

**PERCEPTION OF TEACHERS ON IN SERVICE TEACHER TRAINING
POLICY IN LUSHOTO DISTRICT**

NICE CHRISTIAN MACHA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MEDAPPS) OF
THE OPEN UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation titled: **“Perception of Teachers on in Service Teacher Training Policy in Lushoto District”** in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Prof. Elinami V. Swai

(Supervisor)

.....

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Nice Christian Macha**, do hereby declare that this dissertation is of my own original and that it has not been presented and will not be presented to any other Institute of higher learning for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my family members and my pastor for their kind support in every stage of this work.

ACKNOWLEDGEMENT

I acknowledge my employer Fr. Damian Milliken for allowing me to pursue this course, the Open University of Tanzania OUT for offering a chance and opportunity to study, my supervisor Prof. Swai for her support and for taking time and correct my work from the very beginning stage to the final one in the development of this work.

I would like to acknowledge the following people for their support in the success of this work; Eileen Kasubi and her family, Eng.Happiness Mgalula and her family, Beatrice John, Abihudi Philipo, Joyce Alex, Elia KihongoPastor Seleman Masolwa, Rev Mosses Masasi, Jackson Hozza, Mr. Chambi Kingaja Restrene John, Y, Hazina Primary school administration and staff, Kongei primary school administration and staff members, Shambalai Secondary school headmaster and teachers, Ubiri Secondary School administration and staff and other people whom I did not mention in this page but they supported me in various ways as I cannot mention everyone, may God Bless you all.

ABSTRACT

This dissertation reports the perception of teachers on in service teacher training in enhancing professionalism development in teachers. It focused on assessing the teachers' views on the role of teacher professional development in schools; examining the challenges encountered in the provision of in-service training to teachers; and determining possible solution to minimize teacher professional development provision difficulties. The study applied qualitative and quantitative approaches using a case study design to solicit information from 44 respondents who were comprised of teachers and education officials through questionnaire and interview. The finding indicated that teachers' viewed the role of teacher professional development in schools as increasing knowledge and skills to teachers, improve teaching and learning techniques; and raise teachers' competence and efficiency in teaching profession. The challenges encountered in the provision of in-service training to teachers found to be lack of funds. The possible solution to minimize teacher professional development provision difficulties were to solicit funds from the government and other institutions. The study recommends that the Ministry of Education and Vocational Training MOEVT to put an eye on the challenges facing the in service teacher training provision, teachers professional development and their impacts. Other educational stakeholders should join hand with the MOEV to put an eye on challenges facing the in service training and their possible solution at all levels.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
BACKGROUND TO THE PROBLEM.....	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	14
1.4 General Objective.....	15
1.5 Specific Objectives.....	15
1.6 Research Questions	15
1.7 Significance of the Study	16
1.7.1 Education Sector	16
1.7.2 Future Researchers	16
1.8 Scope of the Study.....	16
1.9 Definition of Keywords.....	18

1.9.1 In-Service Teacher Training.....	18
CHAPTER TWO	19
LITERATURE REVIEW.....	19
2.1 Introduction	19
2.2 Theoretical Literature	19
2.2.1 Theories Related to the Study	19
2.2.1.1 Self-efficacy Theory.....	19
2.2.2 Organization Learning Theory	22
2.3 Empirical Literature	27
2.3.1 Role of In-Service Training on Professional Development	32
2.4 Chapter Summary.....	43
CHAPTER THREE	44
RESEARCH DESIGN AND METHODOLOGY	44
3.1 Introduction	44
3.2 Research Approach	44
3.2.1 Quantitative Approach	44
3.2.2 Qualitative Approach	45
3.3 Research Design.....	46
3.4 Population and Sample.....	47
3.4.1 Population.....	47
3.4.2 Sample	47
3.4.3 Sampling Procedures.....	47
3.4.4 Projected Number of Respondents.....	48
3.5 Data Collection Instruments.....	48

3.5.1	Questionnaire	48
3.5.2	Interview Guide.....	49
3.6	Validity.....	50
3.7	Reliability	51
3.8	Data Analysis Procedures.....	51
3.9	Ethical Consideration	51
CHAPTER FOUR.....		53
DATA PRESENTATION DISCUSSION AND ANALYSIS		53
4.1	Introduction	53
4.2	Results from the Respondents	53
4.2.1	Table of Results.....	54
4.3	Discussion from the Collected Data.....	55
4.4	Summary of the Results	56
4.5	Summary for Responses of Question Number Two.....	57
4.6	Responses for Question Number Three	59
4.7	Summary for Question Number Three.....	62
4.7.1	Question Four Responses	63
4.7.2	Results for Question Number Four	63
4.7.3	Summary for Responses on Question Number Four.....	65
4.7.3.1	Question Number Five	65
4.7.5	Summary of Responses for Question Number Five.....	67
4.7.7	Table of Results.....	68
4.7.7.1	Summary of Responses for Objective 2.....	71
4.8	Chapter Summary.....	76

CHAPTER FIVE.....	78
DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS .	78
5.1 Introduction	78
5.2 Discussion	78
5.4 Conclusion.....	80
5.5 Recommendations	81
REFERENCES.....	84
APPENDICES	92

LIST OF TABLES

Table 3.1: Project Number of Respondents	48
Table 4.1: Response Rate Table.....	53
Table 4.2: Gender Participation Table	53
Table 4.3: Meaning of Professional Development.....	54
Table 4.4: Types of Teacher Professional Development	57
Table 4.5: Ways Teacher Professional Development Helps the Teacher	60
Table 4.6: Ways in which Teacher Professional Development Helps the Schools ...	63
Table 4.7: Ways in which Teacher Professional Development Helps Students	66
Table 4.8: Challenges of In-Service Training to Teachers	68
Table 4.9: Possible Solutions to Minimize Challenges.....	73

LIST OF FIGURES

Figure 4.1: Meaning of Professional Development	55
Figure 4.2: Types of Teacher Professional Development.....	57
Figure 4.3: One of the School, which was Involved in the Research Area.....	59
Figure 4.4: Ways in which Professional Development Help Teachers.....	60
Figure 4.5: School Involved in the Research	62
Figure 4.6: Ways in which Teacher Professional Development Help the Schools....	64
Figure 4.7: Ways in which Teacher Professional Development Help the Students ..	66
Figure 4.8: Challenges of In-Service Training to Teachers	69
Figure 4.9: Possible Solutions to Minimize Challenges	73

LIST OF APPENDICES

Appendix 1:	Interview for Education Officers/ Head of Schools and School Managers.....	92
Appendix 2:	List of Tables Figures, Pie Charts, Histogram and Pictures	95

LIST OF ABBREVIATIONS

AKF	Add Knowledge to Field
CGAS	Change Grade After Study
DEO	District Education Officer
DMSE-INSET	Department of Mathematics and Science Education In-service Training Unit
ESDP	Educational Sector Development Program
IIN	Increase the Income
ILE	Increase Level of Education
INSET	In Service Training
ISK	Increase Skills and Knowledge
KBP	Knowledge Based on Professionalism
MOE	Ministry Of Education
MOEVT	Ministry of Education and Vocational Training
NK	New Knowledge
OBE	Outcome Based Education
OUT	Open University of Tanzania
PRESET	Pre Service Training
SEKOMU	Sebastian Kolowa Memorial University
SMAK	Study More Add Knowledge
SPSS	Statistic Package for Social science
STEP	Strengthening Teacher Education in Pakistan
TPD	Teacher Professional Development

TRC	Teachers Resource Centre
VICOBA	Village Community Bank
WSIP	Whole School Improvement Programmed

CHAPTER ONE

BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter discusses some critical issues related to the background of the problem. It presents an overview of the perception of teachers on in-service teacher training in Lushoto District. It also highlights statement of the problem, purpose, objectives of the study, research questions, scope and significance of the study, limitation and delimitation of the study. Lastly, it defines important terms used in the study. Teacher's perception on in service training is crucial in this study. Professional development of teachers through in service training is the only way to achieve and accomplish plans and goals for developing professionalism in teachers.

1.2 Background to the Problem

In service training is employee's capacities by providing them with knowledge, skills and appropriate attitude towards their employment As OECD (2009) report suggests, education is important not only for the success of an individual, family, society where an individual lives only, but also for the Nation as well and those who are left out of education or professional development, cannot fit well in the environment in which he or she lives and work.

In many countries, the role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms. For example, nowadays, a greater emphasis is placed on teachers to teach students with diverse needs including those with special learning needs in their

classrooms; make more effective use of information and communication technologies in their teaching; engage more in planning and do myriads of activities. Without re-training and professional development, teachers will not perform well their role that the society expects them to assume. The importance of professional development as mechanism for empowering teachers was also reported in OECD that schools can be learning organizations where teachers can learn and share their expertise and experience more systematically. According to Mizell (2010), professional development is the best strategy schools and school society can ensure that teachers can learn and apply new knowledge and skills to improve their performance on the job.

From this importance, a need for developing teachers' profession has recently risen in the awareness in schools in Tanzania and the demand to raise quality of teachers has grown. The growth in demand has created the need to improve learning for teachers and students through staff development, in service training, professional learning, or continuing education. According to Hardman (2008), the Ministry of Education and Vocational Training (MoEVT) through Education Sector Development Programme (ESDP) (2008-17), developed a five year strategy (In-Service Education and Training Strategy for Primary School Teachers) to ensure the development of adequate quality primary and secondary school teachers through continued in-service and training and professional growth.

While acknowledging the importance of teacher professional development worldwide and Tanzania in particular, some teachers do not consider professional development as important. As study by Kennedy et al (2011) indicated that the

teachers faced some difficulties and challenges in implementing new ideas or knowledge obtained from professional development and thus, made many teachers to despise professional development.

Kivembe (2013) also found that at all level (national, district, ward and school levels), teacher professional development was poorly coordinated and rarely budgeted for. The findings indicate a conception and practice of Teacher Professional Development, which combines both the raising of teacher academic qualifications and professional growth(Iwanicki, 1983). As Iwanicki (1983) suggests, some teachers lament on stress and/or burnout, in that teachers are pessimistic about professional development in teaching because this profession is replete with stress factors such as social status, uncertainty, and everyday routine (Rean & Baranov, 1998). Iwanicki's (1983) study showed that teachers' attitudes towards professional development were negatively related with depersonalization, in that their development was not directly related to personal development but the development of their students, schools achievement and the development of their society. This suggests that teachers' attitudes towards professional development can be related with personal accomplishment, or if it is directly tied to their personal accomplishment.

A study by Cantrell et al., (2009) shows that teachers experienced barriers to implement their acquired knowledge and skills from professional development because they were afraid of deviating from the way they were accustomed teaching. Some resisted to professional development because of fear of student resistance to the new strategies and issues in class management and control.

The differences in understanding of the importance of teacher professional development have become an interesting area of research in the sub-Saharan Africa and similar countries. Studies have been conducted mainly for the aims of establishing the relationship between teachers' professional development and teacher effectiveness in classrooms (Duquette, 1993; Hanushek, 2004). However studies on teachers' attitude towards professional development are highly needed due to the importance discussed above and the challenges facing teachers in Tanzania. In this study, I explore the teachers' views on the level of professionalism in schools and the beliefs they hold about the roles of in-service training policy on their professional development. In conducting this study, I have been interested in a relationship between the government efforts to train teachers, while the performance of students is on the decrease (see MoEVT, 2010; Komba and Nkumbi, 2008). This reciprocal relationship is creating a gap between the governmental intentions stipulated in the Education Sector Development Program (2008-17), and the realities existing in schools. The gap has led to the emerging criticism that teachers are not effective, as a number of students are claimed to finish secondary education with low competence.

A study conducted by Sumra and Rajani (2006) revealed that some students finish secondary education without the necessary skills in life. This is an indication that developing teacher profession has been prioritized over their attitude towards teaching profession and their personal development. Other studies showed that teaching in schools is poor as teachers are de-motivated and are constantly lamenting about being exploited. Furthermore, teachers have left their professions to join other professions that they consider to be more paying.

Attitude is ‘a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly and Chaiken, 1993). The liking and delinking of teacher profession and teacher professional development depends on the mark assigned to the profession – high or low after the evaluation.. If a teacher ranks teaching profession low then he/she would become discontent in his or her work and will not consider developing himself or herself towards becoming a better teacher as important.

From these realities, attempts to develop teachers professionally in order to raise students’ performance in Tanzania have seemed not to bare fruits, as teachers’ needs and interest in their profession were not prioritized in Education Sector Development Programme (ESDP). If the government aims at producing competent and skillful teachers’ committed to teaching profession, aligning teacher needs and interests with their teaching profession should be a priority. In this study strategy for aligning teacher personal needs and interests with those of the schools are suggested as an attempt to bridge the growing gap between teacher professional development and the quality of their products in secondary school education in Tanzania.

In reaching the strategies suggested, teacher professional development has been described based on how governments and the Ministries of Education conceive it in terms of developing teachers for the sake of schools and students. Within this framework, the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level (National Education Policy 1998-2010). In that document, teacher academic qualifications, knowledge of the subject matter, competence and skills and the commitment have been considered as more effective

in impacting on the teaching learning process, rather than teacher attitude toward teaching and the whole profession of teaching.

Such mentality has permitted literature on teacher professional development and everyone concerned with the educational system's performance agrees that the improvement of teaching qualities is a high priority in any educational program. Improvement of teaching qualities is extremely important not only for the success of an individual student (not teacher) but for the nation as well.

Education is defined as a process to develop knowledge, skills and character of the students. Its major objective is to make an individual learn about how to live better in the society by developing intellect, equipping one's self to deal with the reality of life and by facilitating realization of self-potential and latent talents of an individual. Education encompasses teaching and learning specific skills, positive judgment, well-developed wisdom and profoundness (Duquette, 1993).

Teachers, though undoubtedly the most crucial component of a schooling system, their needs and interests have been sidelined. Although teachers happen to be the most costly resource in schools (OECD, 2005), they have been taken for granted and most education reform efforts have failed because teachers have not been considered as important in these reforms (Mulengeki, 2012). Teacher professional development should hence be considered in line with teacher needs and interests. A successful teaching profession is required to be equipped with the exposure to the teachers with the mastery of subject matter, professionally developed, with sound physical and mental health, devoted and dedicated to their profession (Hanushek, 2004).

According to Kakkar (2001) the teacher of today is an individual who is not only interested in the development of children's knowledge and skills but also equally involved in his own development. Total developed teachers have positive attitude towards their teaching; are creative to changes in science and technology and are ready to help their students to develop their potentials to the maximum.

Although many aspects of teacher quality are captured by the commonly used indicators such as qualifications, experience and tests of academic ability, their needs and interests are left below the discussion table. Teachers' needs and interests are harder to measure, but are vital to student learning include the ability to (1) convey ideas in clear and convincing ways, (2) create effective learning environments for different types of students, (3) foster productive teacher-student relationships, (4) be enthusiastic and creative, (5) work effectively with colleagues and parents (OECD, 2005).

It could be argued that if teaching is to be done, it must be done well. To this end, Hargreaves (1997) contended that among other things, good teaching should involve pleasure, passion, creativity, challenge and joy. Throughout the world, people learn new things everyday. This makes teaching and learning go on all the time whether the teaching is done consciously or unconsciously, formally or informally. Approaches to teaching in the different parts of the world vary. For this reason, each country has its own way of going about it and training special people to impart valuable knowledge to its future leaders. Since the world has come to realize that it is when useful knowledge has been imparted to the inhabitants of a country that it would benefit from its manpower, people are officially trained to become teachers.

In-service training is a term used to describe a set of activities and requirements generally falling under the heading of 'professional development'. In-service training program is a program intended to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or program (Sapp, 1996). It is a key factor in influencing the professional development of teachers and, thus, contributes to the improvement of their knowledge if teachers are actively involved in the process (Saiti and Saitis, 2006).

Academics dictionary of education (2002) described the in-service training of teachers as; Job related instruction and educational experiences available to employees. In-service training programs are usually offered during normal working hours. Activities designed to improve the knowledge and skills of employees and the quality of services, especially the instructional practices.

According to Rahma et al (2011), in service training is an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, likewise the teacher's training goes on improving with the passage of time by gaining experience and study through-out the life span of a teacher. It is a means to achieve educational change that will persist. They added that, In-service education and training refers to all those activities that contribute to professional growth and qualifications of an employee e.g. reading educational generals, participating workshops, seminars, conferences and visits to educational institutions that give the employee a sense of security and a feeling of self confidence while discharging his routine duties in the school. It is a continuing education of teachers and other educational workers leading to the improvement of their

professional competence. With the rapid increase in human knowledge new approaches, new methods of teaching, and new avenues for the teachers are being introduced.

