

**ASSESSING THE EFFECT OF IN-SERVICE TRAINING ON TEACHERS
PERFORMANCE IN SECONDARY SCHOOLS - KASULU DISTRICT,
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTERS IN EDUCATION ADMINISTRATION,
PLANNING AND POLICY STUDIES DEGREE IN EDUCATION OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled *Assessing the Effect of In-service Training on Teachers' Performance in Secondary Schools - Kasulu District, Tanzania* submitted in Partial fulfillment of the requirements for the Master in Education Administration, Planning and Policy Studies Degree in Education of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I **Medard Michael**, do hereby declare that this Dissertation is my original work and it has not been presented and will not be presented to any other University for the similar or any other Degree award.

.....

Medard Michael

.....

Date

DEDICATION

I Medard Michael, dedicate this work to my mother Ms. Stephania M. John, my beloved wife Mary Kigwanigwa Baluhuke, my children Paschal Tumwesige Medard, Gisbeth Mwijage Medard, Imelda Byera Medard and Elfrida Atugonza Medard. My brothers Methodius Kamugisha Michael, Stephano Rutashobya Michael and young sister Melania Kokwongeza Michael. My friends Abdon Baltazary, Tupa Waziri, Richard Muhamali, Ridhiwani Matumbi and Atibu Ngenda Mussa for their cooperation and for their love, patience, prayers and understanding and comforting that enabled this research to be accomplished.

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ABSTRACT

This study assessed the effects of in-service training on Teachers Performance in Kasulu Secondary schools. In order to provide in-depth information about in-service training the Questionnaire method was used in this research. The participants of this study are 70 secondary school teachers. The findings revealed that teachers strongly desire to receive trainings on curriculum, Information Computer Technology (ICT) and school management. Teachers suggest that a needs analysis should be done in order to inform planning of training. A qualitative approach with a case study design was used which provided a great deal of information about teachers in-service trainings. The number of participants involved in the study was 70 teachers from six secondary schools. The questionnaire method was used in this study for data collection.

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LIST OF ABBRIVIATIONS

URT	United republic of Tanzania
I CT	Information Computer technology
INSET	In-service Training
ToP	Theory of Performance
USA	United State of America
TIE	Tanzania Institute of Education
UK	United Kingdom
HRDS	Human Resource Strategy
PEDP	Primary Education Development Plan
DRC	Democratic Republic of Congo
ICT	Information and Communication Technologies

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter provides the background to the study on in-service training at global, regional, and local contexts. It also covers the statement of the problem, the study objectives, hypotheses and with the conceptual framework of the study.

1.2 Background to the Problem

The low performance of students in secondary schools, dynamic society and its needs, continues changes in expectations about the quality and assessment of education, rapid changes in science and technology lead the school and teachers to face difficulties with this respect to parents and society. In fact the issues for teachers and teachers' education to fulfill these requirements are continuing and complex (moeini,2008). In-service teacher training has grown in importance and status and has developed as a global trend for three decades. It has been viewed by many countries as the key element in strategies to rise the quality of educational provision (Hayes,1997).

Professional development programs or in-service training programs enable teachers to become highly qualified by improving, increasing and advancing their knowledge through a better understanding of effective instructional strategies. However, it has been shown that in many cases, in-training does not actually achieve its main objectives, namely the implementation of new teaching strategies and significant changes in students' achievements (Guskey,1986). In-service training is just as important as pre-

service teacher training. This is the Governments' role to provide teachers education which their need through in-service training. The purposes of the in-service teacher training are to enable individuals to be successful in their professionals, into develop professionalism and skills of lifelong in learning, to improve their required performance to meet the students' needs.

Training of employee for work performance became an issue of concern that raised questions to policy and decision makers (Malhotra *et al.* 2007). In fact, Meyer *et al.* (1993) argued that better training procedures for employees result to affective, continuance and normative commitment in public organization. Indeed, employees training are appropriate ingredient in service delivery to the public at large.

Employees training in public organization promote effective and competent performance of public organization. A dynamic global marketplace and increasing foreign competition has compelled public organization to become more effective and flexible in training (Gould-Williams, 2003).

Public organizations try to increase their capabilities by investing more in employees training. Moreover, it encourages competency of employees for both their own benefit and the benefit of others (Rodrigues, 2005). In a career system, initial training is of paramount in the effective and efficient work performance. The newly recruited employees enter in working without specific expertise for the job (Fraser *et al.*, 2007). In fact, initial training offers general preparation in public service delivery. The training offers specific preparation for a new function after or before transfer or promotion. In a

post system training may be less important as specialists are hired for a specific post (Koning, 2009).

However, even specialists may need some training throughout their work life to update skills with regard to new technologies or other developments. Nowadays, governments seem to organize public services by merging a pure post and career system. The United States, for example, has departed from a pure post system and has to a certain extent introduced a career system, even for top management posts (the senior executive service), leaving enough leeway for political appointments. The "classical" civil services with a rigid career system, on the other hand, have introduced more flexibility to allow for direct appointments to other than entry level posts, and/or have excluded posts above a certain level from the normal career path (Vähäsantane, 2009).

However, the condition of public organization becomes increasingly challenging to engage in employee training. Similarly, Chapagain (2004) argued that USA, Japan and UK adapted different strategies in training of employee through a loan from the government. Training aimed at empowering public organization employee. In fact, training in the realm of employees' job performance need government sponsorship.

Similarly, in developing countries training in public organization (like schools) is less considered on improving the capacity of its low cadre employees. According to Wereko (2010) who propound that low cadre employees have a weak voice on matter related to training. However, public organization is responsible for the full range of training of its employees. Low cadre demanding more or better education may have extremely weak voices relative to those of the military demanding armaments. In view of that, low cadre

employee wanting better training for their skills for improvement of work performance (Mulkeen et al, 2007).

1.3 Statement of the Problem

It is clear that in-service Training programs for employee on work performance are increasingly drawing attention in public organization (URT, 2012). Mechanisms and adequate training of in service delivery still remain in the discussion and yet come into consensus in Tanzania. According to Rova (2006) who argued that training of employee expect to meet efficiency of employees.

Public organization employees are expected to be trained to enhance employees' useful capacity in job performance. In view of that, employees are required to develop special skills and knowledge related to work performance. In fact, training is expected to foster work performance in public organization. Public organization employees are increasingly challenging in training opportunities while about 70% share of the recurrent education budget over the period 1998-2015 allocated in training (URT, 2012).

The past studies, indicated that training is required for employees work performance in public organization. The public organization has been forgotten in government training and development program (URT, 2013). It is no longer sufficient in recruit and retains the best employees but, organizations have to impart skills and enhance capabilities of employees through learning, supportive environment and shared knowledge. The quality of employees through training programs is the major factors in determining long term success of public organizations.

It is obvious that, achievements of public organization depend on different factors including type of services provided, support from the society concern, other motivation provided to employees, nature of recruiting employees, qualification of managers and other. But to a large extent depend on training of employee to cope with environment changes (Lynton, 2002). Many researches were conducted to other related topics but not assessing the effect of In-service training on teachers' performance in secondary schools. The researcher used that gap to study the topic concern.

1.4 Significance of the Study

This study was designed to assess the effects of In-service Training program on employees work performance and point out its importance to both employee and public organization. Ngwira (2005) highlight that employee training is both costly and interrupting to the schedule of the organization.

Employees training intended to improve work performance towards the organization performance (Hayes, 1996). Since both training aim to improve performance, it makes sense to use them together, so that the performance management process can end up telling what kinds of training will be most effective in a given situation. Therefore, this study assessed the effects of In-service Training programs in work performance and is expected to open the minds of educational partners and researchers on different training styles and performance so as to enhance in-service training on teachers.

1.5 Objectives of the Study

This research was steered by the following objectives;

1.5.1 General Objective

The overall objective of this study is to assess the effect of in-service training on teachers' performance in secondary schools.

1.5.2 Specific Objectives

- i. To assess the effect of in-service training on teachers' teaching methods.
- ii. To assess the effect of in-service training on teachers' punctuality and attendance.
- iii. To examine the effects of in-service training on students' academic performance.

1.6 Research Questions

- 1. What is the effect of in-service training on teachers' teaching methods?
- 2. What is the effect of teachers' in-service training on punctuality and attendance?
- 3. What is the effect of in-service training on students' academic performance?

1.7 Scope of the Study

The study assessed the effect of In-service training on teachers' performance. 70 secondary school teachers were selected through random sampling method. A qualitative approach with a case study design was used which provided a valid information. The questionnaire method was used as a tool for data collection.

1.8 Limitation of the Study

Every research is unique and has various theoretical and practical problems which are different from other researches. This study was limited in its findings in the following ways: Firstly some questions (items) included in the study has diverted to the attention of the respondents and thus interferes with thinking, response and findings of the study.

