

**EFFECTS OF SECONDARY SCHOOL TEACHERS' TRAINING AND
DEVELOPMENT PROGRAMMES ON STUDENTS' PERFORMANCE IN TANZANIA:
THE CASE STUDY OF SELECTED SCHOOLS IN DAR ES SALAAM**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
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CERTIFICATION

I, the undersigned, certify that I have read and the dissertation entitled Effects of Secondary School Teachers' Training and Development Programmes on the Students' Performance in Tanzania: The Case Study of Selected Schools in Dar es Salaam and found it to be in the form acceptable for examination.

Dr. B. Mutagwaba

Supervisor

Date _____

(iii)

DECLARATION

I, Paul Switbert, I declare that, this dissertation is my own original work and that it has not been presented and will not be presented to any University for similar or any other degree award.

Signature

Date

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DEDICATION

I dedicate this work to Agonza Mutakyahwa Kijoka, my beloved daughter, for whom I have endeavoured to pursue in carrying out my Masters of Business Administration. It is only for good that I have laboured unreservedly; still will I work more to ensure his prosperity and bright future.

Calling to mind a very important proverb, “Teach some one how to fish and not how to eat fish” I am sure that having seen what her parent do she will have acquired, Agonza may do more, to acquire academic excellence and have prosperity in life, for the parents have already paved the way.

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In my first language, Haya, there is a say which state that “*Engono ekagenda yonkai yaaba*”; transilated as river Nongo decided to go a lone and at the end it was lost. This was simply said to mean the river known as Nongo, found in Muleba district, which makes a number of meanders, for the elders saw it as it went alone and got lost. It’s because of that I decided not to go alone during my studies and my life in general as I could be lost on the way. There were so many people who made me reach this very important stage in my life!

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I am equally grateful to all my lecturers of OUT, Faculty of Business Management for their excellent and tireless struggles, which together have made me come out not only learned but also educated. Of more importance, but mentioned in a special way, is Dr. Benjamin Mutagwaba, my supervisor. For his tireless efforts, brilliant insights and continued assistance to the end of this study. To his, tolerance, commitment and endurance in the entire course of supervising my work, have not only left me an indelible mark, but also has posed me a great challenge to be dealt with as I make use of masters credentials.

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ABSTRACT

Secondary school teachers, as employees, play a great role in the education system of Tanzania. Their importances made me to conduct a study upon them so as to investigate the important aspect of training and development programmes as they sharpen their understanding hence motivate them and enhance students' performance abilities. The study aimed at investigate the effects of teachers training and development to students' performance in Tanzania Secondary schools, determining the extent the teachers training and development programmes on job improve performance, determine the extent the teachers experience on job improved performance and determining the way teachers commitment on their job improve job performance. The study used Dar es Salaam region as a case study area with 285 secondary schools from which the sample was selected. Respondents used in the study were both teachers and owners of secondary schools. The study had drawn 70 respondents of which 35 were from government and 35 from private schools. Private and they were obtained using probabilistic sampling procedures. Respondents were given questionnaires and interviewed from which different answers were given. Most of the respondents agreed that the implementation of teachers' training and development programmes affects the performance of learners in Tanzania. The research results found that the teachers training and development policies were not implement or not available at all in most of the sampled schools. The study recommended that the secondary schools' stakeholders and investors should invest on training and developing of teacher employees as they affects the performance of the learners who need to have good and quality education. There should be training and development policies in each school as it was found that training and development policies were almost unavailable.

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LIST OF ABBREVIATIONS AND ACRONYMS

NCEA The National Certificate of Educational Achievement

NECTA National Examinations Council of Tanzania

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CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This is an introduction chapter. It gives a general picture on the topic under study. The chapter begins by giving a background of secondary school teacher training and development problem in Tanzania; it further states the statement of the problem, the objectives and significance of the study.

1.2 Background to the Problem

Teacher training and development problems can be traced earlier before independence. Cameroon and Dodd (1970) as cited in Mussika, state that during British administration, primary school teachers were trained through three levels. The first was Grade I or senior primary school teachers who spent two years in professional training after completing secondary education. The second level was grade II teachers who were recruited for standard six and their training lasted for four years, two years for general education and final two years for professional training. The third level was licensed teachers who had followed training and shown satisfactory standard of teaching.

Stephen and Crawley (1994) argue that teaching is a profession whose mission is to affect the change of peoples' behaviour. This means that the teacher should be adoptive to a lot of knowledge and abilities to cope with changes and to be able to affect the understanding of the learners (specifically students).

Rockoff (2004) and Kane, et al. (2006), as it is quoted in Harris and Tim (2008) discussed that the estimated effects of experience may be biased if sample attribution is not taken into account. For example, less effective teachers might be more likely to leave the profession

and this may give the appearance that experience raises teacher value-added when, in reality, less effective teachers are simply exiting the sample. Alternatively, selection could work in the opposite direction; more able teachers with higher opportunity costs may be more likely to leave the profession, leading to a spurious negative correlation between teacher experience and student achievement. One method of addressing the attribution issue is to include a teacher-specific effect, to control the unmeasured teacher ability, along with the experience measures. The teacher specific effect should purge the influence of teacher time-invariant ability on experience, yielding unbiased estimates of the 7 marginal product of experience.

Before 1980s, Tanzania had almost all the secondary schools belonging to the government. Few of them that were owned by few private individuals including religious institutions such as Seminary secondary schools. After the economic liberalization, there were a number of secondary schools introduced in the country.

Teachers as employee in Tanzania are treated differently from other employee working in other sectors. It's believed that this profession is vocation of which may be thought in some people mind not as commitment or special type of work to undertake but the work which need strong education and training. This has resulted into lack of effective training and development programmes among teachers in Tanzania.

The need for training of teachers is caused by the system of employing of teachers in Tanzania. In secondary schools for example, both private and government, there are teachers of different categories in the case of level of education. Some schools have form six leavers, diploma holder as well as those with degree. Those with degrees are also grouped into two categories; there are those with contract (with different degree not related

to education) and degree related to education. But even diploma holders differ in the duration at the college during their courses.

The decline in performance in general and specific subject in National Examination Results across a number of years also shows that the problem exists. For a number of years the results of, ordinary and advanced levels, have been falling down something may be related to inadequate teachers training and poor development programmes.

The mushrooming of secondary schools in Tanzania, recently, needs competent teachers to manage. These schools including those old schools as well as new ones have increased the intensity of the problem of demanding more teachers. The increases in the number of students need to have well trained teachers who will be able to accommodate these changes.

Learners' performance depends on well educated as well as trained teachers. The teachers who are well trained make future performances of the students. They are the deliverers and interpreters of the curriculum hence need to be given better training to cope with the requirement of these curriculums. Bendikson, (2007) points out that the nature of NCEA means school-level results not only reflect student achievement but also the ability of leaders to organize, deliver, and monitor a relevant curriculum for students. Therefore one can conclude that, the student performance in their exams depend on well trained teachers and development programmes.

Teachers as workers need to be learning now and then so as to produce student also with good education. Students are like raw materials in a factory, they must be well prepared and instructed by their teachers so as to get knowledge which will be used for the

development of society in all forms of technology, social and economic. The role of human capital in uneven development tends to be facilitative and productive in that the tools of human capital development - education, training and research - nurture possibilities of growth. Graduate entrepreneurship has emerged as a new tool for development as the prospect of jobs for even the educated and skilled diminishes each day, OECD, (2009; 2010) as quoted in Mitra, (2010).

