulate well thought through ideas about the learning process (Butcher, 2000). Diaz-Maggioli (2004:1) emphasizes that "we might disagree with the implementation process available, but not with their purpose".

Joyce and Showers (2002) point out several essential elements of professional development focused on student learning. One is that the contents of professional development should be developed around the curricular and instructional strategies selected because they have a high probability of affecting student learning; and second, the process of professional development enables educators to develop the skills to implement what they are learning. Knight (2002) emphasizes the need for professional development because initial teacher education cannot contain all of the propositional knowledge that is needed and certainly not the procedural, "how to" knowledge which grows in practice. In addition to these prompts for development, teachers are now expected to embrace life-long learning (Knight, 2002). A literature review and analysis conducted by Hill (2007) concluded that student achievement improves when teachers study content, curriculum materials, assessments, and instructional methods they will be using in the classroom. Hattie (2005) contends that there appears to be a relationship between the notion of excellent teaching and various class sizes. Furthermore, Hattie and Timperley (2007) argue that feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. They argue that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. Informed by a sociocultural perspective, learning is also thought to occur through interaction, negotiation and collaboration²³.

Some studies suggest that teachers' participation in professional development does not necessarily translate into improvements in students' learning. Critics contend that if professional development focuses too much on processes (e.g. how to teach) and not enough on content, for example, how children learn, students' learning will not necessarily improve (Baker & Smith, 1999). According to Villegas-Reimers (2003), individual country studies suggest that in

²³ Retrieved from <http://www.education.com/reference/article/sociocultural-theory/>

most parts of the world the majority of professional development activities are too short, too unrelated to the needs of teachers and too ineffective. Little data is available, however, to compare the content of professional development activities. It is argued that choosing the content of professional development may be the most important decision when developing a professional development program (Jeanpierre, Oberhauser & Freeman, 2005). Birman, Desimone, Porter and Garet (2000) reported that the degree to which professional development focuses on content knowledge is directly related to teachers' reported increases in knowledge and skills. On the other hand, activities that are content focused, but do not increase teachers' knowledge and skills, have a negative association with changes in teacher practice (Garet, Porter, Desimone, Birman & Yoon, 2001). Wayne, Yoon, Zhu, Cronen and Garet (2008) conclude that when delivered in conducive settings by those who designed the professional development, it can have a positive impact on student learning.

In the world, most societies are engaged in some form of educational reforms and innovations. Meena (2009) conducted a study on curriculum innovation in Tanzania teacher education. In addition, integrating environmental education in primary school in Tanzania has been considered as an innovation (Kimaryo, 2011). In many past educational innovations, the teacher was seen as the executor and implementer of innovations that were devised by others (Verloop, Van Driel & Meijer, 2001). It is further explained that teachers were supposed to implement those innovations in accordance with the intentions of the developers as much as possible (Verloop, Van Driel & Meijer, 2001). Giroux (2004) asserts that rather than viewing teaching as a technical practice, radical pedagogy in the broadest terms is a moral and political practice premised on the assumption that learning is not about processing received knowledge but actually transforming it as part of a more expansive struggle for individual rights and social justice.

Educational reformers increasingly seek to manipulate policies regarding assessment, curriculum, and professional development in order to improve instruction. Reformers assume that manipulating these elements of instruction will change teachers' practice (Cohen & Hill, 2000). Delannoy (2000) points out that given the speed of societal change and knowledge accumulation, policy makers and practitioners have come to realize that there is no way that even a good initial teacher education program could equip a teacher with all the knowledge, skills and values required for a teaching career. According to the Committee on Science and Mathematics Teacher Preparation (2001), professional development is regarded as a cornerstone for the implementation of studies-based reforms. Some of these reforms are at the national level (Namibia, South Africa, Australia, the Netherlands, Paraguay, to mention just a few), while others are implemented at the local level (Villegas-Reimers, 2003). Regardless of the scope of the reform, the relationship between educational reforms and teachers' professional development is a two-way, or reciprocal, relationship. It is

argued that educational reforms that do not include teachers and their professional development have not been successful (Villegas-Reimers, 2003).

Teachers are considered as both subjects and objects of change and reforms (Villegas-Reimers, 2003). Accordingly, Fishman, Marx, Best and Tal (2003) point out that professional development is regarded as a cornerstone for the implementation of standards-based reforms. On the other hand, professional development initiatives that have not been embedded in some form of structures and policies have not been successful either (Villegas-Reimers, 2003). Teacher mentoring programs, according to Dilworth and Imig (1995), are now perceived as an effective staff development approach for beginning teachers. Little and Nelson (1990) mention that teacher mentoring programs serve two important purposes: novice teachers are given a strong start at the beginning of their career, and experienced classroom teachers serving as mentors receive recognition and incentives. Researchers also believe that mentoring can be a valuable process in educational reform for beginning teachers as well as veteran teachers (Ganser, 1996). It is also argued that supporting beginning teachers at the outset contributes to the retention of new teachers in the school system.

Educational reforms all over the world to a great extent depend on the continued learning of teachers. Darling-Hammond, as cited in Borko, Elliott and Uchiyama (2002), assert that policy makers appear not to realize the central role that teachers play in determining the success of reform efforts. The teacher is viewed as a conduit for instructional policy, but not as an actor. In this respect, many innovations are considered impractical by the teachers because they are unrelated to familiar routines, do not fit with their own perceptions of the domain, or conflict with the existing school culture (Van Driel, Beijaard & Verloop, 2001; Verloop, Van Driel & Meijer, 2001). Teachers are the most important agents in shaping education for students and in bringing about change and innovation in educational practices (Lieberman & Pointer Mace, 2008). According to Lieberman and Pointer Mace, too often educational innovations have failed because they did not recognize the need for teacher learning.

The intent of educational reforms has ultimately been to improve teaching and learning within individual institutions and inside individual classrooms. However, reform initiatives historically have often failed to account for the impact of unique situations within specific classrooms (Fullan & Stiegelbauer, 1991). It is further argued that investments in teachers' professional development are insignificant compared to those that occur in other professions or businesses (Borko, Elliott & Uchiyama, 2002). Borko et al (2002) further comment that the success of reform efforts is dependent upon creating opportunities for teachers' continual learning and providing sufficient professional development resources to support these opportunities. Educators recognize that ignoring the role of teachers in the change process is likely to doom reform efforts to failure (Smith & Southerland, 2007).

Reforms that have centered around teachers' professional development have been extremely successful in transforming even national educational systems. Such is the case in Namibia, for example, where the educational system was transformed into a more democratic system after the country gained independence, and this transformation was led by its teacher preparation systems and institutions (Dahlstrom, Swarts, & Zeichner, 1999). In supporting this argument, Dall'Alba and Sandberg (2006) reveal that professional development may have different intended outcomes including enhancing professional skills and understandings, updating the teaching profession, and supporting major educational changes and reforms that have an impact on teaching practice. Professional development so constructed is rooted in the human need to feel a sense of belonging and of making a contribution to community where experience and knowledge function as part of community property (Lieberman & Pointer Mace, 2008).

The idea of a teacher as an active agent of school development has been central to both educational practices and policies for a long time (Pyhältö, Pietarinen & Soini, 2012). According to Pyhältö et al (2012) the generation and implementation of educational innovations in schools provide active and collaborative learning for those involved. Bringing new ideas into schools is largely dependent on not only teachers' skills and knowledge but also on their professional efficacy beliefs and motivation to adopt and process ideas at several different levels in their daily work (Pyhältö, Pietarinen & Soini, 2012). Bandura (1997) and Tschannen-Moran (2001) maintain that research on teachers' self-efficacy has shown that teachers with a strong sense of efficacy tend to be more open to new ideas and more willing to experiment with new methods to better meet the needs of their students.

This chapter opened with the conceptualization of teachers' professional development as discussed by different scholars. The notions of motives and motivation have been defined and operationalized in some detail. The individual, and the social and societal perspectives explaining teachers' motives for professional development have been discussed. The chapter closes with a discussion of the outcomes of teachers' professional development. The outcomes of professional development described in this section can be linked to the current view of teachers' professional development, where the individual, the social and societal perspectives must be considered. The discussion above forms the theoretical basis for the empirical study. In the next chapter, the methodological considerations of the study will be discussed and elaborated.

4 Methodological considerations

This study focuses on a group of special educators participating in a B.Ed. Special Education program. Their motives for joining and participating in the program and the perceived outcomes in terms of professional development were explored. This chapter describes the aim and research questions, research method, investigation procedure and tools that were used in data gathering and analysis for this study. Issues of trustworthiness and ethics are also discussed.

4.1 Aim and research questions

The aim of the study was to explore the participants' motives for participating in a B.Ed. Special Education program and the perceived outcomes of the program in terms of professional development. In defining professional development, notions such as, teacher development, professional learning, in-service education and training (INSET), staff development, teacher enhancement, career development, human resource development, continuing education and lifelong learning are used, described in chapter 3.2. These terms have overlapping meanings and are defined differently by different writers, and they have different focus and emphasis. For example, in most of the definitions, teachers' professional development is about change, learning, competence, practices and growth. (cf. Section 3.2).

No studies have been conducted on professional development of educators in special education in Tanzania. A few studies have been carried out on professional development in general education (Kitta, 2004; Komba & Nkumbi, 2008; Tilya, 2003). The group of participants in the B.Ed. Special Education program offered a unique possibility for studying professional development within the context of special education at a degree level. Teachers' motives for participating in the programs are discussed in Chapter 3.3. The outcomes of professional development are discussed in Chapter 3.4.

For the purpose of this study, motives for participating in the B.Ed. Special Education program, perceived outcomes of the program in terms of professional development, and the relationship between motives and the perceived outcomes were chosen as objects of the study. Therefore, three research questions were answered in the study. The questions are:

- a) What were the participants' motives for participating in the B.Ed. Special Education program?
- b) What were the participants' perceived outcomes for participating in the program in terms of professional development?
- c) What relationship can be found between the participants' motives and perceived outcomes of the program?

4.2 Design of the study

Every type of empirical research has an implicit, if not explicit, research design (cf. Figure 1). In a sense, the research design is a blueprint of research dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results (Yin, 1994). This study adopts a case study approach. According to Yin (2009) a case study is preferred in examining contemporary events, but when the relevant behaviors cannot be manipulated. Halinen and Törnroos (2004) assert that case studies allow the study of contemporary phenomenon, which is difficult to separate from its context, but necessary to study within it to understand the dynamics involved in the setting. The case studied was the B.Ed. Special Education program and the participating students. This approach was chosen because the aim of the study was to have an in-depth understanding of a phenomenon. Therefore, case studies are optimal for studying professional development as the context is complex, but the issues cannot be separated from it. Professional development in this case can be analyzed in the current setting and context.

According to Yin (1984), case studies can be exploratory (what?), descriptive or explanatory (how? why?). Stake (2000), on the other hand, distinguishes between three types of case studies: (a) an instrumental case, in which the case is of secondary interest and plays a supportive role. The case more or less facilitates the understanding of something else, contrary to the (b) intrinsic case, where the case itself is of interest. (c) a collective case study indicates studying several cases in the same study. Both the instrumental and collective case studies require the researcher to choose the case(s). When it comes to case selection criteria, Stake (2000) argues that one should examine the case from which we feel we can learn most and that the primary criterion for case selection should be the opportunity to learn.

Jensen and Rodgers (2001: 237-238) divide case studies into four types, namely (a) longitudinal (analysis of events over a period of time) (b) a snapshot case study (a description of a single organization or other entity at a single point in time), (c) patchwork case studies (integrate several case studies that have evaluated a particular entity at different points in time as snapshot, longitudinal or pre-post designs), and (d) pre-post case studies (go beyond the longitudinal design to provide evidence on the outcomes of implementing a particular program, policy, or decision).

The present study adopts a descriptive case study as a research approach to explore the educators' motives for participating in the B.Ed. Special Education degree program and the perceived outcomes of the program in terms of professional development. Yin (2003) asserts that descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred. Case studies may be quantitative or qualitative in character and the focus can be on changes that occur in an organization or in sub-units of the organization. The case program (i.e. the B.Ed. Special Education program in special education) was the first program to be offered by a local university in Tanzania. This gave the researcher the motivation for conducting a study in this area.

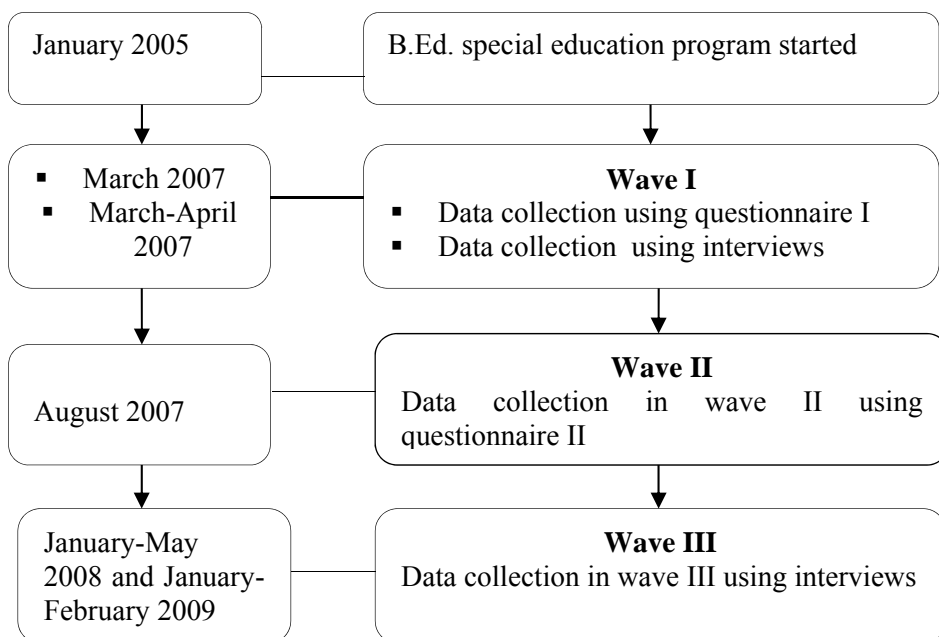


Figure 1. Research design showing data collection process

Generally, in this study the choice of case study as a methodological approach was inspired by the following considerations. Firstly, was the possibility of utilizing a variety of sources of data (Jupp, 2006; Yin, 1994). In case study, data from these multiple sources are then converged in the analysis process rather than handled individually. Each data source is one piece of the “puzzle,” with each piece contributing to the researcher’s understanding of the whole phenomenon (Baxter & Jack, 2008; Denscombe, 2007). Secondly, data for a case study can be quantitative or qualitative and often includes both in the same study to improve the rigor of the study (Wallace, 2005). According to Yin

(2003) and Yin (2009) a characteristic of case study research is the use of multiple data sources, a strategy which also enhances data credibility. Thirdly, case study in the present study is grounded in the nature of the study, as it focused on a specific group (bachelor's students) and a specific program: the B.Ed. Special Education program. Data in the present study was collected over a period of about two years, 2007-2009 (cf. Figure 3 and Table 3) covering repeatedly the same subjects. I followed the same subjects over a period of two years although all participants did not participate in all data collection phases.

4.3 The participants

The study involved a total of 35 participants in the B.Ed. Special Education program at the Open University of Tanzania. From the beginning, the program had 38 participants, three participants dropped out of the program by 2007. All the participants were eligible to participate in the study by the fact that they were all enrolled for the B.Ed. Special Education program and also based on their willingness to be part of the study. The research group consisted of 19 males and 16 females. The participants differed with respect to gender, levels of qualifications, years in service and position in education. The participants followed similar routes to qualify in becoming professionals in the field of special education (cf. Table 2). Case studies may involve participants who differ with respect to demographic characteristics (Lee, Mishna & Brennenstuhl, 2010).

In terms of working experiences the participant with the shortest working experience had 12 years of service, and the participant with the longest working experience had 35 years of service (cf. Table 2). All of the participants were employed professionals. The majority of the participants were teachers and tutors employed by the Ministry of Education and Vocational Training. One participant was working with a non-governmental organization dealing with disability issues. Seven participants were officials in the ministries and departments working as educational advisors/officials. The participants came from eight administrative regions in Tanzania, namely Arusha, Coast Region, Dar es Salaam, Iringa, Kilimanjaro, Mbeya, Morogoro, and Tabora.

With regard to training in special education, 23 participants had training in special education at diploma level, eight participants had a certificate in special education, and four had other training in special education and disability related issues. The total number of the participants involved in the study is summarized in Table 2 with respect to their background factors, namely gender, level of qualifications, years in service and position in education.

Table 2. Study participants with respect to background variables (gender, levels of qualification, working experience and job position)

Characteristics		Number of participants
Gender	Females	16
	Males	19
Levels of qualification	Diploma in special education	23
	Certificate in special education	8
	Other training ²⁴	4
Working experience	12-15 years	8
	16-30 years	20
	31-35 years	7
Job positions	Officials ²⁵	7
	Tutors	8
	Secondary School Teachers	7
	Primary School Teachers	13

4.4 Data collection methods and procedures

The use of multiple data collection methods is recommended in case study research as it provides researchers with opportunities to triangulate data in order to strengthen the research findings and conclusions (Yin, 1994). According to Margot (1991), many researchers who write case studies use qualitative data because they believe them to be richer, more insightful, and more flexible than quantitative data.

Several forms of data were collected from the participants in the program to explore their motives for participating in the B.Ed. Special Education program and the perceived outcomes of the program in terms of professional development. Data collection extended over two years and was drawn from questionnaire (I&II) and interview (I & II). The data was collected in three waves (cf. Table 3).

²⁴ Other training in this context signifies training in disability and special education other than teacher education programs in special education at diploma or certificate levels.

²⁵ Officials in this case represent B.Ed. students working in the ministries' headquarters, departments and those working with NGOs.

Table 3. Data collection time line

Wave	Instrument	Time base	Number of participants
I	Questionnaire I	March, 2007	22 participants
	Interview I	March – April 2007	27 participants
II	Questionnaire II	August, 2007	30 participants ²⁶
III	Interview II	January–May 2008	27 participants
		January–February 2009	5 participants

The questionnaire and interviews explored the participants’ motives for engaging in the program, the participants’ perceived main purposes in terms of the program, their expectations from the program, and how the program, according to them, would impact on their practices as teachers, tutors and officials in special education. Most of the participants participated in each of the different waves in the data collection (cf. Table 3).

Table 3 presents the data collection timeline showing the time base and the number of participants reached in each wave of data collection. It can be noted that the number of participants in each wave varied. Since data collection was largely dependent on the scheduling of the face-to-face contact studies of the B.Ed. Special Education program, the number of participants also varied for some reasons, including financial constraints or other reasons that prevented the participants from attending the sessions. Therefore, the number of participants in each wave reflects the attendance during the face-to-face sessions. In the next section, the instruments for data collection are described.

4.4.1 Questionnaires

Questionnaires rely on written information provided by people in response to questions asked by the researcher. The information from questionnaires tends to fall into two broad categories – facts and opinions, and it is vital that at all stages of using questionnaires that the researcher is clear about whether the information being sought is to do with facts or to do with opinions (Denscombe, 2007). In the present study, questionnaires were designed for exploring participants’ motives for participating in the B.Ed. Special Education program and the perceived outcomes of the program in terms of professional development.

²⁶ Five participants were randomly selected for the piloting of the questionnaire

Questionnaire I & II

The first questionnaire consisted of a set of five open-ended question items. This instrument was administered in March 2007 (cf. Appendix A). Two reasons are given for using open-ended questions. One is to discover the responses that individuals give spontaneously, the other to avoid the bias that may result from suggesting responses (Reja, Manfreda, Hlebec & Vehovar, 2003). Open-ended questions also allow the respondents to express opinions without being influenced by the researcher.

The questions were e-mailed to 15 participants as attached documents and were collected during the face-to-face contact studies. These 15 participants were found to have functioning email accounts. Participants who were not emailed with the questions were provided with the questions and requested to fill in during the face-to-face sessions in April 2007 in Dar es Salaam. The purpose of the open-ended questions was to enable the participants to elicit their past experiences in the field of special education and allowing them to analyze their present experiences in the B.Ed. program and develop new knowledge, skills and attitudes. The aim of research question 1 was to allow the participants to reflect on their motives for joining the program. Cohen, Manion and Morrison (2000; 2007) and Fisher (2007) are of the view that open-ended questions allow participants to provide a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. The respondent rate for questionnaire I was 22. Two reasons are established to explain this phenomenon. Firstly, most of the participants did not have access to a reliable internet source where they could download and print the document. Secondly, the attendance of the participants during the face-to-face sessions was not hundred per cent.

All participants were given the opportunity to respond to the open-ended questions that sought to obtain their motives for joining the B.Ed. Special Education program, their expectations from the program in terms of professional development, how well they have been proceeding in the program and their views on the influence of the B.Ed. Special Education program on professional development in special education and finally how the program will affect their career in future.

In addition to the data collected by questionnaire I, a questionnaire comprising of close-ended and open-ended question items was also used in gathering data in August 2007. The respondent rate for questionnaire II was 30. The focus of questionnaire II was the evaluation of the B.Ed. Special Education program. Since the focus of the study was not on program evaluation, results from questionnaire II were not analyzed and reported in the present study.

4.4.2 Interviews

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen, Manion &

Morrison, 2007). The use of interviewing to acquire information is so extensive today that it has been said we live in an interview society (Atkinson & Silverman, 1997). Increasingly, qualitative researchers are realizing that interviews are not neutral tools of data gathering, but active interactions between two (or more) people leading to negotiated contextually based results (Fontana & Frey, 2003). According to Bowling and Shah (2005), interviews offer a practical, flexible and relatively economical way of gathering research data.

According to Park, Oliver, Johnson, Graham and Oppong (2007), interviewing is one of the most common and powerful ways in which we try to understand the world from the participants' point of view, to unfold the meaning of their experiences, and to uncover their lived world. Through interviews, it is possible to elicit the actual thoughts of research participants. Interviews, further, can secure data that are not available in performance records or data that are difficult to obtain through written responses or observations (Kvale, 1996). Phillips and Stawarski (2008) add that participants may be reluctant to list their results on a questionnaire, but they will volunteer the information to a skillful interviewer who asks the right questions and probes for more information. However, Cohen and Manion (1994) caution that interviews run the risk of being subjective and biased.

The interview guides used in this study were semi-structured in the sense that there were pre-determined questions that were asked to each participant. This list of questions is developed to ensure continuity between the subjects and to help the interviewer cover essential topics (Mathie & Carnozi, 2005). The main advantage of the semi-structured interviews is that all the participants answered all the questions (Phillips & Stawarski, 2008). In some cases, the questions were asked in order; in others, a random approach was used, but ultimately all the questions were asked depending on the situation. The interview technique of probing (verbal and non-verbal) was used. The researcher used phrases such as "Could you elaborate more on that point?" "Could you please explain a bit more how you understand the term? Eye contact was maintained to encourage the participants to continue speaking. In addition, the last statements of the participants were summarized and more talk was encouraged. Finally, the participants were asked if they had any more comments. This assisted in the closure of the interview sessions. The main data collection instrument in the present study was the interview. These are described in detail in the following sections.

Interview I

Interviews in the first wave (Interview I) (cf. Appendix B) were conducted between March and April 2007. Due to the lack of a tape recorder, notes were taken from the conversation with consent from the participants and the notes were made with as much detail as possible. Both Kiswahili and English were used during the interview sessions. I informed the participants that notes would

be taken during the interview. Note taking was done discreetly to avoid distracting the participants. The participants' demographic data including gender, date of first appointment, qualifications on first appointment and name of present employer were also sought. Moreover, the participants were also asked about the motives that made them to apply for the bachelor's degree program in special education, their expectations in terms of professional development through the Bachelor's degree program, how the program had influenced their practice as professional teachers/specialists in special education. Questions such as the following were asked: What motives made you participate in the bachelor's program in special education? What are your expectations in terms of professional development through the bachelor's program? How has the program influenced your practice as a professional teacher/specialist in special education? (cf. Appendix B).

The interviews were conducted during the face-to-face sessions in Dar es Salaam in March 2007 and one month after the face-to-face sessions. Fifteen participants were interviewed during the face-to-face contact studies. I began with respondents working upcountry in Arusha, Tabora, Kilimanjaro, and Morogoro, then I followed with those working in Dar es Salaam and Coast Region who could be reached after the face-to-face contact studies. Four participants from Iringa and Mbeya were interviewed during research consultation sessions in Iringa, as I was a co-supervisor in their independent studies.

Interview II

Interviews in the second wave (interview II) (cf. Appendix C) were conducted through January to May 2008 and between January and February 2009 and were recorded in a digital voice recorder with consent from the participants. The second round of interview II (i.e. January-February 2009) was intended to reach participants who were not covered in the first round (cf. Table 4). The span of time spent for data collection in interview II did not have an impact on the interview. The purpose of interview II was to elicit participants' perceived outcomes of the program in terms of professional development. Therefore, questions related to outcomes were such as: What benefits so far have you achieved from this program in relation to your professional development in the field of special education? Explain briefly how your professional development through the B.Ed. Special Education program has influenced and changed you and your work. Do you think that the program has changed you as a person in terms of your beliefs and attitudes in some way? Please, explain. How are you going to use the knowledge and skills you have acquired through the B.Ed. Special Education program? The interview recordings gave the interviewer the opportunity to concentrate on the topic and the dynamics of the interview as pointed out by Kvale and Brinkmann (2009).

Table 4. Research questions, data collection instruments and date

Research questions	Data collection instruments	Date (year)
What were the participants' motives for participating in the B.Ed. Special Education program?	Questionnaire I	March – April, 2007
	Interview I	March – April, 2007
What were the participants' perceived outcomes for participating in the program in terms of professional development?	Interview II	January – May, 2008 (January–February 2009)
What relationship can be found between the participants' motives and the perceived outcomes of the program?	Questionnaire I	March – April, 2007
	Interview I	March- April, 2007
	Interview II	January-May, 2008 (January-February 2009)

Individual participants were contacted by telephone to seek their own permission to be interviewed face-to-face and to arrange an interview time. All the sessions took place at a convenient place agreed by both the researcher and the participants. However, most of the interview sessions took place at the participants' workplaces. Most importantly, there were few distractions due to phones, enquiring staff and students such as are found in a domestic situation where children and domestic chores can interrupt the interview sessions. There was no time limit specified for the interview sessions. The duration of each interview session lasted between 30 and 60 minutes depending on the participant's willingness and ability to elaborate on the prepared questions of the interviewer. All the interviewing was conducted in both English and Kiswahili languages to allow the participants to express themselves freely in a language familiar to them. There were no refusals to participate even though each person was given that choice.

In Section 4.4, I have discussed data collection methods and procedures. The questionnaire and interviews as data collection instruments have also been described. In the next section the data analysis procedures used in the present study are described.

4.5 Data analysis procedures

Data analysis is an integral part of the research process, and the methods employed should be consistent with the research tradition (Campbell, McNamara & Gilroy, 2004). Blaxter (2006) explains data analysis as the process of moving from chaos to order, and from order to chaos. Data analysis is the process of bringing order, structure and meaning to the mass of unstructured data in order to obtain answers to research questions (Holland, 2002; Kerlinger, 1986).

The purpose of analysis is to reduce the data to intelligible and interpretable form so that the relations of research problems can be studied and tested (Blaxter, Hughes & Tight, 2001). Hasselgren and Beach (1997) describe the data analysis stage as a process of discovery, in that categories of meanings must emerge from the data and are not hypothesized in advance. Accordingly, categories of description are not defined prior to the research, but rather should emerge from the data (Svensson, 1997). Therefore, methods employed in data analysis should be consistent with the underpinning research tradition.

According to Yin (2003), the analysis of the case study is one of the least developed and most difficult aspects of performing case studies because the strategies and techniques have not been well defined. However, Merriam (1988) and Creswell (1998) point out that there is no standard format for reporting case study research and case study does not necessarily require step-by-step data analysis, and this allows for various interpretations of research data. Unquestionably, some case studies generate theory, some are simply descriptions of cases, and others are more analytical in nature and display cross-case or inter-site comparisons (Creswell, 1998). The case in this study has been executed as descriptive case study where the B.Ed. Special Education program description suggests this viewpoint. Descriptive case study is an attempt to describe phenomena as they exist (Noor, 2008). The approach is used to identify and obtain information on the characteristics of a specific problem or issue (Nyström, 2008).

The majority of the data collected in the study was qualitative and analyzed by using thematic content analysis (Miles & Huberman, 1994). Data was coded and classified according to themes that arose out of the interview data. The following procedures were followed in analyzing the data. Firstly, data from interview I was not audio-recorded. I was allowed to take notes during the sessions with the consent of the informants. Notes taken from the interview sessions were computer processed to enable them to be used flexibly. All interview II sessions were recorded with the participants' consent. The recorded materials were transcribed verbatim into a more formal written style in order to make them intelligible. The work of transcribing began immediately at the end of each interview session(s), word for word by the researcher.

The basic rules of interview transcription as suggested by Gillham (2005), Kvale (1996), and Kvale and Brinkmann (2009), such as transcribing as soon as possible after the interview, clearly identifying tapes and transcripts and not letting the tapes accumulate, were observed. This enabled the researcher to interpret the recordings more easily and also made it easier in the identification of the recordings from the digital device and transcripts with necessary details.

The computer processed text for interview I consisted of 90 A4 pages and for interview II, 106 A4 pages. In addition, statements from the open-ended questionnaire consisted of 15 A4 pages. I listened to the recorded data to verify transcripts and read the data several times without trying to develop codes. In the transcription stage, each line of interview transcript was numbered.

Secondly, before beginning to analyze the complete set of material, an examination of the data was conducted, so I could focus on the significant parts of the data (Strauss & Corbin, 1998). The interview transcripts were read and re-read carefully in order to envision their potential. In this process, I became familiar with the material and was able to compare each informant's style of speaking to that of others. A full transcription of the material by analyzing line by line in an attempt to identify key words or phrases which connect the informant's account to the experience under investigation was done (Goulding, 2002).

