

**THE IMPACT OF IN-SERVICE TRAINING ON THE PERFORMANCE OF
PRIMARY SCHOOL TEACHERS IN KYELA DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: *The Impact of In-Service Training on the Performance of Primary School Teachers in Kyela District, Tanzania*” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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.....

Date

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DECLARATION

I, **Victoria Boniface**, do hereby declare that, this dissertation is my original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved husband Menrad Sangu, my parents Mr and Mrs Mwasamwepa for their sincere prayers and guidance proved a beacon for me, and has made me extremely successful in each and every stage of my academic life. I, also gratefully dedicate my work to my lovely children namely Mololo, Jessica and Jerry who never ever bothered me in my Master course. I, humbly pray to God for allowing us to live harmoniously under this shiny Sun.

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I alone, however remain solely responsible and accountable for inconveniencies and weakness that may be found herein.

ABSTRACT

This study focused on assessing the impact of in-service training on the performance of primary school teachers in Kyela district Tanzania. The study sought to cover the following three objectives: Firstly, examine approaches used in providing in-service training to primary school teachers in Tanzania. Secondly, to examine the influence of in-service training at enabling primary school teachers in the mastery of subject matter of the subjects they are teaching. Lastly, to explore the role of in-service training in improving teachers' ability in preparing, teaching and evaluating their lessons in primary schools of Tanzania. Both Qualitative and quantitative approaches (mixed method) were employed under embedded design. Interviews and questionnaires were used as the major data collection instruments. Statements from interview quotations were analysed through content analysis. Quantitative data were coded into Computer software programme SPSS and analysed through descriptive statistics. Major findings showed that, seminars and workshops were the best methods used in training primary school teachers so as to improve their teaching. Also, it was uncovered that improvement of performance and effectiveness are some of the key roles played by in-service training offered to teachers. Also, it was disclosed that in-service training provides a room for teachers to improve their teaching and evaluation procedures. From the findings the researcher concludes that; study informants provided information different approaches employed during in-service training that were more constructive and appealing. The study recommends that, there is a need for the government to plan for in-service trainings that will ensure teachers are up-to-date. In the light of this, the government has to make sure that there are regular in-service trainings to employees with relevant methods so as to update their skills.

Keywords: Pre- service Training, In-service Training and Performance

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Overview	1
1.2 Background of the Problem	1
1.3 Statement of the Problem	5
1.4 Purpose of the Study	5
1.5 Research Objectives	5
1.6 Research Questions	6
1.7 Significance of the Study	6
1.8 Delimitation of the Study	7
1.9 Limitations of the Study	7
1.10 Operational Definition of Terms	8
1.11 Organization of the Study	9

CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Conceptualizing the Term “Professional Development	11
2.3 Principles of High Quality In-service Training.....	13
2.4 Forms of Job-Embedded In-service Trainings	17
2.5 The Implementation of In-service Trainings in Tanzania.....	21
2.6 The Contribution of In-service Training to Primary School Teachers in Enhancing Pupils Academic Performance	22
2.7 Rationale for In-Service Education to Teachers	24
2.8 Challenges of Teachers In-service Training	25
2.10 Literature Gap	28
2.11 Conceptual Framework	28
CHAPTER THREE	30
RESEARCH METHODOLOGY	30
3.1 Introduction	30
3.2 Research Approach	30
3.3 Research Design.....	31
3.4 Area of Study	31
3.5 Population for the Study.....	32
3.6 Sample and Sampling Techniques	32
3.6.1 Sample.....	32
3.6.2 Sampling Techniques	33
3.7 Methods for Data Collection	34

3.8	Validity and Reliability of the Study	35
3.9	Data Analysis Procedures	36
3.10	Ethical Considerations	36
CHAPTER FOUR.....		38
DATA PRESENTATION, ANALYSIS AND DISCUSSION		38
4.1	Introduction	38
4.2	Approaches Employed for Providing In-service Training to Primary School Teachers in Tanzania.....	38
CHAPTER FIVE		50
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		50
5.1	Introduction	50
5.2	Summary of the Study.....	50
5.3	The Major Findings of the Study	51
5.4	Conclusions.....	52
5.5	New Developments in Knowledge	52
5.6	Recommendations	52
5.6.1	Recommendations for Action	53
5.6.2	Recommendations for Further Study	53
REFERENCES.....		54
APPENDICES		61

LIST OF TABLES

Table 3.1: Districts and Number of Schools in Mbeya Region	32
Table 3.2: Sample Composition and Characteristics by Category and Gender	33
Table 4.1: In-Service Training has Impact on Teachers` Competence to the Subject Matter	44

LIST OF FIGURES

Figure 2.1: Kirkpatrick’s Four Level Evaluation Model	28
Figure 2.2: Modified Kirkpatrick’s Four Level Evaluation.....	29
Figure 4.1: Approaches Employed in Providing in- Service Trainings to Primary School Teachers	39
Figure 4.2: In-Service Training to Primary School Teachers Improve Skills in the Subject Matter Mastery	41
Figure 4.3: The Role of In-Service Trainings in Improving Teachers Preparation for Teaching	46
Figure 4.4: Responses on Improved Evaluation due to In-service Training	48

LIST OF ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
DPEO	District Primary Education Officer
ETP	Education and Training Policy
ICT	Information and Communication Technology
IN-SET	In-service Training
JEPD	Job Embedded Professional Development
MoEC	Ministry of Education and culture
MoEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
PD	Professional Development
PDI	Professional Development Initiatives
RAS	Regional Administrative Secretary
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children’s International Education Fund
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter introduces the study on assessing the impact of in-service training on the performance of primary schools' teachers in Kyela district in Tanzania. It comprises of the background to the problem, statement of the problem, research objectives, research questions, and the significance of the study, its limitations and delimitations, definition of key terms and organisation of the study.

1.2 Background of the Problem

Educational outcomes in Tanzania have been heading downhill before 2014 where, about half of all children who sat through seven years of primary school couldn't pass the leaving examination (MoEVT, 2011). However, after 2014 pupils' performance has been in rise. Poor pupils' or students' academic performance may be influenced by several factors, including poor working and learning environments in schools and teachers' low salaries, but none so directly impacts what a student learns as the knowledge a teacher has acquired him—or herself and the skills he or she has to impart it (Voogt, 2012). When teachers are not provided with additional training after their initial education, how can they be able to effectively teach new curricula? Without further training, how can they teach difficult subjects like mathematics and English?

There is an increasing and strong interest among governments, institutions, international agencies and teachers in the use of open and distance education methods and technologies for initial training and continuing professional development for

teachers. The last decades have seen considerable growth in the number and diversity of distance education programmes, and the integration of distance education with traditional provision and new initiatives using information and communication technologies (ICTs) (UNICEF, 1999).

These trends are prompted by the need to meet teacher shortages and the demand for more continuing education for teachers in a changing world. Teachers face a widening range of demands everywhere, for example: Teachers throughout the world are experiencing an unprecedented transition in their roles, status and demands on them are becoming increasingly (European Commission, 2000: 40). This remarks that, in European countries and other parts of the world including Tanzania many teachers do not have the training or experience to cope with this changing role. On job training to teachers is crucial but further identification of the outcomes of the teachers training.

In south Asian countries (Nepal, Bangladesh and Sri Lanka) teachers professional training focus on; strengthening subject matter knowledge, teaching skills (techniques), the use of teaching and learning materials including ICT, and educational institutions management (Asian Development Bank, 2017).

In these countries, on job training is viewed as a value adding practice to teachers as training aimed at covering the teachers' professional competency gap. The Southern Asian countries are developing one just like Tanzania where teachers on job training is inevitable. It is important to identify then mode of training, focus of the training and the impact to teachers.

In Tanzania for example, the needs for established TPD strategies to support teachers in their career growth is not unique rather, it is a global issue. Different Studies show that globally some governments, voluntary agencies, NGOs and individuals commit a substantial amount of resources towards teacher professional development (Anangisye, 2013). Craig (2015) remarked, it is rational to argue that teachers' professional development starts before (pre-service training) and after certification from a teacher education institution. This calls for the necessity of on job training to teachers to improve their services.

Countries like Netherlands, Singapore and Sweden require at least 100 hours of teacher professional development for every teacher per year (Barber, 2014). This calls on to the regularly scheduled time for common planned teachers training. It is possible to argue that the emphasis on professional development opportunities requires significant investment on the part of ministries of education dealing with teachers' day-to-day practices in schools (in Tanzanian context, The President Office, Region and Local Authorities).

Moreover, studies from Finland, Belgium, Ireland, Denmark, Hungary, Sweden, Switzerland and Norway on teacher development indicated that more than 85 percent of the schools provide time for professional development as part of teachers' average work day or week (OECD, 2004). It is for this reason that when time for professional development is built into the teachers' schedules, their learning activities can be ongoing and sustained and can focus on a particular issue or problem over a particular period of time (Koda, 2013). In the same vein, Hoyle (2010) concedes the fact that teachers begin their career growth well before the point of entry to the teacher

education programme because of the prior knowledge and experience accumulated. Indeed, it is broadly accepted that teachers' professional development is a continuous process and goes beyond the post-graduation period.

Professionalism in whatever area of specialization is a product of education and re-education as in the case of the school-based INSET (Osaki, 2007; Hoyle, 2010; Johnson, 2011). Teachers, who engage in professional development, share a common purpose of enhancing their ability to add value in the work they do. This is to say, the heart of professional development is the individual's interest in lifelong learning and in increasing one's skills and knowledge. These have their origins in both formal and informal learning familiarities throughout one's career from pre- service teacher education to retirement (Fullan, 1992).

In some other continents like USA, a well designed professional development program is still relatively rare, and few of the nation's teachers have access to regular opportunities for intensive learning (Darling-Hammond, 2012). Evans, (2016) argues that teaching profession not only ought to have the qualities but also strive to maintain them. Teachers 'in-service training is all about the acquisition of different perspectives and ideas, and the incorporation of a wider vision of what teaching involves. Koda (2006) comments, that teachers 'in-service training is one of components for improving primary school pupils' academic performance. Generally, professional development aims at teachers upgrading and improving teachers practices whose end is not pre-determined. This study therefore aims at assessing the influence of teachers' in-service training on primary schools' pupils' academic performance in Tanzania.