In-service training is directed at those individuals who are basically qualified and employed by school systems. It can be presented in variety of formats. In-service training - a key concept in social dynamics - has become increasingly important in the field of education, thanks to technological advances, the growing demand for quality education, and the continuing economic crisis (Rahman et al, 2011).

The activities of in-service education include workshops, preparing curriculum guides, consultant demonstrations, professional meetings, visitations, and reading of professional materials, staff meetings, action research, summer school, and many more. Schaaf and Lingren (1999) and others agree, however, that in-service training for individual teachers should be related to some important, current, local problem, which is of real interest to those who will engage in the activity.

On the other hand, professional development of teachers is central to improving the quality of education in schools. Quality of education should in principle be guaranteed by a high standard of initial education, apprenticeship and continuing professional development of teaching and non-teaching staff. A number of studies demonstrate that professional development courses enhance teachers' content knowledge and strengthen their pedagogical skills (Radford, 1998; Supovitz et al., 2000). Another set of studies has identified that these courses boost teachers' confidence in teaching their subject matters and foster a positive attitude towards

teaching and student learning (Stein et al., 1999). Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically (Mizell). Without teachers' continuing professional development, it may be difficult for teachers to improve the quality of their teaching, which may eventually affect the whole-school improvement.

In education, it is commonly believed that the quality of teachers' learning experiences directly affects the quality of their students' learning experiences. Specifically, teachers' continuing learning may bring about positive effects on student learning. With the constantly evolving needs of education context and the prescribed curricula and pedagogy, ongoing trainings on old and new subjects of learning have been proven to have positive impact on students' learning outcomes (Hoque, Alam and Abdullah, 2011). Furthermore, given the alarmingly low educational qualifications of present teachers in the country, in-service teacher training is of crucial relevance.

Training of teachers provides them the knowledge, skill, and ability that are relevant to the professional life of a teacher. Teacher training moulds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted through teachers training (Rahman et al, 2011). Training teachers are more likely to lead to diversity in practice at all levels of instruction.

According to Asu (2004) there are several outcome areas that are potentially affected by teacher training program. These include: (a) teacher knowledge (b) teacher attitudes and beliefs, (c) teaching practice, (d) school-level practice, and (e) student achievement. Regular in-service training for updating and continuous professional development for upgrading teachers' understanding is one among the strategies to make teachers stay in teaching. After pre-service training and deployment, teachers need to be opened up to workshops, seminars, short courses and further studies without unnecessary conditions (Kavembe, 2013).

Birjandi and Derakhshan (2010) conducted a study in which they explored the perceptions of Iranian instructors and teachers regarding the present and ideal status of in-service programs. Their findings indicated that instructors and teachers had different perceptions about these in-service programs. Though most teachers were satisfied with these programs, they were not motivated enough to attend these programs. Furthermore, most instructors were in favor of improvements in the educational plans and programs since they were not satisfied with the in-service programs. Teachers needed to be motivated to participate in these programs and the instructors were to address the needs of the teachers attending these programs.

Another study was carried out by Rajabi et al. (2011). The purpose of the study was to investigate the effects of in-service teacher training program on the perceptions and instructional practices of teachers and students achievements. The results indicated that there was a significant difference between the achievements of students who benefited from trained teachers in comparison with those who received training from teachers not attending this program.

Wu et al. (2004) carried a study on ways integration of information and communication technology into an in-service training program enrich the content of the program. The findings showed that the majority of teachers were satisfied with the training program.

Another study was carried out by Gönen and Kocakaya (2005) with the purpose of evaluating high school physics teacher's perspectives concerning an in-service training program. The findings indicated that although a large majority of teachers believed that in-service training was essential for their professional improvement and that the number of in-service training programs they had actually participated in was not adequate.

In a similar vein, Aydin (2008) study which aimed to find out about teachers perceptions of in-service training and their administrators support showed significant differences in the use of knowledge and skill levels in schools and in their personal character.

In the context of Tanzania the MoEVT is responsible for providing policy and financial support for teachers' professional development. University and Teacher Education Colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its part is supposed to provide support to the teacher on daily basis through advice, supervision, monitoring and evaluation of the teaching and learning activities. The community through the school committee is responsible for supporting the teacher professional development by providing the necessary

resources in the budget. The teacher is responsible for being proactive in seeking for opportunities for his or her own professional development.

Moreover, the INSET programme in Tanzania consist of short courses of 3-9 months duration. There is also an upgrading programme intended to upgrade Grade C/B teachers to first ordinary level secondary school education and then to Grade A teachers professional training. The professional up-grading course takes one year.(URT,2001). INSET programs are usually underfunded. This makes INSET courses irregular, and poorly co-ordinated. Cost sharing in PRESET and long INSET courses by student teachers began in 1996. A college fee of Tsh. 85,000/= is currently charged to each student annually (URT, 2001). Although the problem of professional development is a general one, there is a more serious inaccessibility of INSET opportunities among certain groups of teachers, including women, teachers of certain subjects such as Arts and Crafts, and teachers in remote areas. These groups tend to be stagnant and frustrated.

According to URT (2001) by 2025 there will be a well founded effective and efficient system in place for training and developing competent teachers and tutors through Pre-Service and In-Service programs. The system will be supported by professional trainers, teachers and tutors, using up to date gender balanced curriculum. The training will be basically child centered, delivered by dynamic and efficient teachers, working in a reasonably well resourced environment. There will be a reliable information system in teacher education. Human and physical resources will be up to acceptable standards by 2010. Thus by 2025 teachers will be competent,

efficient and effective in delivering knowledge and modern skills confidently in a creative and competitive manner.

Table 1.1: Improving and Strengthening the Quality of Teacher Education

Expanding and Strengthening In-Service Teacher Education Program	Budget in (Tshs mill)
Developing Orientation and Regular Professional Development for Teachers of Pre-Primary, Secondary and Teacher Education Tutors	3,096.08
Developing Up-grading Curricula for Teachers of Pre-primary Primary Secondary and Teacher Education Tutors	1,635.28
Developing Up-grading Programme for Grade B/C Teachers	1,480.00
Developing Professional Programme for Non-trained Teachers/Tutors	105.93
Establish a National Professional Accreditation Council/Board	122.70
Improving the System of Co-ordination, Monitoring, and Evaluation of In-service Programme	141.50
Building Capacity for Teachers of Demonstration Schools	135.40
Operationalizing the Zonal TRC System	2,012.87
Expanding TRC System in the Whole Country	2,500.10
Training of TRC Personnel	100.50
Establishing the National TRC	600.40
Developing and Supporting Professional Development in School Clusters at Ward Level	1,260.50
SUB-TOTAL	13,191.28

Source: URT (TEMP), 2001

1.3 Statement of the Problem

While acknowledging the importance of in-service training for teachers; there is still a little agreement on the importance of linking teachers' needs and needs to teaching profession. The difference in understanding teachers' competence has become an

interesting area of research. Study has been conducted on the perceptions of teachers on in-service training in other countries (Aydin, 2008; Birjandi and Derakhshan, 2010; Gönen and Kocakaya 2005; Asu 2004). However the literature is silent on the importance s of teachers' personal needs in teacher professionaldevelopment, and thus this study aims to fill this gap in the literature.

1.4 General Objective

The general objective of this study is to explore the perception of employers and teachers on in service teacher training.

1.5 Specific Objectives

This study is guided by following specific objectives:

- (i) To assess the teachers' views on the role of teacher professional development in schools.
- (ii) Examine the challenges encountered in the provision of in-service training to teachers.
- (iii) Determine possible solution to minimize teacher professional development provision difficulties.

1.6 Research Questions

This study is guided by following research questions:

- (i) What are the teachers' views on the roles of in-service training policy on teacher professional development?
- (ii) What are the challenges in implementing in-service training policy to teachers?

- (iii) What do you think can be possible solution to minimize teacher professional development provision difficulties?

1.7 Significance of the Study

The study will be significant to the education sector and other researchers in general.

1.7.1 Education Sector

The findings of this study will help the Government and the school administrators to develop various ways of providing in service training to teachers, work on improving the quality education in the public and private schools and also come up with good policies meant to teachers' training programs. The findings will enable the education sector and the government in determining the steps to undertake when dealing with the issue of teachers' pre service and in-service training and also the steps to take in improving the quality of education in the entire education system in the country.

1.7.2 Future Researchers

The study may help future researchers to find out how in-service training practiced or implemented at the workplace have been, and thus use the findings to benchmark their research on perception of teachers on their professional development based on in-service training in public and private schools. This research would also suggest other areas where future researchers can further their knowledge.

1.8 Scope of the Study

The study will be conducted in Lushoto District, Tanga region. The target population consisted of the Education officers, heads of schools and teachers in 4 schools within

the District. All teachers specifically heads of schools in the selected schools were included in the sample. The research was conducted in one selected District in one region and select the reasonable sample of 46 participants due to limited financial resources.

The researcher faced challenges during the period of data collection. Challenges faced were change of the schools timetable. In the three weeks of data collection, about four days the researcher failed to access data collection from educational officers, the teachers from the selected schools, because of the one day, country inspection of certificates verification for all civil servant all over the Nation, which announced to be off service day for the exercise. Education officers were out of the office to supervise the exercise at different stations.

The researcher added more days about 4 more days to overcome the obstacle. Few selected participants were hesitating to take questionnaire after they were told by the heads of schools. The researcher tried to overcome a number of challenges by adding more days in data collection due to changes of school timetable. The researcher overcomes the problem of very few teachers who seem to hesitate to fill the questionnaire among the selected teachers.

This limitation was overcome by the researcher using a polite language to educate them the importance of filling the questionnaire and that they should not write their names, all the information was for academic purposes, and they would be treated confidential.

1.9 Definition of Keywords

1.9.1 In-Service Teacher Training

It is an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, likewise the teachers training goes on improving with the passage of time by gaining experience and study through-out the life span of a teacher. It is a means to achieve educational change that will persist. It is a continuous education of teachers and other educational workers leading to the improvement of their professional competence (Rahman et al, 2011).

In-service training in Tanzania specifically in this study used to be regarded as a form of practical training, short courses or long formalized programs like further Diploma or Degree in Education, aimed at upgrading the skills and qualification, and sometimes salaries, of qualified or under qualified teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework of the study, review the related literature about the perception of teachers on in-service teacher training in Lushoto district, explore the teachers' views on the level of professionalism in schools, assess the beliefs that teachers hold about the roles of in-service training on teacher professional development and examine the challenges encountered by heads of schools in providing in-service training to teachers. The last part is the summary of the chapter.

2.2 Theoretical Literature

This section discusses some of theories behind teacher in service training as well as professional development. The study based on two theories, namely: - Self-efficacy Theory and organization learning theory. It begins with Self-efficacy theory followed by Organization Learning theory.

2.2.1 Theories Related to the Study

2.2.1.1 Self-efficacy Theory

According to socio-cognitive theory, self-efficacy is defined as the belief in one's abilities to attain a particular goal based on their own actions (Bandura, 2007). Thus, self-efficacy is based on a person's beliefs and on their expectations with regard to a desired outcome. Bandura (2007) discussed the results of numerous studies that highlight the impact of self-efficacy beliefs on performance even in relatively

homogeneous groups. However, it is important to note that self-efficacy beliefs do not develop in a vacuum and that they are shaped by context as well as by emotional / physiological factors.

In education, the concept of teacher efficacy was developed by Armor et al. (1976) and was further elaborated by Berman, McLaughlin, Bass, Pauly, and Zellman (1977), Ashton and Webb (1986), and by Gibson and Dembo (1984). According to Bandura (2003), teacher efficacy is a combination of general teaching efficacy and personal teaching efficacy. General teaching efficacy refers to the broad conception that teaching guides students toward success despite familial influences, socio-economic status, and other environmental factors. Personal teaching efficacy refers to a teacher's beliefs in his or her own teaching abilities.

These individual beliefs occur within a context that further influences general and personal teaching efficacy beliefs. For example, Ashton (1984) found that the development of collective teaching efficacy (Bandura, 2007) - the notion that teachers can work collaboratively with a variety of partners to promote learning regardless of contextual barriers - was hindered when teachers felt isolated and powerless, and when they perceived a lack of support from their colleagues. Thus, it is likely that classroom management and the ability to address difficult classroom behaviors will be influenced by the level of support and collegiality of the school environment.

According to Blaya and Beaumont (2007), pre-service teacher training provides very little in terms of behavior management in class, which may explain why most

teachers feel underprepared and are often overwhelmed by the number of challenges they face when they begin teaching (Begeny & Martens, 2006; Couture, 2005; Jeffrey & Sun, 2006). Once in service, teachers have the possibility of continuing their training by participating in personal development activities and seminars or by pursuing graduate studies. According to Raver et al (2008) in-service training can have a positive impact on both teaching practices and efficacy beliefs.

Two important considerations are essential to designing effective in-service training programs aimed at shaping teachers' efficacy beliefs: (1) how do efficacy beliefs develop? And (2) what content to choose? Researchers examining the development of efficacy beliefs have highlighted that these beliefs are most flexible during pre-service training and progressively more resistant to change with experience (Hoy & Woolfolk, 1993, Woolfolk Hoy & Burke-Spero, 2005). Teachers with the least amount of experience also tend to report low self-efficacy with regard to managing difficult classroom behaviors (Carter et al, 1988).

Further, teachers who work alone, who do not participate in decisions, and who are not solicited to collaborate with their peers are most likely to have a low general teaching efficacy, even if they possess a strong personal teaching efficacy (Beady & Hansell, 1981; Hoy & Woolfolk, 1993). Some research points to the importance of directly addressing the notion of efficacy beliefs in in-service teacher training programs to have a positive impact on classroom management (Ohlhausen et al, 1992). This component is all the more important for the groups of teachers who are the most resistant to modifying how they manage their classrooms as they are also

less inclined to pursue professional development activities and to collaborate with their colleagues (Raver et al, 2008).

2.2.2 Organization Learning Theory

Organizational learning theory suggests that learning is the key to performance improvement in any changing and uncertain environments (Argyris and Schon, 1996; Schein, 1993) like school. Many researchers became attracted to the idea of organizational learning in the early 1960s (Argyris, 1964; Cangelosi and Dill, 1965; Cyert and March, 1963), but it was only in the late 1970s that regular stream of articles and books began to emerge (Argyris and Schon, 1978; Duncan and Weiss, 1979; March and Olsen, 1975). During the 1980s some 50 articles were published in academic journals, which can be compared with over 184 papers (written by 149 different authors, or groups of authors) appearing in the 1990s (Prange, 2006). So maybe it is possible to link the growing interest in organizational learning with the heightened awareness of its importance.

Southworth (2000), with other researchers who was involved in a series of related studies in the 1990s, sometimes, came to appreciate that what underscored many schools success was the way the school as a workplace was also a workshop for teacher and staff learning. Those working in schools have to deal with continuous change both in terms of policy and practice meaning learning is an essential component (Stoll and Bolam, 2005). Researchers in the field of organizational learning acknowledge that the creative input of all employees is necessary (Argyris and Schon, 1996). It is no longer sufficient, suggests Senge (2006), to have one person learning for the organization. The organization that will truly excel in the

future in the view of Senge (2006) is the organization that discovers how to tap into people's commitment and capacity to learn at all levels. This view is supported by Schein (1992) who argued that perpetual learning would be essential in successful 21st Century schools. Generally an organization may be said to learn when it acquires information of any kind and by whatever means (Argyris and Schon, 1996). In this over-arching sense all organizations learn when a learner to whom the learning process is attributed acquires, processes and stores new information on the organizations behalf.

MacGilchrist et al (2004), having written extensively about school improvement since the late 1990s and more recently about organizational learning in schools used a traditional definition of learning found in the 1991 edition of the Oxford Dictionary "knowledge acquired by study" yet this definition is possibly too limiting. For Senge (2006) the basic meaning of an organization that learns is one that is continually expanding its capacity to create its future. For such organizations, it is not enough merely to survive. Survival learning or what is more often termed as adaptive learning is important, even necessary "but for a learning organization adaptive learning must be joined by generative learning, learning that enhances the capacity to create" (Senge, 2006).

The social perspective of organizational learning therefore focuses on the way people make sense of their experiences at work and aligns more closely to learning as a perpetual activity. The learning experiences may derive from explicit sources such as financial information, or they may be derived from tacit sources, such as the intuition possessed by a teacher. This perspective sympathizes with the interpretive

paradigm as learning is seen as something that emerges from social interactions. Dewey (1933) explains that people think and act together in social settings but more fundamentally, the process of inquiry or learning is actually conditioned by their membership in that social setting and therefore significantly influences their behaviors and actions.

The construction approach to learning acknowledges and respects learners' engagement in the process of their learning and sees learning as a complex process. Learning happens as individuals and groups gain new understandings in relation to their existing knowledge. The literature suggests that this is an active, collaborative process where learners take responsibility for their learning and also learn about themselves as learners. This approach acknowledges the importance of an interactive social component in learning, in contrast to the reception model that encourages more solitary learning (MacGilchrist et al, 2004).