This study involved the studying of teachers training and development programmes and their effects on students' performance as well. Investigated through questionnaires and interview which was administered to teachers and the analysis from them was made so as to determine its effectiveness on students in Tanzania.

1.3 Statement of the Problem

For the purpose of updating the brain of human beings, teachers need to be trained to equip themselves with technical skills, attitude and abilities of performing their jobs in a more perfect way. Singers (1990) as cited in Yona, argues that training of workforce is analogous to the maintaining of machinery or physical resources in an organization.

Châu (1999) argue that the level teachers' competence affects the quality of teaching and formal level of education is not necessarily synonymous with competence.

A study done Harris and Tim (2008) on teachers training, teachers quality and students' Achievements in the U.S.A, came out with different answers on the issue. The study found no much relationship between more education to teachers and the performance of the students they teach as they are quoted here bellow.

The other relevant study was the one done by Mussika, (2002) entitled as Teachers' Training and the Class Room Performance of Grade IIIA Teachers in Tanzania. The study studied different grades of teachers in primary schools in Tanzania and discovered that the more capable teachers were those with in and on job training.

Evers (2010) made a study on organisational factors and teachers' professional development in Dutch secondary schools and proposed four activities for why training of workers is important as participation in training and courses with respect to the own job domain; a different or new job domain; further personal development; and in intra- and extra-organisational social networks. They also add more on the above domains that there are indications to conclude that these four learning activities should be expanded with some other learning activities in the workplace context, because they might have a more considerable impact on occupational expertise.

McDowall and Mark (2010) also made a relevant study in UK on UK managers' conceptions of employee training and development and found that when employees are trained and developed they become more capable on their daily job performance. They also point out that as highlighted in their earlier discussion of definitions, that managers argued that combining training with development resulted in more positive outcomes.

A study done by Yona (2008) on the assessment of off- the job training and development, investigating the workers of the NMB Arusha and Moshi branch, also came out with different discoveries including the way training of employees affects their performance. Training costs lots of money, and it disrupts the organisation's performance schedule: it makes sense that training is carefully managed and gauged to the organisation's performance needs. Large and complex organisations have little choice other than planning

and managing their training function formally, i.e. through a training programme based on studied training needs Ngirwa (2006: 290).

On the other hand, teachers are taking training as less important due to little or lack of motivation after and during training. This was due to poor or no promotion during and after training.

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study was to investigate the effects of teachers training and development to students' performance in Tanzania Secondary schools.

1.4.2 Specific Objectives

- (i) To determine to what extent the secondary school teachers training and development programmes on job could improve performance.
- (ii) To determine to what extent the secondary school teachers' experience on job could improve performance.
- (iii) To determine the way secondary school teachers' commitment on their job could improve job performance.

1.5 Research Questions

- (i) To what extent secondary school teachers training and development could improve students' performance in secondary schools in Tanzania?
- (ii) To what extent secondary school teachers on job training could improve performance of secondary school in Tanzania?

- (iii) To what extent secondary school teachers' experience could improve performance in Tanzanian secondary school?
- (iv) To what extent secondary school teachers' commitments on their jobs could improve job performance of secondary schools in Tanzania?

1.6 Significance of the Research

This study expected to have tangible and intangible significances to all members found in secondary schools in Tanzania specifically to teachers and students at large. It was expected that the study would contribute much to the students' performance in Tanzania.

It intended to be used as a guideline to Tanzanian secondary school decision makers in the various strategies. They would be used in managing the learning environment and provision of quality secondary school education basing on these strategies.

Further more, the findings of this study aimed at challenging the secondary schools stakeholders in Tanzania and other NGOs who protect the schools learning environment. It was to show the way training and development programmes were not implemented and show the way towards valuing and implementing them.

The study intended also to be used as an addition for the future business and social researchers interested in the same area. Was aimed at assisting the current private sector and willing to invest in education programmes in Tanzania.

The findings of this study were to aim at extending implementations of the provisions of the Secondary School Educational Policies of the Government of Tanzania and its related

development programmes. This would be done through discovering what was not known about teachers training towards the success of Tanzania education system.

This work was intended to be the base for business investor willing to invest in secondary school education in Tanzania. From the findings, they would understand the needs for teachers' education as a result leading to good academic performance hence easy to compete in this business.

1.7 Limitations of the Study

There was a limitation of time and fund as the study concentrated only schools found in Dar es Salaam. The study could be done in the whole country as secondary schools are found all over Tanzania.

Some of the selected respondents in a sample were not found at their work places hence causing a number of visits. Especially the owners of the schools were busy with a number of meeting and seminars. Also some of the teachers were having some commitment. In some of the schools, teachers were absent as it was said that they were having special activities out of their work premises. This made me to have several visitations to their working areas.

CHAPTER TWO

2. 0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review related to the study. The chapter was divided into two main parts namely theoretical literature review and empirical review. Theoretical framework explains different theories written by different scholars on learning and training and tries to see whether those theories safeguard our study. On the other hand, the empirical review attempts to explain the deduced by different researchers done on similar subject and hence to bridge those gaps.

2.2. Definition of Terms / Concepts

Ngirwa (2006) defines training as a learning process in which people acquire knowledge, skills, experience, and attitudes that enable them to achieve their organisational and individual goals. The components, knowledge (K), skills (S), experience (E), and attitudes (A) are introduced here to refer to the ability that a trainee derives from training.

According to the Ministry of Education and Culture (1995) the relationship between training and development depends on the extent to which the kind of education provided and its method can meet the expectations of individual and the needs of the society. It also pointed out that learning is a process in which people acquire knowledge, skills, experience, and attitudes that they need in order to perform their jobs well for the achievement of their organisation's goals. That employee training is a learning process in which employees acquire knowledge, skills, experience, and attitudes that enable them to achieve their organisational and individual goals.

Tanzania Ministry of Education and Culture, (1995p.(i) as cited in Ngirwa (2006) argued that Education is a process by which the individual acquires knowledge and skills necessary for appreciating and adopting to the environment with its cover ever changing social, political and economic conditions of society and as a means by which one can realize one's full potential.

Development refers to ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance. This development often include a wide variety of methods, e.g. orienting about a role, training in a wide variety of areas, ongoing training on the job coaching, monitoring all forms of self development. Some view development as a life-long goal and experience, Yona, (2008:13). A teacher was used in this study to refer to a person who makes or assists learners to get skills, knowledge and attitudes. While students was used to meant learners who get education from teachers. It meant somebody who studies at school, college or university, Encarta Dictionaries, (2008)

Moore (1988) argued that training needs assessment (TNA) refers to the process of determining precisely the gap between knowledge, skills, experience and attitudes that are currently possessed by the individual. Training method is the organization of the topic or sub topics and the way of presenting it to the trainees, (Chruden 1984.)

2.3 Theoretical Review

A theoretical framework was defined as a collection of interrelated ideas based on theories. It includes a reasoned set of prepositions, which are derived from supportive data or evidence, Kombo and Delno (2006: 56).

The study was done focussing on basic two leaning theories that explain how people learn theories including classical conditioning and operant conditioning. These theories can be analysed as follows.

