THE EFFECTIVENESS OF TRAINING OF GOVERNMENT PRIMARY SCHOOL TEACHERS ON JOB PERFORMANCE THE CASE STUDY OF BUKOBA DISTRICT COUNCIL

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA

2013

CERTIFICATION

The undersigned certify that, he has read and hereby recommends for acceptance by the Open University of Tanzania this Dissertation titled: "The Effectiveness of Training of Government Primary School Teachers on Job Performance: The Case of Bukoba District Council", in the partial fulfilment of the requirement for the degree of Masters of Human Resource Management.

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Date…………………………..

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DECLARATION

I, Mikidadi M. Mikidadi, declare that this dissertation entitled "The Effectiveness of Training of Government Primary School Teachers on Job Performance: The Case Study of Bukoba District Council" is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

Signature……………………………………

Date ………………………………….

DEDICATION

I dedicate this dissertation work to my beloved father, the late Mbaraka B. Mikidadi and mother Zainab A. Abdallah for their love, lessons and passion have imparted in me a charisma of working hard and made me become even more ambitious.

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ABSTRACT

The study aimed at finding out the extent of training effectiveness to systematic approach. Specifically, the procedures used to conduct training, challenges facing training and determining corrective procedures to enhance teachers training effectiveness. The study was carried out at Bukoba District Council (BDC). The study used interviews, questionnaires and available documents in collecting data and study sample comprised of administrative employees and on-the-field teachers of BDC. The qualitative data were analyzed using Excel, Categorical variables, simple frequency analysis and cross tabulations were used, also tables, and figures and text to simplify interpretation and general judgments of the phenomena. It revealed the level of teachers training effectiveness were generally low. Used procedures were training needs assessment, program design and development and budgeting, training implementation and evaluation. Number of challenges facing teachers training effectiveness, such as: Inappropriate training needs assessment, trainees' selection based on favouritism, instructors or tutors low ability, as well as inconvenient training environment, and irrelevance training program on training needs. Suggestion were; public institutions should conduct appropriate TNA, training officers should be trained, selection of appropriate trainee, all teachers should have an access to obtain training, training program should be relevant to teachers job function, training evaluation should be conducted properly and there should be provision of realistic training funds.

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ABBREVIATIONS

BDC   Bukoba District Council

ESPR   Education Sector Performance Report

HTs   Head Teachers

HQ   Head Quarter

LGAs   Local Government Authorities

OPRAS   Open Performance Review Appraisal System

PSLE   Primary School Leaving Examination

PSMEP   Public Service Management and Employment Policy

PMORALG Prime Ministers Office, Regional Administration and Local

                 Government

SMART   Specific, Measurable, Acceptable, Realistic and Time

SIs   School Inspectors

STD VII   Standard Seven

T&D   Training and Development

TNA   Training Needs Assessment

TO   Training Officer

CHAPTER ONE

1.0   INTRODUCTION

1.1   Background to the Study

Training of staffs in organizations has becoming among major factor in the organization performance. Moreover, emphases increased due to the changes into different sectors operation, new theories and technology. Through that public and private institutions have made policies and regulations to weight and facilitate training within themselves. Example in Tanzania training is a legal responsibility to every employer in the public service. As stated in the Public service Regulations (2003) directs that, every employer shall be responsible for training and development of his staff. The PSMEP, (2008) stated that for the purpose of developing and maintaining employees' competencies all public organization should have training programs according to their human resource programs.

Primary education in Tanzania aimed at generating basic skills of the people scientifically and literary for the national development. The educational policy state that, primary school education is fundamental to the strengthening of higher levels of education, laying strong in scientific and technological literacy and capacity and thus a means to self-reliant personal and national development. Teachers are the main subject to impart those skills to pupils. As pointed out by Ojo L.B and Olaniyan, D.A (2008) wrote, the success or otherwise of any educational system rest to a large extent on teacher's effectiveness which also depends on the training and quality of their education. The government also insisted provision of training to teachers as stated in the Teachers'Service Scheme (2008) shows; every employer shall be

responsible for training and development of his staff for the purpose of developing individual skills for the performance of their present duties and future jobs.

Training to employees has not been given the necessary attention which led to low teachers performance within education sector and resulted to large number of pupils' low performance rates. Nevertheless, according to ESPR, (2009) explain the majority of teachers had not received appropriate in-service training opportunities to improve their teaching skills. The situation of having no enough and appropriate training to primary school teachers has an interrelation with the underlined primary school pupils'performance particularly standard seven national examinations.

According to Hakielimu (2011) mention that educational outcomes in Tanzania have been heading downhill for years. Half of all children who sit through seven years of primary school can't pass the leaving exam. In addition, BDC facing the same problem of low pass rates of primary school pupils which do not through the average pass of fifty percent of the countrywide pass rates. In the sense of teachers'performance, pupils'performance is among major tool of evaluating teachers performance though is not the only factor. Due to ineffective training many primary school teachers and other education stakeholder in BDC associate it with teacher's poor job performance which led to pupils poor performance rates.

1.2   Statement of the Problem

In spite of provision of training by the Government of Tanzania, teachers'performance stills a challenge and emerge the need to constantly upgrade the skills of teachers to cope with new trends in efficient education and skills

delivery. Teachers'performance almost measured through their students'performance. If student performance is low also teachers'are involved. It is a trend of years now STD VII national examination results performance declined and claims goes to teacher's performance and ability. Apart from that, every government organisation has mandate to provide training to their employees, in fact councils of local governments are the employer of teachers vested power to conduct teachers training. As long as different authorities direct so to employers, it's so obviously at BDC having training programs to their employees especially teachers, but training conducted seems not effective because teacher's performance does not stimulate student performance rather than declining, that situation shows there might be ineffective training procedure or challenges which need a revised appropriate procedures to make it worthiness on teachers job performance.

Hakielimu (2011) argued that several factors have contributed to this situation, including poor working and learning environments in schools and teachers' low salaries, but none so directly impacts what a student learns as the knowledge a teacher has acquired him or herself and the skills he or she has to impart it. When teachers aren't provided additional training after their initial education, how can they teach new curricula? Without further training, how can they teach difficult subjects like math and English?

Bukoba District Council and World Vision Tanzania have been conducted training through seminars and alike for improving teachers'skills and knowledge, yet, training become worthless to their job performance. According to Maqsud Ul Hassan (2009), the findings of various researches in the field of teacher education reveal that

the non-structured and in-effective in-service training of teachers is the major cause of lack of quality education. Therefore ineffective arrangement of teachers' regular training becomes a major cause for low job performance. The researcher, thus, opted to assess the Effectiveness of Training of Government Primary School Teachers' on Job performance.

1.3   Research Objectives

1.3.1   General Objective

The main objective of this study was to assess the Effectiveness of Training of Government Primary School Teachers on Job performance.

1.4   Specific Objectives

Specifically the research was sought:

i.   To assess training procedures of government primary school teachers on job performance.

ii. To identify challenges facing training of government primary school teachers on job performance.

iii. To explore appropriate training procedures to improve job performance of government primary school teachers.

1.5   Research Questions

i.   Which procedures used to conduct training of government primary school teachers on job performance?

ii. What are the challenges facing training of government primary school teachers on job performance?

iii. What are appropriate training procedures of government primary school teachers on job performance?

1.6 Significance of the Study

The study will enable management of government primary school teachers in Tanzania to better appreciate the relationship between training and the challenges associated with teachers' performance. Again, the findings of the study will also enable the government of Tanzania to device appropriate training that will be relevant for improving government primary school teachers' performance. Also, the research will establish the ways of effective training on job performance of the government primary school teachers in Tanzania. Finally, the study will further serve as a reference guide for the Government of Tanzania especially councils of local government in developing appropriate training content and methodologies to improve teachers' performance.

CHAPTER TWO

2.0   LITERATURE REVIEW

2.1   Overview

This chapter reviews relevant literatures about training on the following topics: Conceptual definitions, Conceptual framework, Critical Theoretical Review, Critical Model Review, Effective training for quality job performance, Empirical review. Furthermore, this section seek review topics such as: Systematic approach to training, Training needs assessment, Program design and development, Establishing training goals and objectives, Implementing training and Training evaluation.

2.2 Definition of Concepts

2.2.1 Training

According to Gupta, C.B (2003), training is an organized process for increasing the knowledge and skills of people for doing a particular job. The purpose of training is to improve the current performance. Training should be well organized in a systematic approach that led to positive impact for improving individual skills and job performance hence organization performance. Iftikhar Ahmad and Siraj ud Din (2009) wrote that training improves the knowledge, skill and attitude of the workforce and develops their services. Effective training conveys relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace. Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work (Charnov 2000 as cited by

Kennedy, J. 2009). According to Pyne, J.E (2004) explain that fundamental steps in training are; assessing needs, developing objectives, developing curriculum including determining which methodologies and techniques to use, delivering the training including a discussion of learning styles and finally evaluating training.

2.2.2 Teacher

Oxford Dictionary (2000) defined a teacher is a person whose job is teaching by imparting knowledge and skills through learning especially in a school. A teacher must attend college education and learn professional courses and duties of teaching like education psychology, subjects to be taught, lesson plan and schemes of work preparation. According to Tanzania Education Policy of 1995 stated minimum qualifications for primary school teachers should possess a valid grade 'A' teacher education certificate. Missokia, E, and Zombwe, M. (2011) explain that many teachers do not perform well due to absence of training. Tanzania Education Policy of 1995 stated that teaching effectiveness of every serving teacher will thus need to be developed through planned and known schedules of in-service training. In-service training and re-training shall be compulsory in order to ensure teacher quality and professional. Therefore teachers' job performance to some extent depends on training delivered which stimulate their ability, skills and knowledge on their day to day teachings.

2.2.3 Job Performance

Miners, S.C (2006), define job performance as the degree to which an individual helps the organization reach its goals. On the other words the extent of the results a person achieved after doing activities of a particular job. Despite of many factors for

better job performance like pay, recognition, challenging work, training play a basic role in maintaining or increasing skills, ability and knowledge of employees to meet their job targets standards that finally facilitate the magnitude of their job performance. Aguinis, H. and Kraiger, K. (2009) wrote that training-related changes should result in improved job performance and other positive changes. Arthur et al. (2003) conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pre-training states, training had an overall positive effect on job-related behaviours or performance. That means job performance has relation with training. In order to fill the knowledge gap to employees, training become a major method to increase or improving skill and knowledge for the purpose of improving job performance.

2.3 Critical Theoretical Review

The most basic purpose of learning theory like any other is to better explain how learning occurs. Attempts have been made by the psychologists and behavioural scientists to develop theories of learning. To date, the most widely recognized theories of learning are four: classical conditioning, operant conditioning, cognitive and social learning theories

2.3.1 Classical Conditioning by Ivan Pavlov

Classical conditioning is modifying so that a conditioned stimulus is paired with an unconditioned stimulus and elicits an unconditioned behaviour. Thyer, B.A (2008), elaborate the theory as Respondent Learning Theory by Ivan Pavlov a Russian psychologist developed classical conditioning theory based on his experiments to

teach dog to salivate in response to the ringing of bell. When Pavlov presented meat unconditioned stimulus to the dog, he noticed a great deal of salvation unconditioned response. But when merely bell was rung, no salvation was noticed in the dog. Then, what next Pavlov did was to link the meat and the ringing of bell. He did this several times. After wards, he merely rang the bell without presenting the meat, now; the dog began to salivate as soon as the bell rang. After a while the dog had learned to respond i.e. salivate to the bell.

Thyer, B.A (2008), the enhanced learning effects of repeated presentations of unconditional Stimuli on the establishment of a conditional response. The first time unconditional Stimuli is presented, it produces a certain effect that is unconditional response. Apart from the salient characteristics of the unconditional Stimuli itself, it is inevitably associated with a situational context during which the learning occurred. When people are placed in a similar situational context, not only will they respond to the original unconditional Stimuli, but they are more likely, or sensitized, to respond to other stimuli that are themselves similar to the unconditional Stimuli. The links to the study: unconditional Stimuli (training) which stands as stimuli to unconditional response (job performance). The delivery of effective training may impart some behaviour which termed as skills, knowledge that influence better job performance especially when a teacher using those skills on daily activities (repeatedly) and experience generates improvement on duties performed hence better job performance.

2.3.2 Operant Learning by B.F Skinner

According to Thyer, B.A (2008), the Harvard Psychologist Burrhus Frederic Skinner

did for operant conditioning. Skinner is regarded as the father of Operant Conditioning, but his work was based on Thorndike's law of effect. Skinner operant conditioning is based on the notion that behaviour is a function of its consequences, which may be either positive or negative. He argued that creating pleasant consequences to follow specific forms of behaviour would increase the frequency of that behaviour. Consequences of behaviour are used to influence or shape, behaviour through three strategies: reinforcement, punishment, and extinction. Thus, operant conditioning is the process of modifying behaviour through the use of positive or negative consequences following specific behaviours.

Skinner, B.F (2005:59) elaborate that consequences of behaviour may "feedback" into the organism. When they do so, they may change the probability that the behavior which produced them will occur again. The emphasis of behavioural psychology is on how we learn to behave in certain ways. We are all constantly learning new behaviours and how to modify our existing behaviour. Therefore teachers who receive training are learning to practice better methods for better delivery of subjects for students' better performance which indicate better teachers' job performance.

2.3.3 Cognitive Theory by Jean Piaget

Thyer, B.A (2008) pointed out the cognitive-behavioural theoretical framework of human functioning is based on the premises that thoughts, emotions, and behaviours are inextricably linked and that each of these aspects of human functioning continuously impacts and influences the others. Specifically, cognitive-behavioural

theory posits that thoughts about the self, relationships, the world, and the future shape emotions and behaviors (A. T. Beck, 2002; Dobson & Dozois, 2001). Moshi, B.D (2011) argue that cognitive refers to an individual's thoughts, knowledge, interpretations, understanding or views about one self and his/her environment. Based on it, cognitive theory argues that the person tries to form his/her cognitive structure in memory, which preserves and organises all information relating to the events that may occur in learning situation.

Training of teachers is much worth to their performance. First appointment teachers do not know how real situation is until has acquired enough experience at work. On-the-job instruction can be used.