Two of the major contributors to the debate on how learning occurs in organizations are Argyris and Schon (1996), who have developed a number of important concepts including the distinction between single and double-loop learning. The former of these involves the detection and correction of error within a given set of governing variables, the latter involves changing the governing variables themselves. By single-loop learning Argyris and Schon (1996) mean instrumental learning that changes strategies of action in ways that leave the values of a theory of action unchanged. Thus single-loop learning is linked to incremental change, where an organization tries out new methods and tactics and attempts to get rapid feedback on their consequences in order to be able to make continuous adjustments and adaptations.

By double-loop learning Argyris and Schon (1996) are referring to learning that results in a change in values and strategies rather than just a change to the strategies being used. The strategies may change with, or as a consequence of a change in values. Double-loop learning therefore is carried out by individuals, when their inquiry leads to a change in the values of their theories-in-use. Double-loop learning is carried out by an organization, when individuals inquire on behalf of the organization and that inquiry leads to a change in the values of the organizations theory-in-use).

Schein (1992) regards the organization as the group, and analyses organizational culture as a pattern of basic assumptions shared by the group. These basic assumptions then become embedded in the organization and are taught to any new members joining the group (Schein, 1992). When organizations learn, basic assumptions shift in the heads of the group members. The job of a learning leader is to promote such shifts by helping the organization's members to "achieve some degree of insight and develop motivation to change" (Schein, 1992, Argyris and Schon (1996), using the word climate, suggest that a learning leader must assess the adequacy of the organization's climate, detect its weaknesses, and promote its transformation, first by exploring the ontological perspectives on which their judgments are made.

Arbuckle (2000) said that as educators we have come to understand that some school cultures stimulate and promote learning. Others stifle it. Leadership vision, commitment and support are essential therefore if cultural change is to succeed: "...bringing about the sorts of changes needed in the creation of learning

organizations is enormously challenging work and requires real leadership (Senge, 2006).

Head teachers set the vision for their schools and so it is not surprising that a head teacher's commitment to learning is essential if a school wants to become a successful learning organization. To promote learning and support others learning suggests Stoll et al (2003), leaders need to have a deep, current and critical understanding of the learning process. Moreover, leaders require a deep understanding of how adults learn to enable them to provide support for teachers learning to support pupils learning.

Becoming a learning organization therefore would seem to be a strategic decision that head teachers should express in policy and practice. The policy outlines the belief that learning is essential for the success of the organization. The practice demonstrates a commitment to learning and includes a range of learning models and approaches including investing in education and training, being committed to changes in culture, supporting experimentation and the dissemination of information and recognizing and rewarding actions and behaviors that embrace a generative approach to learning (Lipshitz et al 2000).

Senge (2006) however argues that five disciplines underpin the learning organization – personal mastery, mental models, shared vision, team learning, and systems thinking. Personal mastery means developing one's own proficiency, vision or intrinsic desire. Senge (2006) argues that people who achieve high levels of personal mastery tend to be highly committed to their work, they tend to be able to work from

their own initiative and as a result they tend to learn faster. Mental models are explained as “conceptual structures in the mind that drive cognitive processes of understanding” (Senge, 2006). As such they influence people’s actions because they mould people’s appreciation of what they see.

It is clear that there are no magic formulas to help leaders or head teachers build learning organizations (Senge, 2006). Building learning orientated cultures is hard work and can take months and years suggests Senge (2006); indeed it is a never-ending journey: “The likelihood of teachers choosing to engage in continuous learning will be much greater in a school where conditions are in place to support teacher learning” (Stoll et al, 2003).

2.3 Empirical Literature

Level of professionalism in schools

Rizvi (2003) did a study on the relationships between school reforms and teacher professionalism in government primary schools in Karachi, Pakistan. A mixed methods research approach were undertaken to investigate the relationship between these reforms and teacher professionalism. Quantitative data were collected in the selected four case sites by means of interviews and field notes.

The data provided by the teachers have indicated that it is possible to enhance teacher professionalism within the existing government primary school structures. While the different teachers were at different levels or stage of professionalism, it was quite clear that they had all advanced in terms of their professionalism as a consequence of reforms initiatives. The school reforms have been able to develop

teacher professionalism and take it to a higher level than where it was when the reforms were initiated in the schools.

Based on the analysis of the findings, this research theorizes that teacher professionalism is developed when teachers are provided with both the professional knowledge and skills to improve their capabilities, and opportunity to translate professional knowledge and skills into classroom and school activities to make most of capabilities.

Rizvi (2003) proposed that the strength of these relationships between school reforms and teacher professionalism depends on the dynamism with which the reform managers take teachers through the stage of involving them in development process, the stage of initiating professional development programmes and stage of developing schools into collaborative culture and establishing networks with the help of enlightened principals and hybrid support structures. Based on this proposition a number of principles have been identified for sustaining and further developing teacher professionalism.

The study acknowledge that the process of developing teacher professionalism is complex and that it will be the blend of different elements in the schools, the particular school context and political will that will decide how professionalism can best be fostered in the government primary schools.

Swezey and Finn (2014) did a research on Faculty Perceptions of Teacher Professionalism in Christian Schools. This study was an investigation of faculty perceptions of teacher professionalism at Ten Christian Schools in the mid-Atlantic

region of the United States. An online survey of 24 items were completed by 230 teachers (males=30; females=200). The survey instrument was a modified version of Tichenor and Tichenor's (2009) four dimensions of teacher professionalism. Data were analyzed using a multivariate analysis-of-variance (MANOVA) with gender as the independent variable. Results demonstrated statistically significant variance in totals on 18 of 24 individual items, three of the four dimensions, and on the total score.

The researchers found that teachers display positive attitudes on a daily basis, put the welfare of students before personal interests, behave in an ethical manner, exhibit personal responsibility for the quality of own teaching, and maintain composure in all school related situations. These qualities lay the foundation for a professional work environment.

They recommended that Christian school administrators affirm the character qualities of their teachers in spite of working within the teaching profession under difficult circumstances for below market wages. This is a cause to celebrate, creating a culture that values the personal qualities of faculty members. The researchers also recommended that administrators and other policy makers establish and implement professional development plans so that students benefit from teachers representing the highest levels of professionalism.

Tichenor and Tichenor (2004) did a study on Understanding Teachers' Perspectives on Professionalism. Focus group interviews were appropriate for this study because they help reveal the perceptions, feelings, and thinking of people about issues, focus

group interviews with teachers were conducted at four elementary schools, each of which is a professional development school (PDS) partner with a university teacher education program. The numbers of participants at these three schools were eight, nine, and eleven. At the fourth school, the discussion occurred at a faculty meeting, hence most of the teachers' participated (approximately 40 teachers). While they recognize that a group with 40 participants does not adhere to standard focus group methodology, which calls for group sizes of 6 to 8.

The findings in this study indicate that teachers have high standards, ideals, and expectations for themselves and other teachers. The findings also suggest that teachers believe there are qualities and characteristics of teachers that separate "professionals" from others. In other words, they do not believe all teachers exhibit the behaviors and characteristics of being a professional. He also believes that standards of professionalism need to be clarified in order to guide novice teachers, develop appropriate evaluation structures for teachers, and improve teaching. Therefore, it is important to continue research in this area.

The results of this study indicated the importance of communicating what it means to be a professional teacher to a wider audience. Although there may be a general agreement among educators regarding what it means to exhibit professionalism, it is important to communicate this outside the field to combat the widely held notion that anyone can teach. Mshila (2013) conducted a study on the effects of in-service training on the performance of secondary school teachers in Kiambu West District of Kenya. The purpose of this study was to investigate the effects of in-service teacher training on the performance of secondary school teachers in Kiambu West District.

The study sought to establish the contribution of in-service training to a teacher's self development, its contribution in identifying a variety of tasks that a teacher can perform, its effects on transfer and promotion of teachers. The study adopted a descriptive survey design. The target population included all the teachers in this district who have undergone in-service training course, whose number is 1150 as per the records held in the District Education Officer's (DEO's) office). A total 125 respondents were selected out of which 120 responded by filling and returning the questionnaires.

The schools used as sample units were systematically selected. Teachers who have had in-service training were purposely selected until the sample size was realized. Data were collected by the use of structured questionnaire and were analyzed using Statistical Package for social scientists (SPSS). Descriptive statistics such as means, percentages and proportions have been used to summarize and present the data and frequency distribution tables to compare the frequency of occurrence of categories or values for two or more variables.

The findings of this study revealed that, in-service training has several positive effects on the performance of secondary teachers In Kiambu District and by extension other parts of Kenya. These include: self-development of the teachers, gaining of new skills that enable them performs their tasks better and adequate and timely completion of syllabuses. All these effects have a direct input towards better performance of teachers. Therefore in-service training is a very important undertaking in improving the performance of secondary teachers.

2.3.1 Role of In-Service Training on Professional Development

Ullah. (2014). Explored the impact of in-service training on elementary science teachers' professional competence. Public school teachers in Pakistan often undergo in-service trainings that are usually managed by foreign donor-funded agencies. Because of the poor performance of primary schools, the training projects usually focus on professional development of primary and elementary teachers. It is important to know how much the programmes are beneficial for building teachers' professional knowledge basis by enhancing their teaching skills.

To improve schools and enhance professional competence of elementary teachers, the Aga Khan University-Institute for Educational development launched a project known as Strengthening Teacher Education in Pakistan (STEP). Teachers continued professional development through in-house workshops and follow up support has been one of the key factors of WSIP. This study explored the impact of training programme conducted under Whole School Improvement Programme (WSIP) on primary teachers' competence in the context of Balochistan.

Qualitative case study methodologies were adopted to conduct the study. The participants comprised four primary teachers and a Lead Teacher who was the master trainer. The data were collected through multiple sources: semi-structured interviews, classroom observation, field notes and document analysis. The main findings of the study suggested that the teachers built a collaborative learning environment in the schools. Their interactions and discussions enhanced their professional knowledge and skills. The teachers also developed friendly attitude with students. Furthermore, the teachers believed that on the one hand, the new learnt

pedagogies help them involve students in interactive learning and on the other hand, they perceived that the pedagogical skills were helpful to enhance students' conceptual understanding of science topics. However, the teachers faced challenges like, shortage of necessary teaching materials, lack of parental involvement, pressure of syllabus completion and lack of follow up support. These challenges impede the process of effective classroom teaching and learning. The study recommends further support in terms of resources and professional development for teachers.

Ifanti and Fotopoulou (2011) studied Teachers' Perceptions of Professionalism and Professional Development in Greece. They investigated the views of in-service primary teachers by exploring their notions of teachers' professionalism and professional development. They found that the teachers of the sample were aware of the importance attributed to them. Their positive attitude to become teachers may not be a claim for professionalism, but it seems to remain an important motivation to overcome the every-day difficulties in their work and enhance their professional development.

Also found that teachers have reported the continuing learning as the most important factor of their professionalism. Besides, it strengthens teachers' consistency relating to the notion of professional development as well as the urgent need to improve their teaching performance and consequently their professional skills in order to cope with their demanding work context.

The results revealed that the teachers were familiar with the issues of professionalism and sought to enhance their professional development. They also stressed the

importance to be offered more opportunities for lifelong learning education. This study expands the understanding of the factors, which affect teachers' professionalism and professional development. The findings revealed that teachers have an integrated view of professionalism and professional development and these notions are closely related to teaching profession.

The researchers recommended that, it is important to take into consideration these issues in the attempts made for the improvement of teaching and learning quality at schools. Teachers' knowledge and skills as well as their willingness to keep up with the current educational issues are promising factors for professionalism and professional development. Harwell (2003) presented paper on Teacher Professional Development: It's Not an Event, It's a Process, this paper refocuses attention on the classroom, specifically on the importance of teacher professional development in changing teachers' classroom behaviors in ways that lead to improvement in student performance. Using a framework designed by the National Staff Development Council, the paper describes the **context**, **content**, and **process** of high-quality teacher professional development. One of the paper's primary observations is that sustained, systematic professional development programs that unfold as processes over time are generally superior to individual workshops and seminars, which are one-time events.

The paper concludes by showing that online professional development (combined with face-to face training) provides two of the most essential elements of effective professional development: It gives participating teachers opportunities to practice what they learn over relatively extended periods of time, and it provides an ideal

environment for interaction among participants. In addition, being asynchronous and accessible from any web-connected computer, online professional development provides a level of convenience that conventional professional development does not.

In pursuing that goal we should seek ways to implement and support professional development programs that not only empower teachers to succeed in the present but enable them to grow over time. (This is especially true with respect to technology, which has become an essential tool in teaching and learning and will continue to play a significant role in education far into the future.) Professional development programs should focus on how people learn in a world of unbounded information, and they should give teachers time to reflect and interact within learning communities.

Alan (2003) did a study on novice teachers' perceptions of an in-service teacher training course at Anadolu University. This study explored novice teachers' perceptions of a 10-week INSET program implemented at Anadolu University School of Foreign Languages in the 2002-2003 academic year. Seventeen novice teachers in the Anadolu University School of Foreign Languages participated in this study. The research questions posed for this study investigated to what extent novice teachers perceived the INSET courses as valuable and in what areas of teaching novice teachers perceived INSET courses as valuable for their teaching practices. Two data collection instruments were employed in this study. First, a survey was completed at the end of each workshop. Second, semi-structured interviews with five randomly chosen participants were conducted three months after the courses.

Results indicated that participants' perceptions of INSET workshops were generally positive. Participants regarded the workshops on classroom management, testing speaking, and teaching and testing grammar as the most valuable for their actual teaching. Participants regarded the workshops on teaching reading and vocabulary and materials development as the least valuable. Participants reported that the areas they reflected the knowledge they gained from the workshops were classroom management, teaching grammar, and testing speaking.

The results suggest that participants would like more participation in the workshops. They also need to gain local knowledge because of their lack of contextual knowledge in such areas as classroom management, textbook use, and testing. The INSET program should be continued, but redesigned to provide more contextualization of knowledge and with increasing participation by trainees in later sessions as they gain more experience.

2.3.1 Challenges in Implementing in-Service Training

de la Garza (2016) conducted a study on pedagogical mentorship as a way to implement in-service training resource: perspectives from teachers in Guatemalan rural and indigenous schools. This study analyzed challenges faced by teachers in rural and Indigenous schools, and the impact of pedagogical mentorship in contributing towards more culturally and linguistically relevant education. Using a case from Guatemala, this article explored pedagogical mentorship as an in-service teacher training resource for multi-lingual and multi-cultural rural realities. The data was drawn from a qualitative and multisite research study based on participant observation and in-depth interviews.

Results demonstrated that main challenges included economic hardships, malnutrition, absence or delays in basic government social programs, and superficial teacher training in bilingual intercultural education. Teachers perceived pedagogical mentors as help and support inside their classrooms, where they learned from and collaborated with mentors to strengthen their pedagogical skills, primarily in subjects related to language and communication. Mentor visits were scarce and short due to mentorship program designs that failed to consider in their budgets, recruiting practices and curriculum contents; and the travel distances and rural school community languages and cultures.

However, findings showed that even with program shortcomings there was a wide acceptance of pedagogical mentorship by all teachers particularly for professional development in bilingual and intercultural education. Results suggest that pedagogical mentorship offers an opportunity to enforce the long overdue right for rural and Indigenous peoples to quality and culturally relevant education.

Kennedy et al (2011) conducted a study on the impact of an in-service teacher training (INSET) course on teachers' classroom practice and their perception change in Korea. A qualitative case study involving observation and interviews was carried out during a period of six months before and after an INSET course. The three-week INSET course itself was observed. This was followed by the observation of five consecutive English lessons given by the two teachers. The teachers also took part in four semi-structured interviews. While the observations shed light on how the teachers implemented what they had learnt from the INSET into their teaching practice, the interviews explored a range of issues. These included their general

expectations and outcomes of the INSET course, their perception changes and difficulties in putting new ideas into practice. Interviews also explored their perceptions of longer-term outcomes.

The main finding in this study indicated that the two teachers faced some difficulties and challenges in implementing new ideas or knowledge obtained from the INSET course into their classroom practice, and did not do so to the same extent. The contextual differences between the INSET and real practice, the content of the INSET, and lack of school support were identified as constraining factors that limit implementation. The analysis also showed that the teachers' confidence and motivation resulting from the INSET led to their better career prospects and affected their professional identity.

Some important implications from the study for language teacher training are discussed to highlight how the potential impact of INSET could be optimized: (i) INSET should provide ongoing support to promote developmental continuity after the course; (ii) INSET should consider teaching contexts sensitively, especially large classes and limited materials; and (iii) trainees continue their professional development under their own initiative even after the INSET course.