2.3.1 Classical Conditioning

The Russian psychologist known as Ivan Pavlov in 1902 introduced this. He did his experiments by teaching dogs to salivate in response to timed ringing of bells. He managed to measure the amount of salvation the dog gave related as to the bell ringing hence salivating.

The theory briefly describes the learning as a process that is done by associating the events in the environment meaning that an unconditioned stimulus to cause an unconditioned response to the learner. While by linking, a conditioned stimulus to an unconditioned stimulus causes an unconditioned response. Repeated operations of this type enabled the conditioned stimulus to eventually cause an unconditioned response.

2.3.2 Operant Conditioning

Operant conditioning maintains that behaviour is functions of its consequence or simpler put, people learn by connecting the consequences of their behaviour with the behaviour itself. For instance, if an employee performs highly in a given year, and his or her manager gives him or her pay increase, the employee tends to perform even better in the ensuing year, Ngirwa, (2006:305).

This study based on Classical Conditioning Theory for the reasons that employees need to change their behaviour through adopting circumstances in the environment meaning that teachers need to be conditioned as they will be offered some rewarding materials like

promotions, good salaries and other motivation so as to make them like studying and later lead to good performance of students.

2.3.3 Relevant Model

2.3.3.1 The Performance Capability versus Performance Demands Model

Ngirwa, (2006:292) argues that desirable organizational performance and survival is a function of the relationship between job demands or performance demands (PD) on the one hand, and performance capabilities (PC) of their doers on the other hand. The relationship between PD and PC is perceived in the form of a PC: PD model.

The model focuses on the major three scenarios as they are described below.

Scenario one takes place in the work organizations when the performance demands or job demands equal employees' performance capabilities. At this level no need for training. All work organization would like to reach this stage.

Scenario two takes place in the work organizations when the performance demands or job demands outweigh employees' performance capabilities. This is a situation, where employees' performance capabilities are insufficient to cope with the performance demands of their jobs as expressed in the job descriptions. This may be mitigated by a number of causes of which most of them are related to training and development. These are shortage of fund for training, new product and competition, top management unwilling to train and change in technology.

Scenario three occurs when a work organization has more performance capabilities than the job demand. This needs job redesign focusing on training of employees.

This model is much related to the researched problem due to the fact that it's dealing with training of employee to increase their abilities to perform their job. Also deals with the results of a well trained employee and its outcomes in the work organization.

2.4 An Empirical Review

A study done Harris and Tim (2008) on teachers training, teachers quality and students' Achievements in the U.S.A, came out with different answers on the issue. The study found no much relationship between more education to teachers and the performance of the students they teach.

Findings corroborate some of the evidence presented in prior research; also uncover some important new insights. Like other recent work, we find generally positive, but mixed, evidence on the effects of experience and little or no evidence of the efficacy of advanced degrees for teachers. The study found that the first few years of experience substantially increase the productivity of elementary and middle school teachers but have little impact on the effectiveness of teachers at the high school level. Only in the case of ordinary level school math do we find that obtaining an advanced degree enhances the ability of a teacher to promote student achievement. For all other grade/subject combinations the correlation between advanced degrees and student achievement is negative or insignificant.

This study is very relevant but only that the structure and pattern of teachers as employees in Tanzania can not be directly concluded with this one; the reason behind is that, teachers in Tanzania are not at the same level of education even if the same teachers teaching the same education level. Likewise, the way teachers are treated in developed countries is not the same as developing countries like Tanzania.

Another study done in Tanzania on employees training and development which is relevant to this study was Teachers' Training and the Class Room Performance of Grade IIIA Teachers in Tanzania. The study is relevant to this study because it deals with teachers and the performance of learners. It is also relevant for the reason that it deals with teachers as employees in human resource management.

The shortcoming of this is the fact that it focuses only on academic issues ignoring teachers as employees. The study also focuses only on grade IIIA teachers ignoring the other teachers in the teaching profession as they may affect the performance of students.

The other study, which relate to this one is that done by Yona (2008) on the assessment of Off- the Job Training and Development. It was relevant for the reasons that it makes a critical investigation on bank employees who may have need which are similar to those of teacher employees. The shortcoming of this study focuses mostly on off the job training. Training, as an essential need for the organization to perform, needs to be analysed in a wider view.

Human Resource Training and development is seen as having a significant part to play in achieving and maintaining the survival and success of an organization. In the context of organizational environment, the interaction among organizational learning culture, job satisfaction, motivation to transfer learning, and turnover intention has not been explored extensively. Of particular interest to HRD is the potential impact on motivation and satisfaction emerging from workplace environments that have characteristics strongly associated with an organizational learning culture construct, Ian and Lean (1997).

A better understanding regarding organizational learning culture, job satisfaction, motivation to transfer learning, and turnover intention would provide HRD scholars and practitioners with additional information regarding perceived factors that contribute to learning, job satisfaction, and important outcomes with demonstrated links to performance. Although motivation to transfer learning has been emphasized by scholars as important to the success of organizational learning, performance, and investment, the current research on motivation to transfer is limited. Salas & Cannon-Bowers (2000), as it is quoted in Egan, (2005).

Harris and Tim (2008) argues that it is generally acknowledged that promoting teacher quality is a key element in improving primary and secondary education in the United States. Indeed, one of the primary goals of the *No Child Left Behind* law is to have a “highly qualified teacher” in every classroom. Despite decades of research, however, there is no consensus on what factors enhance, or even signal, teacher quality.

They further add more focus on the relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. Previous research on teacher training has yielded highly inconsistent results and has fueled a wide range of policy prescriptions. That some studies have revealed that formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training. Equally common, however, is the finding that formal education is irrelevant, leading others to argue for the elimination of colleges of education.

Arulampalam and Alison (1998) argue that the experience of work-related training is taken to be the result of optimizing decisions made by both an individual worker and an employer. For employer-provided training, the employer decides to offer training to increase or improve skills in the current job to a worker, who then decides whether to accept. They also argue that workers with less general training may also have higher discount rates, and hence be less willing to invest in training through lower earnings.

Dearden (2000) points out that employers may fully or partially fund the training of workers in the hope of gaining a profitable return on this investment. In practice, however, it is very difficult to measure this return and most studies have looked at wages. Most studies looking at the private return to work-related training find that training results in workers receiving higher real wages.

Vein (1992) as is quoted Dearden (2000) use data from the US, UK and Australia and found that in all three countries company based training (As opposed to training outside the firm) provided the largest returns followed by off the- job training. They also found that the size of the returns to training in the US were substantially larger than those in Britain and Australia.

Governmental post-schooling training programmes have become a permanent fixture of the U.S economy in the last decade. The programmes are typically advocated for the diverse reasons: (1) to reduce inflation by the provision of more skilled workers to alleviate shortages, (2) to reduce unemployment of certain groups, and (3) to reduce poverty by increasing the skills of certain group. All of these objectives require that that training programmes increase the earnings of trainees above what they otherwise would be. For

example, alleviating shortages by training more highly skilled workers should increase the earnings of these workers, Ashenfelter (2002).

Individual employees are expected to take more responsibility for their own professional training and career planning. This does imply that employers must give their employees opportunities to take this responsibility for their own careers. Employers are expected, for example, to invest in training and to offer greater variation in tasks and suitable jobs.