2.3.4   Social Learning Theory by Albert Bandura

Bandura in his book of Social Foundations of Thought and Action: A Social Cognitive Theory (1986) wrote; individuals possess beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions, that "what people think, believe, and feel affects how they behave" (p.25) Bandura, A. (1991) wrote these beliefs comprise a self system with symbolizing, fore thinking, vicarious, self-regulatory, and self-reflective capabilities and human behaviour is the result of the interplay between this personal system and external sources of influence. Individuals also learn by observing their models that they admire. Much of what we have learned so far came from watching our models like parents, teachers, peers, superior, motion pictures and television. Thus learning through both observation and direct experience has been called social learning theory. For

example, a person who has been promoted to a new job/position may imitate some of the behavior of his/her predecessor.

Through training teachers gain experience and observe what others doing and what a proper way to do jobs which generate basics for new behaviour in terms of skills, knowledge, ability for better performance. For example through seminar or on-the job instruction they can learn and experience good teaching mode for improving job performance.

2.4   Critical Model Review


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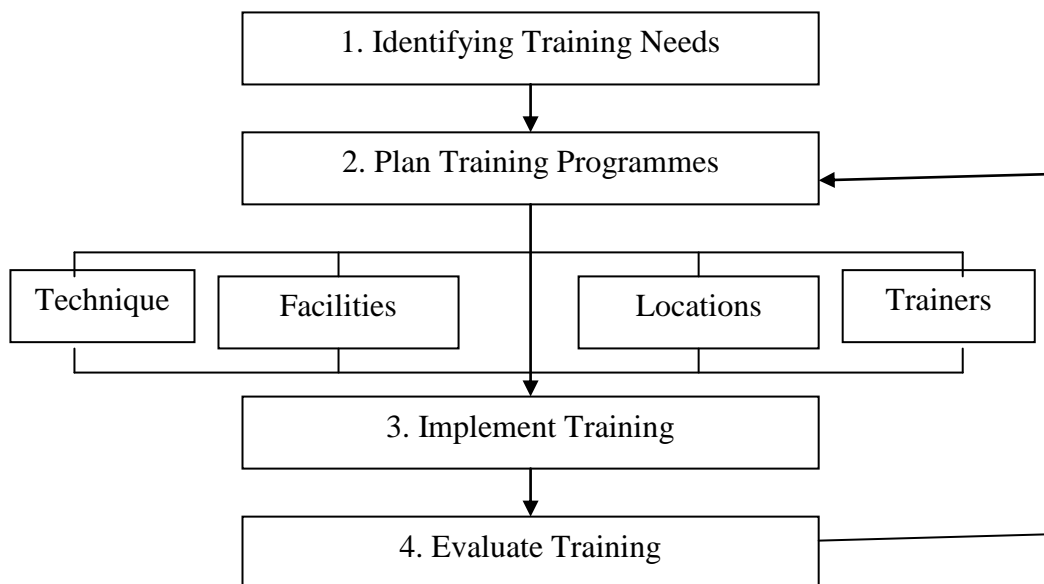
Figure: 2.4 Systematic Training Model
Source: Armstrong, M (2006)

Armstrong, M. (2006) wrote, effective training uses the systematic approach as shown above with an emphasis on skills analysis. The purpose of the training should

be clearly defined in terms of the criterion behaviour' required as a result of training, and the terminal behaviour' expected. That means training objective must adhered to organisation objectives in order to create a link with organisation activities. Defining criterion and terminal behaviours will provide the basis for evaluation, which is an essential element in the achievement of successful training. Agarwala, T. (2009), point out that for training to be strategic, it is important to develop training programmes and activities to support business strategy of the firm. It is important to mach the training practices and strategic objectives of a firm.

Armstrong, M. (2006) elaborate the training techniques used should be appropriate to the purpose of the course and to the characteristics of participants and their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course. Good instructional techniques should be used in manual skills training.

The systematic training model covered wide areas which have advantages for better training provision as; it brought interrelation between organization objectives and training objectives which make worth to the organization performance. Conducting a thorough needs assessment before training is designed and delivered helps set appropriate goals for training and ensure that trainees are ready to participate (Blanchard & Thacker 2007 as cited by Aguin, H. and Kraiger, K. 2009). Also,

through training needs assessment the gap between available knowledge and the required are obtained and types of training for recovering the gap are well gathered. Additionally, through establishment of training goals determination of required skills and knowledge are well outlined hence training contents are obtained. Nevertheless, the process accepts corrections if there are errors so as to realign the programme and its objectives.

However, some weaknesses obtained like, job performance involves many things and not only training, example; required resources, good pay, motivation etc. In spite of that, the criteria for evaluation like accidents, absenteeism and productivity are not enough for making judgment for training achievement because low pay, poor work environment, unhealthy or conflict between employees or superior and subordinates may cause absenteeism and productivity may be affected either positive or negative by economic or management factors, employee low morale and alike.

2.5 General Discussion of Systematic Approach to Effective Training

The aim of training is to impart the knowledge, attitudes skills and behavior that enable trainees improving their job performance. Armstrong, (2006), training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated. According to McNamara (1997) as cited by Kennedy,J. (2009), a systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development

approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization.

According to Agarwala, T (2007), the systematic approach to training involving the following four phases: - First, Needs assessment (diagnostic phase), Second, Program design and development, Third, Program implementation and Fourth, Evaluation Also Armstrong M, (2009), has identified four steps of a simple systematic training model, includes; Identify training needs, decide what sort of training is required to satisfy these needs, use experienced and trained trainers to implement training and follow up and evaluate training to ensure that it is effective.
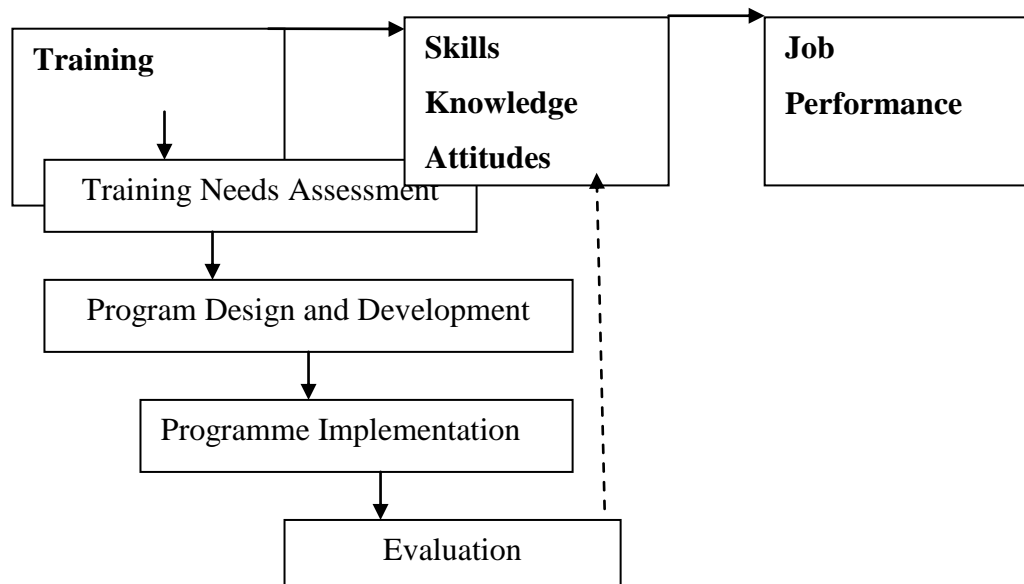
Figure 2.5 Systematic Training Practices

Source: Adopted from Armstrong, M (2009) and Agarwala, T (2009) and Modified by Researcher (2012)

2.5.1 Training Needs Assessment

Agarwala, T. (2007), needs assessment is a systematic, objective determination of training needs based on data. The goal of needs assessment is to determine whether a need for training actually exists in the organization. A training need is said to exist when there is a discrepancy between what is desired and what exists. Needs assessment takes the form of comparing the skills required with the skills available. Comparison between the expected level of performance (as specified by job analysis) and the current level of performance of the individual may indicate performance discrepancy. If the performance discrepancy that is due to a skill or knowledge deficiency that is trainable and can be met by training, it suggests the need for training.

Further, she identifies three primary types analysis during the phases which are; Organisational analysis, an examination of the environment, strategies, organizational goals, resource of the organization, personnel inventories, performance data, and climate and efficiency indices to determine where the training emphasis should be placed in the organization and what factors may affect training. Job/Task analysis is concerned with determining what should be taught in training to ensure that the trainee performs the job satisfactorily. Person analysis, determine which employees require training, and, equally importantly, which do not.

According to Boydell (1990) as cited by Kennedy, J. (2009), to identify your training needs you need to ask yourself: Where your business wants to go, what knowledge and skills you need to help you get there? Which skills you already have within the

business and which skills are you missing? In order to fully understand all training requirements one should: - Identify what you want to achieve by implementing a training programme. Ensure your objectives are SMART - Specific, Measurable, Achievable, Realistic and Time-bound. Involve staff - ask what training they feel they require, and explain the benefits of training. Carry out a full audit of the skills you already have in your business. Some staff could have interests and qualifications that you didn't know about and that they aren't currently using.

Boxall, P. et.al, (2007) explain, at the organizational level, the purpose is to establish training priorities in the light of organizational strategy and associated core competences. At team level, the purpose is to ensure that teams possess the complementary skills required for effective performance and functional flexibility. According to Boydell (1990) as cited by Kennedy, J. (2009), it is important to note that training should be applicable to the job, relevant to the person carrying out the job and tied to business objectives. It is important to note that employees can require training for a variety of reasons, which usually fall into two categories. First, training to fill a "performance gap" as identified during the performance management process. Second, training to fill a "growth gap" that is, to be promoted or be able to fill another open position in the organization.

2.5.2 Program Design and Development

This is the stage whereby necessary learning environment are design to facilitate learning and training programme are developed. According to Agarwala, T. (2007), design and development of training programme include the establishment of training goals, selection of trainees, trainee potential and readiness, focus on principles of

learning, selecting training methods for use in the programme, and choose of instructors or trainers.

This phase according to McNamara (1997) as cited by Kennedy, J. (2009), typically includes identifying learning objectives which culminate in reaching the learning goals, needed facilities, necessary funding, course content, lessons and the sequence of lessons. The various training media are selected, e.g., instructor-led, computer-based, World Wide Web-based, self-directed, interactive and computer-based, or multi-media.

2.5.2.1 Establishing Training Goals and Objectives

According to Agarwala, T. (2007), since the entire training programme will be designed to accomplish the training goals, it is important to align training goals with organizational objectives. As training goals are accomplished, the training needs should be met, and the objectives of the organization should be served. Training goals and objectives specify what the training programme should accomplish and the specific performance the trainees should be able to exhibit at the end of the training programme.

Well-written training goals have the following characteristics:- Specify observable actions example, time on target, error rate. What is to be achieved? Specify measurable criteria like percentage correct, percentage error and alike. How is to be measured? Conditions of performance. When the behaviour should occur. As much as possible, learning objectives should also be written to be SMART (an acronym for

Specific, Measurable, Acceptable to you, Realistic to achieve and Time-bound with a deadline. (McNamara, 1997 as cited by Kennedy, J. 2009)

Selection of trainees; Person analysis helps identify the individuals or groups that require training. Trainee potential and readiness; Employees selected for T&D programmes should have the ability to learn as well as motivation to learn from the training, that is, the individuals selected to undergo a training programme should be trainable' read to learn. Trainee motivation can be enhanced by; demonstrating the value of training and how they can use new skills on their jobs and informing trainees of the benefits of attending the training. These benefits may be intrinsic like personal growth or extrinsic like promotion. Selection of trainers; the success of a training programme in large part is guided by the skills of the instructor trainer. Some of the characteristics of good trainers are sincerity, sense of humour, knowledge of subject, interest, enthusiasm, ability to give clear instructions, and ability to adapt style to match trainees' preference and learning ability.

2.5.2.2 Selection of Training Methods

Agarwala. T, (2007), training methods can also be categorized as on-the-job and off-the-job. According to Payne, J (2004), on-the-job instruction takes place while the employee is actually working at the jobsite. It is usually provided by supervisors, who instruct subordinates in the correct way to perform a task, such as filling out new purchase order requisitions. Agarwala, T. (2007), explain that, off-the-job training, employees learn by listening or observing others in a listening situation away from work. The following is a brief overview of rather typical methods of training:

2.5.2.2.1 On-the-Job Training Methods

Apprenticeships: It is on-the-job training method that individuals entering industry, particularly skilled workers laboratory technicians, electricians, plumbers, carpenters, etc. are given thorough instruction and experience in both theoretical and practical aspects of work by an experienced worker (Agarwala, T. 2007). Many jobs need understanding of its theory and practical competency, example teachers should be able in the use of teaching tools and aid during teaching for imparting better skills to their pupils. The use of tools and aid must be trained to new comers and those with less knowledge of using tools.

Job Instruction Training: Agarwala, T (2007), is a systematic method of on-the-job training where experienced employee teaches the job to the newcomer in a stepwise manner. It involves four steps, first, preparation of the learner, second, presentation of the skill or knowledge, third, performance try-out by the learner and last follow-up by trainer to assess learning. New comers may learn practically from trainer during early times, sometime is used as induction training which aimed at imparting skill about organization functions, culture and report writing.

2.5.2.2.2   Off-the-Job Training Methods

Seminars and Conferences: Seminars and conferences bring groups of people together for training and development. These provide a vehicle for communicating ideas and procedures and for a debate and discussion on relevant issues (Agarwala, T. 2007). Opportunities for exchanging ideas with fellow teachers will be available. Seminar will provide discussion and share of experience on issues facing them

during practices which may increase experience and obtaining new views from others hence, network among them and facilitate high job performance.

Lecture: According to Payne, J (2004), in a lecture format, a trainer presents material to a group of trainees. Lectures are limited to the transfer of cognitive material. Wexley and Latham (1991) as cited by Payne, J (2004) report that lectures are beneficial when they are used to introduce new information or provide verbal directions for learning tasks that will eventually be developed through other techniques. Lectures are readily adaptable for use with other training techniques. Teachers may attend lectures to get experience and new skills as about syllabus changes and its usefulness. Also questions may be asked but its time limit makes it appropriate for a single topic which provides a magnitude of understanding.