1.3 Statement of the Problem

The issue of teachers' in-service training has been a great concern to most of the scholars and educational stakeholders at large worldwide. Teachers' knowledge obtained after graduation from different colleges and universities cannot continuously support teachers due to diverse factors prevailing in education sector and the dynamic nature of knowledge and the environment. This is attributed by the fact that science and technology grows very rapidly over a short period of time. This dynamism has made this field very challenging. Koda (2006) comments that in-service teachers need to construct their complex new roles and ways of thinking about their teaching practices within the context of a supportive learning community. The government of Tanzania through the ministry of education science and technology has been employing substantial efforts and funds in making sure that primary school teachers and other teachers at different levels of education in general gets regular in-service training for the purpose of improving their performance and thus the quality of education and pupils'/students' academic performance. This study therefore, intended to assess the influence of in-service training on the performance of primary schools' teachers in Tanzania.

1.4 Purpose of the Study

The purpose of the study was to assess the impact of teachers' in-service training on performance of primary school teachers in Kyela district –Tanzania

1.5 Research Objectives

Specifically, this study aimed to:

- (i) Identify approaches used in providing in-service training to primary school teachers in Tanzania.

- (ii) Examine the influence of in-service training at enabling primary school teachers in the mastery of subject matter of the subjects they are teaching.
- (iii) Explore the role of in-service training in improving teachers' ability in preparing, teaching and evaluating their lessons in primary schools of Tanzania.

1.6 Research Questions

- (i) What are the approaches used in providing in service Training to primary school teachers in Tanzania?
- (ii) How does in service training enable teachers to master the subject matter of the subject they are teaching?
- (iii) In which ways in-service training make teachers improve in preparation, teaching and evaluation of their lesson?

1.7 Significance of the Study

The information generated from this study is expected to be used as the basis for the TPD initiator in planning mainly by considering the following; identifying better approaches to deliver training to teachers, training focus be openly declared and plan for monitoring and evaluation mechanism to assess the impact of training to teachers. Teachers who receive training need to be accountable for the fate of the training. Nevertheless, the information from the research can be used in providing a room for researchers to conduct further studies on how to make primary school teachers update their knowledge and skills with the changing world of science and technology. The study findings are also expected to add new knowledge to the body knowledge on

how in-service training to primary school teachers influences the quality of education and pupils' academic performance. Again results of this study are expected to influence policy and decision makers on how to rectify the situation so as to make primary school teachers competent enough so as to prepare a good foundation to pupils for excelling in the next levels of education.

1.8 Delimitation of the Study

This study aims at assessing on the influence of in-service training to primary school teachers towards their performance on day-to-day teaching and learning process. It mainly focuses on approaches, mastery of the subject matter and improvement in preparation, teaching and evaluation of students learning. The study focused only on ten public primary schools in Kyela district. The study employed primary school teachers from the identified ten (10) primary schools.

1.9 Limitations of the Study

The study encountered a number of limiting factors. The first limitation was that; most respondents did not show maximum participation during data collection as some of them were busy with some other responsibilities. This made the process of data collection to become difficult as it took long time, and consequently at the end some of respondents did not return filled or returned unfilled questionnaire, which were termed by the researcher as unreturned questionnaires in questionnaires. Another limitation emerged as some research informants were difficult to access, for example expected sample was 101 teachers but the actual sample acquired was 91. There were broken promises from some school heads and teachers, some were not prepared to be interviewed thinking it was a waste of time and that they were too busy.

1.10 Operational Definition of Terms

According to this study the following terms implied:

- (i) **Professional development:** refers to the development of a person in his/her professional roles. More specifically teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Glatthorn, 1995). In the context of this study professional development refers to the situation where by a person keeps on learning for the purpose of improving his/her professional roles.
- (ii) **Professional development initiatives (PDI)** is defined as an opportunity to explore and develop the knowledge, understanding and skills needed to support ones' career progression and achieve the pre-planned objectives (Oxford Brookes University Business School, 2011). In the context of this study PID refers to the efforts made by both individual teachers and the government in improving teachers working ability
- (iii) **In-service teacher/tutor:** is a teacher/tutor who have a teaching license and already he/she is working at a particular school/college (Guesky, 2000). In the context of this study this refers to a person who is already at work for a considerable period of time.
- (iv) **Job embedded professional development (JEPD):** refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995). In the context of this study this refers to training offered to teachers at school level.

- (v) **Continuous Professional Development:** This is a process of keeping individuals update with rapidly changing knowledge, or is structured processes to maintain, develop and enhance skills, knowledge and competence both professionally and personally in order to improve performance at work (Sparks & Hirsh 2000). In the context of this study this refers to the situation where by the teacher has to keep on leaning every day in the course of teaching his/her students.
- (vi) **Effective Professional Development:** is a commitment to professionalism this shows how an individual has taken personal responsibility for ensuring that he/she has skills and knowledge necessary to meet the challenges of an ever changing world. The process should benefit the individual, colleagues, pupils, external sponsors and clients, and the institution as a whole (Manage your Career, 2006). In the context of this study this refers to the training offered to teachers that have direct impact on teachers' professional roles.
- (vii) **Cascading:** is a model of disseminating knowledge where, teachers who attended a particular training are used to train their fellow teachers who did not get a chance to attend that training (Hord, 1997). In the context of this study this refers to a chain type of training where every teacher who attends training has to go back and provide what him /her got to fellow teachers.

1.11 Organization of the Study

This study comprises five chapters. Chapter one unveils the problem, which informs the study and its context. It provides the justification for the study. Chapter two presents a review of relevant literature, synthesis and research gap to the study.

Chapter three describes the research methodology and procedures of data collection and analysis. Chapter four entails data presentation, analysis and discussions, while chapter five provides the summary, conclusions and recommendations of the study. References and appendices cover the last part of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature that illuminates and positions the current study on the effectiveness of school-based in-service training for primary school teachers in enhancing teacher professional development. The discussion is built around the following themes: Making sense of TP and INSET based on the empirical/related studies in order to get more information on what others say on the concept of TPD. In addition, the theoretical framework and conceptual framework of the study are also discussed in this chapter, which gives the direction of this study. Lastly, there is a summary of the chapter.

2.2 Conceptualizing the Term “Professional Development

Professional staff development refers to the process whereby professional performance among professionals in a certain staff is improved in the course of their professional life in response to emerging ideas, knowledge and changing external conditions (MoEVT, 2011). It is known that learning happens to us from the day we are born to the day when we die. Professional development is a continuous life-long learning process to improve an individual’s academic and professional qualification in a specialized field of study. Nobody can claim that the level of education he/she have acquired is enough, and that there is no need to excel more. Education and learning are known to be complementary terms and are endless processes. Teacher’s knowledge and skills need to be updated and improved over time. Lieberman and Wood (2001) argue that, teaching is a profession that requires possession of a body of

specialized knowledge and skills related to the performance and their functions. The specialized knowledge and skills that a teacher/tutor gets through professional development programs and other initiatives increases their effectiveness in teaching and learning at both colleges and schools, hence improving the quality of education provided to people.

Most of the primary school teachers' in-service trainings are ill-designed and teachers attending them do not get proper skills for implementing curricula used currently (Susan, 2013). This may be due to lack of human and physical resources, lack of intensive needs assessment, budgetary constraints, irrelevant materials, shortage of time for the professional development initiatives implementation, poor leadership skills among others. Lieberman and Wood (2001) argue that, when professional development initiatives are properly designed by reflecting on the needs of teachers the following benefits are likely to be obtained:

- (i) Increase the effectiveness of educational institutions
- (ii) Enhance the standard of education to teachers
- (iii) Enable teachers to implement their professional effectively
- (iv) Enable teachers to cope with challenges and complexity of education and modern technology.

Teacher development is a process whereby teachers' professionally and/or professionalism may be considered to be enhanced (Evans, 2016). This is to say that the process of teacher development is about both the status and attitude towards the profession. Professionalism is about the status of the profession and in this regard it is

about developing teachers' status professionally. Professionalism is about the attitude towards the profession and in this regard it is about developing positive attitude towards it. Evans (2016) asserts that teacher development process may enhance the status of the profession as a whole and improve teachers' knowledge, skills, and practice.

The teaching profession not only ought to have the qualities but also strive to maintain them. Teacher professional development is the acquisition of different perspectives and ideas, and the incorporation of a wider vision of what teaching involves (Evans, 2016). Koda (2013) defined teachers' professional development as one component of school improvement involving teachers seeking guidance through strategies such as clinical supervision. Generally professional development for teachers is the process whereby teachers upgrade and improve their practices whose end is not pre-determined.

2.3 Principles of High Quality In-service Training

There are several principles that govern the quality of in-service training to teachers' in particular primary school teachers as they were put forward by Guskey (2000). These include:

- (i) In-service training should be focused on student outcomes (not just individual teacher needs). Professional learning should also aim at maximizing student learning so that, all pupils achieve their learning potentials.
- (ii) In-service training should be focused on and embedded in teacher practice (not disconnected from the school). Teacher professional learning should be institutional based and built into the day-to-day work of teaching.

- (iii) In-service training should be informed by the best available research on effective learning and teaching (not just limited to what is currently known).
- (iv) In-service training should be collaborative, involving reflection and feedback (not just individual inquiry).
- (v) In-service training should be on-going, supported and fully integrated into the culture and operation of the system that is colleges, schools, network, regions and the centres (not episodic and fragmented). Significant and long-term changes in teaching practice do not occur in a matter of weeks, but more often over months or years.
- (vi) In-service training should be an individual and collaborative responsibility at all levels of the system (not just the school/college level) and it is not optional. Professional learning should occur at all levels of the system.