According to Gaspersz & Ott (1996) the exchange relationship between employer and employee therefore no longer consists of a salary and security from the employer in return for permanent loyalty and good work from the employee. In the 'new' relationship, the employer offers a salary and opportunities to increase employability in exchange for the effort and commitment of the employee to the work that is being done. Employees have a primary loyalty to their own careers, Forrier (2006).

The 2000-2004 Policy Memorandum from Flemish Minister for Employment Landuyt speaks of a changing career model in which people increasingly frequently face job insecurity and can no longer count on lifelong employment with a single employer. Many people, however, do not see this development as a reason for despair. Since lifelong employment with a single employer is guaranteed less and less often, job security must be found in some other way. From that point of view 'life-time employability' is being put forward as an alternative to the old 'life-time employment', Gaspersz & Ott (1996) as quoted in Forrier (2006).

The investigation of the relationship between participation in professional learning activities, on the one hand, and occupational expertise, on the other hand, led to some

interesting results. Only the amount of participation in social networks, both inside and outside one's current school, appeared to be positively related to the amount of occupational expertise of teachers. An increase in the amount of participation in training activities appeared not to have any effect on occupational expertise. Based upon this outcome, we are inclined to conclude that teachers' participation in social networks is more important for the development of their occupational expertise, than participation in training activities.

This could indicate that learning activities within the workplace context have a larger impact on occupational expertise than activities like training. However, although participation in social networks is potentially important for the development of occupational expertise, by no means will all social networks at work lead to learning pertaining to all types of occupational expertise and sometimes few opportunities for learning exist. For example, as has also been stated in the introduction, participation in the employees' council is probably not adding to classroom teaching competence and is occasionally focused on procedures that are limiting learning, Evers (2010).

2.5 Conceptual Framework

According to Ndunguru (2007) conceptual framework is an assemblage set of research concepts cum variables together with their logical relationships often presented in form of diagrams, charts, graphs, pictographs, flow-charts, organogram or mathematical equations. Linked to the problem statement, the conceptual framework "sets the stage" for presentation of the specific research question that drives the investigation being reported. It seeks to give description of the research concepts together with the variables such as the independent variables (I.V) and dependent variable (D.V) as isolated but work in a unified system of relationships. The conceptual framework of this research looks as shown below.

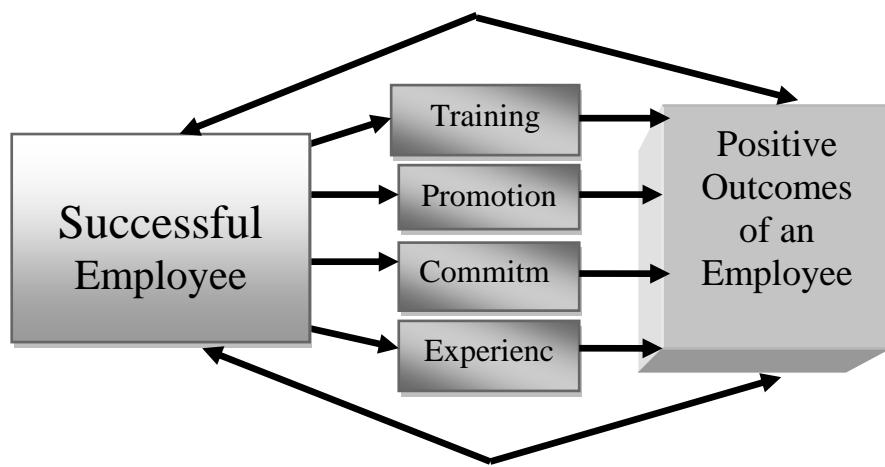


Figure 2.2. Conceptual Framework of Employee Training

Source: Own Developed Model, 2013

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed in detail about the methodologies which were used in this study including the strategies or the design of conducting the research focusing on population of the study, the area of study, sampling procedures. It also described variables and measurement procedures, the methods for data collection, analysis and interpretation.

3.2 Research Design

Ndunguru (2007) suggests that a case study design is characterized by depth and breadth allowing a researcher to conduct an intensive study of the case. Case study was used due to the fact that more detailed information need to be obtained.

Kothari (2004) defines case study as a very popular form of qualitative analysis and which involves a careful and complete observation of a social unit, be it a person, a family, an institution, a cultural group or even the entire community. The study used Dar es Salaam region as representative of the population.

3.3 Surveyed Population

The teaching staffs and owners of schools from selected public as well as private secondary schools in Dar es Salaam, making a total of 285 schools, were the population used in this study. These were interviewed because they have been either involved or not involved in training. Schools involved were private and government schools with equal representative in a sample of 70 respondents.

3.4 Area of the Research

The area used in research was Dar es Salaam region. This place was chosen for the reasons that it has many secondary schools of which are of two categories including government and private schools. That means the sample was taken from both public and private school.

3.5 Sampling Procedures

The sample sizes considered mainly two different groups taking into account their numbers and categories of private and government schools. Included teachers and their employers (the owner of schools) making a total number of 70 respondents.

The criterion for the one to be selected into a respondent was only that he or she was either a teacher or owner of the school working for more than two years in the same field. The respondent was identified from their work places and teachers meetings.

The sample was obtained using a simple random sampling procedure of which all schools in Dar es Salaam had equal chance of being included in the study. Names of schools were obtained from the regional education office and from there private schools were separated from government ones. This intended at having equal representatives between the two categories mentioned above. It was done to avoid biased information and to get equal representation respondents.

From there 70 respondents were investigated from the selected schools. These respondents was obtained equally from selected schools meaning that 35 respondents from each category. On the other hand, selected 70 respondents were aiming at making the study more accurate and reduce time consumption if the whole teachers' employees and employers found in Dar es Salaam ware to be used.

3.6 Data Collection

The study collected both qualitative and quantitative information using two sources including primary data from the respondents. Questionnaires and interview were used. Open and closed ended questionnaires were used too. For the case of interview, Structured and unstructured interview were used but based more on unstructured for the purpose of covering what were not disclosed by questionnaires.

The researcher administered some questionnaires based on pinioned responses from both teaching and administrative staffs in the selected secondary schools. This was done basing on equal representative among the already pointed out categories.

The researcher also gathered the first-hand information from the respondents by conducting unstructured and structured interviews plus observation techniques. The respondents answered the questions freely on the case of questionnaires and the others were interviewed as well as being observed.

The researcher also used other documents such as recorded students' results from selected schools general performance. Such documents included annual Mock and National Examination Results.

3.7 Data Analysis

The researcher analysed all numerical data using a programme of Statistical Package for Social Sciences (SPSS). Scientific analyses of the data related to the study were done by using statistical methods including percentages, cross tabulation, and graphs while Qualitative data were analysed using content analysis method.

3.8 Validity of the Study

According to Phelan, C. and Julie Wren (2005), validity of the study refers to how well a test measures what it is supposed to measure.

The concept of validity is described by a wide range of terms in qualitative studies. This concept is not a single, fixed or universal concept but rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects. Although some qualitative researchers have argued that the term validity is not applicable to qualitative research, but at the same time, they have realised the need for some kind of qualifying check or measure for their research, Golafshani (2003).

This study shows validity as the research findings resembles the findings of the pre-test (pilot study) done on the same study area. The pilot study results indicated that most of the respondents agreed that the implementation of secondary school teachers' training and development programmes affect the performance of learners in Tanzania. The research results found that the teachers' training and development policies were not implement or not available at all in most of the schools.