Thirdly, after reading the text of the transcribed material, preliminary notes on separate sheets and in the margins of the interview transcribed sheets were taken. This was the beginning stage of organizing the themes. From the notes made on the separate sheets and on the margins of the transcribed sheets, provisional outlines or systems of classifications into which the data were sorted were developed. The first classification started with picking and listing key words from the text. For example, in the following statement made by a participant: *"...there are a number of things here, first of all, there are a number of challenges that I am facing as a teacher in the field which need to be overcome, and for that matter upgrading my professional level is quite important. I am also looking for greener pastures in the special education field of which without attaining a certain level of education I cannot be considered"*. The following key words were picked: *overcome challenges, upgrading, greener pastures*. For each appearance of a key word, the whole of the sentences or paragraphs containing this key word were coded. Preliminary categories were named at this stage, such as content knowledge needs, career development, remuneration, getting a degree, and moral gratification and self-interests.

The fourth step involved scrutinizing the data very closely, word by word, line-by-line, and sentence-by-sentence, but without losing the whole picture of all the data. The data was then broken down into discrete parts, examined closely, and compared for similarities and differences guided by the order of the questions in the interview guide (Shkedi, 2005). The segments of the data that seem to pertain to the same phenomenon were grouped together (Shkedi, 2005) and

highlighted with different colors. Microsoft word files were opened to group statements that looked to belong to a similar phenomenon/theme. Each statement was assigned a code number identifying the informants' particulars, the source of data, and the wave in which the data was collected. Their meanings were analyzed and codes allocated to the concepts identified. At this level, the codes were elevated to a more abstract level or theoretical construct to form categories of description. For example, the categories professional motives, academic motives, and ethical and personal motives were elevated to motives related to job, motives related to academic degree and career, and motives related to student and community support respectively. At step V, the core structure and characteristics of the categories were identified and the subcategories identified and named. At this stage, I had to make sure that no data should fall between two categories or fit into more than one category.

Each segment of the data was analyzed separately, starting with data collected through questionnaire I, followed by interview I, and then interview II. Thereafter, data was combined with respect to the research questions to which they belonged. Thus, data from questionnaire I and interview I was used to answer the first research question, while data from interview II was used to answer the second research question. Furthermore, the third research question was answered by using data from questionnaire I, interview I and interview II.

The first codes used actual words and/or phrases from the data. Glaser and Strauss in Campbell et al (2004) recommend the use of actual words in the data, called *in vivo codes*. The categories at this stage were provisional and they related to what the informants said. For example, categories such as knowledge and skills, expertise, advocacy, career promotion, personality, socialization and specialized knowledge were identified. Names and labels of the categories and subcategories were taken from the natural language of the participants, catchy phrases that immediately draw the attention of the reader (Straus & Corbin, 1990). I further developed the categories and subcategories' names to a more abstract level. That is, when labeling the categories the informants' language was shifted to a more scientific language. For example, a statement made by a participant "*I was motivated to join the degree program to have academic achievement*" was interpreted to academic degree and career related motives. The categories and subcategories were ordered according to the number of statements falling under each, and in some instances according to how the subcategories are similar to each other. Counting is integral to the analysis process, especially to the recognition of patterns in data and deviations from those patterns, and to making analytic or idiographic generalizations from data (Sandelowski, 2001). The use of frequencies served the researcher to document the steps taken to arrive at meanings and to extract more meaning from the data. A five-step procedure was observed in developing the category and subcategory system. The coding procedure is illustrated in Figure 2.

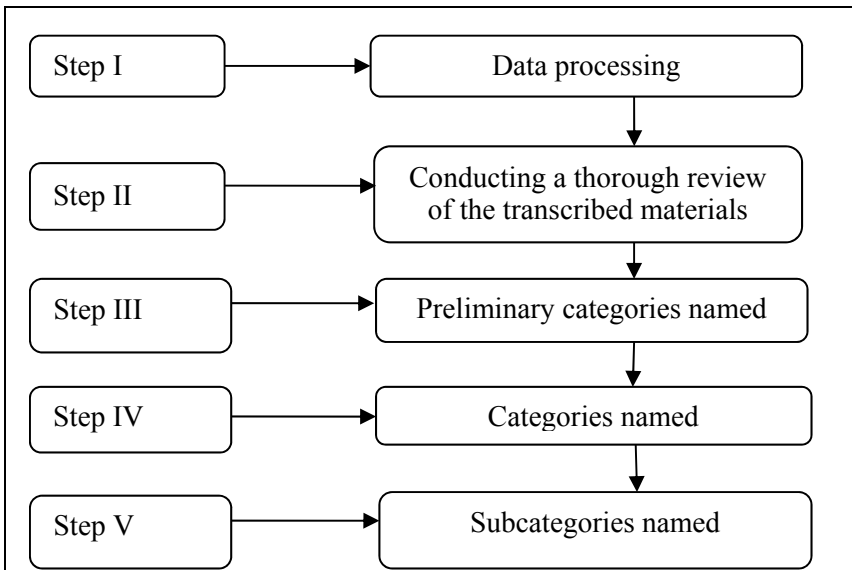


Figure 2. Data analysis procedures

The third research question sought to find out how the motives for participating in the B.Ed. Special Education program and outcomes were related to each other. The analysis for this research question used data from questionnaire I, and interviews I and II. The results in the third research question, the motive and outcome categories presented in 5.1 and 5.2 are related and presented according to the participants’ four groups (primary school teachers, secondary school teachers, tutors and officials). Two areas are the focus of the third research question: motives and outcomes related to job, degree and career; and motives and outcomes related to community support.

4.6 Trustworthiness

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work (Shenton, 2004). In this section, I am going to address the techniques which have been used here for ensuring trustworthiness in the present study. It is, however, important to acknowledge that qualitative and quantitative research do not exclude each other. It is more useful to view both as approaches, which in practice may involve using several different methods of data collection and analysis. Lincoln and Guba (1985) use validity, reliability and generalizability as a starting point for a discussion about trustworthiness.

Many naturalistic investigators have, however, preferred to use different terminology to distance themselves from the positivist paradigm (Shenton, 2004). According to Lincoln and Guba (1985), trustworthiness has been further

divided into *credibility*, which corresponds roughly to the positivist concept of internal validity, and *dependability*, which relates more to reliability, and *confirmability*, which is largely an issue of objectivity. This means a focus on the empirical material and results. External validity, focusing on the generalizability of the results, is discussed in terms of *transferability*. This is the degree to which findings of a qualitative study can be applied to other situations (Ary, Jacobs & Razavieh, 2002). Yin (1994) also referred to corresponding tests such as credibility, trustworthiness, confirmability and dependability. Several writers on research methods, notably Silverman (2001), have demonstrated how qualitative researchers can incorporate measures that deal with these issues.

Several other authors suggest the same corresponding sets of tests for establishing quality in qualitative research (Hirschman, 1986; Robson, 1993). These concepts seem analogous to the concepts of validity and reliability in quantitative research (Riege, 2003). Researchers may describe what they have done to ensure the soundness and value of their research without using the above terminology (Powers & Knapp, 2010). Cohen and Crabtree (2008) explain that reviewers and researchers need to be aware of criteria for evaluating qualitative research but they also need to be aware that applying the same standard across all qualitative research is inappropriate. The concepts are discussed in the subsequent subchapters.

4.6.1 Credibility

Credibility refers to the truth value or believability of the data (Greenfield, Greene & Johanson, 2007) or how accurately the data reflects reality (Kalof, Dan & Dietz, 2008). Credibility is particularly challenging to establish, given the nature of multiple participants relating experiences in different contexts and the results of the research must represent the experiences of each participant. Lincoln and Guba (1985) make a point that it is not possible for qualitative researchers to prove in any absolute way they have got it right. Therefore, they prefer to use the term credibility in relation to this aspect of the verification of research.

In order to guarantee a high degree of credibility, triangulation was used, whereby data was collected on the same phenomenon at different points in time, which is called time triangulation (Mathison, 1988), and several sources of evidence were used. Triangulation is based on the assumption that no single approach ever really solves, delineates, or validates a particular problem (Mathie & Carnozzi, 2005). Different methodologies, investigative approaches, and other types of triangulation yield more complete data and result in more credible findings (Mathie & Carnozzi, 2005; Silverman, 2006). Data triangulation has an advantage in the nature and amount of data generated for interpretation (Mathison, 1988; Thurmond, 2001). Mathison (1988) argues that regardless of which philosophical, epistemological or methodological perspectives a researcher is working from, it is necessary to use multiple methods and sources

of data in the execution of a study in order to withstand critique by colleagues. By interviewing informants, I believe I have attained a high degree between the concepts I have used and my findings. Furthermore, my own background in special needs education has increased the credibility of the study. I have also discussed my findings with academic researchers and I have communicated my findings with other researchers during the doctoral seminars, which I hope has helped to improve the credibility. In addition, prolonged engagement with the participants during the entire research process helped to ensure credibility.

4.6.2 Dependability

Dependability reflects how truthful the researcher is and how truthful the research is (Kalof, Dan & Dietz, 2008). Lincoln and Guba (1985) suggest dependability as an equivalent to reliability. Given the postpositivist assumption that meaning is made in a context that is variable and changeable, one can expect variability in qualitative results. This requires that the researcher provide in detail the various phases of the research process and provides an adequate audit trail so that other researchers should be able to replicate the method of data collection and analysis. In this study, I have described and explained in detail the data collection and analysis strategy and the tools used in the analysis. Such careful explanation increases the transparency of the process through which results are developed, or at least makes the process available for criticism (Drucker-Godard, Ehlinger & Grenier, 2001). However, according to Collis and Hussey (2003) there are no exact rules for analyzing qualitative data. I followed some basic principles when managing and analyzing data. The findings and ideas presented have been related to the theoretical framework.

4.6.3 Transferability

Transferability is sometimes compared to the external validity of quantitative data (Greenfield, Greene & Johanson, 2007). Researchers positioned within a naturalist perspective would not accept that knowledge generated from research is generalizable beyond the context in which it is meaningful (D’Cruz & Jones, 2004). However, within the naturalist paradigm, some form of transferability is possible and even necessary under certain conditions. These conditions exist when the context in which the research is carried out shares sufficient features with another context under which particular knowledge claims are made must be acknowledged (D’Cruz & Jones, 2004). It would be difficult in my study to transfer the findings because the study was conducted in a specific context with specific features. Since the findings of a particular project are specific to a particular context and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations (Shenton, 2004). Transferability demands of the researcher a thick description of the setting in which the research is being conducted (Scott & Morrison, 2005), this has been made in Chapter Two. I believe it is unlikely that I would receive identical answers if the research would be conducted one more time, because the

interviews were context specific and influenced by the situation in which they occurred. In addition, when I contacted the informants for the first time I explained the reason, purpose and content of the study. I underlined that the information provided would remain confidential at all times, and I would be the only person to analyze and handle the data.

4.6.4 Confirmability

Confirmability is the degree to which others can confirm the results (Kalof, Dan & Dietz, 2008). Confirmability indicates that the researcher tries to confirm that he or she acted in good will, based on the insight that it is impossible to reach total objectivity in social research (Bryman, 2004). Several strategies were used to ensure confirmability in the present study. Data triangulation was used as data was collected using different tools. The role of triangulation in the present study was to reduce investigator bias. In the study, I have also carefully documented the different sources of data by numbering the questionnaire and interviews showing the order of the interview sessions. This procedure is called audit trail (Kalof, Dan & Dietz, 2008). While doing the research I have tried to remain as open minded and objective as possible, always trying to find alternative points of view to different issues. I do, however, admit that interpretation and analysis to some extent involved a degree of subjectivity.

This section has offered a description of validity and reliability issues as related to qualitative studies. The discussion portrays a debate about which notions are suitable to be used with respect to different research traditions. It is, however, agreed that whether or not studies belong to the quantitative or qualitative research traditions, trustworthiness must be ensured. It has also been observed that trustworthiness must be ensured in every stage of the research process. The next section discusses the ethical aspects as related to the present study.

4.7 Ethical aspects

Ethical decisions, just like trustworthiness, do not belong to specific stages of interview investigations, but arise throughout the entire research process (Kvale, 1996; Kvale & Brinkmann, 2009). Their purpose is to serve both scientific and human interests. Qualitative research involves a number of ethical considerations because of the intensive personal contacts with the subjects. Thomas and Nelson (1990: 370) argue that “the researcher must give a great deal of thought to these matters before collecting data and must be able to explain the significance of the study effectively and convey the importance of the subject cooperation in language that is the subjects can understand”. The cornerstone of research ethics according to Oliver (2003) is that participants should be offered the opportunity to have their identity hidden in a research report.

Social research and other forms of research which study people and their relationships to each other and to the world need to be particularly sensitive about issues of ethical behavior. Researchers must be aware of the necessary

ethical standards which should be observed to avoid any harm which might be caused by carrying out or publishing the results of the research project (Walliman, 2005). Walliman (2005) further argues that research ethics are principally concerned with the effects of research on people, and, importantly, on those who get involved in the research process in one way or another. Kvale (1996: 112-117) and Kvale and Brinkmann (2009: 70-74) discuss three ethical guidelines for human research: *informed consent*, *confidentiality* and *consequences*. In this section, I describe how the three guidelines offered by Kvale and Brinkmann were observed in this study.

Informed consent entails informing the participants about the overall purpose of the investigation, as well as of any possible risks and benefits from participation in the project. It also involves obtaining the voluntary participation of the participants with their rights to withdraw at any time. Informed consent, according to Kvale and Brinkmann (2009), also involves the question of how much information should be given and when.

In the context of this study, the consent to participate was given by the participants. The participants were requested by the researcher to participate in the study during one of the contact study periods in Dar es Salaam, and they agreed unanimously. There was no form of coercion for the participants to be involved in the study. Participation was made voluntary and refusal to participate involved no penalty or loss of benefits to which the participant was otherwise entitled. Consent has been referred to as a negotiation of trust, and it requires continuous renegotiation (Field & Morse, 1992; Kvale, 1996). Powers and Knapp (2005) offer three components of valid informed consent, namely information, understanding and voluntary agreement. All these components were observed in my study.

The second guideline, *confidentiality*, concerns the informants' rights to privacy. In this study, private data identifying the participants and their working places has not been reported. There is thus a concern about what information should be available to whom (Kvale & Brinkmann, 2009). Kvale and Brinkmann further emphasize that in a qualitative interview study, where participants' statements from a private interview setting may appear in public reports, precautions need to be taken to protect the participants' privacy.

A statement describing the extent, if any, to which confidentiality of records identifying the participants would be maintained, the aims and objectives of the study, how the information given would be used and steps that would be taken to ensure confidentiality and anonymity, were explained to the participants. The questionnaires described clearly the objectives of the study and how the data would be treated. In addition, before commencing the interview sessions, every participant received a clear explanation of the nature, aims and objectives of the study and how the data collected would be used, and how confidentiality would be maintained.

The confidential treatment of the results in this study has been fairly well preserved. Only the code number attached to each participant appears in the presentation of the results. No other information concerning the participants has been disclosed. Every statement from the participant is followed by a code which indicates the gender of the participant, the instrument from which the statement was picked, the wave during which data was collected and the serial number indicating how the participants were reached. The aim was to hide the identity of the participants in the study. Prior to all interviews, I asked the participants to give their consent for the conversation to be recorded (tape-recorded and notes taken) and no conversations were recorded in secret.

The *consequences* of a qualitative study, which is the third guideline in this case, need to be addressed with respect to possible harm to the participants as well as to the benefits expected from their participation in the study (Kvale & Brinkmann, 2009). When reflecting on the expected benefits and possible consequences of a study, one should consider not only the persons taking part, but also the larger group that the informants represent (Kvale, 1996, 116). Kvale and Brinkmann (2009) also caution that researchers should be aware that the openness and intimacy of qualitative research may be seductive and can lead participants to disclose information they may later regret having shared. However, this did not affect my study.

In this chapter, I have described, justified and exemplified the methodology, methods and procedures chosen for the study. The principles of data collection and analysis have been described and justified in the study. The combination of qualitative and quantitative methods, especially in the data analysis process might add rigor, breadth and depth to the study. The issues related to the rigor and ethics of the study have also been discussed in this chapter. The next chapter is devoted to presentation of the data in accordance with the guidelines delineated earlier.

5 Results

The aim of this study was to explore the participants' motives for participating in a B.Ed. Special Education program and the perceived outcomes of the program in terms of professional development. The findings are based on the analysis of data collected through questionnaire I and interviews (I & II), during a two year period (2007-2009) (cf. Appendices A, B & C).

The findings for research question 1 and 2 (cf. Section 4.1) are presented as a system of identified categories (main categories and subcategories) reflecting motives and perceived outcomes. The main categories reflect the general meaning and the subcategories describe the meaning content of the main category. In subcategories with rich data the subcategories are divided into aspects. The number of statements is indicated in each category and subcategory (cf. Table 5 & 6) in order to enumerate frequency of responses and for patterning the categories and subcategories. The frequencies of statements have been used in order to provide evidence for researcher's interpretations, to justify findings, to enhance and strengthen credibility and to provide fairness and accuracy of the analysis (cf. Chapter 4.5). The categories and subcategories are described and illustrated with statements from the respondents, elaborating the meaning of the content²⁷. The results of the main categories and subcategories are concluded and interpreted by identifying the central meaning of each identified category. For the presentation of findings for research question 3 the identified and summarized motive and outcome categories from 5.1 and 5.2 are related and presented according to the four participant groups (primary school teachers, secondary school teachers, tutors and officials) (cf. Appendix F1 - F6). The findings are exemplified with individual data.

5.1 Motives for participating in the B.Ed. program

The first research question focused on the participants' motives for participating in the B.Ed. Special Education program. In analyzing the motives, I used data from questionnaire 1 and interview 1. Direct quotes are used in the illustration of the results. The use of direct quotes in the text allows respondents' voices to be

²⁷ In the description of the results, statements from questionnaire 1 are abbreviated as Q; those from interview 1 as INT1; from interview II as INT2. Also R stands for a respondent, F stands for female gender and M stands for male gender with a respective number assigned to each respondent/participant indicating the numbering of questionnaire and order of the interviews.

heard. The selection of the quotes used in the text was determined by its relevance in relation to the content being illustrated.

Three main categories, each with two or three subcategories, reflecting different aspects of motives, were identified. The categories are: *motives related to job*, *motives related to academic degree and career*, and *motives related to student and community support*. The categories and subcategories are presented in Table 5 and in the following chapters (5.1.1 – 5.1.3).

Table 5. Categories and subcategories related to participants' motives²⁸

Categories	Subcategories
Motives related to job (47)	Deepening special education content knowledge (29) Enhancing teaching related competencies (11) Enhancing management skills (7)
Motives related to academic degree and career (27)	Getting a degree (14) Enhancing career (13)
Motives related to student and community support (27)	Helping students with special needs (17) Empowering community (10)

5.1.1 Motives related to job

About half of the participants' statements about motives (47/101) reflected the participants' desire to acquire new and more knowledge and skills and to make changes in their profession as teachers, tutors and officials in special education. In the analysis, all these statements were regarded to be job related, and thus a category named *motives related to job* was created. The motives could further be grouped into subcategories reflecting different aspects of job related motives: *deepening special education content knowledge*, *enhancing teaching related competencies*, and *enhancing management skills* (cf. Table 5 & Figure 3). The subcategories are presented in the succeeding sections.

²⁸ Figures in brackets indicate the number of statements representing each category and subcategory.

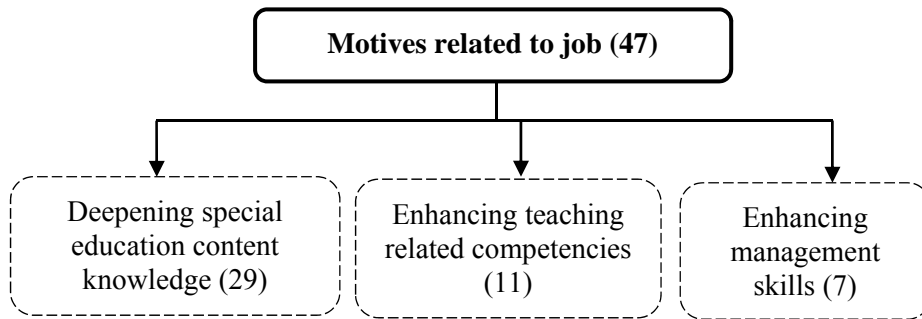


Figure 3. Identified motives related to job (main category, subcategories and number of statements)

Deepening special education content knowledge

The majority of the participants’ statements (29/47) in the category motives related to job describe the motives for participating in the B.Ed. Special Education program in terms of a need or a wish to learn more content knowledge related mainly to the different areas of special education. The statements in the subcategory named deepening special education content knowledge reflect motives related to acquiring more content knowledge in special education as a requirement from job and current work situation as teachers, tutors and officials in fields related to special education. The participants mention special education in general, inclusive education and knowledge related to specific disabilities such as hearing impairments. This can be seen in the statements below:

What motivated me to join this program was the desire to learn more about inclusive education, because I had formerly implemented it in one of the primary schools which gave me a lot of trouble at the beginning. Therefore, I had the anticipation of getting more knowledge about inclusive education (INT 1. R5F)

First, I am in the field of special education. The world is not rigid; it keeps on changing, so I have to change too (QI. R12M)

I wanted to widen my understanding about special education. I expected to have deep knowledge about hearing impairment (INT 1. R26F)

Because I had a diploma in special education I wanted to learn more about special education and particularly I had interests on inclusive education that is, I wanted to investigate more about inclusive education (INT 1 R3F)

Some participants also mentioned how they planned to use and disseminate the new knowledge they anticipated to acquire from the program. The following statement reflects this motive:

I had the motivation to acquire more knowledge and skills that would help me to work with children with disabilities. On completion of the program, I expected to

disseminate the knowledge on special education to teachers in primary schools as I am a school inspector (*INT1. R3F*)

The statements cited reflect a need for more knowledge in special education because of reforms and changes in the schools and in the education system which affect teachers as well as administrators in the field of special education. For instance, the implementation of inclusive education requires new knowledge. The participants seem to feel that their knowledge in fields related to special education is too limited, hence the need for professional development.

Out of the 35 participants, 13 wanted to deepen their special education content knowledge. A gender difference could be seen. About half of the males (10/19) compared to only about one fifth (3/16) of the females expressed this motive. Levels of qualification were also expected to be of interest in the analysis. The great majority of the participants had a diploma in special education. About half of them (11/23) expressed deepening their content knowledge as one of their motives. Only a few participants had a certificate or other training in special education. One fourth of those with a certificate level (2/8) and none of those with other training (0/4) expressed this motive. A majority of the participants had long teaching experience. Half of the participants with shortest working experience (4/8) were motivated to deepen their content knowledge compared to the participants with longest working experience (3/7) and those with medium length working experience (6/20). Secondary school teachers (5/7) and tutors (5/8) clearly expressed the need for deepening content knowledge in special education, while only a few officials (1/7) and primary school teachers (2/13) mentioned this need as a motive for participating in the program (cf. Appendix F1).

Enhancing teaching related competencies

About one third (11/47) of the participants' statements in the category motives related to job reflect a need for new teaching and school related competencies. Thus, the subcategory was called enhancing teaching related competencies. The statements were related to the participants' desire to acquire more knowledge about how to teach and help students with special needs in a more appropriate way. The participants talked about challenges encountered in the teaching job as a motive for joining the program. This can be seen in the next statements:

Being a specialist teacher, after completing my certificate course I was looking for opportunities for further education. I managed to go for a diploma course in special education. That was not enough, due to changes taking place in science and technology in the world. I have been getting challenges from students with special needs which pushed me to look for another opportunity so that I could serve these persons in a more efficient way (*Q1. R13F*)

My first appointment as a teacher was at a secondary school where I met students with hearing impairment for the first time. I realized that I was not in a position to help them accordingly. I went for a certificate course in special education and then a

diploma course in special education to learn more about special education (*INT1. R2M*).

I was facing challenges of helping students with disabilities at advanced level of secondary education when I was just a diploma teacher (*INT 1. R18M*).

The statements in the subcategory enhancing teaching related competencies suggest the need for more knowledge and competencies in special education. The educators have met students with special needs and realized that they lack the competencies needed for educating students with special needs. Educating children with special needs requires the possession of relevant knowledge and competencies in order to be able to facilitate lessons effectively so that students can benefit from instruction. The participants were also motivated to participate in the program because they were interested in gaining further knowledge and methodological skills related to the teaching and learning of children with special needs.

Out of the 35 participants, 10 expressed that they wanted to enhance their teaching related competencies. The gender related findings were almost the same as those presented for the content knowledge motive in the former section. The proportion of males who wanted to enhance their teaching competencies (7/19) was clearly higher than that of females (3/16). With respect to training in special education and job positions, the findings were also very similar with those presented for the content knowledge motive (cf. Appendix F1).

Enhancing management skills

Administration and organization seemed to be an area of interest for many participants. Close to 15% (7/47) of the participants' statements reflected a need to enhance skills in management in education and special education in particular. The subcategory was accordingly, named *enhancing management skills*. The statements suggest that the participants wanted to acquire new knowledge and skills related to educational management and administration. This can be seen in the next statements:

Through this program, I wanted to acquire skills in planning and management, and organization and administration of special education (*QI.R20M*)

...also, I had the desire to learn more about administration in special education (*QI. R13F*)

I wanted to be able to provide services in upper levels, that is, holding administrative posts in the education sector apart from the classroom teaching (*QI. R7M*)

I wanted to develop skills in planning, organization and management in special needs education (*QI. R5M*)

The statements illustrate that the participants expected to learn about administrative and management issues related to the field of special education.

Furthermore, it shows that some participants had the desire to attain skills in management in order to exit their teaching job.

Out of the 35 participants in the program, six of them wanted to enhance their management skills. The number of participants who expressed the need for enhancing their management skills was rather low. Only six participants, five males (out of 19) and one female (out of 16) mentioned this motive. In proportion, some more participants with a certificate level of qualification (2/8), compared to those with a diploma in special education (4/23) pointed out the need for management skills. None of the participants with other training (0/4) expressed this motive. With respect to working experience, around one quarter of those with longest working experience (2/7) and about one fifth of those with medium length experience (4/20) expressed this motive, and none of those with shortest working experience expressed this motive. Regarding the possible influence of job position, it seemed that the interest was to be found in the group of secondary school teachers. Almost half of them (3/7) showed this interest. Only a few of those working as primary school teachers (2/13), tutors (1/8) and none of the officials (0/7) expressed this motive (cf. Appendix F1).

Summarizing reflection

The statements categorized into motives related to job have common features, that is, the desire to deepen and expand knowledge, skills and competencies owing to lack of appropriate knowledge in special education emanating from changes in schools and society and challenges in educating students with special needs and disabilities. Educational reforms and changes in a system with weak initial teacher education programs and lack of professional development programs cause a gap between the requirements and the individual educators' actual knowledge and competencies (cf. Figure 4). The statements suggest that participants had varied motives for participating in the B.Ed. Special Education program, but most of the motives reflected a need for new knowledge. The job related motives expressed by the participants can be related to the individual perspective. A larger proportion of the males and the participants with a diploma in special education expressed job related motives compared to the females and participants with other qualifications in special education. The participants wanted to learn some new skills which could be rewarding in terms of professional development. Thus, the motives were mostly intrinsic.

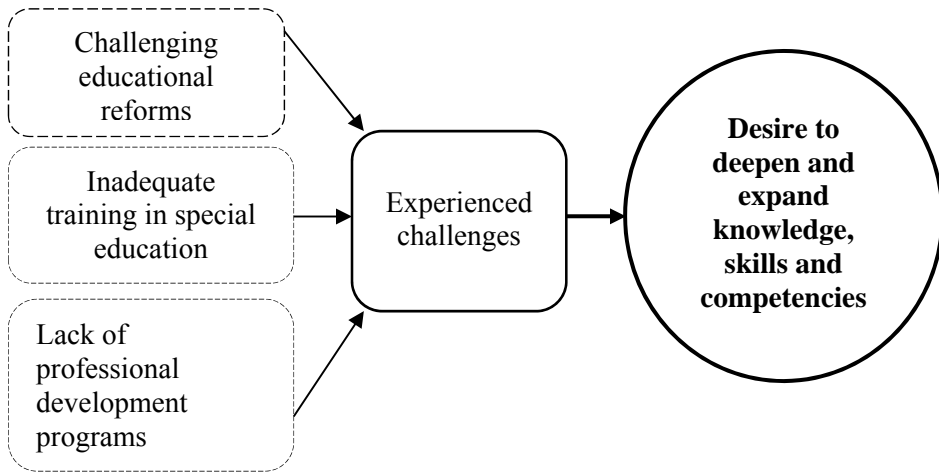


Figure 4. Interpreted motives related to job

5.1.2 Motives related to academic degree and career

About one quarter of the participants' statements about *motives related to academic degree and career* (27/101) reflected the participants' motives in terms of getting a degree in special education and enhancing their career in their profession as teachers and educators in special education. A category named motives related to academic degree and career was created. The motives could further be grouped into subcategories reflecting different aspects of the motives related to academic degree and career: *getting a degree and enhancing career* (cf. Table 5 & Figure 5). The subcategories are presented in the following sections.

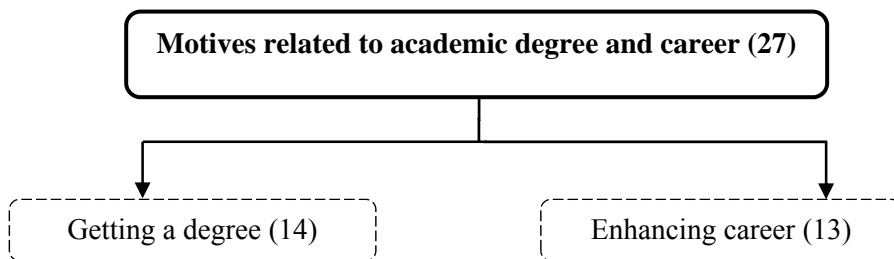


Figure 5. Identified motives related to academic degree and career (main category, subcategories and number of statements)

Getting a degree

Half of the participants' statements (14/27) in the category motives related to academic degree and career describe the motives for participating in the B.Ed. Special Education program in terms of the desire to obtain a degree in special education. The statements in the subcategory named *getting a degree* reflect motives related to the desire for attaining degree qualifications in special education. According to the participants, getting a degree meant a number of things, such as realizing personal goals, to excel in the profession and improving their chances of getting promotion. Two participants made the following comments:

In this program, I wanted to upgrade my level of academic qualifications, get a degree, and improve my working conditions such as promotion (*INTI. R24M*)

I wanted to realize my goal, that is, I wanted to have a degree in special education (*INTI. R15M*)

Some participants with very long experience in the teaching career in special education saw the program as the chance they had been eager to pursue. The following statements reflect the voices of the participants in this subcategory:

I have been a specialist teacher for a long time and I have been looking for degree courses in special education in our country and abroad but I have not been successful. When this program came it came to the rescue of my interest in having a bachelor's degree in special education (*QI. R15F*)

I am a teacher of the deaf-blind since 1981. I had interest in having a degree in special needs education. I applied overseas but I wasn't successful (*INTI. R10F*)

I have been in the field of special needs education since 1989, teaching in primary schools and teacher training colleges. In this program, I wanted to upgrade my level of education from a diploma in special needs education to a degree (*INTI. R21M*)

In this section, I have presented results related to the subcategory *getting a degree*. The participants' statements signify that getting a degree would give them new qualifications which might promote their possibilities of getting better jobs. The statements further indicate that the participants were not satisfied with the levels of education they had attained prior to joining the program.