Jedege, Taplin and Chan (2015) assert that, any professional development plan for teachers should focus on different kinds of skills, knowledge, dispositions and different values in order to make effective and proficient teachers. Guskey and Huberman (2012) comment that, professional development trainings should aim to convey and inculcate knowledge to teachers on the following areas;

- (a) General pedagogical knowledge: This includes knowledge of learning environment and instructional strategies; classroom management and knowledge of learners and learning.
- (b) Subject-matter knowledge: This includes knowledge of content and substantive structures.

- (c) c). Pedagogical content–knowledge: This emphasizes on conceptual map of how to teach a subject; knowledge of instructional strategies and presentations; Knowledge of pupils` understanding; Potential misunderstandings and knowledge of curriculum and curriculum materials.
- (d) Knowledge of student context and dispositions to find out more about pupils` backgrounds.
- (e) Knowledge of strategies teacher can use to create and sustain a learning environment and ability to use different teaching facilities effectively.
- (f) Knowledge and skills on how to implement technology in the curriculum.

Guskey (2000) posits that, many professional development efforts fail because they lack focused planning, are unrelated to the daily professional responsibilities of teacher. As a result, they do not enable them to implement their professional responsibilities effectively; therefore a well-designed and adequately supported professional development is a necessary ingredient in all educational improvement efforts. Professional development that delineates on changing primary teachers` knowledge, skills attitudes and beliefs presumes that, it will result in a change of instructional practice and pedagogy leading to the improvement of student learning. Moreover, effective in-service training for primary school teachers is so critical, and it is a centre of primary education reform. This being the case its impact needs to be studied as it is the case in many places of the world (Dilworth & Imig, 2014). Also they comment that, professional development is an aspect of school/college reform that needs to receive a vast attention, but amazingly little is known about this area.

Hence, there are enormous demand for demonstrating and justifying the results of professional development efforts for teachers and primary schools. At large Legislature, policy makers, funding agencies and the general public at large all in one way or another may want to know if the professional development initiatives really make a difference (Guskey, 1998).

Hirsh (2013) assert that, high quality and effective professional development program should be endowed with the following characteristics; Experiential, Grounded in inquiry and research, Collaborative, Connected to and derived from teachers work, Sustained and intensive, Provided on-site, Connected to other aspects of institutional improvement, Reflective, Data driven, Focused on meeting primary teachers need, Evaluated based on its impact on teacher effectiveness and pupils learning and aligned with initiatives to develop further expertise in; Subject content, use of technology, teaching strategies and other essential elements in teaching to high standards.

Dilworth and Imig (2014) comment that, teachers in-service training is an important aspect for reforming education institutions as a system and has to receive a vast attention. Evaluations of professional development programmes/plans in education institutions are essential to the improvement of primary school teachers' knowledge, skill, instructional pedagogy and student achievement.

Yair (2010) comments that IN-SET (In-service Training) activities should focus on developing teachers' content knowledge and on how pupils learn a particular content. They should grant the opportunities for active teaching. There are three structural characteristics significantly affect teacher learning; form of activities such as

(workshops), grade or subject and duration of the activity (Tilya, 2010). In Tanzania most of the in-service trainings are conducted through seminars and workshops this being the case then, there is a need of looking at other approaches and compare them in terms of effectiveness, duration they take and costs.

2.4 Forms of Job-Embedded In-service Trainings

Blank and de la Alas, (2011) argue that, teachers can select an aspect of their teaching and thoroughly investigate on it, such as time coverage, and the intensity of the content. They documented data and reflected theories from different literatures, drawing conclusions about how teaching is influencing learning and vice versa, and informing future instructional decisions. This is named as action research; the primary intent of action research is to improve the teachers' immediate classroom teaching; secondarily, if applicable, the intent is to generalize it across other contexts in the school or beyond.

Lefebvre (2015) comments that, case discussions allow primary school teachers to have a more critical analysis of teaching, because they are not in the act itself. Also it provides a room for teachers to have an open discussion on particular case that will enable to share experience among them. Formats vary from written to video to multimedia, with varying controls over content to match the purpose of the case study for example, an exemplar of teaching decisions or to reveal student thinking or missed opportunity. For example, among strength of video case discussions, in particular, is the opportunity to analyze student thinking at a deep level. When this happens students will be in position of improving their learning and consequently improve the work of the teacher (Sherin & Han, 2004; van Es & Sherin, 2008). Case discussions,

when they take place among a school's staff and are situated in actual practice, are meant for in door training or Job Embedded Professional Development (JEPD).

Coaching differs from mentoring in its focus on the technical aspects of instruction, rather than the larger personal and non-academic features of teaching (Rowley, 2005). An instructional coach provides on-going consistent follow-up by ways of demonstrations, observations, and conversations with teachers as they implement new strategies and knowledge. Typically, instructional coaches need to have expertise applicable in the subject area and related teaching strategies. Some coaches continue to teach part-time; some come from the school; and others travel throughout the district, working with teachers (National Staff Development Council, 2010).

Norman, Golian, and Hooker (2011) contend that, Critical primary teachers group friends is among the formats of Job Embedded Professional Development where, teachers meet and analyse each other's' work, including artefacts such as student work, a lesson plan, or assessment. They may also discuss challenges they are facing when presenting the subject matter or meeting a particular student's needs.

Data Teams/Assessment Developments is another format of Job Embedded in-service training. It is said that Teachers can meet together and analyse results from standardized tests or teacher-created assessments. Also, together they can formulate the evidence from the data that tells them about student learning, and discuss teaching approaches to improve student achievement. Teachers also may work on refining assessments to gather so as to acquire more useful student data.

Blythe, Allen, and Powell (2002) contend that, examining student work enable teachers to develop a common understanding of good work, identify student misconceptions, and evaluate their teaching methods. Through the tuning protocol, primary teachers share pupils work (or their assignments and rubrics), describing the context in which the work is used; other teachers ask questions and then provide feedback on how the work may be fine-tuned to improve student learning.

Mangan and Mitchell (2014) comment that, Lesson Study where, teachers alternate in preparing a lesson to demonstrate a specific teaching and learning goal among themselves is one of the famous forms of Job Embedded Professional Development. This approach sometime is known as “research lessons”. This is characterized by teachers observing and documenting what they see through video, a word processor, or paper and pencil. After the lesson, teachers can meet and discuss the strengths of the lesson and make suggestions for improvement. Sometimes, the lesson is revised and presented again.

Professional learning communities provides a room for science tutors and Teachers to collaborate in analysing their practice, and discuss new strategies and tactics, testing them in the classroom and reporting the results to each other. Hord (1997) lists five attributes of effective professional learning communities in particular science communities these are; supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice. Professional learning communities rectify teacher isolation, create shared teacher responsibility for all pupils, and expose teachers to instructional strategies or knowledge they did not have access to previously (Guskey, 2000). Such communities can be an impressive

venue for Job Embedded in-service training as well as other forms of reform-based professional development.

In small groups, teachers can generate topics for study related to school improvement goals or student data, and then read and react to educational research or other literature on teaching and student learning this is called study group format. Here teachers engage in structured dialogue or discussion that explores issues deeply and considers the implications for school or classroom practices (Gearhart & Osmundson, 2009). While teachers are congregated together, the disclosure of full expectations including roles and responsibilities for each teacher is necessary for successful JEPD (Fogarty & Pete, 2009).

The development of norms for collaboration, and the use of conversation protocols can benefit all participants in a learning community. Teachers are each other's' main resource for professional learning in Job Embedded Professional Development, making successful collaboration is a key to constructive professional growth of an individual teacher/tutor. Moreover, professional development can involve strategies like staff meetings, seminars, peer collaboration, mentoring, coaching extensive reading of subject matter, upgrading courses among others (Guskey, 1995).

At the context of Tanzania most of the teachers are not able to utilize their local environment effectively in teaching primary school pupils. This is because the types of training they attend always are disconnected to their real working environment. O-saki (1991) comments that, for effective classroom teaching it is necessary for teachers to capture pupil's attention by referring actual application of the knowledge

and skills in their daily lives, use of current events, locally available materials and environment.

2.5 The Implementation of In-service Trainings in Tanzania

In 2009, the MoEVT established the INSET-PST which included a monitoring and evaluation framework for execution of the strategy which was established following a highly consultative process involving ministries, departments and agencies, development partners and civil society organizations. Supported by UNICEF, in 2011 the MoEVT and the Prime Minister's Office-Regional Administrative and Local Government (PMO-RALG) began piloting the new school-based INSET model commonly known in Kiswahili language as *Mafunzo ya Walimu Kazini Elimu ya Msingi (MWAKEM)* in seven districts (Siha, Makete, Bagamoyo, Hai, Mtwara Rural and Magu), to implement the INSET strategy nationally. Teachers' modules were developed in three key areas: Mathematics, English and pedagogy. To date 2,052 primary school teachers from 121 schools across the seven districts have participated in the pilot programme (MoEVT, 2010).

The 2009 INSET strategy recognizes that the quality of an education system depends, to a large extent, on the quality of its teachers, as they are the key source of knowledge and skills. International research into classroom processes recognizes that managing the quality of teacher-pupil interaction is one of the most important factors in improving the quality of teaching and learning, particularly in a context where learning resources and teacher training are limited (Osaki, 2007). Such research argues that it is possible to pinpoint universals in teaching and learning, such as

teacher-pupil interaction in whole class, group based and one-to-one teaching and learning situations.

These must be attended to so as to improve the quality of education. Helping teachers to transform classroom talk into a purposeful and productive dialogue, through a pedagogy and curriculum which is relevant to the lives and the linguistic profile of the community from which the pupils come, is therefore seen as being fundamental to improving primary education in Tanzania (Hardman, 2011).

2.6 The Contribution of In-service Training to Primary School Teachers in Enhancing Pupils Academic Performance

Banilower (2012) asserts that, pupil achievement and growth are directly associated with extensive teacher participation in professional development, but in some rare cases pupil performance gaps seemed to extend relatively to participation. Although it is reported that, pupil achievement depends on what is assessed. This could be, because it may be more difficult for disadvantaged pupils to make the transition to a pupil-centred style of learning that their teachers can only make incremental adjustments in instruction or ineffectiveness of in-service training. He adds that, the size of achievement gaps decreased with increased teacher time spent on professional development, this signifies that primary teachers can work through in this context with adequate sound supplementary training.