Secondly, the sample size was limited to only 70 teachers of six schools at Kasulu district in Kigoma Region. This may not be a good representation of the majority of Tanzanian secondary school teachers, hence could affect the significant relationships from the data generalizability of the findings. However, above mentioned limitations were minimized pilot test that was conducted before entire study was undertaken.

1.9 Delimitation of the Study

The study involved only on six secondary schools as Kasangezi, Nkundutsi, Nyamnyusi, Nyakitonto, Kimwanya and Makere. The participation in the study was good due to the fact that the respondents were aware of the topic “*assessing the effect of in-service training on teachers’ performance in secondary schools*”. Furthermore, the study was delimited to study schools in Kasulu district. Selected area for research was nearby a researcher residential as well as the selected sample from the targeted population reduced unnecessary costs. Respondents were given with all necessary information on the reason for conducting this study so that they willingly participated in giving required information.

1.10. Definition of Terms

Performance the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed (Carlson, 1998).

1.10.1 Training

Training is widely understood as a communication directed at a defined population in the purpose of developing skills, modifying behavior, and increasing competence, generally, Training focuses exclusively on *what* needs to be known (Dunn, 1988).

1.10.2 In-Service Training

In-service training may be defined in this study as all training which is given to teachers and education administrators following initial training and attainment of professional certificate. It is indisputable fact that this aspect of education and training for teachers is an important and integral part of educational system. Its importance has been given prominence of government, international organizations and through research and writing by academicians. It is this eminence and attention given to the program, which aroused the interest of the researcher leading to his choice of in-service teacher training as his area of study.

1.10.3 Public Sector

Public sector sometimes referred to as the State Governments or the government sector, is a part of the state that deals with either the production, ownership, sale, provision, delivery and allocation of goods and services by and for the government or its citizens, whether national, regional or local/municipal (David, 2002).

1.10.4 Development

Development: Is the positive change from unsatisfactory to satisfactory in all aspects of life such as economically, socially and politically (Sullivan, 2003).

1.11 Conceptual Framework of the Study

Conceptual frame work is a set of coherent ideas or concepts organized in a manner that makes them easy to communicate to others (Schwartz, 2006). The conceptual frame work provides the relationship among and between variables for example the

independent variables are Fund for training which is very critical in education sectors the allocation on training in education sectors particularly public organization is less, and Development, Training policy, Public sector Management, Number of employee in Training, Public sector goal and Education level. It is expected to enhance the status of Public organization employee training, As a result Enhancement of training of public organization employees. The dependent variable is training of public organization employee that is expected to be measured on public service in Tanzania.

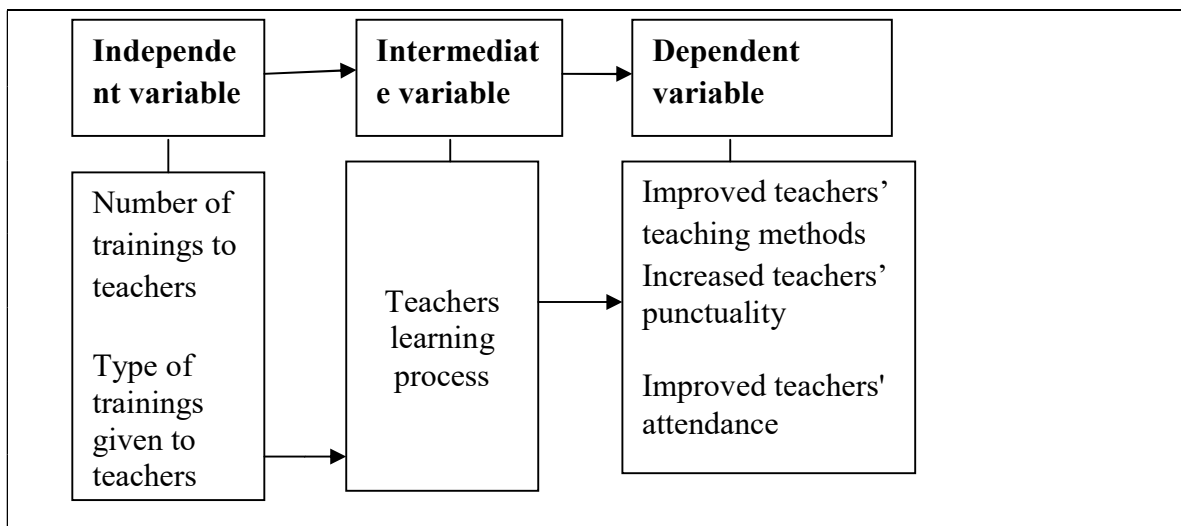


Figure 1.1 : Conceptual Framework of the Study

1.11.1 Independent variables(Input)

independent variables or input variables in fact they involve the number of trainings to teachers' and types of trainings given to teachers. It is assumed that, if training is properly provided to teachers the outcomes could be an increased punctuality of teachers, improved work performance and improved teachers' attendance. Provision of in-service training to teachers favours knowledge necessary to develop skills and attitudes needed to teachers for better performance. These input variables show what the government

should fund to enhance teachers' performance. Therefore there in line with the topic of the study.

1.11.2 Intermediate variables (Process variables)

The teacher teaching process is indicated as a process (Intervening) variables. This is controlled in the process as it can affect the relationship between the independent and dependent variables. What should be done to make teachers improve in work performance. In-service training is inevitable as teachers are very important stakeholders in the process of implementing the teaching and learning in schools (Lubuwa,2012).

1.11.3 Dependent variables (Output variables)

These are end products, the expected results. The outcomes after in-service teachers' training its expectations of this study that if the situation of Tanzania teachers is take into consideration such that in-service training provided this could lead to improved teachers' teaching methods, increased teachers' punctuality and improved teachers' attendance. The variables in conceptual framework are connected to in-service training so are supportive to topic of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature relating to the topic of the study. This includes various books, research papers, journals, working papers and website among others.

In presenting the literature, the following aspects were considered, first, theories and models, elements of performance, elements of training, challenges to training and Development. The chapter all presents a review of empirical studies as well as the knowledge /research gap in relation to this study.

2.3 Theoretical Review of the Study

2.3.1 Theory of Performance (ToP)

The Theory of Performance (ToP) this was developed by Elger,D (2010). He develops and relates six foundational concepts to form a framework that can be used to explain performance in training of the public organization employee as well as performance improvements. To perform is to produce valued results. According to Bransford, et al, (2000) a performer a public organization employee that engaging in a collaborative work performance, developing performance is a journey and level of performance describes location in the journey. Current level of performance of public organization employees depends holistically on components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed f for effective

performance improvements. These include performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

Rationale for a Theory of Performance

Human are capable of extraordinary accomplishments. Gandhi led a nonviolent revolution that liberated India from colonial rule. On September 12th, 1962, JFK challenged the country to " go to the moon in a decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills.." Wonderful accomplishments also occur in day-to-day practice in higher education. An advisor inspires students to follow their dreams. A teacher magically connects with students. Since worthy accomplishments are produced from high level performance, a theory of performance (ToP) is useful in many learning context. As a teacher advises his levels of performance, he is able to produce deeper levels of learning, improved levels of skills development, and more connection with the discipline for larger classes while spending less time doing this.

performance is closely related to learning-for-understanding. Therefore, building performance capabilities is rightfully a central theme in a guide book. When people learn and grow, they are empowered to create results that make a difference. The theory insists that no performance can occur without training, so in-service teacher training is inevitable for better performance.

2.4 Elements of Performance

2.4.1 The Application of the Knowledge

The application of knowledge, the knowledge the performer is critical in public organization. The knowledge can shape the results. In this age where science and technology is highly advanced the performance can be controlled by science that aids the human activities (Maar, 2008). This does not denial the fact that performance of training in public organization highly related to the knowledge of the public workers, in particular public organization employee (Lah,2008).

Similarly, the knowledge obtained through training of public organization employee is highly potential to improvement of work performance through the proper and effective work performance. It influence the performance of training final, in the top management, commitment and support category, there is no guidance and follow-up from the top management, leadership problem and, lack of support from the top management as well as from fellow colleagues (Bunch, 2007). It was also reported that there is no commitment from others to implement new knowledge and skill on the job. These are top management, commitment and support problems that can hinder the performance of training in the public organization.

Levels of skills, the skills are required in the work performance of any activity in public organization concern; the employee with skills can effectively perform the work (Brown, 2002). In most case the public organization employee are less considered in training of relevant skills in this changing world. However, majority of public organization employee utilize the skills which obtained in the performance of task.

Training with relevant skills in education is special ingredient to work performance (Holton, 1996).

2.4.2 Employees Efforts and Performance Expectation

Employee efforts and performance expectations will support the work of the supervisor and/or the organization. The public organization employee in training should expect better performance. This will minimize the heavy burden from supervisor hence smoothly influence performance of training (Kaplan, 1996).

2.4.3 Level of Identity

Level of identity, the trainer and trainees should both identify 'in their position, employees in public organization are required to identify. This will assist the training program achieve better results (Boyle, 1990).