Ramatlapana (2009) did a study on Provision of in-service training of mathematics and science teachers in Botswana: teachers' perspectives. This study investigated the perceptions of mathematics and science teachers in Botswana towards in-service provision by the Department of Mathematics and Science Education In-service Training unit (DMSE-INSET), whose mandate is to improve the quality of teaching

by supporting teachers through training programs that enable them to take ownership of their professional development.

Data were collected from a sample of 42 senior Mathematics and Science secondary school teachers, using structured interviews with open-ended questions, which were analyzed qualitatively. The findings show that teachers' concerns included the lack of impact of current in-service training programs on the education system, no regular follow-up activities to support the one-off workshops and insufficient skills acquired to sustain the implementation of the strategies solicited by the workshop.

Aslam (2013) presented paper on Analysis of Professional Development Practices for School Teachers in Pakistan: A Comparative Case Study of Public and Private Schools of Pakistan Punjab. Researchers have applied qualitative technique in order to collect and interpret data. Semi structured interview were conducted from ten teachers of public and private schools.

Moreover hundred questionnaires are also filled up from both of the schools, in which they use the Liker scale. This study also explores practical implications and what adoptions can be utilized in order to improve the professional development program of public and private school teachers in Punjab.

The presented paper is an attempt to explore professional development practices for teachers in Secondary schools of Pakistan. Research has attempted to discover the better ways for Professional development of teachers in secondary schools in addition to many other factors like continue training, in service education, workshops etc. counseling and incentives are also very important factors to discuss here because

in Pakistan teachers face many problems while getting Professional development so counseling, incentives are necessary for continuous professional development of teachers. Otherwise many lose heart due to a lot of problems faced by them during professional development trainings.

The purpose of the study is to explore the term professional development, to make teachers able to manage the class more efficiently and also increase the level of learning throughout their career and also find the hindrances in professional development programs of teachers in Secondary schools of Pakistan and to provide the better solution to overcome the hurdles by providing different training programs better than that provided in the past. So for this purpose schools of Pakistan a sample for the collection of relevant data were taken. The study is also helpful to explore how we can make the professional development programs more effective and Professional development is helpful for teachers and what is their purpose to design these Programs moreover explore the challenges they are facing recently and what issues arises related to it and how could we minimize these.

From research it has concluded that professional development programs are not so effective because programs are characterized with inflexible curriculum, which ignored teacher's needs. In other sense there is no connection between their professional development and every day classroom needs. Secondly due to the time constraints mostly teachers are not interested in these Programs, they just take in to get certificates. Thirdly teachers have no input while planned training topics there is lack of teacher's involvement in planning and training process. At the end there is no proper plan for follow up and transferred activities to class room practices.

Professional development of teachers must be planned, funded and supported. Teachers must be encouraged to participate in training programs. There should be proper co-ordination in Professional development programs, so that logical sequence of experience should be followed.

Zamunuzi (2006) studied "How effective is in-service training for teachers in rural school context?" in Pietermaritzburg region of the KwaZulu-Natal. The research was aimed at determining whether Grade Nine teachers benefited from the training in Curriculum 2005 assessment techniques that was organized by the Department of Education and whether the training contributed to meeting the intellectual and professional challenges facing South Africans in the 21st century. The study followed a qualitative approach. Data was collected from three Grade Nine teachers from three rural schools who were responsible for teaching the following: languages, social sciences and mathematics.

The study found that the teachers felt that they had not been trained adequately in the above learning areas, and therefore did not understand the new procedures. The procedures could also not be implemented within the teaching time allocated to the respective learning areas. In addition, the teachers felt that the paper work involved in the implementation of the new procedures had increased their workload unnecessarily.

The training failed to prepare them for Curriculum 2005 and the assessment guidelines provided by the Department. The cascading of information resulted in the misinterpretation of important information. Furthermore, trainers lacked confidence,

knowledge and understanding of the management of the training process. District officials who conducted training did not understand the terminology and used teaching methods that were non-consistent with outcomes-based education (OBE) and Curriculum 2005. At the school level, there was considerable overlap in planning and no clear solutions to this problem. Finally, the teachers regarded one week as inadequate for training and the training materials as insufficient for the teacher learning.

Bayrakcı (2010) conducted a research on "In-Service Teacher Training in Japan and Turkey: a Comparative Analysis of Institutions and Practices". The purpose of this study was to compare policies and practices relating to teacher in service training in Japan and Turkey. On the basis of the findings of the study, suggestions are made about in-service training activities in Turkey.

The research was carried using qualitative research methods. Face-to-face interviews and site visits were used to collect data. In addition, related official and legal documents were investigated and examined. In-service training activities in the two education systems were investigated through visits to the educational institutions and semi-structured interviews.

The study indicates that the most important problems facing in-service training activities in Turkey are a lack of professional staff, no collaborative partnerships between teachers, no provision for feedback and no systematic in-service training model.

2.4 Chapter Summary

This chapter is a literature review of existing research literature on the perception of teachers on in-service teacher training policy in Lushoto District. This discussion tackles all the research questions asked and gives a firm theoretical background for the study. The chapter discusses professionalism in schools; the role of in service training on teacher's professionalism development; and challenges encountered in implementing in service training to teachers. The chapter also discusses how schools can avert the challenges encountered in implementing in-service training to teachers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the details of methodology to use in the study. It will highlights the methods and procedures, which will be used to collect the required data. It will also describe the research design, target population, sampling procedures and methods of data collection. The chapter will also discuss the validity and reliability of the data collection instruments; methods of data analysis and finally it will give a summary of the chapter.

3.2 Research Approach

Quantitative and qualitative approaches will be used in this study. Both approaches have their places in research. Qualitative research is appropriate to answer certain kinds of questions in certain conditions and quantitative is right in others. Some researchers think that both qualitative and quantitative methods can be used simultaneously to answer a research question (Kraemer & Pinsonneault, 1991). Quantitative method is the first and main method used by the researcher. The qualitative approach, serves as a complementary method for the follow-up of data generated by quantitative method.

3.2.1 Quantitative Approach

A quantitative approach deals with data that is numerical, and requires standardized information from and or about subject being studied (Kraemer & Pinsonneault, 1991). This method is associated with the traditionalism, (Blaikie, 2004). Positivists

believe in empiricism, the idea that observation and measurement is the core of the scientific endeavor (Henning, 2004). It is about finding the truth and providing it through empirical means. The quantitative method is deductive and its mode of inquiry is characterized by a structured approach (Kumar, 2005). The collection of information is predefined, and the researcher is ideally an objective observer, and the study design is stable. According to Kumar (2005) the structured approach is more appropriate to determine the extent of a problem, issue or phenomenon.

Data collection instrument that will be used is the questionnaire, which is designed and administered using questionnaire checklist. An advantage of this instrument is that, it offers an objective means of collecting information about people's knowledge, beliefs, attitudes and behavior (Boyton, 2004). Secondly, a large amount of data is collected within a short period of time (Kelly, 2011). In a sample of four schools, 40 teachers will be requested to complete and submit the questionnaire.

3.2.2 Qualitative Approach

This method is used; due to the fact that what is being studied is happening in the real world of educators. The respondents will be describing their everyday experiences relating to teacher in service training in their institutions. Qualitative approach is inductive and has flexibility. According to Henning (2004), in a qualitative study the variables are usually not controlled because it is exactly this freedom and natural development of action and presentation that the researches wish to capture. The approach allows for a different view of the theme that is studied and in which the respondents have a more open – ended way of giving their views and

demonstrating their actions. Thus the term denotes the type of enquiry in which the qualities, the characteristics or the properties of a phenomenon are examined for better understanding and explanation (Henning, 2004). The instruments to be used will be : document/ content analysis and interviews.

3.3 Research Design

Case study methods were used. The method will involve systematically gathering enough information about a particular person, social setting, event or group to permit the researcher to effectively understand how it operates or function (Berg, 1998). A case study is not actually a data-gathering technique in itself, but a methodology approach that incorporates a number of data-gathering measures (Berg, 1998). Hagon (1993) cited in (Berg, 1998) argues that this approach may employ a number of data technologies such as life histories, documents, oral histories, in-depth interview, and participant observation.

Case study design may be narrow in their focus or they may take a broad view on life and society. This study investigates the phenomenon of teacher in service training, and research is narrowed to focus on the school setting in Lushoto. The data-collection instruments were questionnaires and interviews. The scientific benefit of the case study method lies in its ability to open the way for discoveries. It can easily serve as the breeding ground for insights and even hypotheses that may be perused in subsequent studies (Berg, 1998). Also he argues that the objectivity of case study rests on the ability of an investigator to articulate what his or her procedures are, so that others can repeat the research if they so choose.

3.4 Population and Sample

3.4.1 Population

A population is an aggregate of all units or cases that conform to some designated set of criteria, and they can be such things as people, social actions, events, places or times (Blaikie, 2004). As the total number for observation (Burns, 2000) which all has at least one characteristic in common, the population must be defined specifically and unambiguously. The target population for the study will consist head of schools and ordinary teachers in the selected schools as well as education officers.

3.4.2 Sample

A sample is a selection of elements – members or units – from a population and is used to make statements about the whole population (Blaikie, 2004). According to Burns (2000), a sample is a representative selected from the defined population by using an appropriate technique and that the sample is not biased. It is a replica of that population reflecting accurately the proportion or relative frequency of relevant characteristics in the defined population. The sample will be selected according to random sampling. Random sampling is the method of drawing, so that each member of the population has an equal chance of being selected, and the selection of one subject is independent of the selection of any other (Cohen et al, 2002).

3.4.3 Sampling Procedures

Sampling is the process of selecting a few (a sample) from bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Gupta and Gupta, 2013). This study will use purposive sampling technique.

According to Cohen et al(2007). The method is used to assess the ‘knowledgeable people’, those who have in-depth knowledge about particular issue, who may by virtue of their professional role, have access to networks, or expertise or experience. On the other hand, purposive sampling technique is deemed appropriate for the study as it allowed only those who are perceived to have specific information required for the study to be included. A total of 46 respondents will be targeted by this study. This will consist of 40 teachers, 4 head of schools and 2 education officers. Sampling will be done as shown in the Table 4.1.

3.4.4 Projected Number of Respondents

Table 3.1: Project Number of Respondents

Category of Respondents	Sample Size
Teachers	40
Head of schools	4
Education Officers	2
Total	46

3.5 Data Collection Instruments

In the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires and interview schedules will therefore be used as instruments for data collection.

3.5.1 Questionnaire

According to Kothari (2004), a questionnaire consists of a number of questions printed or typed in a defined order on a form or set of forms. The questionnaire is

mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. Questionnaire is an objective means of collecting information, and is valid and reliable when it measures what it claims to measure and yield consistent results from repeated samples and different researchers overtime (Boyton, 2004).

Data collection instrument which will be used is the questionnaire, which will be designed and administered using questionnaire checklist. An advantage of this instrument is that, it offers an objective means of collecting information about people's knowledge, beliefs, attitudes and behavior (Boyton, 2004). Secondly, a large amount of data is collected within a short period of time (Kelly, 2011).

In a sample of four schools, 40 teachers will be requested to complete and submit the questionnaire. The administration process of the questionnaire drop-off, distribution, and collection will take three weeks. Boyton (2004) argues that a questionnaire is valid and reliable when it measures what it claims to measure and yield consistent results from repeated samples and different researchers over time. Closed ended and open ended design will be used by the researcher, and the study will undertake conditions of confidentiality and anonymity. The responses provided the baseline data and formed the nature of questions asked in qualitative interviews.

3.5.2 Interview Guide

According to Kothari (2004), the interview method collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This

methods can be used through personal interview and, if possible, telephone interview. An interview marks a move away from seeing human subjects as simply manipulatable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, through conversations (Cohen et al,2002).

Tuckman, cited in Cohen et al (2002) argues that interviews as a means of gathering information, provide access to what is inside a person's head, it makes it possible to measure what persons knows (knowledge and information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs).

The researcher used interview guides to collect data from 4 head of schools and 2 education officers. Kerlinger (1973) observed that more people are willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview guide were be structured based on the research questions of the study.

3.6 Validity

Validity is concerned with establishing whether the instrument content is measuring what it is supposed to measure. It is the extent to which the instrument achieves the objectives (Orodho, 2008).According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represents the phenomena under study. A validity instrument should accurately measure what it is supposed to measure. After administering the instrument to the selected respondents, the data will be a true reflection of the variables under study.

3.7 Reliability

Hallinger, et al. (2013), defines reliability as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Enon (1998) add that reliability is stability or dependability of an instrument or procedure in order to obtain information. Reliability, therefore, means that whatever is done should be done consistently. The research is also reliable as relevant people such as head teachers and teachers will participate during the pilot study. Questions being asked and the method, which were used, included in the research. To test on the reliability of the instruments the split-half method were used. This technique requires the researcher to split the instruments into two halves and correct the subjects' scores on the two halves.

3.8 Data Analysis Procedures

Primary data from the field were be coded, translated and arranged into specific categories. Coding expected to organize and reduce research data. Basing on mixed approach, quantitative were analyzed using descriptive statistics using Statistic Package for Social Science (SPSS 16.0 for windows) while qualitative data from the interviews were subjected to content analysis.

3.9 Ethical Consideration

Ethics is set of moral principles suggested by an individual or group, and which is widely accepted, officers rules and behavioral expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, others researchers, assistants and learners (De Vos et al, 1998). Research ethics refers to the type of agreement that the researcher enters into with his or her research participants.

The researcher has to seek the consent of those he or she is going to interview, question, observe or take materials from. Moreover, he or she has to reach agreements with them about the uses of the data, and how its analysis will be reported and disseminated.

For this study, ethical codes in terms of data collection, data analysis and diffusion of findings are conformed to. In this regard, the researcher will contact the head of schools of the sampled schools personally in order to seek their prior permission to administer the two research instruments. Adequate information on the aims of the research, the procedures to be followed and the use of results will be given to each participant. The information from the participants is regarded as confidential and anonymity assured. The participants will be given full assurance that the findings of the study will be used strictly for academic purposes and the questionnaire papers and recorded interview transcripts will eventually be destroyed.

CHAPTER FOUR

DATA PRESENTATION DISCUSSION AND ANALYSIS

4.1 Introduction

This chapter deals with the data presentation of this study. The purpose of this study was to assess the perception of teachers on in service teacher training in Lushoto district. The objective of the study was to explore the perception of employers and teachers on in service teacher training. Data collected from the surveyed area are discussed in detail. All the findings for each question will be discussed in this chapter.

4.2 Results from the Respondents

Table 4.1: Response Rate Table

Respondents	Issued Questionnaire	Returned questions	Percentage
Head teachers	4	4	100%
Education officer	2	1	50%
Teachers	40	39	97.5%
Total	46	44	95.6%

Table 4.2: Gender Participation Table

Female participation	26	59.09%
Male Participation	18	40.91%
Total	44	100%

Total number of females participated in the research were 26 which gives a total participation rate of 59.09% of the entire interviewed sample of 44 teachers. Female were more than males in the research.

Teachers' views on the role of teacher professional development

Objective 1 was set to assess the teachers' views on the role of teacher professional development in schools. Questionnaire was used to solicit the information from 44 respondents for this objective. The question was; when you hear a word professional development what does it mean to you? Responses are presented in Table 4.3.

4.2.1 Table of Results

Table one: Results for question number one.

Table 4.3: Meaning of Professional Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ISK	13	29.5	29.5	29.5
	NK	4	9.1	9.1	38.6
	SMAK	7	15.9	15.9	54.5
	KBP	6	13.6	13.6	68.2
	CGAS	2	4.5	4.5	72.7
	IINC	8	18.2	18.2	90.9
	AKF	2	4.5	4.5	95.5
	ILE	2	4.5	4.5	100.0
Total		44	100.0	100.0	

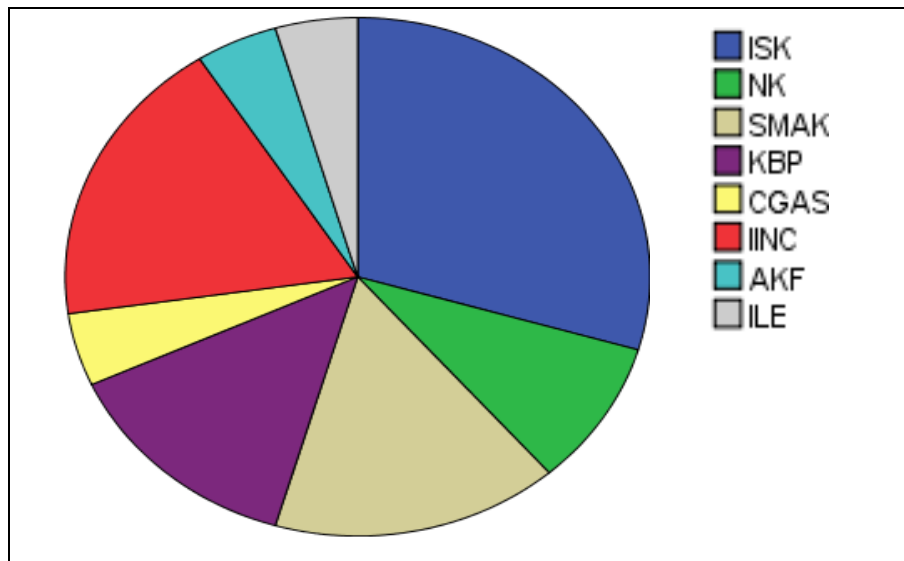


Figure 4.1: Meaning of Professional Development

4.3 Discussion from the Collected Data

Key

ISK-Increase Skills and Knowledge

NK-New Knowledge

SMAK-Study More Add Knowledge

KBP- Knowledge Based on Professionalism

CGAS- Change Grade After Study

IINC-Increase the Income

AKF- Add Knowledge to Field

Group one which responded to this said that professional development mean increases skill and knowledge. A total of 13 teachers had a common response whichcomprises of 29.5% of all respondents, new knowledge 9.1%, study more add

knowledge 15.9%, knowledge based on professionalism 13.6%, to change the grade after the study 4.5%, to increase the income 18.2%, add knowledge to the field 4.5%, increase level of education 4.5%.