Cohen and Hill (2000) emphasize that, the content of what teachers learn is very important for their professional development and excellence of pupils' academic performance. They argue that, professional development focuses on specific curricula

resulting to more reform-oriented practice than more general professional development; reform-oriented teacher instruction is positively related to student achievement. This is to say that, designers of any professional development initiatives have to make sure that their plans are set up concomitantly with what is depicted in primary and secondary schools' syllabi.

Guskey (2000) affirms the value of focused professional development and identifies other aspects of quality. This when present, intensify the effects on teacher instruction, and hence it will enhance student performance. These include the following:

- (i) Professional development of a reform type (for example, teacher networks or teacher study groups) rather than workshop or conference participation (delivery methods). Much of the power of reform-type professional development is in its relatively longer duration, and it has plausible long term outcomes than, traditional professional development of delivery methods.
- (ii) Consistency with teachers' goals, other activities, materials and policies.

More emphasis on this is that, professional development programs should be conducted in a constructivist's approach, where teachers work collaboratively sharing their prior knowledge and experiences by linking them with new currently learned content (Guskey, 2000).

Banilower (2012) asserts that, pupil achievement can be noticed within a short timeframe as a result of in-service training, but substantive changes in teacher instruction takes considerable time. This could have implications for policy makers, as

it might take several years to demonstrate a particular professional development effect on instruction. This is, because professional development goes through different stages as suggested by Huberman (1989) who enlists the stages as; Career entry (1 to 3 years in profession); Stabilization (4 to 6 years in profession); Divergent period (7 to 18 years in profession); Second divergent period (19 to 30 years in profession) and Disengagement (31 to 51 years in profession). As far as professional development stages are concerned it can be said, that professional development is a lifelong process, where an individual cannot say he/she is professionally perfect rather, an individual has to keep himself/herself abreast throughout his/her professional life.

2.7 Rationale for In-Service Education to Teachers

The rationale for in-service education of teachers cannot be overemphasized. There is no doubt that the National Policy on Education (2014) prescribes the minimum teaching qualification in Tanzania. Consequently, teachers now engage in one form of in-service training or the other to cater for their inadequacies and extend their professional competencies. No wonder, Amadi (2010) asserted that education is the key to human capital development and the system must be subject to reforms and repositioning as static education system does not transform societies. Harwell, (2003) pointed out that rationale for INSET for teachers are as follows:

- (a) It is recognized that however good existing pre-service teacher education programs are, they by their very nature cannot equip intending teachers with all they need for a life-time of work in the classroom.
- (b) There is increasing awareness of the impact of social, political and technological changes and of the need for teachers to be conscious of and responsive to such changes.

- (c) There are clear indications that teachers are members of an under-educated profession, whose working conditions do not encourage the kinds of peer interaction, which would improve performance.
- (d) There is growing expectation that teacher should reform their own practice, as it is only then that meaningful curriculum development could take place in the daily routine of classrooms.
- (e) There are a growing number of specialized administrative roles that teachers have to take up with passing years in teaching, for example, head of department, head of blocks and counselor and effective performance of the tasks requires specialized training because they involve the exercise of leadership skills and judgment of a high order (Harwell, 2003).

In addition, Alabi and Ige (2014) highlighted the rationale for in-service education of teachers as follows:

- (i) preponderance of unqualified teachers in the educational system
- (ii) improvement of the curriculum
- (iii) unsatisfied admission demands
- (iv) issue of unemployment
- (v) poor performance of pupils in examinations
- (vi) Degrading quality of teaching

2.8 Challenges of Teachers In-service Training

The lack of nationwide strategy means that professional development is now being delivered in a variety of ways, with no fixed pot of money determining how much

schools should devote in sustainable professional development (Ratchclif, 2013). Generally, the government should spend enough money on staff development for the wellbeing of the education system.

Moreover, taking teachers out of school to attend a day-long course is expensive in terms of both resources and time. For example, spending large sums of money – when there is no guarantee that the course is of quality in is very challenging bearing in mind that also there is no follow-up session to consolidate teachers' development. In some instances, it has to be recognized that Teachers have a huge amount of expertise – sharing that in their own working places is worthwhile and very effective way of learning (Koda, 2016).

Moreover, it is said that if training is undifferentiated and departments aren't allotted with enough time to contextualize information for specific groups of pupils, then it's unlikely to have an impact on teaching practices. One way to conquer this, is by encouraging teachers to have a particular pupil or group of pupils in mind throughout a session and then to have reflective time to think of ways to help these specific pupils (Ratchclif, 2013).

Again lack of guideline and regulation surrounding professional development is partly at fault. Any person off the street can say, 'I'm going to train teachers' – there are no rules stopping this, which is a bit odd because the government insists that only certain people can do initial teacher training. Generally, there very few rules and regulations dictating how much time schools should dedicate to developing staff skills. Countrywide, the picture is mixed. Maintained schools are required to have at least

five days a year spent on training. When this is done it is possible for teachers to be up-to-date on their profession. Although essentially, schools can do whatever they want with this time – it's often taken up with meetings or admin work (ibid.).

2.9 Importance of In-Service Training to Teachers

It is clear that staff development is regarded as an initiative that is aimed at improving the implementation of routine responsibilities. SADTU (2000) suggests that there should be a professional development plan for teachers that concentrates on community outreach, notably community participation, influencing community opinions, and developmental and advocacy work. These skills ought to be useful throughout teachers' working lives and should be taught from the moment they take up employment, as a team as well as an individual endeavor. According to Swanepoel and Erasmus (2000), staff development should result in the following:

- (i) Improve the standard and performance of employees, once their training needs have been identified;
- (ii) Prepare them for future positions;
- (iii) Increase their literacy levels;
- (iv) Help the individual to make better decisions and increase job satisfaction.

Given the above outcomes, it becomes clear that staff development can raise teachers' performance levels and prepare the individual for change in the organization, based on new instructional approaches such as those implied in policies, the National Qualifications Framework (NQF), Curriculum 2005 and the Developmental Appraisal System (DAS). The end result should be informed and creative teachers who promote transformation, the human rights culture and education renewal.

2.10 Literature Gap

Literature review depicted above showed that, most of the teachers particularly in Tanzania fail to perform well during implementation of their professional responsibilities, because they lack splendid foundation in both content and teaching skills. The studies showed the usefulness of on job training to teachers' performance however, no study significantly showed the impacts of on job training to teachers in school daily activities in Tanzania. From this point, this study ought to assess the impact of in-service training on the primary school teachers' performance.

2.11 Conceptual Framework

A conceptual framework is a representation, either pictorially or in a narrative form, of the main concepts or variables, and their presumed relationship with each other (Punch, 2009). In this study, the conceptual framework was adapted from Kirkpatrick's four level training evaluation model and modified basing on the need of this study. The original model looks like the Figure 2.1.

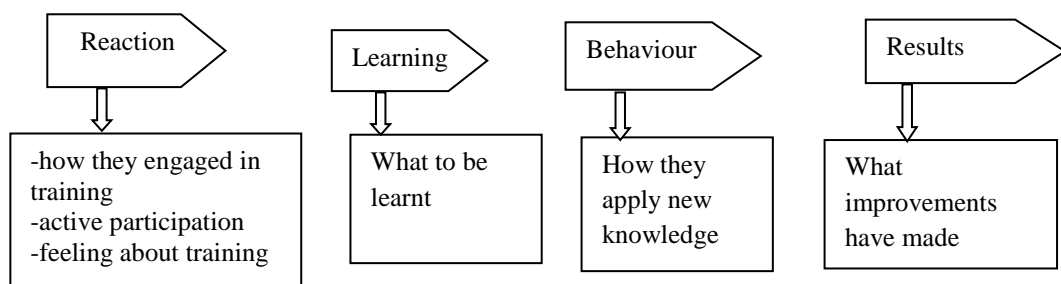


Figure 2.1: Kirkpatrick's Four Level Evaluation Model

Source: Wang (2009) Kirkpatrick's Four level evaluation model

The model above is modified to three levels to fit the purpose of this study. These levels are; Learning which implies organized training, Behaviours, which implies content of the training, aimed and Results, which implies gained competences or what

mastery or improvements have been achieved as a result of training (in-service training). The modified model is indicated hereunder;

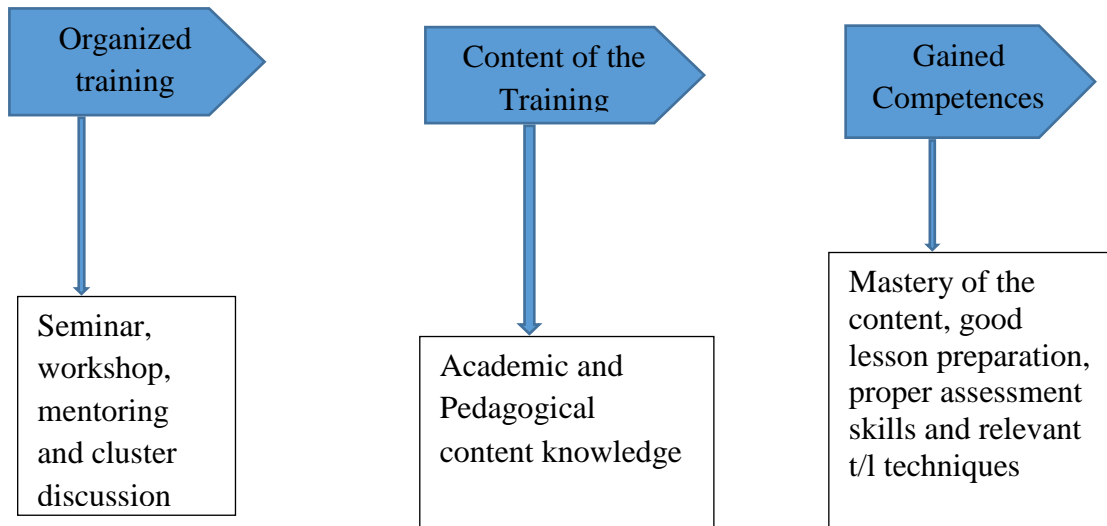


Figure 2.2: Modified Kirkpatrick's Four Level Evaluation

Source: Wang, (2009) modified from Kirkpatrick's four level evaluation model

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology that was used in the study. It covers the research procedures and guidelines that were employed in conducting the study. It gives an explanation on the research approach, area of study, the target population, sample of the study, sampling techniques, data collection methods, analysis, validity and reliability of as well as ethical considerations.