2.5.3   Implementing Training

Greenaway (1986) as cited by Kennedy, J. (2009), the implementation phase of systematic training includes delivering the training materials and process to learners. Associated activities can include clarifying training materials, supporting group feedback, administering tests and conducting the final evaluation. This phase can also include several administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

2.5.4 Training Evaluation

Evaluation is the systematic collecting information and using the information to determine the effects and value of a training programme (Agarwala, T. 2007). Evaluation improve training programs by providing feedback to the trainers,

participants, and managers, and it assesses employee skill levels. Formal evaluation of T&D programmes serve to demonstrate the contribution these programmes have made to individual and organizational performance improvements. Evaluation of training programmes should assess the amount of change – degree to which change has occurred in skill, ability, or job performance and the source of change – whether the change can be attributed to a specific training programme.

2.5.4.1 Stages of Training Evaluation

The evaluation phase requires the identification and development of criteria against which the training programme will be assessed. The criteria include participants' reactions to the programme, learning and job performance measures such as accidents, productivity, absenteeism, sales figures etc. There are three stages at which information is gathered to evaluate a training programme (Agarwala, T. 2007) Pre-training Evaluation, this involves evaluation at the time that the training programme is inaugurated. At this stage, the objective of evaluation is to clearly communicate the objectives of the programme to the trainees. Pre-training evaluation is useful in ensuring that trainee expectations are aligned with the objectives of the training programme (Agarwala, T. 2007).

Intermediate Evaluation, the training programme should be monitored while it is in progress in order to ensure that it is progressing as expected. Evaluating the programme while it is being conducted helps find out if it is going off-course. Mid-course corrections may be introduced to realign the programme with its objectives. Post-training evaluation, a training programme should at the end assess its effects. It serves the purpose of assessing whether; Trainees have acquired new knowledge or

skills or have improved their skills and competency levels, also training objective have been met, or learning from training has led to improvement in job performance and organizational performance has improved when measured against criteria such as absenteeism, productivity, employee satisfaction, production quality etc.

2.6 Reasons for Training

Education is considered as the most important instrument for change and national development. Apart from that, Adegbile (2003) as cited by Ojo L.B and Olaniyan, D.A (2008), point out that the development of students in terms of quality of education he receives depends on the various teachers to whom he is exposed. The implementation of the foregoing is that teachers are the most important factor in teaching and learning. According to Batagarrawa (2000) as cited by Ojo L.B and Olaniyan, D.A (2008), teachers should be made the center of learning because unless the teacher is good, no matter how beautiful the facilities are, he will not be able to impact quality knowledge.

Curriculum changes have been made by the government in order to fulfil the global changes of technology, new demands of the society and national policies, teacher's are the ones who should impart new subject knowledge and skills to student, they will not be able to impact such knowledge without training. In the field of human resource management, training is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings (Harrison 2005 as cited by Kennedy, J, 2009*).*

Dramatic changes in the economy and the consequent corporate restructuring are bringing forth significant transformation in organizational structure and work practices. There are changes taking place in the structure of jobs, skills requirements and the labor management contract. New job skills and greater level of workforce skills are required due to changing job profiles and organizational structures. Changes of this magnitude in the corporate world have significant implications for training and development of workforce (Agarwala. T, 2007). According to Graig (1987) as cited by Ndevu, Z.J. (2006), training and development is defined as all those planned and purposeful activities, which assist public servants to improve their knowledge, skills, insight, as well as thinking abilities, in such away that they are able to perform a designated task more efficiently. This implies that no employee will be able to perform duties properly from the onset, without suitable training.

Training performs a critical function in organisations. Wexley and Latham (2002) as cited by David McGuire et.al, (2008) argue that training and development can improve an individual's level of self-awareness, enhance an individual's skills or increase an individual's motivation on the job. As organisational activity becomes more knowledge-driven, training and development is performing an ever more important role in meeting both the learning needs of individuals and strategic organisational imperatives (Harrison and Kessels 2004 as cited by David McGuire et.al, 2008). Marchington and Wilkinson (2002) as cited by David McGuire et.al, (2008) argue that training and development facilitates greater levels of creativity and initiative on behalf of employees. Training and development are used by organizations to improve the skills of employees and enhance their capacity to cope

with the constantly changing demands of the work environment (Pynes, J. E, 2004).

2.7 Effective Training for Quality Job Performance

Implementation of formal training programmes offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality. (Ambler, 2006 as cited by Kennedy, J. 2009)

For training efforts to strategic, it is important to develop training programs and activities to support the business strategy of the firm. Organisation can obtain skills through hiring or develop skills through training activities. Traditionally, training practices focused on training individuals to overcome specific job-based deficiencies. Strategically aligned staffing and training activities help organizations acquire and develop human resource required to achieve competitive advantages. Another way in which organization can establish strategic linkage of training activities is by having a clear statement of training policy. Organisations invest huge amount in employee training as appointed out earlier. This investment of effort, time

and money will be futile if training does not result in creating skills that are important for an organization in achieving its strategic objectives. Hence, it is important to match the training practices and strategic objectives of a firm (Agarwala, T. 2007).

Schwartz (2000) as cited by Kennedy, J. (2009), in developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program.

2.8   Empirical Review

2.8.1 International Empirical Review

Khan, R.A.G et.al (2011) conducted a research about Impact of Training and Development on Organisation Performance. They find out that training design has significant effect on organization performance, if met organizational and employee's needs. Apart from that, on the job training helps employees to get the knowledge in a better way because they learn much from their practical experience. Also, delivery style is important in training and has positive effect on the organization performance. Finally they recommended that there should be training in every organization in spite

of its disadvantages like cost but advantages are much more to individual employees and organization as whole.

Effective training involves training design which may determine method of training either on-the-job training or off-the-job training. If the design shows on-the-job is more wealth, there proper skills will be imparted hence good job performance which contributed to overall organization performance. Therefore the findings obtained are result of effectiveness of training on job performance which contributed to overall organization performance.

Another research done by Thang, N.N, et.al (2008), the research titled as Impact of Training on Firm Performance. It reveals that training might lead to increase in sales, also training plays an important role in improving productivity of a manufacturing company, apart from that, training had less effect on sales in non-manufacturing companies compared to manufacturing companies. Impact of training is end results after training completed. Finally, they recommended that its better to have formal and informal employee training, newly hired employees with no relevant work experience required more time and cost to train them and frequency training improves employees' skills and boots their motivation.

In order to get targeted results there should be training effectiveness which resulted to targeted impact that led to employees'good job performance hence good firm performance. The skills obtained during training as a result of effective training enhance the increase of high quantity and quality productivity.

2.8.2 Africa Empirical Review

Laing, I.F (2009) conducted a research about the Impact of Training and Development on Worker Performance and Productivity in Public Sector Organizations: A Case Study of Ghana Ports and Harbours Authority. She fought that, the purpose of T&D activities at GPHA is to enhance the SKAC of employees and thereby achieve improved individual and organizational performance. Second, training policy exists at GPHA indicates a clear structure for T&D. Third, employees do not know if are selected for training as well as training objectives are unknowingly. Fourth, the training methods in the organization are neither planned nor systematic. Last, employees do not feel motivated and have never participated training.

She has recommended that, T&D should be conducted systematically and the need identified should emanate from GPHA's strategic plan. Secondly, the objectives should be SMART and unambiguous, develop individual meet ports needs. Thirdly, Performance appraisal information system should provide specific information about employees'performance problems and ways for improvement. Fourthly, Create more training opportunities based on overall company objectives. Lastly, evaluate training for effectiveness in order to indicate areas for improvement and changes to make it more effective.

Effective training should resulted in improving performance either individually or organisational. Every step must be accurate to ensure its efficiency, so if there will be no objective, needs assessment, appropriate methods, trainees' readiness then

training will be ineffective and neither employees performance nor organization performance. Thus the researcher has recommended things to make it effective for achieving employees and organization performance.

L.B. Ojo and D.A Olaniyan (2008) conducted the research about T&D, Impact on Performance of Home Economics Teachers and School Improvement in District II of School Division in Lagos State, Nigeria. The research reveal that, firstly, T&D boost the morale of home economic teachers, helps to upgrade teachers skill performance and gives opportunity to gain lucrative job but also does not lead to job satisfaction. Secondly, seminars, in-house training, workshops and conferences are media through which home economic teachers can improve their performance. Thirdly, there is no type of T&D programme that is not suitable for home economics teachers. Fourthly, manpower resources, financial resources, modern technology and spaces are facilities that aid the T&D of home economic teachers. Lastly, trained home economic teachers are more job satisfaction and student taught by them performed better academically than the untrained ones.

Finally the researcher recommend, teachers should be encouraged to go for in-service training this will brighten up their ideas and it will enable them to know more about the recent developments in their subject area. Impact of anyhow almost appeared after the end of phenomenon. Training impact is expected to appear regarding its objectives. Effectiveness of training can led to meet the required objectives like employee satisfaction, improving work performance, job skills, appropriate method for training delivery, organization improvement and the case of

school, pupils' performance will increase.

2.8.3 Tanzania Empirical Review

Nevertheless, Moshi, B.D (2011) conducted a research on Challenges Facing Public Organisation in Providing Training to their Employees, a case study of Ministry of Natural Resources and Tourism. He found that training is practiced but training policy and implementation is not good, also financial constraints, inappropriate training programs, shortage of professional trainers, lack of support from superiors and inadequate needs assessment are the challenges facing training. He recommended that employee is essential to be involved, transparency should be improved to make good relationship between employer and employees, training programs can improve organizational growth. Challenges might happen before training like financial constraints, superior opposition, but also during training the most challenge is ineffective training process that led to inappropriate skills and knowledge hence low job performance.

Janet Msangi (2006) conducted a research on Training Practices in Private sector, a case study of Celtel. She found out that there are well stipulated Training Policy, Department of Training is very active that is always working close with people to find out their weakness and suggest them which type of Training should be taken by an employee hence improvement of performance. After that she recommended that better training should consider the needs to fill available knowledge gap, also insisting on having active and well stipulated training policy which aimed to provide better training practices. Training policy is a directive for training effectiveness that

to a large extent make improvement on job performance. Training needs assessment remaining as the basis for initiating training which aimed to recover the gap between required skills and available skills so as to improve job performance.

2.9 Research Gap

The research is to be conducted at BDC while the above, among them were conducted from Vietnam, Ghana particularly at GHPA and the other one were conducted at Nigeria, and therefore the gap here is based on place where research is conducted. Despite of that, this research focus on effectiveness of training on Job Performance while the existing were dealing with impacts of T&D on Performance, another were assessing the impact of T&D on job performance, challenges facing training, therefore the gap available is the theme difference that the research will assess the effectiveness of training. Furthermore, the gap existing is the subject participants or target population that research is dealing with government primary school teachers while the existing were dealing with, one of them was about GPHA staffs and another was about home economic teachers. Finally, the gaps identified above are causes for conducting this research in order to add inputs about training on teachers' job performance.

The research aimed to assess the Effectiveness of Training of Government Primary School Teachers on Job Performance. Training as an independent variable has an influence on staff job performance which stands as dependent variable. Effective training needs systematic approach which involves TNA, program design and development, training implementation and evaluation. The systematic process may lead to better training on job performance.

2.10 Conceptual Framework

Independent Variable		Dependent Variable
Training	**New Skills & Knowledge** – Teaching Aids – Curricular uses – Prepare teaching schemes & lesson plan – Tactics for increasing student performance	**Job Performance** – High pupils pass rate – High number of passed pupils
TNA Required Knowledge - Available Knowledge =	**New Ability & Attitudes** – Produce students with better performance – Imparting appropriate knowledge – Attaining job goals	Low pupils pass rate Low number of passed pupils
Design&Development Training Objectives Course Contents Appropriate Trainers Appropriate Trainees	**Challenges** –Trainers low ability –Low trainees readiness –Inconvenient training environment –Training do not meet its needs –Favouritism	
Implementation Tests Attendances Assignments		
Evaluation Trainees Satisfaction Trainees' level of understanding Performance changes Productivity		

Figure 2.10:   Conceptual Framework

Source: Researcher, 2012

Training needs assessment examine the skills or knowledge gap available and supposed to be filled for improving staff job performance. Example, difficult subjects like mathematics involves many ways to a solution of a single question, through training teachers may discuss those ways and each of them obtain new skills, knowledge and ability in solving questions and imparting to their pupils which resulted to high pupils pass rate and hence high teachers job performance.

The design and development of training is also more important in imparting skills and knowledge suitable for job performance. Through this training objectives which align to organization objectives are stated clearly, facilities, lessons, course contents, required participants (trainees) and trainers are stated. Henceforth, it will be well specific, measurable, acceptable, realistic and time bound. Unless, it will not improve required skills to trainees if there will be inappropriate trainees or trainers or training lessons which may resulted to inappropriate and ineffective training.

Furthermore, during implementation tools to make it consistency and effective are needed. There should be means for ensure targeted objectives are met. Tools like attendance, tests, assignment may be used to assess trainees understanding. This will ensure the targeted skills and knowledge are well imparted which may increase performance of day to day activities, hence good job performance. If there is no means of ensuring its consistency and effectiveness, diversity might happen and lead to inconsistency, hence no performance improvement. Finally, evaluation is needed to assess whether the training has achieved its objective and merely lay upon better job performance. It measure trainees'satisfaction, level of understanding,

performance changes and job results like level of productivity. If no evaluation it is difficult to know performance improvement.

During training preparation if any among the challenges like trainers low ability, trainees low readiness, training did not considering needs available, favouritism and inconvenient training environment training no better job performance rather than poor performance. There fore in order to have better training any among these challenges or other should be prohibited so as to allow expected results.

2.11 Summary

The chapter reviewed different literatures that created the basis for research methodology employed in order to provide the research relevant findings. The review define concepts used, explained theoretical and model reviews, the systematic training approach, reasons for training, effective training for quality job performance, empirical analysis, research gap and conceptual framework. Because, it broadens the knowledge of the researcher about training, it gave the direction during findings; it gave the opportunity to match between the theory and the practical work environment.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

In this chapter are the descriptions of the procedures that were used in conducting the research. It considered the Research Paradigm, Research Design, Population of the study, Area of the study, Sampling Design and Procedures, Methods of data collection, Data analysis, Data validity, Data reliability and Research ethics.

3.2 Research Paradigm

The research was using qualitative technique that data was gathered and presented or associated with words tests. Saunders, et.al (2009), explains qualitative is used as any data collection technique or data analysis procedure that generates or use non numerical data. The research was assessed the process of conducting training and challenges faced on teacher's job performance and proposing better procedures for conducting teachers' training hence better job performance

3.3 Research Design

The research study was conducted through case study design. According to Saunders,et.al. (2009), case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence. The design reveals more information about social unit under the study, also it is relatively cheap and simple compared to other design.