3.8 Expected Results of the Study

The study expected to find out that teachers training and development affects students' performance positively. It expected to find out that when employees (teachers) ware not given training the results of students were poor hence poor performance of their work organizations. The research also expected to find out that school do not have effective teachers training and development policies and programmes. That teachers would like to attend training but only that there is no training policies and programmes for them.

Trained teachers are not motivated meaning that after training teachers are not given motivate.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the data on the study of The Effects of Secondary School Teachers' Training and Development Programmes on the Students' Performance in Tanzania: The Case Study of Selected Schools in Dar es Salaam. The main objective of the study was to investigate the effects of teachers training and development to students' performance in Tanzania Secondary schools and the specific objectives were as follows:

- The general objective of this study was to investigate the effects of teachers training and development to students' performance in Tanzania Secondary schools.
- To determine to what extent the secondary school teachers training and development programmes on job could improve performance.
- To determine to what extent the secondary school teachers' experience on job could improve performance.
- To determine the way secondary school teachers' commitment on their job could improve job performance.

The chapter presents both quantitative and qualitative data. Qualitative data were obtained from the respondents through questionnaire and the qualitative data were obtained from the respondents through interview and observation methods.

4.2 Demographic Characteristics of Respondents

4.2.1 Age of Respondents

All 70 respondents indicated or mentioned their ages. The majority of the respondents range between 20 to 36 years old with 60% of the entire respondents. This result indicates that the majority then are likely to be newly employed hence lacking on job training as well as teaching experience. Therefore with this indicator of many youth working as teachers or employers, hence policies for training and development need to start immediately to equip them with current issues and knowledge. The second age group scored highly was between 37 to 47 years old with 24.3%. This is with medium age among the age groups of the respondents of this report. They have been attended on job training and with medium working experience.

The third age group was below 25 years old and between 48 to 58 years old both scoring 7.1% each. These two age groups indicate something different for each that for the first (below 25 years old), show that in Tanzania most of the secondary school teachers are employed at the age above 25 years old. For the case of between 48 to 58 years old shows that there were gaps on recruitment of teachers in the past years in secondary schools in Tanzania that is why most of the teachers fall under 26 to 36 years old.

The fourth and last age group in this study is above 59 year old which scored 1.4% of the entire respondents of the questionnaires. The age for retirement in Tanzania range between 55 to 60 years. This might be the reason behind the few respondents of this age group but giving important information that in teaching profession there are workers above 59 years old. Most of these workers who were interviewed were in private schools.

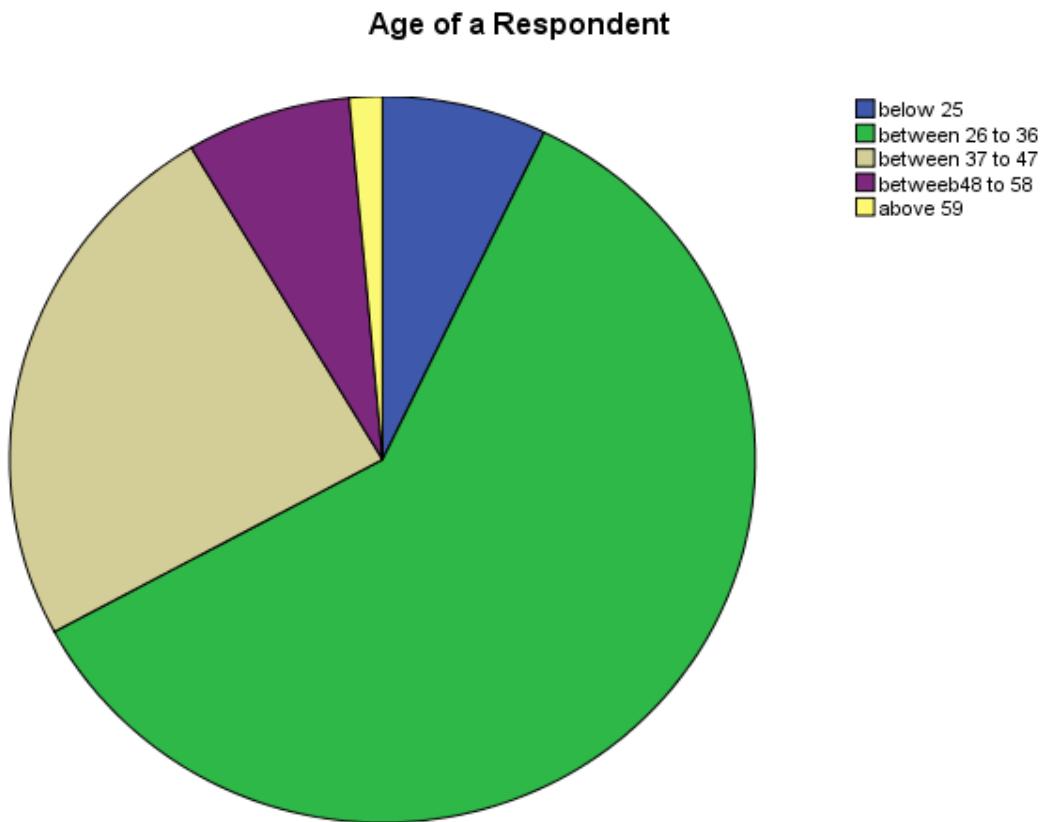


Figure 4.1 A Pie Chart Showing the Age of Respondents

Source: Field Data, 2013

4.2.2 Sex of Respondents

The sex of respondents was included in the questionnaire with the aim of getting data based on gender balance in the secondary school teaching profession. It was found that among the 70 respondents of the questionnaire males were 47. This makes 67.1% of the total questionnaire respondents. This shows that it's likely that most of the teachers in Tanzania are males. Females were 23 out of 70 with 32.9% of the total respondents.