3.2 Research Approach

This study employed the mixed approach in which both quantitative and qualitative methods were used to collect, analyse and interpret the data. Thus, the two were used in embedded fashion, where the two were used simultaneously until the complete report of the study is obtained. Quantitative data targets to provide further information to supplement the qualitative data. Borg and Gall (1989) comment, that in many cases, the involvement of the two approaches is superior to the use of only one approach.

The use of both of these approaches helped the researcher to complement the weakness of each, therefore provided an extended room for triangulation in instruments for data collection. Normally, quantitative approach enables the researcher to gather objective information from respondents for making generalization (Best & Khan, 2006). Qualitative approach enabled the researcher to collect subjective information on the way the problem is rooted on the society. Mixed method is more

pragmatic as it focuses on how research questions can be answered properly, than relying on a certain philosophical assumptions (Paradigm) as it is the case to quantitative and qualitative approaches (Creswell, 2012; Ary, 2010).

3.3 Research Design

Research design is an arrangement of conditions for data collection and analysis in a manner that shows the relevance of the research purpose (Kothari, 2004). This study employed embedded design. Creswell (2012) argues that, the purpose of the design is to collect both quantitative and qualitative data simultaneously and present them interchangeably. The reason for collecting both forms of data is to supplement or support each other. The supportive data may be either qualitative or quantitative (Creswell, 2012). This was expected to be more effective at recording outcomes of the study than identifying data on how individuals were experiencing the process (Ary, *et al.*, 2010).

3.4 Area of Study

The study was conducted in Kyela district in Mbeya region, located in the South Western corner of the Southern Highlands of Tanzania. Mbeya region was chosen because was one of three regions with teachers to pupils' ratio of 1:41 and Mbeya among the three was highly populated with teachers than all the other two regions (Lindi and Manyara (BEST, 2016).

Kyela district was chosen as a district with small number of schools and whose schools are within less than 25km distance from the council compared to other districts in the region as shown in the Table 3.1.

Table 3.1: Districts and Number of Schools in Mbeya Region

Region	District	Number of Schools
MBEYA	Mbeya (M)	80
	Mbeya (DC)	65
	Mbarali	74
	Chunya	45
	Rungwe	100
	Kyela	39

3.5 Population for the Study

The target population of the study were teachers, heads of schools and District Primary Education Officer (DPEO) from Kyela District

3.6 Sample and Sampling Techniques

This study was guided by the following sample and sampling techniques

3.6.1 Sample

A sample is a group of respondents drawn from the population in such a way that the information obtained from the sample can be generalized to the population (Best & Khan, 2006; Cohen, Manion & Morris, 2000). Best and Khan (1993) argue that, there is no static number of subjects that determine the size of an adequate sample. However, Gay (1981) recommends the minimum of 10% of the population to be a reasonable sample size to ensure significance level of 0.05 or 95%. The sample size expected for this study was ten primary schools and one hundred and one (101) participants. One (01) education officer (DPEO), ten (10) head of schools ninety (90) teachers, nine (09) from each school, the actual sample was 91 participants as shown

in the Table 3.1. The district under the study comprises a total of 378 teachers. Sample size is determined through the following formula adopted from Kothari (2004).

$$n = \frac{N}{1 + N \cdot e^2} \quad (1)$$

$$n = \frac{378}{1 + 378 \cdot (0.1)^2} = 101$$

$$n = 101$$

Where n = number of samples, N = total population=378; e = standard error of sampling (10%) is tolerated. By entering each value of the variable into the formula (1) above, obtained a sample size of 101 respondents. This is shown in Table 3.2.

Table 3.2: Sample Composition and Characteristics by Category and Gender

Category	Expected Sample			Actual Sample		
	M	F	T	M	F	T
Head teachers	10	NA	10	07	03	10
	NA					
DPEO	01	NA	01	01	00	01
	NA					
Teachers	45	45	90	35	46	81
Total	56	45	101	43	49	91

Key: NA: Not Apply

3.6.2 Sampling Techniques

Purposive sampling was used in choosing a region and district. Also, it was used to choose the District Primary Education Officer, ten (10) Heads of schools and ten schools which had more than fifteen teachers (15) in the district. Simple random sampling was used to obtain ninety (90) teachers. Pieces of papers labelled INVOLVE (only nine) and others NOT INVOLVE were distributed to teachers in their staff room

to obtain nine teachers with involve labels. This was done at each school and hence ninety (90) teachers. This technique was used because it enabled all of the respondents to have an equal chance of being selected and involved in the sample (Creswell, 2012). Those who picked those written involve participated in the study.

3.7 Methods for Data Collection

Research methods and tools for data collection are central in quality assurance and control in the research enterprise and no one instrument is good for all designs and paradigms (Omari, 2011). Kothari (2004) argues that the choice of methods and instruments for data collection depends on the type of investigation, objectives, scope of the inquiry, financial resources, available time and the desirable degree of accuracy. The research questions and objectives also dictate the choice of data collection instruments. In this study questionnaires and interviews.

3.7.1 Questionnaires

Questionnaire is a useful instrument in data collection in that it is easy to administer and it collects only the needed data (Creswell, 2012). Furthermore, questionnaires allow respondents to give responses, which are correct to the best of their knowledge under private setting. In this study closed questionnaire was used to teachers, questionnaires were administered to teachers in a staff room by the researcher. The questionnaire administration was done ten times in all the involved schools. Questions formulated were based on the research objective and conceptual framework. Questionnaires were used for collecting data and were used because they allowed respondents to give responses, which are correct to the best of their knowledge in private setting.

3.7.2 Interview

Interview data are useful for documenting informants existing familiarity determining feelings and perception on the problem (Creswell, 2012). This study, therefore, employed interview for collecting primary data from teachers, DPEO and head of schools' opinion, perceptions, ideas and insights concerning the influence of teachers in-service training on their day to day performance on teaching and learning process. Semi-structured interviews or what Morse (1991) calls qualitative interview was employed. Two interview guide were prepared. One was for head of schools and the other for teachers. At each school each teacher was interviewed individually. The interview sessions took on average 20 minutes.

3.8 Validity and Reliability of the Study

3.8.1 Validity

Validity focuses on whether an instrument is measuring what it was intended to measure. The researcher used more than one instruments or tools developed in research to measure the accuracy and meaningfulness of information based on the purpose and research questions of the study. To ensure validity in this study, the researcher used questionnaires and interview guide that provided data that correctly reflected the research objectives.

3.8.2 Reliability

When evaluating or formulating a specific instrument, reliability is the most important aspects to be considered (Creswell, 2012). To ensure reliability in this study, the researcher conducted pilot study in one of the primary schools. This was done by following to all procedures required for data collection. The tools showed consistency

on the information collected. After conducting a pilot study, the researcher analyzed the data and observed the way participants understood each item in the tool. For those items that were observed to be not clear to most of the participants were refined and modified according to the opinions of pilot respondents and their understanding on questionnaire items. This ensured consistence in understanding and consequently responses among participants.

3.9 Data Analysis Procedures

Collection of data is not the ultimate step in the research process. The researcher needed to conduct coding, editing, classification and tabulation of data for the purpose of; summarizing and making it accurate into small number and arrange it into homogeneous groups (Kothari, 2004). Data were descriptively analyzed. Percentages, frequencies, graphs and pie charts were used to present data. This was possible by the use of the computer software programme Statistical Package for Social Sciences (SPSS), this helped in analyzing the data obtained were coded and fed into computer using SPSS programme and subjected to descriptive analysis. The researcher also took some of the information to excel which assisted in making pie charts and histograms so as to present a pool of information.

3.10 Ethical Considerations

The researcher sought for clearance letter from the Open University of Tanzania (OUT) that allowed the researcher to carry out this study. This enabled the researcher to get permission for data collection from Regional Administrative Secretaries (RAS) of Mbeya region. As for the most part issue of ethics focusing on establishing safeguards that protects the rights of the participants was considered. This was

assured by the use of pseudo names (anonymity) that was not disclosed exactly who provided a certain type of information. Also interviews were conducted by individuals not in groups so as to ensure that what is discussed is secret between the researcher and the interviewee.

For the case of informed consent, the researcher informed participants that participation in the study is entirely voluntary. Also, they were informed that their chance of participation could not result in negative consequences. In this case, confidentiality of the information that they gave will be upheld. Thus, the researcher ensured that whatever a participant says or reports will not be shared with anyone in any way and it will be for the purpose of the study only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with the research data presentation and findings. An analysis and discussion of the data and findings are presented in three major sections in accordance with the research objectives articulated in chapter one. The data presented were collected through questionnaires and interview.

4.2 Approaches Employed for Providing In-service Training to Primary School Teachers in Tanzania

This section intends to present different approaches employed in offering in-service training to primary school teachers. Through questionnaire and interviews participants were asked to identify approaches that were commonly used in offering in-service training to primary school teachers.

Through the questionnaires, it was found that, seminars, study groups and mentoring were the major approaches that were very common in getting their in-service training. Respondents revealed that although there were different approaches that could be employed such as cluster discussion but the most prominent and common approaches are those three as shown in Figure 4.1.

Data in Figure 4.1 show that out of 91 participants, 48 (59.3%) of the participants reported that seminars was one among approaches that was famous for their in-service trainings. While 25 (30.9%) of the participants revealed that mentoring is very

common in ensuring that teachers get in-service training while 6 (6.6%) of the participants declared that study groups is one of the common approaches in offering in-service training and 2 (2.2%) named cluster discussion as one approach for in-service training to primary school teachers.