3.3.1 Area of the Study

The research was conducted at Bukoba District Council which located at Bukoba district near Kagera Vocation Education and Training Authority (VETA). This was because the area has been said to have low teachers' performance and claims has been made to ineffectiveness of teachers' training on improving skills and knowledge towards job performance. The aim was to assess the Effectiveness of Training of Government Primary School Teachers on Job Performance.

Table 3.1: Population of the Study

S/NO.	Department	Population	%
1	Human Resource	6	0.44
2	School Inspection	5	0.36
3	Education	20	1.46
4	Teachers	1341	97.74
Total		**1372**	**100.00**

Source: BDC Seniority List, 2011/2012

3.3.2 Population of the Study

The study was incorporate primary school officials of Bukoba District Council at all levels Saunders, M. et.al. (2009) explains that, population is a full set of cases from which a sample is taken. It included teachers on the field and education officers, school inspection department and human resource department. From the population appropriate data to answer research questions are expected to be gathered. Through them the researcher had successful gained a clear picture on the effective training of

government primary school teachers on their job performance at Bukoba District Council.

3.3.3 Sample Size

According to Kothari (2004), size of sample refers to the number of items to be selected from the universe to constitute a sample. An optimum sample is the one which fulfils the requirements of efficiency, representativeness, reliability and flexibility. Due to time, resource restraints, it was not possible to apply the research instruments to the whole population as it was quite big based on a huge number of 1372. The sample size selected was sixty (60) employees. The numbers of sample against department are shown in Table 3.2

Table: 3.2 Sample Size

S/NO.	Department	Sample	%
1	Human Resource	3	5.0
2	School Inspection	13	21.7
3	Education	4	6.7
4	Teachers	40	66.7
Total		**60**	100.0

Source: Researcher 2012

3.3.4 Sampling Techniques

The techniques employed were probability sampling and non-probability sampling.

3.3.4.1 Probability Sampling

Saunders, M. et.al, (2009), Probability samples means the chance or probability of each case being selected from the population is known and is usually equal for all cases. Through this simple random sampling was employed. Saunders, et.al (2009), simple random sampling involves selecting the sample at random from the sampling frame. In selecting them, teachers' seniority list was obtained from district academic office, out of which the researcher selected forty (40) respondents by using simple random sampling. This was employed to on-the field teachers. It was used because every single teacher has the opportunity of being selected and provides information about training and how it works.

3.3.4.2 Non-Probability Sampling

Saunders, et.al (2009), this means the probability of each case being selected from the total population is not known and it is impossible to answer the research questions or to address the objectives. Kumar, R (2005), primary consideration in purposive sampling is the judgment of the researcher as to who can provide the best information to achieve the objectives of the study. It was employed to the officials from education administration for a sample of twenty (20) officers from education department and education inspection department basically are those who monitored teachers' performance and initiate training needs and human resource department involved because are those responsible for administration of training procedures. Therefore all these departments were involved to get technical information about training and job performance of primary school teachers.

3.4 Methods of Data Collection

In this part different methods of data collection were used so as to get relevant and required information. Those methods were Primary and Secondary data.

3.4.1 Primary Data

Kothari, C.R (2004) defines, primary data are those which are collected afresh and for the first time, and thus happen to be original in character like interview method, through questionnaires and schedules and Observation method.

3.4.1.1 Interview

According to Kothari, C.R (2004), the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Language used in asking questions was Swahili to on-the-field teachers in order to capture information about their awareness and operations of training. English was used to HQ officials. This division has been made because each group has to be conversant with a language used. The interview was used because of flexibility in clarifying questions including rephrasing and modifying questions on the spot. This was enabling obtaining more information and enhances good relationship with interviewee.

3.4.1.2 Questionnaire

Kumar, R. (2005) defines, a questionnaire is a written list of questions, the answers to which are recorded by respondents. The method was used to collect necessary data to the study. It was used in control the focus of the study and facilitates

qualitative analysis and interpretation. Questionnaires were formatted in both closed form and open form questions to all levels with relevant language to respondents either Swahili or English. This method facilitated coding and capturing data that lead to overall reduction of cost and time.

3.4.2 Secondary Data

Kothari, C.R (2004) defined, secondary data are those which have already been collected by someone else and which have already been passed through the statistical process like published and unpublished data.

3.4.2.1 Published and Unpublished Data

These methods involved reviewing an existing record data and various literature related to training in government and other stakeholder, includes various Acts like Public Service Act, No. 8 of 2002, National Education Act, 1978, Regulations like Public Service Regulation, 2003, Orders like Standing Orders of 2009, policies like Educational Policy and other preserved records like magazines, journals, reports and alike.

Kothari, C.R (2004), usually published data are available in; various publications of the central, state are local government, various publications of foreign governments or of international bodies and their subsidiary organizations, technical and trade journals, books, magazines and newspapers, reports and publications of various associations connected with the business and industry and alike. Also Kothari, C.R (2004), the sources of unpublished data are many; they may be found in diaries,

letters, unpublished biographies and autobiographies and also may be available with scholars and research workers, trade associations, labour bureaus and other public/private individuals and organizations.

3.5 Data Analysis

According to Kothari, C.R (2004), analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research question(s). In order to present data in clarity, easier and precision way qualitative technique was used. Devices like calculators, computer software package like Microsoft Office Excel were used during data analysis particularly on table and chart drawings. Apart from that, factual and logical interpretation of data was used and descriptive strategies such as percentage and average. Additionally, relevant tables and all the above was used to present study findings.

3.6 Data Validity

Saunders, M. et.al (2009), validity refers to whether the findings are really about to appear. Questionnaire validity was measured by using content validity which means the extent to which the measurement device that measurement questions in the questionnaire provides adequate coverage of the investigative questions. For the purpose of assessing questionnaire validity, individuals having research knowledge was used. Interview validity was made by conducting structured interview with both open and closed questions which realign research questions and objectives.

Documentary review validity was made by taking them from published   and unpublished data with regard to research questions relevance.

3.7 Data Reliability

Saunders, et.al (2009) reliability refers to the extent to which your data collection techniques or analysis procedures will yield consistent findings. Questionnaire reliability was made through pilot test to individuals having research knowledge and few teachers from BDC. Interview reliability was made by conducting structured interview by giving interview guides to respondents for preparation on providing relevant and proper answers as well as appropriate location and proper time. Documentary source reliability was considered by ensuring the proper authority or reputation of the data source. Organisation reports were reviewed and other government documents with regard to the relevance answers on research questions.

3.8 Research Ethics

According to Saunders, et.al (2009:83) research ethics refers to the appropriateness of your behavior in relation to the rights of those who become the subject of your work or affected by it. Therefore it relates to questions about how we formulate and clarify our research topic, design our research and gain access, collect data, process and store our data. During the research, researcher and participants was free from any coercion in order to produce a quality research. Consent from all participants was gathered and their information was treated in a confidential manner. Permission for data findings was sought through letter for conducting research within case study. Meanwhile every respondent and participants was informed and given

opportunity to choose either to participate or not. Also no any participant was mentioned together with the data released; henceforth no any data collection tool needed names of respondents.

CHAPTER FOUR

4.0 RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter thoroughly examines and analyses the data gathered on the sampled respondents in understudying the Effectiveness of Training of Government Primary School Teachers'on Job Performance. Moreover, the findings, analysis and discussion were based on the objectives and questions that focused on; firstly, challenges facing training of government primary school teachers, Secondly, training procedures of government primary school teachers and lastly, appropriate training procedures to improve job performance of government of primary school teachers.

4.2 Social-Economic Characteristics of Respondents

The targeted groups of respondents in the study were from three departments which constitutes two main groups of respondents. Education department constitutes two groups which were officers group and teachers group while School Inspectorate and Human Resource Departments are all included in officers group. The discussed characteristics of respondents includes; sex, age, length into service, respondents position and respondents academic and professional levels.

4.2.1 Sex of Respondents

Researcher needed to know the sex of respondents because BDC employs teachers of both sex. The research took total number of sixty (60) respondents from major three departments of BDC. Results on sex of respondents indicated that majority of male respondents were dominant than female respondents by total

number of 34 male equal to 56.7% of all respondents as per Table 4.1. While female respondents were 26 equal to 43.7% of all respondents. Despite of that the study considered gender equality as per random sampling. These results imply that a large number of employees at BDC constituted by male and create gender inequality in employment opportunities in Tanzania specifically to teachers' employment.

Table 4.1: Sex of Respondents

Results		
Sex	**(n=60)**	**%**
Male	34	56.7
Female	26	43.3
Total	**60**	**100**

Source: Fieldwork Survey, 2012

4.2.2 Age of Respondents

Researcher needed to know the age distribution of respondents because BDC employs teachers of different age. Table 4.2 summarizes the data obtained from age of respondents.

The findings on age of respondents as shown on Table 4.2 the group age started from 38 and above were many than others. They were 34 which took 56.7% of all respondents. The next group was those ranged from 28 to 32 which took 21.7% equal to 13 respondents. Unfortunately, age group ranged from 18 to 22 took small proportion with 2 respondents equal to 3.3% of respondents

Table 4.2: Age of Respondents

Results		
Age	n=60	%
18-22	2	3.3
23-27	8	13.3
28-32	13	21.7
33-37	3	5.0
38 above	34	56.7
Total	**60**	**100.0**

Source: Fieldwork Survey, 2012

Results reveal high gap of respondents' number between those with ages of 38 and above who were 34 which equal 56.7% and those ranged from 18 to 22 obtained 2 respondents equal to 3.3%. This implies there are low rate of new recruits especially young teachers. According to PSMEP (1999) explain that the minimum age for joining public service shall be eighteen years. There fore if those started with eighteen years are few indicates future great shortage of teachers after the retirement of those ranged from 38 and above. Probably, the status of risk shortage may increase if other uncertainties emerge like death, disability and turnover.

Length into service results as shown on Table 4.3 shows large proportion fall under group of 26 and above which were 18 respondents equally to 30%. The nearly followed group was 1 to 5 years of service resulted to 12 respondents as equal to 20%. The group of 6 to 10 years took 18.3% equal 11 respondents. The next was

group ranged from 21 to 25 which had 8 respondents equal to 13.3% of all respondents. Another 5 respondents equal to 8.3% fall under group ranged from 11 to 15. The group range from 16 to 20 had got 4 respondents equal to 6.7%. The last group of below 1 year responded by 2 respondents which is equal to 3.3% of respondents. The implication of the findings demonstrate low labor turnover because the dominant group was of those who served 26 years and above. The situation show that teachers' service in the government of Tanzania is worth thus low turnover rate.

4.2.3 Respondents Length into Service

Table 4.3: Respondents Length into Service

Results				
Yrs of Service	**M**	**F**	**Total**	**%**
Below 1Yr	0	2	2	3.3
1-5	5	7	12	20.0
6-10	5	6	11	18.3
11-15	3	2	5	8.3
16-20	3	1	4	6.7
21-25	7	1	8	13.3
26-above	11	7	18	30.0
Total	**34**	**26**	**60**	**100**

Source: Fieldwork Survey, 2012

4.2.4   Respondents Job Positions
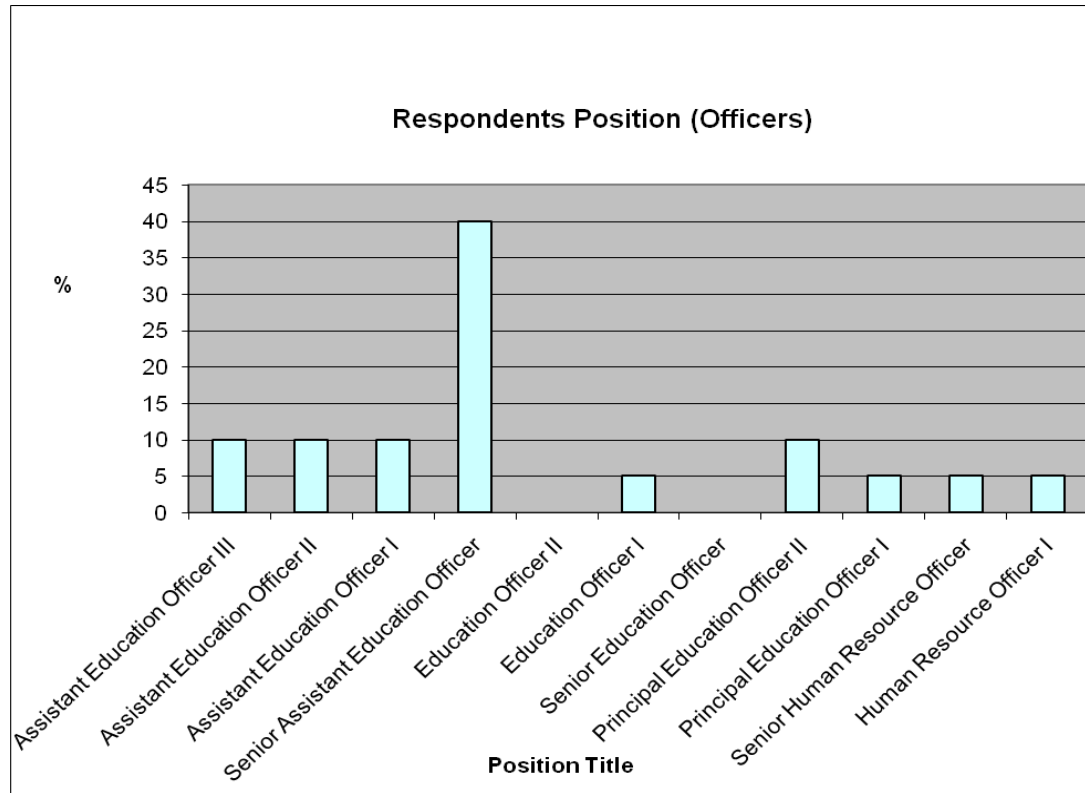
Figure 4.2:   Officers Job Position

Source: Fieldwork Survey, 2012

The results show the dominant category of officers title position was Senior
Assistant Education Officer which took 8 respondents equal to 40% of all officers.
Other nearly followed groups were three groups of Assistant Education Officer III,
Assistant Education Officer II, Assistant Education Officer I and Principle Education
Officer II, in these groups each obtained 2 respondent officers that equal to 10% of
all respondents as shown on the Figure 4.2. Indication of the results shows many of
officers hold posts in education department and school inspection department were
not full education officer but assistant education officers. According to *Waraka wa
Maendeleo ya Utumishi Namba 11 wa Kada zilizo chini ya Wizara ya Elimu, 2002.*

The qualification for the cadre of Assistant Education Officer must hold diploma level while Education Officers must be degree level. This can be articulated as education department offices were not held by full and proper officers instead were held by Assistant Education Officers. This situation might be defined as insufficient human resource training and development.