Of the 35 participants, 14 wanted to get a degree in special education. A gender difference could be seen, although not a substantial one. About half of the males (8/19) wanted a degree compared to about over one third of the females (6/16). In terms of levels of qualification, about half of the participants with a diploma in special education (10/23) wanted to get a degree compared to the participants with a certificate in special education (3/8) and those with other training in special education (1/4). Over half of the participants with longest working experience (5/7) were motivated to get a degree compared to those with shortest working experience (3/8) and those with medium length working experience (6/20). In terms of job positions, over half (5/8) of the tutors wanted to get a degree compared to the teachers in secondary schools (3/7), teachers in primary schools (3/13) and officials (2/7) (cf. Appendix F2).

Enhancing career

About half of the participants' statements (13/27) in the category motives related to academic degree and career describe the motives for participating in the B.Ed. Special Education program in terms of developing their career as teachers, tutors and officials in special education. The statements in the subcategory named *enhancing career* reflect motives related to work, further studies, remuneration and promotion. The participants talked about developing their career from certificate and diploma levels to academic degree level as a means of being able to teach and support students in a better way. The following statements reflect the participants' thoughts about career:

I had training in special education at certificate and diploma level. I thought I wasn't in a position to deliver better services to my clients. Therefore, I was motivated to develop my career as a specialist teacher (*INTI. R7M*)

I wanted to develop my career in special education as I had a certificate and diploma in special education already (*INTI. R6F*).

Improved remuneration and career promotion were also mentioned as driving motives for participating in the program. The statements revealed that the participants were motivated to participate in the B.Ed. Special Education program primarily for attaining certain incentives and benefits. The statements show that participants had the desire for improved remuneration, improved job status and income, improved fringe benefits, job promotion and the need for job satisfaction. The next quotations are examples of how the participants expressed their motives with respect to this aspect of career enhancement:

I thought I could increase my income and lead a better life on retirement (*INTI. R1F*)

I thought I could get better pay in terms of salary, to be promoted and have a wider knowledge in the field of special education (*INTI. R21M*)

The participants' statements also suggest that getting new and better jobs or changing their working conditions and environment upon graduating were the motivating factors for participating in the B.Ed. Special Education program. The following statements express this aspect:

... I am also looking for "greener pastures" in the field of special education, for which, without attaining a certain level of education, I cannot be considered (*QI. R13F*)

I wanted to hold higher posts in the education sector and also excel in my profession in terms of promotion and income (*INTI. R13F*)

I asked myself how long I should continue to be a classroom teacher, thus it motivated me to make changes in my profession (*INTI. R13M*)

To other participants, the B.Ed. Special Education program was regarded as a stepping-stone towards pursuing further studies in the field of special education; that is, through the B.Ed. Special Education program, participants are able to excel in the field. The following statement demonstrates the phenomenon:

I regarded the B.Ed. program as a stepping-stone towards further studies in the same field of study (*Q1. R6M*)

The participants' motives for professional development in the subcategory *enhancing career* reflect a wish for changing their job status, and getting better remuneration. The participants seemed to expect that such incentives would be realized upon graduating from the program. To most participants, better pay in terms of salary, fringe benefits and promotion are based on the possession of certain knowledge and formal qualifications; therefore, pursuing the B.Ed. Special Education program was an important strategy towards achieving this end.

Eight participants out of 35 expressed motives related to enhancing career motives. Some patterns could be seen. Differences in terms of gender were observed, as one quarter of the females (4/16) wanted to enhance their career compared to a small proportion of the males (4/19). More participants with a certificate in special education (3/8) were motivated to enhance their career compared to those with a diploma in special education (5/23). The participants with other training in special education did not express any motives related to enhancing career (0/4). Furthermore, almost half of the participants with longest working experience (4/7) compared to those with shortest working experience (1/8) and medium length of working experience (3/20) wanted to enhance their career. With respect to job positions, about one third of the participants working as primary school teachers (4/13) wanted to enhance their career in comparison with those serving as tutors (2/8), officials (1/7) and secondary school teachers (0/7) (cf. Appendix F2).

Summarizing reflection

Many of the statements reflected the desire to enhance career and to get a degree. The participants revealed that low pay and low job status as teachers, tutors and officials in special education are the key issues. Limited possibilities to pursue degree programs in special education during earlier years were also experienced as a motive. The participants also mention that pursuing the program would guarantee them job promotion, improved benefits and the possibilities of seeking for greener pastures (cf. Figure 6). An interesting finding was that more participants having a diploma level pointed out the need of a degree while the situation seemed to be the opposite regarding the expressed need of enhancing the career. The females with a certificate working in primary schools seemed to emphasize career. The focus of degree- and career- related motives is oriented towards individual achievement, but the academic and career related motives in contrast to job related motives are mainly extrinsic.

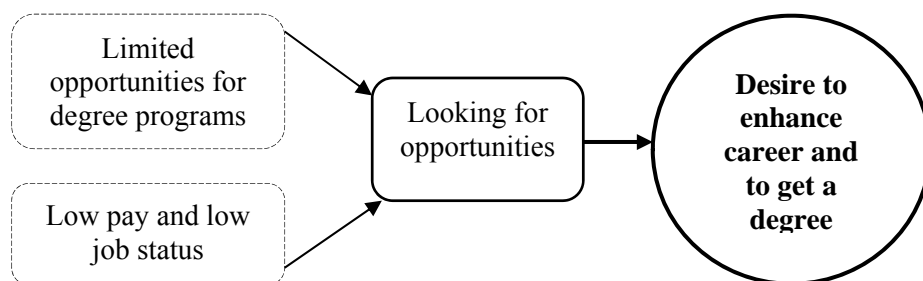


Figure 6. Interpreted motives related to academic degree and career

These findings suggest that motivation can change over time, with young participants the most proactive and enthusiastic generation for professional development. It is reasonable to assume that those with less working experiences are still new to the profession thus busy getting to know the system. When teachers have enough experiences, they get to know what they want for their personal and professional lives. The statements reflect the professional situation for teachers and educators in Tanzania. Low pay, low job status and limited opportunities to pursue a career are key issues mentioned. The B.Ed. Special Education program was regarded as a unique chance to pursue an academic career that could lead to a “better life” in terms of money and status. Academic degree and career related issues were thus a strong motive for participating in the program.

5.1.3 Motives related to student and community support

About one quarter of the statements about *motives related to student and community support* (27/101) reflected the participants’ motives related to understanding disability issues, being able to help children with special needs and empowering the community in supporting persons with disabilities. In the analysis of the data, all the statements were regarded to be student and community related and thus a category named motives related to individuals and community was created. The motives were further grouped into two subcategories reflecting different aspects of the motives related to individuals and community: *helping students with special needs* and *empowering community* (cf. Figure 7). The subcategories are presented in the subsequent sections.

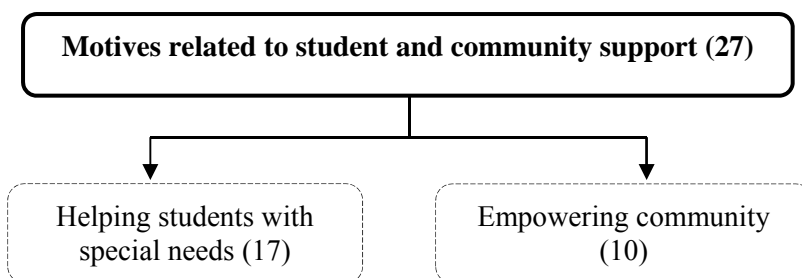


Figure 7. Identified motives related to student and community support (main category, subcategories and number of statements)

Helping students with special needs

The majority of the participants' statements (17/27) in the category motives related to student and community support describe their motives for participating in the B.Ed. Special Education program in terms of helping children with special needs. The statements in the subcategory *helping students with special needs* reflect motives related to helping and supporting pupils with special needs and disabilities. The participants also express the need for new knowledge in order to be able to help students with disabilities. The basic idea expressed in this subcategory is to help students with special needs to receive basic education and related support services. The following statements illustrate:

In this program, I wanted to have an opportunity to assist students with special educational needs (QI. R2M)

I wanted to help children with special needs by using the knowledge which I am getting from this program (QI. R19F)

I have the interests to work with children with disabilities. Because I had only a certificate course in special needs education, I decided that I should go in for a degree (INT1. R20F)

Some participants also mention positive feelings such as sympathy and accepting attitudes towards persons with disabilities as a motive for participating in the program. The statements show also that the participants had developed interests in working with pupils with special needs. The situation called for special attention to be directed towards the pupils. The following statements also illustrate the essence:

In the school where I am teaching there are students with hearing impairments. After working there for several years, I felt sympathy for the children with disabilities and I decided to join the certificate course in special needs education specializing on hearing impairment (QI. R8M)

The positive attitudes which I have towards people with disabilities and encouragement from colleagues made me to apply for and join the B.Ed. Special Education program (QI. R14M)

Some participants also expressed their interest in helping students with disabilities in a broader context. They referred to community and policy related issues as a motive for participating in the program. Two participants made the following statements:

After completing the diploma in special education, I had more desire to develop my career in special education. I was enthusiastic to help special needs children, parents and the community (*INT1.R9M*)

In my job, I am concerned with policy and management. This influenced me to apply for the program because we deal with children with disabilities. We work on disability issues and we see how policies can be integrated in education (*INT1.R12M*)

Furthermore, the participants' experiences of having a child with disabilities in the family or in the community have been expressed as an aspect that motivated them towards participating in the program. These experiences raised the participants' aspirations in wanting to learn more about disability and about how to support children with disabilities in education. The following statements exemplify:

In our family, we have a background of having a person with disability; that made me want to learn about deafness (*INT1.R4F*)

I have a kid with intellectual impairment and I wanted to learn how I can assist my son to have access to basic education (*INT1.R1F*)

I grew up in a missionary environment where children with disabilities were educated, thus I was motivated to learn more about special education (*INT1.R16F*)

In the community where I live, we have a person with visual impairment who I thought could not learn. I also developed interests in special needs education when I visited a secondary school where there are units for the deaf and blind (*INT1.R14M*)

The statements in the subcategory of *helping students with special needs* reflect the participants' desire to support students with special needs. The participants have interacted with children with special needs and realized the challenges and problems which the children experience. Their motives for participating in the B.Ed. Special Education program in this subcategory reflect the participants' background experiences in the field of special education.

Out of the 35 participants, 10 expressed helping students with special needs as motives for participating in the B.Ed. Special Education program. Close to one third of the males (7/19) and one fifth of the females (3/16) expressed this motive. Regarding educational level, it was noticed that those with a certificate level were in majority (3/8) compared to those with a diploma (5/23). Of the four participants with other training, two pointed out this motive. Half of the participants with shortest working experience (4/8) and one fifth of the participants with medium length experience and close to one fourth (2/7) of those with longest experience expressed wanted to help students with special needs. The job position figures were as follows: primary school teachers (4/13),

secondary school teachers (2/7), tutors (2/8) and officials (2/7). No substantial differences between the groups were noticed (cf. Appendix F3).

Empowering community

Almost one third of the participants' statements (10/27) in the category motives related to student and community support describe the motives for participating in the B.Ed. Special Education degree program in terms of helping persons with disabilities and the community by developing awareness and appreciation towards disability matters. The statements in the subcategory named *empowering community* reflect the motives related to giving power to the community in order to change the existing situation. The main idea articulated in this subcategory is how the participants can support and develop community awareness on matters related to disability and special education.

The participants emphasize the importance of creating awareness about disability issues in the community. Support from the community is seen as a crucial factor when it comes to educating and training pupils with disabilities. The following statements are examples of what the participants said:

My intentions in this program are to learn about special education and to be able to sensitize the community towards supporting persons with disabilities by educating and training them to reduce dependency on others (*QI. R11M*)

I wanted to be more confident in the job, to be more competent and to assist the community in special education, especially encouraging parents with special needs children to send their children to school (*INTI. R6F*)

Similarly, another statement refers to the weaknesses in the coordination mechanisms of special education in Tanzania and the participants' desire to bring about change in the system.

The coordination of special needs education in Tanzania is weak. I thought I could influence the government and other stakeholders/community on matters related to special needs education in Tanzania. I wanted to have the opportunity to speak more about special education (*INTI. R13F*)

In general, the statements in the subcategory *empowering community* reflect the participants' motives for empowering the community to realize the potentials, rights and responsibilities of persons with disabilities and how the situation can be transformed. The participants' statements claim that the formulation of educational policies and plans in Tanzania does not take into account disability issues. Likewise, the statements demonstrate that participants have an understanding of the policies relating to disability and special education. The underlying idea of the subcategory was to describe and analyze concern for community support, responsiveness and wellbeing.

Out of the 35 participants, eight expressed empowering community as a motive for participating in the program. Slight gender differences were noticed: 4/16 females and 4/19 males. With reference to levels of qualification, only a few participants with a diploma (4/23) and a certificate level (1/18) but half of those

with other training (2/4) expressed this motive. Regarding working experience, over half of the long-serving participants (5/7) were motivated in empowering the community compared to those with the shortest working experience (1/8) and those with working experience of medium length (2/20). When looking at job positions of the participants a difference could be observed. Mainly teachers in primary schools were motivated to empower the community. About half of the primary school teachers (6/13) and only a few of the participants in other groups emphasized this motive (cf. Appendix F3).

Summarizing reflection

The statements categorized into motives related to student and community support included components like the willingness and readiness to help, support, influence and change the situation of persons with disability (cf. Figure 8). The interest and willingness to help individuals with disabilities and the community reflect the overall situation for persons with disabilities in Tanzania. The national policies are fragmented and the disability issues are not adequately accommodated in the policies. Services in both health care and education are very limited, which means that persons with disabilities depend on the help they can get from families, community, charity and non-governmental organizations. However, occasionally negative attitudes from the community may affect the possibilities for persons with disabilities and their families to get some help and support. The statements suggest that the participants who have some experiences of disability issues see these problems with increased knowledge. The bachelor's degree in special education was expected to help them to improve and change the situation. The motives reflect a willingness to help individuals in their communities and to change attitudes in the community and society.

An interesting phenomenon was that primary school teachers showed more interest in community empowerment compared to other groups. The males had more interest in helping students with special needs than the females. The interest to help was seen among those with a certificate level of qualification, while those with a diploma and other training pointed out community related motives. Shortest working experience seemed to be related to the helping motive when the longest experience seemed to be related to empowering the community. These motives are social as well as societal.

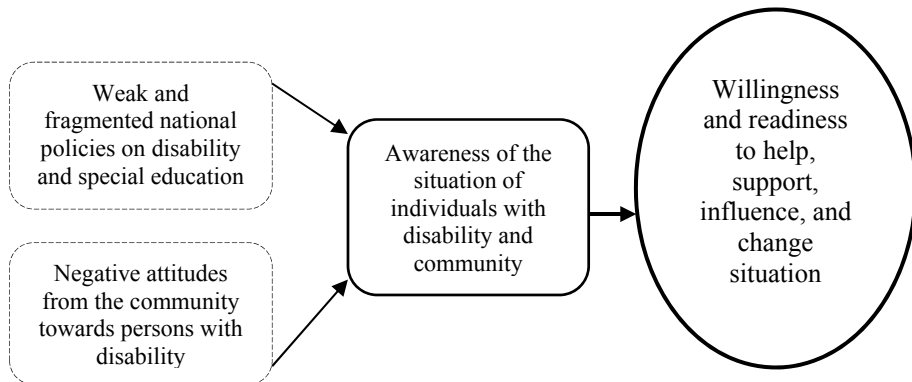


Figure 8. Interpreted motives related to student and community support

Three groups of motives for participating in the program were found. The first group was related to their professional lives and to the challenges they faced as teachers, tutors and officials in special education. These motives are intrinsic and individual focusing on psychological factors such as achievement and sense of self-efficacy. The second group of motives was incentives related, and extrinsic in nature. The third focused on the needs of persons with disabilities in their communities. These motives reflect the complex nature of the participants' motives. Experiences of disability in the family and communities and the desire to create awareness of the issues reflect social as well as societal perspectives.

5.2 Perceived outcomes of the B.Ed. program

The second research question focused on the participants' perceived outcomes of the B.Ed. Special Education program in terms of the participants' professional development. In analyzing the perceived outcomes, I used data from interview II (cf. Appendix C). Direct quotes are used in the illustration of the results.

Three main categories, each with several subcategories reflecting different aspects of the perceived outcomes of the B.Ed. Special Education program in terms of professional development, were identified. The categories are: *outcomes related to job and career*; *outcomes related to community support*; and *outcomes related to personal growth*. The categories and subcategories are presented in Table 6 and in the following sections (5.2.1 –5.2.3).

Table 6. Categories and subcategories related to perceived outcomes

Categories	Subcategories
Outcomes related to job and career (135)	Deepened and broadened content knowledge (56) Learned instructional skills (39) Learned interaction and collaboration (19) Learned management and leadership skills (11) Learned guidance and counseling skills (10)
Outcomes related to community support (71)	Enhanced understanding of policies (40) Learned community awareness strategies (31)
Outcomes related to personal growth and (26)	Personal change (14) Change of attitudes (12)

5.2.1 Outcomes related to job and career

More than half of the participants' statements about outcomes (135/232) reflected outcomes of the B.Ed. Special Education program in terms of enhanced understanding of matters relating to their job and career as teachers, tutors and officials in special education and a demonstrated understanding and mastery of content knowledge, instructional skills, social skills, management and leadership skills, and guidance and counseling. All these aspects relate to the teaching job and career. Therefore, the category *outcomes related to job and career* was created. The perceived outcomes could further be grouped into five subcategories reflecting different aspects of job and career related outcomes: *deepened and broadened content knowledge*; *learned instructional skills*; *learned interaction and collaboration*; *learned management and leadership skills*; and *learned guidance and counseling skills* (cf. Table 6 & Figure 9). The subcategories are described in the following subchapters.

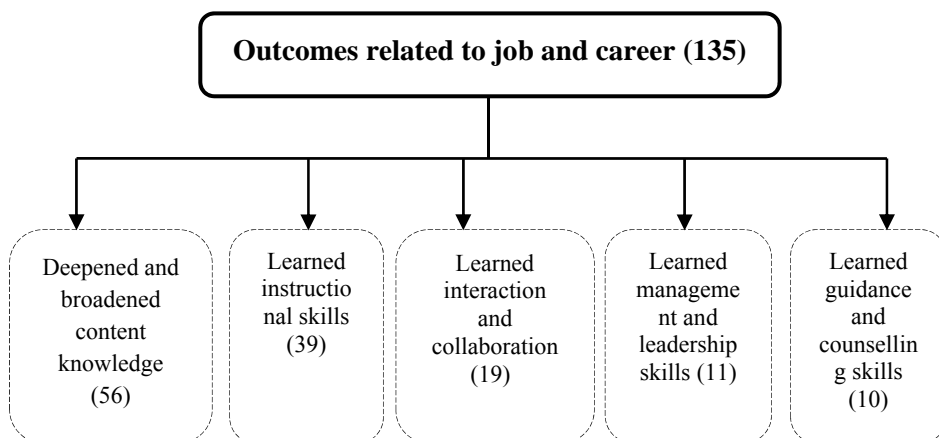


Figure 9. Identified outcomes related to job and career (main category, subcategories and number of statements)

Deepened and broadened content knowledge

Over one third of the participants' statements (56/135) in the category outcomes related to job and career describe the participants' perceived outcomes for participating in the B.Ed. Special Education program in terms of increased knowledge of the subject matter. The participants' statements in the subcategory named *deepened and broadened content knowledge* reflect the perceived outcomes related to deepened knowledge of the subject matter in the areas of special education and related disciplines. The participants mentioned explicitly that the B.Ed. Special Education program deepened their knowledge in special education, knowledge in general education, knowledge of the teaching subjects, and knowledge in research methods. Because of rich data in this subcategory, four aspects, namely *knowledge of special education*, *knowledge of general education*, *knowledge of teaching subjects*, and *knowledge of research methods* could be identified from the data. The order of the aspects is determined by the number of statements falling under each.

In the first aspect *knowledge of special education*, the statements reflect the outcomes of the program in relation to deepened knowledge in the area of special education. All the participants in the program were familiar with disability related issues. Therefore, deepened content knowledge in special education was seen as an important component of the program. In the statements below the participants describe the outcomes in terms of how useful they regarded the courses in special education in helping them to grow professionally:

Personally, I think I have learned important aspects from all the courses. However, courses like inclusive education, individuals with special needs; early intervention,

assessment and counseling, research methods in special education and independent study have given me more knowledge and information in the profession (*INT2. R18M*)

On my part, I think all courses, especially the educational courses, have helped me to grow better in the field of special education. For example, courses like educational psychology and sociology of education relate very closely to special education. The course on educational media and technology has helped me to have the ability to communicate with the disabled especially the deaf (*INT 2. R17M*)

The second aspect reflected the participants' perceived outcomes describing deepened *knowledge of general education*. On this aspect, it was mentioned that courses in general education such as general psychology, philosophy of education, curriculum development, and principles of guidance and counseling were potentially useful for the participants to understand the wider field of education. The following statements support the argument:

What I have basically learnt from the program in terms of skills is mainly how to integrate philosophy and religious studies with special education (*INT2. R12M*).

The B.Ed. program has changed me a lot from the different subjects which I have been studying. For example, in the general education, I have acquired some theories and practices from the teaching practice (*INT 2. R11M*)

...yes, the courses in education such as educational psychology and curriculum have given me more exposure and wide knowledge in the field (*INT2. R4M*)

In the third aspect *knowledge of teaching subjects*, the participants' statements reflect their deepened knowledge in the teaching subject. The participants mention specifically deepened knowledge in subjects such as English language and linguistics as being the outcomes of their participation in the B.Ed. Special Education program. This knowledge of teaching subjects is considered basic in helping teachers and tutors to carry out their roles and responsibilities. The subjects mentioned by the participants relate to their day-to-day teaching job as teachers and tutors. The following statements reveal this aspect:

In the program, I have taken English language as my teaching subject. This subject has enabled me to improve my language skills because the rest of the subjects depend on how conversant I am in English (*INT2. R20F*)

...but in the teaching subjects I think I have developed more especially in linguistics (*INT2. R2F*)

Because I am doing linguistics as a teaching subject in the program, I have gained some knowledge. My vocabulary has grown (*INT2. R8M*)

The statements also reflect the participants' perceived outcomes relating to the *knowledge of research methods*. The knowledge in the field of research is described by the participants to be central to their job as educators, teachers and specialists in special education. In this aspect, the participants have expressed how research knowledge will help them to collect and analyze information regarding special education and use the research findings to deal with practical matters and issues in the field. The participants particularly mention the

possibilities to do research in practice as a valuable outcome for them. The following statements demonstrate this:

In terms of knowledge, I have acquired some knowledge of doing research because our colleagues in other programs are just doing courses in research methods but are not involved in practice in the general conduct of research (*INT2. R13F*)

The program has exposed me to the practices of scientific inquiry. I did not learn it before, especially doing it practically. Research has made me realize that through it. I can solve some practical matters in education. As a teacher, I think I need to make some studies for solving problems related to my teaching job (*INT2. R14F*)

The program has done so much, because we have had a course on independent study and research methods in special education which has helped us to grow more in the area of research and also giving basic insights into doing scientific studies and how a phenomenon can be analyzed (*INT2. R2F*)

The statements in the subcategory deepened and broadened content knowledge demonstrate the participants' perceived outcomes for participating in the B.Ed. Special Education program with respect to knowledge of the subject matter attained in the different subject areas. Areas such as knowledge of research, teaching subjects, general education, and special education have been mentioned.

Of the 35 participants, 24 expressed deepened and broadened content knowledge as an outcome of participating in the program. Some variations were noticed. The proportion of females who expressed deepened and broadened content knowledge (12/16) was higher compared to that of the males (12/19). A majority of the participants with a diploma in special education (20/23) expressed deepened and broadened content knowledge compared to their colleagues with a certificate (3/8) and those with other training (2/4). All the participants with longest working experience (7/7) and almost all the participants with shortest working experience (7/8) expressed deepened and broadened content knowledge compared to half of the participants with medium length working experience (10/20). With respect to job positions, the participants working as secondary school teachers (6/7) and tutors (6/8) expressed deepened and broadened content knowledge compared to primary school teachers (9/13) and officials (3/7) (cf. Appendix F4).

Learned instructional skills

About one third of the participants' statements (39/135) in the category outcomes related to job and career illustrate the participants' perceived outcomes of the B.Ed. Special Education program in terms of cultivated skills that address classroom instructions for children with special needs. Accordingly, the participants' statements suggest that learned instructional skills are concerned with how teachers and educators pedagogically reason about the subject matter and how the subject matter is transformed into a teachable form. Three aspects, namely *methods and techniques of teaching, curriculum adaptation, and*

improvisation of teaching and learning resources could be identified from this subcategory.

Within the aspect *methods and techniques of teaching*, the participants mentioned that the B.Ed. Special Education program provided them with a range of participatory and learner centered methods and techniques of teaching that help them to improve classroom practices for pupils with disabilities. The following statements exemplify this aspect:

In English, we had a course on teaching methods and techniques which oriented us to teaching pedagogy. In addition, the B.Ed. program gave me the opportunity to practice what I learned during teaching practice (*INT2. R2F*)

In the program, I have learned about the use of participatory methods in the teaching and learning process. However, these cannot be used directly as they are with special needs children, and there are some modifications which I make to suit the needs of these children (*INT2. R15F*)

Before joining the B.Ed. program, I had an understanding of participatory methods and mainly group activities without considering students with disabilities. However, this program has given me some new techniques of teaching which are disability friendly (*INT2. R24F*)

Curriculum adaptation emerged as an aspect of learned instructional skills. The participants acknowledged the contributions which the program has made in developing their ability to adapt the curriculum to suit the existing classroom situations in which children with diverse backgrounds are accommodated. The participants' statements suggest that students with special needs use the same curriculum as non-disabled peers. This demonstrates that knowledge on curriculum adaptation among teachers is a requisite element to enable them to provide instruction. One participant made a statement relating to this subcategory:

...in the course on inclusive education, I have learned how the curriculum can be adapted in order to meet the needs of such groups (*INT2. R29F*)

The category *improvisation of teaching and learning resources* is also depicted as an aspect of learned instructional skills. Participants in the program reported the value of the B.Ed. Special Education program in terms of enhanced skills of improvising teaching and learning resources for classroom teaching. The following are some of the participants' statements:

The B.Ed. program has helped me in the improvisation of teaching and learning resources which are appropriate to the level of the learners (*INT2. R11M*)

I have been able to improvise teaching and learning resources for use in the teaching and learning process. Therefore, my students can grasp some concepts from the resources that I have improvised (*INT2. R14F*)

In this section, results on the subcategory learned instructional skills have been presented. Responses indicate that the B.Ed. Special Education program has had an impact in enhancing the participants' ability to apply pedagogical knowledge in their classroom teaching. The majority of teachers believed that the

professional knowledge they had gained from the program could help to improve their teaching.

Out of the 35 participants, 26 expressed having learned instructional skills through the program. Gender differences could be noticed. More females expressed learned instructional skills (13/16) compared to the males (13/19). With regard to the levels of qualification, most of the participants with a diploma in special education (20/23) expressed learned instructional skills, while nearly all the participants with other training (3/4), and fewer of those with a certificate level qualification (3/8) mentioned this outcome. With respect to working experience, all those participants with longest working experience (7/7) and almost all the participants with shortest working experience (7/8) but only slightly more than half of those with medium length working experience (12/20) expressed learned instructional skills. More than three quarters of the participants serving as primary school teachers (10/13) and secondary school teachers (6/7) and tutors (6/8) expressed learned instructional skills in comparison to the participants serving and officials (4/7) (cf. Appendix F4).

Learned interaction and collaboration

Approximately one seventh of the participants' statements (19/135) in the category outcomes related to job and career describe the participants' perceived outcomes for participating in the B.Ed. Special Education program in terms of expanded social interaction and collaboration among participants and the personnel in the program. The statements were related to the participants' established social relationship resulting from the interaction and collaboration within the group. Therefore, a subcategory named *learned interaction and collaboration* was created. The participants mentioned that their participation in the program enabled them to establish good rapport amongst themselves and with their instructors. The following statements illustrate the essence of the subcategory:

The program has promoted my social interaction and I have been able to understand different people and their behavior. During the face-to-face sessions, I met people from different areas and this has expanded my socialization (*INT2. R5F*)

In the program, I had the opportunity to meet with different people from different parts of the country and of different positions. This gave me the chance to share experiences related to special needs education (*INT2. R15F*)

My social interaction has expanded because I have been interacting with colleagues and lecturers. This has made me become confident and I can seek advice from different people (*INT2. R11M*)

The participants added that they had the opportunity to listen to and learn from other professionals. They also recognized the value of both contributing during the discussions and that of supporting and being supported by colleagues. The following statements are evident:

The program has greatly promoted my interaction with other people. At the beginning of the program, I thought that the face-to-face sessions were a burden, but later on, I discovered that the program was quite useful on the social aspect. For example, I am the head teacher, I have a staff of more than sixty teachers, and I am capable of interacting and managing them quite properly. Thus, I think these are the fruits of the B.Ed. program (*INT2. R17M*)

Our program had face-to-face sessions which exposed us to what other people are doing. Therefore, it was possible to interact with others. We used to work in groups and for that matter it was possible to socialize with others as well (*INT2. R2F*)

This section has presented the results related to the subcategory *learned collaboration and interaction*. From the statements above, one may draw the conclusion that the B.Ed. Special Education program was a platform for the participants to meet and interact in groups, and the program gave the participants the opportunity to share experiences related to special education. Therefore, collegiality was an important aspect in the program.