2.4.4 Centralization of Management

Good training practice is important to the performance of training and development; however, in this case, various deficiencies exist in managing training in the public sector. Studies have revealed that these deficiencies do exist in managing training in the public sector centralization of management (Haslinda,2007).

In addition to that the commitment of top management to the training is critical to its success. Organizations whose top management view training as a way to meet organizational goals by making sure that employees take an active part in the delivery of

training and in the planning of training and by maintaining a financial commitment to training (Facteau et al, 1995).

2.4.5 Time Allocated for Training

In the job related category of training most of the time other works clashes with training allocated time, work load whereby the employees too busy with some other tasks, too many procedure and bureaucracy that are associated with time constraints does not permits them to attend training program. Public organization employee attended a training program that not applicable to their job and stereotyping in terms training content. (Bunches, 2007).

2.4.6 Human Resource Policy of Training and Development

In the real world, there are some other factors that influence the effectiveness of training in an organization. One of them that have been identified by Haywood (1992) is the human resource policy of training. He mentioned that too many training program place emphasis on ease and the very purpose behind the design of programs namely, learning, skill development and behavioral change, has defeated the original purpose and goals of training are lost and the means all too readily becomes the end. Furthermore, the human resource policy would determine a clear link between training and an organizations career development and reward system in which training might lead to recognition and advancement (Cheng, 1998). Indeed, the trainers' capabilities as a subject matter expert would determine the effectiveness of training.

2.4.7 Employees Attitude and Motivation

In addition, employees' attitude and motivation are one of the factors that might influence the performance of training. Therefore, the positive attitude should be fostered through the constant emphasis on team building program to enhance the employees' motivational effort. In relation to this, the employees' motivation in transfer and transfer climate are crucial to ensure the best performance of training (Bumpass, 1990).

2.5 Elements of Training and Development

2.5.1 Training Strategies Plan

Training Strategies Plan, the plan that required developing and governing the employees skills and knowledge advancement. There is a need to indicate the requirement in training, the ways of achieving effective training in public service delivery institution is still lacking (Schein, 1990).

However, the remaining is written plan that describe training of employees. In real sense training require the strategic plan. It will describe where the training is, what is required for training and how the training is achieved among the public organization.

2.5.2 Training Needs Analysis

Training Needs Analysis, the training need analysis among public organization employee, it advocates the areas of especial interest and need to be trained. Similarly, studies suggested that training need analysis required to be conducted at the early before training took place. This situation of public organization employees who are need to be

trained must be connected to the training need analysis. It is well known that forgetting that the performance of training exercise will achieve merely results (Researcher, 2013).

2.5.3 Training Analysis Sheet

The Training Analysis Sheet is used by public organization employees to determine and communicate training needs to their employer (Fraser et al, 2007). The Training Analysis Sheet provides a format to identify what skills and knowledge are needed by public organization employees in public institution to perform necessary duties. According to Haslinda (2007) who suggested that the analysis in training help to communicate on what skills need improvement to make the public organization more efficient in employee work performance?

2.5.4 Training Cost of Employees

Training Cost of employees, the training cost is essential elements in training and development, there is not training either in public sector nor Government institution will be successful without evaluating the training cost. It is essential to compute what cost to train each employee in public organization. Apart from that it is similarly pointed out that the success of training depends on cost and preparedness of the training exercise. Most of the developing countries evaluate less training of public organization employees it one of the increasing massive failures of students in public organization.

2.5.5 Transfer of Training

Training transfer generally refers to the use of trained knowledge and skills back on the job. Training transfer occurs, “learned behavior must be generalized to the job context

and maintained over a period of time on the job”. Meanwhile, Saks, (2007) views training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. The transfer of training activities could be before, during, and after training to facilitate and improve the transfer of training. In this case, the management must ensure that trainees have immediate and frequent opportunities to practice and apply what they learn in training on the job.

The management should also encourage and reinforce trainees’ application of new skills on the job. There are many other things that managers do to facilitate transfer such as develop an action plan with trainees for transfer and show support by reducing job pressures and workload, arrange practice sessions, publicize transfer successes, give promotional preference to employees who have received training and transfer, and evaluate employees’ use of trained skills on the job (Mangos, 2008).

The trainer should conduct follow-up or booster sessions following a training and development program. Trainers should maintain their involvement in the training and the transfer process by conducting field visits to observe the trainees’ use of trained skills, provide and solicit feedback and provide continued support and assistance to trainees (Lim, 2002).

Trainees should be able to use new knowledge and skills on the job as soon and as often as possible. At the same time, trainees should meet with their supervisor to discuss opportunities for transfer. Trainees might also establish a network of peers who also

attended a training program that can provide assistance and support each other for using their trained skills on the job. Trainees should also set goals for practicing their newly acquired skills on the job (Mohd, 2008).

2.6 Challenges to Training and Development

2.6.1 Shortage of Funds

Shortage of funds, the training activities need a lot of fund to be conducted, government lack of fund contributed to shortage of creative Skill set managing official in education sectors. Funds are required in training and development of public organization employee. The training activities normally fail because of the shortage of fund and the education sector lack creative skills to training its employees so that they can be efficiency in performance. It is well known that funds seek to address skill shortages of public organization employees.

2.6.2 Shortage of Training Institution

Shortage of Training institution, is another challenges the country experience a shortage of training institution, the public organization employees are required to be trained within the institute which are well developed with enough equipment and resources for training. In Tanzania there are institute which experience a big shortage of training materials to handle the exercise. This remains to be the challenge which currently experienced the country. It is clear that with a vast instate with no or few resources of training is one of the reason that hamper training of public organization employees.

2.6.3 Insufficient Facilities

Lack of sufficient facilities, the existing training institute currently faces the shortage of training facilities that are required to facilitate the training activities. In this respect training is highly hampered as a result of the available situation. The government less consideration of the improvement of training environment such as the shortage of facilities delays the training activities. In that respect the infrastructure that are required to facilitate the activity.

2.6.4 Lack of Regulation in Training and Development

No regulation training, the training of the public organization employees require the proper regulation that required governing the whole process of training. It is clearly that in Tanzania as a result of lack of specificity of training policy. The training policy did not specify the aspects required to be developed. It is clearly stipulated that the development of public organization employees in terms of knowledge and skills is hampered by the rules and regulation that did not specify the aspect required to be trained for public organization performance.

2.7 Empirical Review of Literature

2.7.1 Studies Conducted in Developed Countries

The effect of employees training programmers in work performance is the global problems, the training process organization and the aspects to be included in comparison to the desired performance are global problems. To shade the understanding of studies on training in UK and Canada a few are being discussed.

The study titled Training in Civil Service was conducted by Johnson *et al* (2011) in UK found that there is a need to improve communication about, and understanding of, what takes place after training. The focus should be on the specific aspects of the process and rationale for the training approach and include ongoing communications between Job centre Plus and Next Step about the purpose and format of the Skills and ensuring that Skills Action Plans. It is a useful tool to build better adviser understanding about the Skills and knowledge related to training Better feedback from Next Step to Job centre should be both specific and general: including actions taken for people they refer and good news stories to show what can be achieved.

First in a study conducted in Canada by Leckie *et al.* (2001) on Employee training Perspectives on Human Resource Practices found that the performance of training is also more likely to be given to the more educated employees. In addition to that Canadian employees who hold a university degree likely to take part in training activities as their colleagues with a high-school diploma, In addition, highly qualified workers (managers and professionals) are more likely to have access to Human Resource training programs than sales staff, administrative personnel and production workers with no certification.

2.7.2 Studies Conducted in Developing Countries

Apart from the developed countries on the effects training programs in work performance is an issue of concern in developing countries. In recognition of this few studies are being discussed. The study on training in public services conducted by Konings *et al*, (2009) in India come to the conclusion that the success of training depends on the correct implementation of all steps of the process: previous analysis of

training needs, and implementation of an adequate training plan and evaluation. In conclusion, training, together with other activities positively affects results and is associated with a productivity increase in Public organization performance.

2.7.3 Studies Conducted in Africa

The effect of training and development programs in Africa is a serious issue which deteriorated the services provision especially in public organization performance.

Therefore this study review study conducted in South Africa and Tanzania as follows:

The study conducted by Blom (2005) on training in South Africa found that workplace qualifications were accepted as relevant. As one of the objectives in training which is to contribute to the national Human Resource Development Strategy (HRDS), these findings underpin the importance of on-the-job training and the certification thereof. The skills and training that workers acquire in the workplace allows them access and progression to the education, training and career paths.

2.7.4 Studies Done in Tanzania

Empirical research conducted in Tanzania on in-service teacher training confirms that in-service teacher training has a crucial role to play in improving education quality and student performance. PEDP review of 2003 and 2004 made an investigation and examined classroom teaching performance and found that the quality of teaching activities made a few changes that were seen in teaching styles or the classroom management. To a large extent, the classroom activities were done by teacher (teacher centered) rather than learner or student centered approach. Also the review found out that teachers, head teachers, district education officers and ward education coordinators

had lacked basic awareness of the holistic nature of the child– centered and active learning approaches (URT, 2003).