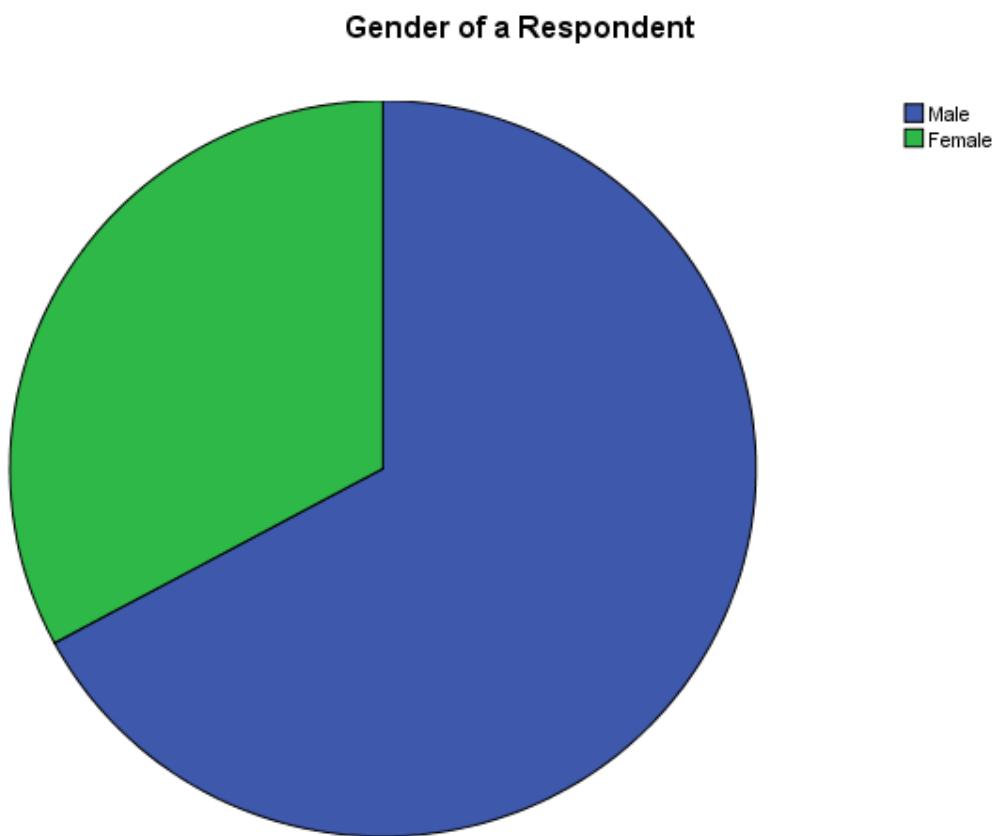


Figure 4.2 A Pie Chart to Show the Sex of Questionnaire Respondents

Source: Field Data, 2013

4.2.3 Level of Education of Questionnaire Respondents

Education of the respondent of this study was a very important variable due to the fact that main objective of the study was focussing on education (training) and its effects on outcome of an employee (a teacher). It has been found out that most of the research respondents employed in this teaching field found in Dar es Salaam, were with higher education having one degree making 57.1% of the whole respondents of the questionnaire. Like the rest of the categories of education level, this category also need on-job training so as to be equipped with new and current issues and knowledges for better performance.

37.1% of the total respondents had diploma level of education. This ranked the second in this category and it's the only group with low education among the groups. This is the group that is in high need of on job training as they must be equipped with the education as well as experience for the better outcome of their teaching activity.

The diploma education followed by more than one degree group which scored 5.7% of the total percentage of the questionnaire respondents. This is the highest education in the category. This may not need training like the rest of the groups but because learning is an ongoing process they need to be trained for the new knowledges and life skills plus current issues.

Table 4.1 The Education Level of the Respondents

Level of Education	Frequency	Percent
Diploma	26	37.1
Degree	40	57.1
More than One Degree	4	5.7
Total	70	100.0

Source: Field Data, 2013

4.3 Teachers' Concern / Perception on Matters Related to Training, Working Experience and Job Performance

4.3.1 The Presence of Positives Impacts of Teacher Training and Development on Students' Performance

This variable intended to answer the main question of the questionnaire which wanted to know the impacts positively a trained teacher and a teacher who is not trained on the performance of the students / learners. The respondents were asked to give their views if there were positive impacts resulting from the presence of teachers' training and development programmes in secondary school on the students' performance.

The majority of the questionnaire respondents strongly agreed that teachers' training and development programmes affect the performance of the learners. This composed of 95.7% of the total respondents who strongly agreed with the question indicate that the trained teachers have well performed learners while the teachers who are not well trained end up getting poorly performed students. Then if this is the case the government and stakeholders must invest on teacher human resources training so as to get well educated graduates for the development of the country. Only 4.3% strongly disagreed that there were positive impacts resulting from teachers training and development towards students' performance. In their comments pointed out that salaries, working conditions and motivation also can affect the teacher's performance.

On the case of remarks from the questionnaire, not all respondents that gave remarks but those who wrote their remarks most of them were positively supporting the argument that the training of teachers affects the performances of the students. Some remarked that not only training that affects the performance but also the other factors like salaries and good working conditions. Likewise, answering the same question, the majority of the interview

respondents agreed that a trained teacher is more confident and competent to what he/she provides to learners hence learners are competent too. They added that the performance of a teacher can be affected by abrupt command from top authorities particularly the government organs such as the ministry concerning with education and its organs.

Table 4.2 Positives Impacts of Teachers' Training and Development on Students' Performance

Responses	Frequency	Percent
Strongly Agree	67	95.7
Strongly Disagree	3	4.3
Total	70	100.0

Source: Field Data, 2013

4.3.2 Teachers' Training and Development Programmes Improve On Job Performance

The 70 respondents from various schools in Dar es Salaam, 92.9% of them realised the importance of having teacher training and development programmes in their schools. These teachers strongly agreed that these programmes are of very important as they lead into the main goal of education which is to produce the candidates who are competent. 7.1% of the total respondents strongly disagreed with teachers' training and development programmes as the source of improvement of teachers' job performance.

For the case of remarks, the majority of the respondents didn't write the remarks. The few filled remarks were once again generally pointing down that not only the teachers training and development programmes at their work place improves their performance but also the

presence of other factors like salaries, good working conditions and a teacher morale towards the teaching profession.

Table 4.3 Teachers' Training and Development Programmes Improve Job Performance

Responses	Frequency	Percent
Strongly Agree	65	92.9
Strongly Disagree	5	7.1
Total	70	100.0

Source: Field Data, 2013

4.3.3 Teachers' Job Experience and Performance

The majority of the questionnaire respondents strongly agreed that teachers' job experience improves performance. This composed 90% of the total questionnaire respondents. This must be noticed from the beginning that the majority of the teachers (in Dar es Salaam) who were involved in the study were aged 26 to 36 years old composing of 60% of the questionnaire respondents and plus 7.1% aged below 25 years old.

Therefore it should be noted that even the two age groups agreed the experience matters a lot even though this groups are likely to lack it due to their short time working experience in teaching profession. It was only 8.6% of the respondents who strongly disagreed with the notion that experience of a teacher improves performance. Only 1.4% of the respondents who filled the questionnaires didn't strongly agree or disagree as non response and it is shown below on the table which summarise this explanation.

The majority of the respondents, who wrote their remarks, supported the idea that job experience improves employee's performance according to the remarks given. Few remarks generally based on other factors that affect the morale and job performance of an employee like salary, employee's job commitment and good working condition. On the other hand the respondents who were interviewed on the same issue, the majority agreed that teachers' job experience improves job performance. They give a number of reasons and generally basing on being used to materials and class management experiences and materials delivering in class. Same answers and recommendations were given on questionnaires' remarks.

Table 4.4 Teachers' Job Experience Improves Job Performance

Responses	Frequency	Percent
Strongly Agree	63	90.0
Strongly Disagree	6	8.6
Total	69	98.6
Non response	1	1.4
Total	70	100.0

Source: Field Data, 2013

4.3.4 Teachers' Commitment and Job Performance

About 92.9 % of the respondents strongly agreed that teachers' commitment improves job performance. And with this outcome we can conclude that the majority of teachers believe on commitment as a source of good and quality job they offer hence the performance of their student apart from other factors, depend also on their commitment. Only 5.7% of the

entire sample strongly disagreed that teachers' commitment improve performance of students. 1.4% of the sample was non response.

Some of the respondents gave their remarks on this variable. The majority of the remarks given supported the variable of strongly agree. Few of them were against the variable by mentioning other factors which affects the improvement of job performance. For those who were interviewed also the majority gave the views almost like those of the remarks. They generally argued that the commitment of a teacher can be affected by the leadership and management of the schools and a number of policies and procedural issues imposed by the school owners and the government.