Out of the 35 participants, 17 expressed outcomes related to learned interaction and collaboration. Some differences based on the background characteristics were noticed. A majority of the females (10/16) and less than half (7/19) of the males expressed interaction and collaboration as outcomes. About half of the participants with a diploma (12/23), less than half of the participants with a certificate (3/8) and two of those with other training in special education expressed this outcome. Three quarters of the participants with short working experience (6/8) compared to less than half (8/20 and 3/7) of those with medium length and longest working experience respectively, expressed learned interaction and collaboration. About half of the tutors (4/8) and primary school teachers (6/13) compared to more than half (5/7) of secondary school teachers expressed this outcome. Less than one third of the officials (2/7) expressed learned interaction and collaboration (cf. Appendix F4).

Learned management and leadership skills

Around one-tenth of the participants' statements (11/135) in the category outcomes related to job and career describe participants' perceived outcomes of the B.Ed. Special Education program in terms of *learned management and leadership skills* in education, and special education in particular. The statements reveal that through the program the participants learned more skills relating to educational management and administration. The following statements exemplify:

This program has shed some light on decision making whereby in every decision that I am required to make I must investigate first. It has also revealed that I am learning new things every day (*INT2. R17M*)

The statements further pointed out that the participants felt that the B.Ed. Special Education program gave them a deeper knowledge and understanding of leadership in schools and organizations in which they are working. The participants similarly mentioned their ability to lead organizations and heading

schools. Other participants' statements show that through the program they have been able to acquire organizational and leadership skills and have been appointed to senior positions. The following statements exemplify:

As a result of the B.Ed. Special Education program, I have been a potential leader because I have been leading an international organization, and I think this has been because I am doing this program. Therefore, I have acquired a lot in terms of leadership skills (*INT2. R20F*)

I think the program has changed me; for example, I have been appointed head of a secondary school even before I graduated from the program. This shows that my former supervisor had discerned my potential in leadership (*INT2. R32M*)

I have acquired the skills of organizing and facilitating seminars, and I have been appointed by the Ministry as the national facilitator of inclusive education program (*INT2. R23M*)

The subcategory has demonstrated that the participants have attained management and leadership skills as a result of participating in the B.Ed. Special Education program. Generally, the participants' statements show that the program has been useful in promoting their skills in management and administration in education.

Out of the 35 participants, eight expressed having learned management and leadership skills through the B.Ed. Special Education program. About one third of the females (5/16) compared to only a few males (3/19) expressed to have learned skills on management and leadership. One quarter of those participants with a diploma (6/23) expressed this motive. None of the participants with a certificate and half on the participants with other training in special education (2/4) expressed learned management and leadership skills. About half of those with longest working experience (4/7) expressed this motive. Secondary school teachers (3/7) mentioned management and leadership skills. In the other groups of the participants, this outcome was less mentioned (cf. Appendix F4).

Learned guidance and counseling skills

Less than one-tenth of the participants' statements (10/135) in the category outcomes related to job and career reflect their perceived outcomes of the B.Ed. Special Education program with respect to widened understanding of guidance and counseling skills as they relate to special education and children with special needs. Therefore, a subcategory *learned guidance and counseling skills* was named. The statements were associated with the participants' articulated understanding of matters relating to guidance and counseling relevant to children with special needs and the parents of children with special needs. Some statements relevant to this subcategory can be observed:

The program has provided me with some skills of guidance and counseling to students. I have also the ability of helping students, especially those who lag behind their colleagues on academics through counseling and remedial teaching (*INT2. R8M*)

I have the knowledge and skills of making assessment for children, identify children with disabilities and am able to place them in the right stream. That requires some skills and I need to advise parents on that. I have some skills on guidance and counseling for parents who have children with disabilities (*INT2. R10F*)

Helping the community emerged as an aspect of guidance and counseling. Participants in the study describe that the skills on guidance and counseling will assist them in helping parents of children with special educational needs and the community at large to adjust themselves to aspects related to special education. The following statements show how the participants voiced this subcategory:

I have been able to conduct seminars for the communities around the school. We developed awareness about special education and disabilities in general to the community (*INT2. R2F*)

In this subcategory, results describing guidance and counseling in the field of special education and in general education have been presented. Participants in this subcategory express their concern about helping children with special needs, parents and communities. The participants in this case demonstrate an understanding of their obligation that extends from the school and classroom context to the community.

Six out of the 35 participants expressed learned guidance and counseling skills through the program. A slightly larger proportion of the females (3/16) compared to the males (3/19) mentioned learned guidance and counseling skills. Four of the 23 participants with a diploma compared half of those with other training (2/4) emphasized guidance and counseling skills whereas none of those with a certificate expressed learned guidance and counseling skills. With respect to working experience, no clear group differences were observed. This was also the case when comparing the participants with different job positions (cf. Appendix F4).

Summarizing reflection

The statements categorized into *outcomes related to job and career* have common features, which are improved job knowledge, skills and competencies and enhanced career (cf. Figure 10). The statements suggest that the participants had learned a number of skills relating to their job and career. It is also noted that the motives for participating in the program are not necessarily translated into the perceived outcomes. However, the perspective is not only individual, but also social as the participants express outcomes which can be related to a social perspective, that is, interaction and collaboration with other professionals and communities. A larger proportion of the females compared to the males expressed the outcomes related to job and career. The participants with a diploma seemed to express job and career related motives. The job and career related outcomes expressed by the participants are related to individual perspective. The outcomes reflect individual achievement in terms of new skills and competences which have also the potential to enhance career.

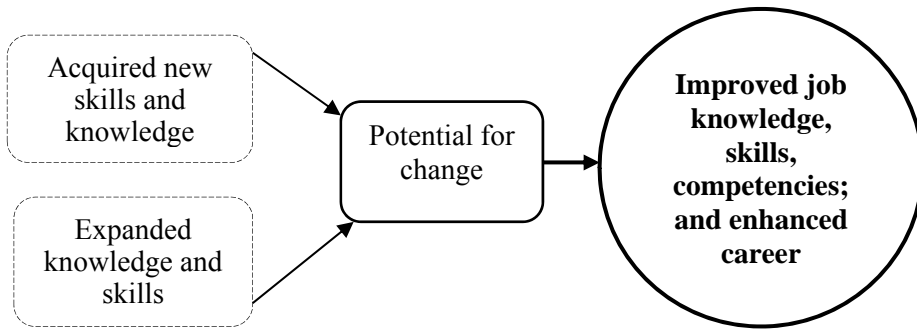


Figure 10. Interpreted outcomes related to job and career

5.2.2 Outcomes related to community support

Around one third of the participants' statements (71/232) reflect their perceived outcomes of the B.Ed. Special Education program in terms of enhanced understanding of policy issues and learned community awareness strategies as they relate to disability and special education. In analyzing the data, all these statements were regarded to be community related, and consequently a category *outcomes related to community support* was named. The perceived outcomes could further be grouped into subcategories reflecting different aspects of the outcomes related to community support: *enhanced understanding of policies*, and *learned community awareness strategies* (cf. Table 6 & Figure 11). Overall, the participants expressed willingness and readiness to support and help individuals with disabilities and the community. The subcategories are presented in the following sections.

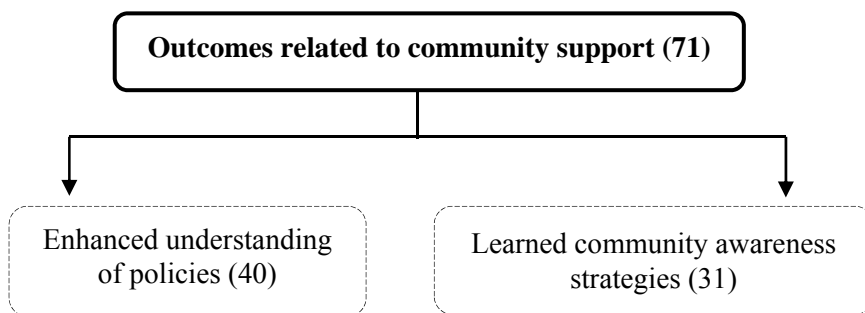


Figure 11. Identified outcomes related to community support (main category, subcategories and number of statements)

Enhanced understanding of policies

Over half of the participants' statements (40/71) in the category *outcomes related to community support* describe the participants' perceived outcomes of the B.Ed. Special Education program in terms of better understanding of policies that relate to the needs of children with special needs. The statements in this subcategory reflect the participants' perceived outcomes of the program with regard to knowledge gained on policy matters that affect persons with disabilities and special education in general.

The participants' statements give an account that they have benefited from the program in terms of acquiring knowledge and the ability to promote the rights of persons with disabilities. The statements further mention categorically that the participants will make use of their knowledge and skills to advocate the rights of persons with disabilities. Two statements are given to illustrate the phenomenon:

In the district where I am working, there is no school for children with special needs in spite of a good number of children with disabilities in the area. Thus, I have been able to talk to the District Education Officer (DEO) and councilors on the matter in trying to see if these officials and politicians could influence the decision making process (*INT2. R32M*)

I think in one way or another I am promoting policy. For example, I have been convening several meetings with District Education Officers (DEO) to enable them to understand the deaf-blind issues. The DEOs are the ones who are making the budget for human resource development and they are the ones who release teachers for attending different in-service courses and make priorities for human resource development. Thus, to give them awareness it means I am promoting the policies (*INT2. R20F*)

The statements also demonstrate that the participants acknowledge the contributions of the program in terms of helping them to understand the rights and privileges which persons with disabilities ought to have and how these rights can be realized. The following are some of the participants' statements:

With regard to the education policies, I have the role of advising the government on policy matters that relate to special education; for instance, how to implement education for all as a global and national agenda (*INT2. R29F*)

I have been involved in policy matters. Recently, I had the opportunity to contribute to a disability bill which is going to be debated soon in parliament. I am also compiling an analytical report based on the disability survey which was conducted last year (*INT2. R31M*)

In this subcategory, findings on enhanced understanding of policies have been presented and analyzed. The participants' statements revealed that the B.Ed. Special Education program enabled them to develop an understanding of the policies as they relate to disability and special education and the ability to act on them.

Out of the 35 participants in the B.Ed. Special Education program, 23 expressed enhanced understanding of policies. A bigger proportion of the females (13/16) compared to the males (11/19) revealed that they had enhanced understanding of

policies. In addition, majority of the participants with a diploma (18/23) expressed enhanced understanding of policies compared to more than one third of the participants with a certificate in special education and two out of four of those with other training in special education. The participants with shortest and longest working experience expressed this outcome compared to those with medium length working experience. This outcome was mentioned to a larger extent by tutors (7/8) and secondary school teachers (5/7) compared to primary school teachers (8/13) and officials (3/7) (cf. Appendix F5).

Learned community awareness strategies

About half of the participants' statements (31/71) in the category *outcomes related to community support* reflect the participants' perceived outcomes of the B.Ed. Special Education program in terms of understanding of the community awareness strategies. According to the participants' statements, the community comprises parents, students, teachers, policy makers, and other education stakeholders. The statements expressed that the participants had learned advocacy skills and possessed a demonstrated knowledge and skills that can be employed in developing community awareness among the different stakeholders in the education sector. The following statements exemplify the phenomenon:

...you know if you are a specialist teacher, automatically you become a good ambassador. I have been able to help some parents who have children with special needs. I once helped a parent with a child with hearing impairment. Thus, it is possible to disseminate the information if you are knowledgeable. I can therefore extend this knowledge to the community (*INT2. R6F*)

The community that surrounds us has good number of people with disabilities, I think I can use the knowledge and skills I have acquired through this program to help the community to realize the potentials of people with disabilities and make them aware of what it means to be disabled (*INT2. R8M*)

In this respect, the community as described by the participants includes also the school in which there are teachers and students. In most cases, training in special education targets teachers and leaves other members of the school community behind. The following statements indicate the desire of the participants to disseminate the information to the larger school community:

I use the knowledge and skills to help teachers who have not been trained in special education so that they may be able to help one another. For example, you might find a blind teacher, and when he/she gives tasks to students that need to be marked, the work can be done by another teacher who has vision (*INT2. R19F*)

I have the ability to/sensitize the school community so as to enable them to understand the nature of students that the school has. I think I can also make the school administration aware about disability issues, because some administrators have been an obstacle in the implementation of different programs in the school context (*INT2. R20F*)

Furthermore, evidence from the statements demonstrates that the participants have the ability to see how disability issues and policies are related to one another. The following statements show how the participants expressed their appreciation with respect to community awareness strategies:

We usually have parents' meetings at least once a year. In the meetings, I usually bring up a number of issues related to the education of their children including children with disabilities (*INT2. R32M*)

Because I live with people in a community and since I have the knowledge and skills related to special education, I have the feeling that I can disseminate the knowledge and skills to the community through various forums such as meetings (*INT2. R10F*)

I use the knowledge and skills to help the community to understand that these children are part of the community and that these children can participate equally in the community choirs (*INT2. R18M*)

In this subcategory, the findings related to learned community awareness strategies have been presented. The central idea of the subcategory was to describe how participants can use their obtained knowledge and skills to create awareness in their communities about disability issues.

Of the 35 participants, 15 expressed having learned community awareness strategies. More than half of the females (10/16) compared to about one third of the males (5/19) expressed the outcomes related to learned community awareness strategies. Close to one quarter of the participants with a diploma (9/23) and around one third (3/8) of those with a certificate expressed this motive, while three out of the four participants with other training in special education emphasized learned community awareness strategies as outcomes of the program. The participants with shortest working experience (5/8) and those with longest working experience (5/7) emphasized this outcome compared to those with medium length of working experience (5/20). Nearly half of the participants belonging to the different categories of the job positions mentioned learned community awareness strategies (cf. Appendix F5).

Summarizing reflection

In the *outcomes related to community support* the core idea expressed by the participants is the realization of community needs and rights, awareness creation, disseminating knowledge and influencing change. The participants considered the outcomes of the B.Ed. program towards community benefits and development (cf. Figure 12). Overall, the participants' impression with regard to policy understanding and their attitudes towards the community on issues relating to disability and special education are positive. More females, participants with a diploma in special education and participants with longest working experience expressed this motive. This might be attributed to exposure and understanding on matters related to policies and community support. The participants are concerned about the situation of children with disabilities in their schools and communities and they wish to change the situation. The focus of the

outcomes is oriented towards community wellbeing and therefore reflects social and societal perspectives.

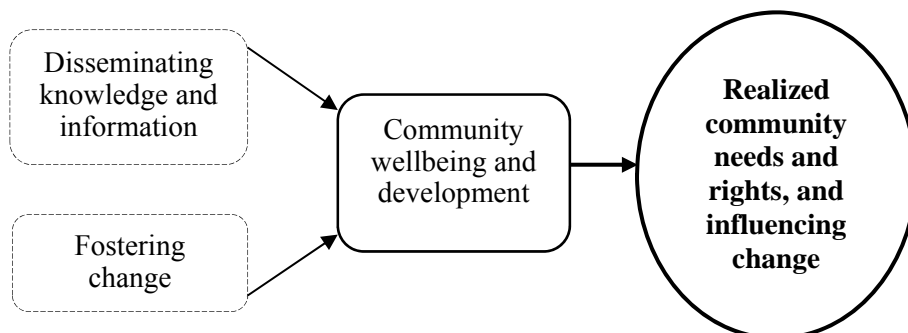


Figure 12. Interpreted outcomes related to community support

5.2.3 Outcomes related to personal growth

Around one tenth of the participants’ statements (26/232) reflect the participants’ perceived outcomes of the B.Ed. Special Education program in terms of enhanced personal change and enhanced change of attitudes. In analyzing the data, all these statements were regarded to be related to change in the individuals; consequently, a category *outcomes related to personal growth* was named. The perceived outcomes could further be grouped into subcategories reflecting different aspects of personal growth related outcomes (cf. Figure 13). The subcategories are described in the following sections.

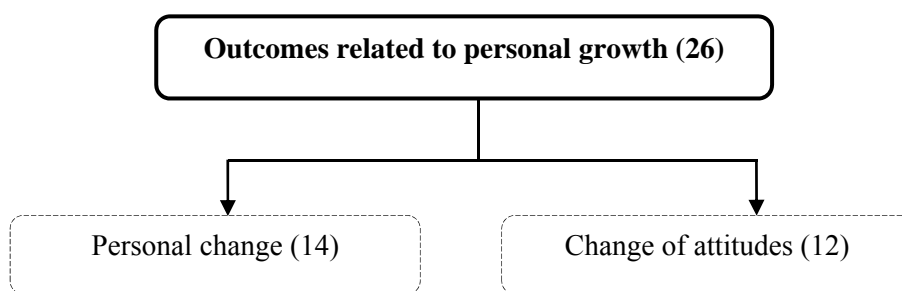


Figure 13. Identified outcomes related to personal growth (main category, subcategories and number of statements)

Personal change

More than half of the participants' statements (14/26) in the category outcomes related to personal growth reflect participants' perceived outcomes of the B.Ed. Special Education program relating to personal change. The statements were related to the participants' perceived personal change in terms of personality and self-confidence. Two aspects were identified in this subcategory, namely personality and self-confidence.

In the first aspect of *personality*, participants expressed the idea of personality as the way they perceive themselves and what they consider themselves to be in terms of personality and behavior. According to their statements, the participants claimed that the program had enabled them to understand themselves as teachers, tutors and officials in special education. The following statements are examples of some of the participants' voices:

Through the B.Ed. program, my personality has changed; my fellow teachers have a different view of my knowledge and specialization (*INT2. R21F*)

It is difficult to say the way I value myself, but I think my personality has changed (*INT2. R28M*)

I don't find myself a different person, but also I don't know how other people perceive me. However, I hope that I am a different person. The trust of being appointed head teacher shows that I have a new role in the community (*INT2. R17M*)

...well, personality is a very wide concept, but generally, I think I have changed a lot in terms of personality (*INT2. R24F*)

In the second aspect of *self-confidence*, the participants' statements reveal that the B.Ed. program had enabled participants to develop confidence in their work as teachers, tutors and specialists in special education:

I think I am now confident and comfortable when I interact with people of different positions (*INT2. R28M*)

Through the B.Ed. program, my personality has changed; my fellow teachers have a different view of my knowledge and specialization. I have also been assigned more roles as the school Matron and probably this has been a result of my knowledge in special education (*INT2. R21F*).

The above statements denote that the participants' personality change through the B.Ed. Special Education program was enhanced and that they are more confident in their interactions. The B.Ed. Special Education program helped the participants to realize their positions as teachers, tutors and officials in special education. These statements reflect positive personal development among the participants.

Out of the 35 participants, 11 pointed out personal change as an outcome for participating in the program. More female (6/16) compared to the males (5/19) expressed personal change as an outcome for participating in the program. The participants with a diploma (9/23) pointed out personal change compared to other groups. Those with shortest and longest working experience expressed this

outcome compared to those with medium length of working experience. Moreover, about one third of the officials (3/7), secondary (2/7) and primary school teachers (5/13) expressed this outcome. Only one participant from the group of tutors expressed this outcome (cf. Appendix F6).

Change of attitudes

About half of the participants' statements (12/26) in the category outcomes related to personal growth reflect the participants' perceived outcomes in terms of change of attitudes towards persons with disability. The participants expressed their satisfaction with the program in terms of developing positive attitudes towards special needs children and special education at large. Some participants in the program did not have direct contacts with students before the inception of the B.Ed. Special Education program because of the nature of their job. Thus, the B.Ed. Special Education exposed them to the realities. The following statement is one example:

The program has changed me. This time I can do things in a better way. My attitudes are now positive and the beliefs I was holding - for example, I believed that inclusion couldn't be implemented in our context - have changed (*INT2. R2F*)

The participants' statements also assert that the program had developed their interactions with special needs children and persons with disabilities and had cleared their doubts about the nature of disabilities, and further that children with disabilities can learn together with others in an inclusive setting. The following are some of the statements from the participants:

At the beginning when I learned about special needs education, I had the belief that isolating the disabled was the best practice, but this time I have realized that the disabled can learn together with other children in an inclusive setting provided that the barriers are removed/overcome (*INT2. R18M*)

This program has changed me a lot because previously I did not have close contacts and interactions with persons with disabilities, and I could not believe if persons with disability could excel academically as their peers (*INT2. R21F*)

The above statements demonstrate the participants' perceived change of attitudes owing to their participation in the B.Ed. Special Education program. The statements show that the participants had taken up positive attitudes towards children with special needs. The participants' statements further point out that prior to participating in the B.Ed. Special Education program, they had held some negative perceptions regarding children with disability and special education in general.

Out of the 35 participants, 10 expressed outcomes related to change of attitudes through the B.Ed. program. The gender difference was the same as in the outcomes related to personal change. The participants with a diploma (8/23) mentioned the change of attitudes compared to other groups. About one third of those with shortest and medium length of working experience mentioned change of attitudes. None of those participants with longest working experience

mentioned change of attitudes as outcomes of the program. The secondary school teachers (5/7) mentioned change of attitudes to a larger extent than the other groups within the category of job positions (cf. Appendix F6).

Summarizing reflection

Within the *outcomes related to personal growth* the participants emphasize realized personal potential and attitudes and community needs and rights (cf. Figure 14). The outcomes expressed by the participants are related to psychological factors such as self-confidence and personality. The change of attitudes towards educating children with disabilities reflects the societal aspects of the perceived outcomes. More females and diploma holders expressed outcomes related to personal growth. Differences across the background characteristics with respect to personal growth outcomes are not big.

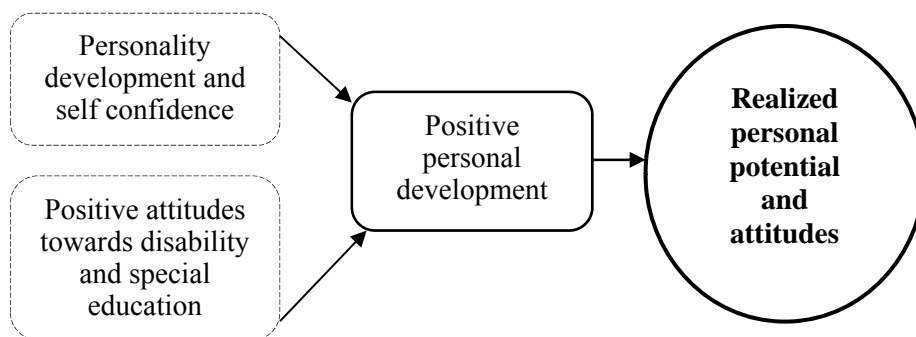


Figure 14. Interpreted outcomes related to personal growth

The focus in this chapter was on the participants' perceived outcomes of the program in terms of professional development. Three groups of outcomes were identified. The first group of was related to the job and career. This group reflects both individual outcomes and social. The participants showed that they had deepened and broadened their content knowledge in special education, general education and in their teaching subjects. The participants further revealed that new skills such as guidance and counseling, and interaction and collaboration were learned through the program. The second group of outcomes was related to community support in which the participants realized their social obligations in helping and supporting children with disabilities and communities. These outcomes have a social implication. The third group of is related to personal development and change in terms of personality, change of attitudes and behavior, and self-efficacy. These outcomes are individual and more psychological as they relate to a change of attitude.

5.3 Motives in relation to perceived outcomes

The aim of the third research question was to find out the relationship between the participants' motives and perceived outcomes of the program. The findings about the participants' motives for professional development and the perceived outcomes were presented in sections 5.1 and 5.2 respectively. In this section, the outcomes are related to the motives. The aim is to focus on the following: *Do participants who emphasized job related motives, experience and....? describe job related outcomes, and if so, of what kind? Do those who point out getting a degree and enhancing their career as their motives, bring up these areas as perceived outcomes? And further, what about those whose motives focus on improving the situation for the disabled? What kind of outcomes in this area do they emphasize?* These questions form the basis for the presentation of results in the subsections (5.3.1 and 5.3.2) below.

5.3.1 Motives and outcomes related to job, degree and career

The most frequent motives were related to job, degree and career. The participants expressed a desire to expand and deepen their special education content knowledge and to enhance their teaching as well as management skills and competencies. The aim was apparently to improve their job readiness. At the initial stages of the program the motives and learning needs were related to the field the participants were familiar with as teachers, tutors and officials. Although the outcomes were still connected to special education, other areas not directly related to special education but to education in general, such as improved teaching subject knowledge and improved communication skills, appeared. The participants seemed to have learned more than they expected at the beginning (cf. Figure 15).

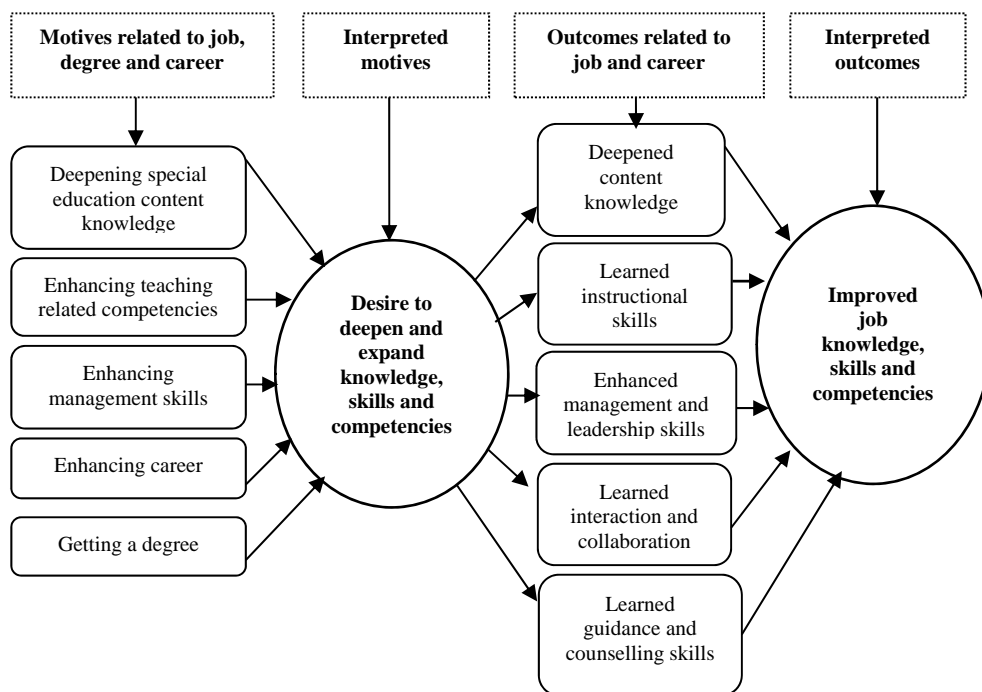


Figure 15. Interpreted motives related to job, degree and career in relation to outcomes

The program apparently equipped the participants with a broader understanding and view of special education matters, and also of education in general. Some outcomes which the participants did not initially mention as motives were mentioned as outcomes in the course of the program. Examples of this phenomenon was seen in the outcomes *interaction and collaboration*, and *guidance and counselling*. These kinds of skills can be regarded as very important and useful in every teacher’s work, and thus very positive outcomes. In order to get a deeper understanding of the findings, a further analysis included the participants’ job positions. The motives in relation to outcomes were analyzed at group level and exemplified with individual data. Earlier studies suggest that motivation for professional development is highly related to career path projections for progression (Danielson & McGreal, 2000; Mulkeen, Chapman, DeJaeghere & Lew, 2007). The motives in this case related to the outcomes. The career path projections seem to be closely related to job positions.

Participants working as primary school teachers (13/35) expressed the following kinds of motives: *to gain more knowledge in special education, to improve their skills in teaching pupils with disabilities, to get a degree in special education, to enhance confidence and acceleration in the job, to increase income, to develop career and job promotion*. The motives expressed by the participants are more

intrinsic as they focus largely on rewards and less on skills and knowledge. The outcomes were expressed in terms of *acquired knowledge and skills in special education, widened understanding of various areas of disabilities, and furnished with teaching methods and techniques*. The outcomes expressed by the participants are largely individual. A typical representative of this group was a female participant with a certificate in special education who had served for 13 years. Her motives were to learn more about special education, and to acquire knowledge and skills in the different areas of disabilities. Her outcomes were expressed as gaining an understanding about other areas of special education, and learning some skills and techniques of teaching from the program. The motives corresponded to the outcomes in this group. The motives as well as the outcomes were knowledge and skills related.

The motives of the secondary school teachers (7/35) were similar to those of the primary school teachers. They wanted to *learn more about specific disabilities, special education and teaching methods*. Four of them mentioned hearing impairment as a specific area they needed more competencies in. The motives are more intrinsic. The outcomes seemed mostly to be related to *teaching methods and techniques*. A female participant with a diploma in special education with working experience of 12 years expected to widen her understanding about special education and to have a deeper knowledge about hearing impairment. In the discussion about outcomes, she told that she had learned more about pedagogy from the methodology courses and that the program provided an opportunity to practice what was learned from the program during the teaching practice. The participant also mentioned that she had learned about communication skills (writing and speaking skills). Pedagogy and communication skills were not mentioned as motives. The secondary school teachers' motives were related to teaching and specific disabilities, while the outcomes focused on teaching methods.

The participants working as college tutors (8/35) highlighted somewhat different motives compared to those working as teachers in primary and secondary schools. They wanted to *develop their skills in planning, and organization and management in special education*. In addition, some participants wanted to *become specialists in the area of hearing impairment*. The outcomes were expressed as *enhanced job competence and performance, learned guidance and counseling skills, and improved teaching methods and techniques*. A typical representative of this group was a female participant with working experience of 14 years. Her motives were to gain more knowledge in the area of her specialization, to improve job status and income, and to learn more about special education. The participant mentioned the following as her outcomes: that the program gave her some new techniques and methods of teaching which are disability friendly, she learnt how to conduct research, was given some skills for writing scientific work and had in turn improved her communication skills. The tutors expected planning and management skills besides other job related skills.