The highest percentage of respondents reported that is to get knowledge based on professionalism 25% followed by 22.72% who said that increases skills and knowledge. All respondents focused on the issue of adding more knowledge and change from low to higher stage of skills though every respondent used different explanation. The responses to this question can be clearly shown in the following table:

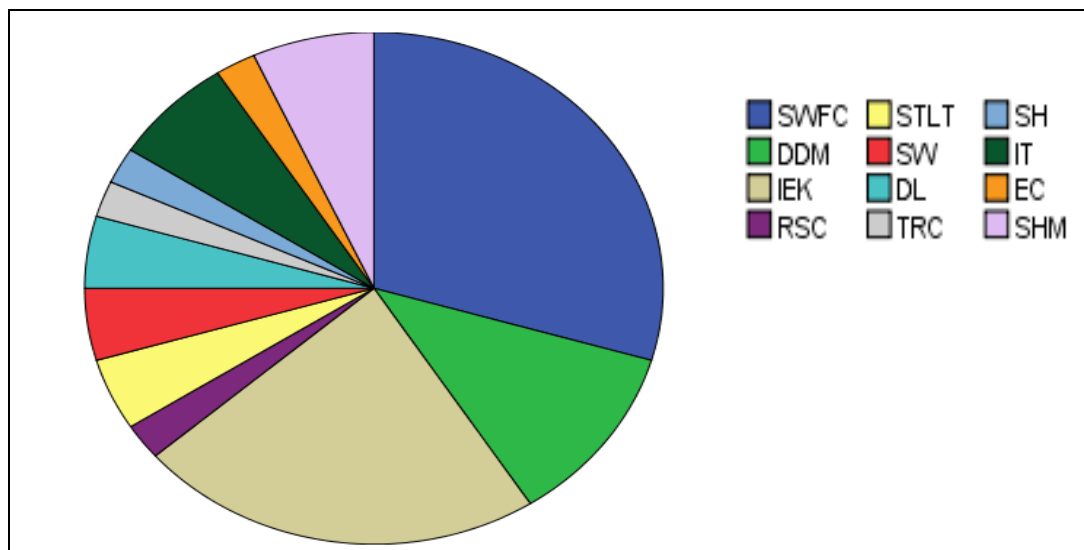
Findings from the responses of question number one concur with the study done by Rizvi 2003 that teacher professionalism is developed when teachers are provided with both professional knowledge and skills to improve their capabilities and opportunity to translate professional knowledge and skills into classroom and school activities make most of capabilities. The large percentage of responses on the same question agrees with the study done by Duquette 1993 and also Asu 2004 that learning specific skills and knowledge develop teacher's professionalism.

4.4 Summary of the Results

From the question that when you hear a word professional development what does it mean to you, the highest percentage responded that is to get knowledge based on professionalism. Question number two was: Which type of teacher professional development do you know? Table 4.4 shows the results for question number two.

Table 4.4: Types of Teacher Professional Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SWFC	13	29.5	29.5	29.5
	DDM	5	11.4	11.4	40.9
	IEK	10	22.7	22.7	63.6
	RSC	1	2.3	2.3	65.9
	STLT	2	4.5	4.5	70.5
	SW	2	4.5	4.5	75.0
	DL	2	4.5	4.5	79.5
	TRC	1	2.3	2.3	81.8
	SH	1	2.3	2.3	84.1
	IT	3	6.8	6.8	90.9
	EC	1	2.3	2.3	93.2
	SHM	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

**Figure 4.2: Types of Teacher Professional Development**

4.5 Summary for Responses of Question Number Two

KEY:

SWFC-Seminar Workshop Further studies College training

DDM-Diploma Degree Masters

IEK-Increase Education and Knowledge

RSC-Research

STLT- Short Time and Long Time

SW- Study at Work

DL- Distance Learning

TRC- Teacher Resource Centre

Study- Hard

IT- In service Training

EC- Evening Classes

SH- Study at Home

The answers for this question were grouped into 8 groups and the answers were as follows:

Group one seminars workshops, further studies meetings and colleges 29.5%, increase education knowledge 22.7%, Diploma, degree Masters 11.4%, 4.5%, study at work 4.5%, short time and long term 4.5%, in service training 6.8%, distance learning 4.5%, researches 2.3%, study at home 2.3%, study at work 4.5%, teacher resource centre 2.3%, and\ study hard 2.3%. The highest percentage of respondents said that teacher professional development is the one, which can be obtained through workshops, further studies, meetings and colleges 29.5%, followed by 22.7% who said that teacher professional development type is the one which is the increase of education knowledge.

These findings concurs with the study done by Kavembe 2013 that after pre service teachers need workshops, seminars, short courses, and further studies. The highest

percentage of respondents said that teacher professional development is the one which can be obtained through workshops, further studies, meetings and colleges 29.54%, the respondents strongly agree that through workshops, further studies pre service, and in service training can assist in building teacher professional development.



Figure 4.3: One of the School, which was Involved in the Research Area

Source: Researchers Camera

Question three was: In what ways does teacher professional development help the teacher?

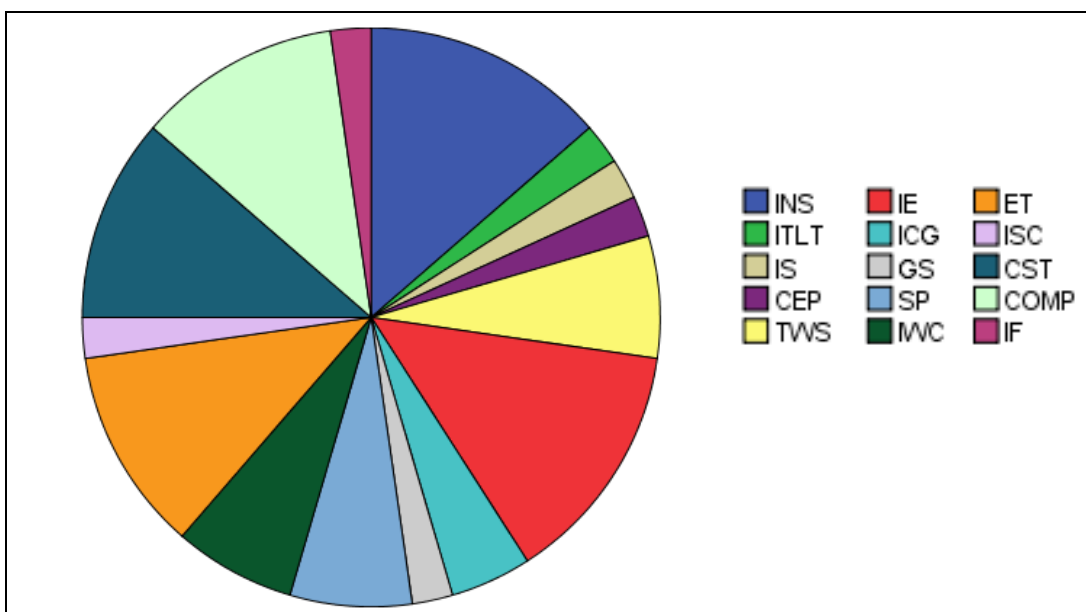
4.6 Responses for Question Number Three

The groups of same answers were as follows:

The following table represents the results:

Table 4.5: Ways Teacher Professional Development Helps the Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INS	6	13.6	13.6	13.6
	ITLT	1	2.3	2.3	15.9
	IS	1	2.3	2.3	18.2
	CEP	1	2.3	2.3	20.5
	TWS	3	6.8	6.8	27.3
	IE	6	13.6	13.6	40.9
	ICG	2	4.5	4.5	45.5
	GS	1	2.3	2.3	47.7
	SP	3	6.8	6.8	54.5
	IWC	3	6.8	6.8	61.4
	ET	5	11.4	11.4	72.7
	ISC	1	2.3	2.3	75.0
	CST	5	11.4	11.4	86.4
	COMP	5	11.4	11.4	97.7
	IF	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

**Figure 4.4: Ways in which Professional Development Help Teachers**

KEY:

INS- Increase knowledge and Skills

ITLT- Improve teaching and learning Techniques

IS- Increase the Salary

CEP- Competence and Efficiency in Profession

TWS- Training Workshop Seminar

IE- Improve Economy

ICG- Increase and Change a Grade

GS- Government sponsorship

SP-Seminar Provision

IWC- Improve Working Capacity

ET-Easy/ Simplify teaching

ISC-Increase Self Confidence

CST-Cope with Science and Technology

COMP-Competence

IF-Informal and Formal

The first group of respondents replied that is to increase knowledge and skills 13.6%, improve teaching and learning techniques 2.3%, increase the salary 2.3%, competence and efficiency in profession 2.3%, training workshop and seminar 6.8%, improve economy 13.6%, increase and change a grade 4.5%, government sponsorship 2.3%, seminar provision 6.8%, improving working capacity 6.8%, easy/ simplify teaching 11.4%, increase self confidence 2.3%, cope with science and technology 11.4%, competence 11.4%, informal and formal 2.3%.

4.7 Summary for Question Number Three

The highest percentage of the respondents on the question that which types of teacher professional development do you know;

In what ways does teacher professional development help the teacher? Said that it helps the teacher to increase knowledge and skills 13.60%, in their explanation they mainly focused on various ways which develop professional development such as increase of skills, knowledge, build teachers self confidence and they also mentioned on the role of training, workshops and seminars to develop the teachers professional development.

The findings from responses agree with the self-efficacy theory developed by Bandura 2007 that the teacher acquire self-efficacy after undertaking the in service training which shape the teachers context, emotional and physiological factors. This also concurs with Armor 1976, Berman, Boss Pairly and Zehmas 1977 that teacher efficacy/personal reaching efficacy is a combination of general teaching efficacy, and personal teaching efficacy.



Figure 4.5: School Involved in the Research

Source: Researchers Camera

This will guide students towards success despite other environmental factors. They also added that personal teaching efficacy refer to teachers belief in his or her own teaching abilities.

4.7.1 Question Four Responses

Question number four was in what ways does teacher professional development help the school?

4.7.2 Results for Question Number Four

Groups of answers for this question from the respondents were as follows:

Improves school working performance 6.8%, improve school academic performance 47.7%, improve efficiency 11.4%, improve working performance 6.8%, new skills and knowledge 6.8 %, improve learning and teaching 2.3%, increase the number of academicians 2.3%, Quality work 4.5 %, improve learning and teaching %, increase qualified teachers %, new idea 2.3 %, teaching at quality ways 4.5%.

Table 4.6: Ways in which Teacher Professional Development Helps the Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IWP	3	6.8	6.8	6.8
	ISAP	21	47.7	47.7	54.5
	IE	5	11.4	11.4	65.9
	INA	1	2.3	2.3	68.2
	NSK	3	6.8	6.8	75.0
	IWPE	3	6.8	6.8	81.8
	ILT	1	2.3	2.3	84.1
	TQW	1	2.3	2.3	86.4
	QW	2	4.5	4.5	90.9
	NI	1	2.3	2.3	93.2
	IA	1	2.3	2.3	95.5
	IQT	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

A big number of respondents said that it improves the school academic performance 47.72%, followed by the one who said that it helps to improve efficiency. The result can be presented in the Table 4.6.

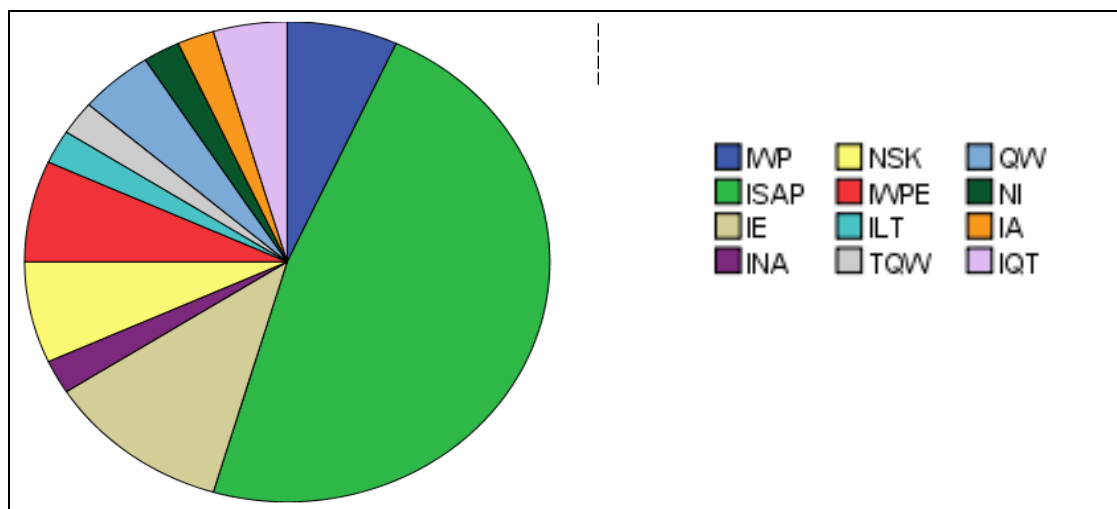


Figure 4.6: Ways in which Teacher Professional Development Help the Schools

KEY

IWP-Improve working performance

ISAP-Improve School Academic Performance

IE-Improve Efficiency

INA- Increase Number of Academician

NSK-New Skills and Knowledge

IWPE-Improve Working Performance

ILT- Improve Learning and Teaching

TQW-Teaching in Quality Ways

QW- Quality work/ways

NI- New Idea

IA-Improve Academic

IQT-Increase Qualified teacher

The findings from the responses agree with the study done by Mshila 2013 on the effect of in service training on performance of secondary school in Kiambu that it had several positive effect. Self-development of teachers, gaining new skills which enable them to perform their tasks better and adequate timely completion of syllabuses which results in better performance of learners and teachers. This has positive effect to teachers. When teachers perform their work better it will impact the students too. This also agrees direct with the study done by Stein 1999 that professional development may improve or affect the whole school performance.

4.7.3 Summary for Responses on Question Number Four

A high percentage of respondents said that professional development help the teacher to improve the school academic performance 47.72%, they also added in their explanation that it improves the academic, improve efficiency of the teacher hence improve the academic performance of the students and to the school in general.

4.7.3.1 Question Number Five

Question number five was: In what ways does teacher professional development help the students?