Table 4.4: Respondents Teachers Job Position

Results				
Designation	**M**	**F**	**Total**	**%**
Teacher III	4	9	13	32.5
Teacher II	2	3	5	12.5
Teacher I	2	2	4	10
Senior Teacher	10	5	15	37.5
Assistant Education Officer III	1	1	2	5
Assistant Education Officer II	0	0	0	0
Assistant Education Officer I	0	0	0	0
Senior Assistant Education Officer	1	0	1	2.5
Total	**20**	**20**	**40**	**100**

Source: Fieldwork Survey, 2012

Teachers' position shows the group of senior teachers held 15 respondents equal to 37.5% as demonstrated on Table 4.4. Yet, results showed gender imbalance in previous recruitment that male respondents were 10 and female were 5. However,

these results became contrasting to the nearly followed position title of Teacher III which had 13 respondents equal to 32.5%. Among them 9 were female and 4 were male respondents which indicate the eradication of gender imbalance in recruitment is on the move also the increase of opportunities for female education and employment.

Additionally, the indication of low human resource development arose from the results. According to *Waraka wa Maendeleo ya Utumishi Namba 11 wa Kada zilizochini ya Wizara ya Elimu na Mafunzo ya Ufundi wa Mwaka 2002*, teachers are those holder of certificate of teacher grade III A while diploma holders are those titled as Assistant Education Officers. From Table 4.4 shows low number of 3 respondents' in total and total of 7.5% of Assistant Education Officers while the remaining were teachers holder of 92.5% equal to 37 on-the-field teachers respondents, this implies human resource development is not much practiced and encouraged.

4.2.5   Respondents Academic and Professional Level

According to Oxford Advanced learners Dictionary (2000), explain that academic is connected with education especially in schools and universities. In thesis context academic refers to the levels of education from standard one as primary education up to form six as secondary educations. According to Oxford Advanced learners Dictionary (2000), professional connected with job that needs special training or skills especially one that needs a high level of education. In this context professional level means job special training of respondents like teachers education training.

4.2.5.1 Respondents Academic Level
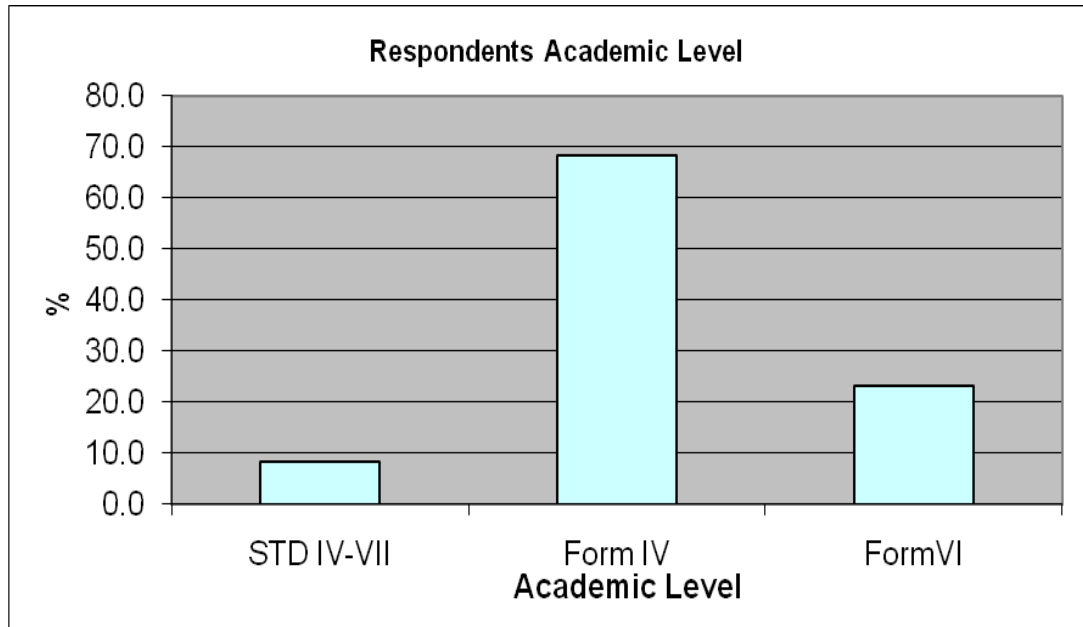
Figure 4.3: Respondents Academic Level

Source: Fieldwork Survey, 2012

The results shown that the dominant academic character of respondents fall under form four level which took total number of 41 respondents that equal to 68.3% of all respondents as per figure 4.3. The nearly followed high character was form six academic level that got 14 respondents equal to 23.3% and the one level which got few number of respondents equal to 5 with 8.3% was standard four to seven (STD IV-II).

Interestingly, high numbers of respondents were holders of form IV and form VI academic level which show high degree of policy consideration in teachers' employment. According to Public Service Management Policy of 1999, form four is the minimum qualification for joining public service in Tanzania.

4.2.5.2 Respondents Professional Level
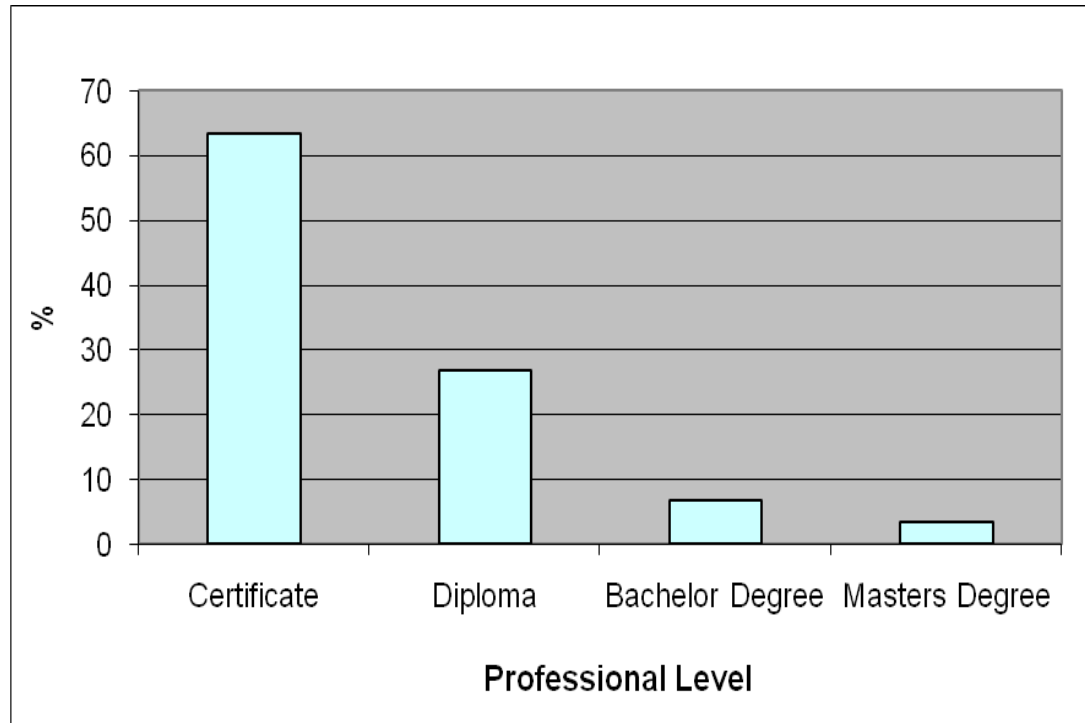
Figure 4.4: Respondents Professional Level

Source: Fieldwork Survey, 2012

The results on Figure 4.4 shows certificate holders were 38 equal to 63% of all respondents. The second high rated level was diploma which got 16 respondents equal to 27% of all respondents. Bachelor degree were 4 respondents equal to 7% and masters' degree holders were 2 respondents equal to 3% of respondents. The findings imply there is less motivation in career development from both sides of employer and employee because many respondents were certificate holders. As have been demonstrated earlier on Table 4.5, many respondents have been working more than 26 and above years in service, it was expectedly to have half or more of respondents holding diploma or further high professional level and could be a proof of consideration and encouragement on career development. Also it was interesting

to had 2 masters degree respondents who were about 3% of respondents, this shows their self effort brought where they are.

4.3 Teachers' Training Attendance

Before the exploration of training procedure the researcher was needed to find training attendance which created basic assurance for training availability at BDC. In order to prove training availability the researcher asked the question about training attendance of teachers. Data was gathered from teachers only which were fourty (40) in number. The results were as follows:-
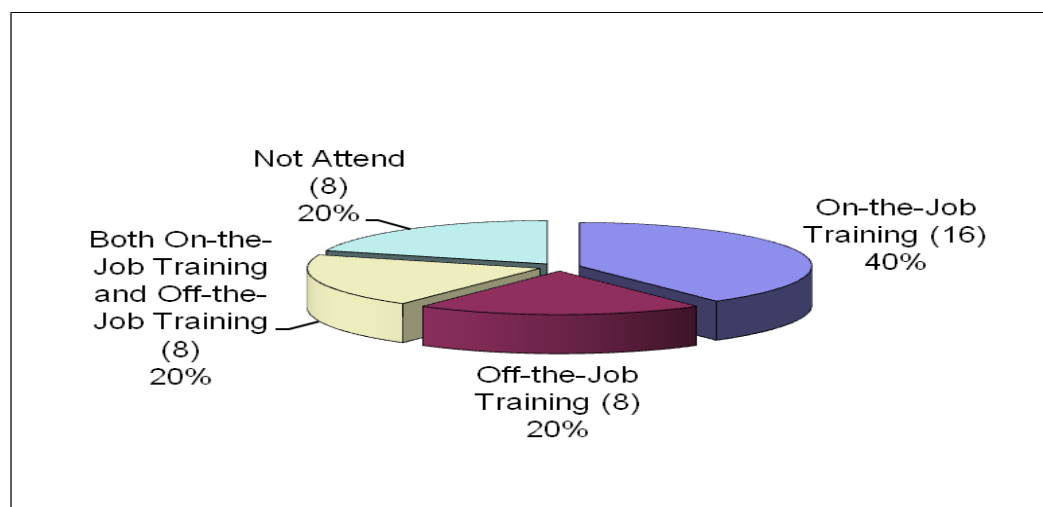
Figure 4.5 Teachers Training Attendance at BDC from 2005 to 2012

Source: Fieldwork Survey, 2012

The results obtained shows that 16 teachers' represents 40% of all sampled teachers had already attended on-the-job training as shown on Figure 4.5. While those who attended off-the-job training were 8 teachers equal to 20% of respondents (teachers) as articulated on Figure 4.3. Further, those who succeeded attending both on-the-job

and off-the-job training were 8 respondents equal to 20%, as shown on figure 4.5. Finally, results shows those who did not attend any mode of training were 8 in number which represents 20% of respondents. The results shows 32 respondents had already attended training which equal to 80% of respondents and this shows high availability of training at BDC.

4.4 Pupils Performance on Standards Seven National Examinations

Teachers performance brought by different factors including good salary, working environment, working tools and equipment and alike. But all these are not much direct to what students learn except skills, knowledge and ability acquired are the direct tools to students learning. Thus, the performance of pupils are depends most on what teachers impart to them.

Table 4.5: STD VII National Examination Results Performance

SUBJECTS	A			B			C			D			E		
	Boys	Girls	%	Boys	Girls	%	Boys	Girls	%	Boys	Girls	%	Boys	Girls	%
MATHEMATICS	17	11	0.45	103	55	2.52	440	378	13	1631	1811	54.9	876	947	29.1
ENGLISH	45	38	1.32	92	61	2.44	352	409	12.1	1859	2041	62.2	718	623	21.4
KISWAHILI	3	8	0.18	185	156	5.44	923	871	28.6	1566	1781	53.4	390	386	12.4
SCIENCE	7	6	0.21	190	111	4.8	989	793	28.4	1492	1862	53.5	388	430	13
SOCIAL STUDIES	0	0	0	74	33	1.71	693	511	19.2	1682	1970	58.3	617	688	20.8

Source: BDC Evaluation Report PSLE, 2012

PSLE evaluation report of 2012 elaborate that there was total number of 6269 candidates among them 3072 were boys and 3193 were girls. Among them passed pupils and selected to join form I were only 3835 which is equal to 61%. These results were against expectations of 70% equal to 4388 candidates. Apart from that report identified there was a decline of performance of 3% compared to last year (2011) performance which was 64%. As shown on the table 4.5 above many students were performed at 'D' and 'E' grades which are total failure. However, results evaluation for each subject performance shows those who score grade 'A' to 'C' are under 50% of candidates.

In Mathematics only 846 candidates score grade 'A' to 'C' which is equal to 13.5%, that means only them score from 125 to 250 marks. Also in English 947 candidates score grade 'A' to 'C' which is equal to 15.1%. In Kiswahili 2146 candidates score grade 'A' to 'C' which is equal to 34.2%. In Science subject only 2096 candidates score grade 'A' to 'C' which is equal to 33.4% and in Social Studies (Maarifa ya Jamii) 1311 candidates score grade 'A' to 'C' which is equal to 20.9%.

From evaluation above shows few number of pupils scored grade 'A' to 'C' and the worst thing, many of them fall under grade 'C' which implies low teachers performance on their job. In each subject more than 66% of candidate fall under grade 'D' and 'E' this might create a room for claims on teachers ability and skills towards job performance. As shown on the evaluation report the performance results declined by 3% which is high rate of declining and there is a need to find out on teachers skills and then provision of training to boost their ability.