The outcomes were expressed as improved job competence, enhanced skills of scientific research, and writing and communication related skills.

The participants working as officials (7/35) expressed two kinds of motives. They felt that they needed *deeper understanding of issues related to the education of children with disabilities*, and *they needed to upgrade and acquire more knowledge and skills*. The motives expressed by the participants are more related to the individual perspective as the participants wanted to learn skills related to their job. The outcomes mentioned were many and rather specific compared to the motives they had expressed. In the outcomes discussion, the officials focused on components like *learned management and administrative skills, acquired methods and techniques of teaching, broadened scope of understanding, and enhanced understanding of theoretical aspects of special education and categories of disabilities*. The outcomes expressed are more focusing on the individual level. A female participant with working experience of 14 years told that her motive was to upgrade, get more knowledge and skills in special education and to investigate more about inclusive education. In the outcome interview she told that she had received better understanding of inclusive education and that she could help others to understand inclusion also. The motives of the officials were compared to other groups focused on upgrading and deeper understanding of disability issues. The outcomes were expressed as acquired methods and techniques of teaching, and enhanced understanding of the theoretical aspects of special education.

In addition to the job related motives and outcomes discussed above, many participants also highlighted motives related to academic degree and career. These motives were mentioned by the primary school teachers as well as by the tutors, secondary school teachers, and officials. The participants expressed a desire to obtain an academic degree in special education and to enhance their career. The participants also expressed remuneration and promotion as motives. Analyses of the findings did not reveal clear outcomes related to academic degree and career related motives. This could be expected and it is understandable due to the time when the data about outcomes of the program were collected. The program was approaching the end, but not yet finished. Accordingly, the participants had not yet received their degrees and direct outcomes for their career could not be seen. However, in some of the statements one can notice the perceived outcomes related to enhanced career. A few of the participants mentioned *potential leadership, promotion and appointment in a Ministry program* as outcomes. These outcomes were mentioned by participants working as officials, primary and secondary school teachers. A female participant working as an official for 31 years pointed out that she had acquired leadership skills as a result of the program. Her motives were *to improve skills and knowledge to work with children with special needs, to have a capacity in the profession, and have a degree in special education*. The outcomes expressed by the participant were being a potential leader, acquiring leadership skills, and gaining more confidence in her work. The participant further explained that she

had been leading an organization. The participant attributed these changes in career to the program.

An enhanced career, which is seen in the outcome statements, seems to be related to improved leadership skills. It gives the impression that being a potential leader, being appointed head of a secondary school and being appointed as national facilitator means advancement in the career. Furthermore, statements connected to enhanced understanding of policies reflected possible advancement in career.

5.3.2 Motives and outcomes related to student and community support

Many participants expressed motives related to applying their knowledge and skills for the benefit of individuals and community. The participants expressed willingness and readiness to help individuals with disabilities. Many also told that they wanted to influence the situation on community level, and to enhance the situation for persons with disabilities in the community. The outcomes were expressed somewhat differently: on the one hand, as related to individuals and community or policy, corresponding to the early motives that focused on helping individuals and their communities (Figure 16), and on the other hand, the outcomes emphasized personal growth and change. These outcomes were not expressed as motives in the early stages of the study.

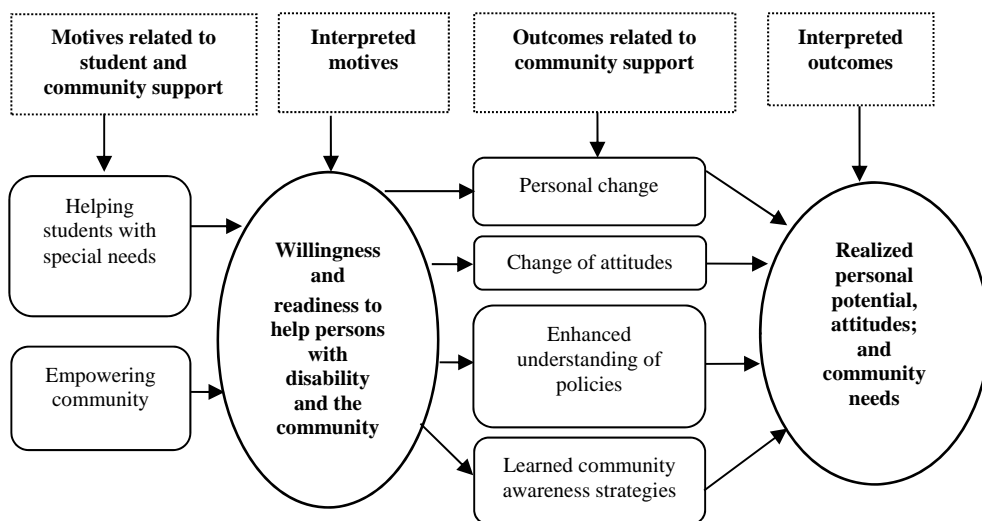


Figure 16. Interpreted motives related to student and community support in relation to outcomes

Based on the findings, it is evident that the participants had gained a broader understanding of themselves and the needs of the community. Several outcomes which the participants did not mention as motives during the initial stages of the program were mentioned as outcomes towards the end of the program. The participants expressed a deeper and broader understanding of the complex issues influencing the field by emphasizing outcomes like *personal change, change of attitudes, enhanced understanding of policies, and learned community awareness strategies*. Gender of the participants was used for analyzing the motives in relation to outcomes at group level and exemplified with individual data. Earlier studies suggest that a range of attitudinal, personal and psychological factors affect motives for professional development. In order to deepen the analysis, a closer look was taken at possible attitude related differences between male and female participants. According to Meece, Glieneke and Burg (2006) self-efficacy theory has been widely used to understand gender differences in motivation and achievement patterns. Out of the many important affecting factors, gender was regarded as a factor of interest in this study. The findings are presented at group level and exemplified with individual data.

The motives of the female participants (16/35) were *to help persons with disability, to advise policy makers on issues related to special education, to assist parents of children with disabilities and community about special education, to become policy makers, and to influence the government and other organs on matters related to special education*. Several of the female participants mentioned *change of personality, change of beliefs about inclusive education, and enhanced job confidence* when discussing outcomes of the program. A typical example was a female participant with a diploma in special education working as a primary school teacher and having served for 32 years. Her motives were to influence the government and other stakeholders on matters related to special education and to become an advocate of special education. Her outcomes were mentioned as an ability to promote and implement policy, to guide and counsel parents of children with disabilities, and to work as an advocate by sensitizing the community. She also mentioned having learned participatory methods in the teaching and learning process as outcomes. The motives seem to relate to the outcomes. However, the participants mentioned rather many and specific outcomes compared to the motives they expressed. The expressions related to the outcomes included largely the same components as the motives but were formulated in a broader and holistic way. In addition, the outcome related expressions can be interpreted as being future oriented.

The male participants (19/35) mentioned the following motives: *to learn how to help children with disabilities, to be able to provide better services to persons with disability, to assist students with disabilities by doing research, teaching and guidance and counseling, to influence disability policies and to sensitize the community*. As outcomes, the male participants mentioned *change of personality, increased confidence in interacting with people of different*

positions, enhanced change of attitudes towards persons with disability, and perceived change of status. When analyzing the outcomes in relation to motives at individual level, the motives of a typical male participant with other training in special education, working as an official for about 35 years, were to be able to link disability issues with special education, and to see how disability issues can be integrated in education. The participant mentioned the following as outcomes: has the ability to understand the link between disability issues and special education, to clarify issues related to disability, to advocate and disseminate information, has contributed to a disability bill, and has a clear understanding of policies. Looking at the outcomes in relation to motives, it is found that there is a close connection between the participants' motives and the outcomes. The motives were mainly individual, and the outcomes mainly individual, but also reflecting social and societal aspects.

In the third research question the interest was in analyzing how the motives and outcomes were related to each other. Two areas were the focus of the discussion, namely motives and outcomes related to job, degree and career; and motives and outcomes related to community support. Most of the outcomes revealed the participants' motives for participating in the program. In addition, the perceived outcomes seemed to be more deepened, elaborate and focused on specific aspects of the program and probably the participants had a clear view of the program's content and objectives. The participants' motives have been translated into perceived outcomes, and their motives seem to be influenced by both individual and situational characteristics. In chapter six the results will be discussed in light of the literature discussed in chapter three.

6 Discussion

The aim of this study was to explore the participants' motives for participating in a B.Ed. Special Education program and the perceived outcomes of the program in terms of professional development. Thus, motives, the perceived outcomes and their relationship were the focus of the study. Thirty five participants were involved in the study. They were all enrolled in a B.Ed. Special Education program of the Open University of Tanzania. They had working positions as teachers, tutors and officials in the field of special education. The participants were qualified special needs educators, most of them having education on the diploma level. The B.Ed. Special Education program was the first of its kind to be offered in Tanzania. It was offered for the first time by the Open University of Tanzania in collaboration with Åbo Akademi University of Finland as a pilot program. The B.Ed. Special Education program provided a unique opportunity to study professional development in the field of special education.

6.1 Methodological approach

The study was qualitative in nature based on a case study approach. One may ask why choose case study from a myriad of approaches? The aim was to obtain an in-depth understanding of the professional development phenomenon in a specific context: the group of educators pursuing the B.Ed. Special Education program. One of the advantages of a case study is its ability to provide context-dependent (practical) knowledge as opposed to context-independent (theoretical) knowledge which social sciences have difficulties with (Flyvbjerg, 2006). One of the limitations of case study is that data is often unique to the case studied event or process making it difficult for generalization. However, all approaches have their limitations. The study could employ other methods as well, and a quantitative study would have been possible, had my intention been to arrive at findings that could be generalized. However, my aim was not generalization. My aim was to describe and analyze motives and outcomes among a specific group. Furthermore, at the time I enrolled for the PhD program, the B.Ed. Special Education program was in its second year. This implies that results pertaining to questions on motives and perceived outcomes would generate different results and different sets of categories if data collection had started when the program was in its initial stages.

The first wave of data collection for the study started in March 2007. At this time the program had already continued for almost two years. The aim of the questionnaire was to elicit the participants' past experiences in the field of special education and relate them to their present experiences in the B.Ed. program. The instrument was successful in the sense that the participants were

able to mention their motives and expected outcomes of the program. However, the span of time between 2005 when the program started and March 2007 might have affected the responses as the participants could have a clear understanding of the program's objectives. Data collection in 2005 could have given different data on motives and expected outcomes. The interview was conducted in March and April 2007. Some of the questions asked in questionnaire I which elicited the participants' motives and perceived outcomes were also asked in interview I. The aim was to check for consistency in the responses. Questionnaire II was administered in August 2007. Most of the items in the questionnaire focused on program evaluation. As the purpose of the study was not program evaluation, the results from questionnaire II were not analyzed and reported in this study.

Collecting data in three waves by using a variety of data collection instruments helped in generating rich data. The results of the questionnaire and interviews complemented each other. It was also possible to triangulate the results from the different data sources (Mathie & Carnozzi, 2005; Mathison, 1988). One could ask why the data collection was done in three waves and what could be the consequences. The explanations could be that the timing and duration of data collection may be a critical factor when studying the dynamics of motivation. Thus, I am confident that the waves of data collection helped in generating rich data which also gave the researcher more insights into the phenomenon. The data for interview II was collected in the span of one year (between January 2008 and February 2009). There could be a question of the time affecting the results. It was noted that a one year difference did not elicit differences in terms of the participants' understanding of the phenomenon as the participants in the study were not aware of the content of the interview schedule which could influence their responses. The response rate was high enough to give a reliable picture of the motives and outcomes (cf. Table 3).

Data analysis was based on the statements generated from three instruments, namely questionnaire I, and interviews (I & II). The statements were grouped into categories. The statements expressing participants' motives and perceived outcomes reflected the reality of the context in which the study was conducted. As a result of the analysis, I have provided examples of authentic quotations from the actual interviews, which give the reader a chance to think along with my interpretations and be convinced of their suitability. The study was carried out actively between 2007 and 2012 and the field of special education in Tanzania has experienced some developments since the final round of data collection. The field of special education is rather dynamic. A new round of data collection with the same informants might have given different motives and outcomes, which is important to note.

Trustworthiness has been observed in the study (cf. section 4.6). The study is an interpretation of one researcher at a certain point in time, and there is no assurance that if another researcher attempted to conduct the same study in the same setting the results would turn out the same. The study has not attempted

generalization. Rather, the attempt has been to understand participants' motives and outcomes. There may be questions as to whether the results of this study can be generalized and applied to other areas of research. Researchers positioned within a naturalistic paradigm would not accept that knowledge generated from research is generalizable beyond the context in which it is meaningful (D'Cruz & Jones, 2004). However, within the naturalistic paradigm, some form of transferability is possible and even necessary under certain conditions. The present study was conducted within a specific context. Therefore, my findings may not be generalized to a wider context.

The participants in the study were not chosen randomly; therefore, the findings represent solely the opinions of the respondents who participated in the study. The study involved participants with a background in special education. It is anticipated that the results would have been different if ordinary teachers working in regular schools were involved. However, it is not possible to make a simple conclusion here. As cautioned before, interviews can be subjective and partial compared to questionnaires (Cohen & Manion, 1994; Cohen, Manion & Morrison, 2007). By giving details about the instruments, method used, interview context and the subjects, and the steps of analysis as clearly as possible, I have striven to provide readers with enough information to make it possible for them to draw their own conclusions regarding trustworthiness in this study. The credibility of the researcher in terms of background knowledge in the field of special education was an added advantage.

The ethical aspects were observed throughout the entire research process, the purpose of which was to serve both scientific and human interests (Kvale, 1996; Kvale & Brinkmann, 2009). By designing the interview guide and questionnaires, setting and planning for the interview sessions and analyzing the data based on my own background knowledge in the field of special education, I might have affected the results to some degree. However, I was aware of my position as a researcher and strived to control factors that could affect the results. Authorization of recording the interviews was obtained from all the participants. The researcher emphasized that the information was intended to be used for research purposes only. However, measures have been taken to ensure the confidentiality of the results by assigning a code number to all the participants. The group of participants was homogenous, the majority of them being teachers and teacher educators, with the exception of a few officials working with the ministries and organizations. This did not produce any major differences in the motives and outcomes expressed.

6.2 Discussion of findings

In this section the study findings relating to the three questions stated in Chapter 4.1 are discussed. The first question focused on the participants' motives, the second is focused on participants' perceived outcomes, and third relates motives to outcomes. The discussion of the findings is guided by the research questions

and structured according to the theoretical perspectives discussed in chapter three.

6.2.1 Motives for participating in the B.Ed. program

The motives for participating in the program mentioned by the participants reflected the kind of expectations in terms of knowledge, skills, and attitudes which the participants possessed before joining the program and had wanted to acquire from it. The motives were related to job, to academic degree and career, and to student and community support. The theoretical perspectives for professional development, namely individual, social and societal, will guide the discussion in this chapter.

Individual motives

The individual motives included intrinsic and extrinsic motives. The participants' desire was to develop and deepen knowledge, skills and competencies related to special education. The motives at this level are characterized as intrinsic as the emphasis is on self-determined effort (Deci & Ryan, 1991). The participants mentioned specific knowledge and skills such as content knowledge, teaching and management skills. These skills were considered important in the teaching job. Therefore, participation in professional development may have a cognition-oriented motive. Several researchers identified similar motives from their findings (Kwakman, 2003; Scribner, 1999; Wilson & Berne, 1999). A study conducted by Jablonski (2001) identified six reasons for beginning doctoral studies; the most prevalent reason was the desire to realize a goal, that is, the desire to learn more. According to Scribner (1999), teachers are motivated to learn by needs and challenges in areas of content, pedagogy, and classroom management. The motives at this level can be interpreted as intrinsic because they are driven by deep interests, curiosity and personal sense of challenge (Amabile, 1997).

The need to become competent in special education was also interpreted as a motive related to job. The participants in the study linked professional development to the enhancement of competencies with respect to their job. This is more of an intrinsic orientation as the interest rests on the desire for individual achievement. Studies on teacher learning have underscored the need for professional development to help teachers to understand (a) subject matter, (b) learners and learning, and (c) teaching methods (Loucks-Horsley & Matsumoto, 1999). Most studies indicate that professional development combining these content goals provide teachers with what they need in order to teach their subject matter well. Shulman (1986) identified a special kind of teacher knowledge that is distinct in many ways from understanding of the subject matter content, understanding of learning in general, and generic teaching skills or methods. The implication is that teachers must know the subject matter they teach and how to teach it. A majority of the male participants and participants with a diploma in

special education expressed their desire for developing and deepening job related knowledge, skills and competencies.

The participants also expressed motives related to academic degree and career. These motives were expressed in terms of their desire for getting a degree, job promotion and enhancing job status. The teaching profession in Tanzania is accorded low social status compared to other professions. The desire for increasing remuneration incentives is also mentioned as a motive related to career. Participants expected that after the program their incentives in terms salary and related benefits would improve. The material rewards such as salary, stability and promotion are part of the extrinsic conditions that motivated participants to engage in the program. These findings are confirmed by studies conducted by Kelly and Murray (1996), Scribner (1999) and Hynds and McDonald (2010). The idea of financial incentives has been discussed by Slavin (2010), Kwok-wai (2004) and Stout (1996). In this respect, attaining a degree was regarded as a means to higher salary and better work conditions. The motives expressed by the participants are individual but extrinsic in character, which views people's engagement in a professional development program with the expectations of maximizing their perceived rewards. Therefore, extrinsic motives coincide closely with the perceived rewards ensuing from participating in the program. In this group of motives, a majority of the participants with a diploma in special education expressed the desire for enhancing their academic and career. Gender differences in this group of motives were not substantial, although more females than males highlighted these motives. The results in this respect can be understood as supporting the assumption that the motives for participating in the program lie in the expectations of attaining rewards.

Social and societal motives

The participants expressed willingness and readiness to help, support, and change the situation for persons with disabilities and communities. They also mentioned helping children with special needs in terms of getting access to basic education and related support services. The motives reflect social perspectives because they are founded on altruistic emphasis. These motives may be influenced by the social and cultural environment in which the study was conducted. The motives corroborate with Kwok-wai's (2004) study on in-service teachers' motives, perceptions and concerns about teaching, which found that in-service teachers joined the teaching profession mainly due to the fact that they liked to work with children and adolescents. Simpson (1997), when studying the motivation of participants in an adult and workplace education program, revealed that the intention to take academic study among was conceived as being a combined influence of a subjective personal norm (willingness), a subjective social norm (degree of influence of others) and expectations regarding the outcomes of study.

The societal motives as expressed by the participants reflected weak and disjointed national policies on disability and special education. The participants expressed their desire for understanding educational policies that cater for persons with disabilities. The participants considered empowering the community as an important strategy that would help the community develop awareness on disability and related issues. More males than females expressed the desire to help and support students with special needs. Among the females the interest in empowering the community seemed to be somewhat stronger. This motive was also rather strong among primary school teachers. In Tanzania, national educational policies that cater for individuals with disabilities are not strong enough to articulate the needs and demands of such groups. It is further noted that the communities in which individuals with disability live have negative attitudes towards disability. Empowerment could help the community realize the potential of persons with disability and how persons with disability can be supported to realize their potential. Kass and Miller (2011), in studying Bedouin special education teachers as agents of social change, found that the overarching motive for most Bedouin teachers who chose to take special education training was to create change in their societal and professional spheres.

6.2.2 Perceived outcomes of the B.Ed. program

The participants expressed the following outcomes from the program: outcomes related to job and career, to community support, and to personal growth. The discussion in this section will focus on individual, social and societal aspects of the outcomes of teachers' professional development.

Individual outcomes

Within individual outcomes, the participants described the outcomes of the B.Ed. Special Education program in terms of improved knowledge, skills and competencies related to special education. The outcomes were thus related to job and career. According to Scribner (1999), teachers are motivated to learn by needs and challenges in the areas of content, pedagogy, classroom management, and social issues affecting students. According to Whitehurst (2002), the outcomes of teachers' professional development on academic achievement become clearer when the focus is subject matter knowledge as opposed to certification.

The individual outcomes are further interpreted in terms of the acquisition of pedagogical skills necessary for curriculum implementation. This is in line with a study conducted by Komba and Nkumbi (2008), who found that professional development enables teachers to realize their potential as teachers and enables them to serve pupils better by improving the standards of teaching. Borko and Putnam (1995) offer evidence to support the fact that professional development

plays an important role in changing teachers' teaching methods. Studies show that teachers' pedagogical content knowledge and pedagogical content beliefs can be affected by professional programs and that such changes are associated with changes in their classroom instruction (cf. Borko & Putnam, 1995; Hoque et al, 2011; Van Driel & Berry, 2012; Villegas-Reimers, 2003). Accordingly, Fullan (1991) argues that the professional development of teachers is increasingly regarded by governments and educationists as essential to creating effective teaching and learning. The material rewards such as salary enhancement and related benefits have not been expressed as outcomes, although they earlier were expressed as motives. This could be expected because the attainment of such rewards is realized when a participant successfully graduates from the program.

Guskey (2000) emphasizes that professional development for teachers is generally acknowledged to be an important component of improving teacher practice and thereby student learning. Some studies on professional development have examined changes in instructional practices, teachers' knowledge, teachers' beliefs, and other variables that are indirectly linked to student achievement (Loucks-Horsley & Matsumoto, 1999). Fullan (1991) sees the professional development of teachers as the 'cornerstone' intrinsically linked to the improvement of educational standards.

The participants in this study also expressed outcomes related to increased knowledge and instructional competencies. A majority of the participants mentioned these outcomes. The gender difference was visible, as more females than males emphasized knowledge and instructional skills. The participants with a diploma and primary school teachers also highlighted these kinds of outcomes.

Social and societal outcomes

Within social outcomes, it is emphasized by the participants that the B.Ed. Special Education program had enabled them to work together as colleagues and work collaboratively. It was further mentioned that the program has promoted their social interaction and enabled them to share experiences which are beneficial to the community. Evidence from the literature suggests that collaboration in professional development is important because feedback, new information or ideas do not spring from individual learning, but to a large extent from dialogue and interaction with other people (cf. Kwakman, 2003). Furthermore, there is a growing call for more collaboration in order to stimulate teachers' professional development (Kwakman, 2003). In addition, Kwakman (2003) substantiates that collaboration is assumed to create a learning culture and helps to build a community in which further learning is supported and stimulated. The outcomes expressed by the participants reflected the social outcomes of teachers' professional development, with focus on group dynamics, interaction and collaboration. According to the social perspective, learning is also thought to occur through interaction, negotiation and collaboration.

The participants focus on developing positive attitudes towards persons with disability, to help the community and to appreciate how disadvantaged groups can be supported within communities. The outcomes of the B.Ed. program are expressed in terms of enhanced understanding of policy issues and community awareness strategies as they relate to disability and special education. Critical theory proposes that education is a form of political intervention in the world that is capable of creating the possibilities for social transformation (Giroux, 2004). According to Adler and Goodman (1986), perhaps the most distinctive aspect of critical theory is its attention to power within society and the roles schools play in the creation and perpetuation of social reality. There are participants who mentioned that the knowledge gained from the program enabled them to link schools/institutions with the external community. Among the participants, the females and those with a diploma in special education seemed to have higher awareness about social issues and thus they highlighted the social and societal outcome.

The participants in the program maintained that it has been possible for them to promote policies as they have participated in forums that aimed at educating communities on matters related to special needs education and how the community can be involved to achieve the same. It is argued that professional development may have different intended outcomes including enhancing professional skills, but also supporting major educational changes and reforms that have an impact on teaching practice (Dall'Alba & Sandberg, 2006).

The participants pointed out a proven understanding of policies which cater for persons with disability, awareness of the community needs and rights, and personal change with regard to disability and special education. The outcomes reflected the societal perspectives in which the concern is the social and community welfare. Villegas-Reimers (2003) considers teachers as both subjects and objects of change and reforms. This confirms with the findings by Dilworth and Imig (1995) that teachers are considered as both subjects and objects of change and reforms. The central idea of this premise is that the B.Ed. Special Education program has been considered an instrument for change.

The participants in the program also revealed the outcomes of the program in terms of learned advocacy and community awareness skills. In addition, the outcomes expressed by the participants revealed an understanding of their personal potential and attitudes towards disability and special education. The B.Ed. Special Education program helped the participants in advocating the rights of persons with disability in the communities. This reflects the societal perspectives of the outcomes of teachers' professional development in which the ambition was to transform the situation of persons with disabilities and communities. The participants claimed that they used knowledge learned through the program to create awareness among pupils, and how they could assist their fellow pupils to learn in the classroom situations. More female

participants, primary school teachers and those with longest working experiences expressed this outcome.

The outcomes of the teachers' professional development are further interpreted in terms of learned guidance and counseling skills. It has been mentioned that participants are not only capable of helping children with special needs but also the parents of children with special needs and the community at large. This is interpreted as a societal obligation. This outcome reflected the societal dimension of teachers' professional development in which the intention is to help and transform situation in communities. Earlier studies substantiate the idea of the teacher as an active agent of school development central to both educational practices and policies (Pyhältö, Pietarinen & Soini, 2012).

6.2.3 Motives in relation to perceived outcomes

In the third research question the aim was to relate the participants' motives to outcomes of the B.Ed. Special Education program. It was of interest to figure out if the main features of the outcomes were the same as those expressed as motives and if there were unexpected outcomes? The motives in relation to perceived outcomes are discussed on two levels: motives and outcomes related to job, degree and career; and, motives and outcomes related to student and community support.

In the first place the participants expressed their motives for participating in the program relating to their job as teachers and educators. These motives are articulated in terms of deepening special education content knowledge, enhancing teaching related competencies and enhancing management skills. The motives seemed to be individualistic in the sense that they focused on the personal achievement of the participants through attaining knowledge, skills and competencies related to special education. When expressing the outcomes related to job and career, the outcomes seem to be broader, emphasizing areas beyond special education. For example, the desire for deepening special education content expressed as motives is limited to special education; however, the deepened content knowledge is broader, highlighting other subject areas outside the area of special education. Literature suggests that extrinsic motives are not as effective as intrinsic motives (Deci, Koestner, Ryan, 1999). There are also arguments that refute this contention by pointing out that extrinsic motives are equally important to influence behavior as intrinsic motives (Lawley, Birch & Hamblin, 2012).

Results in this group of motives suggest that the motives matched with the outcomes, whereby participants expressed to have gained what they expected to learn from the program in terms of professional qualifications and career. It is also suggesting that participants also learned new skills which they did not anticipate to learn in the early stages of the program. The desire for enhancing teaching related competencies as motives has been interpreted as learned instructional skills. The outcomes expressed by the participants are more specific

and broader. Furthermore, the desire for enhancing management skills has been broadened into learned management and leadership skills as outcomes. Interestingly, in the early stages of the program the participants did not mention learning interaction and collaboration, and learning the skills of guidance and counseling as motives. These areas are expressed as outcomes.

The motives are both intrinsic as well as extrinsic. The motives mentioned by the participants reflected the realities in their teaching job, and the outcomes reflected the reality in society and the need to initiate change in the same. Furthermore, the participants did not mention personal growth as motives; however, personal growth reflected in personal change, change of attitudes and personality, appear as outcomes. It was noted that the motives of the participants at the early stages of the program were related to the field the participants were familiar with; however, in the later stages of the program the motives seemed to be broader.

The participants' motives were also related to academic degree and career. In this group of motives, the participants stated getting a degree and enhancing career as the motives that made them participate in the program. Their corresponding outcomes were related to job and career. However, getting a degree and enhancing career were not mentioned explicitly as outcomes. This can be easily understood based on the fact that the participants had not yet received their academic degrees. The degree and career could rather be implicitly reflected in all the outcomes relating to job and career, namely deepened and broadened content knowledge, learned instructional skills, learned interaction and collaboration, learned management and leadership skills and learned guidance and counseling skills, as all these skills relate to the teaching job.

In the second place, the participants' motives were related to student and community support in which they desired to help students with special needs and empower the community. Therefore, the participants were eager to get new knowledge that would enable them to help and support individuals with disability and the local communities. The corresponding outcomes were expressed as outcomes related to community support articulated in terms of enhanced understanding of policies and learned community awareness strategies. Looking closely at the motives and their corresponding outcomes, it can be reasoned that the motives were voiced at a rather individual level and therefore are more psychological, altruistic and attitudinal in character.

The outcomes had broader social orientation in the sense that the focus was directed at social obligations, that is, to help and support, to influence through awareness creation on matters related to special education and disability to the communities. The participants wanted to help students with disabilities and empower communities. The outcomes are expressed in terms of personal change, change of attitudes, enhanced understanding of policies and learned community awareness strategies. The motives and outcomes in this case were

similar; however, the outcomes had broader perspective. This suggests that the motives for participating in the program support the outcomes of the program in terms of professional development. Psychological factors such as self-confidence, self-efficacy and societal factors seem to interact. Therefore, the degree program has the potential to influence, transform and change because the participants in the program are more knowledgeable and confident. This implies that the participants have realized personal potential, attitudes and community needs.

6.3 Contribution of the study and suggestions for further research

The major contributions and implications of the study are multifaceted. On a more general level, studies on teachers' professional development in special education have been largely neglected. Specifically, there has been practically no research in Tanzania on professional development for teachers and educators in the field of special education. This study, which has explored teachers' motives and their perceived outcomes, is an attempt to fill the gap. The findings may serve as a starting point for discussing the phenomenon of professional development among teachers and educators in special education. The findings may further help teachers to reflect on their practices in the quest for professional development and a call for a collective effort in this subject.

The study of professional development among educators and professionals in special education in Tanzania presents one and unique model of professional development in a developing country. The program was conducted on semi-distance model, with face-to-face intensive sessions in a collaborative effort between two universities. The study gave the researcher a unique opportunity to explore the motives of the participants in participating in the program and how they perceived the outcomes of the program in relation to their own professional development. Therefore, the study has contributed to better understanding of the phenomenon of professional development from the perspectives of teachers and educators in special education.