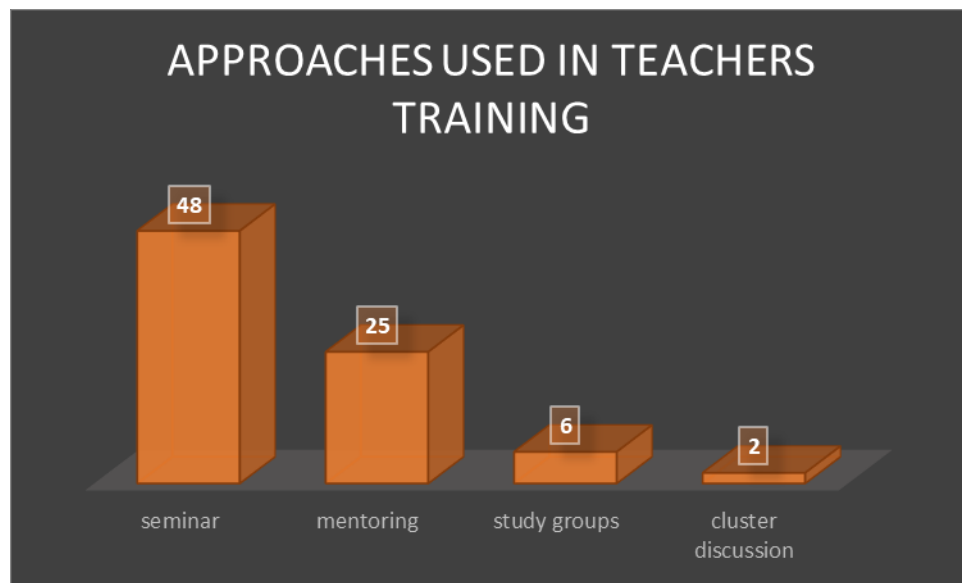


Figure 4.1: Approaches Employed in Providing in- Service Trainings to Primary School Teachers

The data from questionnaires complied with data collected through interviews. The respondents during the interview showed that the most prominent approaches employed for in-service training to teachers include; seminars and workshops. For example, respondents declared that mentoring and coaching were normally used to novice teachers who came for field practices.

Consider the experiences of the informants;

Workshop. These approaches are very constructive as normally they provide a room for teachers to share experience relating to teaching profession (Interview: 05.06.2019).

Another claimed;

We get called some of us to seminars, where we receive trainings and when we come back we can have short briefing to other teachers to keep them aware of the training (interview: 22.5.2019)

Another informant had the following to add;

One of the approaches that is common in offering in-service training to our teachers is seminars. This approach is very simple to implement and it offers maximum participation of all participants (Interview: 20.06.2019).

It is clear from the excerpts above that seminars, mentoring, cluster discussions and workshops were common approaches employed during in-service training.

The findings concurred with the idea suggested by Guskey, (1995) that, development of norms for collaboration, and the use of conversation protocols can benefit all participants in a learning community. Teachers were each other's main resource for professional learning in Job Embedded Professional Development, making successful collaboration is a key to constructive professional growth of an individual teacher/tutor.

Guskey (2000) and Banilower (2012) emphasized that, the short training to teachers such as seminars and plenary discussion have positive impact to teachers' daily routines in teaching and their professional growth. Professional development is important to teachers and other professional workers for improvement of their duties. Several strategies could be employed such as staff meetings, seminars, peer collaboration, mentoring, coaching extensive reading of subject matter, upgrading courses (as a long term) among others.

4.3 The Influence of In-Service Training on Primary School Teachers in the Mastery of Subject Matter of the Subjects

This section explored the influence of in-service training on the mastery of subject matter to primary school teachers. The data under this section were collected through questionnaires and interview. The data were collected from teachers including head of schools and the PDEO. The data are hereby presented and discussed.

4.3.1 Subject Matter Mastery

When the question, what is role of in-service training on primary school teachers in mastering subject matter. Data collected through questionnaire disclosed that there was a substantial impact of in-service training to teachers because teachers get a chance of sharing experience with their colleagues on how to solve various challenges. Figure 4.2 reveals the findings.

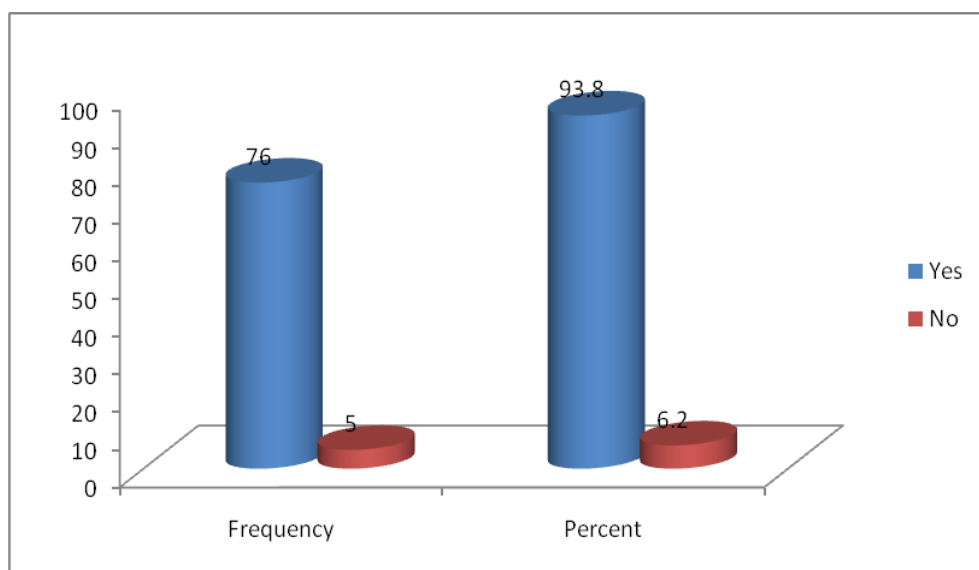


Figure 4.2: In-Service Training to Primary School Teachers Improve Skills in the Subject Matter Mastery

It is evident from data in Figure 4.2 that significant number of participants (93.8%) declared that it is true that when teachers attend in-service training there is a positive effect in improving their mastery in subject matter. 6.2% participants reported that in-service training has nothing to do with the mastery of their subject matter.

In the same vein information collected through interview complied with statistical data above where majority of the informants reported that in-service training has to be implemented regularly because there is a close relationship between teachers' academic performance implying good mastery of subject matter which would enhance effective pupils' learning.

Consider the experience of one informant;

“In-service training can improve teachers' mastery of the subject matter through sharing experience with those who are competent as compared to others” (Interview, Head teacher school “B” 14.06.2019).

Similarly, education officer elaborated the same issue as;

...Education attained by a teacher at the colleges is not enough to make them competent enough to deliver the content by employing required strategies and techniques effectively. Rather there is a need of getting experience from the field for the sake of improving subject matter mastery... (Interview, Head teacher school “C” 14.06.2019).

The other teacher declared that;

... .. through in-service training teacher increases knowledge not only on subject matter but also skills on teaching techniques or learns on how to deliver the content to learners and other skills.... (interview. 20.06.2019).

The findings portrayed that; in-service training had a close relationship with the enhancement of primary school teachers' mastery of subject matter. It is true that

teachers differ in terms of both content and pedagogical skills. Thus, when teachers with different capacities comes together they share knowledge so as to improve their professionalism. Asian Development Bank (2017) commented that, on job training aim at covering the professional competency gap on strengthening subject matter knowledge and teaching skills.

Similarly, Banilower (2002) comments that, pupil achievement can be noticed within a short timeframe as a result of teachers' in-service training, but substantive changes in teacher instruction takes considerable time. Also, Cohen and Hill (2000) assert that, the content of what teachers learn is very important for their professional development and excellence.

They argue that, professional development focuses on specific curricula resulting to more reform-oriented practice than more general professional development. Thus, reform-oriented teacher instruction is positively related to student achievement. This is to say that, designers of any professional development initiatives have to make sure that their plans are set up concomitantly with what is depicted in primary and secondary schools' syllabi.

4.3.2 Teachers' Competence to the Subject Matter

Through the questionnaires and interview when teachers were asked to explain the extent in-service training promoted their ability to teach different subject matter topics. It was found that teachers agreed that, teachers can get more experience and confidence on the subject matter. Table 4.1 summarizes the findings from the questionnaires on the construct.

Table 4.1: In-Service Training has Impact on Teachers` Competence to the Subject Matter

	Frequency	Percent (%)
Agree	71	87.7
Neutral	3	3.6
Disagree	7	8.7
Total	81	100.0

Data in Table 4.1 depicts that, 87.7% of the participants agreed that in-service training promotes positively their ability to master the subject matter and all the topics they teach. 8.7% disagreed that in-service training may increase competence on the subject matter. This might be due to the fact those teachers who disagreed had never been attended any in-service training. 3.6% neither agreed nor disagreed implying that they had no idea on the in-service training.

Similar reflection was found on through the interview where teachers declared importance of in-service training regarding the competence of teachers on subject matter and their topics.

... .. some trainings are subject specific, that they train teachers on specific subject mainly focusing on some topics of a given subject (interview: 20.06.2019)

Another participant said;

In training, we meet different teachers from different schools with different experiences in teaching.... Some teachers are very good in some topics of the subject like Science and Mathematics. We share the content and gain competences on the subject matter which some of us did not have (Interview: 14.06.2019).

This concept repeated several times indicating that, during on job training teachers get knowledge on the subject specifically the seemed to be challenging topics. Teachers

share concepts of the subject and teachers stay as a team discussing on matters related to their profession specifically in the subject matter and their challenging topics.

Improving competence in the subject matter content is mainly enhanced by the on job training of teachers (Asian Development Bank, 2017). The mastery of subject matter is much enhanced by proper mastery of each content at the level of teaching so that delivery to learners is not hindered by incompetence of teachers in the subject matter content (Yair, 2010). Thus, on job training offers solution to challenging subject content to teachers.