4.5 The Assessed Training Procedures of Government Primary School

   Teachers on Job Performance

Training has been weighted in Tanzania Public Service and the need for applying systematic approach has been insisted so as to assure the effectiveness. According to Standing Order for the Public Service (2009), Section G.1 (4) stated that systematic approach should be employed by public institutions to build human capital capable of delivering services to the expectation of the citizens. Such approach should take cognisance of growing public private partnership and long term training and development plans of the organisation. The systematic approach was basic model and findings based on, include the four steps as identified on literature review which were; TNA, Program Design and Development, Program Implementation and Training Evaluation and the last one but not listed is Budgeting.
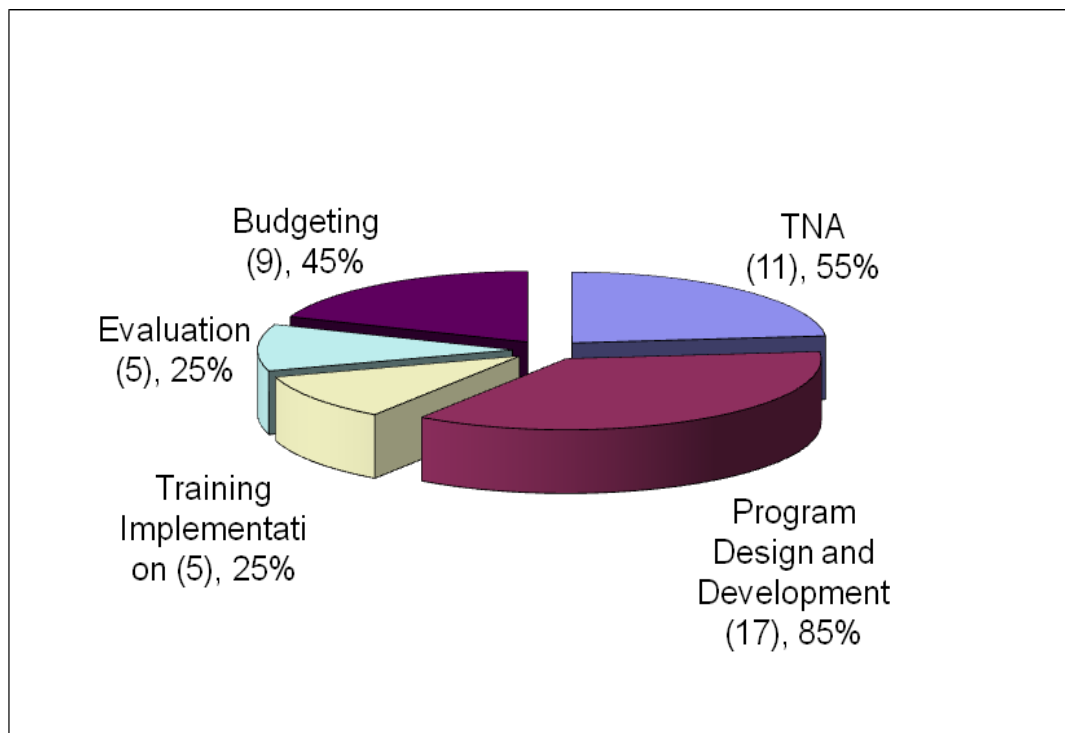
Figure 4.5: Training Procedures

Source: Fieldwork Survey, 2012

4.5.1 Training Needs Assessment (TNA)

Respondents were given spaces to mention procedures used to conduct training within their knowledge and experience of teachers' training. Results on Figure 4.5 shows, twenty (20) respondents were concerned but only 11 equal to 55% of respondents mentioned TNA as a significant step in conducting training of teachers. Basically, TNA is an important step for conducting any kind of training which used on identification of type of training to be conducted. One of the interviewee identified that:-

> *"The basic method we used for gathering training needs is Open Performance Review Appraisal System (OPRAS). After compilation of filling OPRAS form by both teacher and head teacher, any weaknesses observed have been always used to identify training needs of particular employee."*

TNA has also elaborated as a significant first step for undergoing training by PMO-RALG (2010); training needs of each staff member of LGAs shall be assessed against their job descriptions, and in more immediate terms, the goals and plans of activities to be implemented during the coming year. Thus, logically speaking, under the present HRM system of the public service in Tanzania, TNA has to be implemented at the time of goal setting' under the OPRAS system.

Findings gathered reveal the uses of OPRAS' in the identification of teachers training needs but some of respondents did not accept the method used because it does not measure practical application of training. Through interview among

interviewee explain that:-

> *But it's not worth to evaluate delivered training through OPRAS because teachers end results performance does not measure the application of training obtained on day to day activities.*

This means the identification of training needs does not fit to what exactly applied into job activities. The training needs are result of required skills minus available skills. There fore needs identified are not appropriate for training conduction as well as training program must be irrelevant to trainees need hence less performance improvement. The necessary note on needs assessment, the identification of realistic needs led the conduction of realistic training which facilitate improvement of job performance and opposite the identification of unrealistic needs must led to unrealistic training program which never improve job performance.

4.5.2 Program Design and Implementation

Results from figure 4.7 shows that 17 respondents out of 20 mentioned different items involved in this step which is equal to 85% of respondents. Items mentioned were like selection of trainees, selection of trainers, training location and environment and training methods. They were not frequently mentioned by single respondent which implies each respondent has his own understanding and knowledge about the steps. This interpreted as, there is little knowledge and skills of the step to each respondent. Therefore, results made an image of insufficient skills for conducting program design and development which lead to ineffective program design. This means training officers are not capable of conducting training.

Additionally, some irregularities were revealed which create a room for ineffective training design. This was revealed through interview:-

> *"Selection of trainees has been surrounded by irregularities, some of them selected by favouritism. Others have becoming permanent trainees because of being selected in every training program."*

Other respondents during interview had insisted that employees' knowledge gap is not well considered during trainees' selection instead those who known are given priority. The situation above does not provide sufficient solutions for reducing performance gap because failure to meet training or departmental objectives lead to training failure and selection of trainees depend on training objectives which determine who should participate.

Table 4.6: Training Objectives

Results						
Objectives	**Agree**		**Average**		**Disagree**	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**
To increase morale of better job performance	35	58.3	21	35.0	4	6.7
To increase/improve capability of using teaching tools/instruments	39	65.0	14	23.3	7	11.7
To increase/improve professional ability and tactics of increasing student performance number	35	58.3	22	36.7	3	5.0
To increase social environment working skills	32	53.3	17	28.3	11	18.3

Source: Fieldwork Survey, 2012

Results shows training objectives are well formulated for increasing teachers' morale on job performance. As indicated on first row of Table 4.6, majority had selected 'Agree' which obtained 35 respondents equal to 58.3%. The nearly followed group was 'Average' which obtain 21 respondents equal 35% of respondents. The last is 'Disagree' which selected by 4 respondents equal to 6.7%. This shows that training has been conducted and aimed to increase morale of teachers for better job performance.

Second objective was about to increase/improve capability of using teaching tools/instruments. As per second row of Table 4.6 results shows 39 respondents represent 65% were agreeing. Also 14 respondents equal to 23.3% were selecting 'Average' and 'Disagree' was selected by 7 respondents which represents 11.7%. Results shows consideration of teachers with ability and capability of using teaching aids are desired in order to have better results in their teaching which facilitate high pupils pass rate and finally enhance better job performance.

Third objective was to increase/improve professional ability and tactics of increasing student performance number. Results from third row of Table 4.6 shown the objective was agreed by 35 respondents equal to 58.3%. Average' was selected by 22 respondents that represent 36.7% and 'Disagree' was selected by 3 respondents equal to 5.0%. Findings shows the objective is highly considered in training programmes at BDC. Teaching involves different techniques which facilitate a degree of understanding to pupils, if the stated objective on teachers' training at BDC is highly considered, high availability of professional ability and tactics that increase job performance.

Last objective was to increase social working environmental skills as derived from last row of Table 4.6 results shows as follows. The objective was agreed by 32 respondents equal to 53.3% of all respondents. 'Average' was selected by 17 respondents that represent 28.3% and 'Disagree' was selected by 11 respondents equal to 18.3%. Results shows that, teachers' training at BDC involves increasing teachers ability to control and being able to deal with social working environment. This increases morale and decreases psychological frustrations about working environment.

4.5.3 Training Implementation

Training implementation was mentioned by 5 respondents that represents 25% as revealed from figure 4.5. It is known by few officers, implies there is local training implementation which does not include systematic methods. Findings show they termed a step as conduct training instead of training implementation. During interview they answered no measure has been taken on the question about how they conduct training during delivery especially training delivery align the stated objectives. Nevertheless, the question of training materials was asked to sampled interviewees who answered there is inappropriate and sometimes limited training tools and materials which made training unsuccessfully. Totally, results showed the image of unavailability of systematic training implementation.

4.5.4 Training Evaluation

Results shown on Figure 4.5 reveal 5 respondents equal to 25% mentioned this step. The rest of respondents were not aware of the procedure which implies

unavailability of training evaluation. Also, during interview one officer was asked how he evaluates post-training, the answers was:-

> *"There is no evaluation conducted after training and this is a fault we have but it's not our fault as officers. The main cause is limited budget which creates impossibilities to undergo post-training evaluation."*

Another interviewee was asked about evaluation operations, he said;

> *Evaluation has been done through teacher's individual performance during OPRAS.* He added that, *But it's not worth to evaluate delivered training through OPRAS because teachers end results performance does not measure the application of training obtained on day to day activities.*

Therefore results obtained shows training evaluation as elaborated earlier at the literature review does not exist. This implies that effective training of government primary school teachers does not exist thus, less teachers' job performance.

4.5.5 Training Budget

Results shown on figure 4.5 shows, 9 respondents equal to 45% mentioned this step. Although it was not elaborated earlier on literature review, answers from respondents show the reality of this step at BDC that create the basis for training operations. The Training Strategy for Local Government Authorities (2010) stated that, training activities at LGAs shall be primarily financed by harmonized and consolidated Capacity Building Grant and the LGAs' own revenue. This shows training budget is among the criteria which make training available. Interviews

conducted reveal budgeting is a third step after program design and development. During interview respondents insisted budget preparation after knowing a type of training, number of trainees, trainers availability and training materials and venue. However, budgeting is not a guarantee for having enough money to conduct training as programmed. Regularly, received fund amount has always become little than budgeted fund amount. Training importance is not realistically strong as elaborated in different articles and literature. Little amount of funds granted for training operations thus, few trainees accommodated and many missed. Also, respondents speak out about budgeting time is always one year before training conduction as well as needs assessment.

Results obtained shows availability of ineffective training which resulted to opposite impacts obtained by L.B. Ojo and D.A. Alaniyani (2008) in their research about Training and Development, Impacts on the Performance of Home Economics Teachers and School Improvement. They reveal that training boosts employee morale, upgrade skills performance which comes after well followed procedures (effective Training). Ineffective training does not achieve such results, the research based on assessing appropriate procedure of effective training so as to have those results. There fore any impacts of training resemble to its effectiveness of procedures used to conduct it.

4.6 Challenges Facing Training of Government Primary School Teachers   on Job Performance

Variables which used to identify challenges of training of government primary school teachers were four as shown on Table 4.7. First was instructors/tutors low

ability. Second was low trainees readiness. Third was inconvenient training environment and. Fourth was training programs/courses does not fulfil training needs. The following findings were fought during data collection:-

Table 4.7: Challenges Facing Training of Government Primary School Teachers on Job Performance

Challenges	Strongly Agree		Agree		Average		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Instructors/Tutors low ability	10	16.7	14	23.3	20	33.3	11	18.3	5	8.3
Low trainees readiness	12	20.0	12	20.0	25	41.7	9	15.0	2	3.3
Inconvenient training environment	28	46.7	13	21.7	12	20.0	6	10.0	1	1.7
Training program/courses does not fulfil training needs	16	26.7	16	26.7	14	23.3	10	16.7	4	6.7

Source: Fieldwork Survey, 2012

4.6.1 Instructors/Tutors Low Ability

As shown on Table 4.7; 20 respondents represent 33.3% of all respondents who selected the 'Average' answer which show the ability of tutors/instructors is

unsatisfied but somehow to train. Furthermore, 14 respondents equal to 23.3% were 'Agree' and 10 respondents equal to 16.7% were 'Strongly Agree'. That means 24 respondents equal to 40% of all respondents were agreed that training conducted involved trainers with low ability which resulted into insufficient and inappropriate skills delivery to improve job performance. Additionally, 11 respondent represented 18.3% were selecting 'Disagree and 5 respondents represented 8.3% were selecting Strongly Disagree'. That means 16 respondent equal to 26.6% were disagreed that trainers who participate in training delivery have low ability.

Successful training delivery depends on skills of instructor, the important and necessary criteria are knowledge of subject, ability to give clear instruction, ability to adapt style to match trainees'preference and learning ability. As elaborated on conceptual framework Figure 2.10 a well training design and development should consider the appropriateness of trainer which resulted on training successful and hence high job performance. As findings above shows many of respondents agreed to trainers'low ability which means unsuccessful training at BDC is unavoidable.

4.6.2 Low Trainees Readiness

As articulated on Table 4.7; 'Average' was selected by 25 respondents equal to 41.7% as higher rate than remaining selections. The next higher rate results were 'Strongly Agree' and 'Agree' each were selected with 12 respondents and each equal to 20%. That means 24 respondents represented 40% of all respondents were agreed to low trainees readiness. Moreover, 9 respondents equal to 15% were disagreeing and 2 respondents represented 3.3% were strongly disagree. That means only 11

respondents equal to 18.3% were disagreeing. Trainees' readiness is among the factor for training successful, it includes person training requirements, ability and motivated to learn.

Therefore 'Average' was selected by 25 respondents, 'Strongly Agree' and 'Agree' were selected by 24 respondents which indicates the high availability of trainees low readiness during training because by selecting 'Average' means the challenge is still available but not too much, thus teachers training at BDC unsuccessful hence low job performance. Trainees' readiness should be well considered which stimulates the courage for receiving training and the theory of social learning by adapting thought and actions acquired from training, particularly when a teacher is ready to be trained and revise back training into practices of day to day.

4.6.3 Inconvenient Training Environment

The results shown on Table 4.7 reveal that 28 respondents equal to 46.7% 'Strongly Agree' and 13 respondents represented 21.7% were agreeing. That means 41 respondents equal to 68.4% were agreed that training environment were inconvenient. Further, 'Average' was selected by 12 respondents equal to 20% of all respondents. Another was 'Disagree' selected by 6 respondents equal to 10% and 'Strongly Disagree' was selected by 1 respondent that represents 1.7% of respondents.

4.6.4 Training Program/Courses does not Fulfil Training Needs

Results shown on Table 4.7 reveal both 'Strongly Agree' and 'Agree' have been selected, each with 16 respondents equal to 26.7%. In combination of both it reveal

total of 32 respondents represent 53.4% who agree that training program does not fulfil training needs. The followed value result was 'Average'which obtains 14 respondents equal to 23.3%. However, 'Disagree'was selected by 10 respondents equal to 16.7% and 'Strongly Disagree' was selected by 4 respondents that represents 6.7%.