Unlike previous research, this study draws special attention to the significant role of exploring participants' motives for engaging in a program. The findings of this study cast light on what the participants considered as the motives for participating in the program. The findings also emphasize the complexity of motivation, and it recognizes that participants were motivated to participate in the program for a variety of reasons, both intrinsic and extrinsic. The explanations for motivation were often identified by the participants as a set of factors, and therefore a holistic interpretation of motivation is more likely to be helpful in understanding the participants' participation in the program. The diversity of incentives identified was not only a reality for the participants but also an explanation on the nature of the motivational forces. For a number of them, motivation might have arisen from their prior understanding and acknowledgement of their practices in the field of special education.

The above discussion indicates that there are various explanations as to why teachers and educators were motivated to engage in the Bachelor's program. These factors did not exist as discrete influences. The factors that initiated and sustained their participation were complex, interactive and dynamic, and therefore emphasis on a singular explanation is naïve and insufficient. The participants' motives and outcomes can also be linked to the participants' personal experiences from the field and to their job positions. Furthermore, experiences at family and community level can be attributed to the participants' motives and perceived outcomes. The findings confirm that the B.Ed. Special Education program has been useful in terms of its outcomes to the participants. In general, there were variations in terms of knowledge, skills and competencies among participants upon entering the program. It is encouraging that participants in the B.Ed. Special Education program demonstrated growth in their knowledge, skills and competencies. These findings give new insights into research on teacher education, professional development for educators and other professionals in special education, and disability related issues that can be conducted more profoundly. The findings call attention to two broad areas for further research.

Policies and disability issues in Tanzania

Policy issues pertaining to special education have continued to be an area of debate in Tanzania. The results of this study underline that the participants were eager to learn about policy issues and how the policies affect their job as teacher educators in special education. The participants seemed to believe that understanding about policies related to disability and special education should be a public concern. The results in the present study provide evidence of the missing link between education policies, disability related policies and education provision for children with special needs. It has been stressed that the government has not deliberately planned to put the present policy in place. Therefore, this area needs to be closely investigated in order to bring about the desired outcomes.

In Tanzania, community awareness and empowerment on matters regarding special education has been mainly the task of non-governmental organizations which have a focus on specific areas of concern. The results of this study call for heightened awareness and empowerment of communities, which has the potential of bringing about the desired change in attitudes. It should be noted that the power of a community depends on awareness and empowerment. Community awareness and empowerment also maximize the collective effort of the community in realizing the education of and related services for special groups. In Tanzania, most communities still regard disability as an obstacle for access to education. Community awareness and empowerment are possible in the light of current policy practices and when disability awareness has grown in the recent past. However, support, capacity building, and pressure are needed on a continuous basis from outside change agents. Future research should be

conducted to explore community knowledge and attitudes towards disability and special education.

Teacher education for special education in Tanzania

The B.Ed. Special Education program was the first of its kind to be offered in Tanzania. This suggests that there has been a pressing need for a degree program as a form of professional development in special education in the country. The results also propose that programs offered in the country at certificate and diploma level have not been able to address the job requirements of the participants. At the same time, it is realized that there is lack of in-service programs for teachers and educators in the field of special education especially at bachelor's level. During the discussion with the participants it was explained that prior to the introduction of the B.Ed. Special Education program, the participants had been applying for similar programs overseas but were not successful. Although teachers and educators are required to update their knowledge and skills in order to meet the growing and changing demands, it has not been binding. The opportunities for professional development for teachers and educators in special education seem to be limited.

Initial teacher education has been an area of interest in recent years. Teacher education has been recognized as an important subsector in the transformation of education systems. However, investments in teacher education have mainly focused on regular teacher education. It is therefore important to reconsider the package of initial teacher education so that it reflects some relevant elements of special education in which student teachers can be familiarized. The existing curriculum for teacher education offers very little flexibility for student teachers to reflect on special needs education.

Teacher education for special education at diploma and certificate levels uses a curriculum that is meant to prepare student teachers for service in special schools or inclusive classroom settings. The Tanzania Institute of Education (TIE) is responsible for curriculum design and development for primary education, secondary education and colleges of teacher education. Curriculum evaluation is the responsibility of the National Examinations Council of Tanzania (NECTA). The universities and university colleges are responsible for their own curriculum in terms of development, review, implementation and assessment. This suggests the need for review and harmonization of the curriculum for special education at different levels. The results emphasize the importance of professional development for serving teachers and educators.

Initial teacher education for special education and for regular teacher education is deemed inadequate for preparing teachers and educators to meet the demands of schools and children with special needs. For example, initial teacher education for special education has continued to be categorical, that is, student teachers have a specialization according to the various disability areas. This has been in contradiction with the aspirations of inclusive education.

As far as one can see, there is much to be done. This study on teachers' professional development in special education is the first to be conducted in Tanzania, and it would be desirable for a follow up study to be performed to find out the following: To what extent are the teachers and educators' motives realized? How have the teachers and educators in the group changed? How has the B.Ed. Special Education program impacted the future of the teachers and educators? Has the situation of special education transformed as a result of the program? Further research efforts on teachers and educators' motives and perceived outcomes should be considered to include stakeholders outside the field of special education.

The implementation of education for all cannot be attained without professional development for teachers and educators. Investing in professional development for educators, teachers and specialists in special education is an important strategy towards the provision of education for all as a global agenda. Since basic education is recognized as basic human right in local and international arenas, its realization depends heavily on the kind of human resources prepared and designated with the responsibility of knowledge delivery. Teacher education in Tanzania has not responded in accordance with the call for education for all. It is important that teachers and educators at all levels be familiarized with special education, and of particular importance is the emphasis on initial teacher education.

From the viewpoint of the situation of teacher education and professional development among teachers and educators in special education in Tanzania, the B.Ed. Special Education program has uncovered some interesting issues. The fact that it was a pilot project has to be remembered. The program has opened doors for other universities to model their own programs on. In addition, special education is a dynamic field which has received much attention in recent decades; however, professional development has not been adequately explored from a special education perspective. Furthermore, professional development has explored the motives and perceived outcomes from the educators and teachers' perspective within the field of special education. The voices of teachers and educators working in regular schools could broaden the scope significantly.

Professional development is a means of transforming education in the 21st century and this is integrally connected to countries' broader educational and social policies. Therefore, educational reform efforts in Tanzania should consider placing professional development for educators in special education at center stage. Universities and institutions of higher learning are called upon to reflect on their curriculum orientations with the ambition of realizing the provision of education at all levels in which diversity is appreciated.

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Appendices

Appendix A: Questionnaire

Dear Bachelor Students,

I am research student at the Faculty of Education at Åbo Akademi University, Vasa Finland. I am doing a study on *Professional Development among Educators Pursuing a B.Ed. Special Education program in Tanzania: A Study of Motives and Perceived Outcomes*

As far as you are a student in the Bachelor of Education (Special Education), I understand that you have enough information about the program. I am kindly requesting you to respond to the following questions according to your understanding in the spaces provided. The information provided in this study will be treated in the strictest sense possible.

NOTE: *You can use the space overleaf if the space provided is not enough.*

1. What motives made you to participate in the Bachelor's degree program in special education?

2. What are your expectations of the Bachelor's program in relation to professional development?

3. How have you proceeded in the program up to now, and what challenges and problems have you met during the first two years of the program?

4. What are your expectations of your third and final year of the program?

5. What views do you have about how the program will affect your future?

Appendix B: Interview I Protocol for the Participants

Demographics:

Gender: Male [] Female [] (*Tick Only One*)

Date of first appointment: _____

Qualifications on first appointment: _____

Number of years in the service: _____

Name of present employer: _____

1. What motives made you to participate in the bachelor's degree program in special education?
2. What are your expectations in terms of professional development through the bachelor's degree program?
3. Did you have any training in special education before joining this program? If yes, specify what the training was?
4. How has the program influenced your practice as a professional teacher/specialist in special education?
5. What kind of support do you get in pursuing your studies?
 - Provide specific examples of the support you are getting.
 - What are your suggestions about the kind of support you are getting?
6. What new or improved skills have you acquired as a result of participating in the program?
 - Please provide specific examples of these skills.
 - Do you think the skills have been useful to you? If yes, how? If no, why not?
 - How appropriate is your learning to the needs?
7. What challenges do you encounter in pursuing the program?
 - Do you manage to handle them?
 - What methods do you use to handle them?
8. How often do you meet for the contact studies per year?
 - Do you think the sessions are enough as far as learning is concerned? Why do you think so? Give reasons.
 - Do you get enough support/help during the contact studies? If yes, what kind of support/help? If no, why do think so?
 - What thoughts do you have about the contact studies?

9. As a student who has been in the program for more than two years now, what do you consider to be the necessary conditions for one to succeed in the program?
10. What are your expectations of your third and final year of the program?
11. Do you think the program has prepared you to deal with matters related to special education? If yes, how? If no, why?
12. What general comments can you make regarding the program?

Appendix C: Interview II Protocol for the Participants

1. What do you understand by the concept/term professional development?
Could you please explain a bit more how you understand the concept?
2. What motivated you to participate in the B.Ed. Special Education program?
Could you explain more about what were your intentions in joining the B.Ed. program? And please, explain if possible, your intentions in relation to professional development.
3. Explain your professional development before joining the B.Ed. program.
4. What benefits so far have you achieved from this program in relation to your professional development in the field of special education?
 - a. In terms of knowledge?
 - b. In terms of skills?
5. Explain briefly how your professional development through the B.Ed. has influenced and changed you and your work.
 - Please, describe more about how it has influenced and how it has changed.
 - In what ways has it influenced your practices, your behavior, and your role:
 - a. In adopting knowledge from different studies
 - b. In employing teaching methods and techniques
 - c. In analyzing phenomena in a scientific way
 - d. In promoting social interaction
 - e. How the society influences the work you do
 - f. In your personality
6. Do you think that the program has changed you as a person in terms of your beliefs and attitudes in some way? Please, explain.
7. How are you going to use the knowledge and skills you have acquired through the B.Ed. program?
 - a. At individual level (yourself)
 - b. At individual level (pupils)
 - c. At classroom level
 - d. At school level
 - e. At community level

f. At policy level

8. Has the B.Ed. program increased your ability to promote and implement policy? Please, explain.
9. What courses offered in the B.Ed. program have helped you to grow professionally in special education?
10. What were your expectations from the B.Ed. program in terms of professional development in special education?
11. What else would you like to comment about the program?

Appendix D: B.Ed. (Special Education) Course Structure

PART ONE SERIES

Course Code	Course Title	Status	Units
OED 101	History of Education	Core	1
OED 102	Philosophy of Education	Core	1
OED 103	General Psychology	Core	1
OED 105	Philosophy of Teaching & General Methods	Core	1
OED 115	Introduction to Special Education	Core	1
OED 116	Education and Special Needs	Core	1
OED 117	Services and Provision in Special Education Rehabilitation	Core	1
OFC 017	Communication Skills	Core	1
OED 118	Inclusive Education	Core	1
OED 119	Research Methods in Special Education	Core	2
And FIVE course units in a teaching/academic subject		Core	5

PART TWO SERIES

Course Code	Course Title	Status	Units
OED107	Sociology of Education	Core	1
OED 201	Curriculum Development	Core	1
OCP 100	Introduction to Microcomputer	Core	1
OED 202	Education Media and Technology	Core	1
OED 212	Teaching Practice I	Cumulative	2
OED 233	Individuals with Special Needs	Core	2
OED 234	Early Intervention, Assessment and Counseling	Core	2
One Methodology course selected from: OED 202- 211 and 218 – 221		Core	1
And Five course units in a teaching/academic subject		Core	5

PART THREE SERIES

Course Code	Course Title	Status	Units
OED 214	Tests and Measurements	Core	1
OED 212	Teaching Practice II	Core	2
OED 235	Guidance and Transition Strategies	Core	2
OED 305	Principles of Guidance and Counseling	Core	1
OED 314	Special Needs in Education Administration	Core	2
OED 316	Independent Study	Core	2
And Six unit courses in a teaching/academic subject		Core	6

Source: OUT Prospectus, 2011:104

Appendix E: Participants' statements

Category: Motives related to job

Subcategory: Deepening special education content knowledge					
No.	Statements	Gender	w/exp	Jobpos	Qualif
1.	I wanted to acquire more knowledge in the SE field so that I may assist students with disabilities in general by doing research, teaching, and guidance and counseling [Q. 1M]	M	24	Sec	Cert
2.	From this program, I wanted to grow more in the field of special education by acquiring more knowledge and skills particularly in the area of hearing impairment (INT 1 R.2M)	M	19	Sec	Dip
3.	I wanted to acquire new knowledge and skills related to my profession as a specialist tutor of the children with hearing impairments [Q. R22M]	M	31	Tut	Dip
4.	I like to work with students with disabilities. Therefore I thought I will be more knowledgeable about special education after finishing my course. [Q. 10M] .	M	19	Pri	Cert
5.	To widen my knowledge about special education. [Q. R2M]	M	15	Sec	Dip
6.	I wanted to know more about SE at a global level. [Q. R3M]	M	23	Tut	Dip
7.	To acquire and improve knowledge and skills about children with special educational needs [Q. R3M] .	M	23	Tut	Dip
8.	In this program I wanted to expand my scope of understanding in the field of special education (INT 1 R.2M)	M	15	Sec	Dip
9.	What basically motivated me to join this program was the desire to learn more about inclusive education, because I had formerly implemented it in one of the primary schools which gave me a lot of trouble at the beginning. Therefore I had the anticipation of getting more knowledge about inclusive education and of course I have gained the knowledge (INT 1. R5F)	F	14	Tut	Dip
10.	I thought I could increase my competency in research work with regard to special needs education, i.e. to be able to conduct different studies in special needs education. [Q. R5M]	M	25	Tut	Dip
11.	I needed to upgrade, getting more knowledge and skills about persons with disabilities. [Q. R19F] .	F	14	Off	Dip
12.	I was motivated to join the degree program to have	M	19	Sec	Dip

	academic achievement and to help the disabled. [Q. R8M].				
13.	I was motivated to join this program because, first of all I was aware about special education before, then I wanted to know more about special education on the part of skills and knowledge and be capable of helping persons with disabilities. I had the intention of getting a degree also which I thought could develop my professional ability (INT 1. R2M)	M	19	Sec	Dip
14.	I wanted to gain more knowledge in the area of my specialization as I have had the desire to help the disabled (INT 1. R 5F).	F	14	Tut	Dip
15.	My intention was to gain more knowledge in the area of special needs education in order to apply it in my field of serving persons with special needs. [Q. R11M].	M	30	Pri	Dip
16.	First of all I am in the field of special education. The world is not rigid; it keeps on changing, so I have to change. Since B.Ed. special education includes the teaching subject I wanted to improve my teaching subject at a higher level [Q. R12M]	M	34	Sec	Dip
17.	Personal interests in knowing more about special education, professional development and the need to support persons with special needs motivated me to join this program (Q. R16M).	M	29	Tut	Dip
18.	To promote knowledge and skills related to my profession, i.e. as a tutor in special needs education [Q. R22M]	M	31	Tut	Dip
19.	Because I had a diploma in special education I wanted to learn more about special education and particularly I had interests on inclusive education that is, I wanted to investigate more about inclusive education. (INT 1 R3F)	F	14	Off	Dip
20.	I was motivated to acquire more knowledge and skills that would help me to work with children with disabilities. On completion of the program I expect to disseminate the knowledge on special education to teachers in primary schools as I am a school inspector (INT1. R3F).	F	14	Off	Dip
21.	I am in the field of special education therefore, I had the desire to know more about special education, also to widen knowledge and understanding in general (INT 1. R25M).	M	24	Sec	Cert
22.	I had the interests to pursue further education and the interests to learn more about special education (INT 1. R26F).	F	12	Sec	Dip
23.	I wanted to widen my understanding about special education. I expected to have deep knowledge about hearing impairment (INT 1. R26F).	F	12	Sec	Dip

24.	I had the desire to acquire appropriate knowledge and skills in my area of working/specialization [Q. R3M] .	M	23	Tut	Dip
25.	To have the knowledge that will help me to work in a challenging field where special education and inclusive education are emphasized [Q. R3M] .	M	23	Tut	Dip
26.	To develop and update my knowledge and skills in special education, i.e. in my daily working with special needs children. [Q. R5M] .	M	25	Tut	Dip
27.	To acquire more information and experiences about special needs education from different literature and some specialists in the field of special education so as to be capable in teaching students with disabilities, also to cope with the world of science and technology [Q. 10M] .	M	19	Pri	Cert
28.	I wanted to get more knowledge so as to learn/study more for master's level in special education to increase confidence in the work or in providing services [Q. 10M] .	M	19	Pri	Cert
29.	From this program, I wanted to grow more in the field of special education by acquiring more knowledge and skills particularly in the area of hearing impairment (INT1 R.2M)	M	19	Sec	Dip

Subcategory: Enhancing teaching related competencies					
No.	Statements	Gender	w/exp	Job posit	Qualif
1.	In this program, I wanted to get more knowledge in special education so as to enable me to do my job successfully. [Q. R4F]	F	35	Pri	Dip
2.	I wanted to become competent in the field of special education (INT 1. R27M) .	M	18	Off	Cert
3.	My first appointment as a teacher was at secondary school where I met students with hearing impairment for the first time. I realized that I was not in a position to help them accordingly. I went for a certificate course in special education and then a diploma course in special education so as to learn more about special education. In this program I wanted to expand my scope of understanding in the field of special education (INT1. R2M)	M	19	Sec	Dip
4.	Being a specialist teacher, after completing my certificate course I was looking for opportunities	F	32	Pri	Dip

	for further education. I managed to go for a diploma course. That was not enough due to changes taking place in science and technology in the world. I have been getting challenges from students with special needs which pushed me to look for another opportunity so that I could serve these persons in a more efficient way. Not only that but also to be able to serve the nation at a higher post. [Q. R13F]				
5.	I wanted to enhance my job performance at service delivery level [Q. R6M]	M	30	Off	Cert
6.	I was getting challenges from my job and colleagues, thus I wanted to furnish my understanding about special needs education. I was also encouraged by parents to go for further education (INT 1. R17F) .	F	22	Pri	Dip
7.	I was facing challenges of helping students with disabilities at advanced level of secondary education when I was just a diploma teacher. Also I had interests in pursuing further education in special education (INT 1. R18M) .	M	34	Sec	Dip
8.	To enable me to deal effectively with the challenges and problems in special education [Q. R7M] .	M	28	Pri	Cert
9.	I wanted to learn more and to be competent in my profession and to work with other experts in the field of special education. [Q. R12M]	M	34	Sec	Dip
10.	I wanted to have a deeper understanding of the issues related to the education of children with disabilities [Q. R18M]	M	35	Off	Other
11.	To be able to face new challenges that may arise in my working as a specialist teacher and to update my CV. [Q.R20M] .	M	18	Sec	Dip

Subcategory: Enhancing management skills					
No.	Statements	Gender	w/exper	Job pos	Qualif
1	To strive so as to provide services in upper levels (administrative posts) in the education sector apart from the classroom teaching [Q. R7M]	M	28	Pri	Cert
2	To develop skills in planning, organization and management in special needs education [Q. R5M]	M	25	Tut	Dip
3	Also I had the desire to learn more about administration in special education (Q. R12M)	M	34	Sec	Dip
4	If possible after attaining my degree I may perhaps	M	24	Sec	Cert

	I would be one of the advisors in SE field [Q. R1M]				
5	To be able to plan for inclusive education promotion and implementation [Q. R5M]	M	25	Tut	Dip
6	I expect that I will have adequate skills to advice the policy makers on issues related to special education. I expect to become a policy maker in special education [Q. R15F]	F	33	Pri	Cert
7	I expect to acquire skills on planning and management, and organization and administration of special needs education [Q.R20M]	M	18	Sec	Dip

Category: Motives related to academic degree and career

Subcategory: Getting a degree					
No	Statements	Gender	w/exp	Jobpo	Qualif
1.	I had the desire to educate myself to a degree level in SE because I have been in the field since 1993 as a specialist teacher in HI in the ordinary level secondary schools [Q. 1M]	M	24	Sec	Cert
2.	Besides increasing knowledge and skills, I had the intention of getting a degree also which I thought could develop my professional ability (INT 1. R26F) .	F	12	Sec	Dip
3.	Already I was in a college (Patandi) where special education teacher education was established. I joined a certificate course in SE. This motivated me to apply for a degree program (INT 1. R4F)	F	14	Tut	Cert
4.	I have been in the field of special education since 1989 teaching in primary schools. In this program I wanted to upgrade my level from certificate in special education to a degree because I had only a diploma in education. Before the B.Ed. (special education) program, degree programs in special education were just being offered abroad. I happened to be admitted to several universities abroad and I could not get sponsorship. So when this program came in our country I was eager to get chance to pursue the program (INT 1. R21M) .	M	31	Tut	Dip
5.	I had the desire to have a degree in special education, but there wasn't a degree program in special education in Tanzania. When the OUT advertised for the program I got an enthusiasm because I had the desire to widen my scope of	M	28	Pri	Cert

	understanding in special education (INT 1. R11M)				
6.	I have been a specialist teacher for long time and I have been looking for degree courses in our country and abroad I could not succeed. When this came it was a savior to my interest of having a bachelor's degree in special education [Q. 15F] .	F	33	Pri	Dip
7.	After completing a course at Patandi Teachers' College and being awarded a certificate in special education, I was motivated to join the bachelor's degree program [Q. R17F] .	F	14	Sec	Dip
8.	I was motivated to pursue the bachelor's degree in special education after realizing that the diploma I was possessing was not enough to cater for the growing needs of special needs education [QI. R21F] .	F	22	Pri	Dip
9.	I wanted to upgrade myself from diploma to a degree level. I wanted also to have more skills in handling the situation of special needs children and also have more skills/knowledge in the teaching subjects (INT.1 R8M) .	M	23	Tut	Dip
10.	I am a teacher for the deaf blind since 1981. I had interests of having a degree in special education. I did apply overseas but I could not be successful (INT.1 R10F) .	F	31	Off	Dip
11.	In 1992 I got a scholarship to study abroad but I failed because of funding therefore I went to KISE (KENYA INSTITUTE OF SPECIAL EDUCATION). In 2004 I got admission at Birmingham University and I failed again to go for the program. The OUT was therefore my last alternative after failing my attempts in professional development. (INT1. R22M)	M	25	Tut	Dip
12.	I once joined MTUU in a Program called " <i>Infant Method</i> " dealing with infants/children. I developed interests in children and applied for a certificate course in SE and joined Tabora TTC between 1994 and 1995. In 1996 I started a unit for children with visual impairments at Patandi Primary School. In 1999 we constructed a wing for Special Needs Education. Thereafter I applied for diploma course in SE at Patandi to enhance my career. In 2001 I attended an International Summer School in Oslo. Therefore, I learned that still there was a need for me to undergo for further studies. In this program I wanted to upgrade my level of academic qualifications and get a degree (INT 1. 24M) .	M	33	Pri	Dip
13.	To achieve the goal of being awarded a degree and to continue with further education (QI. R16M)	M	29	Tut	Dip
14.	I wanted to get a degree and being able to work with colleagues in special education [QI. R18M] .	M	35	Off	Other

Subcategory: Enhancing career					
No	Statements	Gender	w/exp	Job posit	Qualif
1.	First, is to increase my income and promotion in my career. [QI. R4F]	F	35	Pri	Dip
2.	I regarded the B.Ed. program as a stepping stone towards further studies in the same field of study [QI. R6M] .	M	30	Off	Cert
3.	A way of increasing my pay package [QI. R7M]	M	28	Pri	Cert
4.	I wanted to develop my career in special education as I had certificate and diploma in special education already (INT 1. R6F) .	F	17	Pri	Dip
5.	I asked myself for how long I should continue to be a classroom teacher, thus it motivated me to make changes in my profession. (INT 1. R13F) .	F	32	Pri	Dip
6.	Head teachers are so suppressing if you have low qualifications, thus I wanted to liberate myself from such kind of oppression. (INT 1 R1F)	F	35	Pri	Dip
7.	I am also looking for greener pastures in the field of special education of which without attaining a certain level of education I cannot be considered. (INT1. R13F) .	F	32	Pri	Dip
8.	I wanted to increase my income in terms of salary and other benefits (INT 1. R6F) .	F	17	Pri	Dip
9.	I had training in special education (certificate at Tabora) and diploma at Patandi. I thought I wasn't in a position to deliver better services to my clients therefore, I was motivated to develop my career as a specialist teacher (INT 1. R7M) .	M	29	Tut	Dip
10.	I had plans to pursue further studies but I could not get the chance. Then when the opportunity came I decided to join. (INT 1. R16F) .	F	13	Pri	Cert
11.	I wanted it to be as a stepping stone to pursue yet further education. [QI. R7M]	M	28	Pri	Cert
12.	I wanted to promote my level of education and develop my professional knowledge and skills in special education. [Q. R5M]	M	25	Tut	Dip
13.	I feel that SE is a new field in Tanzania, therefore there is a lot be studied [Q. R5M] .	M	25	Tut	Dip

Category: Motives related to student and community support

Subcategory: Helping students with special needs					
No.	Statements	Gender	w/expe	Jobposit	Qualif
1.	I wanted to have the opportunity to sensitize Tanzanians about special education and its significance in the society. [QI. R2M] .	M	15	Sec	Dip
2.	I thought I would be in a good position of helping children and even teachers who are interested in special needs education. I also expected that I would be sure of what I am supposed to do, i.e. in the classroom activities like teaching [QI. R4F] .	F	35	Pri	Dip
3.	I wanted to have knowledge and skills to make sure that the disabled and the non-disabled students learn and benefit from the instructions accordingly. I will also use the same opportunity to make sure that students have changed their attitudes towards the disabled, and that the non-disabled students should have knowledge that will help them to assist their colleagues with disabilities (INT 1. R2M) .	M	15	Sec	Dip
4.	In the school where I am teaching there are deaf students. After working there for several years, I felt sympathy to the disabled and I decided to join a course on certificate in special education specializing on hearing impairment. [QI. R8M]	M	19	Sec	Dip
5.	In my job I am concerned with policy and management. I am the head of disability and aging in the department. These influenced me to apply for the program because we deal with children with disabilities. We work on disability issues and we see how policies can be integrated in education (INT1. R12M)	M	35	Off	Other
6.	The positive attitudes which I have towards people with disabilities and encouragement from colleagues made me to apply for and join the B.Ed. program. Also I went for teacher education certificate course at Tabora TC. Tabora TC was close to an institution for children with special needs and I started developing some interests in special education [QI. R14M]	M	15	Pri	Other
7.	I have a kid with intellectual impairment and that I wanted to learn how I can assist my son to have access to basic education. (INT 1 R1F)	F	35	Pri	Dip
8.	After completing diploma in special education I got more desire to develop my career in special education. I was eager to help special needs children and parents	m	15	Sec	Dip

	(community) (INT.1 R9M).				
9.	In our family we have a background of having a person with disability; that made me to learn about deafness (INT 1. R 4F)	F	14	Tut	Cert
10.	I have interests to help people with disabilities, to develop my career and get a degree (INT 1. R 4F)	F	14	Tut	Cert
11.	First of all I had interest already in the field of special education, thus I was eager to develop professionally in special education (INT 1. R19M)	M	17	Sec	Dip
12.	I expected to be able to help persons with disabilities in better way; to establish a center for helping people with special needs [QI. R2M]	M	15	Sec	Dip
13.	To become a good counselor on matters related to SE and become a resourceful person in SE. [Q. R2M]	M	15	Sec	Dip
14.	I expected to work well with students with learning disabilities by helping them to achieve as their abilities allow them [QI. 10M]	M	19	Pri	Cert
15.	Helping people with special needs by using the knowledge that I am getting from this program and to get adequate learning and teaching materials [QI. R19F]	F	14	Off	Dip
16.	To enable me to provide better services to the persons with disabilities [QI. R7M]	M	28	Pri	Cert
17.	In this program I wanted to have an opportunity to assist students with special education needs. [Q. R2M]	M	15	Sec	Dip

Subcategory: Empowering community					
No.	Statements	Gender	w/exp	Jobpos	Qualif
1.	I expected to be more confident in the job, to be more competent and to assist the community about special education especially parents with special needs children to send their children to school (INT1. R6F)	F	17	Pri	Dip
2.	I thought I would provide necessary advice and awareness to the community and society [Q. 15F].	F	33	Pri	Dip
3.	I have the idea to establish an institution for children with intellectual impairment; therefore, I wanted to get more knowledge in special needs education and to have a degree in special education (INT.1. R1F)	F	35	Pri	Dip
4.	I wanted to share some experiences with my colleagues in the field of special education, how to promote it and how to implement it for the betterment of children with disabilities [QI. 1M]	M	24	Sec	Cert
5.	The coordination of special education in Tanzania is weak, I thought I could influence the government and	F	32	Pri	Dip

	other stakeholders/community on matters related to special needs education in Tanzania (INT1. R13F) .				
6.	In the community I live we have a person with visual impairment whom I thought could not pursue studies. I developed interest and I wanted to learn about disabilities and their implications in learning (INT1. R14M)	M	15	Pri	Other
7.	My intentions in this program are to learn about special education and to be able to sensitize the community on supporting the persons with disabilities by educating and training them to reduce dependency on others (QI. 11M)	M	30	Pri	Dip
8.	I thought I could be in a better position to provide necessary advice and awareness to the community and society at large (QI. 15F) .	F	33	Pri	Dip
9.	I wanted to know more about disabilities of different types and how to assist people with disabilities to adjust better in the community (QI. 18M)	M	35	Off	Other
10.	From this program I wanted to know more about disabilities of different types and how to assist people with disabilities to adjust better in the community [QI. R18M] .	M	35	Off	Other