Table 4.5 To Show Teachers' Commitment and its Improvement on Job performance

Response	Frequency	Percent
Strongly Agree	65	92.9
Strongly Disagree	4	5.7
Total	69	98.6
Non Response	1	1.4
Total	70	100.0

Source: Field Data, 2013

4.4. Teaching Methods and Motivation to Teachers Towards Better Job Performance

4.4.1 Trainers Do Adhere to Trainees Talents

52.9% of the questionnaire respondents strongly agreed that the trainers do adhered to trainees / teachers talents. This simply meant that the trainers during training of the teachers train them according to their talent areas of performance. The rest of the

questionnaire respondents, composing 47.1%, strongly disagreed with the statement that trainers do adhere with trainee's talents. It seems there are small difference between those who strongly agreed and those who strongly disagreed. The results of this variable show that in one way the trainers value the talents of the teachers during training and on the other way there was a possibility of training without valuing the talents of the teachers. This is due to the fact that the ones strongly agreed that the trainers do adhered to trainees' talents made 52.9% of the total respondents and those who strongly disagreed made 47.1% with the minor difference of 5.8%.

Some of the remarks given didn't differ much with the above discussed two variable of strongly agreed and strongly disagreed. The majority favored the strongly agreed and the rest of the comment favoured strongly disagreed meaning that they strongly agreed but with remarks showing that not directly supporting the variable. The respondents who were interviewed on the way the trainers get to know the trainees talents, almost said that they don't take time on the issue of talents but provision of what was to be given to trainees.

Table 4.6 To Show if the Trainers Do Adhere to Trainees Talents

Responses	Frequency	Percent
Strongly Agree	37	52.9
Strongly Disagree	33	47.1
Total	70	100.0

Source: Field Data, 2013

4.4.2 Provision of Examination at the End of Training Period

Examination is a very important factor in learning as it's used as an evaluating mechanism of whether what was taught to learners understood or not so as to meet the objectives of the learning session. Among all respondents, 60% strongly agreed that there are examinations at the end of the training period. 38.6% of the respondents strongly disagreed that the examination are provided at the end of the training period. This shows that most of the time the trainers give exams (60%) but sometimes the teachers are trained and left to go without being examined as it is shown on the table and graph below that 38.6% left the training without being examined. 1.4% of the total questionnaire respondents left the question unanswered as a non response.

Some respondents gave their remarks of which most of them favoured the strongly agree variable. As it was elaborated above, there is a high possibility of giving exams and sometimes the learners left without being examined. The interviewed respondents, most of them gave answers of which show no difference with those given on the questionnaires. Most of them agreed that there were exams at the end of training sessions. They generally argued that often in short time training exams depended on the will of a trainer. Some said that the exams were of substandard.

Table 4.7 There were Examinations at the End of Training Period

Responses	Frequency	Percent
Strongly Agree	42	60.0
Strongly Disagree	27	38.6
Total	69	98.6
Non Response	1	1.4
Total	70	100.0

Source: Field Data, 2013

4.4.3 Certificates were Provided at the End of Training Session

As it is shown on the table below, 60% of respondents strongly agreed that certificates were provided at the end of training period. A certificate is a very important document as a study and job motivational issue. They help as an attachment when asking for promotion or when an employee applies for a new job somewhere else and it's used as an important document on an employee file. 37.1% of the respondents strongly disagreed that at the end of the learning periods the learners were provided with certificates. This number cannot be ignored as it has been observed above. The certificate motivates the learner and is used for documentation hence 37.1% being trained without given certificates its demotivating.

Most of the remarks of those respondents who wrote their comments generally favoured strongly disagree. Most of them shown that not always that the certificates are provided to learner after the learning sessions; they are provided only in some occasions. Some argued that the certificates are very important for the learners and some remarked that sometimes learning take just a short time for the certificates to be provided. For the case of

interviewed respondents, the majority agreed that certificates were provided. The generally added that the certificates are provided for the long training periods but most of the short training were said not to be certified.

Table 4.8 Certificates were Provided at the End of Training Session

Responses	Frequency	Percent
Strongly Agree	42	60.0
Strongly Disagree	26	37.1
Total	68	97.1
Non Response	2	2.9
Total	70	100.0

Source: Field Data, 2013

4.4.3 Trainees Volunteering to Demonstrate During Training

75.7% of the questionnaire respondents strongly agreed that trainees volunteer to demonstrate during training. This means that trainees seem to be commonly willing to show what they know during the study. 24.3% of the total questionnaire respondents strongly disagreed with the statement. Demonstration done by the learners during training session was one of the learning techniques and a very important one as it makes a trainee not look as tabularise. For this case, the remarks of questionnaire were generally the same as answers given by the interviewees. They pointed out that the chance for demonstrations depended on the will of trainers. They showed that short courses were commonly basing on trainers material provision method.

Table 4.9 Trainees Demonstrate During Training

Responses	Frequency	Percent
Strongly Agree	53	75.7
Strongly Disagree	17	24.3
Total	70	100.0

Source: Field Data, 2013

4.4.4 Adequacy and Relevance of Learning Materials

The main issue of this statement was to know the extent the materials used during teachers' training were adequate and relevant to the objectives of training. 64.3% of the total respondents strongly agreed that the materials provided during training are adequate and relevant. This simply means that in many occasions the materials are not relevant and adequate. If the materials used for learning are not relevant and adequate then the training and learning is invalid due to the fact that the learning with irrelevant and inadequate to this extent can result to the difficult understanding and end up without taking the knowledge to the learners.

35.7% of the total respondents strongly agreed that the materials provided by trainers are adequate and relevance. The remarks given based also favoured strongly disagreed respondents. Most of the remarks given generally pointed out that the materials given are outdated and some were not well written as well as edited. The remarks exposed a lot hence there was no need for interviewing on this response.

Table 4.10 Showing Adequacy and Relevancy of Learning Materials

Responses	Frequency	Percent
Strongly Agree	25	35.7
Strongly Disagree	45	64.3
Total	70	100.0

Source: Field Data, 2013

4.4.5 Rewarding After the Training

The issue of awarding after training period was investigated. The respondents who were asked if there were awards after training period from which 62.9% of the total 70 respondents strongly disagreed that there were awards to the trainees who performs well. This shows that the majority of the trainees are not awarded apart from the efforts they do so as to get a good performance as a part of motivation. The rest 35% of the respondents strongly agreed that they were awarded after training. While the remarks pointed out that no rewards were given after training.

Table 4.11 An Employee who Performs Well was Awarded

Responses	Frequency	Percent
Strongly Agree	25	35.7
Strongly Disagree	44	62.9
Total	69	98.6
None Response	1	1.4
Total	70	100.0

Source: Field Data, 2012

4.4.6 Training or Learning Methods and Evaluation

The study focused on training, learning methods and evaluation methods used during training of teachers. The method investigated was group discussion on the side of learning but on the side of evaluation assignment was investigated. The majority, 92.9%, of the total respondents, strongly disagreed on the question of whether there were group discussion and assignments to trainees during training period. It was only 7.1% of the respondents who strongly agreed with the same issue.