The groups of answers were as follows:

The following table represents the responses:

Table 4.7: Ways in which Teacher Professional Development Helps Students
Table of Results for Question Number Five

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	APQ	8	18.2	18.2	18.2
	SK	17	38.6	38.6	56.8
	MS	1	2.3	2.3	59.1
	QWE	2	4.5	4.5	63.6
	C	2	4.5	4.5	68.2
	CST	2	4.5	4.5	72.7
	LT	3	6.8	6.8	79.5
	GK	8	18.2	18.2	97.7
	SAP	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

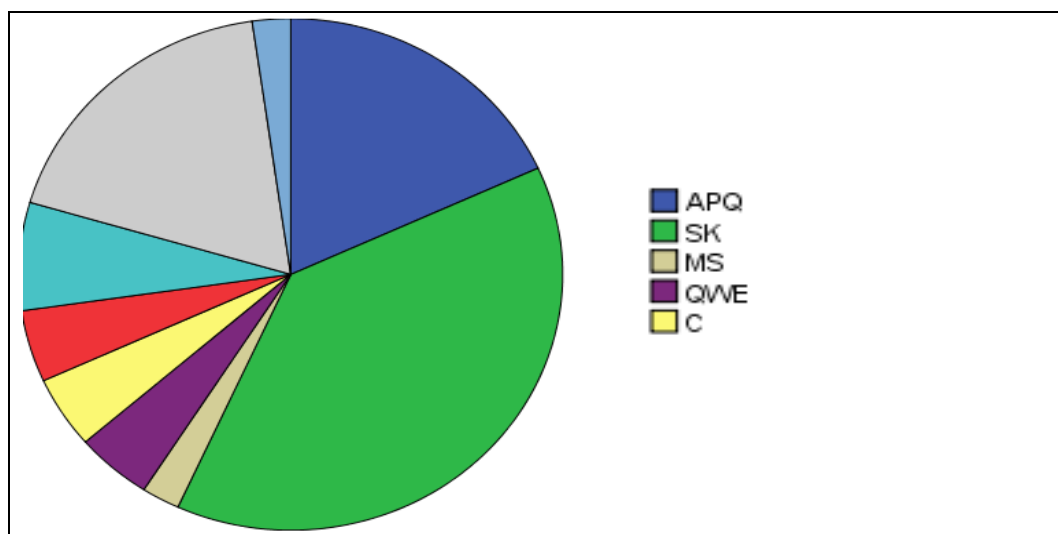


Figure 4.7: Ways in which Teacher Professional Development Help the Students

ACRONYMS

APQ-Academic Performance Quality Improvement

SK-Skills and Knowledge

MS-Motivation to study even at old age

PWE-Quality work and Education

C-Creativity

CST-Cope with Science and Technology

LT-Learning Techniques

GK-Good Knowledge

SAP – Solution to academic problems

Academic performance quality improvement 18.2%, skills and knowledge 38.6%, Quality work 4.5%, learning techniques 3.8%, good knowledge 18.2%, motivation to study even at old age 2.3%, creativity 4.5%, cope with science and technology 4.5%. Solution to academic problems 2.3%.

The highest percentage of the respondents said that teachers' professional development help the students to get skills and knowledge 38.63%, followed by 18.18% who said that it helps the students to get good knowledge. The findings from the responses concur with the study of Mshila 2013 that in service training help teachers to gain new skills, which helps them to put the gained skill on their students for good academic performance.

4.7.5 Summary of Responses for Question Number Five

The large number of the respondents said that teacher's professional developments help the students to get skills and knowledge 38.63%, followed by 18.18% who said that it helps the students to get good knowledge. Large number of respondents believes that teacher professional development can help the student to attain good skills and knowledge, which can also contribute positively on academic performance. These finding agree with the study done by Stein et al 1999 that professional

development may affect the whole school improvement. They also added that it can help in improving learning techniques and solve academic problems. They also said that it can help students to reach their dreams. To cope with science and technology were also given as a response from the interviewee.

Challenges encountered in the provision of in-service training to teachers

The second objective was set to examine the challenges encountered in the provision of in-service training to teachers. Questionnaire was used to solicit information for this objective. The first question was: What are the challenges of in service training to teachers?The groups of answers were as follows:

4.7.7 Table of Results

Table 4.8:Challenges of In-Service Training to Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PE	1	2.3	2.3	2.3
	MRF	4	9.1	9.1	11.4
	F	1	2.3	2.3	13.6
	TMW	2	4.5	4.5	18.2
	P	22	50.0	50.0	68.2
	CWS	1	2.3	2.3	70.5
	LFS	1	2.3	2.3	72.7
	LPG	1	2.3	2.3	75.0
	LT	1	2.3	2.3	77.3
	LF	5	11.4	11.4	88.6
	DS	1	2.3	2.3	90.9
	NSC	1	2.3	2.3	93.2
	FFL	1	2.3	2.3	95.5
	TM	1	2.3	2.3	97.7
	ST	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

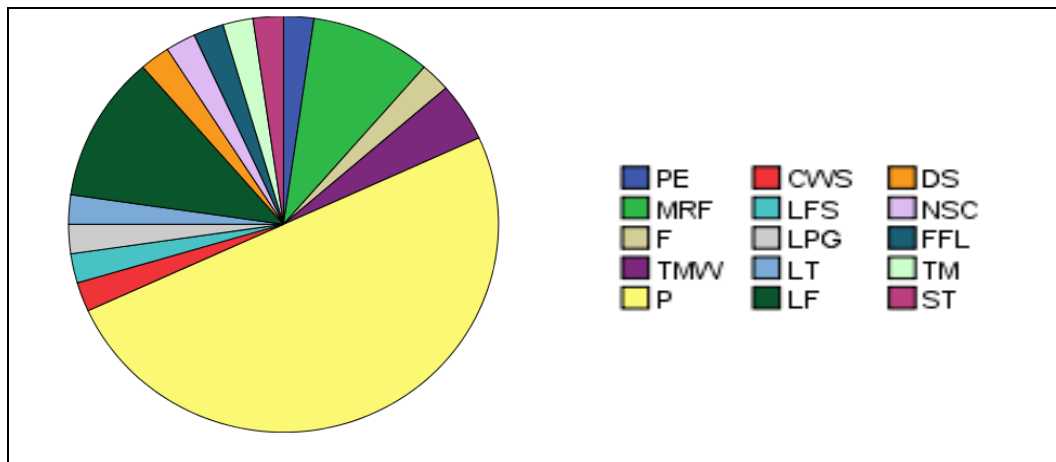


Figure 4.8: Challenges of In-Service Training to Teachers

KEY

PE-Poor Environment

MRF-Much Responsibilities

F-Family

TMW-Too Much Work and workload

P-Permission at right time

CWS-Changing working Station after the Study

LFS-Lack of Fund for Seminar

LPG-Lack of Permission from Government

LT-Lack of Time

LF-Lack of Fund / fee

DS-Disturbances at Study

NSC-No Salary Change

FFL-Far From Learning Centre

TM-Time management

ST- Shortage of Teachers

Poor environment 2.3%, much responsibilities 9.1%, family 2.3%, too much work and workload 4.5%, permission 50%, changing working station after the study 2.3%, lack of fund for seminar 2.3%, lack of fund for seminar and workshop 2.3%, lack of permission from the government 2.3%, lack of time 2.3%, lack of fund/fee 11.4%, disturbance at study 2.3%, no salary change 2.3%, no salary change 2.3%, far from learning centre 2.3%, time management 2.3%, shortage of Teachers 2.3%.

Permission 50%, the large number of respondents in this question said that the challenges of in service training to teachers is the permission problem 50%. In permission challenge, there were the issue of getting difficulties in getting the permission from the employer, not getting the permission at the right time, difficult conditions in getting permission, unfair treatment in getting the permission, lack of cooperation from the employer in getting the permission, this were found to be the highest problem which also were found on the side of the researcher which convinced the researcher to carry out this research.

The findings from the responses on permission issue problem agree direct with the study done by Aslam 2013 on professional development practices. The findings from the study showed that teachers face many problems when getting professional development which cause them to loose heart due to lots of problems including inflexible curriculum, time constrains, lack of teacher involvement in planning and training process, no proper follow up concerning incentives and other necessary items for continuous professional development of teachers. The second main challenge was lack of fund or fee for in service teacher training 11.36%.

In this challenge, it was reported that there were no enough funds to assist teachers in need to attend the in service training. However it was also found that teachers who needed to self sponsor themselves for training, faced difficulties due to their meager salaries as related to a number of responsibilities. These findings concur with the study done by de la Garza 2016 that implementation of in service training was facing economic hardship, malnutrition, absence or delay in basic government social programs, lack of budget for mentorship, problem in curriculum contents, travel distances and rural schools community language and cultures.

Other challenges were reported to be lack of time, too much responsibilities such as academic and family; teaching workload, shortage of learning centers, changing of working station after the training, poor environment and also poor Government cooperation. This agrees direct with the study done by Zamuuz 2006 where problems found in implementing in service training were reported to be insufficient time for training, insufficient training material, lack of adequate teacher training, lack of professional staff, lack of collaboration and partnership between teachers and poor systematic training model. The responses also agree with the study of Kivambe 2013 that at all levels from National, District, ward and school levels, teacher professional development was poorly coordinated and rarely budgeted for.

4.7.7.1 Summary of Responses for Objective 2

The high percentage of respondents in this said that the challenges of in service training to teachers are the permission problem 50%. In permission challenge, there was an issue of getting difficulties in getting the permission from the employer, not

getting the permission at the right time, difficult conditions in getting permission, unfair treatment in getting the permission, lack of cooperation from the employer in getting the permission and the government in general.

This agrees with the study made by Sumra and Rajani 2006 who found that teachers are de motivated, exploited therefore have left their profession to join other professions that they consider to be more paying. The challenges found also concurs with the study done by Gonen and Kocakaya 2015 which found that majority of teachers believe that in service training is essential for their professional development and improvement and that the number of in service training they had actually participated was not adequate.

One of the respondents who met the researcher even before filling of the questionnaire presented her burning issue in getting the permission. The teacher gave her case that she even started to study in one of the university for one semester and finally decided to leave the college. The teacher got permission in some level and finally failed to get the clear permission from the higher levels just one of the last authority personnel in the administration although she tried as much as she could to meet all the requirement however in vain. She therefore left the university after one semester. A very bad experience indeed to the concerned respondents and worse still a woman.

Possible solution to minimize teacher professional development hindrance

The third and the last objective was to determine the possible solution to minimize teacher professional development challenges. Questionnaire was used to get

information for this objective. The question was: what should be possible solutions to minimize the challenges of teacher professional development?The responses were as shown in the Table 4.9.

Table 4.9:Possible Solutions to Minimize Challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FP	4	9.1	9.1	9.1
	YP	1	2.3	2.3	11.4
	ISS	2	4.5	4.5	15.9
	GTM	10	22.7	22.7	38.6
	LPF	8	18.2	18.2	56.8
	PE	1	2.3	2.3	59.1
	B	1	2.3	2.3	61.4
	GP	1	2.3	2.3	63.6
	WC	2	4.5	4.5	68.2
	PRT	1	2.3	2.3	70.5
	GU	1	2.3	2.3	72.7
	SD	1	2.3	2.3	75.0
	NES	5	11.4	11.4	86.4
	PR	1	2.3	2.3	88.6
	SLB	1	2.3	2.3	90.9
	GS	4	9.1	9.1	100.0
	Total	44	100.0	100.0	

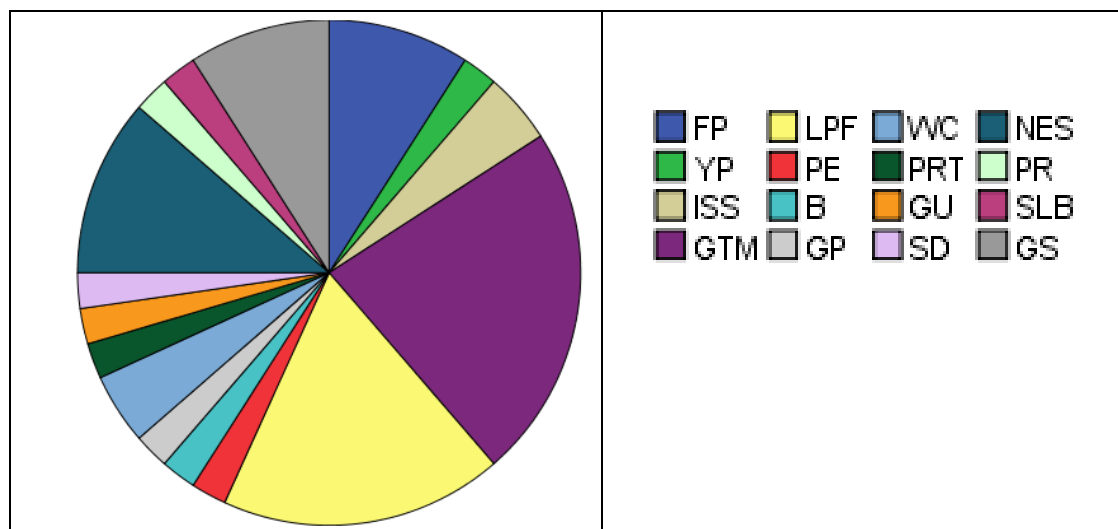


Figure 4.9: Possible Solutions to Minimize Challenges

KEY:

FP-Fund provision

YP-Yearly plan for teacher to study

ISS-Increase salaries after Studies

GTM-Give Time permission

LPF-Leave Permission for further studies

PE-Poor Environment

B-Budget

GP-Give promotion

WC-Work Contract

PRT-Permission at Right Time

GU-Government to understand the importance of in service training

SD-Special Department for in service training

NES-Near Exam Centres

PR-Proper Record

SLB-Student Loan Board to Provide Loan

GS-Government Support

Fund provision 9.1%, increase the salary after study 4.5%, give time, permission 22.7%, give leave and permission for further studies 18.2%, work contract 4.5%, bring close the examination centre and increase their number 11.4 %, government support 9.09%, yearly plan for teachers to study 2.27%, poor environment 2.27%, budget setting 2.27%, government to understand the importance of in service teacher training 9.1 %, special department for in service training to be established 2.3%, student loan board to provide loan 2.3%.

The highest percentage of respondents 22.7% said that the possible solutions to minimize the challenges of teacher professional development were:

To solve the problem of permission which were found to be the main challenge from question and responses of that part. Permission issues were found to be the big issue of concern by 50% of all the respondents who were interviewed on that question. Suggestions given to this problem were to give time and permission at the right time, fund seeking and provision, to give promotion and raise pay after the study, ensured Government support and cooperation, establishment of exam centers near schools for quick and effective access to studies.

This agrees with the study of Kavembe 2013 that teacher professional development was poorly coordinated and rarely budgeted for at all levels from National, District and school level. The situation is also supported by the study of Stein et al 1999 that effective professional development is an ongoing process which include training practice and feed back, and that without continuing professional development it may be difficult for teachers to improve the quality of their teaching which may eventually affect the whole school improvement. This also agrees with Kavembe 2013 that after pre service training teacher needs workshops, seminars, short courses, and further studies without unnecessary conditions. This is also supported by Senge 2006, stating that, people who achieve high levels of personal mastery tend to be highly committed to their work from their own and tend to learn faster.

Also in order to comply with the vision of URT 2001 that by 2025 teachers will be competent, efficient and effective in delivering knowledge and modern skills

confidently in a creative and competitive manner, Rizv 2003 idea that teachers should be provided with both knowledge and skills to make most of capabilities should be implemented. The problems of permission were found to be one of the main challenges from responses in this part as reported by 50% of the respondents. The answers found in this question represent a big cry of many teachers for in service training.

The issues of permission were explained at different degrees such as total reject on getting permission, getting the permission too late it means not at the right time, difficult condition in getting permission, bureaucracy in getting permission. This problem should be tackled accordingly. All responsible personnel including the employer as well as all other education stakeholders should be entirely involved in the solution making.

4.8 Chapter Summary

This chapter presents the findings for this study. The findings are arranged according to the three objectives of this study aimed at assessing the teachers' views on the role of teacher professional development in schools; examine the challenges encountered in the provision of in-service training to teachers; and determine possible solution to minimize teacher professional development challenges. The key findings were as follows:

Teachers had views that the role of teacher professional development in schools were to provide teachers with knowledge, skills and ability relevant to the professional life and carrier of the teacher. The challenges encountered in the provision of in-service

training to teachers were lack of permission from the employer to go for further studies or engage in professional development.

Lack of time was also reported as one of the challenges encountered in provision of in service training to teachers. Teachers face difficulties in getting time for professional development due to heavy workload, staying far away from learning centers and other reasons such as family responsibilities. Lack of fund for in service training was yet another challenge found blocking in service training provision.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This will be the last chapter in this research report where findings will be discussed including the recommendations and summary of each chapter. The last part of this chapter will entirely deal with the conclusion, and finally the appendix.

5.2 Discussion

The findings from objective number one shown that the majority of teachers had positive views about the role of teachers professional development in schools, and that they will find all possible means to develop themselves professionally. Teachers would also want to fund their education and thus easing the government from funding teachers for professional development.

From objective number one of this study which was to assess the teacher's views on the role of teachers' professional development in schools it was found that teachers must be developed for better performance of their students, their profession and nation development at large.

Professional development to teachers is hindered by various reasons/challenges hence takes place very slowly. Several initiatives from government, educational stakeholders, and individual must be taken, to overcome the challenges, which hinder teacher's professional development.

Question number six of this research questionnaire, related to objective number two of this research. In this part challenges encountered in the provision of in service training of teachers, were thoroughly examined, and sought from the interviewees.

The findings from this objective gave a picture showing that, there are serious challenges and may be grouped into major and minor. If so agreed, the major one is lack of permission and funds. The minor ones include shortage of learning centers, which result to lack of access of teachers to in service training. Shortage of teachers to add up in the list. Inadequacy of the teaching force is said to result to denial of teachers permission to further trainings and studies. This means that, one challenge can give a way to another problem

From the last objective, the possible solutions to minimize the challenges, encountered in the provision of in service training for teachers, were that, teachers must develop themselves, for the better performance of the student, and at the same time to develop themselves professionally. In finding possible means to fund for their education they may take loans from various financial institutions or agencies including the banks, SACCOS, VICOBA and family initiatives.