For instance, Kitta and Van Den Berge (2004), carried out a study in Dar es Salaam on enhancing Mathematics pedagogical content in primary schools in Tanzania. The study found that most of Mathematics teachers did not get an opportunity to attend in-service training program due to insufficient funds allocated to the program by the Ministry of education and culture. Also the study done in Mbeya on school management capacity of teacher professional development indicated that teachers were not getting adequate opportunities to attend professional development, and heads of school do not support teachers to develop professionally (Kaponda, 2007).

The study which was done in Tanzania about designing a professional development program for primary Mathematics teachers revealed that, teachers were inadequate in academic and pedagogical skills. Also, there is a lack of adequate school management. This was also cited or considered as a major hindrance to better academic performance of primary mathematics teachers (Wangeleja, 2004). Further, Komba, (2007) carried out a study on school management capacity for teacher professional development in Tanzania.

The study found out that schools are bureaucratic and hierarchical as teachers are isolated from one another and have learned to work alone. They rely on individual work rather than team work, and leadership has been linked only to formal roles rather than informal ones. Furthermore, Abdallah, (2007) carried out a study in Singida and Morogoro on licensed teachers' professional development and the fate of teaching Science and

Mathematics in secondary schools. The findings show that licensed teachers received professional training of poor quality. Hence this leads into production of under qualified teachers.

Mbelle (2005) conducted the study titled Productivity Performance in Tanzania, found that training in local government reform is an issue that requires public organization management to be responsible for coordinating public organization employee on the provision of work performance. Human resource training has little conducted in terms of orientation exercises and induction courses for all new entrants and then new skills development programs. The training program is rarely drawn specifically for higher carder basing on the level of education.

2.8 Synthesis of the Literature Review

This chapter has described a number of aspects of training. Those were; theoretical review of the study, elements of performance, elements of training, challenges to training and Development and empirical review of literature. All these aspects are highly connected to training. The knowledge obtained through training of public organization (like school) employee is highly potential to improvement of work performance. The chapter confirms that in-service training has a crucial role to play in improving education quality and student performance. Looking on all the above factors and information, it seems there is a need of training to teachers in secondary schools. This has necessitated the carrying out of this kind of a study so as to come up with proper information regarding the in-service training to teachers in secondary.

2.9 Knowledge Gap

Training can only be developed if the objectives and the expected output are clearly defined. In particular in connection with training institution, it is necessary to convince the recipients (public bodies and staff) of the necessity of such training as otherwise training may become an end in itself and the implementation of the training content may be extremely low. A way to obtain the support of the recipient organizations is to involve them in the development of the training curriculum. Moreover, it is necessary to validate the training curriculum and the training material in a pilot seminar followed by a thorough evaluation to ensure that the desired outcome will be obtained.

Public organization employee are expected to be trained to enhance their capacity that Useful for job performance, public organization employee are required to develop with special skills and knowledge related to work performance, the training is expected to foster the education performance. However, in Tanzania public services is challenging to employees and decision makers related to the output in public organization. The past studies conducted in Tanzania, indicated that training is required in work performance among the employees in public service delivery. However the sector of education has been given low fund compared to other sectors like health, with less consideration in teachers training program. Therefore this study provided the area of weaknesses suggested what should be done on improving teachers performance as the study assessed the effects of training programs in work performance.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and discusses the research design and methods employed in data collection to meet the specific research objective of the study. The chapter described the approach used in the study, the research design employed, the target population, the sample and sampling techniques involved, instruments, ethical considerations adhered with and data analysis procedures were highlighted.

3.2 Area of the Study

Frakfort (1996) refers to the area of the study as the place where the data are to be collected. The researcher selected the area by considering some factors such as time, distance and also the area was calm enough to eliminate any uncomfortable situation such as long distance travelling and accommodation that could affect the expected results. The area had enough population enabled the researcher to get sample for the qualitative approach.

The study was conducted in Kigoma Region mainly in Kasulu District as shown in Figure 3.1. The Region lies at about latitudes 5⁰ south of the Equator and longitudes 30⁰ east of Greenwich. Kigoma is situated in the northwestern part of Tanzania and is bounded by Tabora Region in the East, Mpanda Region in the South, Kongo DRC in the West and Burundi and Kagera region in the Northern part. Kigoma region has the favorable climate for crop production. Maize is the leading crop for food and cash crop. Other crops which are grown at Kigoma region are like beans, paddy Wheat, bananas

and potatoes. Also, vegetables like tomatoes, onions and cabbage are well grown. The area was selected based on fact that the environment was calm enough to eliminate any uncomfortable situation such as long distance and accommodation that could affect the expected results and had enough population enabled the researcher to get sample for the qualitative approach.

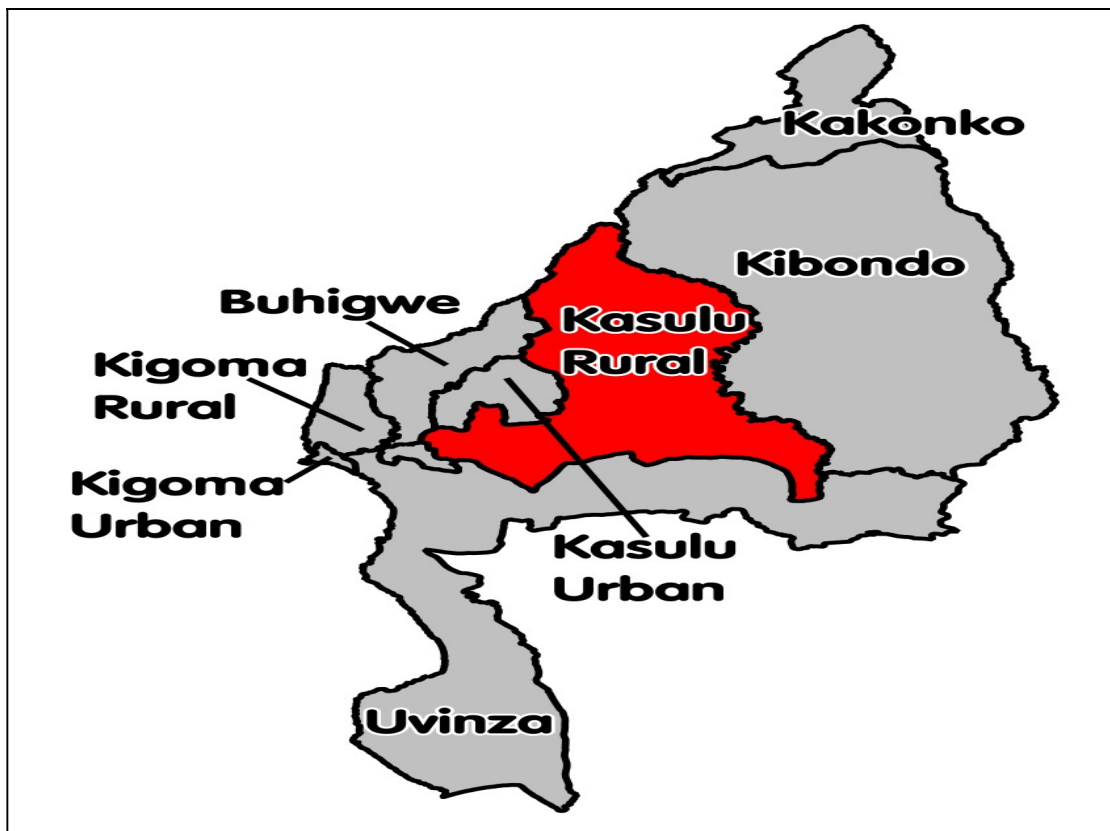


Figure 3.1 : Location of the studied schools at Kasulu Rural

Source: Census Data 2012

3.3 Research Approach

Research approach means a particular way of thinking about or dealing with a certain problem or a path or a road that leads to a place (Macmillan English Dictionary, 2007).

Kothari (2011) categorises two types of basic approaches to research which are

quantitative and qualitative approaches. Creswell (2009) advocates three basic approaches of research such as qualitative, quantitative and mixed approach.

The qualitative approach was used in this study. Qualitative approach is the type of approach which does not use numbers or any form of quantification. Qualitative approach is concerned with qualitative phenomenon. This type is aimed at discovering the underlying motives and desires, using in depth interviews for the purpose of searching information.

Qualitative approach was used in this study because is concerned with subjective assessment of attitudes, opinions and behavior of human being. Research in such a situation is a function of researchers' insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis (Walter, 1980).

3.4 Research Design

Adam and Kamuzora (2008) define research design as a systematic plan of how the researcher will systematically collected and analyzed the data needed to answer the research questions. It spells out the study area, type of research carried out, methods of data collection, a sample from which data will be solicited, methods of gathering, and analyzing data, as well as duration and funds needed to complete the study. A research design is the arrangement of conditions for collecting and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2011).