Training contents should be adhered to training needs which resulted to impartation of proper skills to trainees hence better job performance. As shown from the findings majority of respondents equal to 53.4% agree' training program does not fulfil training needs which means improper skills has been imparted to teachers at BDC with no effect on their job performance. Although 23.3% choose 'Average'still indicates to some extent training program does not fulfil training needs. The situation should not be allowed because it make whole training unproductive to teachers'job performance. Training program should meet trainees'needs, training objectives, organization objectives and education policy targets of ensuring teachers'quality and professionalism.

The research conducted by Moshi, B.D of 2011 entitled as The Challenges Facing Public Organisation in Providing Training to their Employees. He found availability of training but there is no good policy and implementation, financial constraints, inappropriate training programs, shortage of professional trainers, lack of support from superiors and inadequate needs assessment. Despite of both conducted in public institutions some of results obtained became different as revealed above. Teachers training facing low ability of trainers, low trainees readiness, inconvenient training environment. However, both researches are different from location and

subject participants.

4.7 The Appropriate Procedures for Government Primary School Teachers on Job Performance

This section elaborated for the purpose of answering the research question about; how training of government primary school teachers should be conducted to improve job performance. The essence of training to teachers becomes crucial to national education especially primary education which is a basic stage. This creates the base for struggling and having skilled, knowledgeable and motivated teachers that stimulate quality education finally teachers'better job performance. Maqsud ul Hassan in his dissertation (2008) stated that; the quality education is the hallmark for the growth of a nation which is contingent upon the quality of teachers who sustain the environment where this manpower is shaped and in due course emerges as a reckonable force. Thus the requirement to prepare and train teachers becomes a vital need for a country to develop its human resource.

Therefore in order to have productive training the systematic training is needed. Teachers training should consider the important of their job productivity which resulted to the production of national potential human resources of different sectors. Also consideration of policies and directives should be in place in order to legalise and matching with national priorities. The Education and Training Policy (1995) stated that teacher professional development constitutes an important element for quality and efficiency in education. Teachers need to be exposed regularly to new methodologies and approaches of teaching constant with the ever changing

environment. The following are proposed procedure for training of government primary school teachers.

4.7.1 Training Needs Assessment for Teachers of Government Primary Schools

TNA for teachers at BDC has been conducted through OPRAS; deficiencies identified from OPRAS of a particular teacher made the need for training. Practically, this method has no effect on training; also many of interviewees have no faith on it thus a query of OPRAS effectiveness on TNA arises. During interview many respondents shows, OPRAS has nothing to do with TNA because the environment to which OPRAS is conducted does not lead to have an appropriate needs because of favour and bias might arise or appeared between supervisors who are Head Teachers of primary schools to normal teachers who are the main participants for imparting knowledge to pupils. OPRAS does not identify real needs, example the use of teaching aids, teaching methods which have impact on pupils daily learning, unless it generalize and measure general performance objectives, example to teach mathematics in standard two and four. This objective looking only on attendance and not how the lesson delivered to students and how do them understand the lesson.

The need to have better means for TNA should be fought so as to make sure training conducted is surely solving the practical problem or needs available. The use of school inspectors in measuring teachers'class performance has direct advantage in the identification of training needs. Through inspection, teachers would be inspected on their teaching methods, curricular understanding and the use of teaching aids during class teachings then practical and technical areas strength and

weaknesses would be clearly stated and seen, hence knowledge gap would easily identified. As identified by one interviewee that, the use of inspectors would easily make training needs identification comes from practical observation of teachers.

Therefore, there is a need for using both methods OPRAS as a measurement for general performance and inspection as a measurement for specific criteria performance. This would enable gathering of general weakness specifically those out of class or teaching which has less impact on pupils'class learning. While, inspection would gather both class weakness and strength and weakness obtained would be needs for conducting training.

4.7.2   Program Design and Implementation

Findings on Table 4.6 shows training objectives have been well formulated to remove gaps as well as serving policy priorities for maintaining teachers' quality. Despite, objectives were well formulated the need for having appropriate trainees and trainers should be considered. Appropriate trainees should obtained during TNA, those whose performance and skills need to be upgraded, consideration should put on them so as to make sure required skills are imparted to who needed them. The readiness of teachers on training is very high that every teacher is well motivated to attend training. During interview many teachers suggested availability of training for all without discrimination which implies only discrimination make them missing training but they are ready. Therefore trainees should be those who identified through OPRAS and inspection as they have needs.

Teachers who have to receive training should be those who having

weakness and were obtained from OPRAS and inspection this will definitely upgrading skills to an appropriate trainee. But this is quite different from current situation and reality", this was said by one interviewee.

Trainers were seen to have low ability as referred back to Table 4.7 which shows 40% equal to 24 respondents selected that trainers have low ability. This implies that selected trainers are not suited for what they taught which is opposite. Kennedy, J. (2009) wrote that the most important consideration when selecting a trainer is if he/she is well suited to the training design required meeting the learning goals. As from the interview many respondents who already attend training claiming upon trainers that are not well prepared to make presentation and sometimes deliver irrelevant matters during training session. Moreover, Training environment had seen inconvenient to support training. Among interviewees explained, during training there is unsupportive venue environment like venue low capacity to accommodate participant numbers. This made trainees becoming uncomfortable and bored with training hence unsuccessful training.

The issue considered but were not listed was budget which became the core determinant of training success. As articulated on figure 4.5 budget were mentioned by 9 respondents equal to 45%. Budget became a major determinant of everything that needs money like training materials, trainees'allowances or food and beverages during training, trainers allowance, transportation payment or oil payment, stationeries and any training needs. Respondents were very nervous about budget,

one interviewee described that;

> *"Budget is very compulsory item to be considered because is that which determine how many trainees will be trained, trainers either imported trainer or internal trainer. Also allowances, stationeries, transport payments and any other issues which need to be accommodated with the budget are included."*

However, during budget preparation everything is almost considered but when it comes to available fund, there little amount received from treasure. Thus, training arrangements are not practically done as were expected. Respondents from interview were suggested all arrangement should be done as due to amount received, finally some training activities are not done in order to utilize received fund amount to limited training facilities.

4.7.3   Training Implementation

This phase involve different activities which aimed to maintain training with training objectives, hence training successfulness. Among activities included are provisions of training materials, administering tests, questionnaires and trainees   attendance. Additionally, Figure 4.5 shows only 5 respondents equal to 25% mentioned the procedure but their knowledge was about implementation by provision of teachings. Through interview, respondents identified that, only attendance is taken and to some extent training materials but not always. The implication to these findings is shallow understanding of training officers and irrelevant training implementation. The question of training materials were answered by interviewee that all required

material especially necessary one should be available, example if training concerned about science which involve human skull, this necessitated availability of human skeleton kit for practical learning and alike to other subjects. During interview respondents were asked to suggest if tests should be used during training. Many suggesting availability of wind-up questions before the beginning of new session and few agree tests availability.

4.7.4   Training Evaluation

Training evaluation aimed to measure and assures training goals attainment. Among training goals are trainees understanding and application, trainees performance changes and productivity and trainees training satisfaction and the last is training attaining organization aligned objectives. However, BDC does not conduct evaluation as articulated on figure 4.5 that 5 respondents equal to 25% were mentioned the step. Nevertheless, during interview respondents explain that:-

> *"There is no evaluation conducted after training and this is a fault we have but it's not our fault as officers. The main cause is limited budget* which *creates impossibilities to undergo post-training evaluation."*

Firstly, evaluation started before training especially for ensuring trainee expectations are aligned with the objectives of the training programme. Table 4.5 shows training objectives are well communicated to trainees'expectations. Secondly, during training, tests and questionnaire are used for evaluating their understanding and satisfaction. According to interview these tools are not used and the proposed tools were wind-up questions and tests. Lastly, post-training evaluation as elaborated on

interview quotation above no training evaluation is conducted due to budget constraints. For the purpose of finding a solution to how post-training evaluation should be conducted some interviewees suggested head teachers should be granted authority to evaluate each trained teacher at their schools. Others were suggested appointed training officer should make evaluation to all trained teachers by attending their class sessions. Few of them were suggested that school inspectors have to be involved because they have technical knowledge for making inspection which is perpendicularly with evaluation.

It is better to have understanding that there is no one way or particular person for conducting post-training evaluation. The only important thing to consider is; evaluator should know criteria, methods and objectives what he/she is evaluating. Therefore, head teachers, school inspectors or training officer may conduct evaluation in collaboration or independently but collaboration may have many advantages such as HTs have understanding on their teachers improvements or opposite, TO obtained overall understanding on his programs worthiness and SIs having technical ability to evaluate qualities of training and the end-results to education qualities.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides concluding remarks and recommendations on the research findings about the Effectiveness of Training of Government Primary School Teachers on Job Performance. The objectives were; to assess training procedures of government primary school teachers on job performance, to identify challenges facing government primary school teachers on job performance, and to find out appropriate training procedures to improve job performance of government primary school teachers.

5.2 Summary of Findings

The aim of the study was to assess the Effectiveness of the Training of Government Primary School Teachers on Job Performance at Bukoba District Council. However, age, sex, job experience, academic and professional level were considered. From data collected showed fewer women are employed in teaching which implies gender inequality. Also majority of teachers are adults, aged 38 and above years which was about 56.7% which implies less new employees plus employment opportunities.

Similarly, working experience was analysed and findings showed many teachers have enough experience, from 5 to 26 years that expected to have good job performance but still low job performance. Apart from that, many officers holding position at BDC having diploma and few degrees. Majority of on the field teachers held certificates which implies less career development. Interestingly, there were

some teachers having academic level of STD IV-VII, though many of them fall under form IV and VI. This shows good move for removing teachers with STD IV-VII academic level. Additionally, training attendance proves training availability because 80% of respondents already receive training. However results on training procedure showed ineffective training because systematic training was not well known to T.O also each step of the procedure was unwell conducted. Also there were many challenges facing training including trainers low ability, low trainees readiness, inconvenient training environment finally training program/courses unfulfilled training needs.

5.3 Conclusion

Conclusive remarks provided here based on findings; TNA, Program design and development, Training implementation and training evaluation.

5.3.1 Training Needs Assessment

BDC should have better ways for undergoing TNA. Results shows TNA is conducted through OPRAS but realistically does not sufficiently provide specific needs for training. Basically training without proper way for obtaining training needs resulted to inappropriate and irrelevant training program. Therefore in order to have better means for capturing teachers training needs there supposed to have appropriate and relevant ways which has to obtain proper information about teachers training needs.

5.3.2 Program Design and Development

Training should be designed and developed from its objectives which aligned to

organization objectives. The organization objectives should align to mission and vision of organization so that the outcomes have to improve individual employees' performance, meet departmental objectives and finally organization objectives and performance. BDC training officers have to be knowledgeable and strategically and make sure the design and development of teachers training program suits to their activities and expected outcomes. There were no thorough trainees and trainers' selection which planted a notion of training is for special teachers and not for all. This made training unsuccessful and ineffective to teachers' job performance improvement. However budget constraint became a major problem for designing and development of training.

5.3.3 Training Implementation

This phase only known as to deliver training but the methods for administering training were not known and applied. Training materials and tools were also not given proper weight and importance for training effectiveness. For measuring training effectiveness during implementation administering tests, group feedbacks are needed. Apart from that training materials like notebooks, teaching instruments and alike should be available. This has to increase not only trainees' skills and understanding but also training applicability for improving job performance.

5.3.4 Training Evaluation

Practically it is not effective, only done during OPRAS while there is a need to conduct in effective manner. OPRAS does not measure teaching methods, tools usage and alike during class teaching rather than general performance which never evaluate training effectiveness as to specific training criteria. Although results shows

pre training has been well done by aligning training objectives to trainees need, but intermediate evaluation and post-evaluation were not conducted thus training results only evaluated during standard seven national or mock examinations and OPRAS.

5.4 Recommendations

Based on the study findings, the following are recommended:

Firstly, Appropriate TNA; the determination of effective training depends on needs assessment which facilitates on identification of available needs. Training officer should make sure teachers needs assessment is well conducted and identify actual and realistic needs. The use of OPRAS seems unsuited to teachers training needs which create a room for searching a method(s) as sub-method in conducting needs assessment. The use of school inspectors or head teachers for inspecting teachers during classes in order to capture practical experience definitely is a good way for assessing training needs perpendicular with OPRAS.

Secondly, trained training officers; T.O is an important person for programming training program which are worthiness to organization performance and development. In order to have productive training the responsible person should be able, capable, skilled and knowledgeable of preparing and conducting positive and productive training to organization objectives. Therefore T.O training should be given relevant and conducive priority.

Thirdly, Proper trainees selection; trainees should be well selected and consideration should be weighted to those who need and ready for training. The selection of wrong trainee lead to inappropriate trainee and training objectives never achieved hence

misuse of training fund, poor job performance and less organization performance. Therefore teachers who selected and trained should be those having performance weakness and observed during TNA.

Fourthly, the use of measurement Tools; during training implementation measurement tools like administering tests, assignment should be used to acknowledge trainees understanding which enabled identification of misunderstood and repeated areas. Training accessibility; training opportunities provided by BDC should be improved to encourage and ensure every teacher have access to training so as to improve job performance. As elaborated during findings favouritism is a dominant character used in selecting trainers. In order to ensure every teacher has access to training, there should be encouragement and participation during TNA which identify training needs to every teacher.

Fifthly, training relevance, training content and delivery should be relevant to the job functions of every teacher. In order to deliver positive training, basic functions of trainee must be considered. Teachers have many tasks to accomplish their jobs; training has to deliver skills, attitude and ability for performing those tasks. Sixthly, training evaluation, the application of training provided is measured through evaluation. It is before, during and after training for ensuring its success to department and organization objectives hence national achievement.

Lastly, provision of realistic training funds in order to assure training program provided as planned, government and required authorities should provide enough training funds so as the operations have to be done as planned to

meet training objectives.

5.5 Implication of the Findings

Findings of this study are expected to fundamental catalyst in steering education stakeholders discussions in bring up various issues about training of government primary school teachers to their job performance. Moreover, it extends the knowledge and challenges about training of government primary school teachers and stimulates ideas, forum for generating effective teachers training that resulted to their good job performance and finally general upgrading of pupils performance and primary education sector as whole. Indeed this will create basics for having human resources with good performance in all aspects such as technologically, scientifically and economically.