5.3 Summary

From the study, the challenges which were found in implementing the in service training include lack of permission, however, many teachers may decide to take unpaid vacation, find loans from various sources for their professional development, others who will not get permission may even opt to sacrifice their employment for sometimes or take distant learning and any other possible means to overcome the challenges.

Lack of time was also reported as one among the challenges. This was due to life responsibilities and family duties. This again may cause drop out of teachers in teaching profession, as some may decide to engage themselves in to other profession to escape the hurdle of teaching.

The possible solution to minimize challenges in providing teacher's professional development from the study was intervention to educate teachers on the importance of professional development and their role in it. Teachers may take student loan from the loans board to fund their education and thus easing the government from using its meager resources to fund teachers for professional development.

5.4 Conclusion

Professional development of teachers in Tanzania is encountered by a number of challenges. Due to the fact that well trained teacher may impact the academic performance of students, the reverse is also true that lack of well trained teachers may results to poor performance to students.

All the education stakeholders need to put an eye on the challenges in implementing the in service training in order to have a quality education which is crucial for development of the family, community and the nation as a whole. Lack of proper provision of education starting from the educators, who are mainly teachers, will slow development in all other professions. This is because all other known major and minor, important and less important professions, germinate out of the work of teachers. Teachers are the producer of all other available professions known in the world. If it were to pay them for their service in the really sense, teachers were to be

positioned in the fore most. The reverse is true that teaching is one of the least paying professions. They lack the required in service training and many other fringe benefits. Hence the government and other education stake holders need to put an eye on this and minimize the challenges of teachers all over the country.

5.5 Recommendations

Government should set adequate budget for in service training, to enable teachers to undertake in service training. To budget enough for pre service teachers to add up in the teaching force. The budget is also needed for provision of various workshops, seminars, short and long courses for teachers to develop their profession for the betterment of the nation.

Learning centers should also be increased and established near to schools so that many teachers would have access. Examination centers should also be available near to schools, to facilitate teachers learning and academic development. This should be initiated by the government, and the Ministry of education together with other educational stakeholders.

Teachers working environment should be improved by the government and other stakeholders. Teachers are working in poor environment, with insufficient teaching materials including text books, poor infrastructure including roads, health services, they are also underpaid, untrained and other problems which result to poor environment of teachers. These situations demoralize teachers. When teachers are demoralized may lower the efficiency in the teaching profession, which can have a number of negative impacts. An example of a negative impact is poor performance

of students at various levels. Teachers who attend the in service training should be promoted. Currently they are promoted but not much which disappoints others to go for further training.

Loan board need to be reviewed so that it can give loans to teachers who are in service as well. Loan board is one of the major supporters of education in the country for higher institutions. If the board can be advised by the government, to provide loans to teachers for in service training, a good number of teachers can attend the in service training hence increase the number.

The government, education planning officers, education stakeholders and implementers should join hand, work together, to see that teachers are given permission for in service training. Teachers need to be involved in the policy making, concerning all matters of education, as they are mainly the implementers of the policies, and all the educational planning of the Ministry of education, and without their involvement it will be difficult to reach the vision of URT 2001 that by 2025 teachers will be competent, efficient and effective in delivering knowledge, and modern skills, confidently in a creative and competitive manner.

MOEVT being responsible for providing policy, and financial support, for teachers professional development, should also put an eye on the challenges which in service training is facing and think for their solution. However other researchers are invited to conduct researches for more investigation and solution on this problem. This is because teaching profession is the heart to all other professions. The government and

the Ministry of Education should be insisted on this by other education stakeholders to give priority to teachers and teaching profession. Further studies should be done on in service training to find solution to challenges encountered in this study.

REFERENCES

- Academic's Dictionary of Education. (2002). *Academic's Dictionary of Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Alan, B. (2003). Novice teachers perceptions of an in service teacher training course at Anadolu University. The Institute of Economics and Social Sciences of Bilkent University Ankara, Turkey.
- Aslam H. D.(2013).Analysis of Professional Development Practices for School Teachers inPakistan: A Comparative Case Study of Public and Private Schools of Pakistan (Punjab). The Islamia University of Bahawalpur (Pakistan). *International Journal of Human Resource Studies*, 3(4), 126 – 142.
- Asu edu. (2004). Professional development. Retrieved on November 15, 2010 from:www.asu.edu.
- Armor, D., Conry-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., ... Zellman, G. (1976). Analysis of the school preferred reading program in selected Los Angeles minority schools. Santa Monica, CA: Rand Corporation. (ERIC Document Reproduction Service No. ED130243.
- Ashton, P. T. (1984) Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, 35(5), 28–32.
- Ashton, P. T., & Webb, R. (1986). Making a difference: Teachers' sense of efficacy and studentachievement. New York: Longman.
- Aydin, D. (2008). *Teacher's in-service training programme by yneticiler supporting education* projection. Levels of knowledge and skills acquired as a result of investigation (Master of Science Thesis). Yeditepe University: Istanbul

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191–215.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (2007). *Auto-efficacité: le sentiment d'efficacité personnelle (2nd ed.)*. Paris: FR: De Boeck.
- Bayrakcı, M. (2010). "In-Service Teacher Training in Japan and Turkey: a Comparative Analysis of Institutions and Practices," *Australian Journal of Teacher Education*: 34(1), 35 – 51.
- Beady, C., & Hansell, S. (1981). Teacher race and expectations of student achievement, *American Educational Research Journal*, 18(2), 191–206
- Berg, L.B. (1998). *Qualitative Research Methods for the Social Sciences*. California: Viajam Company.
- Begeny, J. C., & Martens, B. K. (2006). Assessing pre-service teachers' training in empirically-validated behavioural instruction practices. *Journal of School Psychology Quarterly* 21(3), 262–285.
- Berman, P., McLaughlin, M. W., Bass, G., Pauly, E., & Zellman, G. (1977). *Federal programs Supporting educational. Factors affecting implementation and continuation*. Santa Monica: The Rand Corporation.
- Birjandi, P. and H.A. Derakhshan, (2010). Teachers' perceptions of the present and optimum Status of the in-service EFL teacher preparation programs. *Journal of English Language Teaching*, 3(4): 47-57.
- Blaikie, N. (2004). *Analysing Quantitative data*. London: Sage publications Ltd.

- Blaya, C., & Beaumont, C. (2007). La formation initiale des enseignants et enseignantes en matière de gestion des comportements agressifs et/ou de la violence à l'école: un tour d'horizon international. Paper presented at the conference Journée sur la violence à l'école, Université de Sherbrooke, Sherbrooke, Canada.
- Boyton, P.M. (2004). Selecting, designing, and developing your questionnaire. (Online). Retrieved on 10th October, 2011 from: <http://www.bmj.com/content/328/7451/1312>.
- Burns, R.B. (2000). *Introduction to Research Methods*. London: Sage publications Ltd.
- Carter, K., Cushing, K., Sabers, D., Stein, P., & Berliner, D. (1988). Expert-novice differences in perceiving and processing visual classroom stimuli. *Journal of Teacher Education*, 39(3), 25–31.
- Cohen, L. Manion, L. & Morrison, K. (2002). *Research Methods in Education*. New York. Rautledgefalmer
- Couture, C. (2005). Les enseignants du primaire face au trouble déficitaire de l'attention/hyperactivité. *Vie pédagogique*, 13(5), 1–8.
- Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. New York: Harcourt Brace Jovanovich College Publishers
- De Vos, A.S., Strydom, H., Fouche, C.B., Poggenpoel, M., Schurink, E. & Schurink, W. (1998). Research at grass roots: a primer for the caring professions. Pretoria: Van Schaikde la Garza, Katy (2016). Pedagogical mentorship as an in-service training resource: perspectives from teachers in Guatemalan rural and indigenous schools. *Global c Review*, 3(1). 45-65.

- Duquette, C. (1993). A School-Based Teacher Education Program: Perceptions and Attitudes. *Journal of Educational Research*, 39(4), 419-432.
- Enon, J.C. (1998). *Educational Research, Statistics and Measurement*, Kampala: Makerere University.
- Rahman, F.N., Nabi, B. J., Akhter, Y., and Saeed ul Hasan, A. (2011). Relationship between Training of Teachers and Effectiveness Teaching Centre for Promoting Ideas, USA Georgia State University Saiti, A. and C. Saitis, 2006. In-service training for teachers who work in full-day schools –evidence from Greece. *European Journal of Teacher Education*, 29(4): 455-470.
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(3), 56–582.
- Gönen, S. and S. Kocakaya, (2005). The comparison of physics achievements and computer attitudes of the first year students of a high school according to two different instruction methods. *Pamukkale University Journal of Education Faculty*, 17(1): 14-22.
- Gordon, L. M. (2001). High teacher efficacy as marker of teacher effectiveness in the domain of classroom management. Paper presented at the annual meeting of the California Council on Teacher Education, San Diego, USA.
- Government of Pakistan, (1998). National Education Policy 1998-2010. Ministry of Education. Islamabad, Pakistan.
- Hallinger, P. Wang, C. & Chen, C. (2013). Assessing the Measurement Properties of the Principal Instructional Management Rating Scale A Meta-Analysis of Reliability Studies. *Educational Administration Quarterly Journal*, 49(2), 272-309.

- Hanushek, A. (2004). Teacher characteristics and gains in students achievements: Estimation Using Micro Data. *American Economic Review Journal*, 14, 901-906.
- Harwell, S.H.(2003).*Teacher Professional Development:It's Not an Event, It's a Process*. Texas:CORD.
- Hargreaves, A. (1997). *Teaching the Knowledge Society: Education in the Age of Insecurity*.Maidenhead: Open University Press.
- Henning, E. van Rensburg, W. & Smit, B. (2004). *Finding your way in qualitative research*.Pretoria: Van Schaik Publishers
- Hoy, W. K., & Woolfolk, A. (1993). Teachers' sense of efficacy and the organizational health of schools.*Elementary School Journal*, 93(4), 355–372.
- Ifanti, A.A.,& Fotopoulou, V.S. (2011). Teachers' Perceptions of Professionalism andProfessional Development: A Case Study in Greece University of Patras, Rion 26504, Patras, Greece *World Journal of Education* 1(1), 40 – 51.
- Jeffrey, D., & Sun, F. (2006). *Enseignants dans la violence*. Québec, QC: Presses de l'UniversitéLaval.
- Kakkar, S.B. (2001). *Educational Psychology*. New Delhi: Prentice –Hall of India (Pvt). Ltd.
- Kelly, F. (2011). Research Methods Activity: Questionnaire Retrieved on 9th May, 2012 from: <http://www.scribd.com/doc/2881615/Research-Methods-Activity-Questionnaires>
- Kerlinger, F.N. (1973),*Foundation of Educational Research*. New York: Holt, Rinehart andWinslon Inc.

- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd.
- Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners*. London: SAGE Publications
- Kraemer, K.L. & Pinsonneault, A. (1991). *Survey Research Methodology in Management Information System: An Assessment*. California: University of California.
- Mugenda, O.M., & Mugenda, A.G. (2003). *Research Methods: Qualitative and Quantitative Approaches 2nd Ed*. Nairobi: Act Press
- Mshila, R. M. (2011). Effects of in-service training on the performance of secondary school teachers in Kiambu West District, Kenya.
- OECD, (2005). Teachers matter: Attracting, developing and retaining effective teachers. Overview. Retrieved from <http://www.oecd.org/edu/school/34990905.pdf>.
- Ohlhausen, M., Meyerson, M., & Sexton, T. (1992). Viewing innovations through the efficacy-based change model: A whole language application. *Journal of Reading*, 35(7), 536–541.
- Radford, D.L. (1998). Transferring theory into practice: a model for professional development for science education reform. *Journal of Research in Science Teaching*, 35, 73-88.
- Rajabi, P., Kiany, R. G., & Maftoon, P. (2011). ESP in-service teacher training programs: Do they change Iranian teachers' beliefs, classroom practices and students' achievements? *Ibérica*, 24, 261-282.

- Ramatlapana, K. A. (2009). *Provision of in-service training of mathematics and science teachers in Botswana: teachers' perspectives*. Washington, DC: Springer Netherlands.
- Raver, C. C., Jones, S. M., Li-Grining, C. P., Metzger, M., Champion, K. M., & Sardin, L.(2008). Improving preschool classroom processes: Preliminary findings from a randomized trial implemented in Head Start settings. *Early Childhood Research Quarterly*, 23(5), 10–26
- Sapp, T.M., (1996). Teacher perceptions of the components of effective in-service training in the fine arts and their relationship to the implementation of curriculum improvement innovations (Unpublished Doctoral Dissertation). College of Education, Georgia State University, Atlanta, USA.
- Stein, M.K., Smith, M.S., & Silver, E.A. (1999). The development of professional developers: Learning to assist teachers in new setting in new ways. *Journal Harvard Educational Review*, 69(3), 237-269.
- Supovitz, J.A., Mayers, D.P.,& Kahle, J.B. (2000). Promoting inquiry-based instructional practice; the longitudinal impact of professional development in the context of systemic reform. *Journal of Educational Policy*, 14(3), 331-356.
- Swezey, J. A. & Finn, D. E., (2014). "Faculty Perceptions of Teacher Professionalism in Christian Schools. *ICCTE Journal* 8(1), 25 – 41.
- Ullah, I. (2014). Exploring the impact of in-service training on elementary science teachers' professional competence (Unpublished master's dissertation). Aga Khan University, Karachi, Pakistan.

- Woolfolk Hoy, A., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Journal of Teaching and Teacher Education*, 21(3), 343–35.
- Wu, C.C., Chen, Y. H., Lee, G. C., Ho, R.G. and Chiou, G. F. (2004). *Evaluation of an in service teacher training program for ICT integration. Proceedings of World Conference on Educational Multimedia*. Taiwan: Association for the Advancement of Computing in Education
- Zamumuzi, P. C. (2006). "How effective is in service training for teachers in rural in school contexts?" Thesis from University of Pretoria, South Africa.

APPENDICES

Appendix 1: Interview for Education Officers/ Head of Schools and School Managers

Being one of the key and responsible participant in education policy making, I hereby invite you .to participate in teachers perception on teacher professional development In Lushoto.

All the information collected will be treated confidential.

GENERAL DATA

What is your role in education

Education officer

Head of school.....

Teacher.....

Sex..... Male b. Female.....

Level of Education

Certificate.....

Diploma.....

Degree.....

Masters.....

PhD.....

1. When you hear a word professional development, what does it mean to you?

Please explain

.....

.....

.....

.....

.....

2. Which types of teacher professional development do you know?

.....

.....

.....

.....

.....

3. In what ways does teacher professional development help the teacher?

.....

.....

.....

.....

.....

4. In what ways does teacher professional development help the school?

.....

.....

.....

.....

5. In what ways does teacher professional development help the students?

.....

6. What are the challenges of in-service training to teachers?

.....

7. What possible solutions to minimize the challenges of teacher professional development?

.....