The case study design

The case study design is a technique by which individual factor whether it is an institution or just an episode in the life of an individual or a group is analyzed in its relationship to any other group (Odum, 1929). As from Pauline (1960), describes case study as a comprehensive study of a social unit be that unit a person, group, a social institution, a district or a community. The case study method was good design to be used in this study. It is appropriate because is characterized by adjectives like flexibility, appropriate, efficient and economical. It is the design which minimizes bias and maximizes the reliability of the data collection and is considered as good design. It gives the smallest experimental error and it supported to be the best design in many investigations. In brief that case study method is a form of qualitative analysis where in careful and complete observation of an individual or a situation or an institution is done; efforts are made to study each and every aspect of the concerning unit in minute details and then from case data generalizations and inferences are drawn.

3.5 The Study Population

As from Best and Kahn (1998) define population as any group of individuals who have one or more characteristics in common that are of interest to the researcher. Kombo and Tromp (2006) say that population as a group of individuals, objects or items from which the samples are taken for measurement. This entire group of persons or element should have at least one thing in common. In this study, the population encompass 70 secondary school teachers.

3.6 A Sample and Sampling Techniques

3.6.1 Sample

A sample is the number of items to be selected from the universe or population to constitute a sample that is those will be researched (Kothari, 2000). Enon (1998) shows a sample as the proportion for the population that will participate in the study. It is very important to have a sample in collecting data of a certain problem. The sample size of 70 respondents was picked randomly from the total number of 126 of whole population. The respondents were key informants from secondary schools teachers.

3.6.2 Sampling Techniques

As from Enon (1998) there are different types of sampling techniques like simple random sampling, stratified sampling, clustered sampling and purposive sampling. The sampling technique used in this study is Simple random sampling.

i. Simple Random Sampling

As from Cohen and Manion (1994) simple random sampling is the type of sampling which provides equal chance to every member in the population to be included in the study. This method is sometimes called randomization. Randomization in this study was done by lottery system in which names of subjects was written on pieces of paper and placed in a container. The lottery drawn to get the representative subjects (Teachers). This method helped to reduce biases or prejudices in selecting samples. This sampling technique used in selecting schools and teachers in different schools to get the representative, 70 secondary school teachers were selected through sampling style.

3.7 Data Gathering Instruments

Data refers to facts or information used for making calculations or decisions (Macmillan English Dictionary, 2007). Data gathering refers to the gathering of the information to prove from facts. In research, data gathering is the collection of specific information aimed at providing some facts (Kombo and Tromp, 2006). The study involved both Primary data and Secondary data.

From Kothari (2011) the primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. The following instrument was specifically employed in the collection of data in this study:

3.7.1. Questionnaires

Questionnaires involve the use of written down items to which the respondent individually respond in writing. The items are in the form of statements or questions. Its merits include the possibility of using distant respondents. Questions are well planed and can always be modified and adapted (Enon, 1998). Questionnaires may appear in two forms such as closed ended questionnaire and open form questionnaire. Close ended questionnaire is the type of questionnaire in which questions call for a short answers. Here you mark a yes and no, write a short response, or check an item, or use a list of suggested responses (Cohen and Manion, 1994). The open form questionnaire calls for a free response in the respondents' own words.

A well designed questionnaire with open and close ended questions was formulated and distributed to respondents to be filled and after a time, the questionnaires were collected for recording and analysis as a way of obtaining primary data. The study applied both closed and open ended questions. This method helped the researcher to get detailed information from different sources as the respondents had a wider chance of giving detailed explanations.

3.8 Validity and Reliability of Instruments

Validation of instruments enables the researcher to find out whether the instrument generated the expected data or information and whether is understandable, relevant and meaningful. In this study, there were a try-out stage ambiguous items identified and detected was modified before being administered to the required sample. Try-out was also allowed the researcher to establish or estimate the reliability and the validity of the research instrument chosen.

3.9 Ethical Consideration

Ethics as used in Research refer to the appropriateness of a researcher's behavior in relation to the rights of those who become the subject of his or her work, or are affected by it (Saunders et al, 2004 and Adam & Kamuzora, 2008). It aims at ensuring the researcher does not encourage or cause any physical or emotional pain, harm, discomfort. Embarrassment or loss of privacy to his or her respondents.

Hence, the following ethical issues were taken into consideration to ensure that no violation of basic ethical principles during data collection. Firstly, research clearance

was sought from the Open University of Tanzania and the regional and Kasulu District Administrative Secretary were informed. Secondly, the head of schools and teachers were informed of the purpose and value of the study and their willingness to participate was established. Thirdly, participants were encouraged to get involved fully and answer all the questionnaire freely. Fourthly, the participants were informed that their information would kept confidently that their identity will not be revealed in any way in the resulting report and only the researcher had to keep such information. The code of conduct for research ethics warns researchers not to harm anybody physically, psychologically or otherwise.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter is about data analysis and presentation of the study *Assessing the Effects of In-service Training on Teachers' Performance in Secondary Schools*. The study was guided by three objectives, which were:

- (i) To assess the effect of in-service training on teachers' teaching methods.
- (ii) To assess the effect of in-service training on teachers' punctuality and attendance.
- (iii) To examine the effects of in-service training on students' academic performance.

The research was conducted at Kasangezi, Nkundutsi, Nyamnyusi, Nyakitonto, Kimwanya and Makere Secondary schools at Kasulu District in Kigoma Region. The researchers' findings and analysis are presented and arranged based on the following research objectives.

4.2 Characteristics of Respondents

This sub-topic presents the general characteristics of respondents involved in this study. These include sex, age, marital status, education level of respondents.

4.2.1 Sex of Respondents

The respondents involved in the study are males (80%) compared to females (20%) as shows majority in rural areas are males compared to females as shown in table 4.1 below.

Table 4.1 : Percentage Distribution of Respondents by Sex

Sex of Respondent	Frequency	Percent (%)
Male	56	80
Female	20	20
Total	70	100

Source: Field data 2017

4.2.2 Age of Respondents

The results from the research shows that majority who involved in the study (62.9%) have the age between 25-30 years, followed by (27.1%) have the age between 30-35, (8.6%) have the age between 35- 40 and (1.4%) fall under 40 - above as shown in Table 2 below.

Table 4.2 : Distribution of Respondents by Age

Age of Respondent	Frequency	Percent (%)
25-30	44	62.9
30-35	19	27.1
35-40	6	8.6
40 Above	1	1.4
Total	70	100.0

Source: Field data 2017

4.2.3 Marital Status of Respondents

The research shows that, majority (51.4%) of teachers were married, while (48.6%) of teachers were single as shown in table 4.3 below.

Table 4.3 : Distribution of Respondents by Marital Status

Marital Status of Respondent	Frequency	Percent (%)
Single	34	48.6
Married	36	51.4
Total	70	100.0

Source: Field Data 2017

4.2.4 Education Level of the Respondents

Findings reveals that majority of Secondary School Teachers have Graduate level of Education (60%), While (38.6%) have Diploma level of Education, (1.4%) Post Graduate as shown in Table 4. Results imply that majority of Secondary School Teachers have Graduate level of Education. Students in these schools would be expected to receive at a minimum a good quality education as they are taught by qualified teachers as required by the education relevant education policies in Tanzania.

Table 4.4 : Distribution of Respondents by Education

Education level of respondents	Frequency	Percent (%)
Diploma	27	38.6
Graduate	42	60
Post Graduate	1	1.4
Total	70	100.0

Source: Field data 2017

4.3 To assess the effect of in-service training on teachers' teaching methods

The aim of this objective was to assess the effect of in-service training on teachers' teaching methods. Three questions were developed by this objective, which were: i)

Which teaching methods were used by teachers before training? ii) What methods are used by teachers after training? and ii) Are they applying technology in teaching?

4.3.1 Teaching Methods Used by Teachers before Training

The findings presented at the chart below shows that 75.7% out of 70 respondents answered that the non participatory methods were used before in-service training and 24.3% answered participatory methods were used. Participatory methods were not effectively used in teaching and learning in Tanzanian secondary schools before training. Non participatory is the technique whereby learners watch what their teacher does with their knowledge but without taking active part in learning process. Learners are not involved.