5.6 Limitations of the Study

During research there were some of limitations in spite of successful data collection. Those limitations were as follows:-

Firstly, financial constraints due to budget shortage, i was supposed to use some respondents as agents for supplying and collecting questionnaires on my behalf. Additionally, instead of going to the field and conduct interview I used to interview those who came at the office for their needs.

Secondly, in the process of data findings especially those secondary data many respondents refused to disclose some information which was confidential. Finally, irrelevant answers from respondents as compared to the asked questions. Example a question about suggestions for improving training some respondents answered about

provision of allowance instead of its procedures.

5.7   Areas for Future Research

Training played a vital role on improvement of individual employees skills, attitude and ability which enabled the improvement of job performance and hence attainment of organization objectives and high performance. The study focused on the effectiveness of training of government primary school teachers on Job Performance which leave behind other areas that might led better understanding of teachers training. Other research may be conducted on looking; the impact of training of government primary school teachers on job performance. Also, the Applicability of Learning Models on the Provision of Training on Teachers Job Performance, effectiveness of training of private school teachers on job performance and trainee's satisfaction on training provision: teachers training on job Performance.

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APPENDICES

Appendix I

DODOSO LA WALIMU

Utangulizi

Ndugu mwalimu; naitwa Mikidadi M. Mikidadi ninasoma shahada ya uzamili katika Menejimenti ya Rasilimali Watu (Masters of Human Resource Management, MHRM) ya Chuo Kikuu Huria cha Tanzania. Lengo la maswali katika dodoso hili ni kutaka kujua utolewaji wa mafunzo kwa walimu yanayolenga kuboresha utendaji kazi. Matokeo ya utafiti huu yatasaidia katika kuboresha uendeshaji wa mafunzo ya walimu kwa wadau mbalimbali kama Wizara ya Elimu na Mafunzo ya Ufundi, Mamlaka za Serikali za Mitaa na kadhalika. Taarifa zozote utakazozitoa zitatumika kwa usiri na utafiti huu ni wa kitaaluma.

SEHEMU: A

Taarifa Binafsi:

Zungushia duara katika jibu sahihi

i)   Umri: a) 18 – 22 b) 23 – 27 c) 28 – 32 d) 33 – 37 e) 38 na zaidi

 ii) Jinsia: a) KE   b) ME

iii) Umri wako kazini: a) Chini ya mwaka 1   b)Mwaka 1 – 5   c) Miaka 6 - 10

d)Miaka 11 – 15   e)Miaka 16 – 20   f)Miaka 21 – 25   g)Miaka   26   na

zaidi iv) Kiwango cha elimu: a) Darasa la iv – viii   b)Kidato cha 4 c)Kidato cha 6

v) Kiwango cha taaluma: a) Astashahada   b) Stashahada   c) Shahada

d) Shahada ya Uzamili   e) Shahada ya Uzamivu

vi) Cheo ulichonacho: a) Mwalimu III b) Mwalimu II c) Mwalimu I d) Mwalimu

Mwandamizi e) Afisa Elimu Msaidizi III f) Afisa Elimu Msaidizi II g) Afisa Elimu

Msaidizi I h) Afisa Elimu Msaidizi Mwndamizi

SEHEMU: B

Umewahi kuhudhuria mafunzo yoyote toka uajiriwe? a) Ndiyo b) Hapana

ii) Kama 'Ndiyo' mafunzo yalitolewa wapi? a) Darasani b) Kazini c) Yote a na b

iii) Ni mafunzo ya muda gani? a) Wiki 1 - Mwezi 1 b) Miezi 2 – Miezi 6 c) Miezi 7 -12

iv) Nani aliyekulipia mafunzo hayo? a) Nimejilipia   b) Mwajiri   c)Mfadhili

d) a na b   e) a na c   f) b na c   g) Yote a, b na c

v) Je, kuna nafasi ngapi za mafunzo kwa mwaka?

i) 10 – 19   ii) 20 – 29   iii) 30 – 39   iv) 40 – 49   v) 50 na zaidi

vi) Je, uandaaji wa mafunzo unalenga yafuatayo kwa kiwango gani?

MALENGO	VIWANGO VYA MALENGO		
	1=Sawa	2=Wastani	3= Si sawa
Kuongeza ari ya utendaji na kutoa matokeo bora			
Kuongeza uwezo wa utumiaji nyenzo na vifaa			
Kuongeza ujuzi wa taaluma na mbinu bora za kuongeza ufaulu kwa wingi			
Kuongeza stadi za maisha katika kukabiliana na mazingira ya kazi			

vii) Je, mafunzo yanayotolewa yanaleta tija ipi katika utendaji kazi? *(Chagua jibu sahihi kwa kutia alama ya pata (√) katika jedwali hapo chini)*

Tija	1=Sawa Kabisa	2=Sawa	3=Si sawa	4=Si sawa kabisa
Kuongeza uwezo wa kutoa taaluma				
Kuongeza ari na moyo wa utendaji kazi bora				
Kuongeza ari na ujuzi wa kutoa matokeo kwa wingi hasa ufaulu wa wanafunzi				
Kuongeza ari ya uratibu na usimamizi wa kazi wa matokeo bora kwa walimu wakuu				

viii) Je, taratibu za uandaaji wa mafunzo zinamapungufu yafuatayo yanayopelekea kutoamsha ari ya ujuzi unaopelekea utendaji bora wa kazi? (*Chagua kwa kutia alama ya pata (√) katika kisanduku cha jedwali hapo chini*)

MAPUNGUFU	VIWANGO VYA MAPUNGUFU				
	1=Sawa Kabisa	2=Sawa	3=Wastani	4=Si sawa	5=Si sawa kabisa
Wakufunzi wenye uwezo mdogo					
Wahudhuriaji wasio na utayari					
Mazingira duni kwa					

mafunzo					
Mada za mafunzo hazikidhi mapungufu ya utendaji					

Kama kuna mapungufu zaidi ya hayo ainisha hapa chini

1…………………………………………………………………………………………

2…………………………………………………………………………………………

3…………………………………………………………………………………………

SEHEMU: C

i) Mpango wa mafunzo wa shule/idara yako unakusudia kutoa mafunzo ya namna gani?

a) Semina   b) Mafunzo ya vitendo kazini   c) Warsha

iii) Elezea umuhimu wa mafunzo kwa walimu hapa chini.

1…………………………………………………………………………………………

2…………………………………………………………………………………………

3…………………………………………………………………………………………

4………………………………………………………………………………………….

5…………………………………………………………………………………………

iv) Ni zipi taratibu zinazotumika kuandaa mafunzo ya walimu? (*Elezea hapo chini*)

1…………………………………………………………………………………...........

2…………………………………………………………………………………………..

3…………………………………………………………………………………………..

vi) Je, ni maeneo gani dhaifu yanayogundulika wakati wa tathmini ya mafunzo?

(*Zungushia majibu hapa chini*)

a) Udhaifu katika uandaaji na uazimiaji wa masomo

b) Utumiaji usio sahihi wa mitaala

c) Udhaifu katika mbinu za ufundishaji

d) Udhaifu katika mbinu za utoaji wa matokeo bora hasa ufaulu wa wanafunzi katika mtihani wa darasa la saba

viii) Je, unafurahia taratibu zinazotumika kuchagua watumishi kushiriki katika mafunzo? a) Ndiyo b) Hapana viii) Kama 'Hapana' kwanini?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

SEHEMU: D

i) Je, kupewa mafunzo kwa walimu kunaweza ongeza uwezo wa utendaji kazi kwa namna gani? *(Zungushia jibu sahihi hapo chini)*

a) Kuongeza mbinu za ufundishaji bora zenye kuongeza uelewa wa wanafunzi

b) Kuongeza uwezo wa ufundishaji wenye kuzingatia ufaulu kwa wanafunzi

c) Kuongeza ufanisi katika utumiaji zana, uandaaji masomo unaopelekea ubora wa taaluma na kuongeza ufaulu kwa wanafunzi

d) Kuongeza ari ya kazi na utoaji wa taaluma bora

e) Yote juu ni majibu sahihi

f) Yote juu si majibu sahihi

iv) Maboresho gani yanayo pasa kufanyika ili kuboresha utaratibu wa uandaaji na

uendeshaji wa mafunzo? *(Ainisha hapa chini)*

1…………………………………………………………………………………………

2…………………………………………………………………………………………

3…………………………………………………………………………………………

4…………………………………………………………………………………………

5…………………………………………………………………………………………

AHSANTE KWA USHIRIKIANO WAKO

Appendix II

QUESTIONNAIRE FOR OFFICERS

Introduction

Dear Officer; My name is Mikidadi M. Mikidadi studying Degree of Masters of Human Resource Management (MHRM) in the Faculty Of Business Management, Open University of Tanzania. This questionnaire intends to capture information on the Effectiveness of Training of Government Primary School Teachers. The result of this study will be of great importance to education stakeholders such as Ministry of Education and Vocational Training, Local Government Authorities and others. Please spare a little time to fill it. We assure you that, this survey is anonymous and all the information collected will only be used for academic purposes and will be treated as confidential.

PART: A

Personal Information:

Cycle correct answer below

i)   Age: a) 18 – 22b) 23 – 27   c) 28 – 32   d) 33 – 37   e) 38 and above

ii) Gender: a) Female   b) Male

iii) Period into service: a) Below 1 year   b) 1 – 5 years   c) 6 – 10 years

d) 11 – 15 years   e) 16 – 20 years   f) 21 – 25 years   g) 26 and above

iv) Academic level: a) Standard iv – viii   b) Form 4   c) Form 6

v) Professional level: a)Certificate   b)Diploma   c)Bachelor   Degreed)Masters Degree e) PhD

vi) Designation: a)Assistant Education Officer III b)Assistant Education Officer II

c)Assistant Education Officer I d)Senior Assistant Education Officer e)Education

Officer II f)Education Officer I g)Principal Education Officer II   h)   Principal

Education Officer I

PART: B

i)   Have you conducted or train any primary teachers training? a) Yes b) No

ii) If 'Yes' in which mode? a) In classroom b) At work

iii) If 'No' why?

   1. ……………………………………………………………………………

   2. ……………………………………………………………………………

   3. ……………………………………………………………………………

iv) For how long did it takes? a) 1 week – 1 month b) 2 – 6 months c) 7 – 12 months

v) Which impacts does training provide on teachers job performance? (Select on the

table below)

Impact	1=Strongly agree	2=Agree	3=Average	4=Disagree	5=Strongly disagree
Increase ability for imparting knowledge					
Increase morale for attaining better job performance					
Increasing ability for having many					

and better results especially pupils performance					

vi) What are the procedures involved in preparing training plan?

1. …………………………………………………………………………………

2. …………………………………………………………………………………

3. …………………………………………………………………………………

4. …………………………………………………………………………………

vii) Mention the importance of training to teachers' job performance?

1…………………………………………………………………………………….

2…………………………………………………………………………………….

3…………………………………………………………………………………….

4…………………………………………………………………………………...

viii) How delivery of training to teachers can improve teachers' job performance?

a) Increase better teaching tactics which influence pupils understanding

b) Increase teaching ability with regard to pupils performance

c) Increase efficiency in the use of teaching tools, preparing teaching schemes which influencing better academic progress and increasing pupils pass rate

d) Increase work morale and delivery of good education

e) All the above

f) None of the above

ix) What processes involved in preparing and conducting training?

1…………………………………………………………………………….........

2……………………………………………………………………………………….

3……………………………………………………………………………………….

x) Is the process has any weakness? Select from the table below and indicate how do

you agree such weakness?

WEAKNESS	VALUE				
	1=Strongly agree	2=Agree	3=Average	4=Disagree	5=Strongly disagree
Instructor/tutors low ability					
Low trainees readiness					
Inconvenient training environment					
Training program/courses does not fulfill training needs					

If there are other weaknesses, mention them

1……………………………………………………………………………………

2……………………………………………………………………………………………………

3……………………………………………………………………………………………………

xi) How many training vacancies available in a year?

i) 10 – 19   ii) 20 – 29   iii) 30 – 39   iv) 40 – 49   v) 50 and above

xvii) To what extent does training aimed at the following?

OBJECTIVES	OBJECTIVE VALUES		
	1=Agree	2=Average	3= Disagree
To increase morale of better job performance			
To increase/improve capability of using teaching tools/instruments			
To increase/improve professional ability and tactics of			

xii) What weaknesses observed during training evaluation?

(*Cycle the correct answer below*)

a) Inability of preparing lesson plans and scheme of work

b) Irrelevance use of curricular

c) Teaching tactics inability

d) Insufficient tactics for producing better result particularly STD VII national

examination performance

e) All the above

f) None the above

xiii) What improvement should be made in conducting training? (*Mention below*)

1…………………………………………………………………………………………

2…………………………………………………………………………………………

3…………………………………………………………………………………………

4…………………………………………………………………………………………

THANK YOU FOR YOUR COOPERATION

Appendix III

INTERVIEW GUIDING FOR OFFICERS

1. Do you conduct staff training?

2. How do you prepare training plans?

3. What processes involved in conducting training?

4. What outcomes do you experience after training?

5. How do you evaluate training effectiveness?

6. Does the outcome achieved increase teachers performance?

7. What weaknesses do you observed in conducting training of primary school teachers?

THANK YOU FOR YOUR COOPERATION

Appendix IV

MUONGOZO WA MAHOJIANO KWA WALIMU

1. Umewahi kupata mafunzo tangu uajiriwe?

2. Ni mafunzo ya namna gani uliyowahi kupata?

a) Semina

b) Maelekezo wakati wa kazi

c) Mafunzo kwa vitendo

3. Mafunzo uliyowahi kupata yana uhusiano wa namna gani na uboreshaji wa utendaji kazi wa walimu?

4. Ni mafunzo yapi yanayofaa kwa ajili ya kuboresha utendaji kazi wa walimu? (Taja mafunzo hayo mfano; mafunzo juu ya mbinu za ufundishaji)

5. Katika mafunzo uliyowahi kuhudhuria yanamapungufu yapi ambayo yanashusha ufanisi wa mafunzo?

6. Je, mafunzo yanayotolewa yanazingatia mahitaji ya stadi kwa wanaopewa mafunzo?

AHSANTE KWA USHIRIKIANO WAKO