Thank you for your kind participation

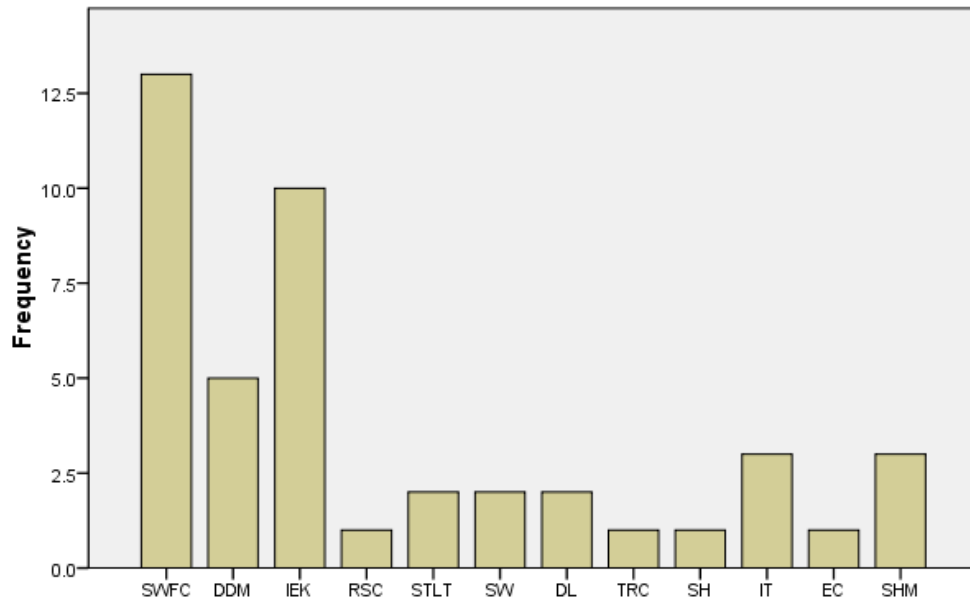
Appendix 2: List of Tables Figures, Pie Charts, Histogram and Pictures

Table 4.2.1 Meaning of Professional Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ISK	13	29.5	29.5	29.5
	NK	4	9.1	9.1	38.6
	SMAK	7	15.9	15.9	54.5
	KBP	6	13.6	13.6	68.2
	CGAS	2	4.5	4.5	72.7
	IINC	8	18.2	18.2	90.9
	AKF	2	4.5	4.5	95.5
	ILE	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

2 Types of Teacher Professional Development

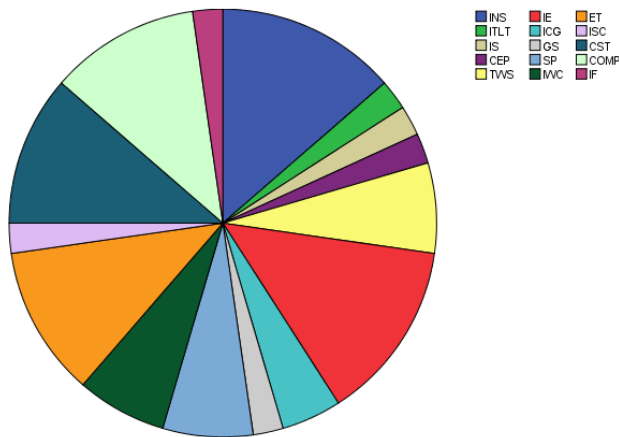
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SWFC	13	29.5	29.5	29.5
	DDM	5	11.4	11.4	40.9
	IEK	10	22.7	22.7	63.6
	RSC	1	2.3	2.3	65.9
	STLT	2	4.5	4.5	70.5
	SW	2	4.5	4.5	75.0
	DL	2	4.5	4.5	79.5
	TRC	1	2.3	2.3	81.8
	SH	1	2.3	2.3	84.1
	IT	3	6.8	6.8	90.9
	EC	1	2.3	2.3	93.2
	SHM	3	6.8	6.8	100.0
	Total	44	100.0	100.0	



Types of Teacher Professional Development

Types of Teacher Professional Development

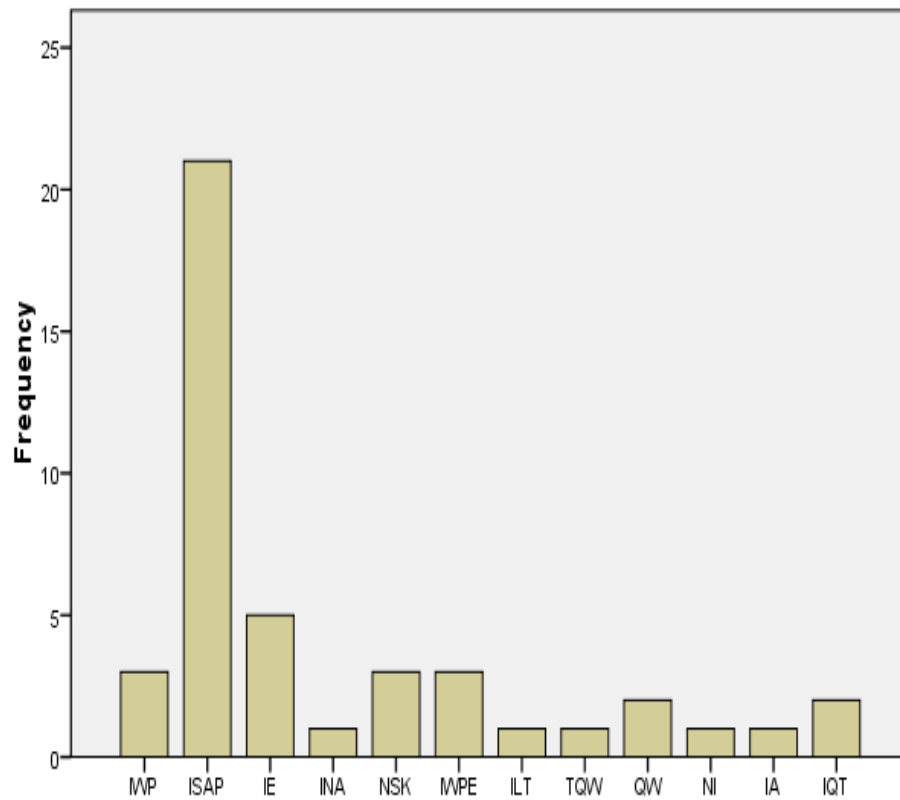
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INS	6	13.6	13.6	13.6
	ITLT	1	2.3	2.3	15.9
	IS	1	2.3	2.3	18.2
	CEP	1	2.3	2.3	20.5
	TWS	3	6.8	6.8	27.3
	IE	6	13.6	13.6	40.9
	ICG	2	4.5	4.5	45.5
	GS	1	2.3	2.3	47.7
	SP	3	6.8	6.8	54.5
	IWC	3	6.8	6.8	61.4
	ET	5	11.4	11.4	72.7
	ISC	1	2.3	2.3	75.0
	CST	5	11.4	11.4	86.4
	COMP	5	11.4	11.4	97.7
	IF	1	2.3	2.3	100.0
	Total	44	100.0	100.0	



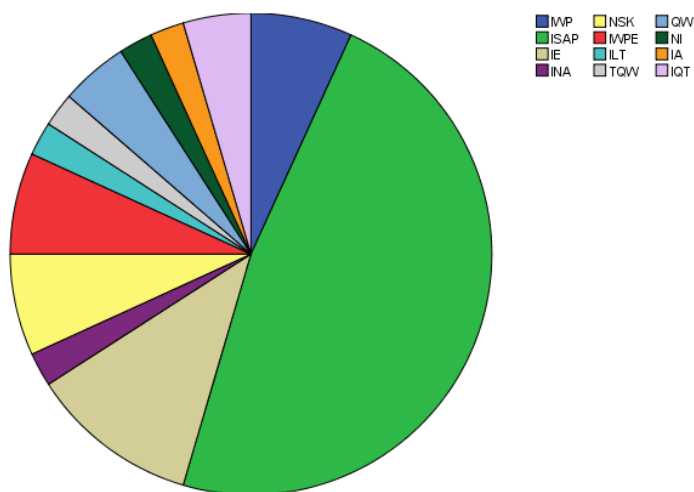
Ways in which Professional Development Help Teachers

Ways in which Professional Development Help Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid IWP	3	6.8	6.8	6.8
ISAP	21	47.7	47.7	54.5
IE	5	11.4	11.4	65.9
INA	1	2.3	2.3	68.2
NSK	3	6.8	6.8	75.0
IWPE	3	6.8	6.8	81.8
ILT	1	2.3	2.3	84.1
TQW	1	2.3	2.3	86.4
QW	2	4.5	4.5	90.9
NI	1	2.3	2.3	93.2
IA	1	2.3	2.3	95.5
IQT	2	4.5	4.5	100.0
Total	44	100.0	100.0	



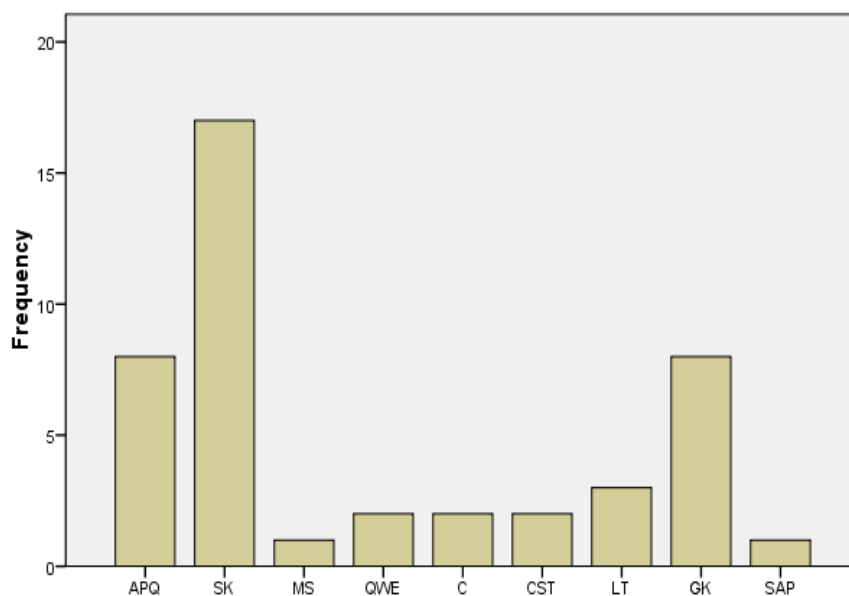
Ways in which Professional Development Help Schools



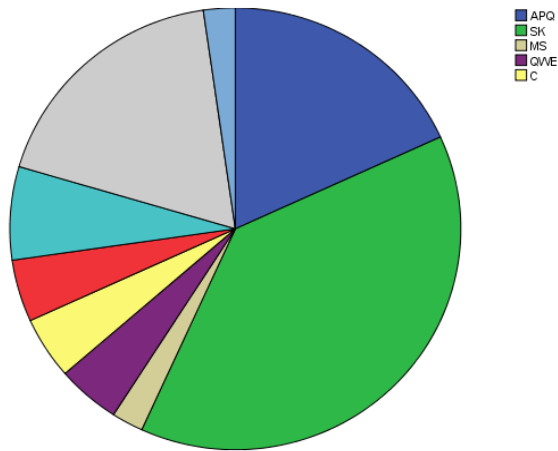
Ways in which Professional Development Help Students

Ways in which Teachers Professional Development Help Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	APQ	8	18.2	18.2	18.2
	SK	17	38.6	38.6	56.8
	MS	1	2.3	2.3	59.1
	QWE	2	4.5	4.5	63.6
	C	2	4.5	4.5	68.2
	CST	2	4.5	4.5	72.7
	LT	3	6.8	6.8	79.5
	GK	8	18.2	18.2	97.7
	SAP	1	2.3	2.3	100.0
	Total	44	100.0	100.0	



Ways in which Teachers Professional Development Help Students

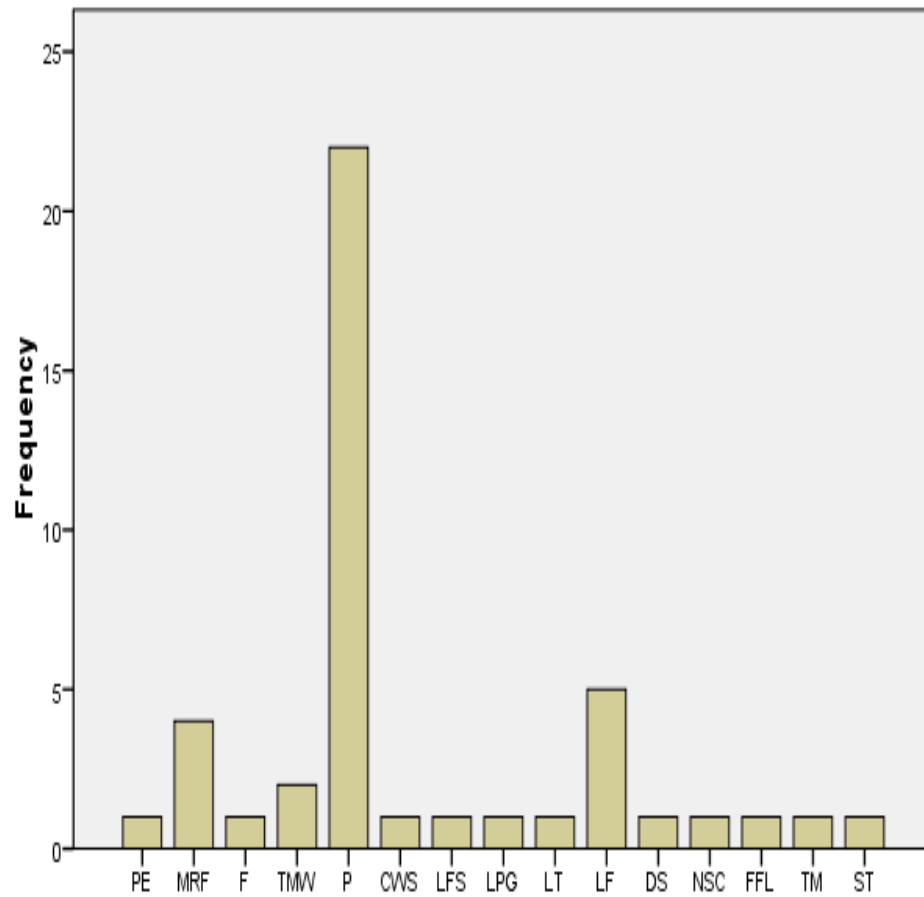


Ways in which Teachers Professional Development Help Students

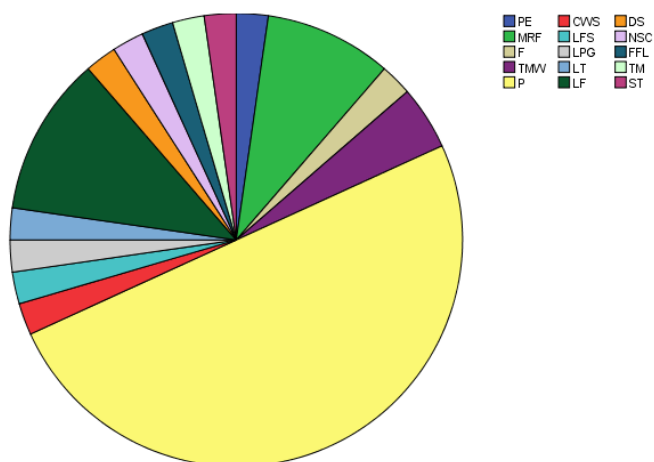
The following table represents the results

Challenges of In-Service Training to Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid PE	1	2.3	2.3	2.3
MRF	4	9.1	9.1	11.4
F	1	2.3	2.3	13.6
TMW	2	4.5	4.5	18.2
P	22	50.0	50.0	68.2
CWS	1	2.3	2.3	70.5
LFS	1	2.3	2.3	72.7
LPG	1	2.3	2.3	75.0
LT	1	2.3	2.3	77.3
LF	5	11.4	11.4	88.6
DS	1	2.3	2.3	90.9
NSC	1	2.3	2.3	93.2
FFL	1	2.3	2.3	95.5
TM	1	2.3	2.3	97.7
ST	1	2.3	2.3	100.0
Total	44	100.0	100.0	



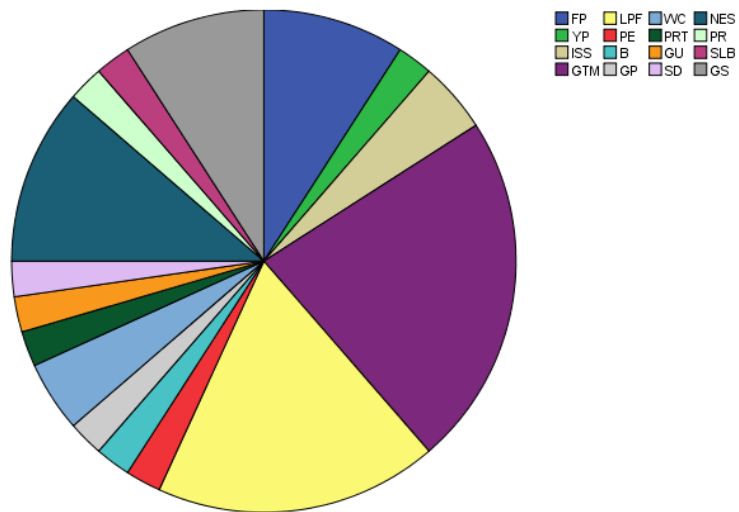
Challenges of In-Service Training to Teachers



Challenges of In-Service Training to Teachers

Possible Solutions to Minimize Challenges

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FP	4	9.1	9.1
	YP	1	2.3	11.4
	ISS	2	4.5	15.9
	GTM	10	22.7	38.6
	LPF	8	18.2	56.8
	PE	1	2.3	59.1
	B	1	2.3	61.4
	GP	1	2.3	63.6
	WC	2	4.5	68.2
	PRT	1	2.3	70.5
	GU	1	2.3	72.7
	SD	1	2.3	75.0
	NES	5	11.4	86.4
	PR	1	2.3	88.6
	SLB	1	2.3	90.9
	GS	4	9.1	100.0
	Total	44	100.0	



Possible Solutions to Minimize Challenges



One of the School, which was Involved in the Research Area