4.4 The Role of In-Service Training in Improving Teachers Ability to Prepare for Teaching and Evaluate their Lessons

This section investigates the role of in-service training in improving teachers' ability to prepare, teaching and evaluating their lessons. Relevant information was sought through questionnaire and interview. The question worth of pursuit is what are role of in-service training in improving teachers' ability to prepare, teaching and evaluating their lessons The research findings are presented and discussed in the subsections below;

4.4.1 Ability to Prepare for Teaching

Through interviews and questionnaire participants were asked to explain the extent in-service training if can enhance teachers` ability to prepare for teaching. Study findings declared that teachers need to be very good in preparing themselves for teaching. Consider the experience of one informant;

I attended several training on preparation for teaching where the focus is being on lesson plan, scheme of works and how to prepare teaching and learning aids (Interview, teacher school “D” 15.06.2019).

The another respondent said;

... .. Lesson plans are collected regularly to the head teacher. The head teacher then put some inputs to rectify some mistakes by discussing with teacher. This is very important as when these plans for teaching are made good teachers will be in position to teach well also..... (Interview, teacher school “D” 15.06.2019).

Similarly, another informant had the following to acknowledge;

Trainings should focus on needs and problems facing teachers in their teaching. Also there should be a follow up mechanism post training to notes whether teachers are implementing the curriculum effectively or they are facing difficulties in preparing for teaching (Interview, teacher school “E” 15.06.2019).

Data above were supported by statistical data through questionnaires where teachers reported that in-service trainings were important because teachers improve on the way of preparing for teaching. Findings are summarized and presented in Figure 4.3.

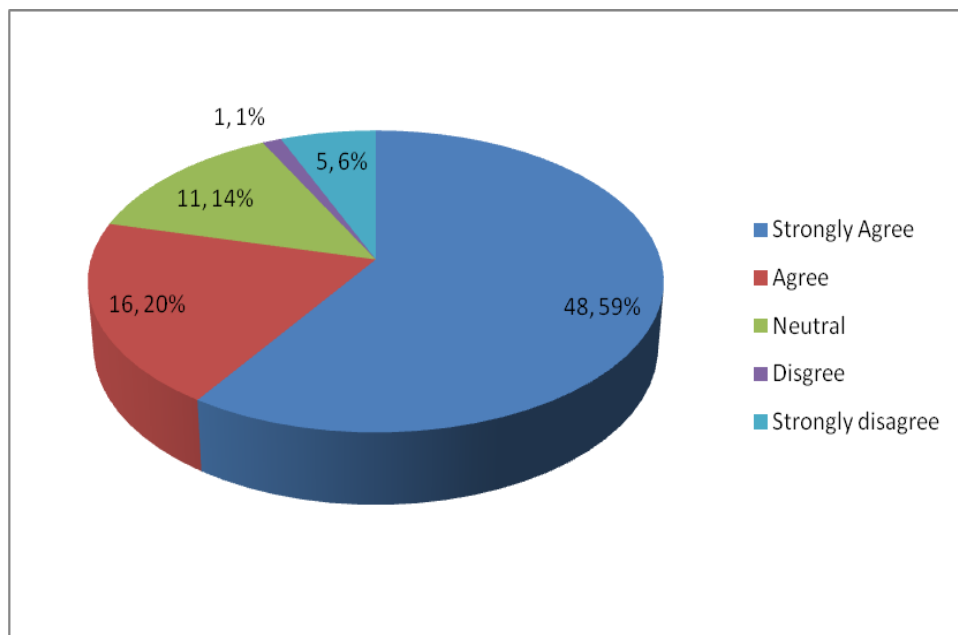


Figure 4.3: The Role of In-Service Trainings in Improving Teachers Preparation for Teaching

Data in Figure 4.3 depicts that substantial number of participants (79%) agreed that in-service training to primary school teachers provide a chance for them to improve on how to prepare for teaching, while (14%) of the participants were neutral and only (7%) of the participants disagreed that in-service training has no impact in improving their preparation for teaching.

Teaching is all about preparation of a good lesson does not come magically in the classroom it starts from outside the classroom setting. A teacher needs to prepare well the lesson before getting into the class (Dilworth & Imig, 2014). Teachers who are not able to prepare well for teaching cannot be able to teach well while in the classroom-setting. When the teacher enters in the class for teaching he/she is just implementing what was planned earlier if plans and preparation were dull the lesson is going to be less successful. It was evidenced that regular in-service training for primary school teachers is of paramount role. Teachers who are veteran and attended several training in teaching are very good in preparing for teaching. When these teachers stay in the same room with novices they instill and inculcate and pound constructive skills on how to prepare for teaching. Swanepoel and Erasmus (2000), comment that staff development should result in the following: Improve the standard and performance of employees, once their training needs have been identified, prepare them for future positions, and increase their literacy levels; and to help the individual to make better decisions and increase job satisfaction. It is apparent from the voices above that trainings offered to teachers can enable them to improve their teaching preparation and consequently good content delivery that result into effective classroom learning to pupils.

4.4.2 Evaluating Lessons

Through the questionnaires and interview findings showed that training to teachers should focus on issues pertaining to evaluation. Through the questionnaires teachers showed that trainings helped them to improve in doing self-evaluation on the lessons as well as pupils' evaluation. Figure 4.4 summarizes the results.

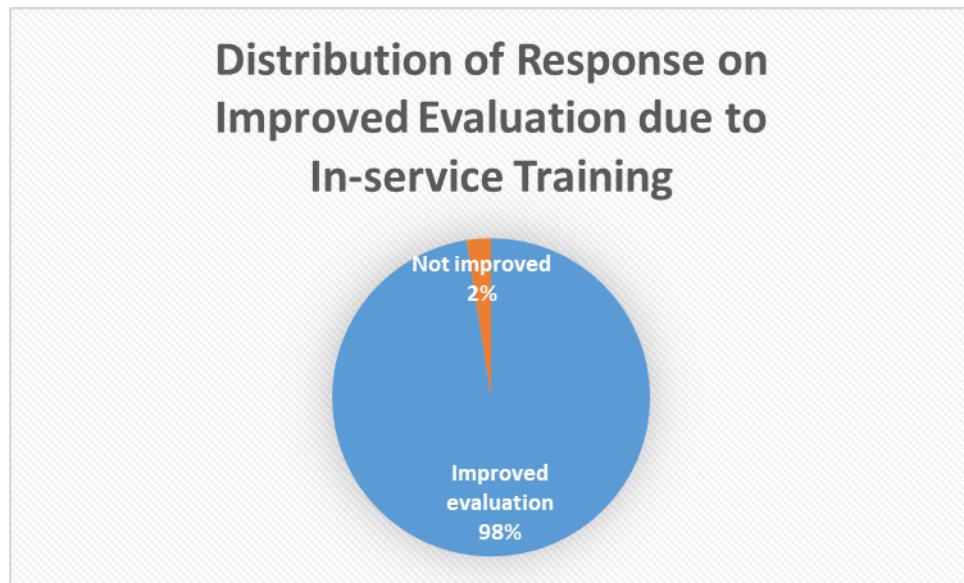


Figure 4.4: Responses on Improved Evaluation due to In-service Training

From the Figure 4.4, 98% of the teachers participated showed that in-service training had contributed to their improvement on self-lesson evaluation while only 2% indicated that there was no improvement of their lessons evaluation.

Similar responses were found during the interview with teachers. For convenience consider the following responses from an interviewee;

... .. For a teacher to make evaluation for the lesson follow up on students' activities and exercises can provide a room for teachers to evaluate their lessons whether they are moving forward or not.... (Interview, Head teacher school "C" 15.06.2019).

Similarly, another informant had the following to elaborate;

We need to learn on how to make a professional evaluation of our lessons and teaching and learning process at large (Interview, teacher school “B” 15.06.2019).

Ideally, the responsibility of the teacher is to evaluate their lessons. Efforts of both teachers and other education stakeholders at large is of supreme concern in making sure that teachers are in position of evaluating the success of their lessons (Yair, 2010). Thus teaching begins with plans that aim to full fill the list objective. For teachers to notes whether the objectives are realized they should be capable of evaluating their lesson and pupils’ performance. It is evident from the finding that in-service training has magnificent effects in embellishing teachers’ ability to make evaluation of both the lesson and pupils progress.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study. Precisely, the chapter summarizes the whole study by reviewing the purpose of the study, methods employed, and data analysis and study findings. Further, the chapter gives conclusion of the study and puts forward recommendations basing on the main issues raised from findings and discussion.

5.2 Summary of the Study

The main purpose of this study was to investigate the impact of in-service training on the performance of primary school teachers. Specifically, the researcher sought to examine approaches used in providing in-service training to primary school teachers in Tanzania, examine the influence of in-service training at enabling primary school teachers in the mastery of subject matter of the subjects they are teaching and explore the role of in-service training in improving teachers' ability in preparing, teaching and evaluating their lessons in primary schools of Tanzania.

Furthermore, this study employed both quantitative and qualitative approaches under embedded design were used by the study. Purposive and simple sampling strategies were used to obtain 101 participants for the study. The information was collected through questionnaire and semi structured interviews. The data from interviews and questionnaires were subjected to descriptive analysis. Quantitative data were coded using SPSS and analyzed through descriptive statistic.

5.3 The Major Findings of the Study

Major findings under this subsection are treated objective wise;

5.3.1 Approaches Employed for Providing In-Service Training to Primary School Teachers in Tanzania

Study findings unveiled that the most prominent approaches employed for in-service training to teachers include; seminars workshops among others. Where the findings declared that the common approach used was seminars which were in line with those suggested by Guskey, (1995), Guskey (2000) and Banilower (2012). Other approach used for example, were mentoring and coaching are normally used to novice teachers who come for field practical.

5.3.2 The Influence of In-Service Training on Primary School Teachers in the Mastery of Subject Matter of the Subjects

It was evident from the study findings that; it was true that when teachers attend in-service training there was a positive effect in improving their mastery and competences in subject matter which similarly were commented by Asian Development Bank (2017), Banilower (2002) and Cohen and Hill (2000). This was due to the fact that teachers differ in terms of both content and pedagogical skills. Thus when teachers with different capacities come together they share knowledge so as to improve their professionalism.