Category: Outcomes related to job and career

Subcategory: Deepened and broadened content knowledge					
No	Statements	Gender	w/exp	Jobposit	Qualif
1.	I think all the courses have helped me to grow professionally since each individual course has an impact of its own. For example the courses in home economics have a close relationship with special education. There is a unit on gender in the home economics courses which touches on matters like community nutrition, gender equality, institutional catering management, family life education, etc. which relates to disability issues. Therefore, when we learn things like textile, vocational training for the disabled, etc. we see the close relationship between the various courses and disability (INT2. R7F)	F	14	Tut	Cert
2.	I think in a broad sense I have benefited much from the courses in special education, for example a course on inclusive education because previously I was so reluctant in the establishment of inclusive programs in schools. Thus, I have realized that inclusive programs	F	33	Pri	Dip

	can meet the needs of most children with disabilities as the chances in the special school and units are few (INT 2. R26F)				
3.	I can say that I have got new knowledge in different areas, for example at diploma level we learned about learning disabilities, but at this level we have gone deep on this aspect. I learned that learning disabilities cannot be actually seen but through interaction with students in the classroom situation it is possible to see that in children (INT2. R24F)	F	14	Tut	Dip
4.	Personally I have the feelings that all the courses we did in the B.Ed. program have been useful because I have learned about the general education, special education and the teaching subject. However, some courses like inclusive education, early intervention and assessment have given me more insights in the field of special education. (INT2. R24F)	F	14	Tut	Dip
5.	I think the most important course in this program is that of research methods and the independent study because in research I have been able to read intensively and extensively in order to enrich my understanding. (INT2. R22M)	M	25	Pri	Dip
6.	In the program I have taken English as my teaching subject. This subject has enabled me to furnish my language skills because the rest of the subjects depend on how conversant in English I am. The courses on general education do not have much impact to me. The special education courses have been quite useful and they have enriched me in terms of knowledge and skills in special education. (INT2. R20F)	F	31	Off	Dip
7.	The course on inclusive education has been quite important to me because the idea of inclusion is very new to the Tanzanian context. Also a course on guidance and counseling has provided me some skills that I can use to help pupils and parents on matters related to special needs education. The course on independent study is also very useful. In this course I have managed to do research practically (INT2. R25M)	M	34	Sec	Dip
8.	It has been a challenge to me. Before joining the program I was not aware of computer literacy, and I did not consider the internet as an important source of information. In the program I have also managed to read a good number of books. Therefore, this has enriched my teaching (INT2. R14F)	F	35	Pri	Dip
9.	Before the B.Ed. program I had diploma in special education and I had little knowledge about special education. My knowledge and understanding through the program has increased because I did not just concentrate in the area of my specialization, but have the awareness about other areas of special education.	F	32	Pri	Dip

	My confidence has also increased (INT2. R15F)				
10.	Yes, the courses in education such as psychology and curriculum have given me more exposure and have given me wide knowledge in the field. Course on inclusive education and educational research have also given me more knowledge. A course on educational research in particular has widened my knowledge because this time I have done it practically and it has given me a lot of challenges in the field because I did this course at diploma but it was rather theoretical (INT2. R4M)	M	31	Tut	Dip
11.	I think to a great extent I have changed a lot. This program has exposed me to a number of issues, like the teaching practice and on special education that I have been able to learn widely in the field of special education. In this program I have also conducted an independent study which has also exposed me very well to the practice of research in the field of special education (INT2. R6F)	F	17	Pri	Dip
12.	In terms of knowledge related to special education I am now more knowledgeable and I am more confident to handle all matters that are within my capacity and my interaction with students has increased (INT2. R3M).	M	19	Sec	Dip
13.	There are several courses that I think have helped me to grow professionally in the field of special education, one course was about early intervention, the other course on administration and management in special education. Also a course on the categories of disabilities has been of help to me because I could be able to understand other disabilities other than confining myself to one area of specialization on hearing impairments (INT2. R3M)	M	19	Sec	Dip
14.	On the side of special education only a few parts/course have helped me to grow more in the field of special education. These include the independent study, the inclusive education (although it was not quite new to me), and also issues related to guidance and counseling in special education because previously I had just a general view on guidance and counseling. Also a course on planning and administration for special education has provided me with some administration and management skills (INT2. R2F)	F	12	Sec	Dip
15.	There are some courses, for example the course on guidance and counseling, not only for people with disabilities, but even for the non-disabled. The course on administration, planning and assessment for people with disabilities and helped me to get some knowledge and skills on planning for the disabled. But generally all the courses offered in the B.Ed. program have helped me to grow in the profession (INT 2. R1M).	M	15	Sec	Dip

16.	The program has done so much, because we have had a course on independent study and research methods in special education which have helped us to grow more in the area of research and also giving us the basic insights of doing scientific studies and how a phenomenon can be analyzed (INT2. R2F) .	F	12	Sec	Dip
17.	Through the B.Ed. program I have benefited a lot because I have been able to get knowledge in the different areas of special education; that is I can be able to serve children with diverse needs (INT2. R5F) .	F	14	Off	Dip
18.	B.Ed. program has changed me a lot from the different subjects I have been studying. For example in the general education I have acquired some theories and practices from the teaching practice. In the area of special education I have the realization that all children have the right to education and this can be done in an inclusive class (INT 2. R11M) .	M	23	Tut	Dip
19.	I was not having skills of conducting research before the B.Ed. program. The B.Ed. program has given me some skills in carrying out a research project using the appropriate procedure and defend my research findings. This has given me the understanding that I can make some studies related to my work (INT2. R11M) .	M	23	Tut	Dip
20.	I have also read many books that have enabled me to acquire good knowledge and skills, such as writing and speaking skills (communication skills). I have also made into practice the research skills (INT2. R2F) .	F	12	Sec	Dip
21.	In short the B.Ed. program has changed me because I have acquired knowledge and skills in this field. I think I am performing better than I used to do. I have more understanding of the policies and speak out for the disabled. I am also working based on the principles of good governance (INT2. R22M) .	M	25	Pri	Dip
22.	First of all there is upgrading of knowledge and skills in the field of special education. I have also learned a lot in the subject of my specialization. I have more knowledge in educational management and administration in special education (INT 2. R22M) .	M	25	Pri	Dip
23.	I have acquired some skills of doing research i.e. preparing research proposal, how to collect and reach the respondents; and analyze data (INT 2. R21F)	F	14	Sec	Dip
24.	The B.Ed. program has much influence in my work because it has enabled me to get more knowledge and skills in the field of special education; it has also made me to interact with different people (INT 2. R21F) .	F	14	Sec	Dip
25.	I have been reading different books, I have read research reports conducted by different people and I have learned how to use the internet. This has given me the opportunity to adopt and integrate knowledge from different studies (INT 2. R21F) .	F	14	Sec	Dip

26.	A course on inclusive education has enabled me to grow in the field of special education. Other courses are those that are related to teaching, particularly the teaching practice. Also there are some general education courses like educational psychology and sociology of education (INT2. R5F) .	F	14	Off	Dip
27.	In terms of knowledge, I have widened my understanding of the various areas of disabilities. Therefore instead of concentrating on one disability I can now help children with diverse needs (INT2. R6F) .	F	17	Pri	Dip
28.	I have been also able to learn more about inclusive education. Before the B.Ed. program, I had a very small dose on inclusive education. My feelings are that there are very few units for special needs children in the country. Thus, I think it was better to extend this knowledge to the regular teachers and schools so that more special needs children can be accommodated (INT2. R6F) .	F	17	Pri	Dip
29.	First, I have the knowledge of being able to understand different disabilities, to understand the disabled, how to build relationship with the disabled, and also understanding the sources of disabilities. The program has built in me an inquiring mind of trying to understand more (INT 2. R7F)	F	14	Tut	Cert
30.	First of all I would like to appreciate that I have a better understanding of special education than I did before. Before the program I had understood special education by just looking at the area of my specialization. Now I look at special education as a general field, in the perspective of going beyond area of my specialization (INT 2. R9M) .	M	29	Tut	Dip
31.	The course on inclusive education has been very useful to me. This is because inclusion is almost a new philosophy in the field of special education and at the level of diploma I learned a lot on other areas of special education but not on inclusive education (INT 2. R11M) .	M	23	Tut	Dip
32.	What I have basically learnt from the program in terms of skills is mainly on how to integrate philosophy and religious studies with special education (INT 2. R12M)	M	25	Tut	Dip
33.	In terms of knowledge, I have acquired some knowledge of doing research because our colleagues in other programs are just doing courses in research methods but not being involved practically in the general conduct of research (INT 2. R13F)	F	25	Off	Oth er
34.	This program has changed me a lot. It has given me the opportunity to learn more about special education. The program has given me more information, I am not working using experiences only, this time I can integrate the skills and knowledge with the experiences	F	35	Pri	Dip

	(INT 2. R14F)				
35.	The program has exposed me to the practices of scientific inquiry. I did not learn it before especially doing it practically. Research has made me to realize that through research I can solve some practical matters in education. As a teacher I think I need to make some studies for solving problems related to my teaching job. I can conclude that research is a solution to most of the problems we face in the education system (INT 2. R14F)	F	35	Pri	Dip
36.	Personally I think all the courses offered in the program have helped me to grow in the profession. All the areas (special education, general education and teaching subject) have been so potential to me (INT 2. R15F) .	F	32	Pri	Dip
37.	My knowledge in the field of special education has increased. If I could relate to what I knew before joining the program. My performance has increased quite a lot. I have also learned that the society has a lot to do with the disabled in collaboration with the specialist teachers (INT 2. R16M) .	M	28	Pri	Cert
38.	In terms of knowledge I think I have widened the theories which I had about special education. For example I knew little about inclusive education, but through this program I have learned more about inclusion. Also I have got more understanding about research and the theories attached to the general conduct of research which I did not have before (INT 2. R18M) .	M	17	Sec	Dip
39.	I think the basic skill that I have acquired in this program is that of conducting research and also the ability of using research results in my work as a teacher in solving some existing problems (INT 2. R18M)	M	17	Sec	Dip
40.	The B.Ed. program has given me some skills and knowledge in the field of special education. I have acquired more theories in special education. I can see some changes in the way I interact with children; it is different from what I used to do in the past (INT 2. R18M) .	M	17	Sec	Dip
41.	To some extent I think the program has influenced my work because I have gained more knowledge and skills in this field. I have more ability to deliver in my work; I have also gained more confidence in my job and I can handle issues related to my job in a better way (INT 2. R19F) .	F	13	Pri	Dip
42.	The most important skill acquired through this program is that of conducting research where I have been exposed to the realities of research rather than studying it as a course (INT 2. R26F)	F	33	Pri	Dip
43.	Through this program I have acquired some knowledge which I did not have. Basically the program has enabled me to broaden the knowledge which I was possessing	F	33	Pri	Dip

	while having a diploma education (INT 2. R26F)				
44.	On my part I think all courses especially the educational courses have helped me to grow better in the field of special education. For example, courses like educational psychology and sociology of education relate very closely to special education. The course on Educational media and technology has helped me to have the ability to communicate with the disabled especially the deaf (INT 2. R17M)	M	15	Pri	Other
45.	This program has helped me so much because the course on research methods at diploma level was just introduced, it was too elementary. Only some concepts were dealt with. In this program I have been able to do it practically. This time I am capable of analyzing a phenomenon in a more scientific way (INT 2. R4M) .	M	31	Tut	Dip
46.	The course on Independent Study has exposed me to some research skills of which I had very little knowledge before joining the B.Ed. program (INT 2. R16M)	M	28	Pri	Cert
47.	The B.Ed. program has made me to be independent. The program demanded me to read different resources from the internet and other sources. The independent study which I have been doing has forced me to read widely so as to get knowledge to be incorporated to my work (INT 2. R25M) .	M	34	Sec	Dip
48.	I have gained a lot of skills in research, for example I happened to do research at diploma level but I did not get an opportunity to present and defend the research findings before people. I have also got the experience of doing practical (teaching practice), an opportunity that enabled me to make into use what I learned from the program (INT 2. R15F)	F	32	Pri	Dip
49.	In terms of knowledge I think I have a wider understanding about special education because I have acquired more information and knowledge at the level of a degree (INT 2. R15F) .	F	32	Prim	Dip
50.	The course on research methods has given me the opportunity to read many books and this has enabled me to apply the knowledge which I am obtaining from these different books in other areas (INT 2. R8M) .	M	29	Tut	Dip
51.	Some of my expectations from the B.Ed. program included getting more knowledge and skills in special education. I can say that most of the expectations which I had have been realized through the B.Ed. program (INT 2. R24F) .	F	14	Tut	Dip
52.	In terms of knowledge I feel that I have attained more knowledge in special education, my level of understanding of matters related to special education has increased significantly (INT 2. R23M) .	M	30	Pri	Dip
53.	Personally, I think I have learned important aspects	M	17	Sec	Dip

	from all the courses. However, courses like inclusive education (OED 118), Individuals with special needs (OED 233), early intervention, assessment and counseling (OED 234), research methods in special education (OED 119) and the independent study (OED316) have given me more knowledge and information in the profession. Also the courses on educational psychology, philosophy of education, philosophy of teaching have helped me to grow more in the field. (INT 2. R18M)				
54.	The course on research methods and, guidance and counseling has given me lots of information and I can apply the knowledge from these courses in my day-to-day activities as a teacher educator. Also the course on inclusive education has enlightened me a lot because I had only some insights in this area (INT 2. R8M) .	M	29	Tut	Dip
55.	Through this program I have acquired some skills of doing research and I think I can teach research skills to my students (INT 2. R9M) .	M	29	Tut	Dip
56.	The B.Ed. special education program has imparted the psychological and philosophical knowledge and skills related to the area of special education (INT 2. R1M)	M	15	Sec	Dip

Subcategory: Learned instructional skills					
No	Statements	Gender	W/exp	Jobposit	Qualif
1.	I have learned more and new teaching methods in the program such as group and group interaction methods which help me in my work now (INT 2. R30F)	F	17	Pri	Dip
2.	Basically, I usually meet the curriculum developers. I advise the curriculum developers on several issues such as class size, teacher-pupil ratio, pupil-books ratio, teaching and learning styles/techniques, and what should be included in terms of the content in the curriculum. (INT. 2 R28M)	M	18	Off	Cert
3.	Also when curriculum is being reviewed we are also being invited and it is an opportunity for us to suggest what can be included in the curriculum (INT. 2 R28M)	M	18	Off	Cert
4.	The knowledge and skills acquired through the B.Ed. program has given me some skills of helping students in the classroom by considering their individual differences. Thus, I respect the diversities in the classrooms (INT 2. R24F)	F	14	Tut	Dip
5.	There are some pedagogical issues that I have learned in	M	15	Sec	Dip

	this program and enables me to teach. For example, how to get students being involved in the teaching and learning process, such as the learner-centered approaches/methods (INT 2. R1M) .				
6.	In English we had a course on teaching methods and techniques which oriented us to the teaching pedagogy. Also the program gave me an opportunity to practice what I learned during the teaching practice (INT 2. R2F) .	F	12	Sec	Dip
7.	At the beginning of this program I thought that teaching is more teacher centered. This program has made me to realize that teaching can involve actively learners in the teaching and learning process where the teacher can also benefit from students as well because they have other sources of information. I have seen a significant change in my teaching (INT 2. R11M)	M	23	Tut	Dip
8.	By profession I am a classroom teacher. This time I am reflecting on what I did in the past, therefore I have realized that I was not doing fine. For example I taught at a secondary school (a school for the gifted and talented), I have realized that special needs children have the potentials and some children might be having more information than the teacher. Although I am a desk officer, I am sure I can be able to deliver in a much better way using the methods and techniques acquired in this program. I realized this when I went for the teaching practice as part of the course. (INT 2. R13F)	F	25	Off	Other
9.	I have learned that every individual pupil has individualized needs and thus needs to be served as an individual rather than considering the needs of the entire group (INT 2. R19F) .	F	13	Pri	Cert
10.	Because my job is related to an individual pupil, I use the knowledge and skills to prepare programs for individual pupils. The knowledge and skills help me to identify the resources that each individual child needs in order to successfully learn and acquire the intended knowledge and skills (INT 2. R20F)	F	31	Off	Dip
11.	From the knowledge and skills that I have acquired in this program I think I am now in a position to help individual pupils with special needs academically and also to solve some pupil's behavioral problems considering their unique needs (INT2. R6F)	F	17	Pri	Dip
12.	As a professional teacher I think I need to look at the needs of individual pupils in the class and thus being able to assist each individual child accordingly depending on his his/her needs, that is why we emphasize on inclusive education (INT 2. R19F) .	F	13	Pri	Cert
13.	At the classroom level I use the knowledge and skills to promote a positive interaction in the classroom situation, to share experiences and help the non-disabled	M	17	Sec	Dip

	children realize the position and roles of the children with disabilities despite of their disabilities, also giving them some social skills which will help them to live accordingly in the society (INT 2. R18M).				
14.	The program has helped me in the improvisation of teaching and learning resources which are appropriate to the level of the learners (INT 2. R11M).	M	23	Tut	Dip
15.	I am applying the methods that I have learned in the program in the classroom situations and the methods and techniques reflect the existing classroom situations/nature of the classroom (INT 2. R3M).	M	19	Sec	Dip
16.	I have acquired new and improved methods and techniques. In the past I used to punish students who had problems in learning, but the skills that I have acquired through this program have made me aware that a range of techniques can be used to help learners cope according to their pace of learning (INT 2. R25M).	M	34	Sec	Dip
17.	Before joining the B.Ed. program I had the understanding of the participatory methods and mainly the group activities without having the consideration of students with disabilities. However, this program has given me some new techniques of teaching which are disability friendly (INT 2. R24F).	F	14	Tut	Dip
18.	At the beginning it is not very easy to understand students in a classroom situation. I need to study them. I think I can use the knowledge and skills to understand the needs of individual pupils in the classrooms. Therefore, I can be able to handle the individual pupils depending on their individual needs using the knowledge and skills acquired through the B.Ed. program (INT 2. R4M).	M	32	Tut	Dip
19.	I went for teaching practice as a requirement for pursuing the B.Ed. program and that gave me an opportunity to apply/put into practice the learned methods and techniques from the program (INT 2. R23M).	M	30	Pri	Dip
20.	In the program I have learned about the use of participatory methods in the teaching and learning process. However, these cannot be used directly as they are with special needs children, there are some modifications which I make to suit the needs of these children (INT 2. R15F).	F	32	Pri	Dip
21.	Because this program had a practical orientation in terms of the teaching practice it was the opportunity that I used to try out the different methods and techniques which we learned from the program (INT 2. R22M).	M	25	Pri	Dip
22.	Because I have attained higher level skills, first of all I have made some significant changes in the teaching methods and techniques; I use good methods and techniques, also I am capable of improvising better	M	25	Pri	Dip

	teaching and learning aids. Moreover, I am more confident with my work. I use the knowledge and skills to assist my students to excel on academics at school (INT 2. R22M)				
23.	The program has sharpened my teaching methods and techniques, for example sometimes I use individualized methods and also I use sign language where appropriate to help students with hearing impairment (INT 2. R21F) .	F	14	Sec	Dip
24.	The program has given me some skills and techniques in teaching especially the consideration of individual differences in the classroom situation (INT 2. R19F) .	F	13	Sec	Cert
25.	Definitely, because I have done the teaching practice and I am now employing some of the techniques learned through this program to promote learning among students. This is because I have more understanding of the individual differences inherent in children with disabilities (INT 2. R18M)	M	17	Sec	Dip
26.	Yes, because we had teaching practice in the program, our tutors were capable of helping us properly in employing teaching methods and how to improvise and use teaching and learning materials (INT 2. R8M)	M	29	Tut	Dip
27.	In terms of skills I have been exposed to teaching in secondary schools when I went for the teaching practice where I could practice some skills learned especially in Kiswahili subject (INT2. R5F) .	F	14	Off	Dip
28.	Yes, the techniques have changed. I am now employing new techniques, for example I am now capable of using the Individualized Education Plan in my teaching (INT2. R6F) .	F	17	Pri	Dip
29.	I think I will use the knowledge learned in this program to get them actively involved in the teaching and learning process as compared to the techniques that used before (INT 2. R9M) .	M	29	Tut	Dip
30.	First, there is the issue of interactive methods to be used in the teaching and learning process in a classroom situation, also I think I will use the knowledge in the management of children with different disabilities and also on the use of teaching and learning resources, this includes also its improvisation/preparation (INT 2. R9M) .	M	29	Tut	Dip
31.	The program has improved my ability in terms of teaching methods and techniques, because in the face to face sessions we were involved in the presentations of assignments which gave us some skills and techniques which we employ in our classroom practices. The program has changed my teaching techniques; I am now involving my students in the teaching and learning process (INT 2. R10F) .	F	28	Tut	Oth er
32.	I have been able to improvise teaching and learning	F	35	Pri	Dip

	resources for use in the teaching and learning process. Therefore my students can grasp some concepts from the resources that I have improvised (INT 2. R14F) .				
33.	I have the understanding that disability relates to an individual child. In the classroom situation children differ from one another, thus at this level I think I will use child centered methods to teach the children. Thus individual needs will be highly considered. Some children in a class might not need to higher level skills; some would just need the basic literacy skills such as simple arithmetic, reading and writing, etc. (INT 2. R15F)	F	32	Pri	Dip
34.	In terms of skills I have acquired some teaching skills specifically for helping the disabled (INT2. R16M) .	M	28	Pri	Cert
35.	Through this program I am now skillful in a number of issues in special education such as techniques and methods of teaching. I had very little in terms of teaching methods and techniques. I am now more confident and competent (INT 2. R16M) .	M	28	Pri	Cert
36.	I am now having wide knowledge and skills that can enable be to attend children with different disabilities. Before that I was specialized in VI, this time I can attend children with VI, HI, dyslexia, II, deaf blind and autistic children. (INT2. R17M) .	M	15	Pri	Other
37.	I have been able to employ some of the methods and techniques that I have learned in this program in my teaching. I came to realize this when I was exposed to the teaching practice where I could interact with students with different disabilities apart from the visually impairment whom I used to meet before (INT 2. R17M) .	M	15	Pri	Other
38.	Through the program I have managed to furnish my teaching techniques because I had learned them at diploma, but I have acquired new techniques to teach pupils with other disabilities apart from those with visual impairment that I used to work with (INT2. R26F) .	F	33	Pri	Dip
39.	At classroom level, I have more confidence in teaching. I think I will then be in a good position to help my students in a better way. If it were in a unit in primary school, I would inculcate the sense of humor and help students build cordial relationship among themselves (INT 2. R8M) .	M	29	Tut	Dip

Subcategory: Learned interaction and collaboration

No	Statements	Gende	W/exp	Jobpos	Qualif
1.	Our program had face to face sessions which exposed us to what other people are doing. Therefore, it was possible to interact with others. We used to work in groups and for that matter it was possible to socialize with others as well (INT2. R2F) .	F	12	Sec	Dip
2.	The program has promoted my social interaction and I have been able to understand different people and their behavior. In the face to face sessions I met people from different areas and this has expanded my socialization (INT2. R5F) .	F	14	Off	Dip
3.	My social interaction has now expanded. I have been interacting with a number of people in the B.Ed. program. There are teachers who are also coming to me seeking some advice on educational matters and I usually I assist them accordingly (INT2. R6F) .	F	17	Pri	Dip
4.	Through this program I have managed to interact with colleagues who work with special needs children almost from different parts of Tanzania. This has given me some rich experiences and I have managed to learn from them also (INT 2. R25M)	M	34	Sec	Dip
5.	In the program it was possible to interact with different people, I was possible to work in groups among ourselves and this gave me the opportunity to harness experiences from my fellow students (INT 2. R24F)	F	14	Tut	Dip
6.	My social interaction has been promoted because I have happened to interact and know different people from different parts of Tanzania; I have been interacting with primary school teachers, etc. (INT 2. R21F) .	F	14	Sec	Dip
7.	This program has changed me a lot because previously I did not have close contacts and interactions with persons with disabilities, and I could not believe if the disabled could excel academically as their peers. (INT 2. R21F)	F	14	Sec	Dip
8.	I have been able to interact with my fellow teachers and colleagues through the B.Ed. program and I have learned from them a lot and there is a wider interaction. (INT 2. R16M)	M	28	Pri	Cert
9.	In the program I had the opportunity to meet with different people from different parts of the country and of different cadres. This gave us chance to share knowledge and experiences related to special needs education (INT 2. R15F) .	F	32	Pri	Dip
10.	This program made me to have the opportunity to interact with a lot of people able to benefit from their constructive ideas. Some parents have also been seeking for assistance from me in helping their handicapped children (INT 2. R14F)	F	35	Pri	Dip

11.	The face to face sessions have been so useful for the program. The program has made us to depend from one another in terms of sharing information and knowledge. I think students who are doing other programs with the Open University have missed this opportunity (INT 2. R13F) .	F	25	Off	Other
12.	To some extent this program has helped to promote my interaction with colleagues. I have been able to get to know a good number of people, i.e. my fellow students, facilitators and other officials (INT2. R7F)	F	14	Tut	Cert
13.	This program has given us the opportunity to interact with other people such as my fellow students at the Open University. We have been doing several programs with students from other universities and lecturers from other universities (INT2. R9M) .	M	29	Tut	Dip
14.	In fact from the beginning I have been interacting with a lot of people, but this program has given me more room for interacting with more people from other nationalities too (INT2. R10F) .	F	28	Tut	Other
15.	My social interaction has expanded because I have been interacting with colleagues and lecturers. This has made me to become confident to seek advice from different people (INT2. R11M) .	M	23	Tut	Dip
16.	The program has greatly promoted my interaction with other people. At the beginning of the program I thought that the face to face sessions were a burden, but later on I discovered that the program was quite useful on the social aspect. For example, I am the head of school and I have a staff of more than sixty teachers and I am capable of interacting and managing them quite properly. Thus, I think these are the fruits of the B.Ed. program (INT2. R17M) .	M	15	Pri	Other
17.	I have been meeting with different people who have different experiences and they come from different contexts. (INT2. R18M)	M	17	Sec	Dip
18.	The course has given me many opportunities to interact with many and different people, my fellow teachers, lecturers, etc. (INT2. R19F) .	F	13	Pri	Cert
19.	My social interaction has highly increased with my colleagues and students, my fellow teachers and lecturers too (INT2. R3M) .	M	19	Sec	Dip

Subcategory: Learned management skills					
No.	Statements	Gender	w/exp	Jobposit	Qualif

1.	As a result of the B.Ed. program I have been a potential leader because I have been leading an international organization, and I think this has been because I am doing this program. Therefore, I have acquired a lot in terms of leadership skills (INT 2. R20F) .	F	31	Off	Dip
2.	First in the work I am doing I have been given more responsibilities, I have gained more confidence in my work and I have more potentialities of doing research related to my job. Before that I had learned research more theoretically (INT 2. R20F)	F	31	Off	Dip
3.	I am in a teacher college that prepares teachers for special needs, I think I will use the knowledge and skills to advise the college administration to make adjustments to existing infrastructures like the classrooms and the college administration block. For example, I will advise the college administration to design a parking area, and have a college speed limit (INT 2. R10F)	F	28	Tut	Other
4.	At school level, the knowledge will help me to assume new responsibilities. For example I am now the head of special education department. I think I can also use the knowledge for creating awareness among members of staff on matters related to special needs education (INT 2. R2F)	F	12	Sec	Dip
5.	At the school level I usually communicate with the head of school and advise her on practical matters related to special education, for example organizing and conducting in-house seminars for non-specialist teachers. When there are newly appointed teachers I basically help them how to cope with the students with hearing impairment. (INT 2. R21F) .	F	14	Sec	Dip
6.	This program has given me some light on decision making whereby in every decision that I am required to make I must investigate first. I have also revealed that I am learning new things every day. (INT 2. R17M)	M	15	Pri	Other
7.	I believe that the knowledge and skills acquired through the B.Ed. program will assist me in establishing and leading a center for the disabled which may give the disabled the opportunity to develop their potentials. (INT 2. R15F) .	F	32	Pri	Dip
8.	First I have acquired the skills of organizing and facilitating seminars, and I have been appointed by the Ministry as the facilitator of inclusive education program. (INT 2. R23M) .	M	30	Pri	Dip
9.	I think in learning there must be something in terms of knowledge which one might acquire.	F	14	Sec	Dip

	Thus, through this program I have been able to learn how to work and make decisions on different matters. (INT 2. R21F)				
10.	I have managed to use knowledge and skills acquired from this program to link and expose the school in which I am teaching to the outside community through sports and games, and other social gatherings. (INT 2. R25M).	M	34	Sec	Dip
11.	The B.Ed. has in fact changed me a lot. I have the maturity in making different decisions. I do not compare myself with a person who is holding a diploma (INT 2. R10F).	F	28	Tut	Other

Subcategory: Learned guidance and counseling skills					
No	Statements	Gender	w/exp	Jobpos	Qualif
1.	I am now capable of helping students and my fellow teachers. I can guide and counsel my fellow teachers. I use also to advice the headmaster on various issues, for example if there are behavioral problems among students. I am now being regarded as a potential resource person in the place of my work. (INT 2. R1M)	M	15	Sec	Dip
2.	I have been getting a lot people coming to me seeking for some advice on how they can assist and manage their children with disabilities. The program has made me to have a lot of interaction with many people, and my social network has expanded. (INT 2. R1M)	M	15	Sec	Dip
3.	First of all I have the knowledge and skills of making assessment for children, identify children with disabilities and able to place them in the right stream. I have some skills of guidance and counseling for parents who have children with disabilities (INT 2. R10F).	F	28	Tut	Other
4.	This program helps me with my family by being able to learn the character and behavior of my children. This also helps me how to discipline my children so that they can observe good conduct. Sometimes I use the knowledge and skills which I have in giving guidance and counseling to members of my family and neighbors (INT 2. R13F)	F	25	Off	Other
5.	The course on guidance and counseling, and this has enabled me to understand that every individual	M	25	Pri	Dip

	person needs special attention and also conducting guidance and counseling for special needs children is different from the guidance and counseling that can be conducted for ordinary children (INT 2. R22M)				
6.	I use the knowledge and skills I have acquired to make students learn and succeed, and give guidance and counseling for the students. I will utilize and employ the knowledge and skills (INT 2. R1M)	M	15	Sec	Dip
7.	...one of the courses is on guidance and counseling. This course has given me a lot of exposure and ability to assist students with disabilities, parents of children with disabilities. The course on research methods has given me the light that everything that I find as a problem has to be investigated in a scientific way. Courses in Kiswahili have given me the competence in understanding Kiswahili as a rich language (INT 2. R14F)	F	35	Pri	Dip
8.	At school level I will try to guide and counsel students to make them understand and live productively according to their disabilities; to sensitize the school community on how to live with persons with disabilities and advice the administration to assist the respective students with disabilities (INT 2. R1M)	M	15	Sec	Dip
9.	The program has given me some skills of guidance and counseling to students. I have also the ability of helping students especially those who lag behind their colleagues on academics through counseling and remedial teaching (INT 2. R8M).	M	29	Tut	Dip
10.	I have attained some skills on guidance and counseling skills for special education (INT 2. R22M)	M	25	Pri	Dip