The remarks of the questionnaire favoured strongly disagreed respondents as they generally pointed out that the methods used were lecturing, presentations and presentation using medias such as projectors and or providing handout where the learners just follow. The interviewed respondents didn't differ much with the answers given by the strongly disagreed respondents. They mentioned the methods commonly used as lecturing and presentation. They suggested the reasons for not using assignments and group discussion that was due to time limit of training period.

Table 4.12 Group Discussion and Assignment Done by Trainees

Responses	Frequency	Percent
Strongly Agree	5	7.1
Strongly Disagree	65	92.9
Total	70	100.0

Source: Field Data, 2013

4.4.7 Duration and Time Taken During Training Period

Training period was one of the variables tested in this study. The effectiveness of training apart from other things, depend on the time taken for the learners to concentrate on the provided materials. 93.9% of total respondents strongly disagreed that the time taken to complete the training sessions were enough. This simple meant that the time for training was very short and insufficient. Few respondents strongly agreed that the time for training was sufficient. These comprised only 6.1% of the total respondents.

The remarks given favoured the majority. Most of the remarks of the questionnaire respondents generally suggested that the time for training periods were too short and insufficient. Likewise, the interviewed respondents gave answers that supported the questionnaires outcomes. They argued that training period is determined by the number of factors including will of trainers, economic factors meaning that the ability of the institution or trainees to pay and decision of the employing administration authorities as they may not allow their workers to stay away from the working areas for a long period of time.

Table 4.13 The Time for Training Programme was Sufficient

Response	Frequency	Percent
Strongly Agree	5	6.1
Strongly Disagree	65	93.9
Total	70	100.0

Source: Field Data, 2013

4.4.8 Trainers' Competence

The trainers' competence is a very important factor to consider for an effective training. The study investigated on the ability of the trainers towards the understanding and acquiring of proper knowledge to trainees. The trainers' competence was investigated through asking the respondents if the trainers were competent during provision and facilitating of training and 62.9% of the questionnaire respondents strongly agreed that they are competent. 37.1% of the total respondents strongly disagreed with the notion that trainers who train teachers are competent. For the case of remarks given mostly exposed out what affects the competent of trainers. In general they pointed out that the trainers are affected by the time for training period as well as training materials.

Table 4.14 Trainers were Competent to the Areas they Participate

Responses	Frequency	Percent
Strongly Agree	44	62.9
Strongly Disagree	26	37.1
Total	70	100.0

Source: Field Data, 2013

4.4.8 Promotion After Training

Promotion is a very important point on employees' job motivation. This aspect was tested with the question which wanted to know if the issue of promotion after training was considered and the results shows that promotion was not to be done basing on training factors. This was shown by 72.9% of the respondents who strongly disagreed that there were promotions after training. Only 27.1% of the respondents strongly agreed that there were promotions after training. The questionnaire remarks and interview supported the

above results that training was not a factor for promotion of employees. Both generally pointed out that promotion was done based on the will of the authorities and who knows who and more commonly for private schools.

Table 4.15 Promotion after Training

Responses	Frequency	Percent
Strongly Agree	19	27.1
Strongly Disagree	51	72.9
Total	70	100.0

Source: Field Data, 2013

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five presents summary of the findings, conclusion and recommendations, furthermore the chapter presents limitation of the study and areas for further studies. The study was conducted to examine the effects of secondary schools teachers' training and development programmes on students' performance in Tanzania using Dar es Salaam region as a case study area. The study used 70 respondents that included the teaching and administrative staffs of the private and secondary schools.

5.2 Summary of the Findings

The study generally found that the implementation of training and development has not been given enough priorities as most of the respondents shown not to be familiar with training policies in their work institutions. It was found that teachers as the major employees in this sector were willing to go for further studies but the implementation and exercising of training and development programmes weren't in favorable environment.

5.3 Conclusions

This study focused on the effects of secondary school teachers' training and development programmes and their effects on students' performance. The results revealed that most of the respondents proved that the implementation of training and development programmes in both private and a public school was very low or absent regardless of its importance toward students' performance.

5.4 Recommendations

The study recommends the secondary schools' stakeholders and investors to invest on training of teacher employees as they affects the performance of the learners who need to have good and quality education for their development and the society at large. Most of the stake holders were found not involved in training of teachers.

There should be training and development policies in each school as it was found that training and development policies were almost unavailable in most of the studied schools. The policies were un available even respondents were not aware of these policies. Motivations, as one of the issue raised by the respondents, must be put forward to teachers so as to make them work hard and for the better performance of the learners.

5.5 Suggested Areas for Further Studies

This study aimed at finding out the effects of secondary school teachers' training and development programmes and their effects on students' performance but another study can be done to find out the relationship between the teachers' withdrawal from teaching profession and absence of motivation on this profession. The further study can be done to find out the effects of devaluation of teaching profession in Tanzania and increase of failure in NECTA examinations.

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APPENDIX

Appendix 1 A: A Structured Interview

Answered by teachers who have attended any training programme from Selected Schools in Dar es Salaam Region.

Preamble

Dear Colleague,

Please assist me to collect information for a research study on The effects of Secondary School Teachers Training and Development Programmes on the Students Performance in Tanzania: The Case Study of Selected Schools in Dar es Salaam.

The study is a part of my research academic and it will be used for academic reasons strictly. For this reason, your name or any of your used materials will not be presented in the way that any user of the findings recognizes you.

Thank you very much for being cooperative.

Sincerely,

Paul, Switbert.

Structured Interview Questions

1. What might affect positive impacts of teachers training and development on students' performance?
2. Why do you think that an employed teacher affect the performance of the learners?
3. Why do you think that teachers training and development programmes improve or don't improve on job performance?
4. What are other things that make a teacher to be more committed on his/her job?
5. How do trainers get to know the trainee talents?
6. Examinations provided at the end of each training period, are of a good standard?
7. What are the criteria used to Certify?
8. Do trainers take much time to make the trainees volunteer to demonstrate?
9. What might be the reasons for the employees who perform well not to be rewarded?
10. What are other methods used apart from group discussions and assignment?
11. What determine time for training programme?
12. Trainers are very competent to the area they participate
13. Apart from training, what are other factors used to promote an employee?

Appendix 1B, A Closed and Open Ended Questionnaire

Answered by Teachers who have attended any training programme from Selected Schools
in Dar es Salaam Region

Instructions:

Please put a Tick (✓) on front of what you consider most appropriate answer. Remember there is no wrong one.

Part A: Personal Profiles

1. Age (in years)

- i. Below 25
- ii. Between 26 to 36
- iii. Between 37 to 47
- iv. Between 48 to 58
- v. Above 59

2. Sex

Male	Female

3. Qualifications

- i. Certificate
- ii. Diploma
- iii. Degree
- iv. More than one degree

Qn	Clue	Strongly Agree	Strongly Disagree	Remarks
4.	There are positive impacts of teachers training and development on students' performance.			
5.	Teachers training and development programmes improve on job performance			
6.	Teachers job experience improve performance			
7.	Teachers commitment on job improve performance			
8.	The trainers do adhere to trainee talent			
9.	There are examinations at the end of each training period			
10.	Certificates are provided at the end of learning session			
11.	The trainees volunteer to demonstrate during training			
12.	Learning materials are adequate and relevant			
13.	Employee who performs well is rewarded			
14.	There are group discussions and assignment done by trainees			
15.	The time for training programme is sufficient			
16.	Trainers are very competent to the area they participate			
17.	There is promotion after training			