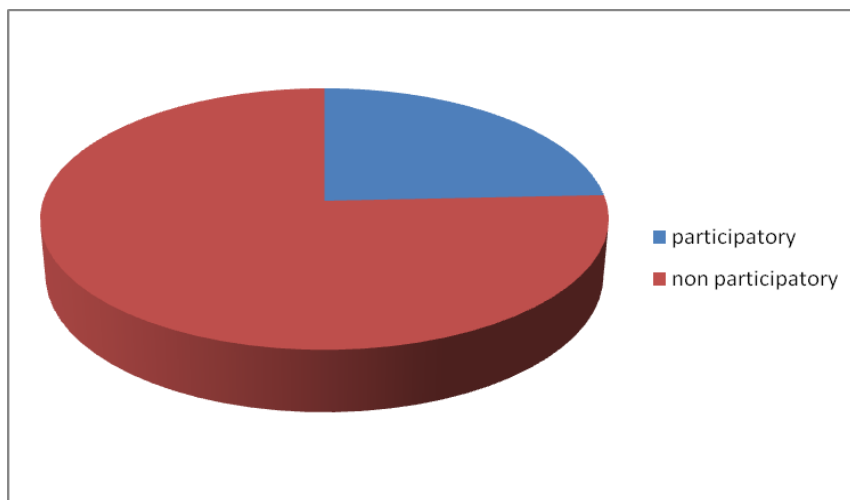


Figure 4.1 : Respondents on which methods were used by teachers before training
Source: Field data 2017

4.3.2 Methods used by Teachers after Training

Findings below revealed that, majority (70%) said team building are used in solving problems in an schools while (21.4%) respondents said provision of self instruction and

(8.6%) said role playing are used. It implies that team building was the most methods in solving teaching and learning problems at schools, but only a few teachers were involved in the program, partly because of budget constraints.

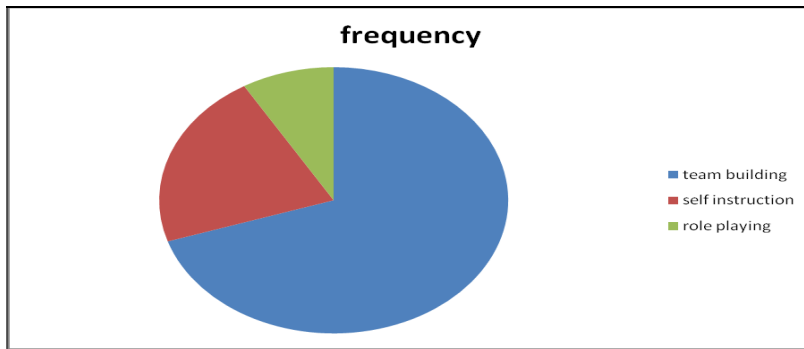


Figure 4.2 : Distribution of Respondents by methods used after training

Source: Field data 2017

4.3.3 The Application of Technology in Teaching

Findings reveals that majority 30 respondents of (42.9%) mentioned application of technology, show how training improve work performance followed by (31.4%) of 22 respondents said number of staff trained. Also (25.7%) of 18 respondents responded Efficient task performance. It implies that application of technology through training improved institution work performance as shown in a chart below.

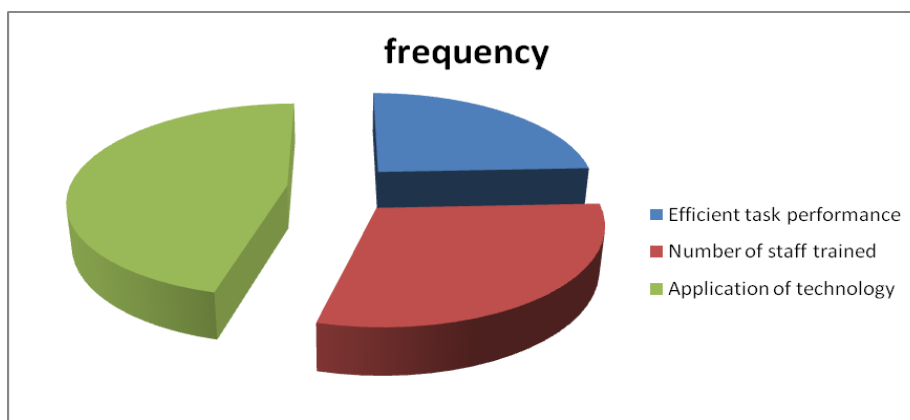


Figure 4.3 : Distribution of respondents on application of technology in teaching

Source: Field data 2017

The findings from this objective show that a few teachers from secondary school received training. These findings are in line with Anangisye's (2006) argument. He asserts that lack of in-service training opportunities is common in virtually all developing countries. Opportunities to access and participate in teacher professional development are rare available or not there at all (Meena 2009, Koda 2008; Kaponda 2007). The findings are also in line with the findings of Koda (2008) reported that, "In Tanzania, many primary school teachers may teach for more than fifteen years without any opportunity to improve their knowledge through any in-service training for various reasons"..

Therefore, through this study the Ministry of Education, Science and Technology in collaboration with the Institute of Adult Education, Universities and Teachers Training colleges should initiate in-service training through the distance-learning Mode, taking the advantage of ICT development so as many teachers can acquire enough packages of teaching skills. This will open up more opportunities for teachers to update their knowledge in teaching methodologies.

4.4 To assess the effect of in-service training on teachers' punctuality and attendance

The aim of this objective was to assess the effect of in-service training to teachers' punctuality and attendance. Three questions were developed under this objective, which were: i) Were the teachers punctual in attending school before training? ii) Were they punctual in attending classroom sessions? And what is the situation of teachers' punctuality after training?

4.4.1 Teachers Punctuality in attending school before training

Findings on the graph revealed that, majority (52.8%) of 37 said the punctuality of teachers before training was moderate followed by (31.4%) of 22 respondents said was low and (15.7%) of 11 who said was high. The result implies that employee punctuality to attend school was moderate. The major purpose of Training program in secondary school teachers can lead them punctual to work hard and improve performances.

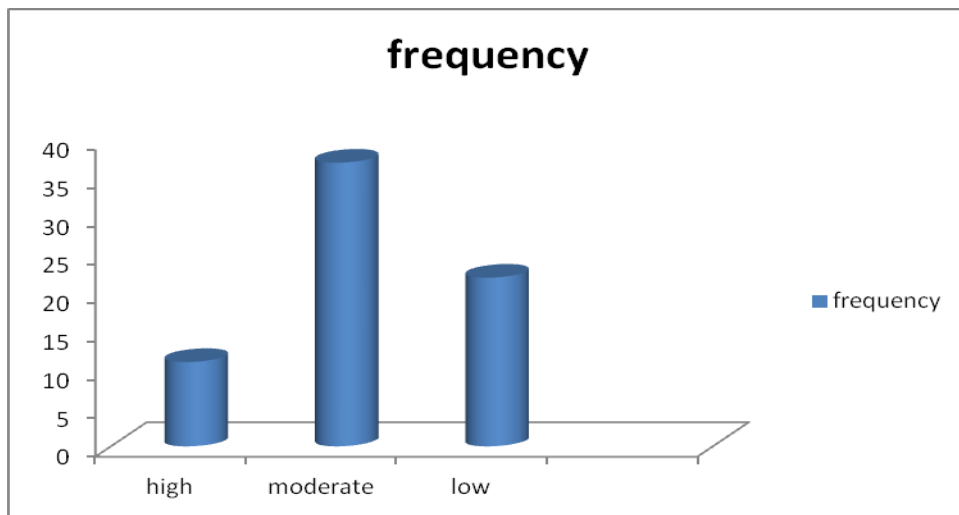


Figure 4.4 : Teachers Punctuality in attending School before Training
Source: Field data 2017

4.4.2 Teachers punctuality of attending classroom sessions after training

The results from the table below shows that 59 teachers of 70 (84.3%) answered YES, that means teachers after training are punctual in attending classroom session while 11 teachers of 70 (15.7%) answered NO, meaning that teachers are not punctual in attending classroom session. Therefore in-service training changes teachers' behavior on work. Attend training he/she acquires new skills, which in turn enable them to perform well in teaching activities. Not only do in-service teachers training improve teachers' pedagogical skills, but also teachers' academic knowledge. Through

questionnaire the researcher received interesting feedback from different teachers from the selected secondary school. A common trend to all teachers was a consensus that in-service teachers training improve teachers' academic knowledge and their means of delivery.

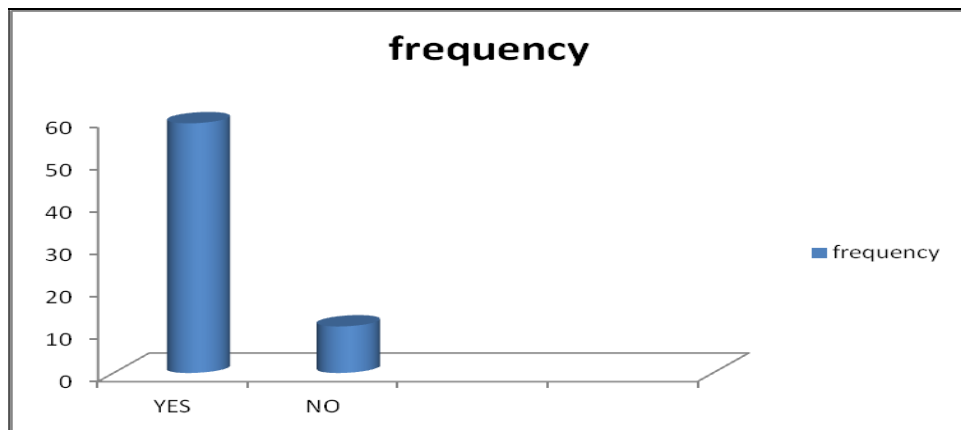


Figure 4.5 : Teachers Punctuality of attending Classroom Sessions after Training
Source: Field data 2017

4.4.3 The situation of teachers' punctuality after training

The findings shows that 38 respondents of (54.3%) mentioned punctuality of teachers after training is high, 29 of (41.4%) of respondent said moderate while 3 of (4.3%) respondents replied the punctuality after training is low.