Category: Outcomes related to community support

Subcategory: Learned community awareness strategies					
No.	Statements	Gender	W/exp	Jobposit	Qualif
1.	I will use the knowledge learned in this program to create awareness among pupils on matters related to disabilities and how they can assist their	F	14	Off	Dip

	fellow pupils. (INT2. R5F).				
2.	Courses like introduction to special needs education, OED 116 and OED 115, and the course on advocacy have given me the power to say for the disabled. Also a course on inclusive education (OED 118) has given me rich information because before the program I thought that the disabled cannot be educated in the same setting with other children who are non-disabled and I have been able to educate teachers on its practicability (INT 2. R13F)	F	25	Off	Other
3.	You know if you are a specialist teacher you automatically become a good ambassador. I have been able to help some parents who have children with special needs. I once helped a parent with a child with hearing impairment. Thus it is possible to disseminate the information if you are knowledgeable. I can therefore extend this knowledge to the community. (INT 2. R6F)	F	17	Pri	Dip
4.	The students are future members of the community, thus if we develop a positive attitude in them they will automatically become good citizens. At the community level I use the parents' meetings to create awareness among them on matters related to special needs education (INT 2. R17M)	M	15	Pri	Other
5.	Personally I use the knowledge and skills acquired through this program to help my teachers to cope with students and also assist them to assess students with hearing impairment (INT 2. R25M)	M	34	Sec	Dip
6.	This program might give me some room to help the community members to solve some problems in the community, and I can also advocate the community to work on some practical matters related to disability issues. The community might also learn from my personal example (INT 2. R7F)	F	14	Tut	Cert
7.	What I think I can do at the policy level is the advocacy through different forums, and using members of parliament. This can also be done through the DEOs when they convene meetings for head teachers and other stakeholders in the education sector (INT 2. R26F)	F	33	Pri	Dip
8.	I think I will use the knowledge to assist individual pupils with disabilities, and because I am in the inspectorate department I will use opportunities to advice teachers on how to assist learners with special needs (INT2. R5F)	F	14	Off	Dip
9.	At the school level I use the knowledge and skills	M	34	Sec	Dip

	to help teachers and students become conversant with sign language and other practical matters. For example I have managed to apply and get funds for conducting a seminar on sign language for teachers, students and non-teaching staff (INT 2. R25M)				
10.	At the classroom level I use the knowledge and skills to help the students with hearing impairment and also sensitize those who have normal hearing in the school. I usually tell them about the students with hearing impairment that they have some weaknesses which they need to understand and learn how they can be assisted accordingly. (INT 2. R21F) .	F	14	Sec	Dip
11.	I use my knowledge and skills to educate the community especially through gatherings like the graduation ceremony and through different speeches that are being delivered during the different gatherings. (INT 2. R21F) .	F	14	Sec	Dip
12.	I use the knowledge and skills in helping/handling people with disabilities to cope with different life situations and also to see to it how I can help them to live accordingly in the community. (INT 2. R17M) .	M	15	Pri	Other
13.	I use the knowledge and skills to help teachers who have not been trained in special education so that they may be able to help one another. For example you might find a blind teacher, and when he/she gives tasks to students that need to be marked the work can be done by another teacher who has vision. (INT 2. R19F) .	F	13	Pri	Cert
14.	I will use the knowledge and skills acquired through this program to enable students accept one another and help the students to help one another and being able to realize that everyone has his/her role in the school. (INT 2. R17M) .	M	15	Pri	Other
15.	Before joining this program I could not be able to identify children with disabilities. After acquiring some skills and knowledge I managed to help a child that I identified to have hearing impairment. At this level I have been able to guide and help parents to send their children with disabilities to school. (INT 2. R13F) .	F	25	Off	Other
16.	I think I will I use the knowledge and skills to sensitize the community on matters related to special needs education and how the community can be able to contribute fruitfully to education of the disabled. (INT 2. R13F) .	F	25	Off	Other
17.	The community that surrounds us has good number of people with disabilities, I think I can	M	29	Tut	Other

	use the knowledge and skills I have acquired through this program to help the community to realize the potentials of people with disabilities and make them aware of what it means to be disabled (INT 2. R8M) .				
18.	I have the ability to make awareness/sensitization to the school community so as to enable them understand the nature of students that the school has. I think I can also make the school administration aware about disability issues, because some administrators have been an obstacle in the implementation of different programs in the school context. (INT 2. R20F)	F	31	Off	Dip
19.	Because I live with people in a community and since I have the knowledge and skills related to special education, I have the feelings that I can disseminate the knowledge and skills to the community through various forums such as meetings. (INT 2. R10F) .	F	28	Tut	Other
20.	Through this program I see myself as an advocate of the disabled. Therefore according to me there is a need to involve the various associations to see to it how education should be made accessible to all children. (INT 2. R16M) .	M	28	Pri	Cert
21.	Because I am in primary school I will use the knowledge and skills learned in this program to educate the pupils that disability is not a stumbling block but rather as a challenging platform. Thus I will help them to excel academically and in the areas of vocation. (INT 2. R16M) .	M	28	Pri	Cert
22.	At the classroom level I use the knowledge and skills learned in this program to raise awareness to the non-disabled persons on disability issues and that the disabled can do something, i.e. they have a lot which they can contribute in the society (INT 2. R16M) .	M	28	Pri	Cert
23.	At the school level I raise awareness among teachers especially those who have not undergone training in special education and those who do not deal with the disabled. At this level sports, games, social affairs can be some of the ways in which the disabled can be involved (INT 2. R16M) .	M	28	Pri	Cert
24.	I think at community level I can disseminate this information to the community, i.e. raising awareness to the community on disability issues (INT 2. R16M) .	M	28	Pri	Cert
25.	In the school we have different groups such as teachers, students and the non-teaching staff. I use the knowledge and skills to help students to live	M	17	Sec	Dip

	in the school community accordingly by helping teachers to realize the diversities that exist in the school and sensitive teachers to work as a team in the school (INT 2. R18M) .				
26.	In the community, people have different attitudes towards disabilities. Most of the community members are not aware of disability issues and thus they tend to have a negative attitude towards the disabled. Therefore, I will use the knowledge and skills to help the community to understand that these children are part of the community and that these children can participate equally in the community choirs (INT 2. R18M)	M	17	Sec	Dip
27.	Because I am an itinerant teacher, I develop awareness among teachers when I get the opportunity. Also I use the opportunity to help individual teachers improve their methods and techniques of teaching (INT 2. R23M)	M	30	Pri	Dip
28.	At the community level I think I have the responsibility of developing/instilling awareness among community members so that they can realize the potentialities that children with disabilities have and send children with disabilities to school (INT 2. R23M)	M	30	Pri	Dip
29.	My attitude towards the disabled has quite changed a lot, I love the disabled. Because of my position I have the ability to fight for the rights of the disabled because I have realized their basic rights and how they can be obtained. This time I am also able to question what is happening in the department. Thus, by being in the B.Ed. program I feel proud to speak for the disabled children and I feel proud when people recognize what I am really doing for the disabled (INT 2. R13F) .	F	25	Off	Other
30.	Before joining the B.Ed. program I had negative attitudes towards the disabled, I thought that the disabled could not learn. I have learned that they can learn depending on the degree of their disability. The beliefs which I had on the causes of disability have also greatly changed, thus the idea which I was having on the causes of disability has quite changed. (INT 2. R13F) .	F	25	Off	Other
31.	At this level I think this can be done through various associations in demanding for the rights of the disabled on matters related to their rights, duties and privileges contained in the different policy documents. (INT 2. R15F) .	F	32	Pri	Dip

Subcategory: Enhanced understanding of policies					
No.	Statements	Gender	w/exper	Jobposit	Qualif
1.	The policies that we have are not explicit; the policies do not say who will do what.... In terms of promoting and implementing the policies it is possible because I am one of the stakeholders, thus I can work with other stakeholders since I have the awareness. I have the ability to question the policy. It is also easier to point out the weaknesses of the policies that we have so far. (INT 2. R16M)	M	28	Pri	Cert
2.	Yes, I think so because any academician with the awareness of policy issues can promote and implement the policy through different ways, for instance through writing. This can also be done through advocacy, meetings among professionals, etc. (INT 2. R10F) .	F	28	Tut	Other
3.	My beliefs about inclusive education have changed a lot. I did not believe that children with different needs can learn together, but at the time being I have an understanding that this can be done (INT2. R6F) .	F	17	Pri	Dip
4.	At the level of a policy I use to advocate for the rights and needs of the disabled persons. I usually link these policies to international conventions and legislations, and our national constitution. (INT 2. R25M) .	M	34	Sec	Dip
5.	I think so, first of all I have managed to identify and understand the different policies and legislations at international and local level. The program has helped me to understand our national constitution and the way rights and responsibilities are dealt with in the constitution. Therefore, I have enough knowledge about the policies and I can say for the disabled (INT 2. R25M) .	M	34	Sec	Dip
6.	What I think I can do at the policy level is the advocacy through different forums, and using members of parliament. This can also be done through the DEOs when they convene meetings for head teachers and other stakeholders in the education sector (INT 2. R26F)	F	33	Pri	Dip
7.	I have the awareness and understanding of the policies, if I will be given the opportunity I think I can be able to promote and implement the education policies which also advocate for the	F	14	Tut	Dip

	education of the persons with disabilities. Generally, what I can say is that what we basically need is to establish cordial relationship among the different stakeholders. The policy does not state explicitly what the special needs children deserve and how this can be met (INT2. R24F) .				
8.	As a specialist teacher, and because I understand that the education policy which we have is not specific enough to cater for the needs of persons with disabilities, I think I will use the knowledge and skills to advocate for the need of coming up with a policy that will state categorically how the education for persons with disabilities will be met (INT 2. R23M)	M	30	Pri	Dip
9.	Yes, I think I have the ability to promote and implement policy. This is based on the ideas which I am suggesting to the government. Because the polices which we have advocate for Education for All, and because I am a specialist teacher I think I have the responsibility to advise the government to make quite clear how the disabled can be accommodated by the policy (INT 2. R23M)	M	30	Pri	Dip
10.	I have got more understanding of the special education policy and other education policies. I have been also able to advice different education stakeholders on the implementation of the education policies including members of the parliament. I have as a result of this awareness influenced the members of the parliament and councilors to visit our unit (INT 2. R22M) .	M	25	Pri	Dip
11.	Yes, I think we cannot demand for the rights of the disabled if the policy does not state categorically those rights, for example the right to employment, the right to education, etc. The policies should be explicit and be known to the disabled. Thus as a teacher I have the responsibility of letting students and the community/public becomes aware of the policies that we have (INT 2. R18M) .	M	17	Sec	Dip
12.	Before the program I was not in a position to understand the basic rights of persons with disabilities, and of course I was less concerned with the rights of these people. Through the program I can now advocate for the rights of the disabled such as the right to education and the right to employment (INT 2. R16M) .	M	28	Pri	Cert
13.	At the policy level I think my role is to see how the ministry implements the policy and how the disabled are being accommodated by the policy.	F	25	Off	Other

	For example, I received a questionnaire which was designed to look at the implementation of the Education and Training Policy of 1995 and making a review of the policy, and I did not find a section that is focused on the disabled, thus I could not fill in the questionnaire until when I was made clear (INT 2. R13F) .				
14.	For the time being it is difficult for me to say the way I will influence on policy implementation, but if I am given the chance I have the ability to say for the disabled (INT 2. R1M)	M	15	Sec	Dip
15.	I think because I have some awareness on the policies which we have in Tanzania, I have more confidence and I can speak with data and confidence about the rights of the disabled, including the right to education (INT2. R17M)	M	15	Pri	Other
16.	Because I am at the ministry headquarters I think I have more opportunities to influence the stakeholders on how the policy documents can be implemented by considering the disabled. Being also at the ministry I have been involved several times in training teachers on matters related to inclusive education which is part of the policy implementation. (INT2. R13F) .	F	25	Off	Other
17.	I can promote policy by helping children in the community especially those who have not been assisted in the community; I can also promote policy by trying to realize the rights of special groups in the community as stipulated in the different policy documents which are existing (INT 2. R3M) .	M	19	Sec	Dip
18.	First of all we don't have a policy guiding the education provision for the disabled, it is just a section mentioned in the education and training policy. Thus, it is possible to implement the policy by keeping on asking the authorities concerned to see how this section can be implemented. (INT2. R2F) .	F	12	Sec	Dip
19.	Specifically we don't have special needs policy, but there are articles in the existing policies which speak out about persons with disabilities. Because I don't have the authority it is difficult for me to implement the policies. However, I can influence its implementation, at least to sensitize those who are implementing. I think it is important to get people who have the exposure to special needs education into the system (INT2. R4M) .	M	31	Tut	Dip
20.	If I am given chance I think I can be able to promote policy. I have done a course that was focusing on issues related to policy. This can be	M	31	Tut	Dip

	possible if I am given the machinery, for instance if I am appointed as a DEO it will be possible for me to implement policy because I can be able to prioritize and I can give a due consideration in the area of special education (INT 2. R4M) .				
21.	In our country the education policy is not well implemented although there are articles in the policy which mention about special needs education. The infrastructures in schools are not disability friendly too. I think the knowledge which I have can help me to say a little about special education in our country (INT2. R5F) .	F	14	Off	Dip
22.	Yes, the B.Ed. program has given the ability to promote policy. So long as I am in the inspectorate department I have more avenue to sensitize teachers to implement what is being stated in the policy. So I can now say something about special needs education as a result of the awareness which I have from the program (INT2. R5F) .	F	14	Off	Dip
23.	I think it is possible to promote the policy especially through the various organizations that work for the disabled. I have the idea of what should be done. However, because I don't have the mandate on the policy I cannot influence any significant changes. Because of the awareness which I have I can protect for the rights of the disabled (INT2. R6F) .	F	17	Pri	Dip
24.	There is a translation of the policy in the teaching and learning process in a classroom situation. In some units that I took in home economics, there are some aspects related to the rights of the disabled. This has given me some light on the basic rights of people with disabilities; it has empowered me to have the ability to promote policy (INT 2. R7F)	F	14	Tut	Cert
25.	At this level I think I have the knowledge of the rights which people with disabilities have. Thus, if I get the opportunity I can advocate for these rights and educate people on these rights so that justice can be done for children/people with disabilities (INT 2. R8M)	M	29	Tut	Dip
26.	I think to implement is easier than promoting the policy because promoting a policy depends the policy makers. As a teacher educator I think the B.Ed. program has given me the power to implement the policy (INT 2. R8M)	M	29	Tut	Dip
27.	Although we don't have a policy for special education in place, there is a room for us to advocate and pressurize the government to	M	29	Tut	Dip

	formulate the policy and its implementation through organizations that work for the disabled because we have the awareness and understanding of the policy. Also, if I am going to be given a chance in the management of special education it will be possible for me to implement the policy (INT 2. R9M) .				
28.	Already I have been able to assist an orphan to be enrolled at a primary school. In the community also if I find something wrong and I have the ability to handle I think I will help to rectify the situation (INT 2. R14F) .	F	35	Pri	Dip
29.	Because I have an understanding of the basic rights of the child, it is possible then to work out so as to make sure that all children regardless of their differences have an access to basic education (INT 2. R14F) .	F	35	Pri	Dip
30.	Yes, the program has done so. For example we have been able to recruit five children who were hid by their parents and it was possible for them to join school. This is because we have the understanding of the basic rights of children and also we have the understanding of how children can be empowered using some articles in the policies which we have so far (INT 2. R14F) .	F	35	Pri	Dip
31.	My ability to promote and implement policy has increased because I have the understanding of the policies. The problem arising in the process of implementation is to get the avenue where I can speak out about the policies (INT 2. R26F)	F	33	Pri	Dip
32.	I think I contribute towards the implementation of the policy especially when I attend different seminars and workshops but I think the ideas we give out are not worked out by the people who are concerned (INT 2. R19F) .	F	13	Pri	Cert
33.	I have the awareness of the different policies that focus on education provision in this country. I am an advocate of special needs education. I have participated in several forums that aimed at educating the community on special needs education and the way the community can be involved to achieve. Therefore, I can be able to promote the policies so that they can address issues that touch disability (INT 2. R19F)	F	13	Pri	Cert
34.	This is the most problematic level. Policy makers do not usually make priorities for the special needs children. For example, when there is a budgeting for the education sector there is no due consideration of the special needs children. For instance, in the PEDP program every individual	F	31	Off	Dip

	child was budgeted to get 10 \$US dollar for meeting different educational needs. However, this did not consider the individual needs of the child (INT 2. R20F) .				
35.	On my side I am working for a program on deaf blind. I think in one way or another I am promoting policy. For example, I have been convening several meetings with District Education Officers (DEO) for the purpose of enabling them to understand on the deaf blind issues. The DEOs are the ones who are making for the budget for manpower training and also they are the one who release teachers for attending different in-service courses and make priorities for manpower development. Thus, to give them awareness it means I am promoting the policies (INT 2. R20F)	F	31	Off	Dip
36.	I am a teacher educator and I am implementing a curriculum at the college, and as teacher educators we have the opportunity to influence some changes in the curriculum and suggest what might be included in the curriculum and a policy that might have an impact on the disabled. Therefore, my teaching shall have to reflect the changes that are needed in the policies (INT 2. R7F)	F	14	Tut	Cert
37.	This time I have an understanding of various policy matters and I can explain what I am actually doing (INT 2. R10F) .	F	28	Tut	Other
38.	I think I have the ability to promote and implement policy because I can speak out with confidence. I can also advice and guide parents to demand for the rights of the disabled. I can work as an advocate by sensitizing the community on such related matters (INT 2. R15F) .	F	32	Pri	Dip
39.	At the beginning when I learned about special education I had the belief that isolating the disabled was the best practice, but this time I have realized that the disabled can learn together with other children in an inclusive setting provided that barriers are removed/overcome. (INT 2. R18M)	M	17	Sec	Dip
40.	Most of the policies are not known to many people. Teachers have very little information about the policies that focuses on special needs children; I have also the knowledge and awareness that all children have an equal access to education especially basic education (INT 2. R11M) .	M	23	Tut	Dip

Category: Outcomes related to personal growth

Subcategory: Personal change					
No.	Statements	Gender	w/exp	Jobposit	Qualif
1.	My status as it is being perceived by other people has changed. I am now looking a different person in terms of knowledge and professional status (INT2. R3M).	M	19	Sec	Dip
2.	Yes, my personality has changed. I find myself different and people rely on me for assistance on some aspects. There are some people who are seeking for assistance from me (INT2. R5F).	F	14	Off	Dip
3.	Personality is a very wide concept, but generally I think I have changed a lot in terms of my personality. I am now confident with my work and I trust on what I am doing now (INT 2. R24F).	F	14	Tut	Dip
4.	Personally I use the knowledge and skills learned through the B.Ed. program in my daily work. For example at the college our students usually conduct research at the end of the study program, thus I think I will be in a good position to help them in this area (INT 2. R24F).	F	14	Tut	Dip
5.	I think people look at me different now. I am now being respected than it was before. I am also so argumentative and I can now be able to respond to different arguments, probably because I have been reading a good number of books (INT 2. R8M).	M	29	Tut	Dip
6.	I believe that my personality has changed. My colleagues are now seeking for some assistance to me hoping that I am more knowledgeable in the field of special education. This has given me some sort of respect and I am now reliable for whatever kind of assistance I can provide (INT 2. R14F).	F	35	Pri	Dip
7.	In terms of personality, I am being respected by different people including my supervisors/senior staff. I have been also recognized as potential personnel in special education (INT 2. R23M).	M	30	Pri	Dip
8.	Personally, I use the knowledge and skills acquired through the B.Ed. program to understand myself, to understand my role to the people with disabilities and what I am required to do to serve them (INT 2. R23M).	M	30	Pri	Dip
9.	The B.Ed. program has made me confident in my work having knowing that what I am doing it in the correct/right way. Thus I am confident when I am giving out decisions on different matters related to	M	15	Pri	Other

	my job (INT 2. R17M).				
10.	I think my personality has been enhanced in some way. Most people view the B.Ed. program in special education and the special education field as a rare profession. Thus a number of people admire about the program (INT 2. R20F)	F	31	Off	Dip
11.	Through the B.Ed. program my personality has changed, my fellow teachers have a different view of my knowledge and specialization. I have been also assigned more roles as a matron and probably this has been as result of my knowledge in special education (INT 2. R21F)	F	14	Sec	Dip
12.	In terms of personality I am now being respected by my fellow teachers and the community; also a lot of people rely on me for different kinds of help (INT 2. R22M)	M	25	Pri	Dip
13.	I think I am now confident in my job. This time I am able to assist my fellow teachers in handling various issues here at school (INT2. R6F)	F	17	Pri	Dip
14.	I don't find myself as a different person, but also I don't know what other people perceive me. However, I hope that I am different person. The trust of being appointed as head teacher shows that I have a new role in the community (INT 2. R17M)	M	15	Pri	Other

Subcategory: Change of attitudes					
No	Statements	Gen	W/exp	Jobpo	Qualif
1	My attitude towards the disabled has quite changed a lot, I love the disabled. Because of my position I have the ability to fight for the rights of the disabled because I have realized their basic rights and how they can be obtained. This time I am also able to question what is happening in the department. Thus, by being in the B.Ed. program I feel proud to speak for the disabled children and I feel proud when people recognize what I am really doing for the disabled (INT 2. R13F)	F	25	Off	Other
2	Before joining the B.Ed. program I had negative attitudes towards the disabled, I thought that the disabled could not learn. I have learned that they can learn depending on the degree of their disability. The beliefs which I had on the causes of disability have also greatly changed, thus the idea which I was having on the causes of disability has quite changed (INT 2. R13F).	F	25	Off	Other
3	My beliefs about inclusive education have changed a lot. I did not believe that children with different needs can learn	F	17	Pri	Dip

	together, but at the time being I have an understanding that this can be done (<i>INT2. R6F</i>).				
4	At the beginning when I learned about special needs education I had the belief that isolating the disabled was the best practice, but this time I have realized that the disabled can learn together with other children in an inclusive setting provided that barriers are removed/overcome (<i>INT2. R18M</i>)	M	18	Sec	Dip
5	This program has changed me a lot because previously I did not have close contacts and interactions with persons with disabilities, and I could not believe if persons with disabilities could excel academically as their peers (<i>INT2. R21F</i>)	F	14	Sec	Dip
6	Before the program, my attitude towards the disabled was almost negative. Now this time my attitude has been so positive. Also before getting knowledge on SE. I thought that disabilities are linked to superstitious beliefs/ideas. Now I understand that disabilities are caused by some reasons which can be explained in a scientific way and that some of these may be prevented if identified earlier. (<i>INT2. R1M</i>)	M	15	Sec	Dip
7	The program has changed me. This time I can do something in a better way. My attitudes are now positive and the beliefs I was holding, for example I believed that inclusion cannot be implemented in our context have changed (<i>INT2. R2F</i>)	F	12	Sec	Dip
8	Yes, I had the beliefs that probably the deaf could not learn as their fellow students. This according to me was wrong belief regarding special needs students (<i>INT2. R3M</i>)	M	19	Sec	Dip
9	My beliefs about inclusive education have changed a lot; I did not believe that children with different needs can learn together, but at the time being I have an understanding that this can be done (<i>INT2. R6F</i>)	F	17	Pri	Dip
10	I had the belief that children with disabilities cannot be educated in inclusive classroom settings. Thus, the knowledge and skills which I have acquired have made me aware of the inclusive philosophy. I think I had a negative attitude towards inclusion, which has now changed significantly (<i>INT2. R22M</i>)	M	25	Pri	Dip
11	This has given me a challenge in my life. Also after reading a lot of literature I have changed my beliefs and attitudes that I had towards special education (<i>INT2. R8M</i>)	M	29	Tut	Dip
12	I had the belief that I could not be able to teach students in the rest of the specializations before joining the BED program, however, at the time being I am capable of helping students who are specializing in the different areas of Specialization (<i>INT2. R7F</i>)	F	14	Tut	Cert

Appendix F: Frequency of Statements

F1. Motives related to job

Subcategories	Number of statements	Number of respondents	Gender		Training in SNE*			Working Experience**			Job positions***			
			M	F	1	2	3	1	2	3	1	2	3	4
			N = 19	N= 16	N= 23	N= 8	N=4	N=8	N=20	N=7	N=7	N=8	N=7	N=13
Deepening special education content Knowledge	29	13	10	3	11	2	-	4	6	3	1	5	5	2
Enhancing teaching related competencies	11	10	7	3	6	3	1	-	5	5	3	-	3	4
Enhancing management skills	7	6	5	1	4	2	-	-	4	2	-	1	3	2

Key

* Training in SNE: 1 = diploma in special education; 2 = certificate in special education; 3 = other training in special education

**Working experience: 1 = 12-15 years; 2 = 16-30 years; 3 = 31 years and above

***Job positions: 1 = officials; 2 = tutors; 3 = secondary school teachers; 4 = primary school teachers

F2. Motives related to academic degree and career

Subcategories	Number of statements	Number of respondents	Gender		Training in SNE			Working Experience			Job positions			
			M	F	1	2	3	1	2	3	1	2	3	4
			N = 19	N= 16	N= 23	N= 8	N=4	N=8	N=20	N=7	N=7	N=8	N=7	N=13
Getting a degree	14	14	8	6	10	3	1	3	6	5	2	5	3	3
Enhancing career	13	8	4	4	5	3	-	1	3	4	1	2	-	4

Key

* Training in SNE: 1 = diploma in special education; 2 = certificate in special education; 3 = other training in special education

**Working experience: 1 = 12-15 years; 2 = 16-30 years; 3 = 31 years and above

***Job positions: 1 = officials; 2 = tutors; 3 = secondary school teachers; 4= primary school teachers

F3. Motives related to student and community support

Subcategories	Number of statements	Number of respondents	Gender		Training in SNE			Working Experience			Job positions			
			M	F	1	2	3	1	2	3	1	2	3	4
			N = 19	N=16	N= 23	N= 8	N=4	N=8	N=20	N=7	N=7	N=8	N=7	N=13
Helping students with special needs	17	10	7	3	5	3	2	4	4	2	2	2	2	4
Empowering community	10	8	4	4	4	1	2	1	2	5	1	-	1	6

Key

* Training in SNE: 1 = diploma in special education; 2 = certificate in special education; 3 = other training in special education

**Working experience: 1 = 12-15 years; 2 = 16-30 years; 3 = 31 years and above

***Job positions: 1 = officials; 2 = tutors; 3 = secondary school teachers; 4 = primary school teachers

F4. Outcomes related to job and career

Subcategories	Number of statements	Number of respondents	Gender		Training in SNE*			Working Experience**			Job positions***			
			M	F	1	2	3	1	2	3	1	2	3	4
			N = 19	N= 16	N= 23	N= 8	N=4	N=8	N=20	N=7	N=7	N=8	N=7	N=13
Deepened and broadened content knowledge	56	24	12	12	20	3	1	7	10	7	3	6	6	9
Learned instructional skills	39	26	13	13	20	3	3	7	12	7	4	6	6	10
Learned interaction and collaboration	19	17	7	10	12	3	2	6	8	3	2	4	5	6
Learned management and leadership skills	11	8	3	5	6	--	2	3	1	4	1	1	3	3
Learned guidance and counseling skills	10	6	3	3	4	-	2	1	4	1	1	2	1	2

Key

* Training in SNE: 1 = diploma in special education; 2 = certificate in special education; 3 = other training in special education

**Working experience: 1 = 12-15 years; 2 = 16-30 years; 3 = 31 years and above

***Job positions: 1 = officials; 2 = tutors; 3 = secondary school teachers; 4 = primary school teachers

F5. Outcomes related to community support

Subcategories	Number of statements	Number of respondents	Gender		Training in SNE			Working Experience			Job positions			
			M	F	1	2	3	1	2	3	1	2	3	4
			N = 19	N= 16	N= 23	N= 8	N=4	N=8	N=20	N=7	N=7	N=8	N=7	N=13
Enhanced understanding of policies	40	23	11	13	18	3	2	6	10	7	3	7	5	8
Learned community awareness strategies	31	15	5	10	9	3	3	5	5	5	3	3	2	7

Key

* Training in SNE: 1 = diploma in special education; 2 = certificate in special education; 3 = other training in special education

**Working experience: 1 = 12-15 years; 2 = 16-30 years; 3 = 31 years and above

***Job positions: 1 = officials; 2 = tutors; 3 = secondary school teachers; 4 = primary school teachers

F6. Outcomes related to personal growth

Subcategories	Number of statements	Number of respondents	Gender		Training in SNE			Working Experience			Job positions			
			M	F	1	2	3	1	2	3	1	2	3	4
			N = 19	N= 16	N= 23	N= 8	N=4	N=8	N=20	N=7	N=7	N=8	N=7	N=13
Personal change	14	11	5	6	9	1	1	4	4	3	3	1	2	5
Change of attitudes	12	10	5	5	8	1	1	3	7	-	1	2	5	2

Key

* Training in SNE: 1 = diploma in special education; 2 = certificate in special education; 3 = other training in special education

**Working experience: 1 = 12-15 years; 2 = 16-30 years; 3 = 31 years and above

***Job positions: 1 = officials; 2 = tutors; 3 = secondary school teachers; 4 = primary school teachers

Orestes Kapinga

Professional Development among Educators Pursuing a B.Ed. Program in Special Education in Tanzania

A Study of Motives and Perceived Outcomes

The challenge for teacher education to prepare all teachers to teach children with special needs is documented world-wide. In Tanzania, the implementation of different educational development programs reflects a substantial need for qualified educators and professionals in special education. In the wake of implementing inclusive education, educators and other professionals have a need, as never before, to update and improve their skills through professional development. However, professional development for educators and other professionals in special education has not been given a deserving attention. Therefore it is important to investigate professional development in special education. The study aimed at addressing two major issues of importance for professional development: motives and perceived outcomes among a group of educators participating in a B.Ed. Special Education program. The findings indicate that the motives as well as the outcomes are related to job competencies and qualifications as well as to career development. Participants also mention motives and outcomes related to supporting students with special needs and their communities. The study contributes to a deeper understanding of professional development in Tanzania and the realities educators are facing when implementing educational reforms.