5.3.3 The Role of In-service Training in Improving Teachers' Ability to Prepare for Teaching and Evaluating Their Lessons

Study findings declared that in-service training had positive impact on improved proper preparation for teaching and proper self-evaluation as well as proper lessons

evaluation. These findings adhered to positive impact of on job training commented by Yair (2010) that teachers need to be trained so as they are able to evaluate their lessons.

5.4 Conclusions

In view of the research findings, the following conclusions can be drawn:

- (i) Study findings disclosed that seminars and workshops were found to be famous approaches used during in-service training to teachers. However, for sustainable trainings in-door trainings are more constructive.
- (ii) Head teachers and other education stakeholders have been trying to execute in-service training to teachers for the betterment of their organization. Generally, these trainings have been observed to improve pupils' academic performance.
- (iii) The role of in-service training in promoting teachers' ability to teach and evaluate their lesson is basically clear. However, due to financial constraints trainings are rare to make teachers competent on these areas.

5.5 New Developments in Knowledge

These study findings have added to the body of knowledge on the impact of in-service training on the performance of primary school teachers. It has established that the role of in-service training to teachers has been hampered by the lack of maximum support from the government and other education stakeholders at large. Also, teachers failed to effectively teach due to lack of regular in-service trainings.

5.6 Recommendations

Based on the study findings, several different recommendations are made.

5.6.1 Recommendations for Action

- (i) During the Study findings revealed that majority of primary school teachers do not attend in-service training regularly to update their knowledge. Basing on this finding, this study recommends that the ministry of Education, Science and Technology should offer regular in-service trainings to teachers so that they can be able to teach effectively.
- (ii) Moreover, study findings unveiled teachers attend onjob trainings but within a school there were a need of establishing internal training where those who got training may orient those who did not get such training so that mentoring is active at the school.

5.6.2 Recommendations for Further Study

- (i) Similar studies should be conducted, but this time the main focus should be on effectiveness between in-door and outdoor teachers' trainings.
- (ii) To gain more understanding into this subject, more comprehensive studies could be conducted on other levels of education, such as secondary schools, colleges and universities.

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APPENDICES

Appendix A: Teachers Questionnaire

Dear teachers,

This questionnaire aims to collect information on the influence of in-service training to primary school teachers on pupils' academic performance. You are requested to provide your genuine responses to each question accordingly. The information provided will be treated strictly confidential and only used for the purpose of this research.

Date of filling in the questionnaire.....

Name of the school.....

Tick to the appropriate response or fill in as appropriate in each of the following questions

I. Demographics:

1. Your gender

(i) Male () (ii) Female ()

2. Years of employment teacher

(i) 0 to 3 years (ii) 4 to 6 years (iii) above 6 years

3. What is the highest professional level of education you have attained?

(i) Diploma () (ii) Bachelor's degree () (iii) Master degree

II. PROFESSIONAL PRACTICE

4. Do you attend in- service training in your school?

i) Yes () ii) No ()

5. Which form of in-service training is common in your school?

i).Out door In-service Training ii) In door or Job embedded in-service training

6. Put a cross (×) or Tick (√) for any of the following in-service training approaches. Which are commonly used as a means of your professional development

Approaches	Responses
Seminars	
Workshops	
Coaching	
Conferences	
Mentoring	
Study groups	

7. In-service training to primary school teachers improve skills in the subject content and its delivery

(i) Yes () (ii) No ()

8. The more I attend job embedded training the more my pedagogical skills grows?

(i)Yes () (ii) No ()

9. The more I attend in-service trainings the more I become competent on my subject area

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree v) Strongly Disagree

10. Trainings have to be regularly offered to us as it helps us improve our teaching hence pupils' academic performance.

Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree v) Strongly Disagree

Using the following 1-5 scale please indicate by circling the correct degree to which you agree the statement listed below:

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 2 3 4 5	11. When I reflect on my practice during in-service training as primary school teacher I know more than I really able to describe.			
1 2 3 4 5	12. I feel a sense of connection to the field post my regular in-service training.			
1 2 3 4 5	13. My institution ensures that I grow professionally as primary teacher through its own costs.			
1 2 3 4 5	14. I have a sense of self-efficacy and confidence in my work after attending in-service training.			
1 2 3 4 5	15. My ability to function autonomously and effectively as a teacher in my professional roles always enhances as I attend in-service training several times.			

1 2 3 4 5 **16.** My regular attendance to in-service training goes concurrently with
pupils' academic performance.

17. In-service training improves my ability in teaching and preparation of lessons

(i) Yes () (ii) No ()

18. In-service training helps the teacher to evaluate him\herself

i. Yes () ii. No ()

19. I do better in assessing my student as I attend in-service training

i. Yes () ii. No ()

THANK YOU FOR YOUR PARTICIPATION AND CANDID RESPONSES

Please return your responses on time.

Appendix B: Documentary Review Guide

Name of the school

Type of the document	Type of information sought for	Comment
In-service training Plans	-Objectives for introducing in-service trainings -Number of times trainings are conducted per year.	
- Training Manuals	-Content covered during trainings	

Appendix C: Interview Guide for Head Teachers and DPEO

Dear Head Teachers and DPEO

This interview aims to collect information on the influence of in-service training on the performance of primary schools teachers in Tanzania. You are requested to provide your honest responses to each question accordingly. The information provided will be treated strictly confidential and only used for the purpose of this study.

1. What is your comment regarding the status of providing in-service training to primary school teachers in Tanzania?
2. As a head of school/DPEO what you have been doing to ensure that in-service training to primary school teachers is successful?
3. How do you support in-service trainee in their training?
4. What are the ways you have been using to provide in-service training to primary school teachers?
5. As a head of school/DPEO, what have you been doing to ensure that in-service training enables trainee to master the subject matter?
6. Give your suggestions on how in-service training could be improved in terms of delivering.
7. As a head of school, how do you help trainee to improve lesson preparation for teaching and learning?
8. How in-service training helps teachers to conduct self-evaluation as well as lesson evaluation?

Appendix D: Interview Guide for Teachers

Dear Teachers

This interview aims to collect information on the influence of in-service training on the performance of primary schools teachers in Tanzania. You are requested to provide your honest responses to each question accordingly. The information provided will be treated strictly confidential and only used for the purpose of this study.

1. What is your comment regarding the status of providing in-service training to primary school teachers in Tanzania?
2. As a teacher, what have you been doing to ensure that in-service training is successful?
3. What are the ways that are used to provide in-service training to primary school teachers in Tanzania?
4. As a teacher, what have you been doing to ensure that in-service training enable you master the subject matter you are teaching?
5. Give suggestions on how in-service training could be improved in terms of delivering
6. Does in-service training help you to improve lesson preparation for teaching?

Thank You for Your Participation and Candid Responses

Appendix E: Research Clearance Letter**THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF POSTGRADUATE STUDIES***

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201608903Date: 06th December 2019

Principle, Tukuyu Teachers College
P. O. Box 554
TUKUYU

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Victoria Boniface, Reg No: PG201608903** pursuing **Master Degree of Education in Administration, Planning and Policy Studies (MED-APPS)**. We hereby grant this clearance to conduct a research titled: **“The Impact of In-Service Training on the Performance of Primary School Teachers in Kyela District, Tanzania** she will collect her data in Mbeya, Tanzania from 10th December 2019 to 7th February 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.


Yours sincerely,

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

Appendix F: Research Permit

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

MBEYA REGION
TELEPHONE: 028-2501101
TELEFAX: 028-2501102
FAX: 028-2501103
FAX: 028-2501104
FAX: 028-2501105
FAX: 028-2501106
FAX: 028-2501107
FAX: 028-2501108
FAX: 028-2501109
FAX: 028-2501110



MBEYA REGIONAL ADMINISTRATION
P.O. BOX 254
MBEYA

03rd June, 2019

Ref No: RA/19/123456

District Administrative Secretary,
P. O. Box 254,
KYEYA.

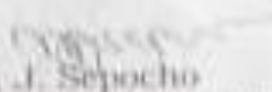
RE: RESEARCH PERMIT

Please refer to the above captioned subject.

May I introduce to you **Ms. Victoria Boniface** who is a student of The Open University of Tanzania.

At the moment he is conducting research on **"The Impact of Service Training on Performance of Primary School Teachers Kyela District"**. A case study of Kyela District from 03rd Jan 2019 up to 20th June, 2019.

Please assist him accordingly.


M. J. Sepochi
For: REGIONAL ADMINISTRATIVE SECRETARY
MBEYA

Copy:- **Ms. Victoria Boniface**

* **The Open University of Tanzania,**
Mbeya Regional Centre,
S. L. P. 2803,
MBEYA.

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Anwani ya Simu "ADMIN"
Simu ya Mdomo: 2540354/2540054
Fax. No. 025-2540332
Email - Daskyeia 1007@gmail.com



OFISI YA MKUJI WA WILAYA
S.L.P. 44
KYELA

Unapojibu tafadhali taja:

Kumb. Na. AB. 124/375/02/164.

11 Juni, 2019.

Mkurugenzi Mtendaji
Halmashauri ya Wilaya
S.L.P. 320
KYELA

YAH: KIBALI CHA UTAFITI

Husika na kichwa cha habari hapo juu.

Namtambulisha kwako Ndugu Victoria Boniface kutoka Chuo Kikuu huria Tanzania.

Kwa sasa anafanya utafiti kuhusu "The Impact of in Service Training on Performance of Primary School Teachers in Kyela District". Utafiti huo utafanyika shule za msingi zilizopo Wilayani Kyela kuanzia tarehe 03/06/2019 hadi tarehe 20/06/2019.

Tafadhali naomba apewe ushirikiano.

S. Magambo
Kny: KATIBU TAWALA WILAYA
KYELA

S.M. 11/06/2019 TAWALA WILAYA
KYELA

Nakala: Mkuu wa Chuo
Chuo Kikuu Huria
S.L.P. 2803
MBEYA

Ndugu Victoria Boniface