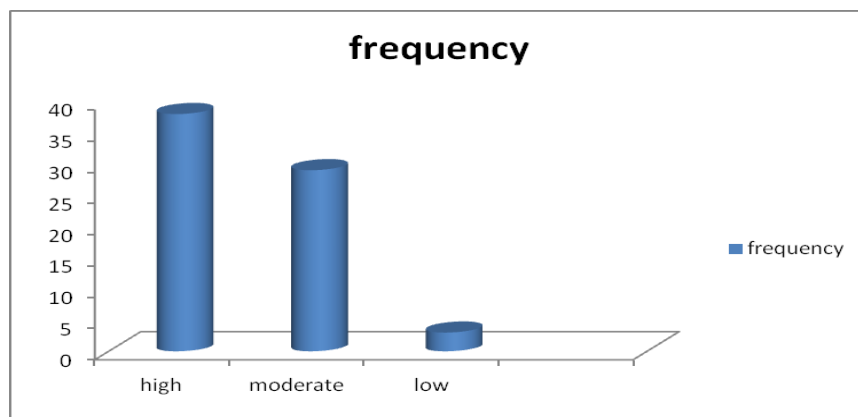


Figure 4.6 : The situation of teachers' punctuality after training
Source: Field data 2017

These findings show that a large number of teachers (approximately 65%) have are yet to receive the highly needed in-service teachers training despite the fact that most of them were trained many years ago, making training a critical requirement for them in order to refresh and update their pedagogical skills. Therefore, more efforts are needed to provide such services available to these secondary school teachers in order to ensure that they are punctual; they can copy with the ever changing curriculum and teaching methodologies.

4.5 To examine the effects of in-service training on students' academic performance

The aim of this objective was to assess the effect of the in-service training to student academic performance in-service training. Two questions were developed under this objective, which were: i) What was the performance of students before teachers' in-service training ii) What is the performance of students after training

4.5.1 Performance before and after Acquiring Training

Findings revealed that, majority of (41.4%) respondent mentioned increase of performance after acquiring in-service training program compared to (30%) of 21 respondents said before training performance was moderate (28.6%) of 20 said after and before performance was Standard. This shows performance increase after training program to secondary schools teachers.

Table 4.5 : Distribution of respondents by increase of performance

	Frequency	Percent
Before training job performance was moderate	21	30
After training performance Increased	29	41.4
After and before performance was Standard	20	28.6
Total	70	100.0

Source: Field data 2017

4.6 Challenges for the performance of training in secondary school teachers

Findings reveals that Shortage of funds are the first barrier for in service training. Training activities need a lot of money to be conducted, lack of fund contribute to shortage of creative skills set managing official in education sector. The government does not allocate enough money for teachers training. The second reason challenging in service training is short period for training program, whenever teachers got chance to any training the timetable would be fixed and things were many, this doesn't allow teachers to participate fully and sharing ideas with their fellow from different environment. Third point challenging in service training is the large number of teachers demanding training. Some teachers since recruitment they didn't receive any kind of training concerning their field of study they are lucky, therefore teachers are competing even using their money to struggle for in service training, a good example are seen for those who are admitted at Open University of Tanzania in recent years. Another problem facing training poor management in secondary schools. It seems that there are biases in permission release for secondary school teachers or no Training Analysis

Sheet that gives the clear identification of skills and whom is concern. Some teachers are repeatedly attending training than the other. The result from the findings shows that in service training is lucky to teachers but mentioned above are challenges for the in service training in secondary school teachers.

4.7 Measure for effective training

The findings shown the greater needs on in-service training on teachers' performance, in order to make it profitable proper implementation of training and development policy should be planned and included in the national curriculum at larger. Human Resource should be prepared for better training also institutions and infrastructure means well organized environment ready for training.

The second measure is Sponsorship training and development of public secondary school teachers. Teachers have low salary that they cannot afford to accommodate their family and at the same time paying fees for in-service training. They are asking for both the government and education stakeholders for sponsorship. Teachers urged about time allocated during in-service training they dare more time should be allocated during in-service training.

This objective deals with the performance of learners before and after teachers training in secondary schools, how training helps in curriculum implementation. Generally a very few in-services teachers training have been offered to teachers in Kasulu district and feedback from beneficiaries of these training indicated that these training services have improved significantly the performance of those beneficiaries.

This chapter has provided a clear picture of the extent in which in-service teachers training is being provided in Kasulu District Council. Teachers have provided their opinions /views on how in-service teachers training have been provided and how in-service training it was managed. Also shown different characteristics of the respondents including their sex, educational status, their age at working area and marital status at large. In addition to that, the chapter again has shown teaching methods used before and after in-service teachers training, teachers' punctuality, academic performance of students and challenges facing in-service training in secondary schools available in Kasulu District Council. Furthermore, measures for effective training.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overview of the findings as presented and analysed in the previous chapter; it then discusses the findings and their implications to Tanzanian Secondary Schools Teacher. It draws conclusion and gives researchers recommendation to the readers and other stakeholders.

This study was designed to assess the effects of In-service Training program on employees work performance and point out its importance to both employee and public organization like school. This research was guided by the following objectives: To assess the effect of in-service training to teachers teaching methods, To assess the effect of in-service training to teachers' punctuality and attendance and To examine the effects of in-service training to students academic performance

The established questions under these objectives were: What is the effect of in-service training to teachers before and after training? And What are the effects of in-service training to student academic performance? The significance of this study was: To help researchers to determine whether in-service education is offered to secondary school teachers, the study will open the door for other researchers to conduct further researchers on some other burning issues under this topic of the study, the stakeholders in education will also be equipped with the establishment of in-service training which focuses on helping teachers who teaches in Tanzanian secondary schools for good

performance. The in-service will help teachers' curiosity and enable them as professional teachers to provide proper education to their students.

Chapter two covers the theoretical review of the study, elements of performance, elements of training and development, challenges to training and development in Tanzanian secondary schools, empirical review of literature and knowledge gap. Chapter three shows the research designs that consist of *the case study design*. Approach of the study, Area of the study, The study population took 70 teachers, research type includes qualitative and quantitative research, study area in Kasulu District, sampling techniques, Data gathering were *Primary data gathering* and *Secondary Data collection*, Research instruments were Questionnaires and Interview, Population sample were taken from six schools as Kasangezi, Nkundutsi, Nyamnyusi, Nyakitonto, Kimwanya and Makere secondary schools,

Data analysis plan and processing were presented through simple charts, bars percentage and frequencies, the qualitative data were summarized in tables supplement important information, Validation of research Instruments and Ethical consideration.

5.2 Summary of the Main findings of the Study

5.2.1 To Assess the Effect of In-Service Training to Teachers Teaching Methods

Findings reveals that majority (42.9%) of 30 respondents mentioned application of technology show how training improve work performance followed by (31.4%) of 22 respondents said number of staff trained. Also (25.7%) of 18 respondents responded Efficient task performance. This indicates that, most of teachers who go for training they

got a chance to improve teacher's pedagogical skills hence the student performance can be expected increase as well owing to improved teachers' capacity to plan lessons and deliver.

5.2.2 To Assess the Effect of In-Service Training to Teachers' Punctuality and Attendance

Findings revealed that, majority (52.8%) of 37 said the punctuality of teachers before training was moderate followed by (31.4%) of 22 respondents said was low and (15.7%) of 11 who said was high. The result implies that employee punctuality to attend school was moderate and after training the findings shows that 38 respondents of (54.3%) mentioned punctuality of teachers after training is high, 29 of (41.4%) of respondent said moderate while 3 of (4.3%) respondents replied the punctuality after training is low. Therefore, more efforts are needed to provide make such services available to these teachers in order to ensure that they can be punctual, copy with the ever changing curriculum and teaching methodologies at large.

5.2.3 To Examine the Effects of In-Service Training to Students' Academic Performance

Findings revealed that, majority of (41.4%) respondent mentioned increase of performance after acquiring in-service training program compared to (30%) of 21 respondents said before training performance was moderate (28.6%) of 20 said after and before performance was Standard. This shows performance increase after training program to secondary schools teachers.

5.3 Conclusions

The interpretation and discussion of finding indicates that emphasized on in-service training as letting them to keep track of new developments and making positive influence to their professional lives. Teachers think that they should come to a sufficient level of computerized communication technologies before applying distance in-service learning.

In this study teachers think the contents of in service trainings being general are after a problem and there should be more training related to their fields. Today training is very important feature now days in making the organization gainful. Most of the organization has now days an appropriate training section program on regular basis. The main purpose of the training is to increase the employees' skill which eventually makes the organization more gainful. This study reveals that effect of In-service training in secondary school teachers are not in line with the levels of performance after training and developing employees' skills and Knowledge. Methods and techniques that are used in training program are important to employees in solving problem through team building task performance, Method and techniques are in adequate there some teachers whose need were not meet so that they would learn and change to meet the expected outcomes of in service training program. Moreover the study had found shortage of training facilities that are required to facilitate the training activities. The government less consideration of the improvement of training environment such as the shortage of facilities delays the training activities in secondary school teachers.

Training improve work performance from one stage to another where by employees due to in service training enable the application of technology such as information computer technology by using projector in teaching different subject also task performance to employees. The study concludes that there were Weakness in the provision of fund were by little amount is budgeted for In-service Training program. This was revealed when the majority of respondents admitted that there was shortage of training materials in the course of in-service training program. These lead large numbers of teachers demanding training in secondary school still need improvement.

5.4 Recommendations

This study would like to give some suggestion on how in-service training program can be developed. Training in secondary schools teachers implemented due to availability of Training institution, employees required to be trained within the institute which are well developed with enough equipment and resources for training Evaluation of training program of training materials to handle the exercise increase the employees skills which eventually makes the organization more gainful, this increase the performance of employees in secondary school teachers due to more training institution.

Frequent amendments needed to be made in Tanzanian education policy in order to accommodate necessary changes emanating from research results. This study assessed the effect of in-service training on teachers' performance in secondary schools. This must reflected in policy so as teachers should be trained on ICT and teaching and learning methodologies to meet those changes and needs of the society.

The Government should allocate more funds to the Ministry of education, Science and Technology in order to equip teachers with in-service trainings.

In order to improve training government support is very important in the provision of fund, education stakeholders should implement training and more institution in secondary schools this will lead high performance in teaching as well as student performance increase due to in-services training program.

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APPENDICES

Appendix 1 : Questionnaire for Public Secondary School Teachers

Introduction

My name is Medard Michael. I am pursuing a Masters of Education Administration Planning and Policy Studies at The Open University of Tanzania. I am conducting a research on *The Effect of In-service Training Program on Employees Performance in Tanzania Secondary School Teacher*. The findings of this study will be used by the Ministry of Education Science and Technology to improve the needs of In-service. Take a few minutes to study the text and there after answer the questions provided. I assure you that the information you provide will remain confidential and will be used only for the purpose of this study. The results of the study will greatly help in the design of instructional materials for In-service Training in Tanzania.

Please, read the following questions carefully and answer them accordingly.

In the brackets provided, put a tick (v) in the applicable bracket.

Please fill these questionnaires precisely and do not write your name.

A. Socio-Economic Profile

1. Sex of respondent

Male ()

Female ()

2. Age of respondent

(a) 25-30 ()

(b) 30-35 ()

(c) 35-70 ()

(d) Above 40 ()

3. Marital status

(a) Married ()

(b) Single ()

(c) Divorced ()

(d) widow/widower ()

4. Level of education

(a) Standard Seven ()

(b) Secondary ()

(c) Graduate ()

(d) Post graduate ()

5. What is the job performance before and after acquiring training programs?

.....

6. What methods were used by teachers' before and after training?

a) Before training.....

b) After training.....

7. How efficient the task is performed after training programs?

.....

8. What extent training improves work performance?

Efficiency task performance ()

Number of staffs trained ()

Application of technology ()

9. Which is the most problem facing the implementation of training in public services?

Shortage of fund ()

Lack of training expert ()

Training policy restriction. ()

Low voice of education stakeholders ()

10. How employees apply different methods and techniques in solving problem

Team building ()

Role playing ()

Self instruction ()

11. What was the punctuality and attendance of teachers' before and after training?

i) High ()

ii) Moderate. ()

iii) Low ()

12. What are the challenges for the performance of training in public services?

Low period for training and development ()

Poor management in public sector ()

Large number of teachers demanding training ()

Shortage of fund ()

13. What are the measures for effective training in public services?

More allocation to training and development ()

Sponsorship training and development of Public secondary school teachers ()

Proper Implementation of training and development policy ()

14. Comments on the existing public secondary teachers training?

.....


.....

.....

Appendix 2 : Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
 DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759
 E-mail: drpc@out.ac.tz

08/05/2017

Kasulu District,
 KIGOMA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line with the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.


To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Medard Michael; Reg.No. PG201608897** who is a **MED APPS** student at the Open University of Tanzania. By this letter **Medard Michael**, has been granted clearance to conduct research in the country. The title of his research is **"Assessing the Effect of In-Service Training Program on Employees Performance in Tanzanian Secondary Schools Teacher"**

The period which this permission has been granted is from 08/05/2017 to 07/07/2017.

In case you need any further information, please contact:
 The Deputy Vice Chancellor (Academic);
 The Open University of Tanzania;
 P.O. Box 23409; Dar Es Salaam.
 Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,




Prof. Hossea Rwegoshora
 For: VICE CHANCELLOR
 THE OPEN UNIVERSITY OF TANZANIA

Appendix 3 : Research Permit

**THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

KIGOMA REGION:
Telegrams: "REGCOM"
Tel. No. 028 2802330:
Fax: 028 2802330"
Email: ras@kigoma.go.tz
In reply please quote:



Regional Commissioner's Office,
P.O. Box, 125,
KIGOMA.

12/05/2017

Ref. No. DA.73/274/02 "G"/194

The District Administrative Secretary,
KASULU

RE: RESEACH PERMIT

Reference is hereby made to your letter 08/05/2017 from Vice Counselor of the Open University of Tanzania concerning above caption.

I hereby take this opportunity to introduce **Merdad Michael** a student of the Open University of Tanzania. He has been granted permission to conduct a research at Kasulu District. The title of the research is **"Assessing the Effect of in-Service Training Program on Employees Performance in Tanzanian Secondary Schools Teacher"**.

The Research will be conducted from 8/05/2017 to 07/07/2017. Therefore you are requested to render him any administrative assistance to accomplish the intended objective of his research.

Regards,

Malongo S. Charahani
For: Regional Administrative Secretary
KIGOMA
Regional Admin. Secretary
Kigoma

Copy to: The Vice Counselor,
The Open University,
P.O.BOX 23409,
DAR ES SALAAM.

" " Merdad Michael
Student of (OUT)

Appendix 4 : Research |Permit to Merdad Michael

**THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

Telegrams: "ADMIN"
 Telephone: (+255) 028 2810 092
 Email:
 Fax: (+255) 028 2810 092
 In reply please quote:
 Ref. No. AB. .172/299/01/148



District Commissioner's Office,
 P.O. Box 1,
KASULU.
 Date 16th May, 2017

District Executive Director,
 P. O. Box 97,
 KASULU.

RE: RESEARCH PERMIT TO MERDAD MICHAEL

Kindly be informed that the above student is permitted to Undertake research activities in Kasulu District on the title. **"ASSESSING THE EFFECT OF IN-SERVICE TRAINING PROGRAM ON EMPLOYEES PERFORMANCE IN TANZANIA SECONDARY SCHOOLS TEACHER".**

He has been granted a research permit in your area from May 8th to July 7th, 2017.

Please accord him successful.


M. Gushema
 For: District Administrative Secretary
 KASULU
 DISTRICT ADMINISTRATIVE SECRETARY
 KASULU

CC:- ✓ **MERDAD MICHAEL**
 Researchers.

Appendix 5 : A Permit to conduct a Research at Kasulu District Council

KASULU DISTRICT COUNCIL
(All letters should be addressed to Executive Director)

Phone/ Fax 255 028 2810 339
Email: kasulucouncil@yahoo.com



District Executive Director's Office
Kasulu District Council
P.O.BOX. 97
KASULU.

In reply please quote,

Ref.No.KSDC/P.40/62/78

16.05.2017

Bw.Merdad Michael,
KASULU,

RE: A PERMIT TO CONDUCT A RESEARCH AT KASULU DISTRICT COUNCIL.

Refer to the above heading.

I would like to inform you that your have been permitted to conduct a Research following the letter of Introduction of Ref.No.AB.172/299/01/148 dated 16th May, 2017 from District Commissioner's Office.

Therefore you have been granted with a research permit at our District Council from 08 May, 2017 up to when this exercise will be accomplished.

It is our hope that all Laws, Acts, Regulations and Orders of Public Service will be Adhered with no failure when your at the process.

Regards,


Charles A. Milinga.
For: District Executive Director
KASULU

**DISTRICT EXECUTIVE DIRECTOR
KASULU**